

**National Development Agency Non-Profit Organisation Capacity Building:  
“Please explain it in Sesotho”**

by

**NEO INNOCENTIA MOONO**

submitted in accordance with the requirements

for the degree of

**MASTER OF ARTS**

in the subject

Development Studies

at the

**UNIVERSITY OF SOUTH AFRICA**

**SUPERVISOR: MS ANSO LIEBENBERG**

**YEAR OF FINAL REGISTRATION: APRIL 2019**

# DECLARATION

Name: Neo Innocentia Moono  
Student Number: 48268771  
Degree: Master of Arts in Development Studies

**National Development Agency Non-Profit Organisation Capacity Building:  
“Please explain it in Sesotho”**

I declare that the above dissertation is my own work and that all the sources that I have or quoted have been indicated and acknowledged by means of complete references.



09 April 2019

---

SIGNATURE

---

DATE

## **Title of the dissertation:**

**NATIONAL DEVELOPMENT AGENCY NON-PROFIT ORGANISATION  
CAPACITY BUILDING: “PLEASE EXPLAIN IT IN SESOTHO”**

## **KEY TERMS**

Capacity Building, Community Development, Community Development Training, Mother Tongue, Vernacular, Community, Participation, Empowerment, People-centred development, Civil Society Organisations Framework.

## **ABSTRACT**

The study was initiated to examine the role and importance of utilising mother tongue in capacity building training conducted by the National Development Agency (NDA) for non-compliant non-profit organisations (NPOs) in the social sector, grant funded by the Department of Social Development (DSD) in Gauteng.

The research design followed a descriptive qualitative method. A case study research methodology that included interviews and qualitative questionnaires was applied for NPO members and NDA employees.

Literature review explored applicable legislation, components of community development training and facets of community development. Furthermore, the NDA's capacity building framework was examined.

Major findings revealed that (a) the NDA Civil Society Organisations Development Framework must be aligned with the Constitution of the Republic of South Africa as it is infringing on human rights; (b) Capacity Building training cannot be a one size fits all approach; (c) the use of mother tongue is important for community development training.

## **DEDICATION**

To my lovely mother, Semakaleng Veronica Marais

My late grandmother, Mmalekgotla Constance Mmeseletsi

My late father, Ebineng Titus Moono

My family and relatives – Manthata, Moono, Marais, Mmeseletsi, Motsepe,  
Sikhosana

## ACKNOWLEDGEMENTS

KE ISA HLOMPHO, LE POKO LE DITHORISO HO  
NTATE, LE MORA, LE MOYA O HALALELANG  
MODIMO WA MELOKO, MODIMO WA DINAKO, MODIMO YA LEREKO  
MAATLA KE A HAO  
KE UTLWA LERATO, KE BONA MOHAU  
MODIMO WA POLOKO, MODIMO WA JERUSALEMA  
MPHE MALEME A SEKETE KE TSEBE HO HO RORISA

I will forever be grateful to those who were strategically placed in my path to ensure that I complete this work.

Mom, thank you for your prayers. I needed them, and they made a huge difference.

Ms Anso Liebenberg, it was an honour and a privilege to work under your supervision. Your professionalism made it easier for me to complete my work. I would have not completed this work without your encouragement and guidance, thank you.

Ms Nthabiseng Innocentia Kraai, my name sake, my sister, my inspiration, my research methodology expert, my motivation to complete this research. Ke a leboga mogaetsho!

To NPO members and NDA colleagues who participated in this research, I thank you for taking your precious time to assist me with this research. The objectives would have never been achieved without your inputs, thank you.

To the NDA Family, thank you for offering me a bursary and allowing me to conduct this research. I hope the report will make a positive contribution to our work in the development space.

# LIST OF TABLES AND FIGURES

## TABLES

Table 1	De Beer and Swanepoel vs NDA	57
Table 2	Analysis of Social System Manifest and Latent Function	62
Table 3	Effective Capacity Building	66
Table 4	Research Methodology Advantages, Disadvantages and Solutions	70
Table 5	Responses from NDA Respondents	91

## FIGURES

Figure 1	Proposed Research Methodology	12
Figure 2	CSOs Development Model for the NDA	51
Figure 3	NDA Capacity Building Model	53
Figure 4	McKinsey & Company Capacity Building Framework	55
Figure 5	De Vita et al. A framework for addressing non-profit Capacity Building	56

<b>TABLE OF CONTENTS</b>	<b>PAGE NO</b>
<b>COVER PAGE</b>	<b>i</b>
<b>DECLARATION</b>	<b>ii</b>
<b>KEY TERMS</b>	<b>iii</b>
<b>ABSTRACT</b>	<b>iv</b>
<b>DEDICATION</b>	<b>v</b>
<b>ACKNOWLEDGEMENTS</b>	<b>vi</b>
<b>LIST OF TABLES AND FIGURES</b>	<b>vii</b>
<b>TABLE OF CONTENTS</b>	<b>viii</b>
<b>ACRONYMS</b>	<b>xii</b>
<b>CHAPTER ONE – INTRODUCTION TO THE STUDY</b>	<b>1</b>
<b>1. INTRODUCTION</b>	<b>1</b>
1.0. Background to the research problem	3
1.1. The Problem Statement	6
1.2. Research Objectives	9
1.3. Scope of the study	9
1.4. Limitations of the proposed study	10
1.5. Literature review	11
1.6. Theoretical framework	11
1.7. The importance of the study	12
1.8. The proposed methodology and ethical considerations	12
1.9. Definitions of key terms, concepts and variable	14
1.10. Chapter Outline	16
<b>2. CHAPTER TWO – LITERATURE REVIEW</b>	<b>18</b>
2.0. <b>South African Law and Language</b>	18
2.0.1. Introduction	18
2.0.2. The Constitution of the Republic of South Africa	18
2.0.3. The Pan South African Language Board	21
2.0.4. The National Language Policy Framework	22
2.0.5. Use of Official Language Act no 12 of 2012	24
2.1. <b>The Community</b>	26
2.1.1. Introduction	26
2.1.2. What is a Community?	26
2.1.3. Civil Society Organisations	27



2.1.4.	Non-profit Organisations / Non-governmental Organisations	28
2.1.5.	Non-profit Organisation (NPO) Act	30
<b>2.2.</b>	<b>Community Development</b>	<b>32</b>
2.2.1.	Introduction	32
2.2.2.	What is Community Development?	32
<b>2.3.</b>	<b>Community Development Training</b>	<b>35</b>
2.3.1.	Introduction	35
2.3.2.	Community Development Training Facets	36
2.3.2.1.	Introduction	36
2.3.2.2.	Community Development Training Methodology	37
2.3.2.3.	Community Development Training Skills	38
2.3.2.4.	Community Development Training Weakness	39
2.3.2.5.	The Community Development Training Pitch	40
2.3.2.6.	Principles of Community Development Training	41
2.3.3.	Role and Importance of Mother Tongue or Vernacular in Community Development Training	42
2.3.4.	Training Challenges Experienced by NDA Contracted Service Providers	43
2.3.5.	Community Capacity Building	46
2.3.6.	Capacity Building	47
2.3.6.1.	Capacity Building – The Definition	47
2.3.6.2.	Capacity Building – The Goal	48
2.3.6.3.	Capacity Building – The Environment	49
2.3.6.4.	Multiple Dimensions of Capacity Building	49
<b>2.4.</b>	<b>National Development Agency Civil Society Development Framework</b>	<b>51</b>
2.4.1.	Introduction	51
2.4.2.	Frameworks Developed by other Institutions for NPO Capacity Building	54
2.4.3.	De Beer and Swanepoel Principles vs NDA CSO Framework	57
<b>2.5.</b>	<b>Classical Theories for Building Community Capacity</b>	<b>60</b>
2.5.1.	Introduction	60
2.5.2.	Structural Functionalism Theory	60
2.5.3.	Conflict Theory	63
2.5.4.	Rational Choice	64

<b>2.6.</b>	<b>Effective Capacity Building Programme</b>	<b>64</b>
<b>3.</b>	<b>CHAPTER THREE – RESEARCH DESIGN AND METHODOLOGY</b>	<b>68</b>
3.0.	Introduction	68
3.0.1.	Research Methodology Diagram	69
3.0.2.	Research Methodology Advantages, Disadvantages and Solutions	70
3.1.	Research Design	72
3.2.	Research Methodology	73
3.3.	Data Sources	75
3.4.	Data Collection Techniques	75
3.5.	Reliability and Validity	75
3.6.	Sampling Techniques and Population	76
3.6.1.	Confidentiality	77
3.6.2.	Informed consent	78
<b>4.</b>	<b>CHAPTER FOUR – RESEACH FINDINGS</b>	<b>79</b>
4.0.	Data Analysis and Interpretation	79
4.0.1.	Findings from Members/Volunteers of NPOS	79
4.0.1.1.	Code 1: Training Language Used	80
4.0.1.2.	Code 2: Understanding	80
4.0.1.3.	Code 3: Use of Knowledge	82
4.0.1.4.	Code 4: Improved Performance and Workmanship	83
4.0.1.5.	Code 5: Submission of Annual Financial Statements	83
4.0.1.6.	Code 6: Importance of Utilising Mother Tongue in Training	83
4.0.1.7.	Recommendations from NPOs regarding NDA Training	84
4.0.1.8.	Summary	84
4.0.2.	Findings from NDA Developers, Users and Implementers Of the NDA CSO Development Frameworks	85
4.0.2.1.	Alignment of the NDA CSO Development Framework to the RSA Constitution	86
4.0.2.2.	Alignment of the NDA CSO Development Framework to the principles of community development training	86
4.0.2.3.	Alignment of the NDA Capacity Building Programme to	90

	Effective Elements of Capacity Building	
	4.0.2.4 The Importance of Training and Providing Training Material in Mother Tongue	97
	4.0.2.5 Summary	98
	4.0.3 Relationship between Research Findings and Theory	100
4.1.	Ethical consideration	101
<b>5.</b>	<b>CHAPTER FIVE – CONCLUSION AND RECOMMENDATIONS</b>	<b>102</b>
5.0.	Introduction	102
5.1.	Evaluation on Meeting the Research Objectives	103
5.1.1.	Main Objective of the Study	103
5.1.2.	Specific Objectives of the Study	104
5.1.2.1.	Specific Objective 1	104
5.1.2.2.	Specific Objective 2	105
5.1.2.3.	Specific Objective 3	105
5.1.2.4.	Specific Objective 4	105
5.2.	Summary of Conclusions of the Chapters of the Study	106
5.3.	Summary of the Main Findings	107
5.3.1.	NPO Findings	107
5.3.2.	NDA Findings	108
5.4.	Major Conclusions	109
5.5.	Recommendations	110
5.5.1.	Recommendations from NPO Members to the NDA	110
5.5.2.	Recommendations from the NDA	111
5.6.	Areas for Further Research	112
5.7.	Conclusion	112
<b>6.</b>	<b>LIST OF SOURCES</b>	<b>114</b>
<b>7.</b>	<b>APPENDIX A Informed Consent Form</b>	<b>122</b>
<b>8.</b>	<b>APPENDIX B Consent Form</b>	<b>127</b>
<b>9.</b>	<b>APPENDIX C Questions for NPOs</b>	<b>128</b>
<b>10.</b>	<b>APPENDIX D Questions for NDA</b>	<b>131</b>
<b>11.</b>	<b>APPENDIX E Ethical Clearance</b>	<b>136</b>
<b>12.</b>	<b>APPENDIX F Similarity Report Turn-it-in</b>	<b>142</b>
<b>13.</b>	<b>APPENDIX G Letter from Editor</b>	<b>143</b>

## **ACRONYMS**

ABET	Adult Basic Education and Training
AFS	Annual Financial Statements
CB	Capacity Building
CCB	Community Capacity Building
CORE	Co-operative for Research and Education
CSO	Civil Society Organisation
CSOs	Civil Society Organisations
Cosatu	Congress of South African Trade Unions
DAC	Department of Arts and Culture
DSD	Department of Social Development
ECD	Early Childhood Development Centres
FBOs	Faith-based Organisations
HR	Human Resource
LOI	Languages of Instruction
M&E	Monitoring and Evaluation
Mol	Memorandum of Incorporation
NDA	National Development Agency
NDP	National Development Plan
NDSD	National Department of Social Development
NGO	Non-Governmental Organisation
NGOs	Non-Governmental Organisations
NPO	Non-Profit Organisation
NPOs	Non-Profit Organisations
OD	Organisational Development
OUTA	Organisation Undoing Tax Abuse
PanSALB	Pan South African Language Board
POE	Portfolio of Evidence
RSA	Republic of South Africa
SA	South Africa
SANGOCO	South African NGO Coalition

SETA	Sector Education and Training Authority South Africa
STATS SA	Statistics South Africa
UK	United Kingdom
UNDP	United Nations Development Programme

## 1. CHAPTER ONE: INTRODUCTION TO THE STUDY

“Ke kopa o e hlalose ka Sesotho” meaning “Please explain in Sesotho”, these words echoed from participants throughout the non-profit organisation (NPO) capacity building training conducted by the National Development Agency (NDA) in nine provinces in South Africa.

It was not only the issue of explaining capacity building modules (i.e. NPO Governance, Financial Management, Conflict Management, etc) in Sesotho, but training in mother tongue was a need for participants. One lady in the Eastern Cape Province made a comment that she was waiting for the facilitators to start addressing them in English and she would have left the training venue. Fortunately, one of the facilitators was Xhosa speaking. Training facilitators tried to meet the needs of the participants by translating presentations into mother tongue but the training materials (presentation slides, training manuals, assessment and evaluation forms) were all written in English.

Preparation for training by facilitators was done utilising English material and not everything could be instantly translated when the facilitators were already in class facilitating. In addition, NDA facilitators and service providers were all non-native English speakers. As pointed out by Samimy (2008:127), the level of understanding between native and non-native speakers may differ. It would be naïve to think that all NDA facilitators fully understood the material before trying to translate it to mother tongue. The translation was limited in order to salvage the situation at the time.

In addition, there is a realisation that trainers should be trained. Even people with tertiary qualifications should be trained in community development and skilled trainers should be sourced (i.e. experts in Financial Management), (De Beer and Swanepoel 2013: 114 &112). There are techniques to be used when training communities (i.e. workshops, role playing, stimulation games, etc), and

this cannot be a one size fits all approach, (De Beer and Swanepoel 2013: 114 &112). It must lead to empowerment and be conducted in a less formal manner, (De Beer and Swanepoel 2013: 114 &112).

It was clear to me as a community development practitioner, that there was a missing link in capacity building training, even though we were guided by the NDA Civil Society Organisations (CSOs) Development Framework. A comprehensive understanding of community development was what we needed prior to conducting training in the NPO sector. This research, therefore, intends to find this missing link, an element of which is the utilisation of mother tongue in community development training.

The South African government considers “non-profit organisations (NPOs) as critical to deliver vital social and development employment programmes”, (NDA 2013:22). Furthermore, NPOs promote development and social cohesion, (NDA 2013:22). This is important for development in the whole country; hence there is a mandated government agency (the NDA) to ensure that positive change is achieved through grant funding and capacity building.

The NDA executes this mandate by offering a comprehensive package of services to communities (or NPOs) known as “Civil Society Organisation Development” (NDA 2017:9), and capacity building is part of this service offering. What is important for the NDA and the South African government is economic development, as well as communities that can survive on their own and take care of their own requirements.

Thus, the most important thing for SA communities would be an understanding and application of what they are being taught using a familiar language. About eighty percent (80%) of training service provider reports in the 2015/16 financial year contained the same message, “translate the training material to mother tongue”, (Moono 2015a:2). We learn from scholars, De Beer & Swanepoel (2013:111) and Kosonen in Bianco (2002:256) that teaching in mother tongue or vernacular is imperative for community development.

It is against this backdrop that this research intends to examine the role and importance of utilising mother tongue in community development training conducted by the NDA for the Department of Social Development funded and/or registered non-profit organisations (NPOs) in the social sector in Gauteng, South Africa.

### **1.0. Background to the Research Problem**

The NDA is a government entity in South Africa that reports to Parliament through the Ministry of Social Development. It is governed by a legislated Act (NDA Act 108 of 1998 as amended) of Parliament. The agency is mandated to eradicate poverty and its causes by granting funds to Civil Society Organisations (CSOs) and capacitating them.

Statistics South Africa (StatsSA) recently released a report on poverty trends in South Africa from 2006 to 2015. The report makes a finding, amongst others, that “an individual’s education level is closely related to poverty”, (StatsSA 2017:69). As a result, “79,2% of South Africans with no formal education were poor as compared to 8,4% of individuals with post-matric qualification”, (Stats SA 2017:69). The poverty alleviation struggle continues while the NDA capacity building programme is pitched at a very high level.

In 2013, it was reported by the National Department of Social Development (NDSD) that there were a 100 904 NPOs registered in their database, (NDA 2013:3). Out of the said figure, 71 618 were either non-compliant or qualified to be de-registered in accordance to the NPO Act, (NDA 2013:3). As a result, the NDA came on board to capacitate NPOs that are non-compliant and in the process of being deregistered. This was done in line with ensuring that NPOs are capacitated for progressive development in their communities.

To fulfil this mandate, the NDA Capacity Building Framework and Approach for Civil Society Organisations in South Africa was developed in October 2013.



This framework incorporated different dimensions of building capacity for NPOs (i.e. training, mentoring and incubation), (NDA 2013:1). The Capacity Building Framework later developed into the Civil Society Organisations Development Framework which is more comprehensive. The two are one and the same.

The institutional capacity building provided is in the areas of NPO Governance, Financial Management & Bookkeeping, Conflict Management, Resource Mobilisation, Communications, Business Plan Writing and Project Management. The training resources for all these modules were all written in the English language and training was partly conducted in English and African languages.

As an Administration Manager for the Capacity Building Programme, part of my role was to process payments for completed work by training service providers contracted by the NDA. It was a requirement for an invoice to be accompanied by a training report prior to it being processed. This offered me an opportunity to read and understand the challenges faced by service providers during training. There were many challenges, some related to logistics and others directly to training. From 20 January 2015 to 24 March 2015 I went through reports submitted by service providers from seven provinces (i.e. Eastern Cape, North West, Limpopo, Free State, Gauteng, Northern Cape and Western Cape), (Moono 2015a:2).

These are some of the challenges and comments that came out from service provider reports; (i) both the NDA and DSD should seriously consider the language used in the training manuals, (ii) with some participants the level of education became a hindrance, especially when writing on a practical book and that (iii) participants are not at the same level of understanding, therefore, English as a medium of instruction proved to be a challenge, (Moono 2015a:1). More challenges raised are highlighted under the literature review.

I had an opportunity to facilitate training in Gauteng, Free State, Eastern Cape and Western Cape in 2015/16, and I remember one lady in Free State saying to me “Ke kopa o e hlalose ka Sesotho”, meaning “please explain in Sesotho”. I

was trying my best to explain things in Sesotho, but clearly, it was not enough. It became evident at that moment that there was a challenge regarding the language used for training NPOs.

It was obvious that participants were having difficulty in understanding their facilitators. Even though facilitators tried to train in mother tongue, participants still requested a detailed explanation in their mother tongue. It was clear that the NDA Capacity Building Framework did not consider a very important aspect of community development training, and that is training in mother tongue, (De Beer and Swanepoel 1998:92). De Beer and Swanepoel (1998:92 and 2013:115-116) shared principles that should be utilised to direct community development training, “these are; (a) identifying problem-based needs, (b) action-oriented learning (c) building on existing knowledge, (d) learning by doing and (e) teaching in the mother tongue”.

Capacity building is, therefore, interwoven with empowerment and cannot be separated from Community Development and all its facets (i.e. people centred development, development for the community by the community, community participation etc), (De Beer and Swanepoel 2013:115-116).

Kosonen in Bianco (2002:243) makes an important point that addresses community empowerment and indicates that teaching in vernacular gives the community dignity. Therefore, building community capacity should not be considered in isolation without considering important elements (i.e. empowerment, people centred development, communities responsible for their own development) of community development.

Furthermore, Baker in De Vita, Flemming and Twombly (2001:34), as part of their exploratory research, identified eight core components that are elements of success for an effective capacity building programme in an NPO. It concludes that the programme must be “comprehensive, customised,

competence based, timely, peer-connected, assessment-based, readiness-based and contextualised” (Baker 2001:62-66).

The above study acknowledges that “the identified components can never be regarded as a model, as their task was to find out what is available in terms of capacity building” (Baker 2001:62). However, I believe that this will provide guidance in terms of components needed in a capacity building framework and whether the NDA has followed them or came up with something different.

There are community development training principles and components of effective capacity building that this research aims to assess in relation to the NDA NPO capacity building programme and the CSO Development Framework. In a nutshell, alignment of the capacity building programme to community development would be an important aspect to examine and assess.

### **1.1. The Problem Statement**

The National Department of Social Development (NDSD) conducted its own investigation on NPOs’ compliance. The desktop findings of the research commissioned by the NDSD indicated that “there is a low level of compliance (i.e. submission of Annual Financial Statements (AFS) to the NDSD NPO Directorate) amongst NPOs and they are unable to retain their registration status on the Department’s database”, (DSD 2009:14). De-registration for an NPO is a huge drawback, as this impacts on their day to day operations and funding that could be secured for their future.

As a result, non-compliance of NPOs led to the development of the NDA Capacity Building Framework in 2013. It is imperative to recognise that Capacity Building is crucial for Civil Society to survive and be sustainable for the sake of a positive change and development in our country and in the lives of communities.

It was important for the Capacity Building framework to consider the elements that would speed up and embrace development in communities. One of those elements is the training language. Ridge in Herriman & Burnaby (2006:31) enlightens us that "one breathes through language". The statement is significant and meaningful. Language is life. Language is a way of expression and liberation. This is a source to assist you to understand and to communicate with others.

Therefore, capacity building (modules within the programme; i.e. NPO Governance, Financial Management, Conflict Management, etc) was a "foreign language" to NPOs. Individuals within NPOs trained by the NDA did not fully comprehend what they were being taught in class and always requested that the "foreign language" be translated in to their mother tongue or vernacular to enable them to understand better. Training materials (facilitator guide, training manuals, assessment forms, evaluation forms) were all written in English and there were no manuals translated in any of the other ten South African official languages. It was also assumed that non-native English speakers (facilitators) could understand and translate to mother tongue with ease.

The issue of training in mother tongue was a consistent concern among NPO participants. On the other hand, the NDA received valuable and critical feedback from NDA facilitators and training service providers that translation of training materials, from English to African languages, was critical and should be prioritised, (Moono 2015a:2). A total of 79,2% of South Africans have no formal education and remain in poverty, (Stats SA 2017:69). It is no surprise that some participants are unable to understand the English language used for community development training and not to mention completing assessment forms.

Brock-Utne and Mercer (2014:777) argue that "Africans speak African languages in their everyday lives while lessons in school are delivered in an exogenous language". In addition, it is confirmed that "in many places adult education is also carried out in a language most people do not speak, (Brock-

Utne and Mercer 2014:777). This points out to the same concern expressed by participants regarding the NDA training; that the training material must be explained in their mother tongue.

Additionally, Brock-Utne and Mercer (2014:777) point out that “the exogenous languages, which are the languages of the former colonial powers and mastered by a small African elite, are used in most parliaments in Africa and in most newspapers.” Given the fact that there is an elite few who master the exogenous languages, this important fact may have been overlooked during capacitation of non-compliant NPOs.

The Constitution of the Republic of South Africa, Act 108 of 1996, recognises 11 official languages and section 30 under the Bill of Rights indicates that “everyone has the right to use the language of the choice”.

If the training programme is not modified or brought to a level where all understand it, it will create a limitation towards community participation and a barrier or threat in relation to human rights.

I personally experienced a challenge as I was involved with NDA NPO training. As a training facilitator, there is nothing more discouraging than to try and explain a concept using mother tongue and it comes out in English. I knew at that moment that what I was busy with could not be associated with development. The whole dilemma obviously raised questions as to whether there was an impact or change experienced by participants, especially when they go back to their work environment.

The question to answer is whether mother tongue has a role and is it important for utilisation in NPO Capacity Building (or Community Development) Training?

## **1.2. Research Objectives**

The primary aim of the study is to examine the role and importance of utilising mother tongue in capacity building training conducted by the National Development Agency (NDA) for Department of Social Development (DSD) funded and/or registered non-compliant non-profit organisations (NPOs) in the social sector in Gauteng, South Africa. The research objectives are:

- a. To examine the alignment of NDA CSO Development Framework to section 6 of the Constitution of the Republic of South Africa, Act 108 of 1996.
- b. To discuss the importance of using mother tongue in community development training.
- c. To investigate the alignment between the NDA CSO Development Framework and the principles of community development.
- d. To analyse the alignment between NDA Capacity Building Programme and the components of effective capacity building.

## **1.3. Scope of the Study**

The number of NPOs capacitated by the NDA under its capacity building programme (specifically training in NPO Governance, Conflict management and Financial Management) was over 2000 in 2015/16 financial year in nine provinces. The study will not assess all of them but will select a representative sample of ten (10) participants from different NPOs and all funded by the Department of Social Development. They are involved in Early Childhood Development (ECD sector) and Adult Care Centres in Gauteng, South Africa. This may not necessarily represent all the organisations capacitated since inception of the programme in 2012. Thus, generalisation on the outcomes may be limited.

Over fifty (50) NDA employees in 2015/16 were implementors of the Capacity Building Framework. Twenty-five (25) questionnaires were sent out and 5 participants responded.

#### **1.4. Limitations of the Study**

This paper applied the case study methodology, Babbie (2014:318). The case study method is a restriction in that it is “limited in extent to which you can generalize your findings”, Cassim (2017:111).

De Beer and Swanepoel (2013:114) point out that "not much has been published on the training of communities, perhaps because it is difficult to determine who constitutes the community". This poses a limitation in terms of material to work with for the research. It has been a challenge to locate material that is 5 years old and less. Most of the research material found was over 5 years old.

Some of the interview questions will require respondents to use memory recall on some of the issues to be researched thus accuracy of the responses is dependent on memory recall.

The study results will also depend on availability of documentation of the programme. Thus, if documents required to respond to some of the questions cannot be found, there will be gaps in the information.

The researcher will not be able to travel to all nine provinces to interview NPOs. The focus will be in one province (Gauteng) and 10 participants in different NPOs will be interviewed.

### **1.5. Literature review**

The literature review in Chapter 2 will focus on (a) language as classified under the Constitution of the Republic of South Africa, (b) the work of the Pan South African Language Board, (c) the National Language Policy Framework, (d) the legislation on “use of official languages”, Act no 12 of 2012, (e) what is a community – CSOs, NPOs and the legislation; (f) Community Development, (g) Community Development Training, (h) NDA CSO Development Framework, (i) Principles of Community Development Training and the effective components of capacity building, and (j) the classical theories (structural functionalism, conflict theory, and rational choice theory).

Reading materials have been sourced from the NDA, University of South Africa (UNISA) Library, Journals, Articles and Books in Development Studies and Community Development as well as the internet.

### **1.6. Theoretical framework**

Hustedde in Phillips and Pittman (2009:23) point out that “the classic theories of structural functionalism, conflict theory, and rational choice theory are fundamental concepts for building community capacity”. This research will embrace the functionalism theory as it considers structures like NPOs which cannot function on their own, but form part of a society to meet different needs, (Hustedde in Phillips and Pittman 2009:23).

Furthermore, the research will embrace the conflict theory that highlights that empowerment (power and control of resources, i.e. land labour, capital and knowledge) of the community is important, (Hustedde in Phillips and Pittman 2009:24).

Lastly, the research recognises the rational choice theory, which is important to understand that communities make rational choices (like choosing a language,



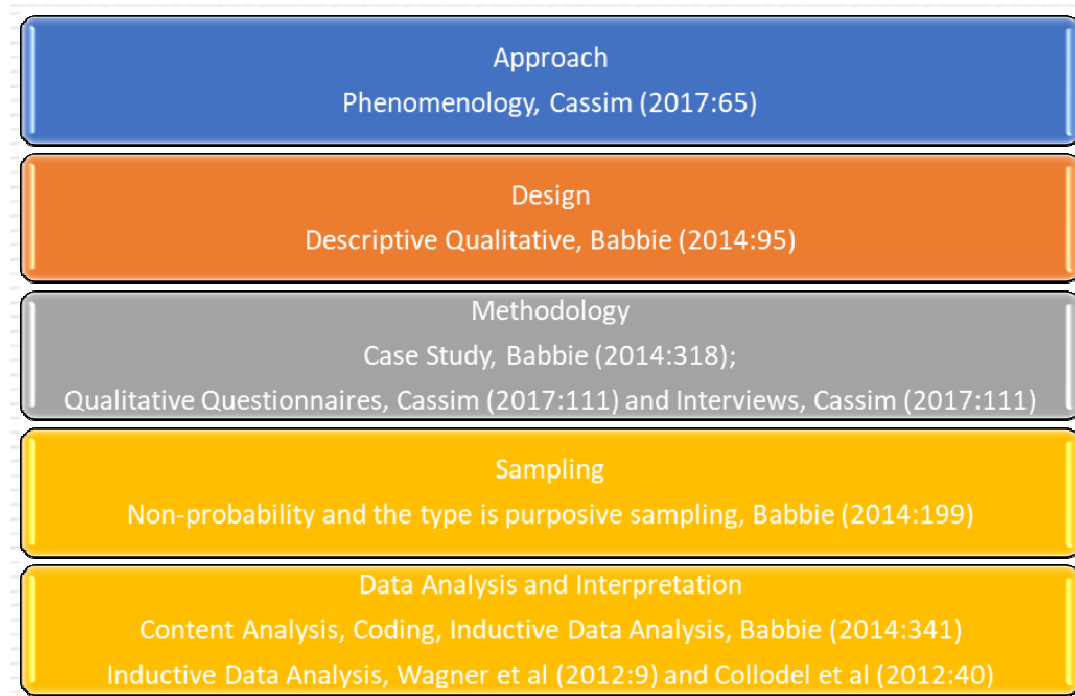
profits and happiness) to suit their needs, (Hustedde in Phillips and Pittman 2009:29).

### 1.7. The importance of the Study

The study is important as it intends to make a contribution that will influence how community development training is conducted in and out of South Africa. It aims to enhance the NDA CSO Development Framework (the NDA Capacity Building Framework) and further inform the development discourse.

### 1.8. The Proposed Methodology

Title: National Development Agency Non-profit Organisation Capacity Building:  
“Please explain it in Sesotho”



**Figure 1: The Proposed Research Methodology**

The research approach adopted is phenomenology, as it considers that "things are socially constructed and there are different viewpoints of phenomena" (Cassim 2017:65). The phenomenon being observed and described herein is

the role and importance of mother tongue in community development training conducted by the NDA for Department of Social Development funded and/or registered non-compliant non-profit organisations (NPOs) in the social sector in Gauteng, South Africa.

The research design embraced in this research is Description Qualitative (Babbie 2014:95). The descriptive methodology is explained as “the precise measurement and reporting of the characteristics of some population or phenomenon under study”, (Babbie 2014:124). The aim is “to describe situations and events that are observed and described by the researcher”, (Babbie 2014:95). Wagner, Kawulich and Garner (2012:8) points out that descriptive research “paints a detailed picture of a social situation (in this instance, the use of mother tongue in capacity building) or relationship”.

A case study research methodology (Babbie 2014:318), which includes interviews and questionnaires (Cassim 2017:111) was followed. A case study was selected as it is an “in-depth examination of a single instance of social phenomena”, (Babbie 2014:318).

Data Collection was conducted through interviews (10 NPOs) and Qualitative Questionnaires (5 NDA Employees), Cassim (2017:111). Open-ended (Babbie 2014:262) and semi-structured questionnaires (Babbie 2014:337) were employed. The sampling technique was non-probability, this is “a technique in which samples are selected”, (Babbie 2014:199) and the type is purposive sampling, (Babbie 2014:199). A list of Gauteng trained NPO members in the social sector in 2015/16 financial year was used. A judgement call was made by the researcher to choose interviewees from an existing list. In relation to NDA, a judgement call was used for developers and implementers of the capacity building framework.

Data Analysis and Interpretation was done through Content Analysis, Coding, Inductive Data Analysis, (Babbie 2014:341). Babbie (2014:341) explains

content analysis as “the study of recorded human communications, such as books, websites, paintings and laws”. In addition, Babbie (2014:346) explains coding as “the process whereby raw data are transformed into standardised form suitable for machine processing and analysis”.

This empirical study will examine the use of mother tongue in the NDA NPO Capacity Building Programme. Empirical studies are “originating in or based on observation or experience”, ([www.merriam-webster.com](http://www.merriam-webster.com)).

## **1.9. Definitions of Key Terms, Concepts and Variables**

### **African languages**

Refers to the official South African spoken African languages (i.e. Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga, isiNdebele, isiXhosa and isiZulu) as identified in the Constitution of the Republic of South Africa, Act 108 of 1996.

### **Capacity Building**

The NDA adopted and defined Capacity Building as the “process of developing and strengthening the skills, instincts, abilities, processes and resources that organisations and communities need to survive, adapt and thrive in the fast-changing world” (NDA 2013:8). This paper will embrace the same definition for capacity building.

### **Civil Society Organisations (CSOs) and Non-profit organisation (NPOs)**

The terms will be used interchangeably for this paper. Feldman (in du Plessis 2011:280) explains that non-profit organisations (NPOs) have various names. They are either called civic society, grassroots organisations, independent or voluntary sector. The NDA’s mandate is to capacitate Civil Society Organisations (CSOs) and within this umbrella, the focus of this paper is based

on capacited non-profit organisations (NPOs) that are registered (have an NPO number) and/or funded by the Department of Social Development (DSD).

The DSD Draft Community Development Practice Policy Framework (2016:6) explains that “Community Based Organisations are civil society non-profit organisations that operate within a single local community, often run on a voluntary basis and are likely to be self-funding”.

## **Community**

Philips and Pittman (2009:5) explains that “a community can refer to a location (communities of place) or a collection of individuals with a common interest or tie whether in close proximity or widely separated (communities of interest).”

## **Community Capacity Building**

Community Capacity Building (CCB) is defined by the United Kingdom Charity Commission as “Developing the capacity and skills of a community in such a way that it is better able to identify and help meet its needs and to participate more fully in society”, (Craig, Mayo, Popple, Shaw and Taylor 2011:277).

## **Community Development**

Philips and Pittman (2009:6) explain it as a process and an outcome. "A process: developing and enhancing the ability to act collectively, and an outcome (a) taking collective action and (b) the results of that action for improvement in a community in any or all realms; physical, environmental, cultural social, political, economic etc”, (Philips and Pittman 2009:6).

## **Literacy**

Literacy is “the ability to read and write”, Oxford Dictionary (2006).

## **Vernacular / Mother Tongue**

“The language or dialect spoken by the ordinary people of a country or region. The specialised terminology of a group or activity. Spoken as or using one's mother tongue rather than a second language”, Oxford Dictionary (2006). Refer to chapter 2 (page 42) for a more detailed explanation.

### **1.10. Chapter Outline**

#### Chapter 1 Introduction to the study

This chapter deals with background information and introduction to the research problem. The objectives of the research, the theoretical framework, research methodology, limitations and definitions are dealt with herein.

#### Chapter 2 Literature Review

This chapter describes the South African legislation that deals with individual rights, choice as well as the use of language. Literature describing and explaining a community, community development, community development training, the NDA CSO Development Framework and Classical Theories for Building Community Capacity were part of the reviewed work.

#### Chapter 3 Research and Methodology

The research approach, design, methodology, data sources, data collection techniques, issues of reliability and validity and sampling techniques are outlined in this chapter.

#### Chapter 4 Research Findings

Data analysis and interpretation as well as ethical consideration were addressed in this chapter.

## Chapter 5 Conclusions and Recommendations

This is a summation of research findings, conclusions and recommendations.

## **2. CHAPTER TWO: LITERATURE REVIEW**

### **2.0. South African Law and Language**

#### 2.0.1. Introduction

*“Everyone has the right to use the language of their choice”, Constitution of the Republic of South Africa, Act 108 of 1996.*

South African citizens have rights as pointed out in the Constitution of the Republic, Act 108 of 1996. They have the right to make their own choices, to choose their culture, tradition and most importantly their language, (South Africa 1996).

The word “right” is explained as “a moral or legal entitlement to have or do something”, Oxford Dictionary (2006). It further explains that the moral is “concerned with principles of right and wrong behaviour and adhering to code of behaviour that is considered acceptable”, Oxford Dictionary (2006).

It is important to depart from the fact that the right to use language of choice is engraved in the supreme law of the Republic, therefore this should be the starting point when we address mother tongue or vernacular issues in community development.

#### 2.0.2. The Constitution of the Republic of South Africa

*“the Constitution is adopted as the supreme law of the Republic, to improve the quality of life of all citizens and free the potential of each person”, Constitution of the Republic of South Africa, Act 108 of 1996.*

This is not the only promise offered to South Africans in the preamble. South Africans are promised that they will have an improvement in the quality of life, and they will be free from government dependency.

It would be important for community developers and government to be on the same page with what is happening on the ground and how they should approach communities. It would be crucial to build a relationship and understanding through a language that is understood by the community. They cannot be free if they are still unable to understand what is being said and what is written for the sake of their freedom. The resolution to improve the quality of life and to free South Africans is a reality within the constitution.

In addition, the Constitution states that "all citizens shall be able to enjoy and exercise their fundamental rights and freedoms", (South Africa 1996). Communities have the right to express themselves and be taught in a language they understand. This is law in South Africa and should be respected as such.

More importantly, the RSA Constitution Act 108 of 1996 is equally concerned with "establishing the right to equality before the law." Ridge in Herriman & Burnaby (2006:19), explains that "no one can be directly or indirectly discriminated against because of the language he or she uses".

The constitution made a provision in section 6 and declared eleven (11) official languages as official ones to be used. These are; Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu, (South Africa 1996).

Kosonen (in Bianco 2002:243) gave us a scenario that "in South East Asia there are 243 languages spoken, 19 in Cambodia, 82 in Laos, 107 in Myanmar, 75 in Thailand and 93 in Vietnam". This is a significant number when compared to South Africa and our 11 official languages. Therefore, in an attempt to keep the language of Chong alive, spoken by 2000 in Thailand, there were many challenges experienced, but it was equally important to save the language and



also develop communities in a language they are familiar with (Bianco 2002:243).

Kosonen (in Bianco 2002:256) argues that “by reviving vernacular (mother tongue) or Chong language, it was believed that it would have positive outcomes within the community.” The benefits were as follows: “1. Vernacular literacy was believed to have a positive effect on improving the dignity of the people, 2. written and oral form of vernacular was going to help the people learn their language better, 3. the process would provide new skills for community members, which could be used for other development activities, 4. the self-esteem and identity of a minority may improve cultural heritage and better understand the group’s place in the world, 5. a minority may overcome the feeling of inferiority in relation to the majority population, thus, a true dialogue can take place between the two groups, 6. a minority with a strong identity can more easily relate to the majority as an equal partner in terms of community development” (Kosonen in Bianco 2002:256).

Development Practitioners and the Government cannot claim to be fully improving communities when the issue of using language that is understood by all, is not yet resolved. The constitution goes further to indicate that documents must be translated into at least 6 African languages if they are not in all official languages (South Africa 1996).

To further demonstrate the importance of language, the legislature ensured that there is development of language. This was specifically (but not limited to) for the ones that are listed as official languages in the country. The Pan South African Language Board was thus established (South Africa 1996).

### 2.0.3. The Pan South African Language Board

*“The Pan South African Language Board (PanSALB) Chief Executive, Cynthia Marivate, pointed out that the public should complain to PanSALB if public servants refused to serve them in their language. This is not only limited to written information; even verbal information should be communicated through the language citizens best understand.”, (www.pansalb.org).*

The above statement reinforces the rights of SA communities so that they are known and exercised. They have the right to request training facilitators or organisers to explain training modules in their mother tongue. They have a right to understand. Most importantly, they must understand so that they are free from a life that is filled with basic needs that are not met.

The PanSALB, was established by parliament (Act 59 of 1995, amended by Act 10 of 1999) to: (a) Develop the 11 official languages, and (b) Promote multilingualism in South Africa, amongst other things, (www.pansalb.org). This shows the level of commitment by the South African government in ensuring that there is full participation by communities and that development programmes are people-centred.

It was reported as early as 2006, using a population of 40 million South Africans, that 98% of the official languages were spoken, Ridge in Herriman & Burnaby (2006:16). The proportion was as follows: IsiZulu 21,96% - 8,8m; IsiXhosa 17,3% - 6,8m; Afrikaans 15,3% - 6,0m; Northern Sotho 9,94% - 3,8m; English 9,01% - 3,6m; Setswana 8,59% - 3,4m; Southern Sotho 6,73% - 2,7m; Xitsonga 4,35% - 1,8m; Siswati 2,57% - 1,0m; Tshivenda 2,22% - 0,9m; Ndebele 1,55% - 0,6m, Ridge in Herriman & Burnaby (2006:16).

The above information indicates that it has been a known fact for a while that a huge population of South Africans do not speak English as their first language. The numbers might have changed over the years owing to the introduction of Adult Basic Education and Training requested by the Congress of South African Trade Unions (Cosatu) due to challenges faced regarding understanding the

English language, (Ridge in Herriman & Burnaby 2006:26). The point is that measures were taken to ensure that there is a balance (no language barriers) between the employer and ordinary workers responsible for contributing towards economic development in this country. What more for those who are developing communities? What measures are being taken?

Furthermore, to demonstrate the value and magnitude of developing languages in South Africa, the PanSALB worked closely with the Department of Arts and Culture to develop the national policy framework for language as well as the legislation to regulate the “Use of official languages, Act no 12 of 2012”.

#### 2.0.4. The National Language Policy Framework

*“A person's language is in many ways a ‘second skin’: a natural possession of every normal human being, with which we use to express our hopes and ideas, articulate our thoughts and values, explore our experience and customs, and construct our society and the laws that govern it. It is through language that we function as human beings in an ever-changing world. The right to use the official languages of our choice has therefore been recognised in our Bill of Rights, and our Constitution acknowledges that the languages of our people are a resource that should be harnessed”, (DAC 2003:3).*

These words were spoken by of the former Minister of Arts and Culture, Dr Ben Ngubane, DAC (2003:3). The significance and value of language is compared to a “second skin”. A skin, under normal circumstances, should not be removed from an individual. Language or mother tongue cannot be separated from communities. It is their language and identity. They use it to express themselves. It is used to respond to issues. It is used to resolve problems. It is also used to engage in debates. It is used to socialise a community.

In my view, language or mother tongue is the “fibre” that connects communities to community development as well as to tools used (capacity building training) to achieve development in a community.

Important to note for development, is that the National Language Policy Framework, DAC (2003:10) is concerned with issues of development in South Africa (i.e. government's goals for economic, socio-political and educational growth). It points out that one of its principles is to "enhance people-centredness in addressing the interests, needs and aspirations of a wide range of language communities through ongoing dialogue and debate, (DAC 2003:11)." In addition, the policy framework, "recognises that languages are resources to maximise knowledge, expertise and full participation in the political and socio-economic domains", (DAC 2003:11).

For the country to realise full potential in community development, it cannot separate issues of language or mother tongue from the process. Issues of "bread and butter" must be understood, known and challenged by all who are interested in freeing themselves from the hole of poverty and lack.

The framework, DAC (2003:13), further encourages the community to have their own choice when it comes to communication (oral and written). The language must not be used for discrimination or exploitation of the people, (DAC 2003:11), but to promote multilingualism, (DAC 2003:5,8&13). Government departments must agree on a working language, (DAC 2003:13), interpretation and translation services must be utilised where tasks are performed, or meetings conducted, (DAC 2003:13). The framework, DAC (2003:6), strongly encourages the "use of indigenous languages to foster national unity." The same must be done for the blind and deaf communities, (DAC 2003:7).

It is clear that the understanding of spoken language is a make or break issue. It should be prioritised at all costs for the benefit of our communities.

### 2.0.5. Use of Official Language Act no 12 of 2012

The objectives of the Use of Official Language Act are to “regulate and monitor official languages, promote parity of esteem and equitable treatment of official languages, facilitate equitable access to services and information, and to promote good language management for public service administration and to meet the needs of the public”, (South Africa 2012:4).

Most important in the latter statement is that the law promotes good language management to “meet the needs of the public”, (South Africa 2012:4). It would be important for the NDA to work on its language policies to improve its development work.

The World Bank Group released a diagnostic report on 30 April 2018 and identified five (5) constraints and priority areas for reducing poverty and inequality, and these are; (a) Insufficient skills, (b) Skewed distribution of land and productive assets, and weak property rights, (c) Low competition and low integration in global and regional value chains, (d) Limited or expensive connectivity and underserved historically disadvantaged settlements and (e) Climate shocks: transition to low-carbon economy and increasing water insecurity, (World Bank Group 2018:103).

Two of the solutions highlighted as crucial to point (a) above are to “strengthen nutritional and early years interventions and training of teachers in basic education”, (World Bank Group 2018:103). It is my view that train the trainer interventions should strongly touch on issues of language. If South Africa is to develop a skilled workforce and reduce poverty and inequality, then teachers providing basic education must be well equipped. It is all about meeting public needs. It is all about developing communities.

In summation, we note the following points:

- Language is like the air that we breathe. We need it. We depend on it for communication. We depend on it to drive development. “Language is second skin”, (DAC 2003:3).
- South Africans have eleven official languages and the power of choice. The NDA and the DSD (government) can never underestimate the power of choice. People live, and others die because of their choices. Equally, the NDA and DSD can never underestimate the power of choice within any community. They know what they want, and they can choose what they want.
- It is important to highlight that before the NDA and DSD deal with community development, we need to deal with moral issues of what is acceptable, right or wrong and what the law directs us to do when it comes to its people, citizens and communities. We need to have language policies that guide development.
- It is legislated in South Africa that “every national department, national public entity and national public enterprise must adopt a language policy regarding its use of official languages for government purposes”, (South Africa 2012:6).
- The challenge for community development practitioners would be to adhere to the law of the country, community needs, community rights, community power and integration of these areas into community development training and programmes.
- As a point of departure, it is understood that people have the power to make choices (language), backed up by the constitution (law) so that they are not discriminated against.

## **2.1. The Community**

### 2.1.1. Introduction

A community can be viewed as an extended “arm” of the government to meet the needs of those living amongst them. They live together, in the same area, get to share the little they have (food, clothes, etc) with each other and, in some instances, take the responsibility of raising children within the community together.

We also note that there are individuals who see a need within a community, then form structures (like NPOs, Faith-based Organisations (FBOs) etc) and volunteer their services and funding to meet the needs of others for the greater good.

### 2.1.2. What is a Community?

Researchers like Craig et al (2011:274), Phillips and Pittman (2009:5) agree that a community is in the same geographic location (area) and they have common interests. Craig et al (2011:274) continues to explain that they may differ in how they do things, and this may bring conflict amongst them.

On the other hand, the word community is viewed in a different light as a platform to give national government programmes a boost or an “undeserved advantage”, (Craig et al 2011:274). A community is described as a “spray-on additive”, (Craig et al 2011:274). In my view, government needs these programmes, otherwise they do not have the capacity to deliver services. Whether they are formed to boost the government or not, the fact of the matter is that these programmes are part of the delivery mechanism the government can utilise to reach out to its communities.

In the case of NPOs funded by the DSD, we learn that they form part of a community that has been brought together to meet the needs (in the orphanage

centres, old age homes, shelters for victims of abuse, youth development, early childhood development etc) of their communities. Most of them have goals and solutions to their plight. They know their challenges (i.e. capacity building, human and financial resources) and have already identified a way out, (NDA and Core 2013:52).

In addition, the DSD Draft Community Development Practice Policy Framework (2016:6), explains that “a community is not a fixed entity but rather a group of people with common characteristics in so far as ideas, assets, challenges or concerns and relationship networks endured over a long period”.

### 2.1.3. Civil Society Organisations

De Vita, Fleming and Twombly (2001:8) explain Civil Society as “the realm of citizen action”. Based on different reading material (NDA Act, the World Bank 2018, NPO Code of Good Practice), the common thread between these organisations is that civil society organisations (CSOs) have an interest in the well-being of the public or communities, (South Africa 2001:7).

The NDA Act no 108 of 1998 as amended defines a civil society organisation (CSO) as “a trust, company or voluntary association established for a public purpose, but does not include an organ of the state”.

The World Bank (NDA 2017:3) defines civil society as “a wide array on non-governmental and not for profit organisations that have a presence in public life, expressing the interests and values of their members, based on ethical (SA example, Section 27 dealing with HIV/Aids treatment - <http://section27.org.za/>), cultural, political, scientific, religious or philanthropic considerations, (NDA 2017:3). The term Civil Society Organisations, therefore, refers to a wide of array of organisations: (i) community groups (SA example, Abahlali BaseMjondolo – shack dwellers’ movement in SA - <http://abahlali.org/> - and organisations working with vulnerable women and youth), (ii). non-governmental organisations (NGOs – for example, South African NGO Coalition



(SANGOCO)), (iii). labour unions (e.g. Congress of South African Trade Unions - Cosatu), (iv). indigenous groups, (v). charitable organisations (SA example, Tshikululu Social Investment - <http://tshikululu.org.za>), (vi). faith-based organisations, (vii). professional associations and foundations (Cyril Ramaphosa Foundation in SA - [www.cyrilramaphosafoundation.org](http://www.cyrilramaphosafoundation.org)), (NDA 2017:3).

Feldman (in du Plessis 2011:280) explains that non-profit organisations (NPOs) have various names. They are either called civic society, grassroots organisations, independent or voluntary sector. Therefore, CSOs and NPOs will be used interchangeably for this paper.

#### 2.1.4. Non-profit Organisations / Non-governmental Organisations

*“NGOs can contribute towards enhancing the lives of the poor and protecting their basic rights”, (De Beer and Swanepoel 1998:39).*

It is all about meeting the basic needs and rights of communities. Language or teaching in mother tongue is a basic right to improve the lives of the poor. It is not possible to implement what you do not understand, and it is equally impractical to possess the knowledge of the global world and business platforms available, as well as advancing technologies if you are not equipped with the information to understand basic things.

The non-profit organisation (NPO) Act no 71 of 1997 defines an NPO as “a trust, company or other association of persons established for a public purpose and it has income and property that are not distributable to its members or office bearers except as reasonable compensation for service rendered”. The NPO Act no 71 of 1997 also states that “on dissolution, the NPO must give assets to a similar NPO and to its members.”

Feldman (2011:280) explains that NPOs consist of durable, bounded voluntary relationships among individuals to produce a particular product, using specific

techniques. Additionally, Feldman (2011:280) indicates that NPOs are devoted to managing resources and implementing projects with the intention of addressing social inequalities and problems.

Furthermore, the NPO code of good practice (South Africa 2001:7) indicates that NPOs are usually formed by a group of people with the same thinking who see a need or a problem to be resolved for the community. Unlike organisations that are profit driven, NPOs are mostly driven by a vision of what they need to deliver, (South Africa 2001:7), hence they can dig deep into their pockets when they need to start the work, (South Africa 2001:7).

It was noted that these organisations (CSOs in South Africa) face many challenges and the underlying factor is lack of capacity, (NDA and Core 2013:52). They have identified the following areas as their challenges; “lack of board governance, lack of adequate management skills, deficiency in budgeting, lack of staff capacity and lack of medium-term sustained funding”, (NDA and Core 2013:50-53).

It is important for community development practitioners to understand that the sector, especially in South Africa, has identified its strength and weaknesses. They have knowledge of what works and what does not work. They should be consulted on possible solutions for the sector for the benefit of communities. The NDA Capacity building programme is looking to address these challenges.

In addition, De Beer and Swanepoel (1998:40) identified weaknesses of NGOs as follows: (a) inadequate planning, organisation and management; (b) inadequate staff training, (c) inability to replicate projects and ensure sustainability; (d) inability to collaborate effectively with other role-players and (e) a lack of coordination of the efforts of individual NGOs.

The importance of staff training identified above is in line with the NDA mandate, hence NPOs are being trained in NPO Governance, Conflict

Management, Financial Management, etc. The challenge, as indicated, is the delivery of training in a language that can be understood by participants.

#### 2.1.5. Non-profit Organisation (NPO) Act

One of the reasons for the enactment of the NPO Act no 71 of 1997 was to create an enabling environment for NPOs.

Informed by the NPO Act no 71 of 1997, the Codes of Good Practice were developed to create a conducive environment for NPOs to operate under. The codes “developed abilities of NPOs and encouraged them to accept the responsibilities of ensuring that they respond to and maintain high standards of practice in good governance; effective management; optimisation of resources; successful fundraising; productive relationship with government; beneficiary communities; donors; sponsors; and the general public; careful administration of their organisation; and ethical behaviour,” Code of Good Practice (2001:3).

The enabling environment should surely address language issues in development. There is a need for a solution to strengthen the training language to improve community development. Language is a foundation, before we address matters of compliance (and non-compliance) and submission of Annual Financial Statements (AFS) in line with the NPO Act.

Another objective of the NPO Act is to “encourage NPOs to maintain and improve standards of governance, transparency and accountability”, (South Africa 1997:4). In addition, it outlines requirements for registration of NPOs on section 12 of the Act (South Africa 1997:8). Section 17 of the Act speaks to accounting records and reports that must be produced by an NPO to ensure that there is good governance and accountability (South Africa 1997:12).

The NPO Governance training focuses on the following areas as outlined in the NPO Act and the NPO code of good practice:

Section 18 (1) speaks to the fact that a narrative report and financial statements must be submitted by NPOs to the Director of NPO at the Department of Social Development (South Africa 1997:12). This means that everything must be done in order and principles of good governance (i.e. fairness, accountability, responsibility, transparency and intellectual honesty) should be followed, (King 2006:123).

Section 20 and 21 of the NPO Act speaks to non-compliance by registered NPO and cancellation of registration, (South Africa 1997:16). This clearly indicates that the Department of Social Development has the powers to deregister an NPO if there is non-compliance in terms of governance adherence, (South Africa 1997:16). Some South African NPOs are not compliant with the Act as indicated above.

Section (6)(1)(b)(l) of the NPO Act requires the NPO Directorate of the Department of Social Development to prepare and issue codes of good practice for non-profit organisations. This is done to ensure that NPOs run their daily affairs in a manner that is acceptable to their funders.

The problem is that all the above issues should be understood and implemented by NPOs and some do not even speak the English language. It is all written in English; even the NPO Act. There is no specific section in the Act that addresses issues of language and how it should be treated. This is a material gap as this NPO Act should take the RSA Constitution into account. The NPO Act should aim at being a piece of legislation that informs and enable NPOs in all aspects.

The RSA constitution should be our guiding document. We are violating the rights of our people by denying them what is rightfully theirs. Should communities protest, they will be well within their rights.

## **2.2. Community Development**

### 2.2.1. Introduction

“The history of community development can be traced back to the 1950s at least from the late 1980s, many governments and international organisations "re-discovered" community development, although not always labelling it consistently as such", (Craig et al 2011:275).

There is an argument that “the literature in the field of development training in the third world is dominated by two themes: training for development administration/management, which focuses on training needs for development managers and administration; as well as training for Community Development, which focuses on training local people in self-reliant project management as well as training civil servants in rural development”, (De Beer and Swanepoel 1998:89).

Community Development in the NDA should focus on training local people to be self-reliant as they handle development projects. The NDA has a vision to see “a society free from poverty”, ([www.nda.org.za](http://www.nda.org.za)). It would be important to start from the beginning. Hindrances caused by language barriers are real. There is an urgent need for use of mother tongue in community development.

### 2.2.2. What is Community Development?

Community Development involves issues of bread and butter. There are those who go to bed without knowing what they will eat or what tomorrow will bring. There are those who are fighting for survival. There are those who did not go to school and very behind in terms of technology. While the world does not sleep doing business, there are those who do not know that there is that possibility. When others are receiving messages and advice about their agricultural plantations and the weather and how to maintain their crops via cellphones,

others are looking at each other not knowing what tomorrow holds. It is about survival of our communities.

We are living in an era (2018) where technology is more advanced and only a few can keep up with the changes and/or understand the world that is within reach. People (my friend's son and his friends) are organising "LAN Party Games" where they can play with people from all over the world; they play for the whole weekend (Friday to Sunday non-stop). On the other hand, there are communities who do not even own a computer to do business with the world.

We should be mindful of Maslow's hierarchy ([www.google.co.za](http://www.google.co.za)) of needs when we deal with community development. For some reason, many communities are lost or stuck at the two bottom stages of the pyramid, the basic needs (physiological and safety needs). Community Development is about meeting the basic needs (i.e. financial resources, employment, skills development and training) of a community. The tool we use to develop communities, namely capacity building, (De Beer and Swanepoel 2013:111), assists us to ensure that communities are equipped with skills to acquire resources to deal with their basic needs. It is therefore my view that community development is the "battle field" for meeting basic needs.

There is another view from Professor Manfred Max-Neef (2013) that explains a need as an "internal state" and that "people are subjects and not objects (not material)". Max-Neef (2013) further explains there are natural needs of being, having, doing and interacting. Furthermore, there are needs identified that talk to values, principles, (i.e. subsistence, protection, affection, understanding, participation, idleness, creation, identity and freedom).

For the benefit of NPOs, community development (and specifically capacity building training) must be aligned and woke to the needs of protection, understanding, participation, creation, identity and freedom.

De Beer and Swanepoel (2013:113-114) as well as Hustedee in Phillips and Pittman (2009:21) agree that community development is about empowerment (or building capacity) of communities for social and economic change. They also agree that empowerment should focus on people to be trained (people-centred) and the training entails change of power.

Therefore, it is concluded that ‘the success of training for empowerment (Community Development) hinges on the success of the training of senior officials and policy makers’, (De Beer and Swanepoel 2013:114). When there is an understanding of what the foundation (language) should be and buy-in from senior officials and policy makers, then communities will be empowered.

Craig et al (2011:273) maintains that "the language of community development underpins or, more often obscures, issues of power and ideology and it often is used or misused - by those in power to promise much and deliver little to the communities with which we work, communities of people who are disadvantaged in so many ways."

Furthermore, Hustedee in Phillips and Pittman (2009:20) defines community development as “the process of creating or increasing solidarity - building a deep sense of shared identity and a code of conduct for community developers”. “Community Development is about building the capacity for social and economic change”, (Hustedde in Phillips and Pittman 2009:21). “Community Development is a process and an outcome - a process of developing and enhancing the ability to act collectively, and an outcome of (a) taking collective action and (b) the results of that action for improvement in a community in any or all realms; physical, environmental, cultural, social, political, economic etc.”, (Phillips and Pittman 2009:5&6).

The DSD Draft Community Development Practice Policy Framework (2016:6), explains “community development as an active, long-term integrative and holistic citizenry empowerment practice with set values and practices which

play a special role in addressing inequality in society, to bring about change and a deepening democracy founded on social justice, equality and inclusion towards improved wellbeing for members of society”. Asuman and Diedong (2019:182) explains it as a community partnership, “do-it-with-them, instead of do-it-for them”.

In summation, there are common words to describe community development. It is explained as empowerment, people-centred, change in social and economic aspects, self-reliance by communities, a process and an outcome. It is important for all these aspects to be visible and to be considered when dealing with community development.

It would always be important to consider the reasons why we (government, practitioners, etc) want to support the development of communities. We cannot just develop for the sake of being part of the “crowd”. We need to understand the basic needs of the community if we (the NDA and government) wish to bring social and economic change. Community Development is for community empowerment; to ensure that people are self-reliant and have access to resources (finance, employment, business, skills) to be able to meet the needs of the community. Empowerment is about ensuring that everyone understands this process and the outcomes of community development in a language that is familiar to them.

## **2.3. Community Development Training**

### 2.3.1. Introduction

*“Training has become an important tool for promoting Community Development”, (De Beer and Swanepoel 2013:111).*

There is a consensus amongst researchers that training is a tool towards achieving community development. Díaz-Puente, Moreno and Zamorano,



(2012:12), indicate that “training is a key tool for community development processes in rural areas”.

Evidence from De Beer and Swanepoel (2013:114), Bianco (2002:82&83) as well as Masiko-Kambala, Görgens and van Donk (2012:74), shows that there is consensus that training must be simplified (teach in mother tongue) and brought to a level where it is understood by all. A one-size-fits-all approach is therefore inappropriate.

De Beer and Swanepoel (2013:114) argue that “training cannot be presented in packages; it is not a one size fits all. Every country has different target groups, and this determines the composition”.

The assumption that community development training is a “one size fits all” is not correct, hence using mother tongue for training is the central point for the research. Participants in NDA training sessions have requested to be taught in languages they understand. They have also requested for training manuals in their mother tongue. They should have never asked. This is information that should be well known to development practitioners. This is fundamental to development work. This should form part of the groundwork conducted before the needs-assessment stage (see figure 2 below, page 49). The CSO Mobilisation stage is therefore critical for gathering of information from communities in order to contribute positively towards CSO Development. My view is that there should be a stage before CSO mobilisation (see figure 2 below) that becomes a foundation that will adhere to the use of mother tongue.

### 2.3.2. Community Development Training Facets

#### 2.3.2.1. Introduction

*“Empowerment of communities is the purpose of people-centred development”,  
(De Beer and Swanepoel 2013:114)*

"Studies carried out in rural areas show that individuals with higher levels of education demonstrate more participative behaviours and show leadership in social, economic and cultural aspects", (Díaz-Puente, Moreno, and Zamorano, 2012:12). Furthermore, it is argued that the community "make better use of information, sense the need for change, anticipate measures for solving problems, have better forward vision, and are in favour of participating in government programmes." (Díaz-Puente et al 2012:12).

Empowerment should be centred around communities and their needs, as they know what they want. For this reason, there are facets that are interwoven with community development training that cannot be ignored during community development.

#### 2.3.2.2. Community Development Training Methodology

Díaz-Puente et al, (2012:13) points out that, "although rural areas have similar characteristics, each is different and has distinct problems that must be considered individually". "These features restrict the effectiveness of the training in rural areas."

Different authors (i.e. Díaz-Puente et al 2012:13 and De Beer and Swanepoel 2013:117) have suggested several methodological indicators and techniques aimed at bodies that provide training in rural territories.

Starting with the community training methodology used by Díaz-Puente et al, (2012:13) they recommend the following: (1). carry out a permanent analysis of the context and training needs in order to respond to the needs of the population, (2). plan training activity and relate it to development project or programme, (3). promote participation and involvement of the population with regard to training activity, and (4). seek a multi-agent focus that aims for synergies between objectives, targeted groups and training providers.

De Beer and Swanepoel (2013:117) state that “techniques used for training in Community Development have a clear problem-based, participatory and learning angle.” Techniques mostly used include, “workshops, buzz groups, nominal group technique, small group discussion, role play, simulation games and problem-solving exercises (especially in communication, planning and coordination)”, (De Beer and Swanepoel 2013:117).

It is important to do the groundwork (planning, assessments, mapping out a process, preparation for training material in a language that is understood, knowledge of participants, techniques to be used) prior to training taking place.

### 2.3.2.3. Community Development Training Skills

*"training for community must be less formal and must lead to empowerment", (De Beer and Swanepoel 2013:112)*

It is important to adapt to the needs of the people to ensure that there is empowerment. Be at their level and speak their language. De Beer and Swanepoel (2013:13) argue that “training requires special skills and talents that are not common and competent persons with a good deal of practical experience”.

Trainers should understand community development. "The syllabus containing the themes for the training of trainers should include, among others: ice-breaking techniques and exercises, raising issues (problem-solving approach), teaching skills, including communication and motivation, the use of teaching aids, planning and presentation of a course, the who, how and what of evaluation", (De Beer and Swanepoel 2013:117).

In addition, “trainers should be skilled in different areas i.e. hard-nosed (extreme/strong) skills meeting procedures, basic accounting, minute taking etc”, (De Beer and Swanepoel 2013:117). I am of the view that trainers should be proficient in at least one African Language. Hardison, Miller, Li, Schroeder,

Burkhauser, Robson and Lai (2012:1) define language proficiency as “the ability to use language as a tool to get things done”.

The NDA CSO Development Framework should consider these important issues during capacitation of trainers. NDA took all their trainers to a facilitator course training. However, it did not provide all the skills mentioned above.

#### 2.3.2.4. Community Development Training Weaknesses

Weaknesses in training as discussed by the United Nations in De Beer and Swanepoel (2013:118) are as follows: 1. Trainers who have university degrees still need to be trained in community development. 2. The assessment of training requirements is inadequate, hence my view that there is a need for a dialogue during the mobilisation level (as per NDA CSO Mobilisation Model) and a foundation that will adhere to the use of mother tongue. 3. Interregional cooperation is lacking - scarcity of resources nationally and regionally - this will go a long way in assessing training needs. 4. International Coordination is lacking i.e. there is no support system based on an assessment of requirements and capabilities.

Weaknesses in training as discussed by Honadle & Hannah (in De Beer and Swanepoel 2013:119&120) are as follows: “1. Place orientation (success is measured by number of training that took place in the venue). 2. Dictation orientation (one way of training from trainer to trainee - which does not allow trainer to learn from participants. Training must be developmental in its approach). 3. Inference orientated (trainees may find it difficult to draw parallels between fiction and reality, especially when they come from a variety of organisational settings. 4. Single level focus (focusing only on managers or community workers misses the point). 5. Overemphasis on organisational stock (training may contribute to human resource development but most unlikely to improve performance. 6. Training as a discrete activity (it does not get a wider institutional approval).”

I personally experienced weaknesses in the training process. For example, there are instances where the facilitator (including myself) is unable to adequately explain concepts in the mother tongue and must resort to English. There are areas where the facilitator tries to use an African language but there are limitations. Limitations can arise when there are no appropriate words to explain something in an African language or if appropriate words exist but are unknown to the facilitator, and therefore “borrowed” words from Afrikaans or English are used. There could be an argument that some of the words cannot be translated from English to African Languages. However, if a manual was written in an African Language it would be easier to expand the facilitator’s vocabulary and give more details during training.

Other weaknesses relate to implementation of the training calendar. It is important to have a training calendar so that planning, budgeting and procurement are seamless. Exceptional administration skills are important for the programme (i.e. management of training budget and calendar, procurement of goods and services – venues, transportation, training manuals – knowledge of your participants and literacy levels) so that everything is done well in advance. If these processes are not correctly followed, they may disrupt training, participation and trainees. There is a need for a facilitator’s report, based on the training, so that it can inform policy and the development discourse.

#### 2.3.2.5. The Community Development Training Pitch

Hardison et al (2012:5), argue that there are individual variations that could affect the chances of success of learning a language, such as “age, aptitude, motivation, prior language-learning experience, learning styles, beliefs, culture, gender, and self-direction.” Hardison et al (2012:5) further argue that it is better to learn a language while young than when you are an adult. The reality with NDA capacity building is that we have combined participants who are unschooled and literate in one class. In two classes that I trained, we had participants who were 70 and 80 years old. If they are unschooled, when will

they learn the language (English) and catch up with fellow participants?. These are the realities that development in South Africa should face. There is also an expectation that they will go back to their respective NPOs and utilise the acquired new skills. The question is: how will they do this if they do not even understand the language of instruction?

Man & Chan (in Bianco 2002:82&83) point out that “1. Training must be at the level of trainees. 2. Training needs to be provided in response to demand rather than what donors are willing or wish to provide. 3. Those who are trained must return to work in a position that will use their training, and at a level that will take full advantage of the training”.

Masiko-Kambala, et al. (2012:74) argue that “there are very real constraining factors to the full participation of poor communities in joint planning spaces. This is because the capacities expected of participation in structured participation exercises, the ability to engage, usually in English, with technical issues in settings where the degree of technical background expected, the ambience and the way in which meetings are run, (all) combine to make these forums at which the voice of the poor cannot be heard, even if they happen to get to the table.”

It is an important fact to note that African Languages of South Africa have both oral and written literature, (Ridge in Herriman & Burnaby 2006:17). Therefore, it is important to utilise this opportunity to enhance community development training. The training pitch must be at an acceptable and understandable level. Participation is important for development to happen.

#### 2.3.2.6. Principles of Community Development Training

De Beer and Swanepoel (2013:115&116) point out that "there are a number of principles that direct the choice of issues and that invariably apply to all situations of training for Community Development". These are: “1. Problem-based needs (needs of communities). 2. Action-oriented learning (learning

directed towards resolutions and improvements towards the needs at hand). 3. Build on existing knowledge (trainer to tailor the programme towards the knowledge of the group - trainer to approach training with love and humility). 4. Learning by doing (allows practical hands-on, action-based experience – e.g. barrio immersion means that trainees must live in the village as part of their training - allows practical assignment). 5. Teaching in the mother tongue (instills sense of pride and loyalty where the level of literacy rate is low).”

It is highly impossible to ignore the last principle. It should be adopted in the NDA CSO Development model. Community development cannot be labelled as such if the above elements are not considered, especially the last one.

### 2.3.3. Role and Importance of Mother Tongue or Vernacular in Community Development Training

*“No one can learn in a language they do not master.” (Brock-Utne & Mercer 2014:790).*

The above-mentioned quotation summarises the importance of mother tongue in community development training. This approach should be rooted in community development training. It is a foundation of bringing change to our communities. It is the basis why we should care and assist to meet the basic needs of our communities.

Hillery in Craig et al (2011:274) argue that, "debates about language in community development argue that the only distinctive common characteristic was that of social interaction." It would really be a sad state of affairs if Development Practitioners and Government do not build on this truth.

Craig et al (2011:274) also confirms that literature seeking to address issues of language has been there for about 50 years. It is clear that this is a long-standing issue and the NDA and Community Development Practitioners are not yet addressing it in a manner that will benefit the poor and vulnerable. Again,

the NDA, the Government and Community Development Practitioners are falling behind in assisting communities to fulfil basic needs and move away from poverty. Even critical, the constitutional rights of South Africans are being violated.

Brock-Utne & Mercer (2014:778), argue that “there is general agreement that pupils learn better when they understand what the teacher is saying.” On the other hand, it is noted that “in Africa, lessons are delivered in a language most children do not master and hardly hear outside school”, (Brock-Utne & Mercer 2014:778).

In addition, Brock-Utne & Mercer (2014:778), maintain that “the situation above makes adult education, community work and democratic parliamentary debates very difficult”. It is clear that adult education becomes very difficult when mother tongue training is not prioritised. Acquiring of skills lies in the understanding of training in mother tongue.

Additionally, Brock-Utne & Mercer (2014:789), argue that “development cannot advance without upgrading literacy capacity at local as well as national levels.” The crucial fact is that “to improve the self-confidence and ability of local communities in Africa to drive their own development, must be done on the basis of literacy in their local languages”, (Brock-Utne & Mercer 2014:789),

Reduction of language barriers (learning in mother tongue) for marginalised communities is critical, (Brock-Utne & Mercer 2014:789&790).

#### 2.3.4. Training Challenges Experienced by NDA Contracted Service Providers

This exercise was a consolidation of training reports, submitted by NDA contracted service providers, on challenges faced during capacity building training of NPOs in 2014/15 financial year. Reports were submitted as portfolio of evidence for the completion of their work and for payment to be processed by the NDA. From 20 January 2015 to 24 March 2015 I went through reports



submitted by service providers and extracted challenges they raised in relation to training. The comments below came from service providers in seven provinces; the Eastern Cape, North West, Limpopo, Free State, Gauteng, Northern Cape and Western Cape, (Moono 2015a:1).

There were areas that were common in all reports, fifteen of which are mentioned below. Those that were related to training specifically were as follows:

1. Service providers were required to convert training material from English to mother tongue and this proved to be a challenge. For example, language presented a challenge for facilitators as some trainees could not understand English. Consequently, the facilitator had to provide explanations in an African language most of the time. In addition, completion of pre and post assessment forms was a challenge to trainees as some could not read or write. In one of the sessions, participants were mostly Venda speaking and the facilitator was Sotho speaking. Even though participants could understand Sesotho, there was still a challenge with the discussions. Participants were not at the same level of understanding English as a medium of instruction.
2. The wrong people were sent to attend training (for example, attendees not directly involved with projects in NPOs were sent to attend. This posed a challenge, as the facilitator had to take longer to explain. In addition, NPOs sent junior staff, who were unable to grasp certain concepts. Lastly, some NPOs sent volunteers who only serve through cooking or cleaning to stand in for Board and/or Management).
3. There were challenges in understanding the manual for those who were not privileged to go to school, especially financial management (for example, organisations tend to send participants who are not relevant to the training. Sometimes, they send elderly people who cannot read or write, and this makes it difficult for the facilitator to assist them).

4. Most NPO have been in existence for some time and yet they did not understand what an NPO is all about.
5. Some NPOs had registered for the sole purpose of accessing funding from DSD.
6. Most of them are not community-based as they do not involve the community. As a result, one person who came up with the idea of starting an NPO ends up managing the NPO on their own.
7. Time for training programme (Financial Management) should be at least 10 days as opposed to 5 days.
8. There were challenges with attendees who felt that they did not qualify to participate in training.
9. The manuals received from NDA are very good for organisations that are in the middle level because they find them easy to interpret. For organisations which are at a lower level, basic understanding and interpretation of the manuals is more challenging.
10. Some exercises required more time to complete and additional practice time to carry out in order to ensure that the participants can apply their knowledge.
11. Some NPO Members displayed low enthusiasm towards the projects and lack of self-confidence (i.e. members were hesitating to answer questions even when they knew the answers but as the training went on, they managed).
12. The level of the training unit standard is above the level of the participants. As a result, facilitators had to explain the questions more than twice. The Unit standard used assumes knowledge in place is Level 3 communication and

some participants are not on the same level. This slowed progress on training and discussions.

13. Some of the learning material is pitched too high for the learners.

14. Both NDA and DSD should seriously consider the language (the level and grade of difficulty) used in the training manuals.

15. For some participants, the level of education became a hindrance, especially when writing on practical books. This caused some emotional tension as some wanted to opt out from writing on their practical workbooks.

The above-mentioned points agree with reviewed literature. Scholars such as, Brock-Utne & Mercer (2014:789&790), Hillery in Craig et al (2011:274) as discussed on point 2.4.3 above confirm the practical class experience felt by NDA training service providers. There is a need for “reduction of language barriers” and the reality is that “no one can learn in a language they do not master”, (Brock-Utne & Mercer 2014:789&790).

In addition, De Beer and Swanepoel (2013:114), Bianco (2002:82&83) as well as Masiko-Kambala, et al (2012:74), agree that training must be simplified and understood by all. De Beer and Swanepoel (2013:117) further state that training in mother tongue is important for trainees.

### 2.3.5. Community Capacity Building

Community Capacity Building (CCB) stresses “the importance of participation, community development and the strengthening of skills, abilities and responsibility”, (Craig et al 2011:277). CCB is defined as “activities, resources and support that strengthen the skills and abilities of people and community groups to take effective action and leading roles in the development of their communities”, (Craig et al 2011:277).

The above approach summarises “people centred” development. Communities can fully participate when they understand what is at hand. Participation is key in development. Communities will not be developed, skills and abilities will not be strengthened, and communities will not be responsible for their development, if they do not understand what they are being taught.

Craig et al (2011:273) points out that “the most fundamental critique of CCB, is based on the notion of communities being ‘deficient’ – in skills, knowledge and experience, there CCB being labelled the Holy Grail. CCB (like community development and community) is taken as a process used by politicians to manipulate the system and have “a false sense of ownership”, (Craig et al 2011:273).

According to Lovell, Kearns and Rosenberg (2011:535) community capacity building is defined as “having people in the community, or providing ongoing opportunities for people in the community, to contribute to activities whether projects or whether they are activities like participating in school boards of trustees”.

Whether CCB is about participation and strengthening of skills or “a false sense of community ownership for the government”, what matters the most is to assist communities to be self-reliant and to take part in their development.

### 2.3.6. Capacity Building

*“Building the capacity of both individuals and groups within communities is central to the process of civil renewal, (Craig et al 2011:277)*

#### 2.3.6.1. Capacity Building – The Definition

The United Nations Development Programme (UNDP) defines capacity building as the process by which individuals, organisations, institutions and societies

develop abilities (individually and collectively) to perform functions, solve problems, set and achieve objectives", (Man & Chan in Bianco 2002:80).

"World Bank defines "capacity" as the combination of people, institutions and practices that permits countries to achieve development goals, (Man & Chan in Bianco 2002:80).

It is argued that "capacity building is about change, but important questions need to be asked about the kind of change that can and should occur, and whether particular institutions are capable of certain kinds of changes at particular points in time, (Man & Chan in Bianco 2002:75).

McPhee and Bare in Backer (2001:1) state that capacity building is "the ability of non-profit organisations to fulfil their missions in an effective manner".

The NDA CSO Development Framework agrees with the definition of the UNDP, (NDA 2017:38) on the meaning of capacity building. They further explain capacity building as "elements that give fluidity, flexibility and functionality of an organisation to adapt to changing of the population that is served", (NDA 2017:39).

Based on the above definitions, it seems like there is a common understanding when it comes to the meaning of capacity building.

#### 2.3.6.2. Capacity Building – The Goal

"The goal of capacity building is to create safe and productive communities where people can work, live, play and develop their potentials. The strategies for intervention can be approached for several perspectives - the non-profit organisation, the non-profit sector, and the community", McPhee and Bare in Backer (2001:5).

De Beer and Swanepoel (2013:112) argue that capacity building is done “1. to improve community needs and empower communities. 2. to improve community development. 3. should inform policy formulation, planning, implementation and evaluation. 4. for the benefit of donors or investors. 5. out of fear of not receiving funding by communities. 6. others are in it for salaries – capacity building meeting skills needs and policy gaps”. The common thread is that capacity building should improve the livelihoods of communities.

#### 2.3.6.3. Capacity Building – The Environment

“Capacity building is place-based, in that it occurs in a local place such as a university, situated within socio-economic, cultural and historical context of the country”, (Man & Chan in Bianco 2002:75).

In the NDA context, it has been found in NPOs that are grant funded by the Department of Social Development. Some are registered with the NPO Directorate at Social Development and others are not registered. The same applies to funding. Some are compliant with the NPO legislation in terms of good governance and accountability and others are not.

#### 2.3.6.4. Multiple Dimensions of Capacity Building

According to Man & Chan (in Bianco 2002:80), “Capacity Building seems to have multiple dimensions which include, for example, education and training activities, organisational development, structural and legal change and macro-economic policy management - it can also operate at individual, organisational or departmental and institutional levels.”

Institutional Capacity starts with individual capacity, followed by organisational capacity, (Man & Chan in Bianco 2002:80). In the case of the NDA, individuals in an organisation are trained (board and management) and capacitated to operate within an NPO. In a nutshell, there is individual and organisational capacity building that takes place through NDA training.

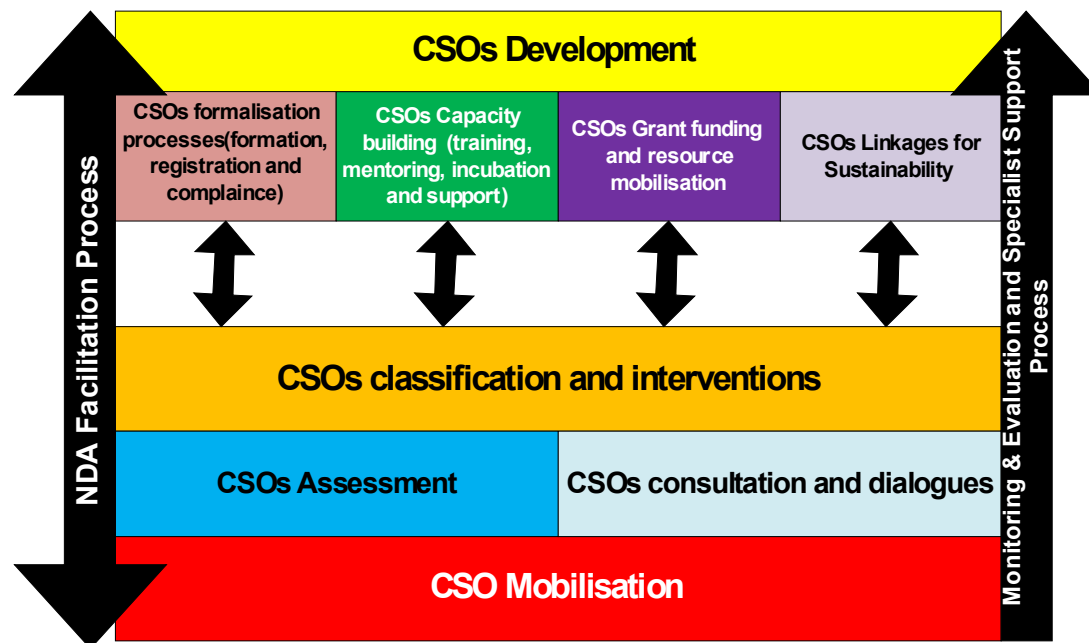
In summary, it is all about development of abilities, skills, empowerment, participation, meeting goals in an effective manner and all these cannot happen in a vacuum. They need people who will comprehend and appreciate what has been passed on to them in a simple way possible.

## 2.4. National Development Agency Civil Society Organisations Development Framework

### 2.4.1. Introduction

The NDA CSO Development Framework is “a guideline to NDA development practitioners in designing the CSOs development interventions to ensure standardisation, participation and inclusive process from CSOs at local area,” (NDA 2017:1). The CSO Development Model (see below figure 2) in the framework looks at the CSO (NPOs included) in a holistic manner given the fact that there are avenues (i.e. grant funding, linkages with markets) that are looked at, other than capacity building.

Figure 2: CSOs Development Model for the NDA



Source: NDA CSO Development Framework (2017:9)

The model starts with 1. CSO Mobilisation (finding out about the needs within a community), 2. CSO Assessment (assess the needs, draw budget and plans), 3. CSO Consultation and Dialogues (recognise development issues and



programmes identified by the community), 4. CSO Classification and interventions (identify levels of intervention needed, be it formal registration of NPO, training, grant funding, linkages with markets) and after classification it would be easier to know whether a CSO needs to be formalised, capacitated, funded or linked with markets for sustainability.

The NDA Capacity Building Framework and Approach (2013) has been incorporated within the CSO Development Framework (2017). The NDA Capacity Building Framework was developed to deal with capacity strengthening of non-compliant (total of 35,190 as at 2013) and de-registered (36,420) NPOs, (NDA 2013:39). In addition, there was a group of compliant (29,628) NPOs that were not trained, (NDA 2013:39). These NPOs are in the social sector, with the majority depending on the Department of Social Development for grant funding.

The following are the strategic pillars for implementation response of civic society organisations capacity building efforts (NDA 2013:10-11; NDA 2017:52-53):

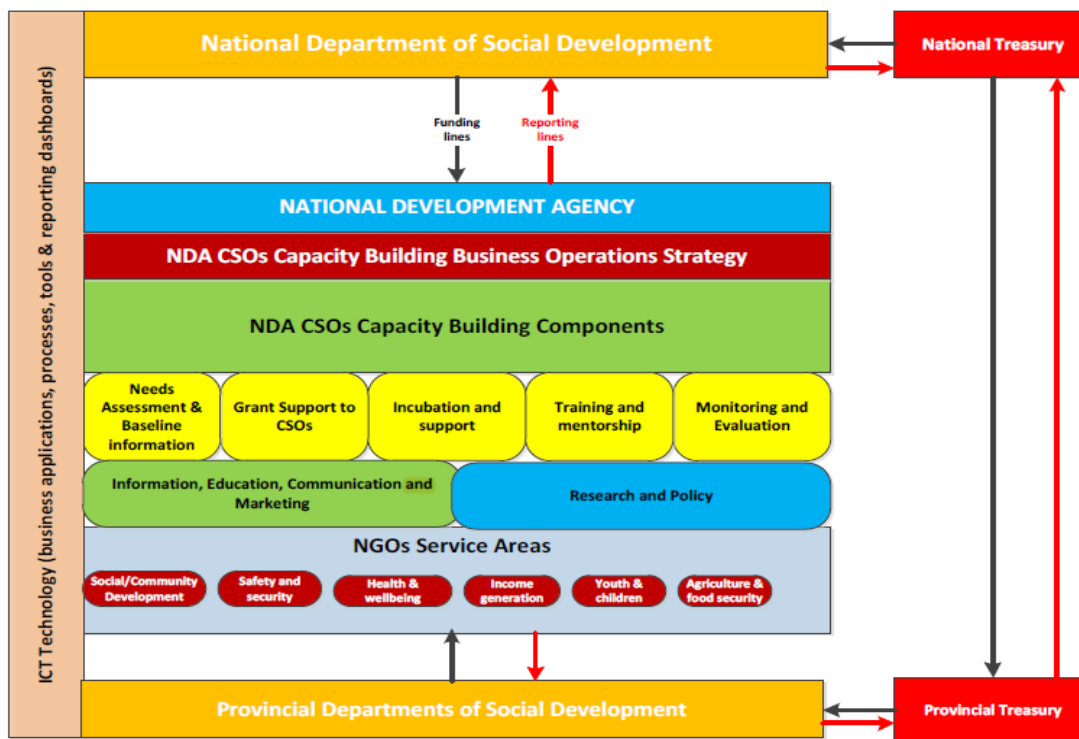
- i. **Organisational attitude** – this focuses on the way an organisation views itself. It addresses how an organisation must view itself, not as a victim of the slights of the world, but rather as an active player that has the ability to effect change and progress.
- ii. **Vision and Strategy** – this refers to the organisation's understanding of its vision and mission, and what it is looking to accomplish, as well as the program it wishes to follow in order to do so.
- iii. **Organisational structure** – a clear method of operating wherein communication flow is not hindered, each actor understands their role and responsibility.

iv. **Organisation needs and efficiency** - Another aspect of organisational capacity building is an organisation's capacity to reassess, re-examine and change according to what is most needed and what will be the most effective.

v. **Monitoring and evaluating an organisation's monitoring processes** - this involves evaluating how well an organisation participates in self-monitoring. It looks at whether or not an organisation encourages growth through learning from mistakes.

For point (iii) above to happen, language barriers should be avoided at all costs. But, most importantly, all elements must be understood by all participants.

**Figure 3: NDA Capacity Building Model**



Source: *NDA Capacity Building Framework and Approach for CSOs (2013:21)*

The interventions for NDA NPO capacity building are anchored on four elements and these are: 1. organisational strengthening (i.e. NPO Governance, organisational development (OD) management and leadership, financial

management, strategic and operational planning, operational management, information management and monitoring and evaluation, resource mobilisation), 2. mentorship and coaching, 3. incubation and 4. grant funding, (NDA 2013:28). According to the NDA, the capacity building framework is based on training, mentoring and coaching, incubation as well as grant funding, (NDA 2013:28).

The above-mentioned framework contains elements (i.e. tools used for training, designed interventions) and pillars that are crucial in implementing the capacity building programme.

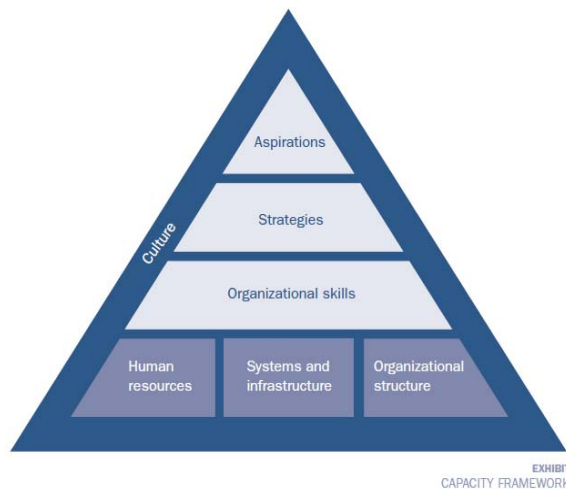
However, there is a challenge in the NDA CSO Development Framework (including the NDA Capacity Building Framework: that the foundation and fundamental pillar of community development (i.e. teaching in the mother tongue) is not addressed.

#### 2.4.2. Frameworks Developed by other Institutions for NPO Capacity Building

The capacity building framework developed by McKinsey and Company (2001:33) is a bit different from the NDA one. It defines non-profit capacity in a pyramid of seven essential elements: 1. Aspiration (mission, vision goals of the organisation), (McKinsey and Company 2001:33), 2. Strategy (coherent set of actions and programme to achieve goals), (McKinsey and Company 2001:33), 3. Organisational skills (capabilities of the organisation, performance measurement, planning, resource measurement and external relationship), (McKinsey and Company 2001:33), 4. Human Resources (Collective capabilities, experience, potential and commitment of the organisation's board, management team, staff and volunteers), (McKinsey and Company 2001:33), 5. Systems and Infrastructure (Organisation's planning, decision making, knowledge management, administrative systems, physical and technological assets that support the organisation), (McKinsey and Company 2001:33), 6. Organisational Structure (combination of governance, organisational design, inter-functional coordination, individual job description that shapes the

organisation's legal and management structure, (McKinsey and Company 2001:33) and 7. Culture (the connective tissue that binds together the organisation design, inter-functional coordination), (McKinsey and Company 2001:33).

**Figure 4: McKinsey & Company Capacity Building Framework**

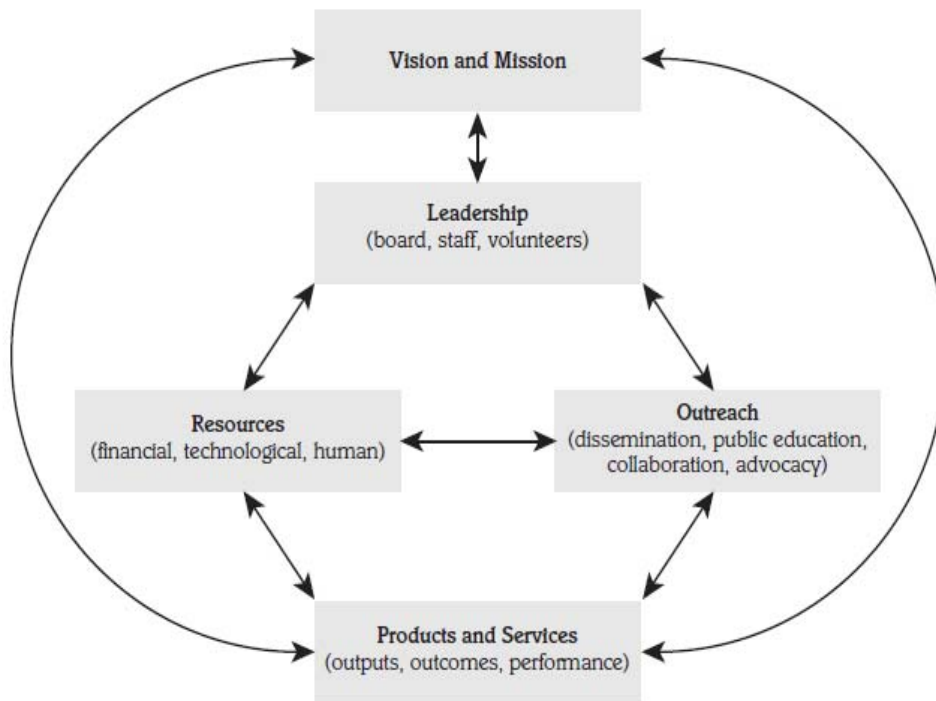


*Source: McKinsey and Company 2001: 36*

Aspiration, strategy and organisational skills are higher on the pyramid, followed by three foundational elements; human resources, systems and infrastructure and organisational structure, McKinsey and Company (2001:33). In addition, it is argued that “culture runs like an invisible thread throughout the entire subject of capacity building”, (McKinsey and Company 2001:63).

On the other hand, De Vita, et al (2001:17-23), came up with a model for NPO capacity building (framework for addressing NPO Capacity Building) and it brings out the following areas to be considered; 1. Vision and mission. 2. Leadership (board, staff, volunteers). 3. Resources (financial, technological, human). 4. Outreach (dissemination, public education, collaboration, advocacy), and 5. Products and services (outputs, outcomes, performance).

**Figure 5: De Vita, Fleming and Twombly - A framework for addressing Non-profit Capacity Building**



*Source: De Vita et al 2001: 36:17*

Out of the three above-mentioned capacity building frameworks, it is evident that the common areas focusing on capacity building are institutional (aspirations, strategy, organisational structure, etc) and individual capacity building (board and staff skills development training) development.

Unfortunately, none of the above-mentioned frameworks addresses the issues of teaching in mother tongue. It could be that Mc Kinsey and Company as well as De Vita et al designed frameworks to inform NPOs in the United States of America, where language is not an issue. However, the NDA framework is for NPOs in a different environment (South Africa), where language is a challenge.

### 2.4.3. De Beer and Swanepoel Principles vs NDA CSO Framework Elements

The table below compares the principles for community development identified by De Beer and Swanepoel (1998:92 and 2013:115-116) as well as the NDA CSO Development Framework elements (NDA 2017:39-45).

	<b>Community Development Training Principles De Beer and Swanepoel (1998:92 and 2013:115-116)</b>	<b>NDA CSO Institutional Capacity Development Process</b>  <b>“Effective capacity building requires the following five elements of capacity development that are linked to the strategic approach, NDA (2017:39-45)</b>	<b>Researcher’s Comments / Assessment</b>
1.		<p><b>Engage stakeholders on capacity development;</b></p> <p>“An effective capacity building process must encourage participation by all those involved – stakeholders to share process of ownership in the process of development”</p> <p>“The NDA will use CSO mobilisation engagements and networking process”.</p>	<p>This is the first step taken by the NDA, to mobilise communities and engage in conversations that will result in creating their future change.</p> <p>At this stage issues of teaching in mother tongue should have been long addressed. There should be a foundation “training language solution” that forms part of the NDA community development framework.</p>
2.	<p><b>Problem-based needs</b></p> <p>“based on real life issues of needs to be addressed”</p> <p>(People Centered Development)</p>	<p><b>Assess capacity assets and needs;</b></p> <p>“The starting point of any capacity development planning process for CSOs is assessing existing capacities to identify relevant capacity needs for the organisation”</p>	<p>Needs assessment stage is identified as the first pillar of community development training by De Beer and Swanepoel (2013).</p> <p>According to the NDA (2017) they have identified it as a second stage in the assessment phase. There is an agreement from both sides (De Beer and Swanepoel and NDA) that this stage is critical. Most importantly, it shows that development is never about the government, but the people who have solutions to their problems.</p>
3.	<p><b>Action-oriented learning</b></p>		<p>There is an intention shown towards resolutions and improvement through action-</p>

	(learning directed towards resolutions and improvements towards the needs at hand).		oriented learning, De Beer and Swanepoel (1998 and 2003).  There is an intention in the CSO Development Framework, to deal with NPO non-compliance and deregistration and to ensure that there is self-reliance in NPOs.
4.	<p><b>Build on existing knowledge</b></p> <p>“the trainer should build on existing knowledge and design or tailor training to the level of knowledge of the training group”</p> <p>(Participation)</p>	<p><b>Formulate a capacity development response;</b></p> <p>“Once assessment has been completed, a capacity building response must be created based on four core issues; institutional arrangements, leadership, knowledge and accountability.”</p>	<p>The two items address the response in relation to capacity building needs identified. The only difference is the approach in which they are done.</p> <p>The approach by De Beer and Swanepoel (1998) focusses more on the groundwork done by the trainer or facilitator before they deliver training so that it is suitable for the needs of those participating in the programme.</p> <p>The approach by the NDA (2017) is inward looking as it focusses on addressing or correcting issues identified during assessment as shortcomings within the organisation or identified individual.</p> <p>Even though the two processes are slightly different, they both have the same goal of responding to the capacity needs of a community.</p> <p>It is important to ensure that there is participation.</p>
5.	<p><b>Learning by doing</b></p> <p>“practical hands on action-based experience”</p> <p>(Participation and Empowerment)</p>		<p>Based on my experience as a facilitator at the NDA, I know that there are practical exercises provided during training. However, “learning by doing” is not outlined as one of the processes to be followed for community development training.</p> <p>This area, if considered, will bring in a whole new dimension of</p>

			learning (familiarizing yourself with concepts) and practicing at the same time.
6.	<p><b>Teaching in the mother tongue</b></p> <p>“where literacy rates are low, use of vernacular instills in people a sense of pride and loyalty”.</p> <p>(reinforcing community empowerment)</p>		<p>The NDA CSO Development Framework (2017) is missing this important pillar. This is the foundation for community development training based on literature review. What would be the purpose of developing communities who do not understand what is being taught? It would be impossible to expect change and self-reliance in our communities. It would be impossible to assist communities to meet their basic needs. If this foundation is non-existent then we should not even consider building capacities of NPOs on the database from 2012, it is in vain.</p>
7.		<p><b>Implement a capacity development response;</b></p> <p>“Implementing a capacity-building programme should involve the inclusion of multiple systems - national, local and institutional”</p> <p>“The strategic pillars of CSOs capacity building efforts are; organisational attitude, vision and strategy, organisational structure, organisational structure, organisational needs and efficiency”</p>	<p>This is the implementation phase of capacity building. The NDA pillars are focusing on building or changing an organisation. It is also clear that systems to implement will be considered.</p> <p>The challenge is that we are implementing before we consider “teaching in mother tongue”.</p>
8.		<p><b>Evaluate capacity development.</b></p> <p>“Monitoring and evaluation of capacity building promotes accountability. Measurements should be based on changes in an institution’s performance.”</p>	<p>This is important, and it will inform future development.</p>

Table 1: De Beer and Swanepoel vs NDA



In summation, there are pillars or elements that cannot be separated from community development. Empowerment and People-centred development cannot be excluded from community development. The same applies to the use of training language (mother tongue or vernacular); it cannot be separated from community development training. It is the foundation that holds together the development “house”. We can never realise community development if we do not get the foundation right.

## **2.5. Classical Theories for Building Community Capacity**

### 2.5.1. Introduction

"Theories are explanations that can provide help in understanding people's behaviour and a framework from which community developers can explain and comprehend events", (Hustedde in Phillips and Pittman 2009:20).

According to Hustedde in Phillips and Pittman (2009:31), the classic theories of (a) structural functionalism, (b) conflict theory, and (c) rational choice theory are essential concepts for building community capacity". These social theories are the “foundation” that informs the views of this research.

### 2.5.2. Structural Functionalism theory

Structural functionalism (also called systems theory, equilibrium theory or simply functionalism) argues that “societies contain certain interdependent structures, each of which performs certain functions for societal maintenance (for example NPOs which are concerned with meeting the needs of the people)”, (Hustedde in Phillips and Pittman 2009:23). Furthermore, Hustedde in Phillips and Pittman (2009:23) explains that “structures refer to organisations and institutions such as healthcare, education entities, business and non-profits or informal groups”. Therefore, NPOs trained by the NDA are structures that have a purpose (i.e. community development) and this should be understood by community development practitioners.

There is an agreement between Babbie (2014:36), the Khan Academy ([www.youtube.com](http://www.youtube.com)) and Hustedde in Phillips and Pittman (2009:23) that a structure cannot function in isolation but a part that contributes towards a whole system that is functional. Babbie (2014:36) explains structural functionalism (or functionalism) by using an analogy of the whole body with different parts (i.e. ears, eyes, lungs, heart etc) that are working towards the same goal. “Structural functionalism is an important tool for community capacity”, (Hustedde in Phillips and Pittman 2009:31). The structural functionalism theory explains a society as a “whole” structure. Within it there are people and institutions like non-profit organisations and the government, with different functionalities (Phillips and Pittman 2009:23). Whatever is performed as a function (or work) is for the well-being of this structure and contributes towards a well-balanced society, Khan Academy ([www.youtube.com](http://www.youtube.com)).

More importantly, community development practitioners must understand that “the social system has manifest (obvious and known to all) and latent (only known to communities) functions”, (Hustedde in Phillips and Pittman 2009:23). Thus, “structural functionalism helps one to understand how the status quo is maintained”, (Hustedde in Phillips and Pittman 2009:24).

As informed by the theory, functionalism will help a community development practitioner to analyse the problem (in this case, manifest and latent functions in relation to capacity building) and also pick up glitches in non-profit organisations as well as notice structures (i.e. NPOs) as an important component of capacity building (Hustedde in Phillips and Pittman 2009:24).

In relation to this research, the manifest and latent functions have been identified as follows in table 2:

	<b>Manifest (well known) to Government</b>	<b>Latent (Not known) to NPOs</b>
Government (DSD/ NDA)	Government initiating training	<ul style="list-style-type: none"> <li>• Compliance with the NPO Act, NDA (2017)</li> <li>• NPOs are owned by the government, NDA Training Manual</li> <li>• Dwindling Government Budget, NDA (2017)</li> <li>• Pushing for Self-reliance of NPOs, NDA (2017)</li> <li>• Meeting the Sustainable Development Goals and Millennium Development Goals, NDA (2017)</li> <li>• Implementation of the National Development Plan, NDA (2017)</li> <li>• Winning the Political environment, NDA (2017)</li> <li>• Economic and Community Development, NDA (2017)</li> <li>• Infringing on their Rights (i.e. use of mother tongue), RSA Constitution (1996)</li> </ul>
	<b>Manifest (well known) to NPOs</b>	<b>Latent (Not known) to Government</b>
NPOs	Forming an NPO	<ul style="list-style-type: none"> <li>• Access to salaries, De Beer and Swanepoel (1998)</li> <li>• Benefit to one family, Moono (2015b)</li> <li>• Benefit to a few people, Moono (2015b)</li> <li>• Entitlement mentality, Moono (2015b)</li> <li>• “Founder syndrome” (NDA NPO Governance Learner Manual) – one person believing that they own an NPO.</li> </ul>

*Table 2: Analysis of Social System Manifest and Latent Function*

Structural functionalism is therefore useful to understand how the existing state of affairs is maintained (Hustedde in Phillips and Pittman 2009:24).

The South African government considers NPOs as critical partners and vehicles to deliver social services to communities. Therefore, a “function” of a society cannot be left without being fully equipped and empowered. In addition, the government mandated the NDA to provide capacity building to NPOs. It is important for the agency to capacitate them in order to empower and create self-reliant communities as community development affects the whole society. For the sake of having progress or positive change, it is important to note that there are known and unknown functions in the social system. In summation,

the functionalism theory explains NPOs as a facet of a society that needs to be functional for other parts to also function, (Babbie 2014:36).

### 2.5.3. Conflict Theory

Conflict theory is concerned with “power (control or access to resources such as land, labour, capital and knowledge), and suggests that conflict is an integral part of social life”, (Hustedde in Phillips and Pittman 2009:22&24). It is argued that “there are conflicts between economic classes, ethnic groups, young and old, male and female, or among races and these conflicts result because power, wealth and prestige are not available to everyone”, (Hustedde in Phillips and Pittman 2009:24).

For example, we have NPOs like Abahlali Base Mjondolo (shack dwellers’ movement in South Africa (SA) - <http://abahlali.org>) who are fighting for land, which is an important resource for the community. The struggle continues when it comes to the fight against implementation and payment of Etolls in SA through Organisation Undoing Tax Abuse (Outa, <https://www.outa.co.za/>). The desire to have power or access to resources is a fundamental foundation for community development, as deficiency may create conflict in NPOs. Community development practitioners cannot separate development from these facts; hence the theory is seen as important for developing community capacity, (Hustedde in Phillips and Pittman 2009:24).

Conflict is also found in NPOs that are being capacitated by the NDA. NPOs may choose to contribute (or not) towards development in South Africa, depending on the motivation or purpose of forming the NPO. On the other hand, capacity building can be promoted or rejected by communities, depending on their level of understanding.

Conflict theory is needed as whenever there is consultation with NPOs about capacity building, or even during training, NPOs raise other government related issues and not related to training (i.e. applications for certificates or grants with

other government organisations). This can clearly delay the process in class as people are tired of waiting for unfulfilled promises.

Therefore, community development practitioners should embrace the fact that “it helps them gain insight into why specific differences and competition have developed among groups and organisations in a community,” (Hustedde in Phillips and Pittman 2009:24).

#### 2.5.4. Rational Choice

Hustedde (in Phillips and Pittman 2009:22) argue that the Rational Choice theory is interested in “the motivation for decision making”. Furthermore, “Alfred Marsha (1895) believed that humans were interested in maximising their utility, happiness, or profits - the rational man would investigate each alternative and choose that which would best suit his individual needs”, (Hustedde in Phillips and Pittman 2009:29-30). This must be considered before decisions are made (by community development practitioners, donors and the government) for the benefit of communities. NPOs must be given an opportunity to choose what will be beneficial in their organisation without influence from outside forces.

Rational theory, like Functionalism and Conflict theories, is a fundamental concept for “building community capacity”, (Hustedde in Phillips and Pittman 2009:22).

## 2.6. Effective Capacity Building Programme

*“It is essential to understand the local history of an institution in order to be able to pinpoint the most appropriate sites or areas for capacity building at that particular time.” Bianco (2002:75).*

Understanding of an organisation and its participants is very important in ensuring that they are sufficiently capacitated. When the trainer (facilitator)

understands the challenges of language barriers prior to training, this can be resolved or attended to prior to the session. It forms part of the facilitator’s preparation. It is always important for the trainer (facilitator) to do a mini research about the background and needs of their participants prior to training. There are areas that have been identified as “effective” when it comes to building capacity of an organisation. Basically, being at the same level or not having the same one-size fits all approach within a community is essential.

Among other components, categorised in the table below, the most important for effectiveness are as follows; De Beer and Swanepoel (2013:115-116) identified an important principle of “teaching in the mother tongue”. Díaz-Puente, Moreno and Zamorano, (2012:14) describes this characteristic as “adapting training content so that it is more relevant to participants and the environment (understanding of content without compromising on the breadth or depth)”. Then last, but not least, De Vita, Fleming and Twombly (2001:34) identified an effective core component of “customised” training.

There are many other core components and principles of capacity building that were discovered as mentioned on table 3 below. They are highlighted as follows:

Effective Capacity Building			
	De Vita, Fleming and Twombly (2001:34)	Díaz-Puente, Moreno and Zamorano, (2012:14)	De Beer and Swanepoel (2013:115-116)
	Core Components of Effective Capacity Building	Characteristics developed for training in rural areas	Principles of community development training
1.	Effective Capacity Building programme tend to be: Comprehensive	Creating work groups - training, motivation and participation (promotes active participation and motivates people to continue and complete each of the proposed phases).	Problem-based needs (needs of communities).

2.	Effective Capacity Building programme tend to be: Customised	Carrying out projects as structured training elements	Action-oriented learning  (learning directed towards resolutions and improvements towards the needs at hand).
3.	Effective Capacity Building programme tend to be: Competence-based	Adapting training content so that it is more relevant to participants and the environment (understanding of content without compromising on the breadth or depth)	Build on existing knowledge  (trainer to tailor the programme towards the knowledge of the group - trainer to approach training with love and humility).
4.	Effective Capacity Building programme tend to be: Timely	Flexibility with regard to content (relates to the possibilities of promoting people, the project objectives and the needs of the area or local community).	Learning by doing  (allows practical hands-on, action-based experience – e.g. barrio immersion means that trainees must live in the village as part of their training - allows practical assignment)
5.	Effective Capacity Building programme tend to be: Peer-connected	N/A	Teaching in the mother tongue  (instils sense of pride and loyalty where the level of literacy rate is low).
6.	Effective Capacity Building programme tend to be: Assessment based	N/A	N/A
7.	Effective Capacity Building programme tend to be: Readiness Based	N/A	N/A
8.	Effective Capacity Building programme tend to be: Contextualised	N/A	N/A

*Table 3: Effective Capacity Building*

From the table above, there are many elements to be considered before a community development training programme can be put in place. When considering the issues highlighted and the importance thereof, it is evident that community development relies on all these elements to form a good foundation.

In brief, a community (NPO) is identified as a structure that makes up a “whole”, whereby community development takes place. There are conflicts that involve power and access to resources (capital, labour, land, knowledge, etc) that must be considered when training is developed. The community is capable of making its own decision to maximise their usefulness, happiness and profits. Development Practitioners need to be aware of these views and understand that the social system has manifest (obvious and known to all) and latent (only known to communities) functions.

There are also principles that guide community development training and it is impossible to separate them from the process. They are fundamental to bringing change in any community.



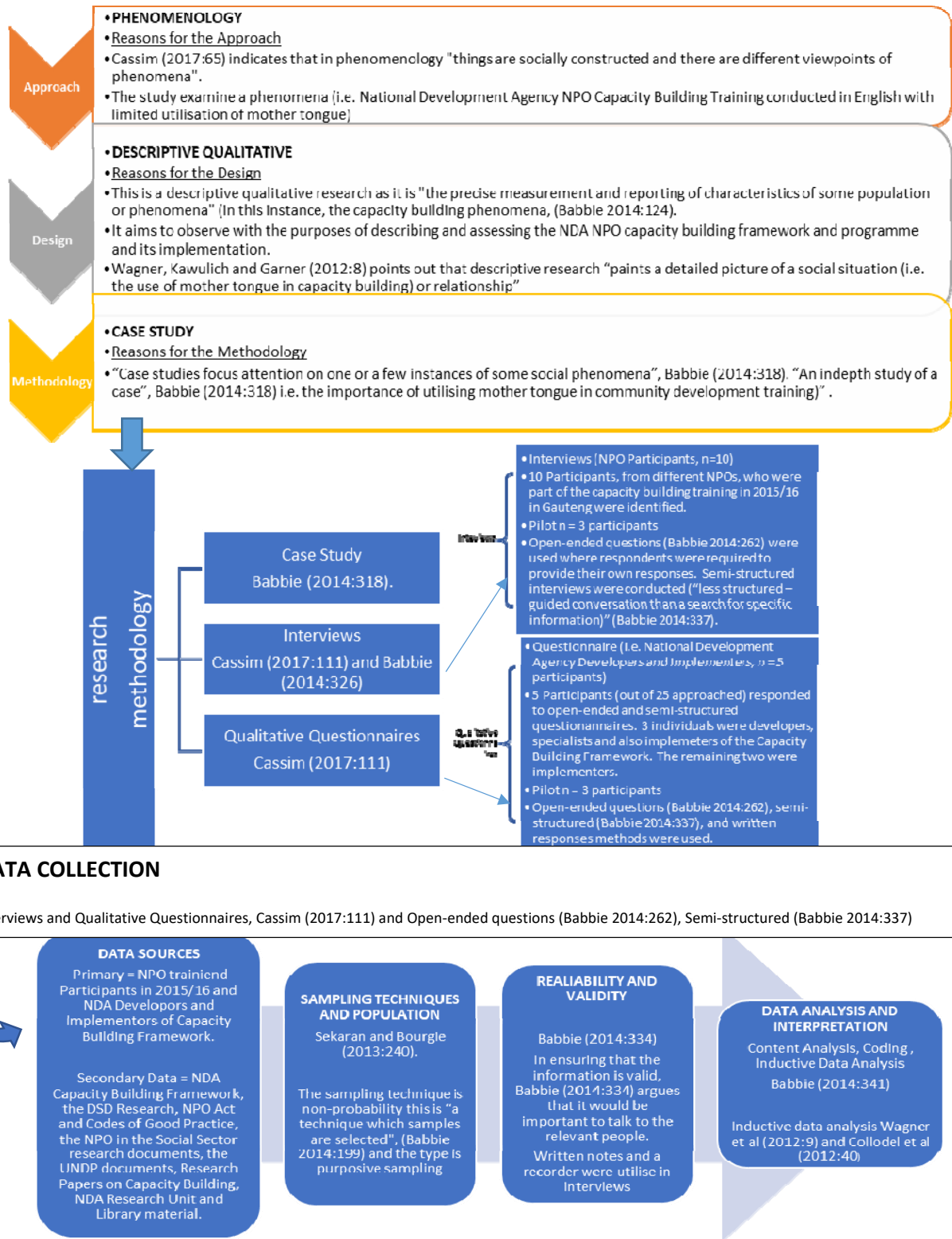
### **3. CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

#### **3.0. Introduction**

The purpose of this chapter is to introduce the preferred research methodology for this paper, data collection and analysis as well management of participants. This was done in order to respond to the research question, (Cassim 2017:89).

The diagram on 3.0.1 below depicts the research approach (phenomenology, Cassim 2017:65), design (descriptive qualitative, Babbie 2014:124), methodology (case study, Babbie 2014:318) and data collection (interviews and qualitative questionnaires, Cassim 217:111 and Babbie 2014:262) applied for this paper. In addition, it explains the reasons why methods were selected as well as the advantages and disadvantages of chosen methods.

### 3.0.1. Research Methodology Diagram



3.0.2. Title: National Development Agency Non-Profit Organisation Capacity Building: “Please explain it in Sesotho”								
Case Study, Babbie (2014:318).			Interviews (semi-structured), Cassim (2017:111)			Qualitative Questionnaires, Cassim (2017:111)		
Advantage	Disadvantage	Solution/s to counteract	Advantage	Disadvantage	Solution/s to counteract	Advantage	Disadvantage	Solution/s to counteract
“In-depth examination of a single instance of social phenomena”, Babbie (2014:318)	“Limited in extent to which you can generalize your findings”, Cassim (2017:111)	Declared as a limitation of the study.	Guided conversation, Babbie (2014:337) Open-ended questions (Babbie 2014:262). Semi-structured interviews (Babbie 2014:337).	“Not appropriate at statistical description of large population”, Babbie (2014:337)	A smaller manageable sample was used. Ten (10) participants from different NPOs and three (5) out of 25 participants from the NDA were involved.	Open interviews and questionnaires, Collodel, de Beer and & Kotzé (2012:40)	“Low response rate, leading questions, assumes literacy in a particular language, anonymity could be undermined if emailed /researcher administered” Cassim (2017:123)	Follow ups were conducted. Selected participants were from the NDA and could complete questionnaires with ease. NPO participants verbally responded and the researcher took notes and recorded the interview.
“Chief purpose can be descriptive, Babbie”, (2014:318)	“Different methods may be used in case study (i.e. interviews and questionnaires)”, Cassim (2017:111)	This research utilised both the interviews and questionnaire methods.	Participant observation, Collodel, de Beer and & Kotzé (2012:40)	Less reliability, Babbie (2014:337)	It was important to visit individuals in an NPO that I did not know personally, to take part in the research, (Babbie 2014:335).	“Can quickly and easily access a large sample, anonymity, inexpensive”, Cassim (2017:123)		
			Depth of understanding, flexible, and lack of costs, Babbie (2014:337)					

			More validity, Babbie (2014:337)					
<b>Case Study, Babbie (2014:318).</b>			<b>Interviews (semi-structured), Cassim (2017:111)</b>			<b>Qualitative Questionnaires, Cassim (2017:111)</b>		
<b>Advantage</b>	<b>Disadvantage</b>	<b>Solution/s to counteract</b>	<b>Advantage</b>	<b>Disadvantage</b>	<b>Solution/s to counteract</b>	<b>Advantage</b>	<b>Disadvantage</b>	<b>Solution/s to counteract</b>
			"An audit trail records the researcher's decisions throughout the conduct of the research and the analysis of data", Babbie (2014:337)					
			Inexpensive, Babbie (2014:334)					

Table 4: Research Methodology Advantages, Disadvantages and Solutions

### **3.1 Research Design**

The research followed the phenomenology approach. Cassim (2017:65) indicates that in phenomenology "things are socially constructed and there are different viewpoints of phenomena". The purpose for selecting the approach is that it studies a phenomenon (i.e. the National Development Agency NPO Capacity Building Training conducted in English with limited utilisation of mother tongue), its role and importance.

The preferred design is descriptive qualitative research, (Babbie 2014:124). It is "the precise measurement and reporting of characteristics of some population or phenomena", (Babbie 2014:124). It aims to observe with the purposes of describing and assessing the NDA NPO capacity building framework, programme and its implementation.

Wagner, Kawulich and Garner (2012:8) points out that descriptive research "paints a detailed picture of a social situation (i.e. the use of mother tongue in capacity building training) or relationship"

Therefore, the design of this research takes descriptive enquiry within qualitative methods as it focuses on trained individuals (Board, management and ordinary members) from NPOs that have been capacitated by the NDA during 2015/16 financial year and therefore generalisation is limited to these organisations.

Quantitative methodology was not employed in this research as it "collects information in the form of numbers, (Wagner et al 2012:8). Information was rather collected in a form of "words", (Wagner et al 2012:8), hence qualitative methods were used.

### **3.2. Research Methodology**

A Case Study methodology (Babbie 2014:318) was selected and the study focuses on one organisation, which is the NDA. As indicated by Cassim (2017:111), “different methods may be used in case study (i.e. interviews and questionnaires)”, Cassim (2017:111). A detailed analysis of advantages, disadvantages and solutions employed to reduce shortcomings are attached on a table 4 above.

Interviews (NPO Participants, n=10) were conducted with 10 Participants, from different NPOs, who were part of the capacity building training in 2015/16 in Gauteng. A pilot study was conducted with 3 participants.

Open-ended questions (Babbie 2014:262) were used where respondents were required to provide their own responses. Semi-structured interviews were conducted. They are “less structured – guided conversation than a search for specific information”, Babbie (2014:337). In addition, (Babbie 2014:337) mentions that applying “effective interviewing skills – meaning active listening and directing conversation” was important in this regard.

Trained individuals in non-profit organisations were approached on a one-on-one basis to hear their perspectives about capacity building training. The research collected participants’ meaning and learned more about the overall understanding and application of knowledge received in their NPOs in order to create an agenda of change or reform, Creswell (2014:49). Furthermore, interviews were recorded by taking notes of the interview, audio recording and transcribing, (Babbie 2014:331).

The first group of ten respondents were individuals (management and board members) from NPOs trained by the NDA in institutional capacity building in 2015/16 financial year. Open-ended questions (Babbie 2014:262), semi-structured interviews (Babbie 2014:337) and recordings methods were used (Babbie 2014:331).

The second group of five respondents were NDA employees, who fall into the categories of drafters, implementers and users of the CSO Development Framework. Their positions ranged from Development Officers to Development Managers and Specialists. Open-ended questions (Babbie 2014:262), semi-structured (Babbie 2014:337), and written responses methods were used. Five (5) Participants (out of 25 approached) responded to open-ended and semi-structured questionnaires. 3 individuals were developers, specialists and also implementers of the Capacity Building Framework. The remaining two were implementers. Pilot questionnaires were sent out to three individuals.

Pilot questionnaires were sent out to three NPOs and three NDA respondents in August 2018. This led to some questions being altered before finalisation of interviews that took place in September and October 2018.

With regard to NDA respondents, the main issue was that we asked participants to motivate their responses as the pilot questions turned out to give only “yes” and “no” answers.

In relation to NPO questionnaires, the NPO year of registration and formation were separated. Drop in Centres and Memorial Centres were added as one of the sectors. The facilitator (NDA Employee or External Service Provider) of the training was also added.

The duration of the research was cross-sectional as it is cost effective, is limited to observation at a single point in time and concentrates on the here and now, Babbie (2014:110).

### **3.3. Data Sources**

Primary data was sourced from trained 10 individuals (Board members and management) within the respective NPOs through interviews. This includes administering questionnaires to 5 NDA Developers, Users and Implementers of the CSO Development Framework. Secondary data was found in the NDA Capacity Building Framework, the DSD Research, NPO Act and Codes of Good Practice, the NPO in the Social Sector research documents, the UNDP documents, Research Papers on Capacity Building, NDA Research Unit and Library material.

### **3.4. Data Collection techniques**

Documents from the NDA, DSD and other organisations were already in the public domain and downloaded for the research. Data was collected through semi-structured interviews by using a qualitative questionnaire. The questionnaire was made up of open-ended questions and pre-determined so that there could be follow ups and sourcing of more information from participants, Wagner, Kawulich and Garner (2012:108&272). Where participants could not understand English, interviews were conducted in Setswana/Sesotho or IsiZulu. Recordings were done for NPOs, and transcripts were translated into English. NDA Participants were not recorded, however, they completed questionnaires.

### **3.5. Reliability and Validity**

In ensuring that the information is valid, Babbie (2014:334) argues that it would be important to talk to the relevant people. Therefore, trained NPO officials were involved. Babbie (2014:335) also makes us aware that there is another level to be considered, which is the reliability of the information. Babbie (2014:335) further explains that the researcher might be biased in telling the



story. It was important to visit individuals in an NPO that I did not know personally, to take part in the research, (Babbie 2014:335).

### **3.6. Sampling Techniques and Population**

Population refers to the entire group of people, events or things that the researcher wishes to investigate, according to Sekaran and Bourgie (2013:240). The population for the study was individuals in NPOs that belong to the social sector, who were not in good standing (before training) in terms of compliance with the NPO Act. These are NPOs that were trained by the NDA on NPO Governance, Conflict Management and Financial Management from 1 April 2015 to 31 March 2016 in Gauteng Province.

A sampling technique was used. A sample according to Sekaran and Bourgie (2013:241), is a subset of the population, in other words some but not all elements of the entire population. The sampling technique is non-probability this is “a technique in which samples are selected, (Babbie 2014:199) and the type is purposive sampling, (Babbie 2014:200). Babbie (2014:200) points out that purposive or judgement sampling is “a type of nonprobability sampling in which the units to be observed (interviewed) are selected on the basis of the researcher’s judgement about which one will be the most useful or representative.”

According to Bhattacharjee (2012:69), non-probability sampling is “a sampling technique in which some units of the population have zero chance of selection or where the probability of selection cannot be accurately determined.”

The research targeted trained individuals on NPO Governance, Conflict Management and Financial Management in a non-profit organisation. These NPOs were in the social sector were not in good standing in terms of compliance with the NPO Act and hence training by the NDA.

The sample consisted of NPOs that were trained by the NDA and identified as non-compliant (failure to submit Annual Financial Statements) with the NPO legislation or deregistered from the NPO Database by the Department of Social Development. This sector is legislated by the NPO Act no 71 of 1997. These NPOs were in the Early Childhood Development (ECD) and Adult Care (Old Age Home) sectors. The said NPOs were all registered with the NPO Directorate and qualified as beneficiaries in the social system.

The sampling frame (Bhattacharjee 2012:66) used was a list of NPO trained by the NDA in 2015/16 financial year in the Gauteng area. Bhattacharjee (2012:66) explains the sampling frame as “the accessible section of the target population (usually a list with contact information) from where a sample can be drawn”.

The population size is ten (10) trained participants (Board member, Management, or Staff) from different NPOs. The ten (10) participants from ten different NPOs would have received training from the NDA in NPO Governance, Financial Management and Conflict Management. The NPO Governance module is vital, but not exclusively, in addressing issues around non-compliance and deregistration. The unit of analysis was ten members from different NPOs who will be selected based on their attendance and participation in a similar training in 2015/16 financial year.

This included five (5) NDA participants that were involved with the drafting of the CSO Development Framework as well as users and implementers.

### 3.6.1 Confidentiality

Individuals from NPOs were informed upfront that the research would receive a high level of confidentiality, that it would be recorded and that their identity would not be revealed. Permission for recording was requested from the study participants. NDA Participants were also informed that the study would remain confidential.

### 3.6.2. Informed consent

A request form to obtain consent was used. Attached as Annexure A

## **4. CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSIONS**

### **4.0. Data Analysis and Interpretation**

Inductive data analysis Wagner et al (2012:9) and Collodel et al (2012:40) was used – “this type of reasoning the explanation of a phenomenon is made by first gathering information about a sample of people and then generalising the findings to a similar, larger group”

Interviews were conducted with beneficiaries (members and/or volunteers in an NPO) using prepared questions and recording. Coding (Babbie 2014:346) was used to analyse transcripts. Coding is explained as “a process whereby raw data is transformed into standardised form suitable for machine processing and analysis”, Babbie (2014:346). Six Codes were identified from data, (Wagner et al 2012:229). These are code 1 - training language used; code 2 – understanding, code 3 – use of knowledge; code 4 improved performance and skilled workmanship; code 5 – submission of annual financial statements and code 6 – importance of utilising mother tongue in training.

Data will be analysed using inductive approach as it “works with single cases or to describe or explore some phenomenon” (Wagner et al 2012:229). In addition, “inductive analysis reasoning involves going from specifics to general”, (Wagner et al 2012:229).

#### **4.0.1. Findings from Members/Volunteers of NPOs**

Generally, respondents (members of NPOs) indicated that there was an understanding of the training even though the facilitator used mainly the English language for the duration of the course. However, there were limitations in terms of not being taught in mother tongue. The ten interviewed participants mentioned that they understood the concepts. On the other hand, they also

pointed out that there were those who needed an explanation in their mother tongue during training. Practical work back at the office was easily implemented and, whenever necessary, they referred back to their manuals for further clarity and validation.

Submission of annual financial statements was evidence that there was compliance and understanding of good governance. Skills (human resource and performance) were developed through training. In summation, they (seven out of ten participants) would have preferred to be taught in the mother tongue to better understand concepts. During the interview, participants also referred to those who were in a worse position than them, indicating that they would benefit from being taught in a language they understood. Below is a summary of the six codes used to analyse the interviews.

#### 4.0.1.1. Code 1: Training Language Used

The dominant language in training was English. However, the facilitator translated or explained where possible in isiZulu and Sesotho.

In my view, the facilitator tried to accommodate all involved. However, more should be done in terms of translation of training material and facilitation in African languages.

#### 4.0.1.2. Code 2: Understanding

Overall, there was understanding during training, but not for all participants. On an individual level, all ten participants (beneficiaries who are members or volunteers in NPOs, are in management or serve on the board) confirmed that they understood what they were being taught. They enjoyed training and it was enlightening to all of them. On the other hand, there were two statements that came out very strongly, from the same interviewees (participants), even though they understood with ease.

Firstly, they highlighted that there were individuals (volunteers and full-time members of NPOs) who were part of the training and had limited educational background. In most cases, this group did not understand the language being used and training contents as they kept on seeking clarity from the facilitator and/or fellow participants.

Secondly, one of the centre managers indicated that some participants were former retired professionals (nurses, teachers, etc) and therefore they understood with ease. The two statements provide us with an indication that there was no balance in class in terms educational backgrounds of participants. We had retired professionals and those that did not have the opportunity to go to school in the same class. It would be advisable to separate the two groups to allow participants with limited educational background to have more sessions than retired professionals. Then later combine these groups for teams to learn from each other.

In terms of grasping concepts, the responses indicated that participants understood them. They also understood their duties and what needed to be implemented back at their workplace after training. There were three participants (two board members and one centre manager), though, whom I thought still needed more training as I was not convinced that they understood what they were taught. For example, they did not go into detail when they were asked question 3, which required an understanding as to what they have learned in class in terms of NPO Governance. One of the board members started referring to a course she attended through social development for care of the elderly. Another board member kept on telling me who was good in class during training (implying that they were the suitable candidate to provide me with answers) instead of answering the question herself. The centre manager sounded like he wanted to rush through the interview and finish quickly.

There was a comment from one centre manager (Principal/CEO) that Board members in their NPO were not adhering to principles of good governance, in that they want to take over the work of the centre manager. This was caused

by the fact that not all Board members attended training; a reality for all NPOs who were interviewed. Only two Board members and the Centre manager were invited to attend, that is three people per NPO. It would be important to train all Board members in future so that there is a common understanding by all. Those who did not attend would have to depend on the feedback they receive from those who attended training.

Furthermore, one Board member pointed out that there are Board Members who do not want to change how they have been conducting business. They are not even interested in listening to those who attended training. Maybe if they attended, the results would be different, said the board member.

It would be important and beneficial for NPOs to be taught about the benefits of good governance for sustainability. There must be an understanding that it is not only about us, but generations to come.

#### 4.0.1.3. Code 3: Use of knowledge

There was consensus among all ten participants, that knowledge gained from training was practicalised in the office or in their daily operations and during board meetings. They also referred back to their manuals to remind themselves how they should manage conflict in the NPO and many other aspects they had learned (i.e. financial statements, narrative reports).

It is encouraging to learn that training manuals have been utilised beyond class. It would be beneficial though for all participants to do the same with material that is in the language they fully understand.

#### 4.0.1.4. Code 4: Improved Performance and Workmanship

All ten participants confirmed that training improved both their performance and human resource skills. Participants were confident in doing their work. These benefits should reach all NPO participants and not only a few.

#### 4.0.1.5. Code 5: Submission of Annual Financial Statements

All respondents confirmed that their NPOs submitted Annual Financial Statements after NDA training and they are still complying to date. Overall, some of the NDA objectives (i.e. compliance with the NPO Act) regarding these training programmes seem to have been realised. The training is yielding positive results because all NPOs that were interviewed confirmed that they have been submitting their Annual Financial Statements. It is not clear as to whether the work submitted is accurate, reliable and complete. The only institution that has been mandated (through an Act of Parliament, NPO Act no 71 of 1997) to receive and confirm AFS submission, accuracy, reliability and completeness is the DSD. This cannot be taken as a blanket approach for all trained NPOs, a detailed assessment should be conducted.

#### 4.0.1.6. Code 6: Importance of Utilising Mother Tongue in Training

The majority of respondents (seven out of ten) indicated that learning in mother tongue would assist them to better understand concepts. Those who were not in agreement, indicated that they were capable of speaking and understanding English. On the other hand, respondents spoke on behalf of fellow classmates (who did not understand what they were being taught) that they would learn better in their mother tongue. It would be important to have a programme that would benefit all participants for the sake of better service delivery.



#### 4.0.1.7. Recommendations from NPOs regarding NDA Training

1. The NDA to conduct more training; and organise them on an annual basis because there is a rotation of Board members after every two years.
2. Training should be done for all Board Members and Management at the same time. NDA should not train only a few so that others (non-participants) depend on their feedback to understand governance issues.
3. A refresher course would be appreciated, as the capacity of members to grasp information is not the same.
4. Training manuals to be translated in African Languages.
5. Frequent follow-ups and mentorship would be helpful.
6. Training should be offered to other centre managers.
7. Training should also involve the whole Board and Management.
8. What is taught in class should be aligned with requirements from the Department of Social Development regarding submission of financials. The format provided by NDA and DSD for submission of financials is not the same.
9. Training should be done in mother tongue.
10. The duration of the training is too short (i.e. 5 days for Governance and Conflict Management and 5 days for Financial Management), NDA to consider making it longer.
11. NDA to consider the use of translators.
12. Elderly generation should not be in the same class with the younger generation. It would be important to have set criteria to choose participants. The level of understanding is different.
13. Facilitator to ensure that they learn more (i.e. language, level of education) about their participants before class.
14. NDA should prioritise youth when they are training.

#### 4.0.1.8. Summary

We note that there is effort from facilitators to explain or translate training content in African (South African specifically) languages. However, Brock-Utne & Mercer (2014) pointed out that “no one can learn in a language they do not master.”

In addition, scholars indicated that, "training for community must be less formal and must lead to empowerment", (De Beer and Swanepoel 2013:112). On the

other hand, “teaching in the mother tongue (instils sense of pride and loyalty where the level of literacy is low)”, (De Beer and Swanepoel 2013:115-116). Furthermore, we learn that “teaching in mother tongue or vernacular is imperative for community development”, (De Beer & Swanepoel 2013:115 and Kosonen in Bianco 2002:256).

Findings from participants regarding the use of mother tongue in community development training agree with literature review. Evidence from De Beer and Swanepoel (2013:114), Bianco (2002:82&83) as well as Masiko-Kambala, Görgens and van Donk (2012:74), show that there is consensus that training must be simplified (teach in mother tongue) and brought down to a level where it is understood by all, and can never be a one size fits all approach.

De Beer and Swanepoel (2013:114) argue that "training cannot be presented in packages - it is not a one size fits all. Every country has different target groups, and this determines the composition".

#### 4.0.2. Findings from NDA Developers, Users and Implementers of the NDA Civil Society Organisations (CSO) Development Framework

The questionnaires were answered by Developers (writers), Users and Implementers of the NDA CSO Development Framework. Therefore, a good representation from developers of the document and users was fully covered. Participants were drawn from the level of a Development Officer to Managers to Specialists. Four Codes were identified from data, (Wagner et al 2012:229) to analyse the responses. These are: 1. Alignment of the CSO Development Framework to the constitution, 2. Alignment of the CSO Development Framework to principles of community development, 3. Alignment of the NDA Capacity Building Programme to effective elements of capacity building and 4. The importance of training and providing training material in mother tongue.

#### 4.0.2.1. Alignment of the NDA CSO Development Framework to the RSA Constitution

The response was a unanimous “no” from all participants. Respondents indicated that the CSO Development Framework (Capacity Building Framework) is not aligned to the constitution in terms of recognising that mother tongue is a right and translating documents to at least six African languages, if not in all official languages is imperative, (South Africa 1996). They were clear that NDA training materials (learner workbooks, facilitator guide, learner manuals and presentations) were all written in English and there was no alignment with the constitution.

This is a law and a right for South Africans. It would be important for the NDA to look into this matter as it is a foundation to be considered in the journey of empowering communities.

#### 4.0.2.2. Alignment of the NDA CSO Development Framework to the principles of community development training

De Beer and Swanepoel (1998:92 and 2013:115) identified training principles for community development training. These are (i) Problem-based needs, (ii) Action-oriented learning, (iii) Build on existing knowledge, (iv) Learning by doing and (v) Teaching in the mother tongue.

There was consensus among the developers, users and implementers of the CSO Development Framework that it is indeed aligned to the training principles as identified by De Beer and Swanepoel (1998:92 and 2013:115).

They elaborated as follows:

- i. Problem based needs

The CSO Development Model ensures that there is an assessment conducted by the NDA with NPO beneficiaries before training takes place. The purpose of this assessment is to identify needs or gaps, and interventions that will close the gap. Stakeholder engagement is key. Therefore, real life challenges facing an NPO are considered. There is also a view that CSO engagement and participation needs to be improved in order to determine how they could be better assisted.

ii. Action-oriented learning

It is argued that the mobilisation process conducted prior to the capacity building training looks at identifying the needs and a way to resolve or improve these needs. In addition, there is view that “the framework recognises that knowledge acquisition is more effective, more sustained and more multi-dimensional when learners are active participants in their learning.”

In addition, a point was made that “An effective capacity building process must encourage participation by all those involved. If stakeholders are involved and share ownership in the process of development, they will feel more responsible for the outcome and sustainability of the development”.

iii. Building on Existing Knowledge

There is a pre-course assessment form that is completed by participants to assess the existing knowledge. It is argued that this form builds on existing knowledge. However, this is normally done on the day of the training and therefore does not provide the facilitator with enough time to know the level at which they can pitch the course.

iv. Learning by doing

Learner workbooks are provided to participants to evaluate their level of understanding. Discussion groups are encouraged during training. In

certain instances, training is followed by mentorship. This assists NPOs to apply knowledge in their work environment instead of classroom imitation.

v. Teaching in Mother tongue

Facilitators try their best to conduct training in mother tongue. However, because the material is in English, it is not possible to translate each sentence to an African (or official South African) language. Participants are encouraged to express themselves in a language that is comfortable to them.

It is further argued by respondents that the NDA CSO Development Framework (2017:12) approach is anchored on principles of community development practice, which provide a basis for the NDA to approach CSOs development in a holistic and programmatic manner, namely:

i. *Participation* – “Everyone has a valuable contribution to make and community members can join in at any level. Volunteers and community members are integral to the decision-making, evaluation, provision, participation and direction setting at all levels of the organisation”.

ii. *Ownership* – “Members are actively involved in decision-making and have ownership of the centre’s activities. A voluntary management committee, comprising of elected members who live, work or participate in the local community, governs each centre. The governance model is developmental, working co-operatively and collaboratively with staff, volunteers, centre participants and the wider community, thus generating a range of community benefits”.

iii. *Empowerment* – “A process that respects, values and enhances people’s ability to have control over their lives is put into practice. This process encourages people to meet their needs and aspirations in a self-aware and informed way, which takes advantage of their skills, experience and potential.

Change and growth occurs through informing and empowering individuals and communities”.

iv. *Learning* – “Learning is integrated into all aspects of centre activities, thus building and supporting the personal skills, knowledge, abilities and resilience of people. They develop the health, well-being and connection of people and their families, through formal and informal pathways in education, employment and self-development”.

v. *Inclusion* – “The diverse contributions that people make are valued, no matter what their background or varying abilities. Individual and local needs are acknowledged and addressed, often through informal interaction. Identifying these needs and issues through a range of methods is instrumental to informing the planning and development of activities and programmes”.

vi. *Access and Equity* – “CSOs are accessible and welcoming. They promote a fairer distribution of economic resources and power between people by aiming to improve the social, environmental, economic and cultural infrastructures within their communities”.

vii. *Social Action* – “Internal and external factors that impact on the local community are analysed and relationships between individuals, groups and organisations and within the community transformed through collective action”.

viii. *Advocacy* – “In meeting individual and group needs, through providing platforms for CSOs to have a voice in the development programmes of their communities”.

ix. *Networking* – “Linking, forming alliances, collaborating and working with individuals, groups, other agencies, government and business are crucial, with interaction between formal and informal methods to achieve connections within the local communities”.

x. *Self Help* – “Individuals are supported in coming together in a caring group environment to share information, knowledge, skills and life experience so that each participant can reach their own personal goals”.

It is all good and well to adhere to principles of community development. It is imperative for drafters, users and implementors of the capacity building framework to consider the law as their roadmap as it has an impact on livelihoods.

#### 4.0.2.3. Alignment of the NDA Capacity Building Programme to Effective Elements of Capacity Building

In response to the alignment of the NDA capacity building programme to the components of effective capacity building as highlighted by De Vita, Fleming and Twombly (2001:34), characteristics for training in rural areas as emphasised by Díaz-Puente, Moreno and Zamorano, (2012:14) as well as principles of community development training as mentioned by De Beer and Swanepoel (2013:115-116), are summarized in the table below. Yes and No answers were received and elaborated upon.

Effective Capacity Building						
	A. De Vita, Fleming and Twombly, (2001:34)	De Vita, Fleming and Twombly, (2001:34)	B. Díaz-Puente, Moreno and Zamorano, (2012:14)	Díaz-Puente, Moreno and Zamorano, (2012:14)	C. De Beer and Swanepoel, (2013:115-116)	De Beer and Swanepoel, (2013)
	Core Components of Effective Capacity Building	Responses from Participants	Characteristics developed for training in rural areas	Responses from Participants	Principles of community development training	Responses from Participants
1.	Effective Capacity Building programme tend to be: Comprehensive  “one stop shopping”	Yes and No	Creating work groups - training, motivation and participation (promotes active participation and motivates people to continue and complete each of the proposed phases)	Yes	Problem-based needs (needs of communities).	Yes
2.	Effective Capacity Building programme tend to be: Customised  “custom tailored to the NPO needs”	Yes	Carrying out projects as structured training elements	Yes	Action-oriented learning	Yes
3.	Effective Capacity Building programme tend to be:	Yes and No	Adapting training content so that it is more relevant to participants and	Yes	Build on existing knowledge	Yes



	Competence-based  “provided by well-trained providers”		the environment (understanding of content without compromising on the breadth or depth)		(trainer to tailor the programme towards the knowledge of the group - trainer to approach training with love and humility).	
4.	Effective Capacity Building programme tend to be:  Timely  “done on time to keep things balanced”	Yes	Flexibility with regard to content (relates to the possibilities of promoting people, the project objectives and the needs of the area or local community).	Yes	Learning by doing  (allows practical hands-on, action-based experience – e.g. barrio immersion means that trainees must live in the village as part of their training - allows practical assignment)	Yes
5.	Effective Capacity Building programme tend to be: Peer-connected  Peer-to-peer networking, mentoring and information sharing”	Yes		N/A	Teaching in the mother tongue  (instills sense of pride and loyalty where the level of literacy rate is low).	Yes

6.	Effective Capacity Building programme tend to be: Assessment based  “NPO needs assessments”	Yes and No		N/A	N/A
7.	Effective Capacity Building programme tend to be: Readiness Based  “NPO must be ready to receive”	Yes		N/A	N/A
8.	Effective Capacity Building programme tend to be: Contextualised  “capacity building occurs in the larger context of other strengthening services”	Yes		N/A	N/A

Table 5: Response from NDA Respondents

Herewith a summary and motivation provided by respondents in relation to table 5 above:

A. Summary of findings on core components of effective capacity building (De Vita, Fleming and Twombly 2001:34)

De Vita et al (2001:5) argue that “the ultimate goal of capacity building is to create safe and productive communities where people can work, live, play and develop their potentials”.

Most of the respondents believe that the NDA Capacity Building is **comprehensive** (can be a “one stop shop”) in that it starts with the mobilisation process (consultation and dialogues) with communities. This is done to assess their needs and assets and therefore classify NPOs according to required interventions, i.e:

- i. formalisation or formal registration of an NPO,
- ii. institutional capacity building (training in NPO Governance, Financial Management, Conflict Management, etc)
- iii. grant funding (financial assistance through a grant) and
- iv. linkages for sustainability (linking or opening up markets for available opportunities)

On the other hand, one of the respondents indicated that the programme is comprehensive, with ten modules to be offered. However, the implementation of the programme is fragmented and the duration of interventions is often shortened.

Furthermore, the programme is **customised** to respond to identified needs. In addition, it is specifically designed for CSOs. For example, there are dialogues and assessments. There is another view that says that this area needs attention.

Development practitioners are **competent** to provide the training needed. Where there is a need for technical expertise (piggery farming training) external resources are sourced. There is also establishment of networks.

The framework indicates that the interventions provided must be **timely**. There is a consensus from respondents that interventions are relevant and suitable for CSOs. In addition, planning is key to the process. There is another view that says that this area needs attention.

NPOs are encouraged to form a **network** with others for purposes of learning and **peer-connection**. Empowerment is important to the process. In addition, sessions take place in a group setting and practitioners encourage CSO managers to be at the same level.

NDA capacity building is **assessment based**, as this is the first stage conducted before any intervention could take place. Participation of NPOs is important.

The programme is also **readiness based**, as training will not be scheduled during planting season. Furthermore, the practitioners promote the training in order to get buy-in from participants prior to the event.

The programme is **contextualized**, as every aspect of community environment is considered. An environment of learning is important. Additionally, participants are allowed to share their experiences in order to adapt the programme to their environment. There is another view that says that this area needs to be improved.

In summary, participants indicated that “the NDA CSO Development Framework focuses on the development of civil society organisations holistically, that is from CSO formalisation processes; to institutional capacity building; grant funding and linkages to sustainability and therefore, training of CSOs constitutes a smaller part of CSO development. In addition, the institutional capacity building programme is one of the 4 pillars of CSO Development Framework, namely CSOs Formalisation, CSOs Capacity Building, CSOs Grant funding and CSOs Linkages for Sustainability. Institutional Capacity Building is not viewed in the framework as a component on its own but as a subsystem within a system. The NDA CSO Development

Framework in its entirety is underpinned by the principles of community development practices not necessarily outlined by the certain scholars. The NDA CSO Development framework used best method approach rather than confining to few authors”.

B. Summary of findings on characteristics developed for training in rural areas, (Díaz-Puente, Moreno and Zamorano 2012:14)

Respondents are of the view that the NDA training creates work groups and has structured training elements. Additionally, the training content is adapted to be more relevant to participants; the training content is flexible in terms of promoting people and their needs and project objectives are considered.

The emphasis was again on the fact that during training sessions participants were allowed to create working groups. There was an indication that training manuals are designed to deal with the needs of NPOs. Furthermore, the needs assessment phase allows facilitators assess the gaps to be closed in an NPOs. There is also a phase called pre-assessment before training to gauge the knowledge of participants on the subject. NDA capacity building training is relevant to the workplace.

C. Summary of findings on principles of community development training, (De Beer and Swanepoel 2013:115-116).

There is consensus that these principles are indeed found in the institutional capacity building programme and in the CSO Development Framework. There is also an agreement that other areas could be enhanced, that is, teaching in mother tongue and learning by doing.

Needs are identified, assessed and linked to a solution. In this instance, training is conducted and there is learning for both facilitators and participants. Furthermore, the NDA capacity building training in the areas of Financial Management, NPO Governance, Conflict Management, etc.) is seen to be building up social agents who are changing their lives and those of their communities. In addition, “attendees or learners’ experiences are recognised and acknowledged as active participants in their learning.” The training ensures

that participants are provided with a platform to share with their peers, their real-life experiences and combine them with knowledge gained. There is application after training, with the assistance of training manuals. There is also mentoring that takes place to hand hold the NPO.

#### 4.0.2.4. The Importance of Training and Providing Training Material in Mother Tongue

The concise answer from all respondents is that yes, providing capacity building and training material written in mother tongue is important. One of the respondents said, “the use of mother tongue is a way of ensuring that no one is left behind because it generates enthusiasm and confidence amongst participants, resulting in optimal participation during training, it also facilitates dialogue that facilitates learning”.

Another participant indicated that “proficiency in the language of instruction can affect comprehension of content. Application of what was taught and learnt may be compromised when members of the CSOs get back to their organisations to practice what was taught during training”.

Furthermore, the respondent pointed out that “even though NDA training materials are written in English, the literacy levels of participants is taken into consideration when training is conducted. Training was conducted in participants’ preferred language, not necessarily mother tongue, but predominantly spoken language in the area. The reason behind the use of common spoken language in the area is that communities are not completely homogeneous but heterogeneous, hence the use of predominantly spoken language of the area. The challenge though, is issuing participants training manuals which are written in English to use as reference document when they get back to their CSOs. The training manual might be deemed user unfriendly if no one in the CSO can interpret the contents of the manual. Producing products that are user unfriendly or not useful to the target audience, can be deemed wasteful expenditure”.

On the other hand, one of the participants mentioned that “in some instances you do get participants with low literacy levels and if the subject matter is pitched high and in a language they don’t fully comprehend, they will not participate fully or just see the learning process as a barrier.”

Additionally, it was mentioned that “teaching and providing training material (presentations, manuals etc.) in mother tongue for the NDA capacity building training is imperative. The CSO members targeted for development are from previously disadvantaged communities who may participate and understand better in their own mother tongue. English literacy may again be an obstacle when CSO members need to refer to the material after training has been conducted.”

#### 4.0.2.5. Summary

There is consensus among respondents that the NDA CSO Development Framework does not consider the requirements of the constitution. In addition, the framework is not aligned with the constitution in terms of the use of language in documents.

Based on the reviewed literature, the CSO Development Framework is violating human rights and people’s choices, (South Africa 1996). The framework is equally detached from the views of De Beer and Swanepoel (2013:116) and Kosonen in Bianco (2002:256) that teaching in mother tongue is imperative for community development.

In addition, the national policy framework for language and the legislation to regulate the use of official languages - Act no 12 of 2012 - were not considered in the NDA CSO Development Framework.

Based on the fact that this is about development in South Africa through NPOs, it is recommended that the NDA CSO Development Framework considers the requirements outlined in the constitution of the Republic of South Africa and lessons learned by implementers and users in the second draft of the framework. Consultation about the document with scholars and the development sector would be important.

According to NDA developers, implementers and users, the NDA CSO Development Framework is a comprehensive document that proves to be aligned to the Community Development Principles in most aspects raised by De Beer and Swanepoel (1998:92 and 2013:115-116). Respondents argue that the NDA CSO Development Framework is aligned to the principles of community development. There is consensus that it can and should be enhanced to be more effective and efficient in all community development principles.

Furthermore, the NDA Capacity Building Programme is partially aligned to the following facets:- (1) core components of effective elements of capacity building (as outlined by De Vita, Fleming and Twombly 2001:34); (2) characteristics developed for training in rural areas, (Díaz-Puente, Moreno and Zamorano, 2012:14) and (3) principles of community development training, (De Beer and Swanepoel 1998:92 and 2013:115-116). There is consensus that the capacity building section in the NDA CSO Development framework must be enhanced.

There is consensus that mother tongue has a role and is important for community development training. Herriman & Burnaby (2006:31) enlightens us that "one breathes through language". It is about "instilling pride and loyalty", (De Beer and Swanepoel 2013:115-116). Therefore, mother tongue should be considered when it comes to community development training.



#### 4.0.3. Relationship between Research Findings and Theory

Babbie (2014:403-404) argues that “the more our search confirms a particular set of relationships among particular concepts, the more confident we become that our understanding corresponds to social reality.”

Functionalism theory considers structures like the NPOs, which cannot function on their own, but form part of a society and fulfil different needs, (Hustedde in Phillips and Pittman 2009:31).

The findings of the research indicate that the NDA and NPOs cannot function in silos, but as one unit that is very much dependent on another. The NDA needs NPOs for development in the country and the NDA needs to provide tools to enhance development and bring change in communities. In this case, those tools are a package (i.e. training, presentations, learner manual and workbooks) of capacity building programmes (institutional capacity building as we call it in the NDA), found within the NDA CSO Development Framework, and using mother tongue for participants.

There is a relationship between research findings and the conflict theory that highlights that empowerment (power and control of resources, i.e. land labour, capital and knowledge) of the community is important (Hustedde in Phillips and Pittman 2009:31).

There is also a relationship between research findings and the rational choice theory, which indicates that it is important to understand that communities make rational choices (like choosing a language, profits and happiness) to suit their needs (Hustedde in Phillips and Pittman 2009:22).

The above three theories are critical for building community capacity, (Babbie 2014:403-404).

#### **4.1. Ethical Considerations**

Babbie (2014:336) warns us regarding ethical issues that will always arise when qualitative field research is conducted. For example, recording of information without informing others, being commitment to the work wholeheartedly, obtaining information through unauthorised manner, trade-offs for knowledge and information etc.

It is hereby confirmed that all participants (NPOs) were informed of the research interviews and recording in advance. Consent forms, explaining in detail the purpose of the research, were signed off. NDA Participants completed and signed consent forms. Confidentiality was guaranteed in writing for all participants.

## **5. CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS**

### **5.0. Introduction**

*“A person's language is in many ways a "second skin", (DAC 2003:3).*

The NDA CSO Development framework should be aligned with the Constitution of the Republic of South Africa, Act 108 of 1996. In addition, it should consider the work of the Department of Arts and Culture and The Pan South African Language Board (PanSALB), regarding the use of language in South Africa. It should consider the National Language Policy Framework (DAC 2003) and the legislation that regulates the “Use of official languages, Act no 12 of 2012”.

The NDA CSO Development framework cannot be separated from the work that has been done by scholars in relation to “community development training”.

Theories of structural functionalism, conflict theory and rational choice theory as outlined by Hustedde (in Phillips and Pittman 2009:31), are important and must be considered where building of capacity in communities is concerned.

This chapter will ascertain whether the objectives of the research were met. In addition, it will provide a summary of findings and conclusions per research objective. Recommendations from findings and areas that need further research will also be raised.

## **5.1. Evaluation on Meeting the Research Objectives**

This section will examine whether the objectives were met and why in comparison to the findings.

### **5.1.1 Main Objective of the Study**

The primary aim of the study was to examine the role and importance of utilising mother tongue in capacity building training conducted by the National Development Agency (NDA) for Department of Social Development (DSD) funded and/or registered non-compliant non-profit organisations (NPOs) in the social sector in Gauteng, South Africa.

The aim of the research was achieved. Chapters two, three and four were key in finding the role and importance of mother tongue in community development training. Findings revealed the role and importance of utilising mother tongue in community development training through literature review (the Constitution of the Republic of South Africa, the National Framework dealing with language, the legislation in place to regulate the use of language in South Africa, the principles of community development training and components of effective capacity building, reports from training service providers contracted by the NDA from seven provinces) and most importantly NDA (developers, users and implementers) and NPO (recipients of capacity building) respondents.

We are enlightened that learning in your mother tongue is a right and a choice available to South Africans according the RSA constitution, Act 108 of 1996. Equally, it is a reality that “teaching in the mother tongue instils a sense of pride and loyalty where the level of literacy rate is low”, De Beer and Swanepoel (2013:116). DAC makes a case that “a person's language is in many ways a “second skin”, (DAC 2003:3). Additionally, Brock-Utne & Mercer (2014) argues that “no one can learn in a language they do not master.” Furthermore, scholars like De Beer & Swanepoel (2013:116) and Kosonen in Bianco (2002:256)

maintain that teaching in mother tongue or vernacular is imperative for community development.

In addition, there are training service providers from seven provinces in South Africa, who agree with scholars that there is a need for “reduction of language barriers” and the reality is that “no one can learn in a language they do not master”, (Brock-Utne & Mercer 2014:789&790). Different NDA contracted service providers raised problematic areas that are dominant in community development training (i.e. the English language used that is not understood by all, on-the-go translation that is not beneficial to participants as manuals are in English; participants who cannot read or write; junior officials attending training and unable to participate at the level of Board or Management). Training service providers sent a clear message that “both NDA and DSD should seriously consider the problematic language used in the training manuals”. (Moono 2015a:1).

#### 5.1.2. Specific Objectives of the Study

There were four specific objectives and assessed as follows:

5.1.2.1. Specific Objective 1: To examine the alignment of NDA CSO Development Framework to section 6 of the Constitution of the Republic of South Africa, Act 108 of 1996.

Chapter two and four assessed this objective in detail and it was achieved. Literature review focused on the legislation in South Africa that examines issues of language and the use of it. During interviews with NDA participants, they confirmed that the NDA CSO Development Framework is not aligned to the RSA Constitution. In addition, the National Framework Policy Framework (DAC 2003) and the Use of Official Language Act (Act no 12 of 2012) further confirmed that there is no alignment with the legislation.

5.1.2.2. Specific Objective 2: To discuss the importance of utilising mother tongue in community development training.

Chapter two and four discussed this objective in detail and it was achieved. Chapter two evaluated literature available on usage of mother tongue in community development training. The classical theories of building community capacity were also examined as they are a critical foundation for community development. Rational theory, Functionalism and Conflict theories are fundamental concepts for “building community capacity”, (Hustedde in Phillips and Pittman 2009:31). In Chapter four, NDA and NPO respondents were convinced that mother tongue is important for community development training.

5.1.2.3. Specific Objective 3: To investigate the alignment between the NDA CSO Development Framework and the principles of community development.

Chapter two and four assessed this objective in detail and it was achieved. The argument, based on NDA participants, is that the NDA CSO Development Framework is aligned with the principles of community development training as outlined by De Beer and Swanepoel (2013:115-116). Respondents were also of the view that the framework is aligned to community development practice. There is another view though that there is still a room for improvement. The five principles were analysed in detail and individually by the researcher and NDA respondents. This area also assessed two other frameworks that were developed for capacity building of NPOs to take lessons as to how things are done and what could be improved.

5.1.2.4 Specific Objective 4: To analyse the alignment between NDA Capacity Building Programme and the components of effective capacity building.

Chapter four considered the eight core components of effective Capacity Building, De Vita, Fleming and Twombly (2001:34) and four characteristics

developed for training in rural areas, Díaz-Puente, Moreno and Zamorano, (2012:14) as well as five principles of community development training, De Beer and Swanepoel (2013:115-116). All were analysed in detail and individually by NDA participants. The objective was met with an agreement that there are areas where there is alignment and there are areas that are not aligned and areas of improvement.

## **5.2 Summary of Conclusions of the Chapters of the Study**

The first chapter provides us with the background of the research problem and the motivation for the choice of the phenomenon being researched. The main and specific objectives were described. In order to examine the research problem, which is the role and importance of utilising mother tongue in community development training, a qualitative descriptive method was employed.

Chapter two focused on literature review. It became important to source information from the South African Constitution and other legislation dealing with the use of language in the country. This provided us with insight as to where to start when it comes to the use of language or mother tongue in community development training. It was also important to research what is meant by a community, community development, community development training. In addition, it was important to critically discuss the NDA CSO Development Framework and its alignment to the legislation, principles of community development training as well as components of effective capacity building. Furthermore, the classical theories of building community capacity were critical in directing and shaping the thinking behind this research. Areas of concern were around the alignment of the NDA CSO Development Framework with the relevant legislation, including the principle of community development training as well as components of effective capacity building and classical theories of building community development. Basically, a community is a part of a whole and therefore cannot meet its needs without being capacitated and having a conducive environment etc.

Chapter three was centred on the research approach, design, the methodology, data sources (NPOs, NDA and literature) and techniques of collecting data. Questionnaires for NPOs and NDA were developed, tested and thereafter amended for the finalisation of the research. NPOs were interviewed and observed, recordings were done, and questionnaires were completed. NDA participants completed their forms individually; asked questions where applicable and submitted their questionnaires.

Chapter four demonstrated the findings of the research. With regard to NPOs, a coding technique was used to assess and consolidate responses. Detailed analysis was performed for NDA respondents and herewith is the summary of findings and recommendations for the NDA and interested stakeholders:

### **5.3 Summary of the Main Findings**

The findings below are according to the coding classification for NPO and NDA participants.

#### **5.3.1. NPO Findings**

##### Training Language used

The dominant language used by facilitators in training was English. However, facilitators translated or explained in IsiZulu and Sesotho where possible.

##### Understanding of the Training

Interviewed participants indicated that they understood what they were taught in class using the English language. However, they were all concerned about those who did not understand English and were in the same class with them.



### Use of Knowledge

Participants agreed that they applied knowledge gained back at their offices. They also had an opportunity to refer to their manuals to remind themselves how things are supposed to be done.

### Improved performance and workmanship

Participants were confident in doing their work. They confirmed that training assisted their performance at work and improved their skills.

### Submission of annual financial statements

All interviewed NPOs training in the 2015/16 financial year confirmed that they have been submitting (and continuing to do so) their annual financial statements as required by the NPO Act.

### Importance of utilising mother tongue in training

Seven out of ten participants indicated that learning in mother tongue can assist them to better understand concepts. Those who were not in agreement with this assertion, indicated that they can speak and understand English. In addition, all ten participants spoke on behalf of their classmates who did not understand English and said that using mother tongue would have been of great benefit to them.

## 5.3.2. NDA Findings

### Alignment of the NDA CSO Development Framework to the RSA Constitution

The NDA CSO Development Framework is not aligned to the constitution and relevant legislation dealing with the use of language in the country.

Alignment of the NDA CSO Development Framework to the principles of community development training

The NDA CSO Development is partially aligned to the principles of community development training and participants agree that there is a room for improvement.

Alignment of the NDA Capacity Building Programme to Effective Elements of capacity building

The NDA Capacity Building Programme is partially aligned to the components of effective capacity building training and participants agree that there is a room for improvement.

The importance of training and providing training material in mother tongue

There is consensus that it is important to provide training and training material that is written in mother tongue.

## **5.4 Major Conclusions**

The CSO Development Framework must be aligned with the Constitution of the Republic of South Africa as it is infringing on human rights.

Capacity Building or Community Development training cannot be a one size fits all approach. There is also evidence from De Beer and Swanepoel (2013:114), Bianco (2002:82&83) as well as Masiko-Kambala, Görgens and van Donk (2012:74), that training must be simplified (teach in mother tongue) and brought down to a level where it is understood by all and can never be a one size fits all approach.

The use of mother tongue is important for community development training.

## **5.5 Recommendations**

Recommendations were taken from respondents who participated in the research as follows:

### **5.5.1. Recommendations from NPO Members to the NDA**

1. NDA to conduct more training; and organise them at least on a yearly basis because there is a rotation of Board members after every 2 years.
2. Training all Board Members and Management at the same time. NDA should not train only a few so that others depend on their feedback to understand governance issues.
3. The duration of the training is too short (i.e. 5 days for Governance and Conflict Management and 5 days for Financial Management), NDA to consider making it longer.
4. NDA should prioritise youth when they are training.
5. Training should be offered to other centre managers.
6. Training should also involve the whole Board and Management.
7. A refresher course would be appreciated, as the capacity of members to grasp information is not the same.
8. Training manuals to be translated in African Languages.
9. Training should be done in mother tongue.

10. Facilitator to ensure that they learn more (i.e. language, level of education) about their participants before class.
11. NDA to consider the use of translators.
12. Older participants should not be in the same class with the younger generation. It would be important to have set criteria to choose participants. The level of understanding is different.
13. What is taught in class should be aligned with requirements from the Department of Social Development regarding submission of financials. The format provided by NDA and DSD for submission of financials is not the same.
14. Frequent follow-ups and mentorship will be helpful.

#### 5.5.2. Recommendations from the NDA

1. The CSO Development Framework needs to be enhanced in relation to the legislation (constitution and use of language), community development training principles, characteristics of training in rural areas and effective components of capacity building.
2. The NDA must have a language policy that will also inform their work in the development space. DAC (2003:13), instructed government departments to have a working language, and that interpretation and translation services must be utilised where tasks are performed, or meetings conducted.
3. NDA must make recommendations to the DSD to consider the issue of language when dealing with the amendment of the NPO Act.

## **5.6. Areas for Further Research**

- 5.6.1. The feasibility of translating NDA CSO Development training material into mother tongue or other ten (10) South African official languages.
- 5.6.2. The impact of the NDA Capacity Building Programme since inception.
- 5.6.3. Investigation of submission of accurate, complete and reliable Annual Financial Statements by NPOs to DSD.

## **5.7. Conclusion**

*"one breathes through language", (Herriman & Burnaby 2006:31).*

*"Leleme la motho e mong le bohloko" (implying that, it is painful to be taught in another language), (Research participant 2018)*

The freedom obtained from understanding a language and the pain felt when one does not understand it, should be a constant reminder that our journey is in the path of ensuring that there is community development. According to the South African legislation, communities have rights and choices when it comes to the use of language.

Mother tongue has an important role in community development training. Amongst other things, it gives the community dignity, (Kosonen in Bianco 2002:243); it instils sense of pride and loyalty where the level of literacy rate is low, (De Beer and Swanepoel 2013:116). Building community capacity can never be considered in isolation without taking into account important elements of community development (i.e. empowerment, people centred development, participation, communities responsible for their own development).

Utilising mother tongue is important for community development training. Teaching in mother is imperative for community development, (De Beer & Swanepoel 2013:111 and Kosonen in Bianco 2002:256); in addition, capacity building is interwoven with empowerment and cannot be separated from community development and all its facets - i.e. people centred development, development for the community by the community, community participation, (De Beer and Swanepoel 2013:114); mother tongue is like a second skin, (DAC 2003:3).

Scholars, participants from NPOs, NDA Respondents and Service Providers who conducted training on behalf of the NDA in the 2015/16 financial year all agree that using mother tongue must be part of community development training.

It is recommended that the second draft of the NDA CSO Development Framework should consider relevant legislation for community development as well as literature and theories of community development training.

## LIST OF SOURCES

Abahlali Base Mjondolo. Available at: <http://abahlali.org> (accessed 3 June 2018).

Asuman, MK, and Diedong AL. 2019. Multiplicity of Voices in Community Development through Radio in Fanteakwa District, Ghana. Ghana: University for Development Studies.

Babbie, E. 2014. The basics of social research. International edition, 6<sup>th</sup> edition. Wadsworth: Cengage Learning.

Backer, TE. 2001. Strengthening Nonprofits: Foundation Initiatives for Nonprofit Organisation. Building Capacity in Nonprofit Organisations. Washington D.C.: The Urban Institute.

Bhattacharjee, A. 2012. Social Science Research: Principles, Methods, and Practices. Textbooks Collection 3, University of South Florida.

Bianco, JL. 2002. Voices from Phnom Penh. Development and Language: Global Influences of Local Effects. Australia, Melbourne.: Language Australia.

Brock-Utne, B. and Mercer, M. 2014. Using African Languages for democracy and lifelong learning in Africa: A post 2015 challenge and the work of CASAS. International Review of Education, Vol. 60, No. 6 (2014), pp.777-792

Cassim, L. 2017. Postgraduate toolkit [DVD]. 3<sup>rd</sup> edition. Johannesburg: Layla Cassim ERS Consultants CC.

Collodel, A, de Beer, F & Kotzé D. 2012. Only study guide for HMDVA81. Pretoria: University of South Africa.

Craig, G, Mayo, M, Popple, K, Shaw, M and Taylor, M. 2011. Community Development Reader: Community Capacity Building: something old, something new?. United Kingdom: The Policy Press.

Creswell, JW. 2014. Research Design: Qualitative, Quantitative and Mixed Methods Approaches. California: SAGE Publications Inc.

Díaz-Puente, JM, Moreno, FJG and Zamorano, R. 2012. Training as a tool for community development: 25 years of experience in sparsely populated rural areas in Cuenca, Spain: Technical University of Madrid and Institute of Community Development of Cuenca. Spain: Technical University of Madrid.

De Beer, F and Swanepoel, H. 1998. Community Development and Beyond: issues, structures and procedures. Pretoria: J. L. van Schaik Publishers.

De Beer, F and Swanepoel, H. 2013. The Community Development Profession: issues, structures and procedures. Pretoria: J. L. van Schaik Publishers.

De Vita, CJ, Fleming, C and Twombly EC. 2001. Building Nonprofit Capacity: A framework for Addressing the problem. Building Capacity in Nonprofit Organisations. Washington D.C.: The Urban Institute.

Department of Arts and Culture. 2003. National Language Policy Framework. South Africa

Department of Social Development. Available at: <http://www.dsd.gov.za> (accessed January 2018)



Department of Social Development. 2009. A Research Report on Developing good governance practices within South African NPO Sector. South Africa.

Department of Social Development. 2013. A report on the State of South African registered non-profit organisations issued in terms of the Nonprofits Organisations Act 71 of 1997. South Africa.

Department of Social Development. 2016. Draft Community Development Practice Policy Framework. South Africa.

Dictionary Unit for South Africa. 2006. Oxford South African Concise Dictionary: Second Edition. Cape Town: Oxford University Press.

Du Plessis, IMM, Rakolojane, M, de Beer, FC, Stewart PDS, Mokgopi, W & Moloi, R. 2011. Only study guide for DVA4803. Pretoria: University of South Africa.

Empirical studies. Available at: <https://www.merriam-webster.com/dictionary/empirical> (accessed 27 July 2018)

Feldman, S. 2011. Nongovernmental Organisations, Governance, and the Development Project, in Governance and Development: a reader, compiled by IMM du Plessis. Pretoria: University of South Africa.

Green, GP and Haines, A. 2016. Asset Building Community Development. United States of America: SAGE Publications, Inc.

Hardison, CM, Miller, LW, Li, JJ, Schroeder, AN, Burkhauser, S, Robson, S and Lai, D. 2012. Second Language Skills for All: Analysing a proposed Language

Requirement for USA Force Officers. JSTOR Unisa Library. Rand Corporation (2012) Accessed 13-06-2018 at 15h09.

Hendrickse, RF. 2008. Governance and financial sustainability of NGOs in South Africa. University of Western Cape

Herriman, M and Burnaby, B. 2006. Language Policies in English-Dominant Countries. Clevedon: Multilingual Matters LTD.

Khan Academy. Available at: [www.youtube.com>watch](http://www.youtube.com/watch) (accessed 20 August 2017)

King, ME. 2006. The Corporate Citizen. Johannesburg: Penguin Books (Pty) Ltd.

Lehohla, P. 2017. Poverty Trends in South Africa: An examination of absolute poverty between 2006 and 2015. Pretoria: Statistics South Africa.

Lovell, S.A, Kearns, R.A and Rosenberg, M.W. 2011. Community capacity building practice: constructing its meaning and relevance to health promoters. New Zealand: University of Otago.

National Development Agency and Co-operative for Research and Education. 2013. A Research Report on Funding Constraints and Challenges Faced by Civil Society Organisations in Southern Africa. Parktown: NDA.

Maslow's hierarchy of needs. Available at: <https://www.google.co.za/search> (accessed May 2018)

Masiko-Kambala, P, Görgens, T and van Donk, M. 2012. Putting Participation at the Heart of Development // Putting Development at the Heart of Participation - A civil society perspective on Local Governance in South Africa: Advancing

networked spaces: making a case for communities of practice to deepen public participation. South Africa: Isandla Institute.

Max-Neef, M. (2013). The Fundamental Human Needs Matrix Presentation. Gordon Institute of Business Science South Africa. Available at: [youtu.be/6TwBtT\\_KRVE](https://youtu.be/6TwBtT_KRVE) (accessed 23 September 2019)

Mckinsey and Company. 2001. The Changing Landscape. United States of America: Venture Philanthropy Partners.

Moono, N I. 2015a. Consolidated Report on Challenges faced by NDA Contracted Service Providers for NPO Capacity Building Training. Johannesburg.

Moono, N I. 2015b. Personal Experience – NDA Capacity Building Training. Johannesburg.

National Development Agency. 2013. Capacity building programme plan and budget for non-profit organisations (NPOs) in South Africa – Approach and cost. South Africa.

National Development Agency. 2013. Capacity building Framework and Approach for Civil Society Organisations in South Africa. South Africa.

National Development Agency and Co-operative for Research and Educare. 2013. Funding Constraints and Challenges faced by Civil Society in South Africa. South Africa.

National Development Agency. 2017. Civil Society Organisations Development Manual. South Africa.

National Development Agency. Management Training Civil Society Organisations (CSO): Module 2 NPO Governance Learner Manual. South Africa.

National Development Plan Vision 2030. Available at: [http://www.gov.za/sites/www.gov.za/files/devplan\\_2.pdf](http://www.gov.za/sites/www.gov.za/files/devplan_2.pdf) (June 2018)

National Language Policy Framework. Available at: <http://www.dac.gov.za/sites/default/files/> (accessed 13 May 2018)

National Development Agency Vision: Available at: <http://www.nda.org.za/home/> (accessed 15 July 2018)

Organisation Undoing Tax Abuse (Outa). Available at <https://www.outa.co.za> (4 July 2018)

Oxford Dictionary Unit for South Africa. 2006. Oxford South African Concise Dictionary: Second Edition. Cape Town: Oxford University Press.

Pan South African Language Board (PanSALB). Available at: <http://www.pansalb.org>, (accessed 13 May 2018)

Philbin, A. 2016. Capacity Building in Social Justice Organisations Ford Foundation. Available at: <http://internationalcommunitydevelopment.org/how-we-do-it/capacity-building> (accessed January 2018).

Phillips, R. and Pittman, RH. 2009. An Introduction to Community Development. New York: Routledge.

Regan, C. 2006. Development in an unequal world. 5<sup>th</sup> Edition. Ireland: 80:20 Educating and Acting for Better World.

Samimy, KK. 2008. The Voice of a Native Speaker in the Land of Nonnative English Speakers. Teachers of English to Speakers of Other Languages, Inc. (TESOL). TESOL Quarterly, Vol. 42, No. 1 (Mar. 2008), pp. 123-132

Section 27. Available at: <http://section27.org.za> (accessed 3 June 2018)

Sekaran, U. and Bougie, R. 2013. Research Methods for Business: A Skill Building Approach. 6th Edition. West Sussex: John Wiley and Sons.

Schuh, RG and Leviton, LC. 2006. Evaluation and Program Planning: A framework to assess the development and capacity of non-profit agencies. Pretoria: UNISA Library

South Africa. 1996. Constitution of the Republic of South Africa Act no, 108, 1996. Pretoria: Government Printer.

South Africa. 2001. Department of Social Development Codes of Good Practice for South African Non-profit Organisations (NPOs). Pretoria: Government Printer.

South Africa. 1998. National Development Agency Act no. 108, 1998 (as amended). Pretoria: Government Printer.

South Africa. 1997. Non-profit Organisations Act no. 71, 1997. Pretoria: Government Printer.

South Africa. 2012. Pan South African Language Board Act no. 59, 1995 (as amended). Pretoria: Government Printer.

South Africa. 2012. Use of Official Languages Act no. 12, 2012. Pretoria: Government Printer.

Stats SA. 2017. Poverty Trends in South Africa: An examination of absolute poverty between 2006 and 2015. Pretoria: Statistics South Africa.

Tshikululu Social Investment. Available at: <http://tshikululu.org.za> (accessed 3 June 2018)

Uploads from Sai Bhaskar Reddy Nakka You Tube – <https://www.youtube.com> – capacity building and sustainability, Dec 10,2016 (accessed: 14 May 2017).

Wagner C, Kawulich, B & Garner M. 2012. Doing Social Research. United Kingdom: The McGraw-Hill Companies, Inc.

World Bank. 2018. South Africa Systematic country diagnostic an incomplete transaction overcoming the legacy of exclusion in South Africa. Available at: <http://documents.worldbank.org/> (accessed 15 May 2018)

[www.merriam-webster.com/dictionary/empirical](http://www.merriam-webster.com/dictionary/empirical) (accessed 27 July 2018)

[www.nda.org.za](http://www.nda.org.za) (accessed Jan 2018)

**Appendix A****INFORMED CONSENT FORM**

Thank you for agreeing to participate in this study. I, **Neo Innocentia Moono**, am a student researcher enrolled for the Master of Arts in Development Studies at the University of South Africa. This form details the purpose of this study, a description of the involvement required and your rights as a participant.

<b>No</b>	<b>CHECKLIST</b>	<b>INFORMATION</b>
1	UNISA Student Number	48268771
2	The purposes for which the information is being collected?	Research Purposes
3	The reason why the participant has been selected and procedures for selection of participants?	<p>A sample of 10 NPO members, trained in NPO Governance, Conflict Management and Financial Management by the NDA through their capacity building programme, has been selected. Your NPO was specifically selected to examine the importance of mother tongue in community development training.</p> <p>NDA participants are selected, as they are users and implementers of the Civil Society Organisations (CSOs) Development Framework.</p>
4	The approximate number of participants	<p>10 Participants from different NPOs</p> <p>5 Participants from National</p>

		Development Agency.
5	Your participant's actual role in the study?	To participate (through interviews and written responses) in the study to inform the development discourse.
6	The expected duration of participation?	1-hour interview with NPOs and less than 45 minutes for NDA Participants responding to questionnaires.
7	That participation is voluntary and that there is no penalty or loss of benefit for non-participation?	This is voluntary. Participants have a right not to participate.
8	Any benefits to the participant and others?	This will contribute towards a positive change and development discussions in the country. It will also assist the NDA to realise their vision of "a society free from poverty".
9	Potential risks <u>as well as</u> measures that will be taken if injury or harm attributable to the study occurs?	None
10	Compensation/gifts/services for participants? Reimbursement and any costs incurred by participants?	None
11	The period for which the records relating to the participant will be kept?	Until Completion of the qualification
12	The steps taken to ensure confidentiality and secure storage of data?	Pseudonyms for the NPOs and participants will be used
13	The types of individuals or organisations to which your organisation usually discloses information of this kind?	None
14	How privacy will be protected in any	Details of NPOs and Participants will never be revealed to a third



	publication of the information?	party
15	Any exclusion to confidentiality? (e.g. when focus groups are used	Not Applicable

Title of Project:

National Development Agency Non-Profit Organisation Capacity Building:  
“Please explain it in Sesotho”

Purpose of the Research:

The primary aim of the study is to examine the role and importance of utilising mother tongue in capacity building training conducted by the National Development Agency (NDA) for Department of Social Development (DSD) funded and/or registered non-compliant non-profit organisations (NPOs) in the social sector in Gauteng, South Africa. The research objectives are:

- a. To examine the alignment of NDA CSO Development Framework to section 6 of the Constitution of the Republic of South Africa, Act 108 of 1996.
- b. To discuss the importance of using mother tongue in community development training.
- c. To investigate the alignment between the NDA CSO Development Framework and the principles of community development.
- d. To analyse the alignment between NDA Capacity Building Programme and the components of effective capacity building.

Procedures:

Your participation in the research is voluntary and will take roughly 1 hour or less to complete. Interviews with NPO participants will be based on NPO Governance and Conflict Management training completed in 2015 or 2016 as organised and facilitated by the NDA. A questionnaire will be used to guide the

interview and responses recorded (written notes and voice) accordingly. A questionnaire for NDA participants is mainly centred around the NDA CSO Development Framework. NDA Participants are requested to make their contribution to the research by responding, in writing, to questions raised. Your name and organisation's name will not be revealed to protect your identity. You may pass on any question that makes you feel uncomfortable. At any time, you may notify the researcher that you would like to stop your participation in the study. There is no penalty for discontinuing participation.

Risks and/or Discomforts:

There are no known risks to you as a participant.

Benefits:

You may find the learning experience pleasant and beneficial to ensure development for all.

Confidentiality:

Your name and other identifying information will be kept in strict confidence. All individual results will be reported as group results. The information obtained in this study may be published in scientific journals or presented at conferences and/or meetings pertinent to the area. The individual identifying information will be removed and replaced with a numeric identifier that only the investigator will have access to. The researcher will not share your individual responses with anyone other than the research supervisor.

Compensation:

There will be no compensation for participating in this research.

---

Signature of Participant:

I fully understand and willingly agree to participate.

Name and telephone number of the researcher:

Ms Neo Moono

082 099 5311

## Appendix B

### CONSENT TO PARTICIPATE IN THIS STUDY

I, \_\_\_\_\_ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the semi-structured interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname.....  
(please print)

Participant

Signature.....Date.....

Researcher's Name & Surname: Ms Neo I. Moono

Researcher's signature. Date

## Appendix C

### Questions to individuals within different Non-Profit Organisations

#### Demographics

*Please tick (X) the appropriate box*

a. Name and Surname:

b. Name of NPO:

c. Type of Work:

d. Year of formation of NPO:

Year of Registration:

e. Year of Participation in NDA Capacity Building:

f. NPO Sector

ECD		Business (Agriculture / Sewing etc)		Old Age Home / Orphanage Home		Disability Centre / Care givers centre		Victim empowerment centre		Drop in Centre / Memorial Centre	
-----	--	--	--	--	--	---	--	---------------------------------	--	---	--

g. Registered NPO with DSD NPO Directorate

Yes		No	
-----	--	----	--

h. Funders / Donors

DSD National Grant		DSD Provincial Grant		NDA Grant		Other	
-----------------------	--	-------------------------	--	-----------	--	-------	--

i. AGE

Between 20 and 35		Between 36 and 50		Between 51 and 65		Between 66 and 80	
----------------------	--	----------------------	--	----------------------	--	----------------------	--

j. Gender

Male		Female	
------	--	--------	--

k. Highest Level of Education

Below Matric		Matric / Grade 12		Certificate / Diploma		Degree		Honours Degree		Masters Degree	
-----------------	--	----------------------	--	--------------------------	--	--------	--	-------------------	--	-------------------	--

l. Number of years in the NPO

1 to 5		6 to 10		11 to 15		16 to 20		21 to 30	
--------	--	---------	--	----------	--	----------	--	----------	--

m. What is your position the NPO?

Volunteer		Employee		Founder		Management		Board Member	
-----------	--	----------	--	---------	--	------------	--	--------------	--

n. What are your duties?

Cleaning/ Office attendant	Cooking / Secretary / Admin / Field work	Teaching / Sales & Marketing / Middle & Senior Management	Financial Management (CFO / FM /Accountant)	Overall Management (Principal / CEO)	Governance & Compliance (Board)
----------------------------------	--	--	--	---	---------------------------------------

o. Type of Training attended

NPO Governance	Conflict Management	Financial Management	Project Management	Business Plan Writing	Technical Training / ECD NQF Level 4
-------------------	------------------------	-------------------------	-----------------------	-----------------------------	---

p. Do you earn a stipend/salary?

Yes		No	
-----	--	----	--

## **Questions to NPOs**

1. What language was used by the facilitator to present slides and explain concepts?
2. Was training at the level that you understood with ease?
3. What have you learned from the NPO Governance training? [i.e. What is good governance, compliance reporting (Annual Report), Board appointments, Annual General meeting, Registration of NPOs, Tax benefits, Ownership of the NPO].
4. Do you use what you have learned (or refer back to the manual) in training in your daily work / office? Please, give examples.
5. Has the NPO Governance training improved your performance at work or human resources skills?
6. Did you or your organisation submit your annual financial statements after NDA training?
7. Do you think leaning in mother tongue can assist you to understand concepts better during training?
8. What advice can you give to the NDA regarding the capacity building training you received?

## Appendix D

### **Questions to NDA CSO Development Framework Implementers and Users (NDA Employees) and the Development Office (within Research Unit)**

#### **Demographics**

*Please tick (X) the appropriate box*

a. Name and Surname:

b. AGE

Between 20 and 35		Between 36 and 50		Between 51 and 65	
----------------------	--	----------------------	--	----------------------	--

c. Gender

Male		Female	
------	--	--------	--

d. Highest Level of Education

Matric / Grade 12		Certificate / Diploma		Degree		Honours Degree		Masters Degree	
-------------------------	--	--------------------------	--	--------	--	-------------------	--	-------------------	--

e. Current Position in the NDA

Officer		Manager		Specialist		Senior Manager	
---------	--	---------	--	------------	--	----------------	--

#### **Questions**

The South African Constitution points out that “all citizens shall be able to enjoy and exercise their fundamental rights and freedoms”, the RSA Constitution Act 108 of 1996. In addition, the constitution made a provision in section 6 to recognise eleven (11) official languages in South Africa. These are; Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu, the Constitution of the Republic of South Africa, Act 108 of 1996.



It goes further to indicate that documents must be translated atleast in 6 African languages if they are not in all official languages, the Constitution of the Republic of South Africa, Act 108 of 1996.

1. Given the above background, is the NDA CSO Development Framework aligned to the Constitution of the Republic of South Africa in terms of the use of language for capacity building training?.

Response to Question 1:

2. De Beer and Swanepoel (2013:115-116) identified (see table below) training principles for community development training. Is the NDA CSO Development Framework aligned to community development principles? *See blank column below for your response.*

	<b>Community Development Training Principles De Beer and Swanepoel (2013:115-116)</b>	<b>Response to Question 2</b>
<b>1.</b>	<b>Problem-based needs</b>  “based on real life issues of needs to be addressed”  (People Centered Development)	
<b>2.</b>	<b>Action-oriented learning</b>  (learning directed towards resolutions and improvements towards the needs at hand).	
<b>3.</b>	<b>Build on existing knowledge</b>  “the trainer should build on existing knowledge and design or tailor training to the level of knowledge of the training group”  (Participation)	
<b>4.</b>	<b>Learning by doing</b>  “practical hands on action-based experience”	

	(Participation and Empowerment)	
<b>5</b>	<b>Teaching in the mother tongue</b> “where literacy rates are low, use of vernacular instills in people a sense of pride and loyalty”.  (reinforcing community empowerment)	

3. Is the NDA capacity building programme aligned to components of effective capacity building as highlighted by De Vita, Fleming and Twombly (2001), Díaz-Puente, Moreno and Zamorano, (2012) as well as De Beer and Swanepoel (2013), see table below

Effective Capacity Building			
	De Vita, Fleming and Twombly, (2001)	Díaz-Puente, Moreno and Zamorano, (2012)	De Beer and Swanepoel, (2013)
	Core Components of Effective Capacity Building	Characteristics developed for training in rural areas	Principles of community development training
1.	Effective Capacity Building programme tend to be: Comprehensive	Creating work groups - training, motivation and participation (promotes active participation and motivates people to continue and complete each of the proposed phases).	Problem-based needs (needs of communities).
2.	Effective Capacity Building programme tend to be: Customised	Carrying out projects as structured training elements	Action-oriented learning (learning directed towards resolutions and improvements towards the needs at hand).
3.	Effective Capacity Building programme tend to be: Competence-based	Adapting training content so that it is more relevant to participants and the	Build on existing knowledge (trainer to tailor the

		environment (understanding of content without compromising on the breadth or depth)	programme towards the knowledge of the group - trainer to approach training with love and humility).
4.	Effective Capacity Building programme tend to be: Timely	Flexibility with regard to content (relates to the possibilities of promoting people, the project objectives and the needs of the area or local community).	Learning by doing  (allows practical hands-on, action-based experience – e.g. barrio immersion means that trainees must live in the village as part of their training - allows practical assignment)
5.	Effective Capacity Building programme tend to be: Peer-connected		Teaching in the mother tongue  (instils sense of pride and loyalty where the level of literacy rate is low).
6.	Effective Capacity Building programme tend to be: Assessment based		
7.	Effective Capacity Building programme tend to be: Readiness Based		
8.	Effective Capacity Building programme tend to be: Contextualised		

Table for responses to Question 3 above

Effective Capacity Building			
	De Vita, Fleming and Twombly, (2001)	Díaz-Puente, Moreno and Zamorano, (2012)	De Beer and Swanepoel, (2013)
	Core Components of Effective Capacity Building	Characteristics developed for training in rural areas	Principles of community development training
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

4. Based on your experience, is it important to teach and provide training material (presentations, manuals) in mother tongue for NDA capacity building training? Please provide reasons for your answer.

Response to Question 4:

Many thanks for participating in this research!

Kind regards

Neo Moono

## Appendix E

### APPLICATION FORM FOR ETHICAL CLEARANCE FOR A MASTER OF ARTS PROJECT DEPARTMENT OF DEVELOPMENT STUDIES

#### DETAILS OF THE RESEARCHER(S)

##### A1. STUDENT'S FULL NAMES AND STUDENT NUMBER

**NEO INNOCENTIA MOONO (STUDENT NUMBER 48268771)**

##### A2. TITLE OF PROPOSED STUDY

National Development Agency Non-Profit Organisation Capacity Building:  
"Please explain it in Sesotho"

##### A3. MPCHS92 SUPERVISOR'S NAME

**Ms ANSO LIEBENBERG**

#### B DETAILS OF THE RESEARCH PROPOSALS

##### B1. BRIEF DESCRIPTION OF THE STUDY PROBLEM

The issue of training in mother tongue was an outcry from NPO participants. On the other hand, the NDA received valuable and critical feedback from NDA facilitators and training service providers that translation of training materials, from English to African languages, was critical and should be prioritised. A total of 79,2% of South Africans have no formal education and remain in poverty, (Stats SA 2017:69). It is no surprise that some participants are unable to understand the English language used for community development training and not to mention completing assessment forms.

I personally experienced a challenge as I was involved with NDA NPO training. As a training facilitator, there is nothing more discouraging than to try and explain a concept using mother tongue and it comes out in English. I knew at that moment that what I was busy with, could not be associated with development. The whole dilemma obviously raised questions as to whether there was an impact or change experienced by participants especially when they go back to their work environment.

Brock-Utne and Mercer (2014:777) argue that “Africans speak African languages in their everyday lives while lessons in school are delivered in an exogenous language”. In addition, it is confirmed that “in many places adult education is also carried out in a language most people do not speak, Brock-Utne and Mercer (2014:777). This points out to the same outcry by participants in the NDA training that the training material must be explained in their mother tongue.

## **B2. RESEARCH OBJECTIVES**

The primary aim of the study is to examine the role and importance of utilising mother tongue in capacity building training conducted by the National Development Agency (NDA) for Department of Social Development (DSD) funded and/or registered non-compliant non-profit organisations (NPOs) in the social sector in Gauteng, South Africa. The research objectives are:

- a. To examine the alignment of NDA CSO Development Framework to section 6 of the Constitution of the Republic of South Africa, Act 108 of 1996.
- b. To discuss the importance of using mother tongue in community development training.
- c. To investigate the alignment between the NDA CSO Development Framework and the principles of community development.
- d. To analyse the alignment between NDA Capacity Building Programme and the components of effective capacity building.

### **B3. STUDY POPULATION AND SAMPLE**

A sampling technique will be used. A sample according to Sekaran and Bourgie (2013:241), is a subset of the population, this means that some but not all elements of the entire population. The sampling technique is non-probability (Babbie 2014:199) and the type is purposive sampling, Babbie (2014:200).

Babbie (2014:200) points out that purposive or judgement sampling is “a type of nonprobability sampling in which the units to be observed (interviewed) are selected on the basis of the researcher’s judgement about which one will be the most useful or representative.”

The research targets trained individuals in a non-profit organisation on NPO Governance. The NPOs are in the social sector and not in good standing in terms of compliance with the NPO Act and hence training by the NDA.

The sampling frame (Bhattacharjee (2012), to be used is a list of NPO trained in 2015/16 in Gauteng area.

The population size is ten (10) trained participants (Board member, Management, or Staff) from different NPOs. The ten (10) participants from different NPOs would have received training from the NDA in NPO Governance for a minimum of 3 days. The module is key, but not exclusively, in addressing issues around non-compliance and deregistration. This includes training in Conflict management (2 days) and Financial Management (5 days). The unit of analysis will be one (1) member from different NPOs who will be selected based on their attendance and participation in a similar training in 2015/16 financial year.

**B4. DATA COLLECTION METHOD(S) AND PROCEDURE**

Documents from the NDA, DSD and other organisations are already in the public domain and have been downloaded. Data was collected through semi-structured interviews by using questionnaires (Appendix C: questions to NPOs and Appendix D: questions to NDA). The questionnaire was made up of open-ended questions and pre-determined so that there can be follow-ups and sourcing more information from participants, (Wagner et al 2012). Appendix A: the informed consent form, was used to explain the purpose of the research to participants and to source their buy-in. Appendix B: was used as a consent form, signed off by both the participant and researcher. Appendix E is the ethical clearance form that aligns the research with social ethics. Where NPO participants could not understand English, interviews were conducted in Setswana or Sesotho or IsiZulu. Questionnaires were completed by the researcher and interviews were recorded for NPOs. With regard to NDA participants, they completed questionnaires on their own and could ask questions. No recording was done for the NDA group.

**B5. WHAT IS THE AGE RANGE OF POTENTIAL PARTICIPANTS FOR THE PROPOSED STUDY?**

Participants that are over 18 years old.

**B5.1 IF THE POTENTIAL PARTICIPANTS ARE 18 YEARS AND OLDER, IS THE PARTICIPANTS' INFORMED CONSENT FORM ATTACHED?**

Yes	No	Not applicable
-----	----	----------------

**B5.2 WHAT ARE THE RISKS POSED BY THE PROPOSED STUDY?** (Please consider any discomfort, pain/physical or psychological problems/side-effects, persecution, stigmatisation or negative labelling)

Participants from non-profit organisations may not be free to speak because the



information may have the potential to jeopardise their funding from the DSD.

**B5.3 WHAT STEPS WOULD YOU TAKE IN CASE OF ADVERSE EVENTS OR WHEN INJURY OR HARM IS EXPERIENCED BY PARTICIPANTS ATTRIBUTABLE TO THEIR PARTICIPATION IN THE PROPOSED STUDY?**

Pseudo names will be used for organisations and/or participants to ensure that there is no tension created between them and the Department of Social Development and the NDA.

**B5.4 DESCRIBE COMPENSATION INCLUDING REIMBURSEMENTS, GIFTS OR SERVICES TO BE PROVIDED TO PARTICIPANTS (IF APPLICABLE) (Will there be any incentives to be given to potential participants for participation in this proposed study?)**

None.

**C. CANDIDATE'S STATEMENT AGREEING TO COMPLY WITH ETHICAL PRINCIPLES SET OUT IN UNISA POLICY ON RESEARCH ETHICS**

I, **NEO INNOCENTIA MOONO**, declare that I have read the policy for research ethics of UNISA. I shall carry out the study in strict accordance with the ethics policy of UNISA. I shall maintain the confidentiality of all data collected from or about research participants, and maintain security procedures for the protection of privacy. I shall record the way in which ethical guidelines have been implemented in this research. I shall work in close collaboration with my Master's Degree supervisor and shall notify her/him in writing immediately if any adverse event occurs or when injury or harm is experienced by the participants attributable to their participation in the study.

**D. SIGNATURES**

**I. Student's signature:**



Date: 2019-04-09

**II. Masters' Degree Supervisor's Signature:**

A handwritten signature in cursive script, appearing to read "Sieben", written in black ink.

---

**Date:** 2019-04-09

## Appendix F

### Similarity Report Turn-it-in

#### Turnitin Originality Report

- Processed on: 31-Oct-2019 10:38 SAST
- ID: 1204153950
- Word Count: 36493
- Submitted: 1

National Development Agency Non-Profit Organisation Capacity Building: "Please explain it in Sesotho" By Ni MOONO

Similarity Index

**23%**

#### Similarity by Source

Internet Sources:  
18%  
Publications:  
6%  
Student Papers:  
20%

1% match (student papers from 19-Jan-2018)

[Submitted to University of South Africa on 2018-01-19](#)

1% match (Internet from 20-Nov-2017)

<http://journals.ufs.ac.za/index.php/pie/article/download/1755/1733/>

1% match (Internet from 25-Sep-2014)

[http://www.communitylaw.org.au/cb\\_pages/images/Community\\_Development\\_Principal](http://www.communitylaw.org.au/cb_pages/images/Community_Development_Principal)

1% match (Internet from 22-Jan-2014)

[http://wikipedia.sfstate.us/Capacity\\_Building](http://wikipedia.sfstate.us/Capacity_Building)

< 1% match (student papers from 18-Jan-2018)

[Submitted to University of South Africa on 2018-01-18](#)

< 1% match (Internet from 08-Apr-2019)

[http://uir.unisa.ac.za/bitstream/handle/10500/25346/dissertation\\_muchineripi\\_m.pdf?isAllowed=y&sequence=1](http://uir.unisa.ac.za/bitstream/handle/10500/25346/dissertation_muchineripi_m.pdf?isAllowed=y&sequence=1)

< 1% match (student papers from 24-Apr-2018)

[Submitted to University of Pretoria on 2018-04-24](#)

## **Appendix F**

### **Letter from Editor**

February 10, 2019

#### **To whom it may concern**

I hereby confirm that the thesis submitted by Ms Neo Innocentia Moono for the Degree of Master of Arts in Development Studies at the University of South Africa, titled: National Development Agency Non-Profit Organisation Capacity Building: “Please explain it in Sesotho” has been edited by Ms Kefilwe Makhanya.

Kefilwe is an independent communication strategist, specialist writer and editor. As a former lecturer in the Department of Communication at the University of Fort Hare, she has special interest in editing academic work.

Kind Regards

Kefilwe Makhanya

Editor