

**COMMUNITY EMPOWERMENT THROUGH HOUSING CONSUMER  
EDUCATION AND TRAINING PROGRAMME: A CASE OF A  
PROGRAMME OF THE DEPARTMENT OF HUMAN SETTLEMENTS IN  
UTHUKELA DISTRICT**

by

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discipline Educational Leadership, Management and Policy, School of  
Education, College of Humanities, University of KwaZulu-Natal**

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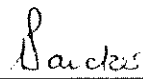
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### Declaration

I, Mthambisi Elias Khumalo declare that the work done in this dissertation is my own work and it has never been submitted for degree purpose at any other University. I indicated and acknowledged all sources that I have used in completing this work.

  
Student's signature

25/03/2020  
Date

  
Supervisor's signature

25 MARCH 2020  
Date

## DEDICATION

I dedicate this work to my uncle Mr Mbulawa Mazibuko who afforded me an opportunity and support to go to school at my youngest age. If you were not there *Malume nami ngabe angikho lana namhlanje*, thank you. Further dedications go to my parents that I always had a dream to make them proud, especially my father who left me at my youngest age. Dad this is what I have achieved and brought home.

I would also like to dedicate this work to all my children at home. Girls this is what Dad was able to achieve in life. In your academic aspirations please expand on it.

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## ABSTRACT

This study sought to explore the need for conducting housing consumer education and training as a community empowerment programme on human settlements development. It further established the effectiveness of the programme and whether the programme is able to address the needs of the community as beneficiaries of human settlements development. The study was conducted in Okhahlamba Local Municipality at Dukuza Housing Project. To fulfill the purpose of this study, the critical questions such as why is there a need for the delivery of the housing consumer education and training programmes by the Department of Human Settlements to communities, and how is the housing consumer education and training programme conceptualised by the Department of Human Settlements and rolled out to communities and what are the views of the community on the efficacy of the housing consumer education and training delivered by the Department of Human Settlements as a programme for community empowerment were the main questions that informed the investigation of this study. The responses to these critical questions were used to provide findings and recommendations for the study. There are two theories that were employed to underpin the study, that is Bush's theories of collegiality in education leadership and management combined with Zimmerman's theory of community empowerment for the purpose of understanding the significance of proper management of an educational community empowerment programme. The study was conducted in the confines of critical paradigm and qualitative case study was adopted as a research approach. Data were collected using semi-structured and focus group interviews. The Municipal and Department of Human Settlements officials including the PSC Chairperson participated in the individual semi-structured interviews and fifteen community members were grouped to participate in focus group interviews as three groups of five members in each group. The findings of the study revealed that there is a great need for the delivery of housing consumer education to empower community on human settlements development and the housing consumer education is an effective community educational empowerment programme that capacitate the community with skills and knowledge to lead their development project and finally that there is a need to involve other stakeholders in developing the annual programme for the housing consumer education and training as it is rolled out to communities. The community members that participated in the research were overwhelmed by the effectiveness of the programme and wished that all development projects had the

same educational programme. The study finally recommended further study on the rolling out of the housing consumer education and training programme to find out new and improved strategies that can be used to implement the programme.

### Supervisor's statement

I Inbanathan Naicker confirm that this dissertation was submitted on my approval.

Naicker

Signature

25 MARCH 2020

Date

## ACRONYMS

HCE	Housing Consumer Education
PSC	Project Steering Committee
TV	Television
SABC	South African Broadcasting Corporation



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## **CHAPTER ONE**

### **INTRODUCTION AND ORIENTATION TO THE STUDY**

#### **1.1 Introduction**

In this chapter I outline the introduction and background of this research. I commence by outlining the background to the research and further emphasises the focus of this research. This chapter will further provide the problem statement, the purpose and the rationale for this research. Finally, this chapter will highlight both primary and sub-questions that inform the research undertaken.

#### **1.2 Background**

The ability to meet our basic human needs relate in one way or the other to the profound educational empowerment we receive in various ways from different institutions of knowledge development (du Plessis, 2017). The fundamental position of this study is that community empowerment through housing consumer education and training is of value to equip communities with knowledge and skills in respect of housing (Akenji, 2014). During community empowerment through housing consumer education and training programmes contractors are able to familiarise themselves with the social issues of the community (Akenji, 2014). Thus the management of this community empowerment programme remains significant so that the community can benefit from the programme (Akenji, 2014).

Research studies and official reports, show that community empowerment programmes are significant in equipping communities with knowledge and skills (du Plessis, 2017). Community empowerment programmes are a means to exercise control and influence over decisions that affect one's life and the entire community at large (Zimmerman, 2000). Foster-Fishman, Salem, Chibnail, Legler and Yapchai (1998) attest that empowerment is about capacitating the community with skills and knowledge to deal with community issues and contribute to community development. Therefore, community empowerment through housing consumer education may enhance community participation in projects meant for their benefit (Zimmerman,

1995). It is for this reason that this study draws attention to the management of the implementation of community empowerment programme through housing consumer education (Akenji, 2014).

The problem with the current community empowerment programme, which is the housing consumer education and training, is that it does not reach and address the needs of the illiterate community (Nair, 2003). As a result, the community remains at a disadvantage because they do not understand the various housing subsidy programmes that are offered by the Department of Human Settlements (Nair, 2003). If it is so, then the purpose of the housing consumer education and training is defeated in one way or the other because of poor management of the programme (Bush, 2009).

The appropriate management of the housing consumer education and training programme and the proper planning to execute the programme may improve its success in addressing the needs of the people (Nair, 2003). Bush (2007) argues that good leadership and management of an educational institution can improve the educative teaching and learning of the organisation. Educative teaching and learning are the main goals of the educational organisation that it aims to achieve in order to successfully implement its programme (Bush, 2007). It is both the Local Municipalities and the Department of Human Settlements as institutions that lead the implementation of the housing consumer education that must improve the management of the housing consumer education programme (Nair, 2003). At the same time it may improve the housing delivery in the country, whereby more people will be familiar about different human settlements subsidy programmes to which they can apply to benefit (Nair, 2003).

This study emanates from the thinking that community empowerment programmes are programmes that uplift the community in terms of understanding issues, engaging on issues and participating actively in the development that takes place within that particular community (Akenji, 2014). Studies claim that it is the quality of leadership that makes a significant difference to the performance of an educational institution and learner outcome (Bush, 2014). Educational institutions require effective leaders and



managers who can assist the institution to deliver the best possible education (du Plessis, 2017). This is the same with any government programme to be successful, it requires people who will play a leading and a major strategic role in its implementation (Nair, 2003). Such people in the community are developed and produced through an effective educational empowerment programme (Akenji, 2014). Housing consumer education is the programme that aims to develop members of the community to become empowered and competitive to participate actively in both issues of community development and economic empowerment (Zimmerman, 2000).

For an educational empowerment programme to be successfully implemented, it requires highly skilled, trained, effective and committed programme manager and facilitators to drive the implementation of the programme (Bush, 2017). Moreover, that such education manager needs the support of senior and middle managers that lead the strategic plan of the organisation (Bush, 2017). However, housing consumer education is an educational empowerment programme that is more concerned about enhancing knowledge in housing. It is also vigilant about educational management and objectives the education programme sets to achieve (Zimmerman, 2000). These goals provide the direction to underpin the institutional management as an organisation that empowers the community (Bush, 2017). In this regard, the housing consumer education and training programme needs to be efficiently and effectively managed to yield the aimed outcomes (Bush, 2009). Housing consumer education requires a proper plan with which it can be successfully implemented (Nair, 2003). This is an educational programme that deserves highly committed and organised education managers and facilitators so that it is able to achieve its objectives (Moloi, 2013). Housing consumer education and training objective is to build community knowledge and capacity to deal with housing development issues (Nair, 2003). Similar to formal schooling environment, the community education empowerment programmes and institutions should be strongly influenced by pressures from the expectations of the government expressed through legislation and policies (Bush, 2017).

### **1.3 Problem Statement**

Post 1994 elections, the democratic government of South Africa introduced a new policy in housing called the National Housing Policy (National Housing Policy, 2000). The objective of the Policy was the redress to the inequalities of the past on housing the community of South Africa by achieving sustainable human settlements (Nair, 2003). Part of the Policy framework is the housing consumer education and training programme (National Housing Policy, 2000). This programme aimed for community empowerment in housing delivery throughout the country (Matjiya, 2009). Housing consumer education programme is designed to capacitate the community on accessing various subsidy programmes offered by the Department of Human Settlements (National Housing Policy, 2000).

The problem with housing consumer education and training is that, the model in which it is delivered to empower communities is incongruent with the knowledge of communities on various housing subsidy programmes (Venter, 2006). Venter (2006) argues that housing consumer education and training initiatives are fragmented and do not address the needs of the poor community that needs government housing assistance. The service providers are more interested in the monetary advantage as compared to the capacitation of the consumers (Venter, 2006). Venter (2006) further contends that housing consumer education programmes are not comprehensive enough to address all the aspects addressed in the needs assessment of housing initiatives. Again, they were not designed to suit the semi-literate recipients of housing subsidies (Venter, 2006).

After considerate assessment of various studies on the effect of housing consumer education and training as a community empowerment tool championed by both the Local Municipalities and the Department of Human Settlements, it is identified that consumers continue to lack knowledge, which impedes housing delivery (Venter, 2006). When consumers are thoroughly trained in the various subsidy programmes, this may improve the housing delivery, as consumers would better understand their rights and obligations (Venter, 2006). Consumers will be able to make informed

choices or decisions and this will strengthen the housing delivery system and ensure that housing delivery is more sustainable (Venter, 2006).

This study focuses on the management of the housing consumer education and training as a programme for community empowerment with skills and knowledge that may assist the community to deal with challenges and issues of housing projects in their areas. That will establish the effectiveness of the housing consumer education and training programme in the communities where there are housing projects. The ultimate purpose of this research is to investigate in detail, firstly the need for the delivery of the housing consumer education and training programme by the Department of Human Settlements. Secondly, to ascertain how the housing consumer education and training programme was put together and formed by the Department of Human Settlements. Thirdly, to elicit the efficacy of the housing consumer education and training programme delivered by the Department of Human Settlements to the community.

#### **1.4 Rationale for the study**

I work in the Municipality specialising in Human Settlements. Part of my duties is to implement the housing consumer education and training programme. I work closely with communities who are beneficiaries in the housing projects. I have learnt that these communities still lack knowledge of different housing subsidy programmes (Nair, 2003). The same communities are unable to resolve project challenges including beneficiary identification, projects stages of development and understanding the significance of property ownership (Venter, 2006). It is the same communities that continue with service delivery protests complaining about houses (Nair, 2003). The fact of the matter is that communities do not understand their role and possible economic opportunities available where there are housing projects (Venter, 2006). In my understanding it means that very little impact is made by housing consumer education to empower communities in human settlements.

Most countries in the world address human settlements issue as a social problem (Venter, 2006). In South Africa it is addressed mostly as a political issue, though partly social (Venter, 2006). Nair (2003) when evaluating the housing consumer

education and training programme concluded that the programme is not properly managed. Furthermore, that it does not reach all the low-income earners beneficiaries (Nair, 2003). Nair (2003) further nullifies the programme as it is ineffective. Lowe and Jones (2002) on their work in supported housing service; showed a strong belief in community empowerment through housing consumer education programme. The unique selling point about housing consumer education and training programme is that it is a framework designed to suite the literate community (Nair, 2003). It is a programme inherited from developed countries (Venter, 2006).

In South Africa, housing consumer education and training programme does not cater and address the issues of inequalities as they are in the society (Akenji, 2014). Therefore, the poor management of the programme is by design and it disadvantages the poor (Nair, 2003). Nair (2003) concludes that as a result the programme becomes ineffective and fails to serve its purpose. It is such perceptions that prompted me to pursue this study for the purpose of exploring the need for conducting housing consumer education and training programmes as a tool for community empowerment. This study may further give clarity to the effectiveness of the housing consumer education and training programme as a community empowerment tool.

### **1.5 Significance of the study**

This research is significant and worth pursuing as it has the potential to improve the management and implementation of housing consumer education. It will further assist to achieve the improved intended outcomes of the programme, which is to empower communities on human settlements beneficiation. The findings may highlight important aspects to be considered by the Local Municipalities and the Department of Human Settlements to empower the community that receives housing development projects and deliver on their mandate of human settlements.

## **1.6 Aims/Objectives of the study**

The objectives of the study are:

- To explore the need for the delivery of the housing consumer education and training programme to the community as a community empowerment programme.
- To establish the conceptualisation of the housing consumer education and training programme, its management and rolling out to communities.
- To find out the views of the community on the effectiveness of the housing consumer education and training programme in empowering communities on different housing subsidy programmes.

## **1.7 Key/Critical research questions**

The following questions will be answered by the research:

1. Why is there a need for the delivery of the housing consumer education and training programmes by the Department of Human Settlements to communities?
2. How is the housing consumer education and training programme conceptualised by the Department of Human Settlements and rolled out to communities?
3. What are the views of the community on the efficacy of the housing consumer education and training delivered by the Department of Human Settlements as a programme for community empowerment?

## **1.8 Clarification/Definition of key concepts**

### **1.8.1 Housing Consumer Education**

This is an educational programme provided by the Department of Human Settlements in partnership with Local Municipalities to educate communities about sustainable human settlements and beneficiation (Venter, 2006). This programme covers the following as part of the syllabus: housing subsidy programme, land tenure, qualifying

criteria as a beneficiary, different stages of housing projects and the role of the community in housing projects taking place in their areas (National Housing Policy, 2000).

### **1.8.2 Community Empowerment**

Basically the end user of any housing project is the community. This is the concept of building the capacity of the community with skills and knowledge to understand and deal with community development issues in various projects (Zimmerman, 2007). Mamburu (2000) explains community empowerment as an educational process of enhancing the community's capacity to deal with socio-economic and political issues so that the community becomes self-reliant and self-sufficient.

Therefore community empowerment is a foundation on which community development takes place wherein people develop ownership of their projects and programmes thereby sustaining their growth socio-economically (Mamburu, 2000). An empowered community will always take advantage of socio-economic opportunities as they present themselves through community development projects (Mamburu, 2000). Community empowerment is a programme of redress to the imbalances of the past, as it enables individuals to activate the potential and exploit the socio-economic opportunities at their disposal (Zimmerman, 2007). It gives birth to the society that is active, vibrant and willing to take charge and lead their programmes of development (Zimmerman, 2007).

### **1.9 Delimitations of the study**

This study investigates the need for the housing consumer education and the views of the community on the efficacy of the programme. Therefore, the management of this educational programme is of great significance. In order for this study to be attained, the data collection process is narrowed to Okhahlamba Local Municipality, Dukuza housing project. To find the views of the community on housing consumer education, there is a housing project that was identified for this study. The project identified is unique and represented by its circumstances, experiences and challenges faced by the Project Steering Committee. The generalisation of the findings is avoided by project

unique identity. The researcher in this study is a Municipal human settlements official. The researcher is responsible for the management of human settlement and community empowerment through the housing consumer education programme. Currently Okhahlamba Local Municipality is the best performing Municipality in Human Settlements in Uthukela District (National Human Settlements Annual Report, 2018).

### **1.10 Outline and organization of the study**

This study applies the following structure in order to attain its objectives and present the findings of the research.

#### **1.10.1 CHAPTER 1: Introduction**

This is a chapter that opens the study as it explains the orientation and background of the research, the problem statement, the rationale and the significance of the study. It further explains the objectives of the study and outlines the critical research questions in this study. It also discusses the definition of critical concepts in the research, the delimitations of the research, the outline and organisation of this research.

#### **1.10.2 CHAPTER 2: Literature review**

The literature review chapter investigates the essence of community empowerment and its impact on enlightening the role of the community in their development projects most particularly housing. It presents the contextualisation of the study, the conceptualisation of community empowerment, collegial theories of education management and theories of community empowerment framing this study, the key elements of community empowerment, the effectiveness of the housing consumer education and training programme as an empowerment tool to capacitate the community on human settlements subsidy programmes. It finally emphasises community involvement in community projects. Lastly it stresses the significance of empowering the community to understand their strategic role as beneficiaries of such projects.

#### **1.10.3 CHAPTER 3: Research design and methodology**

This chapter discusses the research methods and methodological considerations that will be used to conduct the study, including the research design, research process and

the construction and structure of the questionnaires. It further discusses data collection methods. Eventually it discusses ethical considerations for the study, which includes permission, confidentiality and privacy. Finally, this chapter describes data analysis techniques as well as measures taken to ensure validity and reliability.

#### **1.10.4 CHAPTER 4: Data presentation and analysis**

Chapter 4 of this study presents the findings of the research and interpretation of the results. This chapter consequently deals with issues of reliability of the questionnaires construct using the thematic analysis method as explained in chapter 3.

#### **1.10.5 CHAPTER 5: Research findings, recommendations, suggestions for further research and conclusions of the study.**

Chapter five deals with the conclusions from the findings, and develops recommendations emanating from the study and makes suggestions for further research in the same study.

### **1.11 Conclusion**

This chapter has discussed the introduction and background to the research. The research problem is discussed in details in the problem statement with reference to various research conducted on the same study. It confirmed the need for further study on housing consumer education as it is observed to be incongruent with its objectives. The aims of the research are clearly outlined and inform the critical questions to be answered by the study. This study aims to explore the need for conducting housing consumer education as an empowerment tool and establish its effectiveness in empowering people. Key concepts to the study were defined in this chapter and delimitations of the study were clearly outlined. This chapter finally gave an outline and the organisation of this study, in which it states the structure to be followed to complete the research.

The next chapter of this study focuses on the literature reviewed and the theory framing this study and other related concepts are discussed in detail.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2. INTRODUCTION**

In outlining community empowerment through the housing consumer education and training programme, this chapter comprises of section A and B. Section A addresses the literature reviewed on community empowerment and housing consumer education. Literature review will commence with the discussion of housing consumer education as a community empowerment programme. Thereafter literature review will present community empowerment from human settlements development perspective including the conceptualisation of community empowerment as part of community development, and the role and involvement of the community in housing development projects. Finally literature review will discuss the critical elements of community empowerment. Section B deals with the theoretical framework that underpins this study. In theoretically framing this study, I present collegial theory as a model of education management coupled with theories of community empowerment as a model for community empowerment to increase community participation in their development projects.

#### **SECTION A – REVIEW OF RELATED LITERATURE**

##### **2.1 Housing consumer education as a community empowerment programme**

Housing consumer education has long been recognized as a community empowerment programme in housing development that deserves proper management and a proper implementation plan (Nair, 2003). Nair (2003) argues that before 2000, housing consumer education focused on awareness, not education and it did not measure the empowerment of housing consumers. Housing Consumer Education (HCE) framework (2010) defines housing consumer education as a community empowerment programme used by government to empower housing consumers to understand their housing rights and responsibilities, the different subsidies offered by government and to ensure that housing consumers are educated on existing and new housing legislation, strategies and approaches.

As challenges continue to exist in housing the South African nation, it is assumed that one of the reasons is the fact that housing beneficiaries are not properly educated about their rights, obligations and the intentions of government in housing the nation (Markoc and Cinar, 2017). Housing consumers lack relevant housing information and this result in poor decision-making by housing beneficiaries (Mamburu, 2017). It further results in the lack of information on housing process, policies and the role to be played by beneficiaries of the housing development projects (Nair, 2003). Moreover, that it results in passive participation by housing consumers as recipients of houses in housing development and it further result in general failure to perceive home ownership as investment (Mamburu, 2017). The housing consumer education framework designed in 2010 by government aimed to avoid duplication of programmes that occurred due to fragmented housing consumer education and lack of proper planning and management of the programme (Nair, 2003). I therefore believe it is important that there is continuous evaluation to gauge the value and effectiveness of the programme in empowering the community. Therefore the concept community empowerment requires to be discussed in details to create a clear understanding of the concept to all who partake in the empowerment process.

## **2.2 The concept of community empowerment**

When studying various sources of information on community empowerment, I established that community empowerment is a concept that has not been researched much in South Africa. It is evident as there is not much South African literature review on the concept of community empowerment. I further established that most of the scholars' writing on community empowerment focused more on the health sector than any other area. In the health sector community empowerment concentrates much on psychological issues and I believe that education sector has a similar appeal of community empowerment primarily with skills, knowledge, attitude and behaviour to develop a self-reliant and self-dependent individual (Peterson, 2014). The concept, community empowerment concerns knowledge, skills and attitudes for which those who are disadvantaged utilise to take the lead in their community development projects (Zimmerman, 2007). It is an essential programme in addressing both societal

and economic issues today as it builds the capacity to participate vibrantly in community development projects (Peterson, 2014).

Different scholars define community empowerment from various perspectives. Zimmerman (2002) explains community empowerment as a process by which individuals; groups or communities become able to take charge of their community development issues and attain their set objectives. Most importantly, as the community do this, it maximise the community quality of life (Mumburu, 2018). On the other hand, Mamburu (2018) explains the concept of community empowerment as the capability of individuals to obtain influence over issues that are socially, politically, economically and educationally relevant thereby having access to information, knowledge and skills, decision-making, individual self-efficacy and community participation to the development projects taking place in the area. I therefore understand empowerment as the process by which individuals or group of people with little power or no power gaining the power and ability to make choices that affect their lives. Community empowerment exposes the community to capacity building with skills, knowledge and opportunities (Lee, 2007). Besides being the critical objective of community development to empower people, it improves the community quality of life (Zimmerman, 2007). Therefore, empowerment is better explained through power change and it depends upon expanding that particular power (Zimmerman, 2007). As a result, community empowerment promotes self-help, self-reliance, self-actualisation and frees the community from the chains of triple challenges, which are poverty, inequality and unemployment (Mamburu, 2017). Besides bringing about improved social and economic life of the community, community empowerment enhances the democratic involvement of the community in community development projects, e.g. the election of project steering committees (Laverick, 2016). In this regard community empowerment as a process, it expands the social, political and economic power of the society to become self-reliant and self-sufficient (Mamburu, 2017).

In most societies empowerment programmes do not target individuals but a group of people who have organised themselves for empowerment (Mamburu, 2017). Zimmerman, Israel, Schulz and Checkoway (1992) argue that at an organisational

level, the process of empowering people includes collective decision-making and shared leadership. Empowerment theories emphasise community empowerment at an organisational level (Zimmerman, Israel, Schultz & Checkoway, 1992). Zimmerman (1995) further attests to community empowerment as the involvement of others in the development activities of the community in order to achieve the set goals and make efforts to gain access to resources.

### **2.3 Community empowerment to increase capacity for community participation in their own development projects**

Once the programme of community empowerment is successful, community develops an adequate capacity to resolve its own political, social and economic issues (Mamburu, 2017). Community empowerment encourages the decentralisation of power, i.e. giving the community an opportunity to lead and control its development projects (Jeekel and Martens, 2017). An empowered community would avoid violent protests, vandalism of property and engage in negotiations to reach an amicable solution to challenges of the community (Mamburu, 2017).

As the government leads the programme of community empowerment, it engages in a mission to transfer power from the advantaged group of people to a group of disadvantaged people (Mamburu, 2018). With the programme of community empowerment, community members are trained to become architects of their community development (Mamburu, 2018). Community empowerment becomes possible when those who are experiencing a problem get involved in its eradication (Turkkahraman, 2012). I therefore believe that community empowerment calls for the collaboration of the community.

Community collaboration in the empowerment process would mean encouraging the community to work together to join skills, knowledge, and experiences to transform the economic life of the society (Kenny, 2000). Zimmerman (2002) emphasise the fact that in the community empowerment programme, every individual has a role to play. Without a doubt, every role is important and can contribute immensely in the process of community transformation (Nair, 2003). The success or failure of community

empowerment programme depends on the level of community participation in the programme (Zimmerman, 2007). It is significant to note that community empowerment is about the redistribution of power therefore when more people are enlightened and made aware about issues, the lesser will be challenges to the community (Mamburu, 2018). A thriving community empowerment programme results in behavioural change that is informed by an improved change in knowledge, skills and attitude because of community development (Mamburu, 2018).

#### **2.4 The role and involvement of the community in community housing projects**

Why community empowerment in housing development projects? Community empowerment in such projects determines the level or degree of community participation in the development projects (Nair, 2003). Besides capacity building, community empowerment develops courage, willingness and a commitment to a successful project by the community (Kenny, 2000). Nair (2003) commends the elected project steering committee as it becomes responsible for leading the implementation of the project and resolving all the social issues that arise in the project.

It is for this reason that the project steering committee and the entire community receives training in housing development through housing consumer education (Nair, 2003). It is the responsibility of both the Department of Human Settlements and the Local Municipality to train communities on housing development (National Housing Policy, 2000). Training introduces the community to leasing, buying to own or constructing own house and social housing as property tenure options (Housing Consumer Education framework, 2010). Further to that, the community is trained in general information on various government housing subsidy programmes (Housing Consumer Education framework, 2010). During that training, communities learn about bank financing home and savings, the results of breaching the agreement between the Department and the beneficiary and most importantly the responsibilities of the beneficiary as a homeowner (National Housing Policy, 2000).

The government promotes community participation in housing development projects (Browne and Hemsely, 2010). National Housing Policy (2000) promotes community involvement and beneficiaries remaining at the center of housing delivery decision-making. The community is represented by means of project steering committee (PSC) in housing development projects (National Housing Policy, 2000). The project steering committee looks after the interest of the community (National Housing Policy, 2000). According to the National Housing Policy (2000) the community has an interest in a successful and complete project therefore has a strategic role of leading a successful housing development project. It is therefore the role of the community to assist the contractor in finding beneficiaries to sign off and occupy their complete units (Nair, 2003). Except for the issue of beneficiaries, the communities continuously give support to the contractor to solve all social problems in the project (Nair, 2003). Housing consumer education is the only human settlements programme developed to attend to the question of community empowerment in housing development projects (Housing Consumer Education framework, 2010). I therefore regard its effectiveness as a community empowerment programme being most significant.

Mamburu (2018) regards educating the community and enlightening the illiterate as to lay a foundation for future social and economic progress and also for political stability in community development projects. For this to succeed, it has to involve all the necessary stakeholders in the education of the community where there are development projects (Zimmerman, 2007). It may further assist communities to maintain the responsibility to implement and sustain the education programme based on the development project (Oyebamiji & Animasahun, 2012). According to Mamburu (2018) it is always impractical and impossible to achieve the objectives of an educational programme on the development project when the community who is a significant stakeholder lacks skills and knowledge of managing and sustaining all structures put in place for the realisation of the community development goal. For any housing project to be successfully implemented, it requires the community who is receiving it to have the necessary skills and knowledge to deal with its social, economic and political issues (Mamburu, 2018). In my understanding it would enable the community to be ready to appreciate the project based on its significance and the needs of the society.

Educating the community in the empowerment programme is defined as a process whereby learning is used for individual and community betterment (Oyebamiji and Animasahun, 2012). It is therefore characterised by non-discriminatory participation of all people and the acknowledgement that people can learn through and from each other in order to develop an improved society life (Hipolito-Delgado and Lee, 2007). As a result it motivates the community for self-help and it develops responsible leadership among the community as it inculcates a sense of project ownership and civic consciousness in the community where development is taking place (Zimmerman, 2007). It further allows the community to develop and support cooperative and harmonious relationship, and it brings about gradual and self-chosen changes in the life of the community (Peterson, 2014).

Having learnt from the above, it means that community empowerment has local relevance. It is community empowerment that stresses knowledge and attitude change on development projects than the mere acquisition of knowledge about the development project (Peterson, 2014). Therefore community education on housing development projects through housing consumer education assists the community to develop the setting of mind, the system of belief and judgment that will enable the community to make practical use of all the existing community structures put in place for the attainment of the set objectives of the development project (Turkkahraman, 2012).

## **2.5 Key elements of community empowerment**

Community empowerment assists the community to develop a capacity to be able to deal with community issues (Mamburu, 2018). It strengthens various dimensions of the community so that the community can improve their power and ability socially, politically and economically (Mamburu, 2018). The empowered community develops a vision about their area (Turkkahraman, 2012). If that vision is served, it builds a sustainable society (Akenji, 2014). After the empowerment of the community, the following elements of empowerment are identified in the community:

### **2.5.1 Capacity to share universal community values**

An empowered community will always develop a shared vision on the development of the society (Bush, 2007). Such community develops the element of unity against all alien tendencies and activities that compromise the safety of the community (Peterson, 2014). Therefore, the community develops a capacity to share universal community values for an improved societal quality of life (Peterson, 2014). As a result, community involvement in the development project in their area becomes imperative (Peterson, 2014)

### **2.5.2 Community involvement and playing a central role in community development projects**

Community involvement in their development ignites the element of satisfaction with development projects taking place in the community (Zimmerman, 2007). In this regard community development receives community support and it is implemented successfully (Peterson, 2014). Communities appreciate being involved in the planning and development programmes that affect them (Mamburu, 2017). They see themselves as being able to influence the shape of development of their environment (Mamburu, 2017). The communities feel that they are being afforded an opportunity to contribute in identifying and addressing their needs (Peterson, 2014).

### **2.5.3 Identify and address community needs**

After a successful community empowerment programme, the community must be able to identify its own needs (Peterson, 2012). It must ensure that development projects are responsive to the needs of the community (Nair, 2003). Development projects in every community alleviate poverty by exposing the community to economic opportunities (Zimmerman, 2009). Development projects in the area further provide the community with an opportunity to benefit from the economy that comes with such development projects (Zimmerman, 2009). As the community becomes successful economically, the community becomes self-reliant and develops the capacity to self-help and become a responsible community (Peterson, 2014).



#### **2.5.4 Self-help and responsible community**

The community takes the initiative to organise themselves when there are development projects for the purpose of access to the economic opportunities that come with development projects (Mamburu, 2018). An organised community identifies the different skills and talents that the community can use to improve their quality of life through economic benefit in the development project (Mamburu, 2018). Using the diverse skills and knowledge the community would be able to initiate and plan their development (Mamburu, 2018). However, the empowered community would be able to help itself and develop responsible citizens (Mamburu, 2018). As a result, the community would be self-reliant and self sufficient to improve their quality of life (Zimmerman, 2007).

#### **2.5.5 Self-reliant and self-sufficient community**

A self-reliant and self-sufficient community would be a community that can fulfill its own needs without help from the surrounding communities (Zimmerman, 2007). In such a community, the community wellbeing becomes essential (Mamburu, 2018). Housing development as an opportunity, it encourages socio-cultural integration and further creates an improved living environment for the society (Peterson, 2014). As a result, using community designed economic and development activities, communities remain satisfied and united (Zimmerman, 2009). However it improves the community self-confidence and dignity when it comes to community economic development issues (Beck, 2019).

#### **2.5.6 Community with self-confidence and dignity**

Community with self-confidence is a community that has reached a state of being with its community development plans and has created a belief in itself and its capabilities (Beck, 2017). The foundation of self-confidence in the community emanates from trust within the members of the community (Peterson, 2014). Such community develops skills and attitude to have full control of their development (Mamburu, 2018). This is a community that is respected with its views and passion for participating and controlling their development as it had developed the necessary leadership skills to handle community development issues (Zimmerman, 2009).

### **2.5.7 Community leadership skills to handle community development issues**

Community empowerment programme develops community leadership skills to manage and deal with social, political and economic community issues during development projects (Halton, 2017). Empowered communities stand in the front and lead its development (Halton, 2017). The purpose of conducting housing consumer education is to create a community who will receive housing development as a social issue (Halton, 2017). Such community reason above political interest when resolving housing development project issues (Peterson, 2014). Through community empowerment programmes the empowered community develops skills and knowledge to participate actively in the development projects in the area (Peterson, 2014).

### **2.5.8 Community skills and knowledge to participate actively in their development**

In an effectively and efficiently empowered community, the community continues to display skills and expertise as a reason to be allowed participating in their development (Peterson, 2014). The programme of empowerment should aim to develop and sustain such community (Peterson, 2014). Peterson (2014) commends the community to be at the center and drive its development. Therefore communities deserve capacity building to gain such skills and knowledge (Nair, 2003). As a result this helps the community to maintain peace, stability and unity in the area (Peterson, 2014).

### **2.5.9 Unity in the community**

It is the level of community empowerment that determines the level of unity in the community where empowerment programmes took place (Laverick, 2017). It is usual that a common objective that the community aims to achieve unites the community (Laverick, 2017). Except for social enhancement, housing development projects develop unity in the community for its social value and addressing the needs of the community (Nair, 2003). It is therefore crucial for the community to be efficiently educated about the project deliverables to address their expectations (Mamburu, 2018). The social well-being of the community is enhanced by improved economic activities of the community (Laverick, 2017).

### **2.5.10 Community with improved economic activities**

Community must be made aware of the economic opportunities that come with housing development in their areas (Nair, 2003). It is through housing consumer education and training programme that the community is capacitated on such opportunities (Nair, 2003). The most important role of education in the community is to develop a community that can identify and exploit the economic opportunities that are available (Laverick, 2017). Such communities develop economically viable communities (Nair, 2003). The successful empowerment programme develops a community who can create its employment opportunities (Nair, 2003).

### **2.6 The significance of empowering the community**

Community is a group of people who share a common interest, concerns or identities (Peterson, 2014). Through empowerment people gain control over factors and decisions that shape their lives (Mamburu, 2017). Empowering the community is an ongoing process of educating the community to develop skills and knowledge to solve social, political and economic issues in their environment (Zimmerman, 2007). Therefore community empowerment brings about change in the lifestyle of the community (Mamburu, 2017). The outcome of community empowerment is observed during community meetings and other social gatherings where the community gets an opportunity to engage on their issues, the level and maturity of engagement dictates the level of empowerment (Zimmerman, 2007).

Education as an empowerment programme helps the community to engage in critical and creative thinking approach about community issues (Peterson, 2014). This is realised as each member of the community adds value, potential and strength in the life of the community (Mamburu, 2017). After that, community develops the skills to initiate its development programme where those members are then able to participate actively in decision-making about the development of the community (Peterson, 2014).

Education as the primary tool for community empowerment enhances skills and knowledge to engage in economic activities of the community (Turkkahraman, 2012).

Education further helps the community to play a significant role in initiating its economic activities in their environment (Turkkahraman, 2012). However, the community develops skills to become creative to better the economic life of their environment (Zimmerman, 2007). Community empowerment helps the community to prevent drug abuse, violence and crime, as they are a threat to community development and peace (Peterson, 2014). It is therefore significant that our communities are continuously exposed to empowerment programmes using the available educational programmes (Peterson, 2014). Educational community empowerment programmes in housing development projects help to ensure sustainable development and economically vibrant communities, as communities learn to exploit economic opportunities that come with housing development (Peterson, 2014).

## **SECTION B: THEORETICAL FRAMEWORK**

### **2.7 Theoretical framework of education management**

The two theories that I engage with as I view my study are Tony Bush's theories of collegiality (2003) and Zimmerman's community empowerment theories (2007). The theories of collegiality focuses on building cooperation between colleagues who share a responsibility to work together to achieve a common objective of which in education are educative teaching and learning (Bush, 2003). Collegial theories build a tendency to support and cooperate with colleagues (Bush, 2003).

As this study is more focused on community empowerment and basically principled in education management, Zimmerman's (2007) community empowerment theories is used to supplement Bush's (2003) theories of collegiality in education management. Bush's (2003) theories of collegiality were used to help me gain insight and understanding of how programme managers of Housing Consumer Education (HCE) plan, coordinate, implement and evaluate the effectiveness of the programme in empowering the community on housing development. Since housing consumer education is an educational community empowerment programme, it relies on the proper management of the programme to become effective and increase community participation in their development (Zimmerman, 2007). The two theories selected to underpin this study will provide a framework of how colleagues in the management of

the programme housing consumer education can cooperatively work together to deliver a sustainable human settlements development with improved community participation in the development (Bush, 2003). Below is a detailed discussion of theories framing this study.

### **2.7.1 Collegial theory**

Tony Bush (2003) developed collegial theories of education management focusing on participative decision-making and power sharing. Collegial theories of education management are characterised by three important elements i.e. respect, commitment and connectedness (Bush, 2007). Theories of collegiality are based on the principle of democracy and consensus for decision-making process and this is required mainly to achieve cooperation in community empowerment programmes (Bush, 2003). Bush (2007) explains collegiality as a theory that believes in collaboration. Through collegiality, belief on nurtured values and shared objectives leads to the view of desirable and possible resolve of problems by agreements (Bush, 2003). Collegial model is officially considered the model of good practice in education management based on the principle of democracy (Bush, 2003). Collegial models comprise of all theories of education management that accentuate power and decision-making being shared amongst the members of the organization (Bush, 2007). Bush (2007) refers to collegiality as a collaboration of people who work together through the division of labour in order to efficiently work and attain the set goals of the organisation.

In a nutshell, collegiality means the relationship between colleagues in the work environment (Bush, 2007). The approach of this theory stretches from confined collegiality where the school principal shares power with the school management team members only to a pure collegiality where the school principal shares power with the entire school staff who have a voice in the decisions of the school (Bush, 2007). This is a theory that focuses on improving work relations among members within the organisation (Bush, 2003). It encourages decision making through discussions leading to consensus (Bush, 2007). It agrees to the concept that shares power between all members of the organisation who have a vision about the organisation (Bush, 2007).

I used collegial theory in this study to develop a turn-around strategy for an effective housing consumer education. I believe it will further devise strategies for community involvement in the development of their area. Moreover that, theory of collegiality outlines the role of different role-players in developing an effective housing consumer education that enhances social transformation, social justice and radical economic transformation (Zimmerman, 2009). Since housing consumer education is a community empowerment programme, collegial theory used in this study may provide a framework of how the programme can be improved to build community capacity, allow community participation in their own development projects and transform the lives of the community to become better (Nair, 2003). Collegiality is a theory that if applied properly in programmes of community empowerment could give a huge hope of redress to inequality and socio-economic imbalances in our communities (Zimmerman, 2007). Institutional effectiveness is what this study aims to effect and achieve with housing consumer education (HCE) programme (Zimmerman, 2007). Within the context of this study the concept of collegiality I used, is a theoretical framework that makes me better understand the management role of various human resources for a successful housing consumer education programme.

### **2.7.2 Community empowerment theories**

I am going to use the framework from health in the theories of community empowerment because there is nothing much done in education about this theory. According to my observation of the two theories i.e. collegiality and empowerment theories, they have a common principle of operation. I see both theories operating on the basic principle of democracy. I also understand that both theories aim to build capacity for improved community participation in their own development. They further address social injustices of the past to achieve social cohesion (Zimmerman, 2000). Social imbalance emanates from unequal distribution and access to resources and this results in certain communities being disadvantaged when there are economic opportunities in the area (Zimmerman, 2000). Community empowerment is one way of dealing directly with the community social issues as a result of the social injustices of the past (Zimmerman, 2000). The practical intention of empowerment advocates objectives and strategies for implementing change in the society, which this study aims

to achieve (Zimmerman, 2007). Basically empowerment theory provides the idea and a system for organising knowledge of the developing society (Zimmerman, 2000).

It is important to differentiate between empowering process and the outcomes of empowerment as it gives a clear definition of empowerment theory (Peterson, 2014). In the empowerment process one attempts to gain control and obtain the required resources so that one is able to critically understand the social environment (Zimmerman, 2007). The process is empowering if it assist people to develop the required skills so that they can become independent problem solvers and decision makers (Zimmerman, 2007). In my understanding, empowering process vary across levels of analysis (Zimmerman, 2007). Empowering process for individuals might include organisational or community involvement and empowering at organisational level includes shared leadership and decision-making (Cox, 2017). According to Nair (2003) this is the main objective of the housing consumer education and training programme. Lee (2007) emphasises community empowerment, as a programme that exposes the community to capacity building with skills, knowledge and opportunities. Therefore, it is a programme that aims to achieve redress in the community (Lee, 2007). Again Cox (2017) accords the main objective of educational empowerment programme being educative teaching and learning, and this is what we aim to achieve with community empowerment programmes in housing development projects. Zimmerman (2007) cited in Zembylas and Papanastasiou (2009) claims community empowerment as being often purposed to increase decision making authority and accountability in the community social and economic space where development is taking place and this is the main objective we intend to achieve with housing consumer education in housing development projects. Therefore community empowerment through housing consumer education and training programme should be able to bring about change to the community in terms of understanding housing issues and enable the community to act collectively to promote sustainable development (Skerrat & Steiner, 2013). Zimmerman (2000) attests that sustainable development enhances the community quality of life and diminishes rates of inequality and social exclusion, which we aim to achieve with sustainable human settlements development projects. Christens (2012) claims that it is crucial for community development process

to be directed by the community, as it develops the ability of the community to lead their development project. As a result, it increases the community political power and social influence in the development project and that is the capacity that housing consumer education and training aims to achieve as a community educational empowerment programme (Mabhena & Moyo, 2014).

Empowerment results are realised when empowerment is put into operation and we are able to study the outcomes of the society as it strives to achieve its intended goals of being able to increase control in the programmes that are designed to empower that community (Mamburu, 2018). Empowerment at community level may be evident through organisational coalitions and accessible community resources achieved through housing development projects (Mamburu, 2018). The empowered communities will always unite to deal with community issues that address their oppression and injustices (Peterson, 2014). I believe that this theory will be used to raise the interest of the community to participate in their own development. It is significant that the community takes a center stage in driving and deciding their development to alleviate poverty and redress to social imbalance (Peterson, 2014).

## **2.8 Conclusion**

The body of literature related to housing consumer education as a community empowerment programme was reviewed in this chapter. Section A of this chapter further reviewed a body of literature on empowerment as a concept, community participation in community development projects, the role and involvement of the community in community development projects, the significance of community empowerment and finally defined the key elements on community empowerment. Section B engaged in two theories as the framework of this study. It looked at collegial theory and the framework of empowerment theory to develop the theoretical framework of this study. Both theories emphasise the basic principle of democracy, participative community and social transformation of societal life through housing consumer education as an empowerment programme.



In the next chapter I will discuss the research design and methodology that informed the study. I will further look at the base and strategies of constructing knowledge and gathering data. I will further present methods and instruments that will be used to gather data and analyse it for the purpose of this research. In the next chapter I will finally look at the ethical issues of this study and its limitations to avoid biasness of the study.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

The previous chapter discussed the related literature on the topic and the theoretical framework that informs the study. Some of the themes in the literature presented include the concept community empowerment, elements of community empowerment and the role and involvement of community in housing development projects. The theoretical framework of the study is collegiality in education management and community empowerment.

The purpose of this chapter is to outline the research design and methodology that underpins this study. This chapter draws a comprehensive and thorough sketch of the research paradigm, research approach, design, methodology, methods used to generate data and sampling that was used to produce data for the study. It further alludes to the process of analysing the generated data. This chapter ultimately discusses the trustworthiness of the study and its ethical issues and limitations of the study.

#### **3.2 RESEARCH PARADIGM**

A research paradigm is a set of researcher's beliefs and assumptions people have about the world and how knowledge is constructed and how they look and view the world (Bertram and Christiansen, 2014). According to Bertram and Christiansen (2014) research paradigm is about methodologies that are employed to constitute particular ways of knowing things. Bertram and Christiansen (2014) attest that working within a paradigm helps the researcher to determine choices such as the kind of questions to ask during the participant's interview session, what the researcher needs to observe and investigate, how to collect data and interpret the findings.

This study makes use of the critical paradigm as it sets out to emancipate people by empowering them to become responsible for their socio-economic issues and radically change their social life (Guba and Lincon, 1994). In the critical paradigm the world is

viewed as shaped by the social, political, cultural, and economic dynamics (Bertram and Christiansen, 2014). As I was a political activist the issues of inequity, oppression and social injustice has always been part of my life. I therefore view the world from the critical point of view because of my biography.

The present reality is that the scars of inequity and social injustice still exist in our society (Jeekel and Martens, 2017). This is observed in community social development (Mamburu, 2000). There are still huge differences between rural and urban settlements development (Jeekel and Martens, 2017). The means of economy are still in the hands of the few as a socio-economic issue that needs to be equated in one-way or the other (Mamburu, 2018). In this study the reality is that people are not involved in their development and it deprives them an opportunity to participate and contribute to their social development (Jeekel and Martens, 2017). The same people are further deprived an opportunity to benefit economically from such development projects (Mamburu, 2017). Therefore, in this study I aim to interpret the reality from a critical point of view. This is a study that aims to establish the need for conducting housing consumer education, its effectiveness and community views about it. This study used interviews to collect data from participants who are part of the community.

### **3.3 RESEARCH APPROACH**

Qualitative research involves systematic collection, organisation, description and interpretation of textual, verbal or visual data (Msweli, 2011). In qualitative research, the objective stance is no longer in use, but the researcher becomes the instrument and participants are objects who may contribute to data interpretation and analysis (Msweli, 2011). Through qualitative research method, the researcher is able to do an in-depth and further probing questioning to the participants (Msweli, 2011). This is based on the information that participants' give out as responses and that assist the researcher to understand the participants' feelings (Mouton, 2011). The qualitative approach allows participants to share their views, perspectives and experiences (Mouton, 2011). Cohen, Manion and Morrison (2014) affirmed the fact that qualitative research sets out to emancipate the interpretations of the broader ideas of the world.

Qualitative research is used in this study to establish means to redress inequalities of the past in the community of Dukuza and to find solutions to their plight of socio-economic challenge that they are faced with as development projects are rolled out in their area.

### **3.4 RESEARCH METHODOLOGY**

The researcher uses a case study to answer the research questions (Yin, 2003). Yin (2003) explains a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context. Yin (2003) further affirms that one of the foundations of a quality case study is a carefully selected bounded case.

This research studies the case of Dukuza Housing Project at Okhahlamba Local Municipality in Uthukela District. The case in the study is housing consumer education and training programme driven by both the Department of Human settlements and Okhahlamba Local Municipality. The focus in the case is the community of Dukuza who are housing beneficiaries in the project. The case of this project is studied from the initial stage of the project that is 2014 to the present construction stage, which commenced in 2018. It took four full years for the project to get to the construction stage.

### **3.5 SELECTION OF PARTICIPANTS**

I identified Dukuza housing project at Okhahlamba Local Municipality in Uthukela District to use for this study because this is the project that I have been involved with from its inception. It is the project within my reach for the research purpose. It is the project that I am working on as a project manager. I thought this project was suitable for this study because it deals directly with issues of community empowerment, development and emancipation from poverty through housing development. Hence, the project was sampled because of convenience. Convenient sampling is a special kind of sampling technique in which samples or participants are not afforded equal opportunities of being selected but it depends on their convenient availability to participate in the research (Bertram & Christiansen, 2014).

The project commenced in 2014 from its feasibility stage. This project is studied from 2014 its initial stage to 2018 which is its completion stage. Within that space of time there are a number of housing consumer education and training programmes that we conducted to empower and capacitate the community on various housing subsidy programmes to beneficiation in housing projects. Considering such developments in the projects it is believed that there is a reality that needs to be solved and further researched in a disadvantaged community like that one of Dukuza Area in Okhahlamba Municipality (Nair, 2003).

This research has eighteen participants. Fifteen of the eighteen participants are community members that form part of focus group interviews. Out of fifteen community members, five participated in each of the three focus group interviews. The Chairperson of the Project Steering Committee (PSC) and the two Housing Consumer Education (HCE) facilitators who participated in the semi-structured interviews forms the last three of the eighteen participants. Participants stated above were sampled purposefully based on their various roles in the project (Bertram & Christiansen, 2014). In purposeful sampling the sample or participants are selected based on the characteristics of a population and the purpose that the study aims to achieve (Bertram & Christiansen, 2014). Community members are engaged in this study because they are beneficiaries of housing development. The community is involved to establish their views on the effectiveness of housing consumer education in community capacitation on project issues. Chairperson of the PSC is engaged because he is the community leader and has been involved in the implementation of the project from its inception stage representing the interests of the community. The two facilitators one from the Municipality and the other one from the Department of Human Settlements are engaged in this study because they have vast experience as facilitators and managers of the programme. The researcher regards such facilitators as having expertise in the housing consumer education. They have an apparent understanding of the curriculum and its impact in empowering the community on housing issues. They are ideal to deliberate on the impact made by the Housing Consumer Education in empowering the community.

### **3.6 PROFILING THE PARTICIPANTS AND DUKUZA HOUSING PROJECT**

In profiling the individual participant to the study, Mr Ntuli as a participant in this study is the Deputy Director in KZN Department of Human Settlements Municipal Support Directorate responsible for the management and implementation of the housing consumer education and training programme in the Province. He possesses a BEd Degree and has gone in various stages of professional development within the ranks of the Department to become a programme facilitator. Mr Manyoni also as a participant in this study is a Municipal official in the position of a Housing Facilitator and one of his responsibilities is to liaise with the Province to plan, manage and implement housing consumer education and training programme in all Municipal housing projects. He is in possession of a Diploma in Project Management and a trained and qualified project facilitator. Mr Hlongwane the Project Steering Committee chairperson is a community member who was elected by the community to lead Dukuza housing development project. He is also a Project Facilitator by profession as he works for the District Municipality as Facilitator. Qualifications in this regard were not established. Community members who are beneficiaries in Dukuza housing project were randomly selected into the focus groups and became participants in the study. No qualifications were established from individual member of all focus groups. Again no specific role was used to identify community members to become part of the focus groups. All community members who participated in the focus groups including the chairperson of the Project Steering Committee had once, twice or more received housing consumer education and training programme.

In Dukuza housing project housing consumer education and training was conducted three times in different stages of the project. It was first conducted during the pre-feasibility studies in the project, again during planning stage of the project and finally during the construction stage in the project. All these three programmes were conducted over five years of the project development. A maximum number of community members attended and were exposed to the three housing consumer education and training programme that took place over five years. The entire purpose of conducting housing consumer education and training programme is to educate the community where the project is taking place about various issues and developments in

the project. That includes the skills development and economic opportunities that come with such huge investment in the community. It is therefore vital that members of the community participate in such programmes.

### **3.7 DATA GENERATION METHODS**

Semi-structured and focus group interviews were used to collect data.

#### **3.7.1 Semi-structured interviews**

Semi-structured interviews were utilised to collect information for this study. Chairperson of the Project Steering Committee and two Housing Consumer Education Facilitators were the three of the eighteen participants that formed part of semi-structured interviews. It allows for probing and clarification where need arises (Mouton, 2011). Rule and John (2011) reaffirm that this type of interview allow the researcher to develop predetermined questions that can assist to commence the discussion and further questions that may take place during the interview. From these interviews, the researcher gathered primary data from primary sources that were participants (Kothari, 2004). Data collection through participants' interviews was used to establish the need for the delivery of housing consumer education and training to the community and to further find out the views of the community about the effectiveness of the housing consumer education as being rolled out to communities including its conceptualisation as a community empowerment programme (Kothari, 2004).

#### **3.7.2 Focus group interviews**

Focus group interview is part of qualitative research consisting of interviewing a group of people at the same time (Mouton 2011). The researcher asked the group of people questions based on the research about their perceptions, opinions, beliefs and attitudes towards housing consumer education (Mouton, 2011). Focus group interviews consist of a number of participants forming small groups for interview purpose (Mouton, 2011). In this regard 15 community members formed 3 groups of 5 members in each group. They were participants that represented the views of the society in the research (Rule & John, 2011). Focus group interview is a qualitative research technique of

gathering data for various research purposes (Mouton, 2011). The researcher identified such sample based on their understanding of socio-economic issues and their strategic leadership role in the community (Zimmerman, 2007). The interviewer used pre-set questions to start the interview, and further engaged societal issues during the interview (Kothari, 2004).

### **3.7.3 Instruments**

Two instruments in the form of interview schedule were used to conduct three different interviews. Firstly, it was a focus group interview schedule for the focus group interviews, and secondly it was semi-structured interview schedule for the PSC Chairperson interview and thirdly it was semi-structured interview schedule for the Municipal and Department officials' interviews. A tape recorder was used to store data from each interview sessions and it was transcribed later (Kothari, 2004). Each interview schedule instrument was prepared to cover three important parts of the interview, that is the opening, the body and the closing (Bertram and Christiansen, 2014). The questions used for interview schedule were developed based on the data gathered in the literature review for the purpose of covering detailed information about the hypothesis of the study (Bertram and Christiansen, 2014). The researcher used a convenient and comfortable place to conduct the interviews (Bertram and Christiansen, 2014). The researcher took into consideration the ethical issues during the interviews.

### **3.8 DATA ANALYSIS**

Thematic analysis was used to analyse data after it has been transcribed (Goba and Lincoln, 1994). Thematic analysis as the type of data analysis applied to my research, it afforded me the opportunity to recognise themes and patterns after I had thoroughly studied the research information (Bertram and Christiansen, 2014). Thematic data analysis method was used based on six steps of thematic data analysis. Step 1 - the researcher familiarised self with data by reading through transcribed data over and over again until data was understood. Step 2 - the researcher had to assign preliminary codes to data in order to describe the content. Step 3 - the researcher had to search for patterns or themes in the codes across the three different interviews. Step 4 - here the



researcher had to review themes after reading and understood data. Step 5 - in this step the researcher defined and named themes. In the last step 6 - the researcher produced a report from the transcribed data combining it with the literature-reviewed data (Bertram and Christiansen, 2014).

### **3.9 ETHICAL ISSUES**

To commence the study, the researcher applied for Ethical Clearance from the UKZN Research Committee and it was approved, copy of approval letter is attached as Annexure C. Application for approval to conduct a study using the human settlements human resource and projects was also approved by the Department of Human Settlements, copy of approval letter is attached as Annexure D. Again, the researcher applied to the Municipality to conduct a study using Municipal human resource and projects, the approval letter is attached as Annexure E. The last application was made to the Project Steering Committee requesting for the participation of PSC Chairperson as an interviewee in the study and that was approved, copy of approval letter is attached as Annexure F. The study observed and respected the following ethical rights of participants and Appendix L is attached as a consent proof document.

#### **3.9.1 Confidentiality**

It means that information that will be gathered from participants of the research will be treated with confidentiality and not divulged to any other person except those involved in the administration of this research. Research respondents were guaranteed that their information would remain confidential and used only for the purpose of the research (Bertram and Christiansen, 2014).

#### **3.9.2 Privacy**

Privacy means that the research respondents will be free to engage and divulge as much information as possible for the purpose of the research and that participant cannot be interrupted during the interviewing because of the behavior or speaking own mind in the interview process (Bertram and Christiansen, 2014). The research information will be kept safe and cannot be used to humiliate the research participants in future (Bertrams and Christiansen, 2014).

### **3.9.3 Permission**

Participants were informed about the purpose of the research. Participants consented or granted permission to use data for the purpose of the research (Bertram and Christiansen, 2014).

### **3.9.4 Harm**

The research was conducted in a feasible environment for research interviews to take place. Therefore, the research avoided any physical or psychological harm to participants (Bertram and Christiansen, 2014).

### **3.9.5 Termination**

Participants were informed about their liberty to terminate participation in the research if there is anything that makes them feel uncomfortable or unhappy about anything in the research even though the participant initially agreed to participate (Bertram and Christiansen, 2014).

## **3.10 ISSUES OF TRUSTWORTHINESS**

As a researcher I needed to ascertain that this study is precise and trustworthy with its scientific findings while circumventing from being biased with the views as I presented them (Brink, 1993). Lincon and Guba (1985) present trustworthiness in the study as it entails demonstrating credibility, transferability, dependability and conformability. A cautious researcher habitually familiarises himself or herself with the following to keep the honesty of the research.

### **3.10.1 Credibility**

Credibility is explained as the trust that can be stowed in the honesty of the research findings (Anney, 2014). Credibility in the research finds out if the facts gathered as the outcomes of the study constitutes the credible information as deduced from the respondents' original data and is a correct interpretation of the respondents' original views (Anney, 2014). I used a formal session in which I engaged my research participants about the nature and objectives of the research. Through the commitment

of both the researcher and participants, I revealed to the participants the quality of the study at hand and the objectives it aims to attain.

As a researcher I continued engaging the research participants for the participants to gain maximum understanding of the Municipality as an organisation so that the relationship of trust with the participants grows (Lincon & Guba, 1985). As a researcher I had to build a trust relationship with participants so that I do not collect data from friend's point of view as I got enough opportunity to observe participants and to understand their behavior (Brink, 1993). Anney (2014) commends the researcher creating an opportunity to develop trust relationship with research participants as it affords the participants a chance to engage freely in the research and give out the required data willingly.

### **3.10.2 Transferability**

Transferability is explained as the extent to which the outcomes of a qualitative study can be transferred to other context with other research participants (Anney, 2014). It often happens that when you meet research participants for the first time they become reserved and it becomes the same with the information they give out during the interview sessions (Brink, 1993). To deal with such issues in this study and minimise such risk, every research participant was interviewed several times and that confirmed the authenticity of the information divulged by participants during the interviews (Anney, 2014). Again continuous observation of the behaviour of participants took place in order to confirm its relationship to the information given out by participants when there were research interviews (Anney, 2014).

### **3.10.3 Dependability**

According to Anney (2014) research findings have to maintain stability over time. Therefore findings, interpretations, conclusions and recommendations of the study need to be thoroughly evaluated (Anney, 2014). It assists to ensure that findings, interpretations, conclusions and recommendations of the study are supported by the data collected from the research participants (Anney, 2014). Lincon and Guba (1985) ascribe the best method to find out dependability in the research as inquiry audit.

Lincon and Guba (1985) commend the objective of inquiry audit as it assists to gauge the accuracy and whether or not findings, interpretations, conclusions and recommendations of the study are supported by data received from research participants and a similar exercise was done to establish the trustworthiness (Bertram and Christiansen, 2014).

#### **3.10.4 Confirmability**

Anney (2014) explain confirmability as the extent to which the outcomes of the study can be confirmed by other researchers. To improve confirmability in the study, it requires a transparent research process that provides necessary details to the reader to confirm if the same reader would have destined to the same conclusions in the similar study (Bertram and Christiansen, 2014). In this regard, the researcher confirmed findings with the research participants before arriving at any conclusions about the outcomes of the study (Bertram and Christiansen, 2014). Brink (1993) cautions researchers to avoid being sensitive to the information provided by research participants as it develops a temptation to the researcher to provide answers that agree with the researcher's view point. However, the researcher was cautious of becoming biased to the study and continues to avoid the temptation of imposing personal views in the study (Brink, 1993).

#### **3.11 LIMITATIONS OF THE STUDY**

This study is a qualitative study in its nature. Vincze (2013) attests qualitative studies as studies that do not generalise, instead they provide a rich context of the study that creates an understanding of human involvement through an in-depth study of a specific case. I ensured that this study avoided systemic generalisation by involving as many participants as possible that understood the purpose of the study (Vincze, 2013). Vincze (2013) further explains systemic generalisation as the type of generalisation in which the researcher tries to create a link of findings of the specific research from a particular case. Generalisation of this kind was avoided by this study, as the researcher always referred to the literature reviewed to support discussions (Vincze, 2013). Again this study continuously referred to the participant's point of view to discuss the findings of the study (Vincze, 2013). This study further created a link of literature

reviewed with participants' views and this created a thorough understanding of the findings (Vincze, 2013). This study also avoided generalisation by choosing a specific sample of participants to the study as discussed in the selection of participants above (Vincze, 2013). The representative sample of participants was chosen to represent the entire research population (Vincze, 2013).

### **3.12 CONCLUSION**

This chapter outlined the research design and methodology that informed the study. It further alluded to the research paradigm, approach, design, methodology, methods and sampling used to generate data. It finally discussed ethical issues and issues of trustworthiness and limitations to the study.

In the research paradigm I covered the construction of knowledge, beliefs and assumptions of the researcher in constructing knowledge. I used critical paradigm to construct knowledge. This is a qualitative study that aims to emancipate people in their socio-economic issues. Its objective is equity and balance. In this study, I used a case study to answer research questions that investigates community empowerment. The population of the research was identified from different sectors of the community i.e. from leadership to ordinary community members and facilitators of the housing consumer education and training programme. Data for this study was gathered using the semi-structured and focus group interviews in which participants were identified through purposive and convenient sampling methods. Such data was analysed using thematic data analysis method. All participants in the study were informed of the ethical issues in the study and such ethical issues were observed during data gathering. Issues of trustworthiness were drawn and observed. Limitations of the study were outlined to avoid generalisation.

This chapter formed the base for strategies of constructing knowledge and gathering data. It equipped me with all necessary skills, methods, instruments and skills I required to gather data and analyse it for the purpose of this research. It further informed me of the cautious issues that I had to take into consideration as I worked in constructing knowledge and generating data for this study.

In the next chapter I will discuss findings of the research on the data generated through construction of knowledge and methods of information analyses. This is where I will align both literature reviewed and participants' views to discuss findings of the research.

## **CHAPTER 4**

### **PRESENTATION OF FINDINGS AND DISCUSSION**

#### **4.1 INTRODUCTION**

Chapter 3 of this study presented an outline of the research design and methodology used to generate data. In addition it presented the trustworthiness of the study, and elaborated on the ethical issues and the limitations of the study.

This chapter deals with the presentation of findings and analysis of data. It draws on the data generated from the semi-structured interviews and focus group interviews. Respondents of this study included the Housing Consumer Education facilitator and manager from Provincial Department of Human Settlements, the facilitator and manager of Housing Consumer Education from the Local Municipality in which Dukuza Housing Project was implemented, the Chairperson of the Dukuza Housing Project Steering Committee and Community members who are beneficiaries of the project and people who received educational empowerment through the housing consumer education and training programme. Community members were grouped into three focus groups. Each focus group had 5 participants in total. Overall 18 participants took part in this study. The reader is reminded of the critical questions informing the study, namely:

- Why is there a need for the delivery of housing consumer education and training programmes by the Department of Human Settlements to communities?
- How is the housing consumer education and training programme conceptualised by the Department of Human Settlements and rolled out to communities?
- What are the views of the community on the efficacy of the housing consumer education and training delivered by the Department of Human Settlements as a programme for community empowerment?

In this chapter I employed the aforementioned critical questions as an organising framework to present the findings and discussion thereof. I used the thematic analysis method as explained in chapter 3. I presented data under themes and sub-themes that emerged from an inductive analysis of the data. As I was presenting the findings and discussion, I wanted to ensure that the voices of the research participants were not lost. Therefore verbatim quotations are used in the data presentation. The discussion of data is in relation to the theoretical and related literature reviewed then follows the presented data.

## **4.2 FINDINGS AND DISCUSSION OF DATA**

The findings of this study were organised and presented under the following research questions: The need for the delivery of housing consumer education and training programme by the Department of human settlements to communities, the conceptualisation of housing consumer education and training programme by the Department of Human Settlements and rolling out to communities and the views of the community on the efficacy of the housing consumer education and training delivered by the Department of Human Settlements as a programme for community empowerment.

## **4.3 THE NEED FOR THE DELIVERY OF HOUSING CONSUMER EDUCATION AND TRAINING PROGRAMME BY THE DEPARTMENT OF HUMAN SETTLEMENTS TO COMMUNITIES**

Regarding the research question on the need for the delivery of housing consumer education and training programme to communities, there are two themes that emerged namely, need for the housing consumer education and training programme and congruence in views for housing consumer education and training programme.

### **4.3.1 Need for the housing consumer education and training programme**

After analyzing data generated from all participants of this research, this theme developed four sub-themes. Those sub-themes are: community has a right to know about their housing development through housing consumer education, capacitation of the community on the requirements for beneficiary application and qualification



criteria, housing consumer education is a solution to the problems of housing development and housing consumer education is a community empowerment tool.

#### **4.3.1.1 Community has a right to know about their own housing development through housing consumer education.**

Regarding the sub-theme on community has a right to know about their development through housing consumer education, the Municipal official who is a housing consumer education manager and facilitator at Municipal level agrees on the delivery of housing consumer education to the communities where housing development is taking place. The Municipal official said:

*"...we do have to have the housing consumer education because the community has the right to know, what kind of a structure that we are going to build and how this structure is going to look like ... the community also need to know what is expected of them..."*

According to the Municipal official, housing consumer education promotes the community's right to know about their housing development project. Further to that housing consumer education helps the community to know about the project from its inception stage to its closeout stage. The community would know about different project committees or structures that must be formed. Moreover that the community would know about what is expected from them and their role in the development project.

Having a similar view to the Municipal official is the Department official who is the provincial manager and facilitator of housing consumer education and training programme. The Department official said:

*"I do think there is a need for housing consumer education and training programme."*

According to the Department official, housing consumer education and training programme assists both the Department of Human Settlements and the Municipality to deal with housing development issues before the housing project commences. Moreover, that it affords the community an opportunity to learn about housing

development projects and the benefits of owning a house. The Department official further said:

*“...what was of major concern was the beneficiaries of the housing programs not being able to realise the full potential of what they receive as a house.”*

Community members shared a similar view to the Municipal and Department officials when it comes to the need for the delivery of housing consumer education and training programme to communities. They saw a big need of housing consumer education and training programmes. The Chairperson of the Project Steering Committee said:

*“Yes there is a big need for housing consumer education and training program...”*

The chairperson sees the need for housing consumer education as an opportunity for the community to receive training in housing development. Again, housing consumer education and training affords community the goodness of owning a property, which is a house they benefit from housing development. The chairperson further said:

*“...so when you give them this opportunity for this training, you train them to understand now these very good shelter for them as a human beings in our society.”*

The Community members in various focus groups also alluded to housing consumer education as a very helpful and important educational programme to the community. One respondent in a focus group said:

*“...according to my own view, this housing consumer education programme and training is very helpful.”*

Community members commended housing consumer education and training as it helps the community to know more about the construction of their houses. Again it empowers the community to be able to voice out their dissatisfaction if they are not satisfied about the construction of a house before signing off or accepting that particular house. One respondent in another focus group said:

*“It gives people a clue as to what you need to take note of in the building of your house so that when the house is complete you are quite sure it was built correctly even though it’s a house that you are given for free but you have a right to voice out your dissatisfactions about incomplete house or poor workmanship.”*

To confirm that housing consumer education made a difference in the knowledge of the community about housing development the community members now know that when you sign off your house you must be happy about everything. One respondent in another focus group said:

*“You must be happy with everything and the building of the house must satisfy you and know that everything is right, so according to my own view it was very helpful.”*

Furthermore, community members agree that housing consumer education is important and it makes them know about their rights and the significance of checking the house before signing it off that you accept the house. One respondent from another focus group said:

*“I think it's very important for people to know about their rights. People deserve to know what to sign for and what to check in and around the houses before they move into the house.”*

Community members support each other on the importance of the housing consumer education. One respondent from a focus group in support of the other said:

*“To add on what Neli has said, I think that housing consumer education and training programme was important in the community.”*

According to the community members from various focus groups, housing consumer education makes the community aware about issues of beneficiary registration and qualification criteria. Moreover that it makes people to be familiar about when to sign

a happy letter or complain if you are not happy about your house. One respondent from a focus group said:

*“...the community initially was not aware about who should register or apply for benefication in the project and that when do you agree to sign the happy letter or complaint if you are not happy, if you had a training then you become familiar with all such things.”*

It is interesting that all respondents have a similar view on the need for housing consumer education. What was interesting again was the responses from the community members who were focus group participants in this study. None of them spoke about their involvement in the planning of the housing consumer education and training programme. In other words, they don't see themselves being an important stakeholder in the programme that can assist to make an effective and more educative community empowerment programme. The lack of comments around their involvement in the planning and management of the programme indicates that they see themselves as receivers of information only. In as much as they agree to the importance of the programme but they don't want to own the programme so that it makes a meaningful impact in empowering the community.

Literature on housing consumer education suggests that the community must be involved in the planning and management of the programme as it is used by government to empower community with knowledge on housing development (Nair, 2003). Housing consumer education framework (2010) defines housing consumer education and training programme as a community empowerment programme, therefore community must be involved in its planning and management so that it is able to address the needs of the community in housing development. Bush (2003) presents a strong argument on proper management of educational programmes and their institutions. In his work of theories of collegiality Bush (2007) focused on building cooperation between colleagues who work together to achieve a common

objective. Such theories build a tendency to support each other and cooperate with colleagues for an improved social transformation of the society (Zimmerman, 2007). Again, Zimmerman (2009) commends community involvement in the effective community educative empowerment programme.

#### **4.3.1.2 Capacitation of the community on requirements for beneficiary application and qualification criteria.**

The sub-theme on capacitation of the community on requirements for beneficiary application and qualification criteria, the Municipal official again commended the delivery of housing consumer education and training programme as it helps the beneficiaries to know the qualification criteria and application requirements. The Municipal official said:

*“...it helps a beneficiary who is going to benefit in terms of that housing project, also why is it going to benefit and also those who are not going to benefit also why are they not going to benefit in that housing project. They must also have the entire information of what document is the Municipality or Department of Human Settlement is gonna need from them.”*

The Department of Human Settlements official did not speak much on the issues of requirements for qualification and application criteria but had comments on the significance of educating the community through housing consumer education and training programme. The respondent said:

*“there should be some form of education to potential housing consumers or housing beneficiaries and as well as to the existing beneficiaries in order to make sure that they realise the full potential and benefits of owning the house.”*

According to the Department official training affords the beneficiary the opportunity to realise the full potential of owning a house.

Furthermore, the chairperson of the project steering committee as a community member never said much on the qualification criteria. Instead the other community members in the focus groups had commended housing consumer education as it capacitated them on qualification criteria and application process. Therefore it minimised challenges during application process. One respondent from a focus group said:

*“The problem was going to start from the beginning with administration because community wouldn't know as to who qualifies to apply for beneficiation in the project. The community needed to know the documents required for application process.”*

In my own view, most participants of the research agree that housing consumer education capacitates the community on qualification criteria and application process for housing projects. Housing consumer education and training programme being a significant programme for community empowerment on housing development, community members are reluctant to emphasise the regular facilitation of the programme.

Lee (2007) emphasises community empowerment as it exposes the community to capacity building with skills, knowledge and opportunities. Zimmerman (2007) acknowledges community capacitation as an objective for community development that empowers people to improve the community quality of life. In theories of community empowerment, Zimmerman (2007) explains community empowerment as it builds capacity for improved community participation in their own development. According to Zimmerman (2000), community empowerment addresses social injustices of the past so that social cohesion is achieved. Peterson (2014) reflects on improved community participation in housing development as it addresses the socio-economic inequalities of the past. As a result Nair (2003) supports community capacitation through housing consumer education that communities must fully take part in such empowerment programmes.

#### **4.3.1.3 Housing consumer education is a solution to the problems faced by the Department of Human Settlements in housing development.**

Regarding the sub-theme on housing consumer education as a solution to the problems faced by the Department of Human Settlements in housing development, the Department of Human Settlements official mentioned the programme as it came about as a result of challenges that were experienced by both the Department of Human Settlements and Local Municipalities as champions of the human settlements development. The official said:

*“Communities experienced the problem of beneficiaries that were selling their houses below the market value, beneficiaries were leasing their properties without signing the necessary lease agreements, beneficiaries did not understand that they were not allowed to sell their houses because you benefit once from the state, beneficiaries lacked information on various issues about human settlements development projects and subsidy programmes.”*

According to the Department official, the inception of housing consumer education and training programme had an objective of solving the recurring problems caused by beneficiaries. Their problems included, selling their houses below the market value, leasing their houses without proper agreements, and the lack of information on various housing subsidy programmes.

After studying data from all participants of this study I learnt that in this sub-theme other participants never said anything. It might happen that other participants were not aware of the challenges that led to the inception of housing consumer education and training programme. It is again interesting to learn that the same participants are not aware as to how much they lack knowledge on human settlements issues. They do not realise the potential of owning the property and the significance of accessing training on how to maintain such property so that its value continues to appreciate. Such lack of information may be caused by the social injustice of the past. It is therefore imperative that our communities continue to learn on how to transform their lives and improve their quality of life.

Zimmerman (2000) explains community empowerment as one way of dealing directly with community social issues as a result of the social injustices of the past. According to Mamburu (2012) empowerment outcomes refer to the operationalisation of empowerment so that the community can study the consequences of citizens attempts to gain control in their community or the effects of interventions designed to empower the community.

#### **4.3.1.4 Housing consumer education is a community empowerment programme**

Housing consumer education and training programme was considered by most respondents as a community empowerment programme. In this sub-theme, the Municipal official agreed that housing consumer education is a community empowerment tool as it provides the community with necessary information they need for housing development. The Municipal official said:

*“Housing consumer education provides the entire information in terms of the progress of the housing project.”*

Sharing a similar view the Department official looked at housing consumer education as an instrument that the Department initiated to assist housing beneficiaries with knowledge they deserve as housing beneficiaries and owners. Housing consumer education is a form of education to empower and capacitate house owners about the importance of owning a house. The Department official said:

*“...around 2005 when this information came through it was then decided that there should be some form of education to potential housing consumers or housing beneficiaries and as well as to the existing beneficiaries in order to make sure that they realise the full potential and benefits of owning the house.”*

This is a programme aimed to solve the existing problem of beneficiaries who lacked information on house ownership.

The chairperson of the PSC believes that it is very important for people to be educated through housing consumer education for them to know various things about housing development and requirements to qualify for beneficiary. The PSC Chairperson said:



*“there is a big need for housing consumer education and training program because people especially here in the rural areas, ... they see it so important which means the government is looking after them, so when you give them this opportunity for this training, you train them to understand now these very good shelter for them as a human being in our society.”*

According to the PSC Chairperson, housing consumer education is good for people living in the rural areas because they have never been exposed to such development before. To such community housing consumer education means that government is looking after the interests of the people. Again if the community is afforded the opportunity to learn through housing consumer education, people are able to understand the significance of the house as a shelter and economic upliftment to the society.

The community members see housing consumer education as a helpful programme that gives people a clue on what they should take note of before signing off their houses. The community member from a focus group said:

*“...according to my own view, this housing consumer education programme and training is very helpful. It gives people a clue as to what you need to take note of in the building of your house...”*

As housing consumer education gives a clue to the community on housing development in one way or the other, it empowers the community with necessary skills and knowledge to participate fully in their own development.

Besides helping the community to understand important issues about housing development, housing consumer education empowered the community about employment opportunities in the project. The community member from focus group said:

*“We also learnt even about the employment opportunities that as a community we can benefit from the project and other opportunities*

*that are available up until the stages where the construction of a house is complete and what to do in order to officially receive your house."*

In the past the community was not involved in their own development projects but today through housing consumer education, the community is empowered to participate actively in housing development project. Housing consumer education helps the community to know what is expected of them to officially receive a house.

In my own view, I believe housing consumer education is a very powerful tool used to empower the community where housing development is taking place. As a result, there is a need for housing consumer education. Housing consumer education helps the community to alleviate poverty, deal with inequalities of the past and address the socio-economic imbalances in the society.

Literature supports the responses of the participants of this study on the need for housing consumer education and training programme as explained by Nair (2003). Nair (2003) commends the need for housing consumer education as a programme that needs proper management and implementation plan to achieve its desired objectives in the community. On the other hand Zimmerman (2007) attest to community empowerment as it improves community participation in its own development. Moreover that, housing consumer education as an educational empowerment programme, requires proper management (Bush, 2003). Besides the fact that housing consumer education model is incongruent with community knowledge on various subsidy programmes but it is able to capacitate the community on various qualification criteria and application for beneficiation in housing development (Venter, 2006). Venter (2006) further argues on housing consumer education as a programme that is not comprehensive enough to address all the aspects addressed in the needs assessment of housing initiatives but according to respondents of this research, the information provided by housing consumer education is enough to know about the significance of owning a house. Taking cognisance of the significance of the management of housing consumer education, therefore it is important to learn various strategies and acquire the necessary insight in the planning, coordination, implementation and evaluation of the

effectiveness of the programme in empowering the community on housing development (Bush, 2003). As housing consumer education and training need has been narrated by a number of respondents to this study it is imperative to employ collegiality as a turn-around strategy to improve the effectiveness of housing consumer education (Bush, 2009).

#### **4.3.2 Congruence in views for housing consumer education**

Congruence in views for housing consumer education came as the second theme of the research question: the need for the delivery of housing consumer education and training programme by the department of human settlements to communities. This theme gave rise to two sub-themes: stakeholders' views, and housing consumer education builds the capacity of the community to lead their own development projects.

##### **4.3.2.1 Stakeholders views**

Regarding the sub-theme on stakeholders views, the Municipal official agrees that stakeholders see the significant need for housing consumer education and training programme. The Municipal official said:

*"I think yes the stakeholders in my opinion see the need of the housing consumer education program that needs to be delivered to the entire community..."*

In this regard the Municipal official believe that stakeholders see the need for housing consumer education similar to the official self. This may be as a result of congruent objectives of the stakeholders about the housing consumer education and training programme.

On the other hand, the Department official participated in this study believes that other stakeholders view the need for housing consumer education the same way as the Department official and housing consumer education facilitators. The Department official said:

*“...yes there are stakeholders who will view housing consumer education so in a similar way that we do as the Department and housing consumer education facilitators and practitioners...”*

While the Department official acknowledges having a similar view with stakeholders on the delivery of housing consumer education, the official further realised it is imperative to name the stakeholders that share similar views about housing consumer education and training programme. The Department official said:

*“The first stakeholder is the Municipality, the second stakeholder is the community to be a problem and then you also have stakeholders in the form of project managers from the municipality and from the Provincial Department of Human Settlements now the Councillors being the big stakeholder that I must mention who are in charge of the Wards where the projects are taking place...”*

Housing consumer education allows the community to engage and participate in decision-making about their own development. The various stakeholders that appreciate housing consumer education as mentioned by the Department official are the Municipality, the community and the Department itself and the Implementing Agents of housing development projects. Though Councilors are observed to be stiff about housing consumer education programme in their Wards, but it remains significant as it affords the community the opportunity to engage on other service delivery issues other than housing development only.

The Chairperson of the PSC never had much to say in this sub-theme. Instead the Chairperson commended the need for housing consumer education as it acknowledges the existing community traditional structures in rural areas. The PSC Chairperson said:

*“...here we have got Izinduna and Amakhosi because it is a rural area, so the housing consumer education helps a lot and the other stakeholders didn't see that because that they even teach people now to know about if you want to build you need to have title deeds and*

*stuff. Here we have got the PTOs, the Chief or the King must be involved...”*

According to the PSC Chairperson, it is important to involve Izinduna and Amakhosi in the housing development as owners of land used for housing development. Therefore, if housing consumer education emphasises such, the PSC Chairperson believes that all stakeholders in housing development have a similar view about housing consumer education.

According to data presented there is a great need for the delivery of housing consumer education as a community empowerment programme. Stakeholders in housing development projects view housing consumer education as a powerful community empowerment programme. Stakeholders also have a view that housing consumer education be facilitated in all development projects that are taking place in the community. This is an empowerment programme that assists the communities to improve its participation and involvement in the decision-making about their own development. Again all stakeholders need to partake in such community empowerment programme as it would assist stakeholders to understand their individual role in the development project.

Literature agrees that an effective community empowerment programme involves stakeholders' active participation (Zimmerman, 2009). Bush (2007) in theories of collegiality acknowledges stakeholders involvement in developing strategies to improve the performance of an organisation. An improved performance of the organisation is informed by collective leadership (Bush, 2009). Bush (2007) further attests that collective decision-making in an organisation yields an improved satisfaction of the members of the organisation.

#### **4.3.2.2 The community was not going to be able to lead their housing development project if there was no housing consumer education and training programme**

What seemed to emerge from focus groups is that the community was not going to be able to lead the housing development project if there was no housing consumer

education and training programme conducted. Firstly, the community was not going to learn about their role in the project. Secondly, the community was not going to know about their rights and application requirements to benefit in the project and finally the community was not going to understand the role and significance of the project steering committee in the housing development project. One respondent from a focus group said:

*"According to me the community was not going to be able to lead this project. The problem was going to start from the beginning with administration because community wouldn't know as to who qualifies to apply for beneficiation in the project. The community needed to know the documents required for application process."*

In this regard the community member spells out clearly the significance of the programme to empower the community with information and knowledge to take a lead in their own development.

Another community member from a focus group had a similar view of the community being unable to lead the housing development project if there was no housing consumer education and training programme. The community member from a focus group said:

*"I think that if there was no housing consumer education programme the community would not have been able to lead the project. I think it helped to educate the community."*

According to this community member, housing consumer education educates the community on various aspects of housing development projects which are important for the community to take a lead in their own development projects.

In my view, what was interesting in the response of the community members from different focus groups is that all of them have a common view of housing consumer education being an important programme that empowered the community with knowledge. If you listen attentively, none of these community members have an interest of being represented as the main stakeholder in housing development except

being the beneficiaries. If there could be such community involvement in a form of a committee, it was going to represent the interest of the community who deserves such training.

Literature on theories of collegiality suggests building cooperation between colleagues who share a common objective (Bush, 2003). Such colleagues must work together to achieve a common goal, which is educative teaching and learning in an organisation responsible for community empowerment with knowledge (Bush, 2003). Collective leadership assists in collective decision-making (Bush, 2007). However, housing consumer education is an educational community empowerment programme with knowledge, therefore its success lies in the proper management of the programme to become effective and expand community participation in their-own development (Zimmerman, 2007). Bush (2007) considers collegial model as a model of good practice in education management based on the principle of democracy. Through the housing consumer education and training programme, the community is able to elect the Project Steering Committee that leads the project (Mamburu, 2012). Again Zimmerman (2009) commends effective community educative empowerment programme as it enhances community social transformation, social justice and radical economic transformation.

#### **4.4 THE CONCEPTUALISATION OF HOUSING CONSUMER EDUCATION AND TRAINING PROGRAMME BY THE DEPARTMENT OF HUMAN SETTLEMENTS AND ROLLING IT OUT TO COMMUNITIES**

On the topic conceptualization of the housing consumer education and training programme by the Department of human settlements and its rolling out to the communities, there are four themes that emerged. Those themes are: key issues that were considered when developing housing consumer education and training programme, stakeholders involvement in the drawing up of housing consumer education and training programme, the structure of the housing consumer education and training programme as a community empowerment programme and the rolling out of the housing consumer education and training programme to communities.

#### **4.4.1 Key issues that were taken into account when developing housing consumer education and training programme**

On the theme key issues that were taken into account when developing housing consumer education and training programme, there are six sub-themes that emerged. The sub-themes are: empowering the community with knowledge and skills, developing a sustainable human settlements, ensuring the construction of quality homes, community economic empowerment through housing development projects, health awareness, and encouraging beneficiaries to occupy their houses.

##### **4.4.1.1 Empowering the community with knowledge and skills**

The entire purpose of developing the housing consumer education and training programme from its inception was to empower the communities who are beneficiaries of housing development projects with knowledge and skills. The Department official who participated in the study confirmed that housing consumer education aimed at educating communities on issues that negatively affected them as beneficiaries of housing development projects. The Department official said:

*“they are educated in terms of issues that may affect them negatively.”*

Furthermore, housing consumer education empowers the community with knowledge so that communities are able to run their housing development projects. The PSC Chairperson who was a participant to the study said:

*“the first issue here is to let people know because now they are aware about the project but on the other hand, they have to understand how to run their own project.”*

On the other hand the emphasis is on information that is divulged to the community through housing consumer education and training programme. The Municipal official mentions such information as important information to build community capacity to deal with project issues at various stages. The Municipal official said:

*I think more of the key issues that were taken into account when developing the housing consumer education and training programme were the issues of the exact information that the*



*entire community needs to know and why that kind of the information that needs to be delivered to them.”*

The housing consumer education was developed to solve the challenges of the time, which were problems caused by lack of information by beneficiaries. Both the Department of Human Settlements and the Local Municipalities as custodians of human settlements projects had to consider developing a solution that would lead to sustainable human settlements. The solution was the inception of housing consumer education as a community empowerment programme with knowledge on human settlements development projects. In addition, the programme attended to the issue of understanding subsidy programmes offered by the Department of Human Settlements. It allowed the community information to realise that everybody qualifies to benefit from human settlements development projects regardless of the status of the individual.

Literature accords the main objective of an educational empowerment programme being educative teaching and learning (Cox, 2017). According to Zimmerman (2007) cited in Zembylas and Papanastasiou (2009), community empowerment is often purposed to increase community decision-making authority and accountability in their own social and economic space. In this regard, it emphasises what Mamburu (2012) maintains that an empowered community develops the ability to resolve community issues in peace. The main objective of the housing consumer education was to build the capacity of the community to participate actively and vibrantly in their housing development projects (Housing Consumer Education Framework, 2010).

#### **4.4.1.2 Developing a sustainable human settlements**

Another important issue that was taken into account when developing housing consumer education and training programme was the issue of developing sustainable human settlements. The Department official after citing challenges that led to the inception of housing consumer education, one of the challenges was beneficiaries that were selling their houses below the market value. The Department official said:

*“The most important issue that was taken into account was to answer the question which says, how do we make the human settlements to be sustainable...”*

The issue of encouraging beneficiaries to occupy their houses further informs the development of sustainable human settlements. The Department official said:

*“...they are educated in terms of issues that may affect them negatively and also that they are encouraged to continue occupying their houses not to sell and not to rent houses.”*

According to the Department official a sustainable human settlements is when people value the benefit of owning a house. In a sustainable human settlement beneficiaries refrain from renting their houses but occupy them. According to the Department official, that is the full benefit of owning a house. The Department official said:

*“...the social side was more concerned about making sure that in a particular settlement which has been developed remain sustainable in the sense that those that have benefited continue to occupy their houses, they don't sell and they don't rent and secondly eventually when they do end up selling they sell at the market related price and they maximise the benefit of having owned an asset when that asset is eventually sold...”*

Housing consumer education has an important role to play in the social life of the society most particularly in human settlements. It capacitates the community to live a better life. It may assist the community to alleviate poverty and improve the social being of the society. It aims to improve the dignity of the community. Though nothing much is said on social cohesion being improved by housing consumer education, it is clear that in a sustainable human settlement, social cohesion is part of life.

Laverick (2017) argues about social cohesion as the level of community empowerment informs it. Laverick (2017) further articulates social cohesion as it unites the community to a common objective of a sustainable development and participation to economic opportunities that comes with such development. Therefore, the objective of the Department to achieve a sustainable human settlement through housing consumer

education confirms the significance of community empowerment (Zimmerman, 2000). Peterson (2014) explains empowerment process as a purpose to gain control, obtain the required resources and critical understanding of one's social environment, which are significant factors of sustainable human settlements.

#### **4.4.1.3 Ensuring the construction of quality houses**

Another issue that was considered in the inception of housing consumer education and training was the issue of poor workmanship in the construction of government-subsidised housing development. The Department official confirmed this issue and said:

*"...as the technical side we look at the viability of the settlement in terms of the structure. Is that house well constructed?"*

Poor workmanship has resulted in government engaging in house rectification programmes. In this programme the government goes back to rectify houses that were poorly constructed.

A community member participating in the focus group of this study confirmed the issue of community being informed about the quality of a structure. The community member said:

*"...it's true that housing consumer education is well thought of and it helped educate the community because as these houses are completed and people have to sign their happy letters they are able to ask questions about things that they are not happy about before signing off their happy letters. And when they put such complaints forward they would say that, in the training it was said that this is what we should expect in the building of the house but I don't see it."*

In this regard housing consumer education assists with the construction of improved quality houses. It assists the government to continue investing in other parts of the country where such housing development has not reached, compared to repeating development in one place because of poor workmanship. To avoid rectification

programmes quality should be monitored from the construction of the first house. As a result government can develop sustainable human settlements.

Although Nair (2003) disagrees with housing consumer education as it is unable to reach the biggest number of the community but he commends it for the construction of quality houses. In that sense it means that housing consumer education is a well thought off and rolled out programme. It is able to achieve its intended goals which is educative teaching to the community (Peterson, 2017). In this regard the objective of community empowerment through housing consumer education and training programme is attained (Nair, 2003). Through housing consumer education and training programme, according to Nair (2003) there are more possibilities of an improved government performance in the delivery of sustainable human settlements.

#### **4.4.1.4 Community economic empowerment through housing development projects**

The issue of community economic empowerment through housing development projects was raised as one of the important issues that were considered when developing housing consumer education and training programme. One community member in a focus group said:

*“...according to me the housing consumer education is delivered at the right time to the community because it is important that the community is trained before any development takes place, as this assists the community to understand about the opportunities that come with such development.”*

In this regard the community member acknowledges housing consumer education as an important programme that capacitates the community with knowledge on economic opportunities that come with the housing development project.

The Department official attests to the issue of economic empowerment through housing development. The Department official said:

*“...also other factors that were looked into for instance the issue of ensuring that people mobilise from cooperatives that can help*

*them provide with some form of income that will help to sustain their assets...”*

Community economic empowerment through housing development does not only create employment opportunities but also the artisan skills to the youth. Those are some of the things that develop a sustainable human settlement even after the close-out of the project.

The Municipal official and the Chairperson of the PSC never said much about economic empowerment in housing development project. Other community members in the focus groups also did not engage much on the issue of community economic empowerment.

I therefore think that the community is correct as they suggest community empowerment programme on every development that takes place in their areas. It can assist our community to increase their participation in the opportunities that come with such infrastructure development, in this regard, houses. As a result it may assist in a fight against poverty and unemployment in our communities. I believe that such community empowerment may maintain social cohesion, peace and stability in the community.

Literature agrees with community economic empowerment when there is infrastructure development project in the area (Mamburu, 2012). Zimmerman (2007) articulates that community development with skills helps the community to become creative to better the economic life of their environment through such development projects. Therefore it means that community empowerment in every development projects helps to improve the people's lives (Zimmerman, 2007).

#### **4.4.1.5 Health awareness**

One other issue that was raised as the key issue in the development of housing consumer education and training programme was using the programme for health awareness. Due to poverty and unemployment, in most areas where there has been housing development follows, health risks issues. The Department official confirmed

health issue as one of the important issues that were considered when developing housing consumer education. The Department official said:

*“...there were also issues of health to account in terms of awareness on the common diseases that people can succumb to and the healthy lifestyle...”*

In this regard the Department official confirms housing consumer education and training programme as the programme used by the Department for health awareness where there has been housing development. Further to that the community is empowered and encouraged to live a healthy lifestyle. The Department official further engaged on strategies for healthy living as the programme of one home one garden, which is encouraged in every housing development project for sustainable human settlements. The Department official said:

*“...the one home one garden project which is the project that assists beneficiaries in terms of growing up crops and vegetables that can also assist them in living a healthy lifestyle...”*

Other participants in the study never said anything about housing consumer education used for health awareness purpose in the community where there has been housing development.

The lack of comments from other participants of the study on housing consumer education being used as health awareness programme may be as a result of the lack of information on the conceptualisation of the housing consumer education. To me it means that participants had very little information on the objectives for the inception of housing consumer education.

Mamburu (2012) supports housing consumer education as the community empowerment programme that aims to improve the community quality of life. On the other hand, Peterson (2014) acknowledges the significance of education as an empowerment programme that helps the community to engage in critical creative approach about community issues.

#### **4.4.2 Stakeholders involvement in the drawing up of housing consumer education and training programme**

On the theme stakeholders involvement in the drawing up of housing consumer education and training programme there are three sub-themes that emerged. The sub-themes are: stakeholders involved in the drawing up of housing consumer education, the exclusion of local municipalities as key role players in the drawing up of housing consumer education and finally the stakeholder's views about the rolling out of housing consumer education to communities.

##### **4.4.2.1 Stakeholders involved in the drawing up of housing consumer education**

The Department official seemed to have more insight and understanding of the inception of housing consumer education and training programme as a community empowerment programme on issues of human settlements. The Department official further mentioned the officials of the Department and Metros as the main stakeholders who took part in the inception of housing consumer education and training programme. The Department official said:

*"...when housing consumer education was drawn up there were housing officials from all nine provinces that gathered together with the National Department and few officials from the very few Metros that we have in South Africa..."*

Housing officials were considered experienced role-players and their views were to be valuable in the drawing up of the housing consumer education. These officials had been working with communities and engaging them on human settlements development. The Department official said:

*"...most of them were people involved in Municipal support work and people that were also involved in community engagement type of work, which we also know as housing consumer education today..."*

Therefore Metros and Department officials were the only officials that met to draw up a new programme for community engagement in human settlements issues and today

that programme is called housing consumer education. The Local Municipalities and District Municipalities were going to be involved in the planning for implementation of the programme, which was not successful as well. The Department official said:

*"Initially no because we were emphasizing that there should be District forums where all Local Municipalities are involved in terms of planning for consumer education programmes and in terms of reporting on trainings conducted and mobilise other stakeholders into the programme."*

Again the Municipal official attested to the Department official on the involvement of stakeholders that were involved in the drawing up of housing consumer education. The Municipal official said:

*"...the mother body of them all is the Department of human settlements which provides funding of the projects in terms of budgeting."*

The Municipal official believes that the Department was the only stakeholder that was involved in drawing the programme because it is the funder of human settlements development project. According to the Municipal official, the Municipalities were not involved because they only participate in housing development as project monitors. The Municipal official said:

*"Municipalities are project monitors that monitor every progress in the project. They are doing inspections to ensure quality work."*

On the stakeholder involvement the Chairperson of the PSC argued that stakeholders like traditional council in rural areas should have been involved in the drawing up of the housing consumer education framework. The Chairperson of the PSC said:

*"another stakeholder that is important in our society is the Traditional Council, it should have been involved because it is important for them to know about every development in the area especially here in rural areas."*



In my own view, the Department of human settlements missed the point by leaving out Local Municipality in the inception of housing consumer education. The fact of the matter is that Local Municipalities are the custodian of human settlements development as developers. The Department participates in human settlements development as funders. Therefore the Department had to involve the Local Municipalities as key stakeholders who have a clear understanding of challenges in the communities where human settlements development is taking place. Again the Department has to lead the programme of other stakeholders involvement in the revision of housing consumer education so that it improves its impact in the communities that receive human settlements development projects.

Literature supports stakeholders' involvement in community empowerment programmes (Mamburu, 2012). In the same sense Bush (2007) attests to collegiality as the theory that supports the involvement of stakeholders in planning the programmes of the educational organisation. Bush (2007) further commends collegiality as it supports decision-making to be shared amongst members of the organisation. As a result, Zimmermn (2007) advocates stakeholders' involvement in planning a community empowerment programme as it leads to institutional effectiveness and this is what housing consumer education aims to achieve.

#### **4.4.2.2 The exclusion of Local Municipalities as key role players in human settlements development**

Initially local municipalities were not involved in the drawing up of the housing consumer education and training programme. Local municipalities were to be involved as District forums, which were going to plan the implementation of the programme and reporting on the progress. The Department official said:

*“Local Municipalities were involved in terms of planning for consumer education and reporting on trainings conducted”*

District forums were also going to compile reports on trainings conducted in their areas during the course of the year. Furthermore, it was going to mobilise other stakeholders to partake in the education of the community so that housing consumer

education reaches all aspects of life. District forums did not function because of the lack of commitment from local municipalities to participate. The Department official said:

*“it was the lack of commitment from the Municipal officials to have those meetings as monthly or quarterly meetings and also to submit the housing consumer education plan.”*

In my own view the lack of involvement of Local Municipalities in the inception stage of the housing consumer education and training programme demoralised Municipalities to participate in the programme. Municipalities did not have full ownership of the programme. Hence the nature of participation in the programme is driven by low morale and interest. As a result a good programme suffers. Municipalities are closer to the communities that benefit from housing development. Municipalities may have primary information on the needs of the community.

Literature reviewed proves that the use of first hand primary information targets the basic needs of the community in terms of community empowerment programme (Nair, 2003). Again for an improved result in terms of the implementation of community empowerment programme, stakeholder involvement is the basic requirement (Mamburu, 2012). The entire purpose of community empowerment, according to Peterson (2014) is to help people gain control, obtain needed resources and critically understand one's social environment better. Zimmerman (2007) confirms the process of empowerment as it assists people to develop skills so that they become independent problem solvers and decision-makers. This is what housing consumer education and training programme aims to achieve in communities that are beneficiaries of housing development (Nair, 2003). Therefore, stakeholders' views are also significant to give rise to an improved housing consumer education and training programme (Nair, 2003).

#### **4.4.2.3 Stakeholder's views about rolling out of housing consumer education to communities**

The challenge is that the programme is facilitated during the course of the week when most people are at work. There is a strong suggestion that housing consumer education

be facilitated on weekends so that a maximum number of community members attend the programme. One respondent from a focus group said:

*"...we note that most of the things happen during the course of the week when most people are at work and this is because everybody by that time is at work even those who are facilitators of the programme, if there could be means to facilitate on weekends the programme can benefit the maximum number of the community."*

Further suggestions is that the programme be facilitated during government outreach programme that is in community izimbizo so that it is able to empower the maximum number of people. The community member from a focus group said:

*"The facilitation of this programme can also be conducted during community izimbizo on weekends, I think it can reach more people."*

Housing consumer education should be rolled out even to communities where there are no human settlements projects as it deals directly with the important social problem of the community, which is housing the people. One respondent from a focus group said:

*"...firstly is that the housing consumer education is an ongoing engagement, it is continuous not an ad hoc function. Secondly housing consumer education deals with important community social issue, the housing of the community. Therefore community needs to be empowered on this information even if there is no human settlements development."*

Community views housing consumer education as a programme that empowers the community with knowledge they need most to have shelter. According to the community more human resource is required for successful programme to take place.

One respondent from a focus group said:

*"More people must be employed to facilitate the programme. The programme should also be scheduled for weekends to reach the maximum number of the employed communities who are not available to attend during the weekdays."*

One participant agreed that housing consumer education and training programme is rolled out correctly, though it is not properly planned. A Municipal official said:

*"...housing consumer education they are currently rolled out in a very fruitful and positive way taking into consideration that the community attendance is almost 90 percent in terms of the Ward population that we service."*

According to the PSC Chairperson, housing consumer education assists the people to stop criminal activities in housing development projects or it minimises the criminal behavior that compromises progress and quality of work in development projects. The PSC Chairperson said:

*"They now understand that all those things they were doing when building a house of stealing cement and material and the main contractor is forced to compromise quality in regard I see people being well educated to look after their materials for building their houses."*

The research further suggested that such programme must reach the entire community compared to what is currently happening as it attends to only the community affected by housing development. Again the skills that are learnt by the community from the projects confirm that housing consumer education and training programme is effective. A respondent from a focus group said:

*"...this project did empower the community because at the beginning of the project, there was Youth that went for skills training and now that Youth is part of the project. Some are employed and some started their companies they are building houses in the same project. This means that they gained artisan skills in this project and it is the youth of the same community."*

Housing consumer education should be a continuous community engagement programme. Such programme should be proactive. Housing consumer education programme is a successful programme if conducted on time to the specific community. The Departmental official said:

*"the information is forever changing, therefore the community that benefits from the Department must continuously be informed of the new developments"*

The programme is observed to be effective and successful in empowering the community with information and knowledge the community deserves. The Department official said:

*"If you were to ask me about that housing consumer education we had yesterday, it was successful and even after the training, people came to me and said this was a valuable information."*

Other means to educate the community on housing development programmes except community outreach through housing consumer education and training programme is dramatization. The Department official said:

*"12 years ago there was a TV and radio drama that was used to educate the community about housing development, it was role played by TV super stars like Ronald Mqwebu"*

There were budgetary challenges to keep the programme going, as it was too expensive for the Department. The Department had to discontinue the programme. The Department official confirmed and said:

*"the Department of Human Settlements managed to have one show per District in a year because of lack of finance to support the programme"*

Almost all participants in the study have a view that housing consumer education should be a continuous community empowerment programme. All participants agree that housing consumer education is an informative and educative programme that assists the community with knowledge and skills they require in order to take a lead in their housing development projects. Even the Department official attested to that and said:

*"We want housing consumer education to be proactive, we want housing consumer education to be continuous and never ending, we want consumer education to be conducted in each and every stage of the project from the inception stage to the planning stage to the implementation stage to the*

*close-out stage and even after close-out stage because the issues that touch those beneficiaries will forever be there.”*

The view in this regard is that housing consumer education must be a proactive programme instead of being reactive. Again it must be conducted before each stage of development commences. This can assist the community to prepare for the next stage of development in the housing project. In one-way or the other, it can maximise the participation of the community in the housing development project.

In my own view the community supports housing consumer education and training programme as a community empowerment programme. Again the community accepts with some improvements the rolling out to communities of the programme. In addition to the above there is a strong view on improving budget for housing consumer education. However, the lack of enough budgets to support and implement housing consumer education and training programme inhibits progress that should be made by government in educating the community about housing and achievement of sustainable human settlements. As a result, the lack of funds impedes the main objective of housing consumer education framework, which is educative teaching to the community of South Africa on housing issues.

However, Tukkahram (2012) notes housing consumer education as a community educational empowerment programme that enhances skills and knowledge to engage in economic activities of the communities. Hence the achievement of the skills, the community develops attitude to become creative to better the economic life of their environment (Zimmerman, 2007). As a result, improved living conditions and sustainable human settlement is achieved (Nair, 2003). Literature further attests that failure to plan and inappropriate use of the finances of an educational organisation impedes the effectiveness of the organisation to achieve its desired goals (Mestry, 2017).

#### **4.5 THE VIEWS OF THE COMMUNITY ON THE EFFICACY OF THE HOUSING CONSUMER EDUCATION AND TRAINING DELIVERED BY THE DEPARTMENT OF HUMAN SETTLEMENTS AS A PROGRAMME FOR COMMUNITY EMPOWERMENT**

On the topic the views of the community on the efficacy of the housing consumer education and training delivered by the Department of human Settlements as a programme for community empowerment two themes emerged: community considers housing consumer education and training as a successful community empowerment programme and other means to improve the rolling out of housing consumer education and training programme to the community.

##### **4.5.1 Community considers housing consumer education and training programme to be successful**

From the theme community considers housing consumer education and training programme to be successful two sub-themes emerged: housing consumer education is a successful community empowerment programme and communities gain more educational empowerment about housing development through housing consumer education and training programme.

##### **4.5.1.1 Housing consumer education is a successful community empowerment programme**

Conducting housing consumer education to the community, prior beneficiary administration in the project expands the community's opportunity to benefit in the housing project. Department official stated:

*"If you were to ask me about that housing consumer education we had yesterday it was successful and even after the training people came up to me saying that this was a valuable information with consumer education that was conducted"*

According to the Department official community commends housing consumer education as a programme that gives the community valuable information. In this regard the community is receptive of the programme as an effective programme that helps them to increase their knowledge about housing development and beneficiation.

The Municipal official further agrees with the effectiveness of housing consumer education that the programme enables and gives the community an opportunity to know about the entire housing development project. The Municipal official said:

*"I would say yes very much and they consider housing consumer education and training programme that enables them and give them the knowledge about the entire housing project."*

People become aware of the economic opportunities that come with housing development projects through housing consumer education and training programme. Therefore, communities use the available economic opportunities to their advantage. As a result, the community is able to improve their quality of life through housing development project. Hence the sustainable human settlement is achieved. The PSC Chairperson further said:

*"sub-contractors come from the community and also labour come from the community, you also have artisans also coming from the community."*

Housing consumer education is a successful programme but it needs to emphasise certain critical issues and make them clear to the community. Those issues include the requirements and criteria to qualify for registration and the opportunities that come with the housing development project, etc. If those issues are emphasised it is going to improve opportunities of the community to get houses. Community member from focus group said:

*"According to my view I would say no because they do not emphasise certain critical issues and make them clear to the community when they train these communities"*

Another suggestion made by the community member was that during beneficiary registration, beneficiaries should be visited in their houses so that they are afforded enough time to engage about the project as part of educating them on housing development projects. The community member from a focus group said:



*“during beneficiary registration, I suggest this is done by walking from house to house to register beneficiaries instead of calling the community into a hall and register them at the hall.”*

Housing consumer education is a successful programme as the communities learn new information about housing development. However it is important for people to learn about housing development projects and the opportunities they present because these are huge and different kinds of infrastructure development. The community member from a focus group said:

*“I think it does assist the community because when they are taught, the community gains knowledge they never had about housing projects.”*

In my own view the community that receives housing consumer education commends the programme as a successful community empowerment programme. Moreover that housing consumer education further affords the community an opportunity to participate vibrantly in the economic activities that comes with housing development projects. In as much as the community benefits from the programme, the most part of the community that hugely benefit is the youth. The youth benefit through skills development programme. In this programme, the youth learn artisan skills; those are building, carpentry, electricity and plumbing. After completion of studies they work in the project. It is further significant that communities are encouraged to use those people with skills in the community even after the project is complete. It can help to reduce the unemployment rate in the community.

It is apparent from the literature that community empowerment should bring change that would enable the community to act collectively to promote sustainable development (Skerratt & Steiner, 2013). Sainipar, Yudoko, Adhiutana and Dowaki (2012) attest that sustainable development enhances the community quality of life and diminishes rates of inequality and social exclusion. Christens (2012) claims that it is crucial for development processes to be directed by the community. It assists the community to increase their political power and social influence in the development

that is taking place (Mabhena and Moyo 2014). Again Bush (2003) claims an effective educational empowerment programme as a programme that is properly planned and implemented to achieve the objectives of the institution. Therefore, a properly planned programme has enough budgets and it has skilled and qualified human resources that are responsible for its implementation (Bush, 2009). Studies support theories stating that empowerment can be achieved through participation and focus specifically on participation as means of reducing marginalisation and inequality (Sainipar, Yudoko, Adhiutana and Dowaki, 2012). Hence housing consumer education is accepted as a successful programme in community empowerment; it is noted that the purpose of empowerment initiatives is to enable people to control and influence their lives, and participate actively in sustainable development (Christens, 2012).

#### **4.5.1.2 Community gains more educational empowerment on housing development through housing consumer education and training programme**

The scope of community empowerment through housing consumer education is not narrow to benefiting a house. It extends to estate administration for the generations of the house beneficiary. The Department official said:

*“when you touch on the issues of estate you find that people do not know about these things and if this information has been given to them on time maybe a year before that would have assisted them...”*

The community deserves to be capacitated on issues of winding up the estate. This information assists them to enjoy the privilege of passing a house or property to the next generations or making a maximum profit when selling a house or property. The Department official said:

*“when people are winding up their estate, they may lose a lot if they don't understand the process involved in the winding up of estate. They may lose a house that could have been passed on to their loved ones...”*

In this sub-theme, what was interesting was the response from the Department official who is always emphasizing the significance of extending the curriculum of housing consumer education to transfers of property and estate management. In most of our communities, such information is acquired through costs. Housing consumer education can be used to further capacitate our communities with such valuable information. Therefore, those who are facilitators of the programme need to be trained thoroughly to understand the issues of property transfer and estate winding up for them to have effective facilitation during the implementation of the programme.

Literature on educator empowerment emphasises six dimensions of which I will emphasise three that are relevant for the purpose of this study (Flaherty, 2018). Amongst Flaherty's (2018) dimensions of educator empowerment I want to consider i) teacher impact, ii) professional growth and iii) teacher self-efficacy as important in achieving the desired outcomes of the housing consumer education and training programme.

#### **4.5.2 Other means to improve the rolling out of housing consumer education to the community**

The theme: other means to improve the rolling out of housing consumer education to the community raised two sub-themes. Those sub-themes are: department to consider doing social facilitation in-house instead of using housing development implementing agents and other means to educate the community except using housing consumer education.

##### **4.5.2.1 Department to consider doing social facilitation in-house instead of using Implementing Agents**

Social facilitation in the housing development projects is the process of community engagement on the project that is about to start. This is the process done during the pre-marketing stage of the project to see if the community accepts the project and make comments on how they wish the project to be packaged. According to the Department official there is a lot of money used for social facilitation instead of being

used for housing consumer education. The Department official considers social facilitation similar to housing consumer education. The Department official said:

*"The Department should do social facilitation by its own in all housing projects instead of delegating it to the service providers"*

According to the Department official, the Department can afford to conduct social facilitation as part of housing consumer education. This can improve community engagement on housing development from pre-marketing to project closeout stage.

The Department should use money budgeted for social facilitation in housing projects to improve the implementation of housing consumer education. The Department official further said:

*"Social facilitation, we can do this in-house and also we can use that money to support the housing consumer education programme."*

To improve the rolling out of housing consumer education and training programme the Department official suggests that educating the community on housing issues should be conducted every six months as the housing project progresses. The Department official said:

*"the Department should make sure that housing consumer education is conducted at least once in 6 months because the information is forever changing, the circumstances under which people occupy their houses are always changing."*

According to the Department official the information on human settlements developments always improve and there are changes that are effected to improve service delivery on housing development, communities where there are housing projects need to be abreast about those issues. Housing consumer education is the vehicle to achieve that objective.

On the other hand, the Municipal official believes that housing consumer education should be conducted to communities during weekends. In substantiating the suggestion the Municipal official indicates that during weekends most of the people will be

available to attend the housing consumer education programme. That includes people who are working during the course of the week. The Municipal official said:

*“the majority of people who attend housing consumer education programme are elders and elders have a very little bit of interest and information about the current housing projects even if they ask question but not as much as the youth that would be at school at that time and people who are at work during the day.”*

Further to that the PSC Chairperson agrees with the Department official that housing consumer education should be a continuous community engagement programme from project inception to project closeout and even after the project has been closed. The PSC Chairperson said:

*“it can help if the housing consumer education happens before the project, in the middle of the project and at the end of the project when happy letters have been signed.”*

According to the community members housing consumer education should be done in different stages of the project. It would assist those who did not attend housing consumer education at the early stage of the project to learn about housing development along the way. People who do not attend these trainings they deny themselves a chance to know about various opportunities available in the project. The community member from a focus group said:

*“if housing consumer education can take place in stages that can be much appreciated because in the beginning of the project most people do not worry themselves much about participating in the project. Therefore, people deny themselves an opportunity to learn and know various opportunities available in the project and the role they can play.”*

Data suggests that community empowerment through housing consumer education on housing development issues is important. Again the Department should focus on improving means of implementing social facilitation in housing project as part of

housing consumer education. Moreover that data further alludes to improving the rolling out of housing consumer education. According to my own view it can assist to improve in housing delivery, as more people will be informed about human settlements policies and other information.

According to Mabhena and Moyo (2014), an informed community about its development in their area assists the government to achieve a sustainable development. The point that is raised here is that the community needs to be involved in their development and be able to benefit through service delivery as well as through economic opportunities (Skerratt & Steiner, 2013). Therefore, the facilitation of housing consumer education to reach the maximum number of the community will assist in achieving a large number of the community members participating positively in the development project (Skerratt & Steiner, 2013).

#### **4.5.2.2 Other means to educate the community except using housing consumer education**

In improving the rolling out of housing consumer education, data suggested various means that can be used in order to teach the maximum number of the community on housing development issues. Some suggested means of reaching the community were the use of roadshows, the use of radio and television programmes. The Department official said:

*“District housing consumer education was role-played by well known Actors, TV personalities and radio stars like Ronald Mqwebu and most of the actors of Umuzi wezinsizwa”*

Before there were district-housing drama programmes that were played by known TV and radio stars. Though this programme was expensive, but it is still suggested as the programme that can speedily promote housing development. There is current running programme that promotes community participation in human settlements development. The Department official said:

*“as the Department we also have a programme in SABC 1 although I cannot remember the name but where the programme of human settlements are taught to the community using TV.”*

The Department official claims that those programmes are not enough to educate the community of South Africa about the programmes of human settlements. The Department official further said:

*“ if you were to ask me if that was enough I would say that’s not enough in the Province.”*

Other means to educate the community on human settlements can be the use of community Izimbizo and during the Municipal IDP presentation programmes. The Department official again said:

*“District Izimbizo which happen every month in a District, housing consumer education should be part of those events as well.”*

Other participants in the research never said much on other means to educate the community on housing development. According to me this may be as a result of lack of information from both the community members and municipal official who participated in this research.

In this context, Christens (2012) attests to various means of reaching out to the community as a strategy to raise the interest of the community to participate in its development projects. On the other hand, Mabhena and Moyo (2014) supports using various means to reach maximum community to achieve educational community empowerment programme.

#### **4.6 CONCLUSION**

This chapter focused on the analysis, findings and discussion of the data generated from semi-structured interviews with the Department official, the Municipal official and the PSC Chairperson. Further data was generated through focus group interviews from community members who are also beneficiaries in the human settlements development project. Community members are also recipients of several housing consumer education and training programmes conducted in the Dukuza Housing project. Themes and sub-themes that emerged from productive analysis of data were

used to present information. Data was further discussed using theoretical framework, literature reviewed and other research works.

Chapter 5 as the last chapter will discuss the summary of the research, main conclusions developed from the research and make recommendations stemming from the research.



## **CHAPTER 5**

### **SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

Chapter four of this study presented data of this research, findings and discussions. Chapter five as the last chapter of this study will present the summary of the research, conclusions deriving from findings of the critical research questions and finally make recommendations related to the findings of the research. I remind the reader of the critical questions informing this study:

- Why is there a need for the delivery of housing consumer education and training programme by the Department of Human Settlements to communities?
- How is the housing consumer education and training programme conceptualised by the Department of Human Settlements and rolled out to communities?
- What are the views of the community on the efficacy of the housing consumer education and training programme delivered by the Department of Human Settlements as a programme for community empowerment?

#### **5.2 SUMMARY OF THE STUDY**

Community empowerment with regard to housing consumer education and training is an under-researched phenomenon in education in South Africa. Hence, in chapter one I presented the background and orientation of the research, the problem statement and rationale of the research. I further made a statement on the importance of this research and its potential to give clarity on the important role that the community can play in leading their own development. I further provided the objectives of the study, which informed the critical questions of this study. Moreover that, chapter one clarified the key concepts in the study and finally looked at the delimitations of the study.

Chapter two provided literature review of the study. It has two sections that is section A and B. Section A discussed literature reviewed on conceptualisation of community

empowerment and housing consumer education and training programme. Section B discussed the theoretical framework that underpins this study. The model I used is Zimmerman's (2007) theories of community empowerment and Bush's (2003) theories of collegiality to frame the study. I used the two theories to gain an understanding on how an educational community empowerment programme can be properly managed and implemented to improve the participation of the community in their own housing development projects. The entire objective here is to establish the efficacy of the programme in empowering the community with necessary skills and knowledge about opportunities that come with housing development in our communities. On the other hand I had to marry theories of community empowerment with theories of collegiality to consider the management principles of an educational empowerment programme. Here I promoted an improved education leadership and management of the programme as it informs a successful empowerment of the community with knowledge.

The third chapter of this research presented a description of the research design and methodology used in this research. Again, chapter three rationalised the option of the critical paradigm informed by my ambitions for an in-depth understanding from participants of the study about the effectiveness of the empowerment programme and the ability of the community to exploit the economic opportunities that come with housing development. I wanted to further establish the impact of the programme in economic emancipation of the community receiving housing consumer education as an empowerment programme. This was going to inform me whether the programme is able to achieve social cohesion and address the inequalities of the past. I accounted for the research methods used to collect information for this study namely; semi-structured interviews and focus group interviews. I conducted semi-structured interviews with the officials of the Municipality and the Department of human settlements and the PSC chairperson who is also a community member leading the housing development project. Again I conducted focus group interviews with fifteen community members who grouped themselves into three groups of five participants in each group. I provided a rationale for the choice of using purposive sampling to generate data. Again I gave a brief overview as to how I analysed the generated data.

Issues of ethics and trustworthiness are included in this chapter. For this study to comply with ethical practice of conducting a research I had to seek permission from various institutions to have access to participants of this study. Participants were supplied with consent forms and permission letters to complete. In concluding this chapter I presented the limitations of this research.

Chapter four presented data, findings and discussions of this research. To present the framework of organising data presentation I used critical questions. Each critical question was presented under themes that emerged from inductive analysis of data. The key findings for the research question, why is there a need for the delivery of housing consumer education and training programme by the Department of Human Settlements to communities?

were:

- Housing consumer education and training programme promotes the community right to know about their housing development.
- Housing consumer education further affords the community an opportunity to learn about housing development projects and the benefits of owning a house.
- Housing consumer education empowers communities to be able to voice out their dissatisfaction if they are not satisfied about the construction of a house before signing off or accepting that particular house.
- Housing consumer education helps the beneficiaries to know about the qualification criteria and application requirements for housing subsidy application.
- Housing consumer education creates sustainable human settlements as it stops beneficiaries from selling or renting their houses.
- Housing consumer education is a community empowerment tool used to empower beneficiaries and house owners with knowledge they deserve.
- All participants agreed that stakeholders views housing consumer education as an important programme that improves housing service delivery, and
- Housing consumer education assisted housing beneficiaries to be able to lead their housing development project.

The key findings for the research question, how is the housing consumer education and training programme conceptualised by the Department of Human Settlements and rolled out to communities?

were:

- Housing consumer education gives the community important information that builds community capacity to deal with housing development project issues at various stages.
- Housing consumer education assists with the construction of quality houses as the community learns to complain about poor workmanship.
- Housing consumer education develops sustainable human settlements as beneficiaries refrain from selling and leasing instead they occupy their houses after receiving training in the programme.
- Housing consumer education capacitates the community with knowledge on economic opportunities that come with the housing development projects.
- Housing consumer education is used to capacitate the community on health awareness issues in new human settlements development.
- It was only the Department of human settlements officials that were involved in the drawing up of housing consumer education and training programme.
- Housing consumer education be facilitated during weekends and in the government community outreach programmes e.g. izimbizo, etc.
- Housing consumer education needs to be a proactive community empowerment programme instead of being reactive.

The key findings for the research question, what are the views of the community on the efficacy of the housing consumer education and training delivered by the Department of Human Settlements as a programme for community empowerment?

were:

- Housing consumer education should be facilitated prior to beneficiary administration in order to expand the community's opportunity to benefit from housing development project.

- Housing consumer education is an effective programme that expands community's opportunities to benefit in the economic activities of housing development project.
- Housing consumer education should capacitate the community on estate administration issues.
- The Department of human settlements has to increase the funding of housing consumer education so that its facilitation in the community is able to reach the maximum community to keep the community informed about housing development.
- Housing consumer education needs to be facilitated in different stages of housing development project.
- The Department of Human Settlements to use roadshows, radio and television programmes in order to be able to empower maximum community on housing subsidy programmes.

### **5.3 CONCLUSIONS**

The aim of this study was to establish the need for conducting housing consumer education, its effectiveness and community views about rolling out the programme to communities. Based on the aim above and the key research questions, the study arrived at clear conclusions regarding the impact of housing consumer education and training programme in the empowerment of the community after engaging with the findings of the study. My conclusions are drawn around three research questions of my study.

#### **5.3.1 THE NEED FOR THE DELIVERY OF HOUSING CONSUMER EDUCATION AND TRAINING PROGRAMME BY THE DEPARTMENT OF HUMAN SETTLEMENTS TO COMMUNITIES**

When the researcher asked participants about the need for the delivery of the housing consumer education and training programme by the Department of human Settlements to communities, findings from the semi-structured and focus group interviews elicited similar views. Both the Municipal and the Department officials including the PSC

chairperson and community members who participated in the focus group interviews had congruent views on the need for the delivery of housing consumer education and training programme. Findings from semi-structured and focus group interviews suggested that there is a great need for community empowerment through housing consumer education and training programme on human settlements development. The empowered communities maximise its participation and benefit in the human settlements development project. Moreover that according to the findings, housing consumer education improves service delivery on human settlements.

On understanding the concept on capacitation of the community on the requirements for beneficiary application, all participants agree that the programme of housing consumer education was of great help to educate the community who are beneficiaries of sustainable human settlements development projects. I therefore conclude that housing consumer education empowers the community with relevant knowledge they need in order to minimise challenges when the community members apply for housing benefits. Communities learn about the requirements for beneficiary application to benefit in the housing project. Again the communities learn about economic opportunities they can exploit to their benefit in the housing development project. This maximises community participation and benefit in the housing project.

### **5.3.2 THE CONCEPTUALISATION OF HOUSING CONSUMER EDUCATION AND TRAINING PROGRAMME BY THE DEPARTMENT OF HUMAN SETTLEMENTS AND ROLLING OUT TO COMMUNITIES**

When participants were asked about the conceptualization of housing consumer education and training programme by the Department of Human Settlements and its rolling out to communities, findings revealed that only the Department official who was able to comment as participant of the semi-structured interview because he had an intense background and information on the inception of the programme. Findings suggests that in the drawing up of the framework for housing consumer education and training programme, the Department only focused on one side, that is to the officials of the Department of Human Settlements who were already experienced in dealing with community engagements on housing development projects.

According to the findings the Municipalities and communities who receive empowerment through housing consumer education and training were excluded in both the inception and conceptualisation of the programme. This concludes that there was no stakeholder involvement in the inception of the housing consumer education and training programme. The involvement of stakeholders could have contributed to the management, coordination and implementation of the programme. In order to maximise stakeholder involvement and participation in the programme, communities who receive housing consumer education should be formally structured into housing consumer education committees or forums that would lead human settlements engagement in the community representing the interest of the community. Again findings confirm the community as passive receivers of empowerment programme in which they have no role to play.

### **5.3.3 THE VIEWS OF THE COMMUNITY ON THE EFFICACY OF THE HOUSING CONSUMER EDUCATION AND TRAINING DELIVERED BY THE DEPARTMENT OF HUMAN SETTLEMENTS AS A PROGRAMME FOR COMMUNITY EMPOWERMENT**

When participants were asked about the views of the community on the efficacy of the housing consumer education and training delivered by the Department of Human Settlements as a programme for community empowerment, all participants in this study agreed that housing consumer education expands community's opportunity to benefit in the housing development project. Moreover that housing consumer education gives the community valuable information that assists to increase community knowledge on housing development. Findings further concluded that community accepts housing consumer education as an effective programme that assists communities to improve their quality of life through housing development. I further conclude that housing consumer education as the vehicle to achieve community engagement on housing development and sustainable human settlements, improves the delivery of sustainable human settlements. This means that through housing consumer education communities learn about different housing subsidy programmes and the role they can play to benefit economically and socially by receiving houses in the housing

development project. Lastly, I conclude that housing consumer education should be conducted in all project development stages so that the community who receives human settlements development project is continuously informed about project progress.

## **5.4 RECOMMENDATIONS**

I make six recommendations that emanated from the findings of the study.

### **RECOMMENDATION 1**

It is recommended that housing consumer education and training programme be an ongoing community engagement programme to keep the community informed about new human settlements development policies and issues.

### **RECOMMENDATION 2**

Another recommendation of this study is that the Department of Human Settlements and local municipalities have to find ways of involving the communities that receive empowerment through housing consumer education and training programme in the planning of the implementation programme for housing consumer education and training.

### **RECOMMENDATION 3**

It is also recommended that local municipalities and the community that receives empowerment through housing consumer education and training be afforded an opportunity to make submissions in the development of facilitation material. These stakeholders are considered closer to the communities who receive housing consumer education and training; therefore have a clear understanding of community issues when it comes to human settlements development.

### **RECOMMENDATION 4**

Again due to the lack of information to the communities that benefit from sustainable human settlements development, it is recommended that the curriculum facilitated during community empowerment programmes include estate administration. This can



inform the communities about how to adjust the ownership of the house if the original owner happens to die.

#### **RECOMMENDATION 5**

According to the community that was engaged on the effectiveness of housing consumer education and training it is recommended that the Department designs a housing consumer education and training programme that is able to reach the maximum number of community members through various radios stations and television programmes. It can increase community access to housing subsidy programmes and increase housing delivery.

#### **RECOMMENDATION 6**

Funding to the programme was noted as a barrier to the successful rolling out of housing consumer education to communities that receive human settlements development. It is therefore recommended that the Department of Human Settlements increases funding to the programme to improve its rolling out to the communities. Again further research is required on finding new and improved strategies to roll out to communities the housing consumer education and training programme as it is observed as the only programme that can assist the Department of Human Settlements to improve housing service delivery to the community.

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**Appendix A: LETTER TO THE DEPARTMENT OF HUMAN SETTLEMENTS  
REQUESTING A PERMISSION TO CONDUCT A RESEARCH IN HOUSING  
CONSUMER EDUCATION AND TRAINING FACILITATION AND MANAGEMENT  
DOCUMENTS.**

6 Voortrekker Street  
Hospital Park  
Ladysmith  
3370  
17 January 2018

Attention: The Head of Department Ms Greta Apelgren-Narkedien  
KZN Department of Human Settlements  
Private Bag X 9048  
Pietermaritzburg  
3200

Dear Madam

**REQUEST FOR PERMISSION TO CONDUCT A RESEARCH**

My name is Mthambisi Ellias Khumalo. I work at Okhahlamba Local Municipality as a Housing Manager. I'm a Masters student in the School of Education at the University of KwaZulu-Natal, Edgewood Campus. As part of my Degree fulfillment, I'm required to conduct a research. I have identified my area of specialization as a Housing Manager to work on my research within the Human Settlements. I therefore seek permission to conduct research with the Department's documents for Housing consumer education and training programme. These documents will include the curriculum, the vision and mission statement of Education Support Services of the Department and other planning and management documents. The title of my study is: **Community empowerment through the housing consumer education and training**

**programme: A case of a programme of the Department of Human Settlements in Uthukela District.**

This study focuses on exploring the perspectives of the community on the need and efficacy of the housing consumer education and training programme in driving the community empowerment through housing delivery in the Uthukela District. The planned study will focus on documents as mentioned above and again it will focus on three housing projects identified in Okhahlamba Local Municipality. In these projects it will identify the Project Steering Committee members, the Project Managers, the Project Facilitators and few beneficiaries as part of the larger community engagement. Participants will be interviewed and documents will be reviewed. This will take place at a convenient time for officials of the Department to assist with information, which will not interrupt their daily routine work. Each official document used for this research will be handled with care and returned to the Department in the same condition as it was received. All information captured will be treated with confidentiality. Officials will be contacted on time to make appointments to meet them for information purposes. Officials' participation to this research will always be voluntary, which means that if the official who is a participant wants to withdraw from the research can do so at any time without any penalties or whatsoever.

You are also at liberty to contact my supervisor, UKZN Research Office or myself should you have any queries or for further information about the research:

**Supervisor:**

Prof. Inbanathan Naicker

Tel: 031-260 3461 (Office)

Email: [Naickeri1@ukzn.ac.za](mailto:Naickeri1@ukzn.ac.za)

**UKZN Research Office:**

Mariette Snayman

HSSREC-Ethics

Tel: 031-260 8350

Email: [snymanm@ukzn.ac.za](mailto:snymanm@ukzn.ac.za)

**My Contact details:**

Mr Mthambisi Khumalo

Tel: 036-448 1023 (work)

Cell: 071 351 1713

Email: [Mthambisi@gmail.com](mailto:Mthambisi@gmail.com)

Your positive response in this regard will be highly appreciated

Thanking you in advance

Yours sincerely

ME Khumalo

## **Appendix B: CONSENT FORM FOR THE OFFICIAL OF THE DEPARTMENT OF HUMAN SETTLEMENTS**

### **DECLARATION FORM**

I \_\_\_\_\_ (full names and surname of participant) confirm that I have been informed about the nature, purpose and procedures for the study:

**Community empowerment through the housing consumer education and training programme: A case of a programme of the Department of Human Settlements in Uthukela District.** I have received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study. I understand that I'm at liberty to withdraw from the research any time should I so wish.

I ☐ Agree Or ☐ Do not agree

for the use of audio recording device during my interview session with the researcher.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

Thanking you in advance

Mr. ME Khumalo  
UKZN Student

**Appendix C: LETTER REQUESTING PERMISSION TO CONDUCT A RESEARCH  
FROM THE MUNICIPAL MANAGER: OKHAHLAMBA LOCAL MUNICIPALITY**

6 Voortrekker Street  
Hospital  
Ladysmith  
3370  
17 January 2018

Attention: Municipal Manager Mr. Siza Sibande  
Okhahlamba Local Municipality  
PO Box 71  
259 Kingsway Street  
Bergville  
3350

Dear Sir

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

My name is Mthambisi Ellias Khumalo. I work at Okhahlamba Local Municipality as a Housing Manager. I'm a Masters student in the School of Education at the University of KwaZulu-Natal, Edgewood Campus. As part of my Degree fulfillment, I'm required to conduct a research. I have identified my area of specialization as a Housing Manager to work on my research within the Human Settlements. I therefore seek a permission to conduct a research within the housing projects of the Municipality. The title of my study is: **Community empowerment through the housing consumer education and training programme: A case of a programme of the Department of Human Settlements in Uthukela District.**

This study focuses on exploring the perspectives of the community on the need and efficacy of the housing consumer education and training programme in

driving the community empowerment through housing delivery in the Uthukela District. The planned study will focus on documents and again it will focus on three housing projects identified in Okhahlamba Local Municipality. In these projects it will identify the Project Steering Committee members, the Project Managers, the Project Facilitators and few beneficiaries as part of the larger community engagement. Participants will be interviewed and documents will be reviewed. This will take place at a convenient time and it will not interrupt any daily routine work of the participants. Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names of the participants. Participants will be contacted on time to make appointments to meet them for interview purposes. Participation in this research will always be voluntary, which means that if the participant wants withdraw from the research, s/he can do so at any time without any penalties or whatsoever.

**PLEASE NOTE THAT:**

- There will be no financial benefits that participants may accrue as a result of their participation in this project.
- The identity of participants to this project will not be divulged under any circumstances during and after the reporting process.
- All the responses and reviewed documents will be treated with strict confidentiality.
- Pseudonyms will be used to represent the housing projects used in this study and the names of the participants.
- Participation will always remain voluntary, which means that participants may withdraw from the study for any reason, any time if they so wish without incurring any penalties.
- Participants who are purposefully selected to participate in this study and they will be contacted well in advance for interviews.
- The interviews shall be voice-recorded to assist me in concentrating on the actual interviews.

You are also at liberty to contact my supervisor, UKZN Research Office or myself should you have any queries or for further information of questioning about the research:

**Supervisor:**

Prof. Inbanathan Naicker

Tel: 031-260 3461 (Office)

Email: [Naickeri1@ukzn.ac.za](mailto:Naickeri1@ukzn.ac.za)

**UKZN Research Office:**

Mariette Snayman

HSSREC-Ethics

Tel: 031-260 8350

Email: [snymanm@ukzn.ac.za](mailto:snymanm@ukzn.ac.za)

**My Contact details:**

Mr Mthambisi Khumalo

Tel: 036-448 1023 (work)

Cell: 071 351 1713

Email: [Mthambisi@gmail.com](mailto:Mthambisi@gmail.com)

Your positive response in this regard will be highly appreciated

Thanking you in advance

Yours sincerely

ME Khumalo

UKZN Student



## Appendix D: CONSENT FORM FOR THE MUNICIPAL OFFICIAL

### DECLARATION FORM

I \_\_\_\_\_ (full names and surname of participant) confirm that I have been informed about the nature, purpose and procedures for the study:

**Community empowerment through the housing consumer education and training programme: A case of a programme of the Department of Human Settlements in Uthukela District.** I have received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study. I understand that I'm at liberty to withdraw from the research any time should I so wish.

I ☐ Agree Or ☐ Do not agree

for the use of audio recording device during my interview session with the researcher.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

Thanking you in advance

Mr. ME Khumalo  
UKZN Student

**Appendix E: LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH  
FROM THE PROJECT STEERING COMMITTEE**

6 Voortrekker Street  
Hospital  
Ladysmith  
3370  
17 January 2018

Attention: Chairperson of the Dukuza A Project Steering Committee  
Okhahlamba Local Municipality  
PO Box 71  
259 Kingsway Street  
Bergville  
3350

Dear Sir

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

My name is Mthambisi Ellias Khumalo. I work at Okhahlamba Local Municipality as a Housing Manager. I'm a Masters student in the School of Education at the University of KwaZulu Natal, Edgewood Campus. As part of my Degree fulfillment, I'm required to conduct a research. I have identified my area of specialization as a Housing Manager to work on my research within the Human Settlements. I therefore seek permission to conduct a research with housing projects on housing consumer education and training programme. This will include project facilitation in which you would be allowed to talk about your views as people who receive education and training, and are empowered through the programme. The title of my study is: **Community empowerment through the housing consumer education and training programme: A case of a programme of the Department of Human Settlements in Uthukela District.**

This study focuses on exploring the perspectives of the community on the need and efficacy of the housing consumer education and training programme in driving the community empowerment through housing delivery in the Uthukela District. The planned study will focus on documents as mentioned above and again it will focus on three housing projects identified in Okhahlamba Local Municipality. In these projects it will identify the Project Steering Committee members, the Project Managers, the Project Facilitators and few beneficiaries as part of the larger community engagement. Participants will be interviewed and documents will be reviewed. This will take place at a convenient time and it will not interrupt any daily routine work of the participants. Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names of the participants. Participants will be contacted on time to make appointments to meet them for interview purposes. Participation to this research will always be voluntary, which means that if the participant wants to withdraw from the research, s/he can do so at any time without any penalties or whatsoever.

**PLEASE NOTE THAT:**

- There will be no financial benefits that participants may accrue as a result of their participation in this project.
- The identity of participants to this project will not be divulged under any circumstances during and after the reporting process.
- All the responses and reviewed documents will be treated with strict confidentiality.
- Pseudonyms will be used to represent the housing projects used in this study and the names of the participants.
- Participation will always remain voluntary, which means that participants may withdraw from the study for any reason, any time if they so wish without incurring any penalties.
- Participants who are purposefully selected to participate in this study and they will be contacted well in advance for interviews.

- The interviews shall be voice-recorded to assist me in concentrating on the actual interviews.

You are also at liberty to contact my supervisor, UKZN Research Office or myself should you have any queries or for further information of questioning about the research:

**Supervisor:**

Prof. Inbanathan Naicker

Tel: 031-260 3461 (Office)

Email: [Naickeri1@ukzn.ac.za](mailto:Naickeri1@ukzn.ac.za)

**UKZN Research Office:**

Mariette Snayman

HSSREC-Ethics

Tel: 031-260 8350

Email: [snymanm@ukzn.ac.za](mailto:snymanm@ukzn.ac.za)

**My Contact details:**

Mr Mthambisi Khumalo

Tel: 036-448 1023 (work)

Cell: 071 351 1713

Email: [Mthambisi@gmail.com](mailto:Mthambisi@gmail.com)

Your positive response in this regard will be highly appreciated

Thanking you in advance

Yours sincerely

ME Khumalo

UKZN Student

## Appendix F: CONSENT FORM FOR PSC CHAIRPERSON

### DECLARATION FORM

I \_\_\_\_\_ (full names and surname of participant) confirm that I have been informed about the nature, purpose and procedures for the study:

**Community empowerment through the housing consumer education and training programme: A case of a programme of the Department of Human Settlements in Uthukela District.** I have received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study. I understand that I'm at liberty to withdraw from the research any time should I so wish.

I ☐ Agree Or ☐ Do not agree

to the use of audio recording device during my interview session with the researcher.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

Thanking you in advance

Mr. ME Khumalo  
UKZN Student

**Appendix G: LETTER REQUESTING PERMISSION FROM THE PROJECT  
BENEFICIARIES OR COMMUNITY MEMBERS**

6 Voortrekker Street  
Hospital  
Ladysmith  
3370  
17 January 2018

Attention: Beneficiary member of the Community  
Okhahlamba Local Municipality  
PO Box 71  
259 Kingsway Street  
Bergville  
3350

Dear Sir

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

My name is Mthambisi Ellias Khumalo. I work at Okhahlamba Local Municipality as a Housing Manager. I'm a Masters student in the School of Education at the University of KwaZulu-Natal, Edgewood Campus. As part of my Degree fulfillment, I'm required to conduct a research. I have identified my area of specialization as a Housing Manager to work on my research within the Human Settlements. I therefore seek permission to conduct a research with housing projects on housing consumer education and training programme. This will include project education and training that you receive as beneficiaries of the project. The title of my study is: **Community empowerment through the housing consumer education and training programme: A case of a programme of the Department of Human Settlements in Uthukela District.**

This study focuses on exploring the perspectives of the community on the need and efficacy of the housing consumer education and training programme in driving the community empowerment through housing delivery in the Uthukela District. The planned study will focus on documents as mentioned above and again it will focus on three housing projects identified in Okhahlamba Local Municipality. In these projects it will identify the Project Steering Committee members, the Project Managers, the Project Facilitators and few beneficiaries as part of the larger community engagement. Participants will be interviewed and documents will be reviewed. This will take place at a convenient time and it will not interrupt any daily routine work of the participants. Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names of the participants. Participants will be contacted on time to make appointments to meet them for interview purposes. Participation in this research will always be voluntary, which means that if the participant wants to withdraw from the research s/he can do so at any time without any penalties or whatsoever.

**PLEASE NOTE THAT:**

- There will be no financial benefits that participants may accrue as a result of their participation in this project.
- The identity of participants to this project will not be divulged under any circumstances during and after the reporting process.
- All the responses and reviewed documents will be treated with strict confidentiality.
- Pseudonyms will be used to represent the housing projects used in this study and the names of the participants.
- Participation will always remain voluntary, which means that participants may withdraw from the study for any reason, any time if they so wish without incurring any penalties.
- Participants who are purposefully selected to participate in this study and they will be contacted well in advance for interviews.

- The interviews shall be voice-recorded to assist me in concentrating on the actual interviews.

You are also at liberty to contact my supervisor, UKZN Research Office or myself should you have any queries or for further information of questioning about the research:

**Supervisor:**

Prof. Inbanathan Naicker

Tel: 031-260 3461 (Office)

Email: [Naickeri1@ukzn.ac.za](mailto:Naickeri1@ukzn.ac.za)

**UKZN Research Office:**

Mariette Snayman

HSSREC-Ethics

Tel: 031-260 8350

Email: [snymanm@ukzn.ac.za](mailto:snymanm@ukzn.ac.za)

**My Contact details:**

Mr Mthambisi Khumalo

Tel: 036-448 1023 (work)

Cell: 071 351 1713

Email: [Mthambisi@gmail.com](mailto:Mthambisi@gmail.com)

Your positive response in this regard will be highly appreciated

Thanking you in advance

Yours sincerely

ME Khumalo

UKZN Student



## Appendix H: CONSENT FORM FOR COMMUNITY MEMBERS

### DECLARATION FORM

I \_\_\_\_\_ (full names and surname of participant) confirm that I have been informed about the nature, purpose and procedures for the study:

**Community empowerment through the housing consumer education and training programme: A case of a programme of the Department of Human Settlements in Uthukela District.** I have received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study. I understand that I'm at liberty to withdraw from the research any time should I so wish.

I ☐ Agree Or ☐ Do not agree

to the use of audio recording device during my interview session with the researcher.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

Thanking you in advance

Mr. ME Khumalo

UKZN Student

## **Appendix I: INSTRUMENT FOR PSC CHAIRPERSON INTERVIEW**

- 1. Why is there a need for the delivery of housing consumer education and training programme by the Department of Human Settlements?**
  - 1.1. As a PSC Chairperson, do you think there is a need for housing consumer education and training programme? Explain.
  - 1.2. Do you think other stakeholders view the need for housing consumer education and training programme similar to you? Explain.
- 2. How is the housing consumer education and training programme conceptualised by the Department of Human Settlements and rolled out to communities?**
  - 2.1. What are some of the key issues that were taken into consideration when developing the housing consumer education and training programme, and why?
  - 2.2. Who were the stakeholders involved in drawing up the housing consumer education and training programme and why were they considered input?
  - 2.3. What is your view on how housing consumer education and training programme is rolled out to communities?
- 3. What are the views of the community on the efficacy of the housing consumer education and training delivered by the Department of Human Settlements as a programme for community empowerment?**
  - 3.1. Do you think the community considers housing consumer education and training programme to be successful? Explain.
  - 3.2. What more do you think can be done to improve the housing consumer education and training programme?

**Appendix J: INSTRUMENT FOR HOUSING CONSUMER EDUCATION  
FACILITATORS Department official and Municipal official.**

- 1. Why is there a need for the delivery of housing consumer education and training programme by the Department of Human Settlements?**
  - 1.1. Do you think there is a need for the housing consumer education and training programme,? Explain.
  - 1.2. Do you believe that other stakeholders view the need for housing consumer education and training programme similar to you? Explain.
- 2. How is the housing consumer education and training programme conceptualised by the Department of Human Settlements and rolled out to communities?**
  - 2.1. What are the key issues that were taken into account when developing the housing consumer education and training framework and why?
  - 2.2. Who were the stakeholders involved in drawing up the housing consumer education framework as a programme and why were they considered input?
  - 2.3. What are your views in how the housing consumer education and training is rolled out to communities?
- 3. What are the views of the community on the efficacy of the housing consumer education and training delivered by the Department of Human Settlements as a programme for community empowerment?**
  - 3.1. Do you think the community considers the housing consumer education and training programme to be successful? Explain?
  - 3.2. What more do you think can be done to improve the housing consumer education and training programme?

**Appendix K: FOCUS GROUP INSTRUMENT Project beneficiaries or community members**

**1. Why is there a need for the delivery of housing consumer education and training programme by the Department of Human Settlements?**

1.1. As a community member and a person who received a house from the housing project, why do you think you need housing consumer education training before you sign off your house?

1.2. If there was no housing consumer education trainings in the project, would the community be able to lead this housing development project and why?

**2. How is the housing consumer education and training programme conceptualised by the Department of Human Settlements and rolled out to communities?**

2.1. Do you think the housing consumer education and training programme is well thought off and structured? Explain.

2.2. Do you think it is delivered to the community very well? Explain.

**3. What are the views of the community on the efficacy of the housing consumer education and training delivered by the Department of Human Settlements as a programme for community empowerment?**

3.1. As a member of the community, what are your views about Housing Consumer Education as a community empowerment programme, does it deal with housing issues in a well-ordered manner?

3.2. What can you suggest as your views in terms of training needs through housing consumer education that is required to enhance successful participation of the community in housing development?

## Appendix L: CONSENT FORM FOR ETHICAL ISSUES

### DECLARATION FORM

I \_\_\_\_\_ (full names and surname of participant) confirm that I have been informed about the nature, purpose and procedures for the study:

**Community empowerment through the housing consumer education and training programme: A case of a programme of the Department of Human Settlements in Uthukela District.** I have received, read and understood the written information about the study. I understand the ethical issues of the study as:

- i) Confidentiality
- ii) Privacy
- iii) Permission
- iv) Harm
- v) Termination

and this has been explained to me and I consent voluntarily to take part in the study.

I ☐ Agree ☐ Or ☐ Do not agree

to the use of audio recording device during my interview session with the researcher.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

Thanking you in advance

Mr. M.E. Khumalo  
UKZN Student

# Annexure A: Turnitin Certificate

Turnitin Originality Report



## Turnitin Originality Report

Mr by M Khumalo

From Thesis (PhD Thesis)

Processed on 10-Nov-2019 7:00 PM

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ID: 1210740122

Word Count: 26431

Similarity Index	Similarity by Source
8%	Internet Sources: 2%
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1 1% match (student papers from 06-Dec-2013)  
Class: MEDELMP2013  
Assignment: Dissertation  
Paper ID: [380847530](#)

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[Submitted to University of the Western Cape on 2018-07-02](#)

4 < 1% match (publications)  
[Abdul Wahid, Muhammad Shakil Ahmad, Noraini Bt. Abu Talib, Iqtidar Ali Shah et al. "Barriers to empowerment: Assessment of community-led local development organizations in Pakistan". Renewable and Sustainable Energy Reviews, 2017](#)

5 < 1% match (student papers from 01-Nov-2019)  
[Submitted to University of KwaZulu-Natal on 2019-11-01](#)

6 < 1% match (student papers from 16-Jan-2017)  
[Submitted to Mancosa on 2017-01-16](#)

7 < 1% match (student papers from 26-May-2019)  
[Submitted to University of KwaZulu-Natal on 2019-05-26](#)

8 < 1% match (student papers from 18-Jan-2013)  
[Submitted to University of KwaZulu-Natal on 2013-01-18](#)

9 < 1% match (student papers from 16-Nov-2014)  
Class: MEd ELMP  
Assignment: Diss  
Paper ID: [478262024](#)

10 < 1% match (student papers from 23-Nov-2018)  
[Submitted to University of Limpopo on 2018-11-23](#)

## Annexure B: Language Clearance Certificate

25 Maple Crescent  
Circle Park  
KLOOF  
3610

Phone 031 – 7075912  
0823757722  
Fax 031 – 7110458  
E-mail:  
[dr1govender@telkomsa.net](mailto:dr1govender@telkomsa.net)  
[sathsgovender4@gmail.com](mailto:sathsgovender4@gmail.com)

# Dr Saths Govender

22 NOVEMBER 2019

TO WHOM IT MAY CONCERN

## LANGUAGE CLEARANCE CERTIFICATE

This serves to inform that I have read the final version of the dissertation titled:

**COMMUNITY EMPOWERMENT THROUGH HOUSING CONSUMER EDUCATION AND TRAINING PROGRAMME: A CASE OF A PROGRAMME OF THE DEPARTMENT OF HUMAN SETTLEMENTS IN UTHUKELA DISTRICT** by M.E. Khumalo, Student Number 214 525 938.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully

*S. Govender*

**DR S. GOVENDER**

B Paed. (Arts), B.A. (Hons), B Ed.  
Cambridge Certificate for English Medium Teachers  
MPA, D Admin.



18 July 2018

Mr Mthambisi Elias Khumalo (214525938)  
School of Education  
Edgewood Campus

Dear Mr Khumalo,

Protocol reference number: HSS/0639/018M

Project title: Community empowerment through the housing consumer education and training programme: A case of a programme of the Department of Human Settlements in Uthukela District

**Approval Notification – Expedited Approval**

In response to your application received on 08 June 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

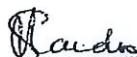
Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr Inbanathan Naicker  
Cc Academic Leader Research: Dr SB Khoza  
Cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

Professor Shenuka Singh (Chair)






Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za) / [snymann@ukzn.ac.za](mailto:snymann@ukzn.ac.za) / [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)

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Annexure D: Approval letter from Department of Human Settlements



**human settlements**  
Department:  
Human Settlements  
**PROVINCE OF KWAZULU-NATAL**

06 Voortrekker Street  
Hospital Park  
Ladysmith  
3370, South Africa

Attention Mr ME Khumalo

Dear Sir

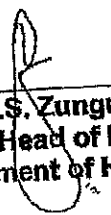
**LETTER OF SUPPORT FOR MR MTHAMBISI ELLIAS KHUMALO TO UNDERTAKE  
RESEARCH ON COMMUNITY EMPOWERMENT THROUGH THE HOUSING  
CONSUMER EDUCATION AND TRAINING PROGRAMME: A CASE OF A  
PROGRAMME OF THE DEPARTMENT OF HUMAN SETTLEMENTS UTHUKELA  
DISTRICT**

Your letter dated 17 January 2018 refers;

The KwaZulu Natal Department of Human Settlements wishes to inform you that a request from Mthambisi Ellias Khumalo to undertake research in Human Settlement has been considered. The outcome of the research area will be 'exploring the perspectives of the community on the need and efficacy of the housing consumer education and training programme in driving the community empowerment through Housing delivery in UThukela District'. The research may lead to the awarding of a master's degree.

The Information Officer from the Department is required to approve the release of any documents that Mr Khumalo may require to do his research.

We wish to inform you of the acceptance of the request and hereby assure you of the utmost co-operation towards the achievement of the research and the outcome of which may assist the Department of Human Settlements and UThukela District to improve service delivery.

  
Mr M.O.S. Zungu  
Acting Head of Department  
Department of Human Settlements

21/05/2018  
Date

Annexure E: Approval letter from Okhahlamba Local Municipality



LOCAL MUNICIPALITY  
OFFICE OF THE MUNICIPAL  
MANAGER

P. O. BOX 71, BERGVILLE, 3350

Reference:  
Date: 18/04/2018

Enquiries: Mr S.D. Sibande  
E-mail: [siza.sibande@okhahlamba.gov.za](mailto:siza.sibande@okhahlamba.gov.za)

Telephone: 036 - 448 8000  
Fax: 036 - 448 1986

6 Voortrekker Street  
Hospital  
Ladysmith  
3370

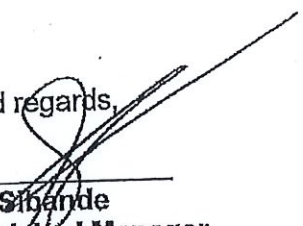
Dear Sir

**PERMISSION TO CONDUCT A STUDY**

This letter serves to confirm that Okhahlamba local Municipality hereby grants Mthambisi Elias Khumalo to conduct his study at Okhahlamba area for his Master.

Hope you will find the above in order.

Kind regards,

  
SD Sibande  
Municipal Manager

Annexure F: Approval letter from Dukuza Project Steering Committee

LOCAL AUTHORITY

Ref no : K1504 0005/2



16 May 2018.

**PERMISSION TO CONDUCT A RESEARCH**

Dear Sir

As Dukuza A Housing Project Steering Committee, we want to acknowledge the receipt of your request letter on the Subject above.

The Project Steering Committee was able to sit on the 8<sup>th</sup> of May and deliberated on your letter. Again the Committee unanimously agreed to grant you the permission to conduct your research in the project. Members of the Committee will give you a full support on the project.

We apologise for late response

Kind regards

Mr Thembinkosi Hlatshwayo  
Dukuza A Housing Project Steering Committee Chairperson