

**EMPOWERING VOLUNTEER CAREGIVERS WORKING WITH
FOSTER FAMILIES: THE DESIGN, IMPLEMENTATION AND
EVALUATION OF A TRAINING PROGRAMME**

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**EMPOWERING VOLUNTEER CAREGIVERS WORKING WITH
FOSTER FAMILIES: THE DESIGN, IMPLEMENTATION AND
EVALUATION OF A TRAINING PROGRAMME**

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Supervisor: Dr. B. Simpson

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ABSTRACT

This study aimed to design, implement and evaluate a training programme to empower volunteer community caregivers working with foster families in the rural area of Ndwedwe, KwaZulu-Natal. The location of the study was at Ward 11 Sonkombo area which falls under Ndwedwe Local Municipality. The context of the research was a Non-governmental organization (NGO), the Zikhuliseni Traditional Development.

The overall aim of the study was to design, implement and evaluate a training programme to empower volunteer community caregivers working with foster families in the rural area of Ndwedwe, KwaZulu-Natal.

The objectives of this study were to:

- To determine the challenges facing volunteers in their work as community care givers.
- To develop and implement a programme aimed to address these challenges.
- To evaluate implemented programme.

The research methodology utilized was The Adapted Intervention Research Model (Strydom, Steyn and Strydom: 2007). The participants of this study were seven volunteers who do voluntary work at the above mentioned organisation as well as the project manager. The study began by conducting need assessment with the participants. Secondly, the programme was designed and implemented. Thirdly, the implemented programme was evaluated. Data collection tools were a semi-structured interview, individual questionnaires and a focus group. The theoretical framework that guided this study was the empowerment theory.

Findings of this study in relation to the objectives of the study revealed that the motivation of volunteering in this organization was mainly based on egoistic needs for money and the opportunities for self-improvement. No training had been provided for the volunteers. The implemented training programme was successful in empowering the volunteers. Recommendations regarding improving volunteers services are made.

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CHAPTER ONE

INTRODUCTION

This study aimed to design, implement and evaluate a training programme to empower volunteer community caregivers working with foster families in the rural area of Ndwedwe, KwaZulu-Natal. This chapter begins by providing an overview of volunteers and volunteerism and explains what these terms mean. The context of the study, the problem statement and rationale for the study and the aims and objectives of the study are then presented. The theoretical framework, which is empowerment theory, is described and research methodology is briefly presented. The chapter ends with the presentation of the contents.

BACKGROUND

“Since the beginning of civilization, a fundamental human value has been people helping people and in the process helping themselves” (International Federation of Red Cross, Crescent Societies and United Nations Volunteers, 2004: 18). Many people all over the world have at some point or another been involved in volunteer activity. Wilson and Pimm (1996) estimated that in Britain 39% of the population has been involved in some form of volunteerism and the United States of America this number is 50%. Volunteerism is not something new. During the nineteenth century, thousands of organisations in Britain depended on volunteers (Wilson and Pimm, 1996). There is also evidence that volunteers played an important role in eighteenth century America with a volunteer firehouse being established by Benjamin Franklin.

South Africa also has a long tradition of volunteerism with its philosophy of ubuntu and its associated concepts of caring and sharing (Perold, 2007). In South Africa, traditional societies had a strong sense of self- help and collective responsible for community well-being and according to Perold (2007:1) this “spirit of co-operation and reciprocity persisted” despite the challenges of colonialism. Later, during the struggle against apartheid, many volunteers offered their services for the good of their communities (Perold, 2007). Volunteers continue to play an important role in developmental projects with many community- based and non- governmental organisations depending on volunteers for their continued existence and to provide services (Matsuba, et al,

(2007); Schuurman (2013). Akintola (2010:53) for example, stated that volunteers are increasingly being relied upon to provide home-base care for vulnerable people in South Africa.

Patel, Perold, Mohamed and Carapinha (2007) indicated that national surveys conducted in 2002 and 2005 showed an increase in volunteering in South Africa and Everatt and Solansky (2006) estimated that seventeen percent of the South African population were engaged in some form of volunteerism. Community volunteers play a tremendous role in ensuring community wellness and the backbone of many non-governmental organizations in South Africa and in many other countries. They bridge the gap between government and society by working closely to the community at a grassroots level.

Stipend- paid volunteering has emerged in South Africa as part of the government initiatives to reduce poverty and unemployment and help people to enter the job market. Stipend-paid volunteers are paid a wage far below the market value and they engage in work to help people with whom they have no personal connection (Tschiarhart, Mesch, Perry, Miller and Lee, 2001). Stipend-paid volunteerism is also seen a strategy to increase skills and experience so that people become more employable (Patel, et al, 2007). In many instances volunteers who are paid a stipend are referred to as community based caregivers. Generally, these people live in the community they serve, and they are recruited and selected by local NGOs, (Boesten, Mdee and Cleaver, 2011). The underlying assumption is that they are important as they increase access to services, they are sustainable and cost effective and they are accountable because they are closer to the service users.

Volunteers can be found in many sectors. Each and every individual can be involved into a voluntary task of his or her choice because the reasons of being a volunteer differ from person to person. Karen and Mandeep, (2004) Peter, (2005) in Schuurman (2013:1) stated that “ people volunteer in different sectors such as faith-based, sport, hospitals, schools, blood donor, animal rescue and educational organizations”. In faith- based sectors, volunteers are usually motivated by norms and their church beliefs of helping each other while most of people who volunteer at hospitals are retired professionals. “The social and economic situation especially as it relates to unemployment and HIV/AIDS determines the need and scope for service and who can and will volunteer, as these challenges are faced mainly by women, the black community and the youth”

(Perold et al, 2006 in Schuurman, 2013:5). Challenges that face our country need a collection action whereby volunteers play a crucial role as they are able to work with people at a grassroots level especially by conducting home visits.

The terms volunteerism and volunteer are now discussed.

Volunteerism

The International Federation of Red Cross, Red Crescent and United Volunteers (2004:18) defined volunteerism as “the group of activities carried out by individuals, associations or legal entities, for the common good by choice and without intention of financial gain, outside the framework of any employment, mercantile or civil relationship”. Similarly, Barker (1991:249 in Claassens, 2004:24) defined volunteerism as “the mobilization and the utilization of unpaid individuals and groups to provide to provide human services”. Volunteerism can assist people in obtaining a better sense of belonging and inclusion and while the concept of volunteerism may differ from culture to culture, there appears to be a universal aspiration to contribute to the common good, out of free will and in a spirit of cohesion, without expectation of material reward.

Volunteer

Bussel and Forbes (2001:245) are of the opinion that “ it is extremely difficult to define what is meant by a volunteer as there is no standard practice in volunteering as volunteers function in thousands of different organization taking extremely varied roles”. However, various international and national bodies and scholars have provided definitions which provide an understanding of the term.

According to the International Federation of Red Cross, Red Crescent and United Nations Volunteers (2004:18), a volunteer is defined “as an individual who, by free choice offers his or her time, work skills, occasionally or on a regular basis without expectation of compensation other than reimbursement of reasonable expenses and subsistence allowance necessary for the accomplishment of his or her assignment as a volunteer for the public benefit, individually or within the framework of informal or officially registered Non-government organization, Non-profit organization or national or international public entities”.

In South Africa, the White Paper for Social Welfare in South Africa (Department of Social Development, 1997:98) defined a volunteer as “a professional or non-professional person who provides a service to welfare or development organization, usually without reimbursement and volunteers can be involved in one or more of the following: providing direct service to clients, performing administrative tasks, public relations, fund-raising (organizations) policy making (advocating and lobbying) and advising”.

In social work circles, the New Dictionary of Social Work (1995:96) defined “a volunteer as a person who offers his or her services or who is recruited to render a service at a welfare agency, usually without remuneration” and Claassens (2004:23) stated that the Family and Marriage Society of South Africa defined volunteer as somebody whom willingly and without any remuneration does a specific task for a Non-governmental organization.

In summary, the defining features of volunteerism and volunteers appear to be voluntary service for the common good without expectation of financial reward. However, as discussed in the previous section, the notion of stipend paid volunteering has developed.

RESEARCH CONTEXT

The context of the research is a Non-governmental organization (NGO), the Zikhuliseni Traditional Development. Zikhuliseni Traditional Development was initially established by traditional healers in 2009 and the aim was to promote community well-being using indigenous ways of healing. The organization was not well maintained since there was a communication breakdown between Department of Health and the NGO itself. On the 31 of April 2011, the Department of Social Development became involved, and the aim and objectives of the organization were then amended in order to accommodate the mission of the Department.

The main objective of this organization is to ensure the well-being of vulnerable children by working closely with foster families. Volunteer community caregivers provide direct services and intervention in order to safeguard the lives of vulnerable children. Three times per week,

community caregivers conduct door to door home visits to identify families with vulnerable children that need assistance from Department of Social Development. Home visits are also conducted to homes where children have been placed in foster care. The purpose of these home visits is to offer support and guidance to the families and children. The main focus of this organization is children who do not have both parents, and like many other such organizations it relies on volunteers.

The organization is run by a committee consisting of eight board members consist of chairperson, deputy chairperson, secretary, deputy secretary, treasurer and three additional members whose task is to overview the functioning of the organization in general. The project manager sits as an ex-officio in all committee meetings. A duty of the project manager in the meeting is to report about the progress and challenges faced by the organization so that the committee can explore turnarounds of all the identified challenges. The project manager also serves as a link between volunteers and the committee as volunteers is not allowed on the committee meetings.

At Zikhuliseni Traditional Development, volunteers are recruited through posters that are placed at the local shops and by e word of mouth at churches. There is a notion that religiously affiliated volunteers can do better at providing voluntary work as this is associated with religious principle of doing good for your neighbor moreover volunteering provides faith-based volunteers with the opportunity to integrate their spiritual beliefs and helping those who are in need.

Zikhuliseni Traditional Development targets all unemployed youth and adults who passed matric and unable to continue with their studies due to different reasons. Matric is the only basic requirements needed in this organisation and there is no other means used to select the best candidate to volunteer. Therefore anyone with matric can be a volunteer in this organisation without scrutinizing his or her willingness and ability. Most of the recruited volunteers are unemployed youth and adults who do not have source of income; therefore they consider the stipend paid as the source of income although it does not meet their basic needs.

Volunteers of Zikhuliseni Traditional Development are paid a stipend of R1200.00 per month. They also have to travel from their homes to the organisation's offices at the morning to discuss

their daily tasks and also to report back at the end of the day about the work done for that day. Regarding conducting home visits, volunteers also use this stipend to travel from one area to another because the organisation does not have transport that can be used by volunteers. This has the negative impact on the quality of work produced by volunteers because most of them are being motivated by the stipend paid and they ended up using that stipend for the work related duties.

Within the context of this study, community volunteer caregivers are seen as mediators between Department of Social Development and foster families. It is therefore vital that they have clear understanding of tasks that need to be accomplished regarding foster families' needs as well as sound knowledge of relevant legislation.

Zikhuliseni Traditional Development is located in Ndwedwe, under ILembe District Municipality. According to Ndwedwe Integrated Development Plan (IDP) Review (2012/2013 "Ndwedwe Local Municipality is one of the four local authorities within the ILembe District Municipality. It borders in the east on to the KwaDukuza Municipality and in the north on the Maphumulo Municipality. In the south; Ndwedwe borders the Ethekwini Municipality and in the west the UMshwathi Municipality".

According to the Integrated Development Plan (2012/2013), "the extent of the municipal area is 1153 km² and accommodates a population in the region 130 140 people. Overall settlement densities are approximately 145 people per km² and 68% of Ndwedwe consist of traditional authority land and the remainder is made up of commercial farm lands located in the North-east of the municipality". The Integrated Development Plan Review (2012/2013) also identified challenges facing the municipality. These challenges include:

- "The high unemployment rate (66,3%) and 60,3% of the population is not economically active.
- Skills levels are restricted mainly to semi and unskilled labour.
- HIV/AIDS pandemic has impacted on health and related services.
- There is a lack of community facilities".

The Integrated Development Plan (2012/2013) further states that “a key objective is to ensure that opportunities for education, skills development, jobs, business and amenities are created, especially for the youth”. The need to empower both women and people with disabilities is also acknowledged.

It is therefore clear that research which seeks to provide opportunities for skills and knowledge development and which aims to increase the capacity of people and organisations is to be welcomed.

PROBLEM STATEMENT

One of the problems facing organization that rely on volunteers is the capacity of volunteers. The project manager of Zikhuliseni Traditional Development confirmed that there are no formal procedures followed during the recruitment drive. While candidates must have matric, there is no skills assessment of the candidates. To date, there has been no formal workshop or training provided by to assist volunteers within this organization Therefore, there is a need to conduct this project in order to empower voluntary caregivers with the information and skills that will assist them in rendering services and sustaining the social capital within the organization.

SIGNIFICANCE OF THE STUDY

Thus study is significant in a number of respects. Firstly, it contributes of knowledge about volunteer caregiving. Most of the existing literature on community caregiving in South Africa relates to caregiving in the context of HIV/AIDS. For example, Akintola (2008) studied the challenges of volunteer caregiving for patients with AIDS and in a further study (2010) examined the perceptions of rewards of volunteer caregivers working in faith-based organisations who worked with people living with AIDS. A 2007 master’s dissertation (Sobuce, 2007) examined the experiences of volunteers involved in the home based care of people living with HIV. Studies by Naidu, Sliep and Dagied (2012) focused on the agency and identity of volunteer caregivers for people living with AIDS. Other research has focused on caregiving in the field of caring for the aged (see for example, Dolo, 2010; Hayes, 2014,) and for the disabled (see for example, Sandman-

Hurley, 2008). In contrast, this study focused on volunteer caregiving in the field of foster care. As far as can be ascertained, this volunteer programme that works with foster families is a uniquely South African programme and the research study thus contributes to local knowledge.

Secondly, as discussed in the context of the study, the Ndwedwe area experiences a number of social problems. By empowering a group of volunteers and thereby strengthening a community based organization, better and more effective services can be provided in the area. Writers in the field of volunteer caregivers suggest that increasing their skills will help them to care better for their clients (Morton, Mayekiso and Cuningham, 2015). In addition, Campbell, Gibbs, Maimane and Nair (2008) point out that volunteer caregivers need more support if they to be able to offer effective services. This study provides a model for how this can be achieved.

Thirdly, it is hoped that the research process used in this research study could be replicated and that other organisations could use or adapt the training programme to capacitate their volunteers. This would contribute to building human capital and improve the functioning of organisations.

AIMS AND OBJECTIVES

The overall aim of the study was to design, implement and evaluate a training programme to empower volunteer community caregivers working with foster families in the rural area of Ndwedwe, KwaZulu-Natal.

The objectives of this study were to:

- To determine the challenges facing volunteers in their work as community caregivers.
- To develop and implement a programme aimed to address these challenges.
- To evaluate implemented programme.

THEORETICAL FRAMEWORK

The study was guided by empowerment theory. The empowerment approach was first developed in the 1970s and has become widely used in social work practice and welfare policy (Boehm and Staples, 2002). One of the foremost writers about empowerment in social work, Guitierrez

(1995:229) described empowerment as a “process of increasing personal, interpersonal, or political power so that individuals, families, and communities can take action to improve their situations. Similarly, Adams”, (2008:xvi) wrote that “empowerment can defined as the capacity of individuals, groups and/ or communities to take control of their circumstances, exercise power and achieve their own goals, and the process by which, individually and collectively, they are able to help themselves and others to maximize the quality of their lives”.

According to Lee (2001) there are three interlocking dimensions of empowerment. Firstly, people need to develop a more positive and potent sense of self. Secondly, they need to develop a critical understanding of the social and political realities of their situations and thirdly, they need to develop the resources and strategies to attain their goals. Empowerment practice has been influenced by 1970s Freirian thought that with education, people can grow and reach their potential (Wendt and Seymour, 2010). This study was based on the assumption that training can increase the capacity of people and that through this process, they can increase their self- efficacy, self-esteem, mastery, perceived competence and assertiveness which are all accepted as being components of personal empowerment (Boehm and Staples, 2002).

Active participation is another important aspect of empowerment and Tremblay and Gutberlet (2010:2) are of the opinion that “Empowerment and social inclusion are closely linked dimensions of the process of social change and the active participation is crucial to ensure that there is accountability in the delivery of services”. Laverack (2001) in Tremblay and Gutberlet (2010:12) claimed that “it is most empowering when the community carries out the identification of problems, solution and actions to resolve the problems”. This understanding influenced the research study in that the active involvement of the volunteers formed an integral part of the research process. The volunteers themselves identified the need for training and were instrumental in developing the training programme. The importance of their active participation in the training programme also influenced the development of the programme activities. In this way, participation and information sharing was encouraged in the hope that this would facilitate capacity building. Knowledge and skills development was also emphasized so that participants could be empowered to promote change. Tremblay and Gutberlet (2010:16) indicated “that one of the barriers to empowerment is the lack of participation and representation of less privileged and excluded social

segments”. To avoid this, in this project all volunteers were participants including project manager. Therefore everyone participated during the formulation, implementation and the evaluation of the project.

Closely associated with the empowerment approach is the strengths perspective in social work. This approach was developed primarily by Saleebey (2006) and he postulated that there were four main principles underlying the strengths perspective. First of all, he stated that all individuals, groups and communities have strengths. Secondly, problems and difficulties can be harmful but can also be sources of opportunity. Thirdly, we do not know the extent to which people can grow and develop and fourthly, every environment is full of resources. These principles were important for this study because it acknowledges that the area in which Zikhuliseni Traditional Development is full of challenges. However, the volunteers can be seen a strength and they themselves have skills and knowledge to offer. The strength perspective aims to build on existing strengths and increase resources and this study aimed to achieve this.

Empowerment theory was therefore useful in guiding this research study. It provided a framework for understanding the needs of the volunteers, for designing and implementing the programme and for evaluating it.

OVERVIEW OF RESEACH METHODOLOGY

The main aim of the study was to design, implement and evaluate a training programme for community caregivers working with foster families. The Adapted Intervention Research Model (Strydom, Steyn and Strydom: 2007) was chosen as the most appropriate research approach.

Traditional social work research has been directed towards the development of knowledge (Thomas, 1985) and while is important it does not specifically address the practice needs of social work. Thomas (1985) therefore developed the developmental model which consisted of three phases – analysis, development and evaluation. Each phase had a number of operational steps

which were necessary. The aim of developmental research was to develop social technology which Thomas (1985) understood to be the means by which social work could achieve its objectives.

Intervention research also was developed as a way of social work research being able to comprehend, design, create and evaluate interventions that would help to solve problems (Strydom, Steyn and Strydom, 2007). This model also consisted of phases and steps to be followed.

The Adapted Intervention Research Model (Strydom, Steyn and Strydom, 2007) combines elements from both developmental and intervention research. It consists of seven phases which are: Delimitation, methodology, analysis, development, evaluation, adaption and dissemination. Each of these phases consists of a number of steps to be undertaken.

In the first phase of delimitation, the problem needs to be identified and formulated. The aims and objectives are developed, the literature review is conducted and the feasibility of the study is determined. During the second phase, the methodology for both the analysis and evaluation is formulated. Aspects such as the kind of research, the research approach, the design, the method and the procedures all need to be determined at this point. Analysis is the focus of the third phase four is the development phase where the intervention programme is drawn up. Evaluation takes place in the fifth phase and during this phase, the programme is implemented and evaluated. Phase six allows for adaptation of the programme and phase seven for its dissemination.

The table on the following page provides an overview of the phases and steps of the model and how they apply to this study.

TABLE 1: SUMMARY OF THE ADAPTED INTERVENTION RESEARCH MODEL AND ITS APPLICATION TO THIS STUDY.

| Phase | Step | Application to this study |
|----------------------|--------------------------------------|--|
| PROBLEM DELIMITATION | Problem identification | The problem identified through the researcher's work in the community and was described in the proposal and is presented in Chapter one of this dissertation. |
| | Problem formulation | These aspects were clarified and in the proposal and are discussed in chapter one of this dissertation. |
| | Aims/Objectives | |
| | Pilot study | See Chapter two for the literature review. The feasibility of the study was considered in the proposal. The data collection instruments were developed and the feedback of experts who reviewed the proposal was integrated. |
| | Reporting | The feedback from the reviewers of the proposal was integrated and after approval by the University authorities, the study proceeded. |
| | Make adaptations | |
| METHODOLOGY | Kind of research | All these aspects were considered at the proposal stage and are described in detail in Chapter three of this dissertation. |
| | Approach/perspective | |
| | Design | |
| | Model | |
| | Procedures | |
| | Data gathering methods | |
| ANALYSIS | Needs assessment | The results of the needs assessment are discussed in Section one of Chapter four. |
| | Data gathering | |
| | Data analysis | |
| | Report writing | |
| DEVELOPMENT | Development of programme | The programme is described in Section 2 of Chapter four. |
| EVALUATION | Programme presentation | The programme was implemented over a period ten weeks (14 June-16August 2014). |
| | Data gathering | The results of the programme evaluation are presented in Section three of Chapter four. |
| | Data analysis | |
| | Report writing | |
| ADAPTATION | Adaptations to preliminary programme | Chapter 5 of this dissertation makes suggestions for adaptations. |
| | User friendly adaptation | |
| DISSEMINATION | Market the new technology | This dissertation constitutes the final report and a journal article will submitted to a social work journal in order to disseminate findings more widely. |

OUTLINE OF DISSERTATION

The dissertation consists of five chapters.

Chapter One provided background information of volunteers and defined the concepts of volunteer and volunteerism. It described the research context, the problem statement, the rationale of the study, the aims and objectives, the theoretical framework and the overview of research methodology.

Chapter Two presents literature review, which gives the background of volunteers and volunteerism, where people volunteer, what is volunteerism and who are the volunteers, benefits of volunteering, role of volunteers in achieving Millennium Development Goals (MDGs), benefits and challenges of volunteering. Recruitment, training and retention of volunteers are amongst aspects that are discussed in this chapter.

Chapter Three outlines the methodology used in research process. The kind of research, the research approach, research design and research model are described. The procedures that were followed and the data gathering methods for both the analysis and evaluation phases of the research are discussed. In addition, issues of trustworthiness, ethical considerations and limitations of the study are considered.

Chapter Four consists of three main sections. In Section one, the results of the needs analysis are presented. The programme that was developed is presented in Section two. Finally, in Section three, the results of the evaluation phases are presented.

Chapter Five outlines the summary of major findings and recommendations.

CHAPTER TWO

REVIEW OF LITERATURE

As discussed in the previous chapter, the Adapted Intervention Research Model (Strydom, Steyn and Strydom, 2009) guided this study. As part of Phase one, a study of literature forms part of step four, the pilot study. “A literature review places the current research in its historic and theoretical context” (Marlow, 1998:55) and as such provides a greater understanding of the issue of concern. In turn, an understanding of the literature provides guidance in respect of what intervention may be necessary to address identified problems.

Chapter one provided a brief overview of volunteerism and defined the concepts of volunteerism and volunteer. This chapter begins by expanding on this discussion and then proceeds with a discussion of what motivates people to become volunteers. The following section goes on to examine the benefits that people derive from volunteering. Unfortunately, there are also challenges associated with volunteering and these are then discussed. The final part of the chapter is devoted to the recruitment, training and retention of volunteers.

UNDERSTANDING VOLUNTEERISM

Volunteering means different things to different people. In this section, I begin by looking at volunteer policy and then describe different trends in volunteering internationally, regionally and in South Africa.

Volunteer policy

United Nations Volunteers (2004) acknowledged that legislation cannot on its own define the environment for volunteerism. This is because volunteerism succeeds because the citizens wish to make a difference. If legislation were to focus on control, rather than on facilitation, the spirit of volunteerism would be diminished. Instead of legislation, United Nations Volunteers recommends that states should ensure that laws do not limit opportunities for volunteerism and that an active and vibrant civil society should be encouraged.

The Fifth Africa Development Forum (2006) proposed that governments should pass laws to protect volunteers and facilitate the development of accredited training programmes. Speaking specifically about youth volunteerism, this forum also recommended that policy frameworks should provide for the management and support of youth volunteering, and that youth volunteering should be an integral part of development strategies. The forum also recommended that volunteer activity be monitored and evaluated, that more research into volunteering be conducted and that awareness about volunteering should be raised.

In the South African context, Perold (2007) stated that a public policy on volunteering would be important for several reasons. It would increase the effectiveness of volunteers and raise their status and profile. She also believed that a policy would acknowledge their rights and responsibilities and encourage uniformity and quality of standards over time. Public policy would ensure that there would be appropriate structures for the management and support of volunteers and it would minimise the risks and possible undesirable consequences.

In South Africa, the organisation, Voluntary Services Overseas South Africa, developed guidelines for a national policy on volunteering in South Africa (Perold, 2007). The need for the following was identified:

- “the development of policy baselines/guidelines for the volunteer sector to ensure that there is uniformity in the management of volunteers across the country;
- accredited volunteer recruitment and management procedures;
- the establishment of a volunteer data base;
- the development of formal structures with the primary objective of improving the co-ordination volunteers around key activities as well as facilitating better resource sharing amongst partners in a given area;
- the development of a national framework consisting of programme activities that span beyond the local and provincial levels and begin to redress major social issues at the national level; and
- the development of stronger links between the volunteer sector, government and faith-based organisations” (Perold, 2007:1-3).

Perold (2007) concluded that South Africa should develop policy guidelines to help develop the voluntary sector in South Africa.

While there is no specific volunteer policy in South Africa, the Code of Good Practice for South African Non-Profit Organisations (DSD, 2001) does provide guidelines for how NPO should operate and as many people involved in NPOs are volunteers, this includes them. The Code has three main sections dealing with leadership and management, fund raising and resource mobilisation and roles and responsibilities of donors and sponsors. It provides guidelines for the types of control mechanisms that should be in place to ensure accountability and transparency as well as principles for ethical and responsible behaviour. These include things such as honesty, integrity, caring, respect, responsible citizenship and pursuit of excellence.

Volunteer trends around the world

Using data from 24 countries including the United Kingdom, United States of America, Australia, Japan, Israel and other countries from Western Europe, Central and Eastern Europe and Latin America, Salamon and Sokolowski (2001) found a wide varieties in patterns of volunteering. For example, the level of volunteering in well developed countries was above the study average and volunteering in countries such as Sweden and Finland which have social democratic policies, volunteering rates were high. The authors (Salamon and Sokolowski, 2001) suggest that this contradicts the myth when the state provides sufficient services, volunteerism will drop. The largest field in which volunteers participated was social services, followed by (in descending order) culture and recreation, health, development, education, professional, civic, environment, foundations and international but there were differences between the countries. There tended to be less focus on volunteering in the field of social services in the more developed countries

In the African context, Moremi (2012) pointed out that volunteerism is rooted in traditional practices when community members would come together to help those who had been affected by some tragedy. These were informal helping networks. According to Moremi (2012) it was the advent of the HIV/AIDS pandemic that formalised volunteer activities with the introduction of home based care programmes in many countries in Africa. In a survey of five countries in Southern Africa (Patel et al, 2007), it was found that volunteers were mainly women from under-privileged

groups who served in their own communities. It was found that more mature women were involved in programme such as caregiving thus reflecting traditional gender roles. Caring is generally seen in African culture as women's work and Moremi (2012) stated that a number of studies have shown that the larger proportion of volunteers caring for people with HIV/AIDS are women. Because culturally, men are encouraged to be breadwinners, they are required earn money and not work for nothing in volunteer activities.

In terms of youth volunteering, Patel et al (2007) found that younger people participated in youth programmes especially where unemployment rates were high. In South Africa, the National Youth Development Agency conducted a study of the volunteering perceptions and experiences among youth (2012). The young people in this study, understood volunteering as “giving something out of your own free will to help others without expecting to benefit” (NYDA, 2012:15). Only about a third of the participants had experience of volunteering and most of these had had positive experiences of volunteering in various events and programmes such as Mandela Day when people donate 67 minutes to improving a community, teaching orphans, and caring for the elderly. However, most of the participants only volunteered in their own communities.

International volunteering

Sherraden, Lough and McBride (2008:397) defined international volunteering as “an organized period of engagement and contribution to society who work across an international border, in another country”. These authors commented that the number of people volunteering and the number of sponsoring organisations is expanding. Devereaux (2008) refers specifically to international volunteering for development. He pointed out that international volunteering has a long history dating back to reconstruction efforts in Europe after World War 1 and emergency relief efforts in India and other developing countries in the 1930s.

Proponents of international volunteering see this as a way of encouraging ordinary people to make a contribution to international understanding and global development while critics see it as paternalistic and re-inforcing existing inequalities because people from wealthier countries benefit personally from their international experiences whereas the payoff for local host communities may

not be so great (Devereaux, 2008; Sherraden et al, 2008). Sherraden et al (2008) point out that there is a further danger that instead of contributing to development, international volunteerism can create dependency

A further criticism of international volunteering is the emergence of what has become known as “volunteer tourism” (Devereaux, 2008: van Heyningen, 2007). This is when organisations provide opportunities for tourists to assist with environmental or developmental work rather than just enjoy a pleasure-filled and self-indulgent holiday. Van Heyningen (2007) stated that the majority of these volunteers are mainly from Europe, and are likely to be older and fairly financially well off. There is also a growing number of young people who are taking a “gap year” from studies.

Some organisations have sought to provide opportunities for volunteers from the south to volunteer in the north (Deveraux, 2008).

The emergence of stipend- paid volunteering

The volunteers that were targeted by this research study were all stipend paid volunteers and so this aspect is now discussed. Tschirhart, Mesch, Miller and Lee (2001:422-423) defined stipend volunteers as those who “receive some financial compensation far below fair market value in formal services to help others with whom they have no personal connection”.

In South Africa, stipend paid volunteers have been introduced as a way of addressing the high rate of unemployment by giving people the opportunity to gain skills but also provide services with limited resources (Hunter and Ross, 2013). Hunter and Ross (2013) explain that volunteer paid stipend programmes came into being via the Expanded Public Works Programme which led to NGOs using stipend paid volunteers to assist in social service provision. The policies that regulate these programmes however refer to the protection that applies generally to workers in South Africa. It is not clear then whether these people are volunteers or low paid workers.

In Hunter and Ross’ study (2013), most of the stipend paid volunteers saw themselves as employees and said they deserved a higher rate of pay. They also did not have time to engage in any other form of employment as they were busy full time with their volunteer jobs. Hunter and Ross (2013:743) concluded that stipend paid volunteering was a “euphemism for low- paid work”.

Boesten, Mdee and Cleaver (2011) point out that the use of volunteer community based workers in order to provide services to under-serviced communities are supposed to be cost effective and can be seen as a means by which government can reduce its spending on social services. They suggest that arguments that these community workers can increase participation, and improve sustainability need to be questioned. They point out that often programmes that employ volunteer community based workers are dependent on external funding and they are therefore unable to truly represent the needs of the community. They also suggest that such programmes are not sustainable because one of the main reasons that people become involved is to increase their skills and get full time employment.

Writing about volunteering in Zambia, Wilson (2007) points out that most volunteers in Zambia are unemployed and some participants in her research pointed out that it is not fair to expect poor people with no money to work for no compensation. Some of the participants also pointed out that while volunteers may say their motivation is help others, the real motivation was to get money. Organisations in Zambia provided a number of monetary incentives. Monetary incentives included stipend, and a transport or clothing allowance. Wilson (2007) suggested that other forms of in-kind benefits be provided and gave the example of Peru where beneficiary families in a nutrition programme worked on the farms of the volunteers. Cooking, household help and child care help were other ways that beneficiaries could “pay” volunteers.

MOTIVATION TO VOLUNTEER

Shye (2010) discusses two historical approaches to understanding why people volunteer. He terms the first approach a “structural hypothesis” (Shye, 2010:184) and explains that two concepts, altruism and egotism, are the main factors in the motivation to volunteer. Altruistic motives relate to intangible rewards while egoistic motive relate to tangible rewards. Very often these motives exist side by side in the same volunteer but one may be more dominant than the other.

The second approach which Shye (2010) discusses is based on the work of Clary, Snyder, Ridge, Copeland, Stukas, Haugen and Miene (1998). This approach is a functional theory that identifies

six functions of volunteering that motivate a person to volunteer. The first of these is value expression which states that volunteerism allows volunteers to express values related to altruism and concern for others. The second function is that of understanding. Volunteerism exposes people to new situation and these can become leaning experiences. There is thirdly a social function. Social pressure might encourage people to volunteer, they may volunteer for the company it offers and they may volunteer because their friends are volunteering. The fourth function concerns careers and the perceived benefits of volunteering on one's career prospects. Volunteering is seen as way of moving into employment. Another function of volunteering behavior relates to processes related to the functioning of the ego. For example, volunteering can reduce guilt over feeling more fortunate than others or serve as a way to escape from personal problems. In this way, volunteering has a protective function for the individual. Finally, volunteerism can have a personal enhancement function. Volunteerism can improve one's self- esteem, self- confidence and feeling of self- worth.

In contrast to these two approaches, Shye (2010) suggests that people are motivated to volunteer in order to meet their needs and enhance their quality of life. He proposes a very complex model that focuses on various sub-systems of human functioning (personality, physical, social and cultural) as well as modes of functioning (expressive, adaptive, integrative and conservative).

Studies consulted for this literature review suggest that all the factors mentioned above are present in some way or another in the motivation of people to volunteer.

Clary et al (1998) explained that altruistic motives are present when community members are involved in voluntary work due to the idea that an individual would make a important personal sacrifice for other person. Matsuba et al (2007:893) concurs by stating that “numbers of studies have found that individuals with a greater sense of moral and civic obligations are more likely to volunteer than individuals who feel less obligated to take moral or civic action”. The role of primary socialization is recognized in community members who become community volunteers. This is due to morals and elements that were rooted in the early life stage. Community members may sacrifice their time, energy and even money to do voluntary work within the community and to assist the community members who are needy. Clary et al (1998) stated that one may consider

volunteerism as the opportunity for individuals to express values related to altruistic and humanitarian concerns for others.

Volunteering also offers opportunities for learning experiences and exercising knowledge, skills and abilities that might otherwise go unpractised (Clary et al, 1998). This might be particularly so in the case of retired persons who volunteer. Research by Smith and Gay (2005) suggested that “older volunteers are generally quite positive about the satisfaction and the fulfilment their volunteering provides and the important place it occupies in their lives”. Volunteering provides retired people the chance to make valuable contribution to the society and for many it seems like a natural development from paid work.

Bernard (2000, in Smith and Gay, 2005) suggested that the most important factors that motivate retired people to volunteer are similar to those of any other age. They include both altruistic motives such as desire to help others, and egoistic motives such as the need to feel useful and appreciated, the desire to make friends and keeping themselves occupied. The factor that relates exclusively to the retired individuals is the use of the skills built up over the years of working and also the desire to explore new avenues that may have been previously obstructed by the demands of their careers or jobs (Bernard, 2000, in Smith and Gay 2005).

Another example of people volunteering for egoistic motives is found amongst many unemployed people who volunteer. “There is a considerable support in the literature for the idea that the volunteering helps improve employability and act as a route to employment” (Paine et al (2013:1) and volunteering offers “ participants the chance to develop new skills, extend networks, build curriculum vitae, try new vocations and gain experience” (Direct Gov:2012 in Paine et al 2013:3). Voluntary work can serve as work experience when one is applying for the post and it can also assist in building social capital (Wilkison and Bittman 2002 , Muthuri et al 2006 in Paine et al 2013:6). Volunteers can therefore engage in volunteer activities to gather human capital through formal and informal trainings as well as labour market experience to increase future productivity in paid employment.

There is also a notion that the stipend received by community volunteers can be seen as contributing factors in doing voluntary work. Tschirhart et al (2001, in Hunter and Ross 2013:744) stated that stipend paid volunteers receive some financial compensation but that this is usually below fair market value. This stipend serves as an inspiration towards volunteerism. Hunter and Ross (2013) explained that the stipend paid volunteers are usually unemployed individuals and that by volunteering they gain work experience as well as training which can improve their chances of gaining employment in the future.

Students may also engage in the voluntary work due to their qualification demands. Eley, (2003, in Smith et al (2010:69) stated that “young people volunteer for different motives and benefits than older people, a major motivator for young people is the opportunity to gain work related experience, skills, and qualifications that can help them in their education and careers”. The relationships that the student gained while doing voluntary work can serve as a form of networking for future reference and the experience gained can also be used in labor market. Other than benefiting academically, voluntary work is fulfilling and the new skills are learned while interacting with different types of people who need the services that are rendered by the organization that the students volunteer on.

Students are generally motivated by egoistic motives and there are different types of benefits for students in volunteerism. Volunteering can provide students with an opportunity to connect with people in different ways and may provide opportunities for employment following graduation. The relationships that the student gained while doing voluntary work can serve as a form of networking for future reference and the experience gained can also be used in labor market. Other than benefiting academically, voluntary work is fulfilling and the new skills are learned while interacting with different types of people who need the services that are rendered by the organization that the students volunteer on.

Not everyone is able to volunteer and Shye (2010) pointed out that for people to volunteer they must have the necessary personal resources and assets. Circumstances will also play a role and people may volunteer because something triggers the need to volunteer or because the opportunity to volunteer presents itself. In western countries it seems that people with a higher education and

who have a higher income are more likely to become volunteers (Shye, 2010). In an Australian study (Parkinson, Warburton, Sibbritt and Byles, 2010) found that older women were more probable to volunteer if they lived in a rural area, had higher socio-economic status and better physical and mental health than those who did not volunteer. In southern Africa, the trend is different. Patel, Perold, Mohamme and Caraphina (2007) in a study that included Botswana, Malawi, South Africa, Zambia and Zimbabwe found that most volunteers came from under-privileged backgrounds and served in their own communities. This study also found that women were more involved in activities requiring care while men were more involved in committee work.

Another example comes from van Heyningen (2007) who pointed out that many young adults from the developed world take a “gap” year after leaving school and spend this time travelling and may combine this with volunteering. These young adults have the financial resources that enable them to volunteer. She also pointed out that volunteering is encouraged in that in some countries young people are expected to spend some time volunteering and that some university courses require candidates to have had experience in volunteering. In South Africa, the South African Student Volunteers Organisations encourages students to take part in volunteer activities in different communities where they can help build classrooms and conduct training programmes such as HIV/AIDS awareness, human rights and environmental issues (SASVO, 2007)

The background of a person may also influence whether they become volunteers. People who come from families where they were exposed to volunteerism when they were growing up were more likely to become adult volunteers and family values seem to influence the decision to become a volunteer (Schoenberg, Pryor and Hart, 2003). An interesting finding from Sobuce’s (2007) study, was that some volunteers were motivated by their own personal experiences in caring for family members. Having cared for family members who were sick or disabled encouraged them to offer their services to others.

A person’s religious background may also influence them to become involved in community activities as volunteers. In a study which looked at volunteering in 53 countries, Ruiters and De Graaf (2006), it was found that frequent church goers volunteer more. This might be because church members may have internalized the social norms associated with caring and service. In the

African and South African context, a number of studies have shown a link between religion and volunteering. Claassens (2004), in his study of volunteers in a faith-based organisation, found that one of the main factors that motivated them was their belief that God had called them to become volunteers and that their service was in obedience to Him. Similarly, Kaseke and Dhembha (2007), in a study of volunteers in Zimbabwe found that religious motives to volunteer dominated. Sobuce (2007) also found that volunteer caregivers were motivated by religious convictions. In contrast, however, van Heyningen (2007), found that religious motives played almost no role in motivating young adults from developed countries to volunteer in South Africa.

In summary, it is clear that people volunteer for many different reasons. Some of these reasons are intrinsic and relate to the volunteers desire satisfy humanitarian, religious and community obligations. Other reasons are extrinsic and refer to the volunteers desire to feel better about themselves, to gain recognition, to learn new things, to improve their career chances, and in some cases, to benefit materially through receiving a stipend. Akintola (2010) pointed out that when the motive is related to satisfying material needs and career aspirations there is a danger that the volunteers will not remain and this has implications for the sustainability of programmes.

THE BENEFITS OF VOLUNTEERING

Volunteering benefits individuals and this relates to their motives for volunteering. Some of these have already been alluded to in the previous section but in this section they are further discussed. Furthermore, volunteering can also benefit society and this is also covered in this section.

Benefits at an individual level

Volunteering can have intrinsic rewards for individuals. Crook, Weir, Willms and Egdorf (2006) stated rewards could be intrinsic or extrinsic. In their study of volunteers in an AIDS organization, they found that intrinsic rewards included improved self-esteem, autonomy and self-determination, self-actualization and enriching interpersonal relationships and having interaction with others. Extrinsic rewards included receiving constructive feedback, being recognized and appreciated by others, training and education. Meier and Stutzer (2006:41) agreed with Crook et al (2006:41-42) by stating that “volunteers receive an internal reward as a direct result of their activity and /or from

the outcome of the volunteer work they do”. The fulfilment gained by volunteers after conducting the voluntary work is viewed to be more worth than material reward by many volunteers. Schuurman (2013:10) also stipulated that “volunteers have a chance to be positive role models in a volunteer job and also volunteers achieve a new dimension of responsibility for others through their active participation”.

“Volunteering can be undertaken as an investment in human capital and for example, individuals engage in volunteer activities to raise future earnings on the labor market” (Menchik and Weisbrod 1987; Hackl et al 2004 in Meier and Stutzer 2006:41-42). Volunteering can add value into individual’s life. “Volunteers also receive training while conducting the voluntary work and this adds to the development of human capital and volunteering enables the rebuilding or maintaining of employment skills” (Meier and Stutzer (2006:42).

In some tertiary institutions, some qualifications require community service as a prerequisite for the awarding of the qualification. Students thus benefit from volunteering in this situation. Clary et al (1998:1518) stated that “volunteering is also concerned with the career-related benefits that may be obtained from participation in volunteer work”.

Development and learning is also included by Ferreira et al (2012:5) as “a benefit of volunteering” and these authors stated that several volunteers in their study considered that volunteering helped to develop and expand their horizons. These volunteers were confident that their experience increased their understanding about society, improved their social skills and helped them gain experience.

Volunteers also gain social approval through the uniform and name badge that they wear while conducting voluntary work and they are recognized and respected by the community that they serve. Because of this, Boesten, Mdee and Cleaver (2011) recommended that all volunteers be given a uniform.

As mentioned in the previous section, some volunteers may be motivated to offer their services because of the stipend they are paid. Receiving financial rewards would then be a benefit.

However, the payment of a stipend is controversial. Hunter and Ross (2013) explained that because of the high unemployment rate in South Africa, stipend paying volunteering programmes have been introduced to help address this problem. Hunter and Ross's (2013) study revealed that the majority of stipend paid volunteers came from poor households where the primary income was from social security grants. For many of these people, then, the stipend was a form of survival.

Writing specifically about international volunteering, Sherraden, Lough and McBride (2008) reviewed a number of studies and concluded that people benefit from volunteering in many different ways and that the knowledge, skills and experience that volunteers gain prepare them for life in general. Benefits were both intrinsic and extrinsic. Volunteering can also contribute to the personal growth of volunteers and they may increase in attributes such as maturity, self-confidence, self-awareness and individuality. Volunteers working abroad may learn language, communication and problem solving skills which assist them in the job market. Similarly, studies have found that volunteer tourists benefit from increased understanding and awareness (van Heyningen, 2007).

Benefits of volunteering at a societal level

It has already been mentioned that many NGOs are dependent on volunteers and Akintola (2010) commented that volunteers are increasingly being relied upon to provide home based care to vulnerable people in South Africa. Similarly, Jamieson (2003: 114) described volunteers in America as the "backbone of health and human service provision" in that country.

Communities that have been struck by disaster benefit from volunteer efforts that help with the clean-up and rebuilding that can go on for many years. New groups of volunteer can help to maintain the momentum required (van Heyningen, 2007).

Zhang and Macer (2013) suggested that volunteers play an essential role in helping meet the Millennium Development Goals (MDGs). "The United Nations Millennium Development Goals (MGDs) were developed after the Millennium Summit and the eight goals express the most basic yet urgent aspects of application of the Universal Declaration of Human Rights; achieving MDGs

requires not only action from governments of all member states, but more importantly the joint effort of all people around the globe through volunteering work” (Zhang and Macer, 2013:38). Volunteers at a grassroots level can have a major and a recognizable impact in achieving the MDGs in the whole world and moreover, NGOs also play a role in achieving the MDGs for example Red Cross and Gift of the Givers. When properly channelled, volunteerism was seen as a powerful force for achieving the MDGs (Zhang and Macer, 2013). The MDGs are now being replaced by the Sustainable Development Goals (Sachs, 2012) but no doubt volunteers will continue to be an important asset in achieving these.

To indicate the relevance of volunteerism within the MDGs, four out of eight MDGs will be used as examples:

MDG 1: Eradicate extreme poverty and hunger

“Individual volunteers and volunteer organizations are helping people living in poor conditions, around the world they provide technical and financial supports to people in need” (Zhang and Macer 2013:38). For instance, the Department of Social Development is working hand in hand with NGOs to assist those families who are in need with food parcels and the role of volunteers is to compile community profiling and submit the names of people to the department.

MDG3: Promote gender equality and empower woman

Volunteering activities play an important role in empowering women and to raise their conscious about their rights. There are some recognized organisation where volunteerism takes place, example, Muslim Women’s Right Activists and Women of Vision Campaign that is against the children and women abuse and also the Department of Social Development is also working with community volunteers in programmes like Victim Empowerment Programme (Integrated Victim Empowerment Policy:2007).

MDG5: Improve maternal health

Zhang and Macer (2013:38) stated that “around the world, volunteers serve as health workers to help train local women in public health, nutrition and communicable diseases prevention”. The role of volunteers cannot be ignored in Health Care Centres especially in rural areas where they extend health services to homes. They assist patients with chronic illnesses in taking their medication correctly at a right time.

MDG 6: Combat HIV/Aids, Malaria and other diseases

As it is said above , volunteers in NGOS are useful in eliminating number of people who died as a results of transmitted diseases and they assist in educating communities on prevention and treatment and there are also personal benefits toward volunteering. “Among the thousands of NGOs who provide voluntary services; a large number of them focus on prevention of the epidemics such as HIV/AIDS, tuberculosis and malaria” (Zhang and Macer, 2013:3).

Sherraden, et al (2008) pointed out that international volunteers may have a positive impact on the host communities and that social, economic, environmental and political developments may be the result. Host communities can also benefit from increased organisational capacity, intercultural relationships and improved international understanding. However, Sherraden et al (2008) caution that international volunteer programmes should not undermine local communities. Unskilled volunteers could expose host communities to risks if they do not take into account the specific cultural norms and values of an area.

It is therefore clear that volunteers can have a vital role to play and their involvement is crucial to improving the well- being of society as a whole.

CHALLENGES ASSOCIATED WITH VOLUNTEERING

Volunteering may be beneficial to the volunteers but there are some challenges associated with being involved in voluntary work. This section examines these challenges.

Challenges related to the type of work

Crook et al (2006) reported that volunteers found that the roles they were expected to fulfil were demanding and often emotionally taxing. Sometimes this was due to the fact that they did not have sufficient skills and knowledge to perform their roles.

The experience of trauma also impacts on the ability of volunteers to do their work. Traumatic events do not only have an impact on the victims but also on those who witness the event and also those who later on work with trauma victims. Not much has been reported regarding the services that are rendered to the volunteers in term of debriefing counselling. Community volunteers who assist people who are terminally ill and sometimes those people died in their presence and the organisations does not consider that volunteers are also human and they need counselling after traumatic event. Akintola (2008) reported that volunteer caregivers in his study, found it very difficult to cope with patients who were very ill and who died as well as patients who were demanding and suspicious. For example, some patients did not understand that they worked on a voluntary part time basis and reported them for not visiting every day.

The kind of work allocated to volunteers can also be a source of stress to volunteers. Where there are insufficient organisational resources, volunteers can be overloaded with work and expected to work more than the allocated time allowed (Crook, et al, 2006). Some of the volunteers in van Heyningen's (2007) study complained that either they were given menial tasks that made them feel abused or that they were expected to undertake tasks for which they were not trained or competent to complete.

Challenges related to lack of resources

Van Heyningen (2007) in her study of overseas volunteers working in South Africa found that they identified financial constraints as one the difficult aspects they faced. They needed to sponsor all their own costs of travelling and accommodation and stated that they had needed to work at and save money home on order to volunteer in this country.

Uys (2002) pointed out that care-giving programmes inevitably require the provision of material resources to clients. Volunteers in this study reported that it was very difficult to be confronted with clients who had no food and they were unable to help. Sobuce (2007) found that volunteering placed a financial burden on people. The volunteer caregivers in his study reported that they often had to use their own resources to help the people they were caring for. For example, they had to buy them food so that they would take their medication and sometimes had to pay to transport people from their homes to hospital. Similarly, Akintola (2008) found that volunteer caregivers were extremely frustrated when they felt obliged to help patients pay for basic necessities and sometimes even school fees for their children.

Volunteers may also find the general lack of resources in communities challenging. Sobuce (2007) found that clinics and government departments were often inaccessible or difficult to access. Roads were poor and a lack of public transport made travelling in some areas difficult.

Community attitude is also sometimes seen as a problem. For volunteer caregivers working in the field of HIV/AIDS, stigma and discrimination are problems and both Sobuce (2007) and Akintola (2008) reported that caregivers are criticized by some family and community members for the work they do. A later study by Akintola (2010a) suggested that community attitudes may be changing with caregivers reporting that they felt recognized and appreciated by their communities.

Challenges related to inadequate coping mechanisms

Van Heyningen (2007) pointed out that many volunteers, especially those from overseas, have idealistic expectations and may in fact also lack the skills to do the work required. Not only does this leave the individual volunteer disappointed and frustrated but can also cause damage in a community.

Many of the caregivers in Akintola's (2008) study reported feeling discouraged and helpless. They tried various mechanisms to cope such as talking, praying, thinking about other things and some said they had to develop a "thick skin". Some volunteers also reported using inappropriate coping mechanisms such as crying, being angry and impatient (Akintola, 2008).

RECRUITMENT, TRAINING AND RETENTION OF VOLUNTEERS

The challenges faced by volunteers who were discussed in the previous section, can be minimized by the organization if attention is paid to issues of recruitment, training and retention of volunteers. Hager and Brudney (2004) point out that no matter how well motivated volunteers might be, there must be a suitable infrastructure in place to support them. They suggest that screening and appropriate placement in the organization, orientation and training as well as on-going support and supervision are crucial to ensure that the volunteer effort is successful. The aspects of recruitment, training and retention will now be discussed.

Recruitment

Claassens (2004) suggested that the quality of volunteering is closely linked to the recruitment process. It is therefore important that this process be undertaken with care. Volunteers can be recruited in different places which include churches, schools, universities, community members, retired professionals and unemployed graduates. Volunteers can be recruited by different means including pamphlets, radio and television adverts and word of mouth. The participants in Claassen's study (2004) suggested that the existing volunteers could be used to advertise the need for more volunteers. They felt that their sharing of their personal experiences of volunteering could be a powerful way of attracting others.

Schuurman (2013:12) mentioned that "an important component to be considered when recruiting volunteers is that different groups of people have diverse set of beliefs, norms and attitudes towards volunteerism". Recruiting can raise unrealistically high expectation and the expectations and perceptions of new recruits may differ from the reality. It is therefore it is important to be realistic about the task to be performed, hours of working and the working conditions so that the recruiter can able to simplify the expectations of the newly recruited volunteers. This will avoid some of the challenges raised above.

Clary et al (1992, in Crook et al 2006:43) indicated that "evidence suggests that identifying a target audience and tailoring a recruitment message that appeals to that audience is essential for a successful recruitment campaign". And recruitment campaigns should also appeal to the needs of the target group. It is also important that it be clarified how the volunteers will assist the

organization and what the expectations of the organization are. Issues of remuneration should also be dealt with during the recruitment.

Raising public awareness of the importance of volunteering can also be a way of recruiting more volunteers. Woods (2006) stated that government may help to raise public awareness about the value of volunteering in a number of ways. Firstly, government can conduct or fund basic research on the level of volunteering and its contribution to society in social and economic terms. Secondly, it can work with broadcast and print media to promote a positive image of volunteering and advertising opportunities for involvement. Thirdly, it can recognize the contribution that volunteers make through acknowledging them by developing awards systems applicable to the society. Finally, it can organize high profile events or “days” to publicize the work of volunteers. This can be done through commemorating the International Day for Volunteers each year.

It is important to recruit the right kind of volunteer who can fit into the organization and thus be of benefit to the organization. Kilpatrick, Stirling and Orpin (2010) commented that volunteers needed to share the vision of the organization, be able to interact with others, be in good health and have a reputable character.

A step-by step approach to recruitment was suggested by Larmer (1996, in Claassens, 2004). First of all, the job must be defined and then the qualifications required to perform the job must be determined. Potential candidates who fit the job description must be then be listed and these people should be interviewed. Larmer (1996, in Claassens, 2004) says this is sometimes a difficult task as organisations do not want to reject potential volunteers but he adds that it is essential to screen carefully. Only after all these steps, should a volunteer be appointed. It was also mentioned that the more the responsibility involved with the position, the more formal the recruitment process should be.

Training

Claassens (2004) emphasized that training is essential and needs to be implemented once the volunteer has been recruited and accepted as a volunteer. Training will assist the volunteer to become more knowledgeable and skilled in the performance of the role expected. In addition,

research has shown that volunteers value training. For example, Hidago and Moreno-Jimenez (2009) found that satisfaction with training was associated with the volunteers intention to remain volunteers.

Since volunteers are recruited from different sectors, the uniformed training and multiple skills are needed so that the goal of the organization will be accomplished. Volunteers must be exposed to various training experiences in order to provide personal growth and enhancement (Schuurman 2013:17). Volunteering must be a benefit to both organization and the one who is doing voluntary work and training may serve as the payment in kind toward the volunteer for donating the time, energy and skills to the organization.

Jamison (2003) explained that training serves a number of purposes. First of all, it provides volunteers with an orientation to the organization. Secondly, it provides them with instructions on how to do the job. Thirdly, training should include supervision and on the job training. Initial training should comprise of orienting the volunteers to the mission and function of the organization (Sobuce, 2007). This helps to integrate them into the organisation and gives them a sense of belonging. Participants in Sobuce's (2007) study commented that training had been a vital part of them being able to carry out their duties as home based caregivers to people with HIV/AIDS.

Training is an ongoing process and it is not a once off event. Drawing on the work of previous authors such as Schindler-Rainman and Lippitt (1975), Claassens (2004) proposed that training should comprise five phases. Phase one consists of pre-service training where volunteers are trained before starting their assigned duties. Phase two refers to start-up support which the assistance is given to the volunteers as they begin their assigned tasks. This may include monitoring and the evaluation of the performed task. The maintenance-of-effort training is training that occurs at regular times. As it is said above that training is an ongoing process, trainings are needed throughout the period of volunteering as to add on job-related knowledge. Some organization require computer skills in order to perform their duties therefore it is an organizational duty to ensure that volunteers are informed and know the latest technology. Phase four refers to the periodic review and feedback that is required. At the beginning this should take place frequently and can be less frequent as the volunteer becomes more experienced. Feedback

and review should focus on whether goals are being met and how services can be improved. The final phase, that is, phase five refers to transition training. Volunteers may want to grow and take on new tasks and should be offered training to help them achieve this.

There seems to be no standard for the how long training courses should be or what form they should take. Kilpatrick et al (2010) found in their survey of Australian organisations that used volunteers that induction programmes were only provided by less than half the organisations. In Sobuce's (2007) study on volunteer home based caregivers, the organisation offered two weeks basic training and continued with training sessions for two days per month for one year. Uys (2002) found that some organisations offered theory and practical training to volunteer caregivers for varying periods of up to three months.

It has already been mentioned above, that training should include an orientation to the organisation and instructions about the how the work is to be done. Kilpatrick, Stirling and Orpin (2010) stated that many volunteers will have developed skills for volunteering during their life and work experience but that specific skills might need to be included in training courses. Other topics that could be included in training programmes could be: government policy and regulations, client confidentiality, the rights and responsibilities of volunteers (Kilpatrick et al, 2010). Training programmes should be fun and volunteers should be given plenty of notice in order to plan their time (Kilpatrick et al, 2010).

Thabede (2006) provided a description of a community caregiver training programme offered by a NGO. This programme aimed to prepare the participants to provide home based care to people who were HIV positive and who had AIDS. The programme was conducted over five days and was for eight hours per day. Morning tea and lunch were provided. Participants received a course manual and topics covered included: motivation of the caregivers, rights of the patients, infection control, hygiene, nutrition, importance of wills and funeral policies, record keeping and self-care. Activities included presentations, discussions, demonstrations and role plays. The participants valued the training but Thabede (2006) pointed out a number of gaps. Some participants for example brought up personal issues which were not adequately addressed in the training and it was

evident that more focus was put on the rights of patients and less on the rights of the caregivers. Thabede (2006) also questioned the skills and knowledge of the trainers.

Retention of volunteers

Volunteers are the resource of many organisations therefore maintaining them is the crucial part within the organization. Hidalgo and Moreno-Jimenez (2009) point out that one of the major challenges facing organisations that rely on volunteers is the high turnover of volunteers. They estimate that about 35% of volunteers leave before one year is up and that on average, volunteers only stay for 18 months. It is the duty of the organizational manager to keep volunteers happy and enjoying being part of the organisation. Claassens (2004) pointed out that retaining volunteers is important to achieve the purpose of the organization, but also because the organisation has invested time and financial resources in recruiting and training the volunteers.

The volunteer process model (Omoto and Snyder, 1995) suggests that volunteer activity will be sustained if there is a good match between what motivated the volunteer to become involved and their experience as a volunteer. The model (Omoto and Snyder, 1995) considers the link between the antecedents of volunteering such as personality and personal and social needs, the actual experience of volunteering and the degree to which it is satisfying and the consequences of volunteering. In order to stay volunteering, volunteers need to feel that their efforts are worthwhile and that the rewards outweigh the costs and challenges. Similarly, Jamieson (2003: 16) stated that volunteers will “leave an agency if the expectations that brought them to the agency remain unmet or because structures, processes, and relationships associated with the volunteer experience are insufficient”. The benefits and rewards of volunteering have been discussed earlier in this chapter and clearly organisations that make use of volunteers should try to ensure that they meet the needs of the volunteers.

Organisational factors, together with satisfaction about the tasks performed can determine whether volunteers remain active (Jamieson, 2003). The organisation should provide opportunities for volunteers to form positive relationships with others, to be integrated into the organisation and to experience support and training, but the tasks they do must be challenging and offer opportunities for growth. Houle, Sagarin and Kaplan (2005) recommended that volunteers be given a choice

regarding what task they want to perform in the organisations and that if these tasks match their personality and initial motives for volunteering they are more likely to remain volunteers.

Support for the volunteer is an important aspect of retaining volunteers and support can be shown in different ways. The importance of training has already been discussed in detail previously in this chapter and training can also be seen a source of support to volunteers. Good supervision is another form of support. Uys (2002) found that caregivers turned to their supervisors for help and felt that without them they would not have been able to do their work. Sobuce (2007) found a similar situation when volunteer caregivers reported that the first person they turned to for support was their supervisor. Supervision provided them with encouragement but also helped to increase their knowledge. Morton, Mayekiso and Cunningham (2015) found that the volunteers appreciated their supervisors providing them with counselling (both in respect of their work but also in respect of their own personal issues) and conducting home visits with them. In all of these cases, supervision was provided by a professional person, either a professional nurse or a social worker.

A number of studies have identified that peer support was an important aspect and team work was seen as a factor that enhanced the quality of the services provided and helped to ensure that volunteers feel supported. Sobuce (2007) for example, wrote that volunteers went with each other on difficult home visits and shared materials with each other. Communicating and working with volunteers from other organisations was another form of support (Uys, 2002). Kilpatrick et al (2010) found it was useful for more experienced volunteers to mentor new- comers.

Acknowledging the work done by the volunteers is another form of support that assists in retaining them. Giving volunteers credit for the work done can make them feel included and an important component within the organisation as they give their services from their own free will. Woods (2006) emphasized that organisations should develop techniques, events and programmes that acknowledge volunteer's contribution. For example, International Volunteer Day (IVD) is celebrated each year on 5th of December each year and on this day, organisations could have the event to acknowledge the effort of volunteers within the organization. Woods (2006) added that if volunteers feel important and that they belong, they will be more likely to be retained.

For people who have been motivated by religious beliefs and ideals and who work for faith-based organisations, integrating religious practices into their volunteering activities can serve as a source of support and satisfaction. Praying together at the start of the day was an example of how this occurred in practice (Sobuce, 2007).

Claassens (2004) quoted Schindler- Rainman and Cippitt (1975) and suggested a number of steps that can be taken to retain volunteers. The first suggestion is that each volunteer have an individualized plan for training, and support. Personal contact and useful literature could also be included. A second suggestion is to ensure that volunteers are reimbursed for costs related to travel, lunches, parking, etc to ensure that even those who do not have extra means can give of their time and talents. Offering a variety of jobs and opportunities to grow and develop can also enhance volunteer satisfaction and encourage them to remain. This would also help to avoid monotony. Another suggestion is that there needs to be a place where volunteers can meet together socially and share their experiences. Finally, it is important to build in ongoing reciprocal evaluation. This will assist in identifying gaps on tasks conducted and ability to identify the need for further trainings and workshops.

CONCLUSION

This chapter was based on the reviewing of literature. The adapted intervention research model (Strydom, Steyn and Strydom: 2007) guided this study, the overview of the volunteerism was also discussed and both terms “volunteerism” and “volunteer” were defined within the South African context and around the world .

This was followed by outlining the benefits of being volunteer at an individual level and within the societal level. Furthermore, this chapter also identified some of the challenges faced by volunteers and what are the benefits of being a volunteer.

Lastly, methods utilised on the recruitment of volunteers, trainings and the retention of volunteers were also discussed

Chapter three will discuss the methodology used in this study.

CHAPTER THREE

METHODOLOGY

In Chapter one, an overview of the Adapted Intervention Research Model (Strydom, Steyn and Strydom, 2007) was provided. As discussed, this model consists of seven phases and each phase in turn consists of a number of steps. This chapter focuses specifically on phase two, that is, the methodology. In this phase, the methodology for both phases three (the analysis) and phase five (the evaluation) were formulated and this chapter describes the implementation of the methodology. Each of the steps, kind of research, approach or perspective, design, model, procedures and data gathering methods is described. In addition, issues of trustworthiness, ethical considerations and limitations are considered.

KIND OF RESEARCH

According to Marlow (1998), research in social work has several functions. Firstly, it is through research that knowledge about the extent, nature and cases of social problems is developed. In addition, the understanding the effectiveness of programmes and interventions enhances social work practice. Secondly, social workers, in terms of their professional ethics, are required to keep up to date with current practices and to use evaluation and research evidence in their practice. Thirdly, as Marlow (1998) pointed out, the issue of accountability requires social workers to demonstrate that they are spending public money wisely on programmes that work. A fourth reason is that research can be used to directly empower clients.

This research study incorporated all of these functions. The Adapted Intervention Research Model (Strydom, Steyn and Strydom, 2007) was specifically designed to provide guidelines for research that directly leads to developing interventions that can improve practice. Assessing the needs of a client group (in this case, a group of volunteer caregivers) provided an understanding of a certain problem issue. Developing a programme helped to empower this group of people. Evaluating the programme served to increase knowledge about programmes and demonstrated accountability.

RESEARCH APPROACH

“Research processes are commonly classified as either quantitative or qualitative; quantitative research methods emphasize the production of precise and generalizable statistical findings while qualitative research methods are more likely to tap the deeper meanings of particular human experiences and generate theoretically richer observations that are not easily reduced to numbers” (Rubin and Babbie, 2010:34). The Adapted Intervention Research model allows for studies that are qualitative, quantitative or a combination of both approaches (Strydom, Steyn and Strydom, 2007). The overall approach to this study was qualitative in nature. Ritchie et al (2014:3) described the qualitative research “as a naturalistic, interpretative approach, concerned with exploring phenomena “from the interior” (Flick,2009) and taking the perspectives and accounts of research participants as a starting point.”

This research study aimed to understand the experiences of volunteer caregivers in respect of their work with foster families. This understanding formed the basis of the development of a training programme which was implemented. The programme was evaluated both formatively and summatively with a view to determining whether the caregivers found it helpful. The focus was specifically on the experiences and perceptions of the volunteer caregivers and so a qualitative approach was therefore appropriate.

A qualitative approach was also consistent with the theoretical approach guiding the study. One of the characteristics of qualitative research approach outlined by Ritchie et al (2014:4) is that it provides kinds of information and understanding needed in social research while empowerment is defined by Adams (2008:17) “ as the capacity of individuals, groups and/or communities to take control of their circumstances, exercise power and achieve their own goals and the process by which, individually and collectively, they are able to help themselves and others to maximize the quality of their lives”. Therefore, the nature of this study which is qualitative assisted in assisting the participants in acknowledging the power that they have through their experiences.

A further aspect of qualitative research that was relevant for this study was the role of the researcher. In qualitative research the researcher serves as a source to those being studied by giving them a chance to act effectively in their own interest (Rubin and Babbie: 2010).

RESEARCH DESIGN

This research study incorporated different research designs. For Phase three of the Adapted Intervention Research model, the analysis, a needs assessment was conducted. This phase was exploratory as it sought to “gain insight into a situation...” and descriptive as it sought to “present a picture of the specific details of a situation” (Fouche, in De Vos, et al, 2005:109).

For Phase five, the evaluation phase, a one group post- test only evaluative design was adopted. Fouche (in De Vos et al, 2005) explained that this type of design examines what happens when one group of people who were not randomly selected are subjected to an intervention.

Royse et al (2006:11) indicated that “programme evaluation is applied research used as part of the managerial process and evaluations are conducted to aid those who must make administrative decisions about human services programs” and “program evaluation refers to the purpose of research rather than to any specific research methods; its purpose is to assess and improve the conceptualization, design, planning, administration, implementation, effectiveness, efficiency, and utility of social interventions and human service programs” (Rossi and Freeman, 1993 in Rubin and Babbie, 2010:200).

MODEL

As described in Chapter one, the Adapted Intervention Research Model was selected for this research study. This model which was developed by Strydom, Steyn and Strydom (2007) combines aspects of the Developmental Research and Utilisation Model (Thomas, 1981) and the Intervention Research Model (Rothman and Thomas, 1994). Both these models have been useful in integrating theoretical and empirical aspects of social work research and have been used in research in South Africa (Strydom, Steyn and Strydom, 2007).

PROCEDURES AND DATA GATHERING METHODS: THE ANALYSIS PHASE

Research participants

Key informants were selected to participate in the study. Key informants are those people who are considered to have special knowledge about the problems and needs and who are able to provide expert opinions (Rubin and Babbie, 2007). In this study, the volunteer caregivers themselves were considered to be the key informants. It was acknowledged that their experiences and perceptions about their needs should inform the training programme.

At the time of the research, there were seven volunteer caregivers and the manager of the project. There was therefore no need to sample and all the volunteer caregivers were invited to participate in the research study.

Data collection method

Individual semi structured interviews were conducted with each of the participants. Galletta (2013:45) stipulated that “the semi-structured interview is valued for its accommodation to a range of research goals, typically reflects variation in its use of question, prompts, and accompanying tools and resources to draw the participant more fully into the topic under study”. Semi-structured interview was one of the tool used in this study because it enable the participants to participate freely while the open ended questions drive the responses of the participants to be more specific and relaxant to the study. Galletta (2013:45) contracted by stating that “semi-structured interviews incorporate both open ended and more theoretically driven questions, eliciting data grounded in the experience of the participants as well as data guided by existing constructs in the particular discipline within which one is conducting research.”

In this study, the interviews were carried out at Sonkombo Thusong Centre where Zikhuliseni Traditional Development is based. The participants in the interview were the community caregiver volunteers who do voluntary work in this organisation. At the beginning of the interview, the researcher began with general talk with the participants in order to create rapport.

De Vos et al (2005) contended that the getting the maximum of information during an interview depends on maintaining proper relationship with the participants. A good relationship will also

help to ensure that the gathered information will be accurate and reliable. The rest of the interview was in the form of a conversation where the researcher and the participants,

The interview was guided by a semi structured interview schedule (See Appendix 2a). The first set of question sought personal information such as age, education standard, employment history, and duration on voluntary work and the reason of becoming a volunteer. The next set of questions focused on the experience of the participants as volunteers and they were asked about things that they enjoy most, challenges and the need of training.

Participants participated in making preparations and arrangements of the implementation of the programme, duration of sessions, time to start and the day of the implementation were amongst the aspects discussed.

PROCEDURES AND DATA GATHERING METHODS: THE EVALUATION PHASE

Research participants

All seven of the caregivers as well as the manager who participated in the programme took part in the evaluation of the programme.

Data collection methods

In this study, the purpose of the evaluation was to assess the efficiency and the relevance of the sessions on the implemented programme and to evaluate the whole project to assess the eventual success of the programme .Rubin and Babbie (2010:200) stated that “program evaluations can be further classified as summative or formative”.

Formative evaluation: Posavac and Carey,(1985) in Rubin and Babbie (2010:200) further added by stating that “formative evaluation focus on obtaining information that is helpful in planning the program and in improving its implementation and performance”. In this project, formative evaluation was used to evaluate each session held with the participants. This was done in two ways. First of all, each session ended with a reflective discussion during which the participations gave their opinions about what they had learned during the session. The second form of evaluation

was a very short questionnaire consisting of incomplete sentences which each participant completed. These sentences focused what the participant felt about the session as well as the presenter. There was also one open question that asked the participant if anything should be done differently in the future. (See Appendix 2b for this questionnaire)

Summative evaluation: “Summative evaluations are concerned with whether the programme was successful and assist in making decisions about whether it should be continued or chosen in the first place from among alternative options and the results of a summative evaluation convey a sense of finality (Rubin and Babbie, 2010:200). Summative evaluation was utilized in this project to evaluate the input of the study towards empowering community volunteers and to assess the ultimate success of the project. This evaluation was completed at the end of the sessions. First of all, a group discussion was held during which the participants shared their experiences. This was an open discussion and participants discussed the presentation, the time, the activities they had enjoyed and their ideas for improvements. Secondly, participants were asked to individually complete a questionnaire which covered similar topics. (See Appendix 2c)

ISSUES OF TRUSTWORTHINESS: CREDIBILITY OF THE STUDY

In qualitative research, the validity and the reliability of the study are important. Babbie and Mouton (2004) postulated that qualitative study cannot be called exchangeable unless it is reliable, and it cannot be considered as credible unless it is reliable.

Padgett (1998b) in Rubin and Babbie (2010:231-332) identifies three key threats to the trustworthiness and recommends six commonly used strategies used to minimize the distorting influence of these threats and to enhance the rigor of the qualitative study and not every strategy is feasible or applicable to every qualitative research. These key threats to trustworthiness are:

- Reactivity
- Researcher biases
- Respondent biases

Reactivity occurs when the researcher’s presence in the field distorts the naturalism of the setting and consequently the things being observed. Researcher biases can distort what researcher

perceives or how they selectively observe and respondent bias, this refers most typically to the need to appear socially desirable.

Six commonly used strategies utilised to reduce these threats are:

Prolonged engagement

Prolonged engagement which is used to reduce the impact of reactivity and respondent bias and the long and trusting relationship with the researcher gives the respondents less opportunity to deceive. In this study, the researcher began with developing a mutual relationship with the participants as early as on the introduction of the programme prior the need assessment. This was done to create rapport and to gain trust from the participants and the organisation itself.

Triangulation

Triangulation occurs when the researcher seeks validation between two or more sources for the data interpretation. The researcher was guided and advised by the supervisor who monitored the whole process of the study from the proposal, need assessment, implementation and the evaluation of the implemented programme. Feedback from supervisor was also useful to the researcher and it was used accordingly.

Peer debriefing and support.

This refers to discussing one's research experiences and the findings with other to get different ideas and perspectives. The researcher got the supervisor's guidance in all the processes of the study, moreover other researchers were contacted to share experiences and proof reading of the dissertation before submitting to the supervisor. This strategy overlaps slightly with the triangulation.

Negative case analysis

This involves searching thoroughly for disconfirming evidence or looking for deviant cases that do not fit the researcher's interpretation. In this study, the researcher remained aware of this but no negative cases were found.

Member checking

Member checking includes requesting research participants to confirm or disconfirm the accuracy of the research observation and interpretation. In this study, the outcome of needs assessment was discussed with the participants to ensure that the training programme that was implemented is the one that they seek.

Auditing

Auditing happens when the researcher leaves a paper trail of the field notes, transcripts of interviews, journals and memos documenting decisions made along the way and so on. Diary with notes was kept, data collection tools were also kept and it is available and will serve to confirm the findings of the implemented programme. The draft of discussion of findings was also submitted to the supervisor for guidance and editing.

ETHICAL CONSIDERATIONS

Before researchers can implement studies that involve people, they confront questions about the ethics of their proposed investigations; Ethics are typically associated with morality and both deal with matters of right and wrong (Rubin and Babbie, 2010).

Ethical approval for this study was granted by the Humanities Ethics Committee at University of KwaZulu -Natal (See appendix 3).

The following ethics were important for this study.

Voluntary participation and informed consent

Rubin and Babbie (2010:256) outlined “ethical guidelines in Social Work research to be followed in ensuring the ethical issues while conducting the research”. These guidelines emphasizes that the participation on the study must be voluntary and that is the major tenet of research ethics, no one should be forced to participate and all participants must be aware that they are participating in the study.

To ensure that the all participants knew and understood the aim and the objectives of the study, they were all given a letter which explained the purpose of the research (See Appendix 1a and b). This was also discussed again with them at the beginning of the research process. Each participant was also required to sign an informed consent form (See Appendix 1c). Participants were also informed that that they may withdraw from the project at any point if they felt so with no penalty or negative impact in their voluntary work. Despite this being discussed and clarified, it must be acknowledged that some participants may have felt obliged to participate. If they initially felt obliged to participate, the subsequent enthusiastic participation of all the volunteers seems to indicate that the experience was a positive one for them.

No harm to the participants

Social work research should never harm the participants in a study, regardless of whether or not they volunteered for it (Rubin and Babbie, 2010). In this study, participants were not required to reveal any sensitive personal information. Care was also taken to ensure their comfort and ease at all times. For example, they were consulted about the time and venue of meetings.

Anonymity and Confidentiality

Rubin and Babbie (2010:259) insisted “that the protection of participants’ identity is the clearest concern in the protection of their interests and well-being in research”. Because this was an intervention research, the researcher created codes for participants in ensuring the anonymity (P1-P8) reporting the findings and no personal details were needed from the participants. The researcher ensured that data interpretation was conducted accordingly in a manner that does not misinterpret things said by the participants.

Methodology that was used as a data collection instrument also poses the challenge in maintaining confidentiality. The researcher tried to overlook the dynamics of group that may have a negative impact on the study and compromise the anonymity and confidentiality. Although focus group assisted in gathering the information and the implementation of the project, it also had some limitation that compromises the anonymity and confidentiality. Confidentiality cannot always be maintained when researcher uses the focus group as the data collection method because participants cannot be fully trusted with the information shared within the group as Becker

(2010:39) indicated that “when conducting focus group there is a possibility of formation of sub-groups which is alliances formed between members that can be based on similarity, support, or physical closeness and sub-group can be problematic when they compete with the overall group”.

LIMITATIONS OF THE STUDY

In each and every project implemented, there is a possibility that challenges will occur during the process. Some of the challenges can be avoided while others are impossible to avoid. There were some limitations that occurred in this project and these need to be considered when looking at the results of the study.

First of all, there were limitations related to the sample. Ndwedwe consists of 19 Wards with quite number of non-governmental organisations. However, this study was conducted in Ward 11 with only one organization (seven volunteers and project manager). Therefore, generalizing the findings that were obtained during need assessment interviews to other organisations would be unwise. Data was also collected only from the community volunteers and the project manager and the executive committee was not included during the need assessment and the implementation due to the nature of the project. Their opinions may have been different to those of the volunteers and the project manager. Furthermore, in this exploratory study, no attempt was made to consult with the families about assess whether the training programme impacted on the quality of service they received. In addition, using the same sample for the needs assessment and the valuation may be seen as a limitation. However, this was unavoidable as the organisation only has a limited number of volunteers.

Secondly, there were some limitations related to the data collection. Although a group work was a chosen data collection tool, there were challenges in collecting accurate and relevant information from all participants equally due to the fact that well-spoken participants dominated the group discussions and some of the participants were passive during the discussions and exercises done.

Thirdly, language may be seen as a possible limitation. The needs assessment, programme implementation and evaluation were conducted in isiZulu but this report is presented in English. While every attempt has been made to translate meaning accurately, it might happen that some nuances are lost.

Time was a fourth limitation to be considered. Due to the time constraints placed on this project the outcome of the evaluation of the project was not implemented and phase six of the Adapted Intervention Research Model (Strydom, Steyn and Strydom, 2007), Adaptation, did not occur.

CONCLUSION

This chapter provides the methodology utilized in this study which the Adapted Intervention Research Model (Strydom, Steyn and Strydom, 2010:337-341), the theory that guided the whole project, research approach, ethical consideration, issues of trustworthiness and the limitations of the study.

In Chapter 4, results and discussions will be presented.

CHAPTER FOUR

DISCUSSION OF RESULTS

In the previous chapter the research methodology was presented. This chapter presents the results of the study and is divided into three sections. Section one analyzes the results of the needs assessment phase. Section two describes the programme that was developed and its implementation. Section three focuses on the evaluation phase and the results of the formative and summative evaluations of the programme are presented.

Throughout this chapter, quotes from the participants are provided to illustrate specific themes and points made by the participants. Where relevant, the findings are linked with findings from other studies.

SECTION ONE: ANALYSIS OF THE NEEDS ASSESSMENT

This phase of the research focused on gaining an understanding of the volunteers and to discover their needs as volunteers. The results in respect of the needs assessment are presented as follows. Firstly, the research participants are described. Secondly, their motivation to become volunteers is discussed. Thereafter, the challenges facing them and their experiences are examined and finally their training needs are described. In order to protect the anonymity of the participants, they are referred to as P1, P2, etc.

IDENTIFYING PARTICULARS OF THE RESEARCH PARTICIPANTS

The table which follows provides an overview of the volunteers who participated in this study.

TABLE 4.1: BACKGROUND INFORMATION IN RESPECT OF THE VOLUNTEERS

| Participant | Age | Education standard | Employment history |
|---|------------|--|--|
| P1 | 41 | Grade 12 | None |
| P2 | 35 | Grade 12 | None |
| P3 | 34 | Grade 12 | Participated on the Kha Ri Gude Mass Literacy Campaign as a tutor for two years. |
| P4 | 34 | Grade 12 | None |
| P5 | 29 | Grade 12 | None |
| P6 | 43 | Grade 12 | Worked at a local Early Childhood Development center as a child minder for 18 months |
| P7 | 31 | Grade 12 | Thandanani Non-Governmental Organization as a volunteer for three years |
| P8 (Project manager of the organization) | 34 | Grade 12 Enrolled at UNISA for Diploma in Child and Youth Development | None |

The above table provides the background information in respect of each participant in the study. Participants were between the age of 29 and 43 within the average age being 35 years. All the participants had completed Grade 12, three of the participants had working experience while four of them had no working experience at all. One volunteer (P3) had participated on Kha Ri Gude Mass Literacy Campaign as a tutor for two years, another volunteer (P6) had been employed at a local Early Childhood Development Center as a child minder for eighteen months and the third volunteer (P7) had worked as a volunteer at Non-governmental organisation called Thandanani for three years. It is interesting to note that none of these positions had provided full time employment and P7's work experience was of a volunteer, not an employee. As discussed in Chapter one, this area is characterized by high levels of unemployment and this finding was thus not unexpected.

Length of time as a volunteer

The most experienced volunteer (P1 and P8) had five years of experience and the least experienced had (P7) had only one year. Other volunteers (P3, P4, P5) had two years each of experience. As discussed in the literature review, retention of volunteers is a major challenge for many organisations with the average time that volunteers stay being about 18months (Hidalgo and Moreno-Jimenez, 2009). Most of the volunteers in this organisation had been volunteering for longer than this. The benefits to remaining a volunteer must therefore outweighed the challenges. Given the unemployment levels in this community, it may be that the stipend provided the volunteer caregivers with some source of income which they found essential.

MOTIVATION TO BECOME A VOLUNTEER

The participants reported that various reasons had motivated them to become volunteers. These are now discussed.

Altruism

As discussed in Chapter two, altruistic motives account for why some people volunteer (Shye, 2010). In this study, only two (P1 and P2) volunteers indicated an altruistic motive and a specific interest in helping others. P1 said her motivation towards volunteering was to assist vulnerable group of people within the community and P2 indicated that the motive was to help those who cannot help themselves like orphaned children.

Gaining work experience

Four volunteers (P3, P4, P6 and P7) reported that gaining experience was the important motivation to become a volunteer. P3 stated that the only reason for her involvement in volunteerism is to gain working experience as she was never employed before. She commented that,

“I am involved in this kind of work so that I can gain experience as each and every advertised post needs some experience”.

P4 indicated that what motivated her to become a volunteer was being unemployed and to gain experience and her words were:

“I am unemployed therefore this is the good opportunity to keep myself occupied and to gain knowledge as well as stipend”.

Similar comments were made by P6 and P7:

“...being a volunteer assists me in gathering knowledge through trainings and workshops and experience through practical work.....”

“I wanted to gain experience through trainings and workshop also to obtain some certificates after an attended training.”

As discussed above most of the participants in this study had little or no work experience. It was therefore not surprising to find that these participants saw volunteering as a way to gain work experience and thus improve their chances of gaining meaningful work. These findings also relate to previous studies that found people volunteered in the hope of improving their career prospects as Schuurman (2013) indicated that volunteers are exposed to various trainings and improving and improving human capital is also identified as an important motivator for volunteering (Bussell and Forbes (2001). Volunteering is therefore one of the ways utilized by volunteers to improve working skills, gaining experience and to improve human capital. Other volunteers are not motivated by being altruistic and gaining experience towards volunteerism, others are being motivated by stipend paid to them (volunteers).

Financial reward

For three volunteers (P3, P4, and P5) receiving a stipend was the main motivation for volunteering. Tschiarhart et al (2001:422) in Hunter and Ross (2013:744) pointed out that stipends are generally far below fair market value but enable people to engage in formal work service activities to help people to whom they have no personal connection. Volunteering can thus be of benefit to both giver and the recipient of services through payment of stipend. The payment of stipend can therefore serve as stimulation towards volunteerism. Hunter and Ross (2013:744) pointed out that stipend paying volunteer programmes seek to provide unemployed individuals with job experience as well as training in order to enhance the volunteer's capacity to earn more once they exit the

programme. In addition to being motivated by the stipend, volunteers P3 and P4 also added that they were motivated by the opportunity to accumulate knowledge and gain working experience.

Getting practical experience related to further studies

Volunteer P8, who was the project manager, was studying for Diploma in Child and Youth Development and felt that being a volunteer in this project would help her in gathering more knowledge based in working with the community and to familiarize herself with the helping field. Her motive was to improve her academic results.

Gaining recognition in the community

One volunteer (P7) indicated that her motivation of being a volunteer was to play a recognized role within the community and to gain experience that can be used in future. Bussell and Forbes (2001) also specified different persons can be involved in a same task but have different goals towards that task. Other people are involved in volunteering because of uniform that volunteers wear and the benefits obtained.

Not having anything else to do

One volunteer (P5) volunteered because she had nothing to do and bored. She was neither employed nor studying. Volunteering is seen as one of the ways of keeping people occupied when they has nothing to do.

It would appear that the main motivation to volunteer in this programme was related to unemployment status of the women. The need for the stipend and to gain work experience were major factors in them deciding to become volunteers. The idea that volunteering involved an altruistic motive and desire to serve others was noted in only two of the participants. This is of concern to the organisation because it may mean that as Akintola (2010) suggested that the programme is not sustainable. If there is no money to pay the stipend, or if the volunteers get offered a better job, they may leave. There are some positive experiences in volunteering, below is some of the positive experiences raised by volunteers.

POSITIVE EXPERIENCES OF BEING A VOLUNTEER

The participants identified number of enjoyable experiences as volunteers. These experiences included satisfaction, receiving stipend, gaining experience, interaction amongst other volunteers and changing lives of others.

Satisfaction

Two volunteers (P1 and P2) indicated that what make them to enjoy being volunteer was self-actualization after rendering services and spiritual fulfilment based in type of assistance that is given to the orphaned children. Similarly, P5 and P7 indicated that they enjoyed making difference in lives of others who were unable to assist themselves. Other studies have also found this and, for example, Sobuce (2007) commented that volunteer caregivers in his study found that they had been empowered through their work.

Receiving stipend

Three volunteers (P3, P4 and P6) specified that stipend is one of the most enjoyable elements on being a volunteer. Getting a stipend helped them to contribute to the family income. As mentioned in chapter one, the stipend that the volunteers receive is very low, only R1200.00 per month. An old age pension for example is more than this. The stipend therefore cannot be seen as a salary but even this little amount helped the volunteers feel that they were less dependent on others and able to contribute something to their families.

Gaining experience

Volunteers (P7 and P8) both enjoy gaining experience while assisting other people. P8 added by stating that since she is studying the field that is based in assisting community therefore being a volunteer will assist her in networking with the community members and to gain the touch of working with the community. This finding is similar to the study conducted by Clary et al (1998) which states that volunteering provides opportunities for learning experiences and exercising knowledge, skills and abilities that might otherwise go unpractised.

Interaction with others

One volunteer (P3) was the only one who indicated that she enjoyed interacting with other

volunteers and that motivated her to continue with volunteering.

Rodlach (2009, in Morton et al, 2015) writing about the Zimbabweans experience reported that in general caregivers were appreciated and held in high esteem in their communities in contrast Mohammad and Gikonyo (2005, in Morton, 2015) caregivers can experience stigmatization as a result of the work they do

These responses indicated that each volunteer has a unique reason and motivation to become a volunteer therefore there was a need of common training to be conducted to all volunteers to ensure that they are well capacitated in the work that they do. Although volunteers had a positive motivation toward volunteering, they also experience some challenges in their day to day tasks. The following were some of challenges raised by volunteers during the need assessment.

CHALLENGES FACING THE VOLUNTEERS

Crook et al (2006:39) pointed out “that volunteers often encountered challenge that included role demands, role-ability fit and stress/ burnout concerns as well as limited organizational resources and structural obstacles”. Some of these challenges were also faced by the participants in this study, many of them found coping with demands of their roles difficult.

Role demands and role- ability fit

Volunteers in this project were required to keep many records. P1 said that being provided with numerous kinds of forms to complete without knowing how to do so, this was a challenge. She gave the example of a profiling form which was extensive and stated that they were given no training on how to complete them. P3 agreed by saying that they were not furnished with the information needed in order to complete their day to day tasks.

Some of the volunteers also felt that they lacked information that was required in their day to day work. For example, P3 said they needed to know more about foster care and the grants available and how to access them as these were the questions that prospective foster families asked them. Four volunteers (P4, P6, P7 and P8) all commented that a lack of training presented challenges

and that they could not work effectively. P8 specifically mentioned that they lacked training on how to work with children.

Organisational and structural issues

A shortage of volunteers was identified as a challenge. One volunteer (P5) indicated that there were very few people who were willing to volunteer within the area and there are thus not enough volunteers to visit everyone. The homes in this rural area are also scattered over a large area and volunteers were required to walk long distances to visit the homes. P8 also stated that working conditions are not conducive for volunteering, no working tools like stationery and office machines like computer and printers and every month they must submit narrative report based on the work that is done per month. The organisation had only seven volunteers serving nine areas within the district. This volunteer explained that this sometimes led to burnout amongst the volunteers.

A related issue was that of security. All the volunteers were women and some felt that their security was threatened. Because there were so few volunteers, they often had to visit homes individually and walk in deserted places. One volunteer (P7) went as far as to say:

“.....our lives are in danger”

The difficulties of volunteering in rural communities in South Africa have been identified in previous studies. Uys (2002) reported that most volunteers carry out their duties by walking long distances as there is limited public transport in these areas. Likewise to volunteers at Zikhuliseni Traditional development, volunteers experience the similar challenges as those who were identified in Uys (2002). Zikhuliseni Traditional Development volunteers showed their concern regarding the shortage of volunteers which resulted in walking long distances and in some cases they must use money from their pockets to travel from area to another area. They also indicated that the stipend does not assist them much because they also use the money for travelling to report to the organization first before doing their tasks.

Stress and burn out

Volunteers said they often felt stressed due to the conditions mentioned above. They described being tired, demotivated and over-burdened. Moremi (2012) explained that volunteers often experience high levels of stress due to their own circumstances as well as the demands of being volunteers. In an area, such as where this study took place, where there is high unemployment and few members of the family working, volunteers have financial obligations. However, the stipend barely helps them to meet their own needs let alone those of the whole family. Other stressors related to the work then exacerbate their stress.

The above- mentioned challenges can inhibit the functioning of the organisation if they remain unaddressed. It is vital to have trained volunteers so that the organisation will be functional and to take into consideration the working conditions to avoid burnout on volunteer. Necessary resources are also needed in order to make volunteering enjoyable to the volunteers.

TRAINING NEEDS

The needs assessment with the volunteers revealed that no training at all and no training in respect of working with foster families had been provided. They all agreed that training based on foster care was necessary. Volunteer (P1) informed the researcher that she would like to get more information on children's care and protection as indicated in the South African Constitution. P2 concurred with P1 by stating that workshops on foster care were needed as the organisation is mandated to ensure the well-being of orphaned children. P4 emphasized that there was a need for volunteers to be trained so that they will be useful within the organisation and on the services users and P8 added by stating that training were needed to equip volunteers because they perform duties without having relevant knowledge especially as they were working with vulnerable groups.

It was most alarming to note that these volunteers had been in the field for periods ranging from one to five years and had been working with foster families without any form of training. Most of the children placed in foster care in this area are orphans and they are placed with family members in kinship care placements and while these placements offer many advantages, the challenges must also be noted. The following discussion provides justification for the argument that continued

support and supervision of foster placements is required even when children are placed with relatives.

Conway and Huston (2007:1) indicated that “more than 2.5 million children are being raised by their grandparents and relatives for different reasons, one of these reasons is when parents are dead and the grandparents or any relatives have to look after the children”. Grandparents are firstly considered when the children’s parents are dead. “Children in kinship foster care has been found to experience fewer placement changes than children placed with non-kin foster care” (Conway and Huston :2007:1) because placing the children with their relatives require less adaption mechanism as they know each other even before the death of the parents. An example of this is that there is no need to change schools because they are not moved from one area to another and they can more easily deal with the parents’ loss while they are staying with relatives. Children placed on kinship foster care have the advantage of continuing with their norms and cultures and their cognitive development is less likely to be affected.

Child Welfare Gateway bulletin (2012:2) outlined that “kinship care has three categories namely informal kinship care, voluntary kinship care and formal kinship care”. Informal kinship care refers to arrangement made by parents and family members without involving legal aspect like children’s court. In this type of kinship care, the legal custody of the children remains with parents (Child Welfare Gateway Bulletin: 2012:2) any decision related to the child is obliged to be taken by biological parents of the child. Parents of the child also have the responsibility to safeguard the child and provide the child with his or her needs.

According to Child Welfare Gateway Bulletin (2012:2) “voluntary kinship care refers to situations in which the children live with relatives and the child welfare system is involved, but the State does not take legal custody”. In South African context, this form of kinship care happens mostly in families that consist of polygamy marriage in case where other wife is infertile. Family members gather together and choose one or two child to be assigned to the infertile wife. Other families prefer to do this without involving the court while others go to children’s court and apply for formal guardian of that chosen child or children. In most cases, the one who took the child is responsible for all child’s needs and she has the responsibility to care and safeguard the child.

The Children's Act No 38 of 2005, Chapter 3 Section 24 (assignment of guardianship by court)(1) states that any person having interest in care, well-being and development of a child may apply to the High Court for an order guardianship of the child to the applicant but (2) when considering the application contemplated in subsection (1) court must take into account (a) the best interest of the child (b) the relationship between the child and the applicant and any other relevant person and the child (c) any other fact should, in the opinion of the court, be taken into account.

“Formal kinship care refers to cases in which the children are placed in the legal custody of the state by the judge, and the child welfare system then places the children with grandparents or other kin” (Child Welfare Gateway Bulletin, 2012:1-2). Formal kinship care is similar to the assignment of guardianship by the court order within the South African Children's Act No 38 of 2005 but often the child is formally placed in foster care which allows the relative to receive the foster care grant.

Child Welfare Information Gateway bulletin (2012:2) identified some benefits of kinship care as follows: “Kinship care reduces the trauma that children may experience when they are placed with strangers and it enables children to stay with people they know as they maintain connections to the extended families”. Whitley, Kelly and Williams (2007) in Child Welfare Information Gateway bulletin (2012:3) added by stating that “ kinship care allows children to receive support from extended families that may be unavailable in non-kinship placement and they reportedly to have fewer behavioural problems than peers in other form of care” (Rubin et al, 2008 in Child Welfare Information Gateway Bulletin ,2007). These are the benefits that cannot be found in any other kinds of placement.

Just because children are placed in foster care with relatives does not mean that the family will not experience problems and that is why there should be close supervision and monitoring by the welfare system. Chipungu and Bent-Goodley (2004) pointed out that child who is detached from his or her home and placed in foster care often experience negative short and long term effects that may include behavioural problem, emotional and psychological challenges. Foster care placement must meet and respond to all children's needs including development needs and other basic needs.

Chipungu and Bent-Goodley (2004) added by stating that foster parents are being confronted with number of challenges in raising fostered children and meeting their needs therefore they need support from the Department of Social Development.

Not all volunteers were excited about the training; two volunteers (P5 and P7) were ambivalent about training. They complained that they already had so much to do and were felt that training added yet another to their shoulders. This was important to note to make sure that any training is made to seem attractive and something that volunteers want to do. If they do not see it as important, they will not attend.

The need for training has also been identified in other South African studies. Participants in Sobuce's study (2007) reported that training was essential if volunteer caregivers were to be effective in their work. They recommended regular workshops. Sobuce (2007) also pointed out that there have been some calls for training of volunteer caregivers to be standardized and that they must be properly accredited through the South African Qualifications Authority. This would help to raise the standard of care and provide recognition for volunteer caregivers.

SECTION TWO: THE DEVELOPMENT AND IMPLEMENTATION OF THE PROGRAMME

Phase four of the Adapted Intervention Research Model (Strydom, Steyn and Strydom, 2007) deals with the development of the programme. In this section, the programme outline will be presented.

The topics included in the programme were selected as a direct result of the needs expressed by the participants. A fundamental principle of social work practice is to start where the client is. Starting where the client is and accepting that the client is the best person to identify his/her needs is a way of showing respect (Egan, 2010), another primary value of social work practice. In addition, people can be empowered if their needs and opinions are taken seriously and in terms of the strengths perspective (Saleebey, 2006) which was part of the theoretical framework guiding

this study, change occurs when the helper (in this case the researcher) collaborates with the clients (in the case the volunteers) and establishes a mutual and equal relationship with them.

The following table illustrates the topics that formed the core of the training programme.

TABLE 4.2: OVERVIEW OF THE TRAINING PROGRAMME

| Week | Topic |
|-------------|---|
| 1 | Review of needs assessment and planning |
| 2 | Introduction to the Children’s act, No 38 of 2008: what does the Act say about child care and protection? |
| 3 | Introduction to foster care: What is foster care and what are the roles and responsibilities of foster parents? |
| 4 | Children’s rights and responsibilities |
| 5 | Parenting skills to the foster parents :ways of improving caring orphaned children (responsibilities) |
| 6 | Neglect and exploitation of children – Part one |
| 7 | Neglect and exploitation of children – Part two |
| 8 | Motivation presentation by guest speaker |

For each session, notes were prepared to ensure that all relevant information was included. These were primarily for the use of the presenter. It was important to ensure that the information was given in language that the participant understood. Even though they all had matric and were able to communicate in English, the predominant language used was isiZulu.

Session one plan

- Welcome and introduction to the programme
- Present results of needs assessment
- Present proposed plan of programme
- Discussion: Questions and answers
- Recapping
- Closure

- Refreshments
- Departure

NOTES FOR SESSION ONE

The need assessment revealed that the volunteers had not undergone any training or attended any workshops on working with foster families before commencing their duties. As they are working with children, It is important they understand that their work is guided by the Children’s Act, No 38 of 2005 (RSA, 2005). The session aimed to share the needs assessment with the volunteers and to check that they were a true reflection of their needs. By sharing the proposed topics, with the volunteers, it was hoped that they would be interested and motivated to attend. The session also aimed to provide enough time for queries to be addressed.

Session two plan

- Welcome and recap on previous session
- Introduction of the current session: Introduction to Children’s Act, No 38 of 2005
- Activities: Discussion and distribution Act summary among participants
- Questions and answers
- Summarizing the main focus of the Act
- Evaluation of the session
- Closure
- Refreshments
- Departure

NOTES FOR SESSION TWO

The session aimed to introduce the volunteers to the Children’s Act. Having copies of the relevant section would allow them to actually see the Act and realise that it is real document. The focus of this session was on the importance of considering the best interests of the child.

Chapter 2 of Children’s Act No 38 of 2005 encompasses the following Sections that are utilised to ensure that all the children’s need are taken into consideration:

“Section 6 General Principles

- (1) The general principles set out in this Section guide (a) implementation of all legislation applicable to children including this Act and all proceedings, actions and decisions by any organ to state in any matter concerning a child or children in general.

Section 7 Best interest of child standard

- (1) Wherever a provision of the Act requires the best interest of the child standard to be applied, following factors to be considered where relevant :
- (a) The nature of the personal relationship between (i) child and parents (ii) child and other caregiver or person relevant in those circumstances.
 - (b) The attitude of parents towards (i) the child ,(ii) the exercise of parental responsibilities and right in respect of the child.
 - (f) Needs of a child (i) to remain in care of his/her parents, family or extended family
 - (g) The child's (i) age, (ii)gender ,(iii) background, (iv)and any other relevant characteristics of the child.

Section 9 Best interest of a child paramount

In all matters concerning the care, protection and well-being of a child the standard that is the child's best interest is paramount importance.

Section 10 Child participation

Every child that is of such an age, maturity and stage of development as to be able to participate in any matter concerning that child has a right to participate in an appropriate way and views expressed by the child must be given a due consideration.

Section 11 Children with Disability or chronic illness

In any matter concerning the child with disability a due consideration must be given in providing the child with parental care, family care or special care.”

Session three plan

- Welcome and recapping on session two
- Introduction of current session

- Theme to be discussed : introduction to foster care
- Discussion: What do participants know about foster care?
- Clarify what foster care is by showing them and then reading the relevant section in Act
- Evaluation of session
- Closure
- Refreshments
- Departure

NOTES FOR SESSION THREE

Keeping the theoretical framework in mind, it is important to build on existing knowledge (Saleebey, 2006) and therefore it was important to allow participants to air their views and understanding. Based on this, the amount and type of information would then be provided by the researcher.

According to Children's Act No 38 of 2008, one of the purposes of foster care is to protect and nurture children by providing a safe, healthy environment with positive support. Therefore foster parents have the responsibility to ensure that foster children are raised in an environment that will assist them to grow physically and to develop psychologically. The Act states that the prospective foster parent must be fit and proper person to be entrusted with the foster care of the child, willing and able to undertake, exercise and maintain the responsibilities of such care and that person must be properly assessed by a designated social worker for compliances of the above.

The Act states that foster parent has the responsibility of providing the day to day needs of a foster child placed in his or her care. The word "care" in this respect includes the responsibility to:

- “Ensure that any social assistance or financial contribution from the child's biological parent or parents is used towards the upbringing of the child and in the child's best interest.
- Not to obstruct contact between the foster child and his or her biological family members or other person with an interest in the well- being and development of the child.
- Ensure that if the child is of school-going age, he or she attends school on regular basis.
- Co-operate with the designated social worker for the purpose of monitoring of the foster care placement.

- Respect the views of the child concerned and promote his or her well- being physically, emotionally and social development” (Chapter 2 of Children’s Act No 38 of 2008).

Session four plan

- Welcome and recapping on session three
- Introduction of the current session
- Theme to be discussed: Children’s Rights and Responsibilities
- Activities : distribution of Pamphlets and discussion (question and answers)
- Evaluation of the session
- Closure
- Refreshments
- Departure

NOTES FOR SESSION FOUR

The Children’s Act No 38 of 2008 is an act that ensures that children are cared by their parents and by foster parent or guardian in the absence of parents The Act outline about protecting children from maltreatment and abuse. Moreover children have rights which are accompanying by responsibilities to ensure the children’s well-being. These Rights also apply to those children in foster care.

Session five plan:

- Welcome and recapping on session four
- Introduction of current session: Parenting Skills and ways of improving caring orphaned children
- Activities : Discussion (questions and answers) and sharing of experiences amongst volunteers
- Evaluation of the session
- Closure
- Refreshments
- Departure

NOTES FOR SESSION FIVE

Caregiver means any person other than a parent or guardian, who factually cares for a child and includes:

- “A foster parent
- A person who cares for a child with the implied or express consent of a parent or guardian of the child
- A person who cares for a child whilst the child is in temporary safe care” (Chapter 3 of Children’s Act No 38 of 2008).

A person who has no parental responsibilities and rights in respect of a child must while the child is in that person’s care must safeguard the child’s health, well-being and development and protect the child from maltreatment, abuse, neglect, degradation, discrimination, exploitation and other physical, emotional, or mental harm (Chapter 3 of Children’s Act No 38 of 2008).

Session six plan

- Welcome and recapping on session five
- Introduction of current session: Outline on child abuse (types of abuse) -Part 1 : Physical and sexual abuse
- Activities : Discussion (questions and answers) and sharing of experiences amongst volunteers
- Evaluation of the session
- Closure
- Refreshments
- Departure

NOTES FOR SESSION SIX

Kay (2003) stated that reporting abuse can result in conflict between the reporter and parents or guardian of an abused child also caregivers and child minders might also fear to report the incidents related to the abuse of children. Therefore it is not the obligation of the care worker or community caregiver to decide whether the abuse has taken place or not that is the task assigned to the doctors

and social workers. Community caregivers or anyone who notice an abused child must report to the appropriate person, and then police and social workers will conduct the full investigation.

Physical abuse: Physical abuse is defined by Kay (2003) as an injury inflicted by another person to the child and the abused child may be recognized with bumps and bruises. In order to identify whether these injury was inflicted or not, usually the children hurt themselves on their hands, knees, foreheads, noses and chin, if the bruises are on the back of the child's body are the indicators of physical abuse.

One may recognise the physical abuse when the child has got untreated injuries, burns and broken bones.

Sexual abuse: Sexual abuse often comes into light through behavioural indicators (Kay: 2003) including those to be discussed in the following session. Sexually abused children usually show signs of emotional stress and behave in a difficult ways therefore children's behaviours must be considered all times and seek the reason for that kind of behaviour. Kay (2003) outlined the following symptoms of sexual abuse:

- Discharge or bleeding from the vagina or penis
- Pain during urination
- Sexual knowledge and/or behavior that seems to be inappropriate to a child's age and maturity
- Sexual play with other children that demonstrate sophisticated knowledge
- Running away and fear of the certain adults
- Aggression, anger and hostility.

Session seven plan

- Welcome and recapping on session five
- Introduction of current session: Outline on child abuse (types of abuse) - Part 2 : Psychological neglect and exploitation
- Activities : Discussion (questions and answers) and sharing of experiences amongst volunteers
- Evaluation of the session

- Closure
- Refreshments
- Departure

NOTES FOR SESSION SEVEN

Psychological/emotional abuse: “Children who are emotionally abused may show pain and stress that they are feeling through the range of different behaviours and actions” (Kay, 2003:56). Disruptive behaviour at home, school and towards other children is one of the indicators of emotional abuse. The following are some of the indications of psychological abuse as listed by Kay (2003:59):

- “Child may become withdrawn or isolated from the peers
- Aggressive or having attention seeking behavior
- Tantrums and outburst that are inappropriate to the child’s age and stage of development
- Running away
- Poor performance at school
- Low self esteem
- Self-neglect, drugs and alcohol abuse”.

Neglect: It is not easy to identify this form of abuse because the quality life of the child is determined by income and the family resources. Signs of this kind of abuse are similar to those of the emotional abuse. It is vital for anyone who notices the maltreatment of the child to report to the social worker so that the social worker can undertake the investigation regarding the matter. Neglect is the form of abuse that is ignored in many communities as it sometimes does not inflict physical harm on children; this includes acts like not supervising child's learning progress poor hygiene and abandonment of children. The Child Welfare Information Gateway fact sheet (2013) specifies that neglect may be physical in a form of maltreatment, educational whereby child's school needs are not met or ignored, emotional neglect, abandonment and wilful deprivation of child’s needs.

Session eight plan

- Welcome and recapping on session seven

- Introduction of current session: Guest speaker
- Activities : Guest speaker with time for discussion
- Evaluation of the session
- Review of programme
- Closure and thanks
- Refreshments
- Departure

SECTION THREE: THE EVALUATION OF THE PROGRAMME

Phase five of the Adapted Intervention Research Model (Strydom, Steyn and Strydom, 2007) deals with the evaluation of the programme .The data that had been gathered according to phase three guidelines (development of a programme) was now analyzed. This phase consist of four steps, each of these steps is now discussed.

Step one of Phase five is the implementation of the programme. The programme was implemented from 14 June to 26 August 2014. Each session was approximately two hours long. All sessions were held at 8h00 – 10h00 and were conducted at the Sonkombo Thusong Centre. The venue used was the community hall based in Thusong Centre which is fully furnished with sufficient chairs and has electricity and a water tap in the yard of the Centre.

Attendance of the participants was good and there was full attendance at every session. This seems to indicate that the participants found the sessions meaningful and they were motivated to attend. The only problem experienced was that some participants found it difficult to find the taxi fare. All participants respected the agreed time by being punctual all the time. Refreshments were provided at the end of each session and consisted of chicken, egg, polony or cheese sandwiches and cool drinks. The volunteers used this time to talk not only about their work as volunteers but about other family and community matters. In this way, providing the refreshments provided the opportunity for them to relate more to each and build positive relationships. As discussed in the

literature review, volunteers are more likely to be retained if they feel supported and socialising together and sharing refreshments could be seen as a way of the volunteer supporting each other.

Data gathering and analysis: The formative evaluation

Steps two and three of the evaluation phase of the Adapted Intervention Research Model (2007) deal with data gathering and analysis. The data for the formative evaluation were gathered by detailed observations of the group process and response to the content as well as a formal evaluation at the end of the session. The evaluation was both verbal (in the group) as well as written (individually).

Each of the sessions is now evaluated.

SESSION ONE

This session was based on the review of need assessment and planning the implementation of the implementation of the programme. The discussion was about the responses of participants during the need assessment and the sessions themes were then formulated which were: Introduction to Children's Act No 38 of 2005 (what does the Act say about child care and protection?), Introduction to foster care (what is foster care and what are the roles and responsibilities of foster parents?), Children's rights and responsibilities, parenting skills to the foster parents (ways of improving caring orphaned children in terms of assigned responsibilities, abuse (neglect and exploitation, part 1) and abuse (physically and sexually, part 2)). It was decided that the last session would include a motivational speaker. Issues such as time and venue were confirmed during this session. The volunteers participated well during this session and confirmed the aspects identified during the needs assessment. They stated that they were satisfied about the proposed programme and that they were looking forward to it. Even the two participants who had shown some reluctance about training seemed to be satisfied.

SESSION TWO

This session dealt with the introduction of the Children's Act No 38 of 2005 to the participants and the main focus was on Chapter 2 (general principles) and Chapter 3 (parental responsibilities and rights). This session was the preparation of session three where foster care was discussed in

more detail. The discussion was open to the participants whereby all participants were requested to share their knowledge of the Act. During the discussion, it was clear that the participants had almost no knowledge of the Act. They seemed to be astonished when they were informed that that they are supposed to know and apply this Act to their services that they are rendering to the foster families. They explained that they knew about the Constitution of the South Africa and thought that they had to use this as a guiding document. They said they knew that every citizen of South Africa is entitled to human dignity and has a right to health care, sufficient food, water and social security if one cannot able to support her or himself. It was clarified that the Constitution was important and that the Children's Act was a way of making sure that the Constitution was applied to children.

Having copies of the summary of the Act available for the participants was therefore a useful tool which helped them to focus on the documents. Some members asked questions about the foster care grant such as who could apply for it and what it was meant for. The researcher was able to answer these queries.

The first question of the questionnaire was: *"Today's session was....."*

In responding to the above statement, participants responded by using words such as interesting (P1) enjoyable (P2), good and skilful (P3), exciting (P4), understandable and useful to untrained volunteer (P5), good (P6), average (P7) and P8 responded by saying it was moderate with full of information. These responses showed that the participants did enjoy being the part of the programme and they benefited from the session held.

The second question was based on what the participants learnt during the implementation of the session, and the question was: *"Today I learnt that"*

One volunteer (P1) responded by stating that she learnt about foster care and who and how can one apply for Foster Care Grant. P2 indicated that she learnt about the procedures to be followed on applying Foster Care Grant. P3 stated that she learnt about foster care grant and foster families and P5 mentioned that the session enlightened her about the Act that is utilized in South Africa to protect children. P5 concurred with P2 by stating that she learnt about foster care procedures and who is eligible for fostering. P6 only mentioned that she learnt about the Act itself while P7 stated

that she learnt that anyone can foster the child but she/he must undergo the screening for suitability by the designated social worker. Lastly P8 added by affirming that she is now trained on how to work with children in foster care and their families.

The third question was related to the group itself: *“The group was.....”*

In responding to the above statement, participants used different words to express their feelings about the group like great (P1), informative (P2), educational (P3), impressive (P4), exciting (P5), good (P6) well structured (P7) and enjoyable (P8). This indicates that the participants enjoyed being part of this programme in addition the information that they gained during the discussions can be used in future as P1 and P2 indicated that the group was informative and educational.

The fourth question was directed to the presenter: *“The presenter today was.....”*

Words like friendly, prepared, flexible, ok, very good, prepared organized and active were used by the participants to express the presenter’s attitude during the session.

The final question asked participants to comment on whether anything needed to be adjusted for the next session. P1, P2, P6 and P7 indicated that nothing need to be changed in next session as they were quite happy about the procedure and the activities conducted. P3 stated that more activities needs to be added and P4 indicated that duration of sessions needs to be extended as the important information was left out due to the time constrain while P8 indicated that more discussions were essential. While overall the participants were satisfied, it was clear that information needed to be provided in sufficient depth and with enough time to discuss all the aspects in detail.

SESSION THREE

The discussion about foster care that took place during this session was very lively and much of the information provided to the volunteers was greeted with shock and surprise. Volunteers had been astonished that there is an Act that protects fostered children and they commented that they only knew about the foster care grant and nothing about the rights and responsibilities of foster parents. Given that they had already been working as volunteer caregivers for some time, it is of concern that none of them actually knew about the legal aspects of foster care.

There was also a heated discussion during this session about the issue of finances left by biological parents of the fostered children. The volunteers had the perception that fostering the child gives a foster parent unlimited authority to control all of the child's assets. The moral aspects of how to use the money was discussed and it was emphasised that the money left by the parents was for the support of the child, not to support everyone in the foster family. For example, participants said that some of the money should be kept pay of the tertiary education of the foster child.

The issue of contact between foster child and the biological family also led to much discussion. One of the volunteers stated that usually it is maternal families of the orphaned child who undergo the process of fostering the child and she was concerned that they do not allow the child to have a contact with the paternal family as they claim that they are only people who have a rights and responsibilities over the fostered child. This may be related to Zulu custom whereby children “belong” to the maternal family until father has paid the *lobolo*. It is believed that father of a child have to pay at least for “damages” which is the penalty of having the child before marriage. In contrast, Chapter 3 of Children’s Act No 38 of 2008 specified that “unmarried fathers acquires full parental responsibility and rights in respect of the child if (a) at the time of the child’s birth he was living with the mother in permanent life-partnership (b2) contributes or attempted in good faith to contribute to the child’s upbringing for a reasonable period”. This is an example of what is in the Act and what is believed to be in the best interests of the child, but is not always consistent with customary practices. Volunteers were very surprised and found it difficult to accept. For example, P3 insisted that this clause of the Act is against the African norms. P1 added by stating that even the king of the area cannot agree for this clause to be practiced in his area because African tradition is important. This substantiates that volunteers need to be trained on utilising the Children’s Act 38 of 2005 since sometimes the rights of children are infringed due to the lack of knowledge. It is only through training and discussion, that creative ways may be found to ensure that children’s rights are not infringed but in ways that honour tradition.

Volunteers also had the perception that only maternal family of the orphaned child may become a foster parent. It was discussed that anyone can be a foster parent irrespective of being not related to the child but he or she must be screened first by the designated social worker by compiling the

report that states the home circumstances of the proposed foster parent. One of the volunteers showed the concern that most of the children ended up placed with unfit people due to the lack of knowledge that anyone can foster the child in need of care and protection regardless of being blood related.

The project manager further stated that in practice it had become the volunteers' duty to ensure that the fostered children attend school not the foster parent. This seems to indicate a lack of understanding of the role foster parents and in fact absolves them of the responsibility that is theirs. It also seems to be an excessive expectation that volunteer caregivers have this responsibility.

Another difference between the Act and practice that the participants noted was that it was them who conducted home visits to ensure the well-being of the fostered children, not the designated social worker as prescribed in the Act.

The volunteers were also shocked to learn that foster parents are not allowed to designate day to day care of a fostered child to any other person for a continuous period of one week without the consent of the designated social worker. Volunteers stated that in their area of operation it happened all the time that the person who fostered the child does not live with the child concerned at all, some are staying at urban areas and the child concerned are staying with other family members. This may also be related to traditional practices in Zulu family life. In Zulu culture the child is seen as part of the extended family and therefore it is not unusual for child care practices to be delegated to other family members while parents work elsewhere. Meintjies, Budlender, Giese and Johnson (2003:13) pointed out that child care was a shared activity in traditional African society and they termed this "social parenting". Statutory placements in terms of the law require that the child remain in the physical care of the person to whom the foster care order has been granted. The Children's Act and informal networks and ways of raising children do not seem to be line with each other and this may cause dilemmas for volunteer caregivers who are supposed to ensure that the Children's Act is upheld. It was concerning that they did not know about this and furthermore, they did not get any guidance and support in terms of how to deal with situations like this.

Volunteers also stated that in most cases they observe that the foster children are given more tasks to do regarding house chores than other children in the same house. If the child concerned complains about that he or she is told that since he or she is an orphan she or he must be strong and independent as he or she has no parents who will sympathize with him or her. This contradicts with the Children's Act No 38 of 2008 which clearly stating that foster parents must safeguard the children and protect them from maltreatment and abuse moreover they must always act on the best interest of children. In some cases, the behavior of fostered children is not acceptable in case where they demand things to be bought with the grant money. Hearle and Ruwanpura (2009) found that foster children used the foster care grant to demand special attention and this caused conflict with other children in the household. Some of the foster mothers in this study also complained about how hard it was to access the grant as the children often did not have birth certificate. In addition they complained that other people accused them of taking on the children only so they could get the grant, whereas they felt they had the children's best interests at heart.

During the discussion, it was clear that neither the volunteer caregivers, nor the foster parents they worked with, understood their role in raising up the foster children. The main concern was reportedly to be more based on collecting the foster care grant.

Although foster parents have responsibilities over foster children, they also have rights as it is stipulated on the Children's Act no 38 of 2008. The foster parent has the right to take all day to day decisions necessary for the care, upbringing and development of the foster child. Foster parents may apply for adoption of the child and has a right to be informed of any application to adopt the foster child in his or her care. In this research study, the project manager stated that families do not want to consider adoption as it has no grant assigned to it. Most families are struggling financially and they would not be able to take care of someone's child without receiving the grant for that child. Foster parent has also have a right to ongoing training. The participants pointed out there is no training that is given to the foster parents and that they also not trained to assist foster families in taking care of foster children.

The evaluation of this session evidenced the importance of having training programmes on things pertaining taking care of fostered children. Moreover it was also suggested that all foster parents

must undergo training before granted the permission to foster children because sometimes they act against the law as they lack knowledge.

In terms of the written feedback provided by the participants, this session was generally found to be informative. The words used to describe the session were: Interesting (P1), and enjoyable (P2).

In response to the question about what they learned participants commented as follows:

P1 stated that she learnt about the rights and responsibilities of foster parents while P2 learnt that there is an Act that is guides the fostering. P3 indicated that she has learnt about the legal aspect of the foster care as a whole and P3 added by mentioning that she now knows that anyone can foster the child and fostering does not assigned to the maternal family only. P5 specified that she learnt about rights and responsibilities of unmarried fathers, which means the paternal family can foster the child of unmarried mother. P6 identified that she has now have knowledge that foster parents are not allowed to designate day to day care of a fostered children to any other person for a continuous of one week without the knowledge of the social worker. P7 stated that she learnt that one of the most important responsibility of foster parents is to take decisions on behalf of foster children which are at the best interest of the child whereas P8 stated that she now understands that foster parents had to undergo the ongoing training that will equip them on how to take care of fostered children.

The question that was related into the group was: *“The group today was.....”*

The participants responded on the same way as on the session two where the following words was used to describe the session held ; educational (P1), great (P2), informative (P3), impressive and useful (P4), exciting (P5), well structured (P6) and P8 stated that the session was enjoyable and full of information.

The question that was based on the presenter also had similar responses as on the session 2, words like friendly (P1), prepared and flexible (P2), ok (P3), prepared (P4), organized (P5), active and (P6), organized (P7) and P8 indicated that the presenter was good.

When the participants were asked whether anything needs to be done differently in next session P1,P2 and P6 stated that nothing need to be changed in the way sessions are conducted while

P4,P5 and P8 indicated that more time needed in each session and discussions to be extended. Yet again the issue of insufficient time was raised but it was not possible to extent the time of eh sessions because everyone had family and other commitments to attend to.

SESSION FOUR

This session dealt with the children's rights and responsibilities as per the Children's Act No 38 of 2005. The discussion on this session was based on educating children that every right that the child has is accompanying by the responsibility. The rights that were discussed included the right to be safeguarded and the responsibility of not oneself to the harm, right to learn and to be enrolled at school at the age of seven and at pre-school as early as on four years. Right to be protected at school by given fair and equal treatment and to learn in a safe place, for example school must be fenced. The child also has responsibility assigned to this right to obey all school rules, treat others with respect, participate in classroom activities and do all tasks that need to be done at home, to be punctual all the time.

In cases where children display a behavior problem, participants was told about the intervention done by social workers in cases related to the modifying the children's behavior. It was explained that parents have to take their children to the professional social worker in order to receive help if they have behavioral problems.

There are some paramount rights that are outlined in the Children's Act No 38 of 2008 that includes the right to name and to be registered at birth. During the discussion based on this right was discovered that many children are not registered at Home Affairs due to the disputes between father and mother. These disputes are based on the maternal and paternal surname it was reported that most community members believes that the child must use the maternal surname in case where mother and father are not married. This had a negative impact when the parents die because the children are left unregistered which make it difficult to apply for the Foster Care Grant. One of the participants (P5) indicated that there are so many orphaned children within the area which have no birth certificates and both parents are dead. This poses threat on the child well-being as the child cannot able to have his or her basic needs met.

The issue on disabled children was also discussed in detail. One of the participants (P1) raised the concern that the disabled children's needs are not adequately met by both foster parents and biological parents. Their right to be educated is not taken into considerations by parents, they are not taken to the special school that accommodates them as parents complain that the special school is far away and also expensive. The children are deprived of their rights but the parents benefit from collecting Disability Grant. P4 added by stating that some of the children are not even bathed by their parents and family members: they only bath them on the grant payment day.

During the written feedback on the session the participants responded as follows on questions that aimed to evaluate the session:

Participants had similar responses on answering the question about the session four. Words used were similar to the one that were used in two previous sessions. On the questions which asked the participants what did they learnt during the implementation of session four P1 stated that she learnt about children's rights and responsibilities that form part of Bill of Right in the South African Constitution and P2 added by stating that she noted that all children must be treated equally including orphaned children. P3 stated that what interested her was the issue that was based on the disabled children that they need to be supported and encouraged to play with other children as well as fulfilling their educational needs. P4 responded by stating that children need to be encouraged to play activities of their age so that they can develop mentally and physically. P5 specified that she has learnt that the views of children must be taken into consideration in making decisions on their behalf. P6 stated that she learnt that every right is accompanying by the responsibility and P6 mentioned that concurred with P5 by stating that children have a right to participate in matters that concerns their care like who to foster them. P8 concluded by indicating that she learnt that children have a right to be protected to harm and must not be used in the exchange of money.

SESSION FIVE

This session was based on a person who has no right and responsibility of parent over the child as per Children's Act No 38 of 2008. The aim of this session was to explore ways of improving caring for orphaned children. Chapter 3 of Children's Act No 38 of 2008 Section 32 deals with the care of child by person not holding parental responsibilities and rights, this may include foster parents,

guardians and caregivers. Section 32 (1) states that a person who has no parental responsibilities and rights in respect of a child but who voluntarily care for the child either indefinitely, temporary or partially must (32)(1)(a) safeguard the children's health, well-being and development and (b) protect the child from maltreatment, abuse, neglect, degradation, discrimination, exploitation and any other physical, emotional or mental harm or hazards. Section 32 (2) declared that the above mentioned may exercise any parental responsibilities and rights.

During the discussion in this session it was revealed that most children are being fostered by their maternal families and they experience discrimination in the families. They receive less attention than other children and their needs as specified on the Act are hardly met. In some cases, the foster children are blamed if something goes wrong and they are sometimes given more chores to do than other children in family. Indyk (2015) also indicated that foster care children are more vulnerable to maladaptive development given their exposure to high risk environments prior to placement therefore foster parents must make an extra effort to make sure that the foster children are made to feel part of the family and are helped to feel secure and wanted.

In responding to the questions that were used to evaluate this session the participants responded as follows: *"Today's session was....."*

Once again, the words used in response to this question, were similar to those in the previous sessions. Words such as interesting (P1), good (P2), average (P3), good (P4), session was the best one (P5), average (P6), information was valuable (P7) and P8 responded by stating that the session was interesting.

The question that asked the participants about what they learnt in this session, P1 indicated that she has learnt that when the foster care has been confirmed by the court, the foster parent has an obligation to care for that child including disciplining the child when there is a need to do so. Discipline does not mean to abuse the child but to give the child the correct guidance. P2 said that she learnt that foster parents may not remove the child out of South Africa without the approval of Department of Social Development. He/she must declare the intention to the department to take the child out of the country and that must be scrutinized by the department. P3 learnt that foster parent cannot discipline the child by doing the harm towards the child. P4 stated that she has learnt

that it is foster parent's responsibility to fulfil the child's basic needs from the Foster Care Grant and P5 indicated that foster parent cannot able to restrict the child from visiting biological family if the child has. P6 responded by stating that she has learnt that before the person can be granted a foster care of a child, the person must undergo screening by designated social worker to ensure the fitness and she/he has an obligation to report the progress of a child at school to the social worker. P7 reacted by indicating that what inspired her was to know that all the child's needs must be catered by the foster parent including the school attendance and the health of the child. P8's response was based on the fact that foster parents must treat the fostered children as theirs as it is stipulated in the Act.

On the question about the group itself, participants responded in a same manner as on the previous sessions and the question pertaining to the presenter were also answered in a similar manner. The responses of the participants from the above five sessions demonstrated that they have a mutual feeling about the previous session. This indicates that the participants enjoyed the implementation of the programme and there was a mutual relationship between participants and the presenter as they also said nothing has to be done differently on the question that is based on whether there is anything to be done differently on the next session.

Session six and seven

Session six and Session seven were evaluated together because the theme was separated into two sessions so that the participants can have full understanding about the type of abuse.

These sessions were based on outlining types of abuse and to exploring ways of identifying problems so that appropriate referrals can be made. The main focus was on the four major types of child abuse which are physical, neglect, psychological and sexual abuse. Participants revealed that in their area of operation there are many incidents of abuse that happened in the name of discipline. P3 confirmed that this happens regularly, physical abuse is deemed as the one of the ways of instilling discipline in children. P8 added by stating that other form of abuse like sexual abuse happened because children are being left unattended as parents have to do piece jobs in order to survive. Some of the parents did not have money to pay crèches therefore they ended up leaving children with strangers or unattended. She added by stating that some of the fostered children are

reportedly to be sexual abused by their relatives or neighbours since there is no one specifically looking after them.

Poverty is one of the factors that contribute into the child maltreatment even in the cases of foster care. P5 affirmed that in some families, the foster care grant is the only income that is utilized in supporting the whole family and it is not used for the foster child only.

Participants were also stunned that by the fact that there is a form of abuse called psychological abuse. P4 mentioned that it was the first time she comes across with this kind of abuse, the only abuse that was familiar to her was the physical abuse and sexual abuse. P3 added by stating that as they now know about this kind of abuse, they will ensure that the knowledge is being shared amongst foster parents.

The extent of the lack of knowledge demonstrated by the volunteers was of concern. One wonders how they were able to contribute to the protection of children in vulnerable circumstances when they themselves did not know what constituted abuse?

The written responses in the evaluation were similar to those in the previous sessions. Although they have common responses, the question on what they learnt on these two sessions revealed that they have grasped different important aspects related to what child abuse is. P1 indicated that she learnt that there are other types of abuse like psychological abuse that damage the inner part of the child which might affect the child's development and the school performance. P2 added by stating that physical and sexual abuse are not only type of abuse there are some other abuse that pose a serious harm to the entire children. P3 mentioned that she has learnt to identify signs of physical abuse and what is psychological abuse while P4 identified that what she learnt was that sexual abuse is any type of behavior towards the child that is intended for sexual drive. P5 learnt that neglecting the child is the factor that contributes into sexual abuse and P6 added by indicating that leaving children unattended is neglect.

The contradiction between abuse and disciplining also arose, P7 stated that she now knows how to distinguish between abusing and disciplining and P8 showed the concern about child abuse by

stating that child abuse is the major challenge on their area of operation and it needs a joint effort to deal with, community volunteers have the responsibility to monitor the well-being of fostered children as they are the one who is vulnerable and at risk of being abused.

These two sessions were the last one on the implementation of the project and session eight was meant to motivate volunteers and to encourage them to do more for their community.

SESSION EIGHT

“Volunteers are not paid, not because they are worthless but because they are priceless” (unknown author). Motivation can serve as a payment in kind towards volunteerism and it is a crucial task in maintaining volunteers. The aim of this session was to provide moral support and to motivate the participants personally without providing the educational session. Volunteerism may be as a result of internal or external factors, therefore it is vital to be motivated when one is doing voluntary work. Rees (1991:10 in Adams 2008:82) “makes the important point that people’s biographies and experiences are a foundation of empowerment; people do not become empowered merely by being invited to participate, they must feel empowered”. Management of the organization must provide volunteers with motivational sessions that will boost their self-esteem so that they can feel important and valuable within the organization.

This was the last session before the evaluation of the whole programme where the facilitator invited a guest to motivate volunteers based on voluntary work that they do. The motivator raised the important of practicing Ubuntu within the participant stating that a person cannot survive in isolation, he or she needs other people. The motivator also thanked the volunteers with the work that they do in the absence of resources as they go door to door without using car in a rainy or sunny days. The motivator stated that the fulfilment that the volunteers get after conducting voluntary work cannot be compared even with the monthly salary as it build the inner part of the volunteers.

It was also stated that being a volunteer assists those who are volunteering to recognize their strength and weaknesses and the experience gained during the voluntary work can be used to establish a realistic goals since strength will be discovered during the voluntary work. The

motivator also spoke about the importance of passion when conducting voluntary work, which was defined as ambition that is occurred into action to put much heart, mind, body and soul in doing voluntary work.

The strength that is given by volunteers showed the importance of caring and loving the fellow community members and that love can be adopted by others and make the community a better place for all people. The motivator also encouraged younger volunteers to take the volunteerism as their first step in finding their career path by creating the goals about their life. It was further added that goals must be measured with the available resources moreover be based on abilities and circumstances. Created goals must be possible, flexible and measurable because it is unnecessary to dream big within the limited resources.

Adams (2008:85) articulated that capacity building can take place at the level of individual, or at organizational or community level and capacity refers to the material and human resources (knowledge, skills and experience expressed in practical expertise) available for doing a task and the ways they are used in practice. Capacity building improves skills and enables the participants to recognize their personal skills that can be used while rendering services. This motivational session was followed by the termination stage of the programme whereby the whole programme was evaluated.

After the evaluation, the facilitator distributed the pamphlets from the local Further Education and Training College to assist those volunteers who wanted to continue with their studies. They were thanked for their attendance and wished well for the future.

Data gathering and analysis: The summative evaluation

The programme was both evaluated verbally and by answering the structured questionnaires that were based on the formulation and implementation of the programme.

During the focus group discussion, the participants rated the programme positively. They said that they enjoyed coming together every week and they explained that they felt that the training had eased their burden as volunteers in some ways as they had more knowledge. However, they also

commented that one of the issues that were not addressed in the training was the lack of resources. It was unfortunately not possible for the training to do this and the researcher had no authority to address this issue. It was hoped that in future the participants would feel more empowered to take up this matter with the management committee of the organisation and lobby for improved funding to the organisation.

The table below displays questions and the manner in which participants responded on each question posed.

TABLE 4.3: RESPONSES TO WRITTEN EVALUATION

| Participant | Questions and answers | | | | |
|-------------|---|--|---|---|--|
| | What was positive about the programme? | How do you think the programme has helped you to develop as a volunteer? | Which activities did you enjoy most/least? | What do you think about the way in which the sessions were held? | Practical arrangement: please comment on time, place, length of each session) |
| P1 | Information that we gained as volunteers on foster care, parenting skills, children's rights and abuse. | I now got more knowledge that I did not have previously. Trainings like this are important to us as volunteers | Exercises that we had, what I did not enjoy was to be pointed to talk while I was not ready. | All sessions were relevant and activities were interesting. | At the beginning, trainer gave us opportunity to have say on the arrangement of time, duration of sessions and the place was the community hall. |
| P2 | Knowledge that I received since the beginning of the training | I will use the knowledge in helping foster children and their families. | Group discussions and refreshments at the end of each session. The attitude of the trainer was very good. | Duration of the sessions was okay and themes used were the kind of knowledge that I wanted in order to perform my duties. | Time accommodated all of us as we only use two hours of the day. |
| P3 | All sessions of the training were very good | I have developed in terms of knowledge, | Pamphlets that we received because I can | Everything was prepared in advance; | All was arranged in advanced. |

| | | | | | |
|----|---|--|--|--|--|
| | and I will use the knowledge in future. | now I can do my work and help foster families and I can now identify abused children. | refer to them whenever I need knowledge and I will also share it with other community members. | time was discussed and agreed to two hours ones per week. | |
| P4 | Sessions covered most of our training needs as volunteers which works with foster children. | Skills development based in handling cases of children. | Presentations, questions and answers, distribution of pamphlets. | Sessions were well arranged by the presenter. | We had a chance to make our contribution regarding sessions. |
| P5 | Themes that were discussed during the training programme | The information that I gained during the training will be used in assisting foster children. | Questions and answers | Everything was perfect except the duration of the programme as it was short. | Negotiated and agreed on. |
| P6 | Knowledge that was provided to us by the trainer was useful. | I now understand my role and tasks as a volunteer on foster children. | All | The programme was well planned and the trainer listens to our views although it was short. | All was negotiated and agreed on. |
| P7 | Knowledge on Children's Act No 38 of 2005 | I now understand my tasks as a volunteer | Discussions and the manner in which the trainer | Sessions was very good | We had a chance for input on the arrangements. |

| | | | | | |
|----|---|---|-----------------------------|--|-----|
| | | | responded to the questions. | | |
| P8 | Themes that we discussed in all sessions were useful to us as volunteers. | Now I understand duties of foster parents and their responsibilities. | Presentations | Everything was discussed at the beginning of the training and that assisted us in arranging our time before training starts. | N/A |

The responses to the questionnaire confirmed the verbal responses. Overall, the participants enjoyed the programme and identified the aspects that they had learned.

In summary then, both formative and summative evaluation of the programme demonstrated that the programme was useful to the participants and it has contributed in their personal development as volunteers as well as on the organization itself.

CONCLUSION

This chapter has provided a detailed description of the results of the study. In the first section, the results of the needs analysis were presented. Of concern was that no training had been offered to the volunteers who had already been working with the foster families for some years. The training programme was developed and a description of the programme was presented in section two. Section three of this chapter described the results of the valuation phase of the study.

CHAPTER FIVE

CONCLUSION

This study aimed to design, implement and evaluate the implemented training programme to empower community volunteers working with foster families in Zikhuliseni Traditional Development which is a non-governmental organization situated in Ward 11, Sonkombo area which forms part of the Ndwedwe Local Municipality.

This chapter provides an overview of the study's conclusions and recommendations. It begins with a summary of the research methodology and then summarises findings in relation to the objectives of the study which were:

- To conduct the need assessment in order to determine the challenges facing community volunteers based at Zikhuliseni Traditional Development.
- To develop and implement programme aimed to address challenges identified during the need assessment phase.
- To evaluate the implemented programme.

The chapter then concludes by providing recommendations for practice, policy and further research.

SUMMARY OF THE RESEARCH PROCESS

The Adapted Intervention Research Model was used to formulate, implement and evaluate this project. This model comprises of seven phases with steps in each phase (Strydom , Steyn and Strydom :2009). The first phase utilized in this study was delimitation whereby in step one and two the researcher and the project manager sat together in identifying the gap and the lack of skills to the volunteers. As part of step three, the aim and objectives of this study were formulated. In step four, the researcher reviewed the literature that was relevant to the identified problem, and considered the feasibility of the study as well as the data collection instruments that would be necessary to ensure that the necessary data was gathered. In steps five and six, the completed proposal was submitted to the supervisor and the university higher degrees committee. Adaptions

were made based on their feedback. A detailed description of this phase was provided in chapters one and two.

The second phase of the model concerned the methodology of the study and this was discussed in chapter three. The research project was applied research and a qualitative approach was adopted (Steps one and two). Step three entailed the choice of research design, and in this case, the researcher decided to utilize exploratory design during needs assessment and an evaluation design during the evaluation phase. As already discussed, the model chosen for the research was the Adapted Intervention Research Model. The procedures and data gathering methods were decided on in steps five and six. It was decided that semi-structured interviews would be held in the needs assessment phase and a focus group, as well as questionnaires would be used in the evaluation phase.

The third phase focuses on analysis. In step one of this phase, the needs assessment was conducted in order to ascertain the problem faced by community volunteers. All volunteers were included during the need assessment as well as project manager. The data was gathered as per step two and analysed as per step three. As planned, semi structured interviews were held and responses were analysed by identifying common themes and similarities. The findings of the needs assessment were presented in section one of chapter four.

In the fourth phase the programme was developed from the data gathered during the need assessment phase and from exploring literature by authors who had previously conducted studies that are similar study to this. The project was developed according to the outcome of need assessment and the topics for the sessions were developed in conjunction with volunteers and project manager. The programme was described in section two of chapter four. The reviewed literature by the researcher also assisted in the formation of training themes and gave direction to the study as the literature articulated the importance of training community volunteers.

The fifth phase of the model concerns evaluation. Data was collected after each session and at the end of the programme. The findings from this phase were presented on section three of chapter four.

This model was useful because it is directly linked to the objectives of this study furthermore this model gave the direct response towards identifying challenges of the organization , formulating and implementation also evaluation of the implemented project. The intention of this study was to empower community volunteers working with foster families within the identified organization.

Therefore this model have the correlation with the empowerment theory which is defined by Adams (2008:xvi) as capacity of individuals, groups or communities to be in charge of their conditions and to exercise their own power in order to achieve their own goals. Through the utilization of this model, community volunteers can now able to assist themselves and to maximize the quality of services that they render to the foster families. Capacity building and being empowered is not only limited in assisting others one can also able to acquire skills and knowledge that will enhance his or her social capital.

In conclusion, this model must be utilized in conducting intervention research of this nature because it has clear phases and clear steps that need to be undertaken in each phase.

The following is the summary of major findings of the study from the need assessment, formulating and implementation as well as evaluation of the study.

SUMMARY OF MAJOR FINDINGS

The study had three objectives which were to:

- Determine the challenges facing volunteers in their work as community caregivers.
- Develop and implement a programme aimed to address these challenges.
- Evaluate implemented programme.

The main findings in relation to each of the objectives are now discussed.

Objective 1: To determine the challenges facing volunteers in their work as community caregivers.

The volunteers in this study put forward various reasons for their decision to become volunteers. It was clear that these reasons were primarily egoistic in nature and related to their needs for financial rewards and opportunities for self- advancement. These reasons are understandable in the context of poverty and scarce resources. However, it is a challenge because the core reason for their recruitment was not based on personal gain and the notion was to ensure the duties are performed at the best interest of the clients and to render the quality services to the vulnerable fostered children. During the need assessment it was clear that no accredited trainings that were given to the volunteers that is based on kind of services that they render to the foster families.

They (volunteers) acknowledged a number of positive benefits that they gained from volunteering and which motivates them to continue with volunteering. Majority of community volunteers indicated that stipend was the core reason of becoming volunteers since there is a high rate of unemployment within the area. This was confirmed on the Integrated Development Plan of Ndwedwe Local Municipality and also lack of skills. Other positive benefits identified by volunteers include self-actualization and satisfaction after rendering services, to belong into a recognized group of people rather than being classified as unemployed as well as gaining experience and personal growth.

In terms of their experience of volunteering, they reported a number of challenges. These related to being expected to conduct community profiling with profiling form without being inducted on how to utilize it. One of the volunteers indicated that this form is full of jargon that they do not understand yet they are expected to use it during the profiling. Out of seven volunteers, four of them raised the concern based on lack of trainings that are not provided. They also indicated that there is minimal information that they have based on foster care and procedures to be followed in applying for Foster Care Grant.

Lack of training was amongst the challenges that was experienced by most of the volunteers and two of them added by stating that there is a shortage of volunteers within the organization and Zikhuliseni Traditional Development is the only NGO within the ward which constitutes of eight areas which are scattered all over the ward. Project manager added by stating that there is a lack of security while conducting home visit and there is an imbalance between areas of operation and volunteers and that can lead into burnouts on volunteers.

It was clear that no training had been provided and the volunteers saw the need for this in terms of skills acquiring based on Children's Act no38 of 2005.

The second objective of this study was:

Objective 2: To develop and implement a programme aimed to address these challenges.

The training sessions was formulated based on the above mentioned Act and implemented ones per week on Saturdays. Each week had unique topic for discussion, week one topic was the review of needs assessment and planning, week two's topic was the introduction to the Children's Act, No.38 of 2005 (what does the Act says about the child care and protection), Week three was based on the introduction to foster care (what is foster care and what are the roles and responsibilities of foster parents), week four was grounded at children's rights and responsibilities. Week five's discussion was based on the parenting skills to the foster parents (exploring ways of improving caring orphaned children), week six and seven focused on child abuse (psychical, psychological, neglect and sexual abuse). Each session held has its own unique activities such as open discussion, referring to the displayed pictures, and distribution of pamphlets as well as group discussions. Furthermore each session was evaluated both verbally and by answering the structured questions whereby each participant had to answer it.

The last session was for motivating volunteers and the guest speaker was invited. Aim of this session was to inspire and to recognize the participant's role in lives of orphaned children. The motivator raised the important of practicing Ubuntu within the participant stating that a person cannot survive in isolation, he /she needs other people. The motivator also thanked the volunteers with the work that they do in the absence of resources as they go door to door without using car in a rainy or sunny days. The motivator stated that the fulfilment that the volunteers get after conducting voluntary work cannot be compared even with the monthly salary as it build the inner part of the volunteers.

It was also stated that being a volunteer assist those who are volunteering to recognize their strength and weaknesses and the experience gained during the voluntary work can be used to

establish a realistic goals since strength will be discovered during the voluntary work. Motivator also spoke about the importance of passion when conducting voluntary work, which was defined as ambition that is occurred into action to put much heart, mind, body and soul in doing voluntary work.

After the motivational session, third objective was implemented which was to evaluate the implemented programme. In addition, the programme had been evaluated on an on-going basis at the end of each session.

Objective 3: To evaluate implemented programme.

The formative evaluation revealed that the participants were enjoying the sessions and finding them informative. Gaps in knowledge and needs that had not been revealed in the needs assessment were now evident as most the participants had very limited knowledge of foster care and what it was that they were supposed to be doing in their work with foster families. The researcher noted that the participants actively participated and the full attendance at every session indicated that the participants felt that they were getting some benefit from the sessions.

The summative evaluation at the end of the training programme confirmed the overall impression that the participants had enjoyed the programme and found it helpful. They were of the opinion that they would be able to use the knowledge and understanding they had gained in their work and that this would improve their services to the foster families.

CONCLUSION OF THE STUDY

Based on the above summary, it can be concluded that:

- The motivation for volunteering was based mainly on egoistic needs for money and opportunities for self- improvement, but there was also a concern for others and a desire to help improve the community
- Training had not been provided and volunteers saw the need for training, and
- The training programme was successful in empowering the volunteers with knowledge.

It must however be acknowledged that this training programme was limited in its scope and can only be regarded as a beginning attempt to address the training needs of the volunteer caregivers. It did not include material on child development which would be important knowledge needed by people working with children. It also did not provide basic counselling skills which would also be important for community caregivers to develop.

In addition, this programme was only an introductory training and the long term effectiveness of the programme has not been established. In the literature review, it was evident that on-going training and support are vital for the retention of volunteers and for the rendering of quality services. As far as is known, the Zikhuliseni Traditional Development has no plans in place for further training and support because of financial constraints. It is therefore of concern that the benefits derived from this programme may not be sustainable.

This is of concern because the volunteer caregivers are working with vulnerable families. While they are able to offer support and thus provide an important service, one wonders whether they are able to offer a more therapeutic service that could address the many issues faced by foster families and children in foster care.

In terms of the research methodology, the Adapted Intervention Research Model was useful and should be more widely adopted. Nevertheless, it is acknowledged that a one group post -test evaluative design that was used has limitations and that the results cannot be generalised to the wider population. However, this was a qualitative research study that focused on whether the participants themselves felt they benefitted and it is clear that they did. In addition, the results of this research study provided useful insights which other researches or developers of training programmes can take into account in the planning of their projects.

RECOMMENDATIONS

It is recommended that in the first instance, the Department of Social Development review the role of volunteer caregivers in the field of foster care. The Department should conduct research into the effectiveness of this strategy and if it is decided to continue with the programme, the following recommendations are made:

- There should be clear recruitment guidelines that specify the type of person required for this work
- No volunteer should start working with vulnerable families until they have been oriented to the work of the organisation, its relationship to the Department of Social Development, and the roles and responsibilities of the volunteer vis-à-vis the foster families.
- It is clear that more formalized and accredited training of volunteer caregivers is required. Training could be provided by the Department of Social Development and a number of NGOs could be grouped together to ensure cost effectiveness. This training could include aspects such as Children's Act No.38 of 2005, stages of development in order to understand children's behavior, human behavior and attending skills
- Follow up workshops could be held to provide on -going training as well as support to volunteer caregivers. This would provide caregivers with the opportunity to share their stories and help one another as they problem solve certain situations.
- A closer relationship between the Department of Social Development and the NGOs which provide volunteer caregiving services would benefit the volunteers and they would feel less isolated. For example, the Department of Social Development could involve volunteers in commemoration of calendar dates such as Child Protection week, 16 Days of Activism against Violence on Women and Children and Substance abuse roadshows.
- The Department of Social Development must do the monitoring and evaluation on a regular basis to improve the services and to provide support to the volunteers.
- The issue of the stipend should be re-appraised. The purpose of the stipend needs to be clarified and organization must be able to provide the necessary resources to do the work. They cannot be expected to use their stipend to do the work of the organization.

It was also clear from the results of the study that the recruitment of volunteers was problematic and that too few people were willing to offer their services. Volunteering needs to be seen as an attractive option and an opportunity to improve one's community. A policy that guides the recruitment, retention and training of volunteers might be useful in improving the overall environment in which volunteers work and help to protect them from exploitation and burn-out. In terms of developing policy, the following should be the minimum aspects to be included:

- People should be encouraged to volunteer in various projects. Organisations requiring volunteers could advertise using the print and social media, as well as personal approaches such as talks about community events.
- There must be a proper orientation before the actual volunteerism. Volunteers should understand the mission of the organisations as well as what their roles and responsibilities are.
- Any volunteer programme must make provision for on- going support and training.
- The role of the stipend in volunteer work should be clarified.

This study was limited to one group of volunteers and one geographical area and therefore further research would be useful. The following recommendations in terms of topics for further research are made:

- The effectiveness of intervention research in empowering volunteers.
- The impact of stipend in volunteerism.
- The effectiveness of volunteers as the linkage between Department of Social Development and the community.
- Role of volunteers in foster care.

CONCLUSION

This chapter is the concluding chapter of the research study. In this chapter, the researcher provided the brief summary of the objectives of the study. The summary of the research process which is the Adapted Intervention Research Model by Strydom, Steyn and Strydom (2007) and steps undertaken on each phase of the model was discussed. This was followed by the summary in relation to objectives of the study and the recommendations to improve services to vulnerable

children and their families. Lastly, the recommendation for further research of this nature was outlined.

In conclusion, the volunteers of Zikhuliseni Traditional Development were motivated by the need for money and experience but also by the desire to help others. They were trying their best to make a difference in their community but without adequate training and support. The training programme affirmed them and provided them with basic knowledge and understanding regarding the scope of their work. Far more however needs to be done to ensure that both the volunteers and the people they serve benefit from their work.

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INFORMED CONSENT LETTERS AND FORM

APPENDIX 1a

Zikhuliseni Traditional Development

Ndwedwe

4342

Dear programme manager

I am a master’s student at the University of KwaZulu-Natal, as per my degree requirements I am conducting a research on **empowering community volunteers working with foster families: The design, implementation and evaluation of a training programme.**

The purpose of this study is to explore challenges encountered by the community volunteers while rendering services to the foster families and to offer them training that will assist them. This research project will assist community volunteers with skills that are relevant to the service that is provided by Zikhuliseni Traditional Development.

Your participation in this research project is very essential and it will be highly appreciated. Moreover I urge you to allow volunteers from your organization to be part of this research project.

Yours faithfully

Ms. N.P Shabalala (researcher)

Dr. B. Simpson (Supervisor)

.....

.....

0837316094

Zikhuliseni Traditional Development

Ndwedwe

4342

Dear programme manager

Ngingumfundi owenza iziqu ze Master eNyuvesi yaKwa-Zulu Natal,ngokwezimfuno zaleziq
ngenza ucwaningo ngaphansi kwesihloko esith “ Empowering community volunteers working
with foster care families: The design, implimentation and evaluation of a training programme.”
okuhunyuswa ngokuthi ucwaningo ngokuthuthukiswa kolwazi kumavolontiya asebenza no
singa mzali .

Injongo yalolucwaningo ukuthola izingqinamba ezihlangabezana namavolontiya uma enza
umsebenzi wawo nokuthuthukisana ngolwazi oliphathelene nohlobo lomsebenzi olwenziwa
inhlango yakho.

Ukubamba iqhaza kulolucwaningo kubalulekile futhi kuyobongeka. Uyacelwa ukuba uvumele
amavolontiya asebenza ngaphansi kwenhlango yakho ukuba azibandakanye
nalolucwaningo

Ozithobayo

Ms N.P Shabalala (umncwaningi)

.....

Dr. B Simpson (Supervisor)

.....

APPENDIX 1b

Zikhuliseni Traditional Development

Ndwedwe

4342

Dear Madam

I am a master's student at the University of KwaZulu-Natal, as per my degree requirements I am conducting a research on **empowering community volunteers working with foster families: The design, implementation and evaluation of a training programme.**

The purpose of this study is to explore challenges encountered by the community volunteers while rendering services to the foster families. This research project will assist community volunteers with skills that are relevant to the service that is provided by Zikhuliseni Traditional Development.

As a volunteer you are urged to be part of this project that will be held at Zikhuliseni Traditional Development. The researcher will not ask your identifying details, therefore no private information will be required from you. Responses will be kept confidential hence the participants will remain anonymous.

The research will be conducted under supervision of Dr. B Simpson from School of Applied Human Science at the University of Kwa- Zulu Natal Howard College. All ethical issues related to the study correlated with the project will be considered. Your participation in this project is voluntary and no payment will be made for your participation but certificate of appreciation will be issued to all participants during the evaluation day.

You may withdraw from the project at any point with no penalty or negative impact to you as the participant.

Should you require any more information kindly contact Ms. N.P Shabalala (student Researcher) or Dr. B Simpson (Supervisor).

Yours Faithfully

N.P Shabalala

Zikhuliseni Traditional Development

Ndwedwe

4342

Dear Madam

Ngingumfundi owenza iziqu ze Master eNyuvesi yaKwa-Zulu Natal,ngokwezimfuno zaleziqo ngenza ucwango ngaphansi kwesihloko esith “ Empowering community volunteers working with foster care families: The design, implimentation and evaluation of a training programme.” okuhunyuswa ngokuthi ucwango ngokuthuthukiswa kolwazi kumavolontiya asebenza no singa mzali.

Njengevolontiya uyacelwa ukuba ubambe iqhaza kulolucwango ngokubambisana nenhlangano yakho. Ayikho imininingwane eyimfihlo eyodingeka kuwe futh konke okuyoxoxwa kuyoba imfihlo uma kunesidingo sokudalula okuxoxiwe uyokwaziswa

Ukuzibandakanya kwakho kungokothando , akukho nkokhelo ezotholakala ngokuzibandakanya kodwa uzothola isitifiketi esiwuphawu lokukubonga ngeqhaza lakho kulolucwango. Ungakwazi ukushiya lolucwango akukho nhlawulo eyodingakala kuwe futhi akuzoba nomthelela omubi egameni lakho

Uma unemibuzo ungathintana no Ms. N.P Shabalala (umcwango) kwinombolo eth 083 731 6094 noma u Dr. B. Simpson (Supervisor)

Ozithobayo

Ms. N.P Shabalala

APPENDIX 1c

INFORMED CONSENT FORM FOR PARTICIPANTS

I.....agree/not agree to (select one by tick) participate in the research project defined above. I understand/ do not understand the content and the purpose of the research project and I am willing /not willing to participate in this research project.

.....

Signature of participant

.....

Date.....

.....

Project Manager

.....

Date.....

INFORMED CONSENT FORM FOR PARTICIPANTS

Mina..... ngiyavuma/angivumi (ketha okukodwa) ukuzibandakanya kulolucwaningo futhi ngichazelwe ngezwa ngenjongo yalolucwaningo futhi ngizimisele/angizimisele ukubamba iqhaza.

.....

Ozobamba iqhaza umphathi we-project

DATA COLLECTION INSTRUMENTS

APPENDIX 2a

Phase One: Interview schedule:

Background information:

Age/ iminyaka:

Education standard/Ibanga lezemfundo.....

Employment history/umlando ngomsebenz odlule.....

How long have you been a volunteer/usuneminyaka emingaki uyivolontiya?

What made you become a volunteer/yin eyakugquguzela ekukhetheni ubuvolontiya?

.....
.....
.....

Experiences as a volunteer:

What are some of the things that you enjoy as a volunteer/ iziphi izinto ezikukhuthazayo njenge volontiya?

.....
.....

What are some of the problems that you face as a volunteer/ iziphi izingqinamba ohlangabezana nazo njenge volontiya?

.....
.....

Need for training:

If we have a training programme, what sort of things should we include in the programme/
uma singaba noqeqesho, iziphi izinto okumele sigxile kuzo?

.....
.....
.....

Practical issues:

When would be a good time to have the training/ Isiphi isikhath esikulungele sokwenza
loluqeqesho?

How long should each session be/ igxenye ngayinye yoqeqesho ingathatha imizuzu
emingaki?

How often should we have it/ uqeqesho lungenziwa kangak ngesonto?

Appendix 2b

Phase Two:

Evaluation of each session:

Complete the following sentences/qedela lapha ngezansi:

Today's session was/uqeqesho lwanamuhla belu.....

Today I learned that/ namuhla ngifunde ukuth.....

The group today was/ isigungu sanamuhla besi.....

The presenter today was/ umqeqeshi namuhla ube.....

What are the things that you would like to be done differently in next session/ ikuphi ongathanda kushintshwe ngokuzayo?

.....

Appendix 2c

Phase Three:

What was positive about the programme/ ikuphi okuhle ngaloluqeqesho?

.....

How do you think the programme has helped you develop as a volunteer/ ngokwakho loluqeqesho lukusizeph njenge volontiya?

.....

Which type of activities did you enjoy the most? The least/ikuph okujablele nongakujablelanga kuloluqeqesho?

.....

.....

What do you think about the way in which the sessions were held/ umbono wakho ngendlela esenze ngayo uqeqesho?

.....

.....

Could the presenter have done things differently?

Please comment on the practical arrangements (time, place, length of each session)/

Umbono wakho mayelana neskhath, indawo, ubude bohlelo lwazinsuku zonke?

.....

.....

08 April 2014

Ms Nomthandazo P Shabalala (208513891)
School of Applied Human Sciences – Social Work
Howard College Campus

Protocol reference number: HSS/0223/014M

Project title: Empowering volunteer caregivers working with foster families: The design, implementation and evaluation of a training programme

Dear Ms Shabalala,

Full Approval – Expedited

In response to your application dated 10 February 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

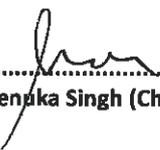
Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further 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 Shenuka Singh (Chair)

/ms

cc Supervisor: Dr Barbara Simpson
cc Academic Leader Research: Professor D McCracken
cc School Administrator: Ms Ausie Luthuli

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

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Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville