

**draft policy  
framework**

**for**

**developmental social  
welfare**

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# CONTENTS

<b>Policy Volume One: The Developmental Approach</b>	<b><u>1</u></b>
Towards a definition of the developmental approach	<u>1</u>
Cornerstones of the developmental approach	<u>1</u>
<i>Justice</i>	<u>2</u>
<i>Democracy and participation</i>	<u>3</u>
<i>Capacity building and empowerment</i>	<u>4</u>
<i>Sustainability</i>	<u>6</u>
<i>Partnership</i>	<u>7</u>
Introduction to Policy Volumes Two and Three	<u>15</u>
<b>Policy Volume Two: Resource Development And Support Programmes</b>	<b><u>20</u></b>
Product: Resource Development	<u>20</u>
Element: Organisational sustainability	<u>21</u>
Element: Human resource management	<u>22</u>
Element: Financial resource management	<u>23</u>
<b>Policy Volume Three: Community Programmes</b>	<b><u>24</u></b>
Product: Community Enablement	<u>24</u>
Element: Awareness promotion	<u>25</u>
Element: Sustainable livelihood	<u>26</u>
Product: Family Preservation	<u>27</u>
Element: Family support	<u>28</u>
Element: Day/night care	<u>29</u>
Product: Out of Home Care	<u>30</u>
Element: Care	<u>31</u>
Element: Care and Enablement	<u>32</u>
<b>Glossary</b>	<b><u>35</u></b>
<b>Reference Material</b>	

# POLICY VOLUME ONE

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## The Developmental Approach

— towards a definition of the developmental approach

— cornerstones

- justice
- democracy and participation
- capacity building and empowerment
- sustainability
- partnership

## Policy Volume One The Developmental Approach

### Towards a definition of the developmental approach

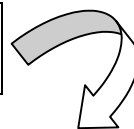
What the developmental approach is NOT	<ul style="list-style-type: none"> <li>• It is <b>NOT</b> a product or a result to be achieved</li> <li>• It is <b>NOT</b> a description of <b>what</b> services are to be delivered</li> <li>• It does <b>NOT</b> exert energy on merely addressing <b>symptoms</b></li> </ul>
What the developmental approach IS	<ul style="list-style-type: none"> <li>• It <b>IS</b> an <b>approach</b> towards service delivery that is based on specific cornerstones</li> <li>• It <b>IS</b> an approach that indicates <b>how</b> services are to be delivered, based on the cornerstones, and therefore its cornerstones are also not results or products</li> <li>• It <b>IS</b> an approach that requires the focus to be on the <b>root causes</b>, whilst simultaneously alleviating existing problems</li> </ul>
Definition	<p><i>The developmental approach means that services should be delivered in such a manner that <b>equity</b> in the distribution of resources and opportunities, <b>inclusive</b> service design and implementation, <b>enablement</b> of people to take power over their circumstances, <b>perpetuation</b> of benefits, and <b>holistic</b> service delivery are brought about</i></p>
Cornerstones	<p>The developmental approach is based on five cornerstones, namely:</p> <ul style="list-style-type: none"> <li>• <b>Justice;</b></li> <li>• <b>Democracy and participation;</b></li> <li>• <b>Capacity building and empowerment;</b></li> <li>• <b>Sustainability; and</b></li> <li>• <b>Partnership.</b></li> </ul> <p>None of the cornerstones can be viewed in isolation and the existence of one is not feasible without the other.</p>

# Justice



<p>Philosophy</p>	<p>Central to the developmental approach to social welfare is the concept of <b>justice</b>. Respect for human rights and making basic welfare rights accessible to people in need of assistance must form the basis of social welfare policies and programmes. Social welfare policies and programmes may not contain any element that is in conflict with those set out in the Constitution of the Republic of South Africa.</p> <p><b>Equity</b> is an integral part of justice. Whilst social welfare and the meeting of basic human needs are acknowledged as human rights and upheld as such, it may not ignore the demand for equity. Equity, based on backlogs, different levels of vulnerability and special needs, should be characteristics of a just distribution of resources, opportunities and services. Surely, an inequitable distribution of resources, opportunities and services is therefore unjust.</p>
<p>Implications for services</p>	<ul style="list-style-type: none"> <li>• Services must actively promote justice by redressing the existing inequities in the availability and accessibility to services and resources</li> <li>• Services must first of all, be made available to the poor, the vulnerable and those with special needs</li> <li>• Services must include advocacy on behalf of the rights of beneficiaries</li> <li>• Every detail of service delivery must be based on respect for people's human rights</li> <li>• Personnel must realise fully that their interventions in people's lives could contravene people's rights and their actions must reflect respect for human rights and justice at all times</li> <li>• Discriminatory screening and admission policies contrary to the Constitution, are unacceptable</li> </ul>
<p>Implications for service providers</p>	<ul style="list-style-type: none"> <li>• Service providers must ensure that their personnel and service delivery policies and practices are just at all times</li> <li>• Service providers must strive continuously to achieve equity in resource and service distribution</li> <li>• Service providers must identify inequities and actively make their resources and services available or develop them accordingly</li> <li>• Service providers must build partnerships if own services are not optimally available and accessible</li> <li>• Service providers must speak out if proposals, policies and actions affect beneficiaries adversely or contravene their rights</li> </ul>

## Democracy and Participation



<p>Philosophy</p>	<p>The developmental approach emphasises the principle of democracy. Inherent to democracy is the notion of full participation by people. Through involvement at all levels, services are democratised. People should not only be beneficiaries of services, but they should also be active participants in the process at all levels by doing and interacting. It is essential to have a bottom-up approach to identifying, designing and implementing a service. This does not mean merely encouraging suggestions, but it must be <b>institutionalised</b>, i.e. built into all aspects of a service/service provider at a decision-making level. It also means that there are no set hierarchies or distances, for example between the so-called expert employed by the service provider and the volunteer, the beneficiary and the committee member. <b>All</b> are concerned with the mission of the service provider. The so-called expert does not take decisions in isolation and is <b>not</b> solely responsible for coming up with the solutions. Problems are seen as necessitating community involvement. They arise within the community and <b>that</b> is where the solution must be sought.</p> <p>It is undemocratic to exclude beneficiaries and communities from decision-making about the design and implementation of services that affect them. It is also undemocratic and unjust to mystify and control services. Service providers and committees should not keep secret, rigid and exclusive control on who may access what service. This should be transparent, open to inspection and regular debate by the community, beneficiaries and personnel alike. Participation is one of the strongest motivations for people to take ownership, do more for themselves and thereby promote sustainability. However, it is necessary to ensure that participation is continuous and is responsive to changing needs and circumstances.</p>
<p>Implications for services</p>	<ul style="list-style-type: none"> <li>• Services must be identified, designed and implemented with the active involvement of beneficiaries and communities on a democratic basis. After all, services are for the community, not for the service provider or its personnel</li> <li>• The criteria for people to receive services must be transparent and open to continued scrutiny. People who can be reasonably expected to benefit from a service may not be discriminated against on the basis of any factor contrary to the Constitution of South Africa</li> </ul>
<p>Implications for service providers</p>	<ul style="list-style-type: none"> <li>• The decision-making structures of service providers must be changed to include beneficiaries and the community</li> <li>• Professional personnel must relinquish the role of “expert” and work together with all the people involved to achieve the desired results</li> <li>• The most appropriate personnel must be employed. This includes non-social workers and indigenous workers - those who are most appropriate for the service and the community             <ul style="list-style-type: none"> <li>▪ Personnel should also be included in decision-making structures and this should not be only on a hierarchical basis, as it is often those at the coal face who have the closest contact</li> </ul> </li> </ul>



## Capacity Building and Empowerment



### Philosophy

It is impossible to think about a developmental approach without considering the building of human capacity.

***Capacity building*** may be regarded as the art of creating the ability of people and organisations to perform well. Capacity building provides the potential for something to happen but, in itself, it will not necessarily lead to performance. Performance is the degree to which the potential is actually realised. Capacity building therefore, needs to motivate **performance** otherwise efforts are wasted.

Capacity building aims to enable people to become more self-reliant and to improve their quality of life. At the same time, the developmental approach demands that they be given the opportunity to experience success in order to ensure that performance is sustained.

Closely linked to capacity building, but not precisely the same, is empowerment.

***Empowerment***, whilst often used in many contexts, essentially centres around power. Power may be within people, between people, and between groups of people. Empowerment may be described as the process whereby individuals, groups and communities become able to take control of their circumstances (exercise power over) and achieve their own goals, thereby being able to work towards maximising the quality of their lives.

To be empowered includes three essential components. All three must receive attention in order to lead to balanced development. They are:

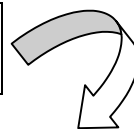
- ***the feeling of being able to do things that were not possible previously or the feeling that they can influence things around them***
- ***the ability to do things not within competence before***
- ***the opportunities previously denied are open***

Affirmative action falls within this category and is the empowerment of a group that was previously disadvantaged. It provides the opportunities but should not be without the necessary capacity building that is necessary for performance.

However, empowerment will only be sustainable if it is in response to clearly identified needs, and if the people have the **capacity**, the **confidence**, and the **will** to use it to manage the development themselves.

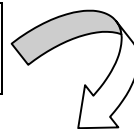
<p>Implications for services</p>	<ul style="list-style-type: none"> <li>• Building people's capacities and empowering them in a way that leads to self-reliance or at least the realisation of their potentials, must be built into all services, regardless of level and type of intervention</li> <li>• Outcomes of services should reflect performance that may be attributed to increased capacities and empowerment</li> <li>• Teaching skills <i>per se</i> will not lead to good performance, but providing the opportunities, or at least the access to opportunities to practise the skills successfully, will lead to the necessary confidence and motivation for performance. This must be built into the design of all services</li> <li>• Participation by people in decision-making, fulfils both the requirement of building capacities and empowerment</li> </ul>
<p>Implications for service providers</p>	<ul style="list-style-type: none"> <li>• Service providers must build their own organisational capacities/skills and strengthen their ability to manage development effectively as well as their confidence and will to take on greater challenges</li> <li>• At the same time, constant attention must be given to building the capacities of a service provider's human resources namely, personnel, committee/board members, and volunteers. Their knowledge, skills and capacities must be built in order to empower them towards good performance</li> </ul>

## Sustainability



<p>Philosophy</p>	<p>The White Paper defines sustainability as <i>"...that which is affordable, financially viable, efficient and effective."</i> At the same time sustainable development is defined as <i>"A process in which basic needs are met immediately whilst at the same time increasing the ability of future generations to meet their own needs."</i> (p98)</p> <p>The question is often asked: <i>"Why do some projects result in long-term improvements and others only a temporary change?"</i> The concern here is with the sustainability of the <b>benefits</b> resulting from the project. If services are built on the needs of a service provider or its exclusive committee, they will not produce sustainable benefits. The given definition of sustainability refers essentially to the continuation of benefits to people with or without the service or service provider that stimulated the benefits in the first place. Success is therefore determined, not by the perpetuation of the service provider or the programme, but by the perpetuation of the benefits for the people or community. <b>Self-reliance</b> and <b>resilience</b> are key concepts and ensure that people can sustain themselves. In order to be sustained, any change must take root (be institutionalised) in the behaviour and values of those involved and must bring actual benefits to them.</p> <p>It is equally important to look at the sustainability of structures (infrastructure), systems (managerial administration), human resources (capacity building), and finances. This is based on the recognition that a service approach that is developmental depends on well-functioning institutions that are effective, efficient and financially viable. An unsustainable body can simply not deliver sustainable benefits.</p>
<p>Implications for services</p>	<ul style="list-style-type: none"> <li>• Services must be based on the felt needs of those for whom they are intended.</li> <li>• Measures must be built into services to ensure that services keep pace with changing needs and the level of satisfaction with services</li> <li>• Services must include capacity building and institutional development by building them into programmes from the start so that the benefits and outcomes will be sustained long after the programme or service provider is no more</li> </ul>
<p>Implications for service providers</p>	<ul style="list-style-type: none"> <li>• Service providers need to invest in developing their skills and human resources to ensure efficiency and effectiveness</li> <li>• Developing service providers must be assisted in their institutional development</li> </ul>

## Partnership



<p>Philosophy</p>	<p>Partnership can be defined as <i>a formal commitment and reciprocal relationship to advance a common vision between two or more parties.</i></p> <p>The White Paper stresses repeatedly that the present service delivery system is fragmented, over-specialised and too isolated from other sectors to impact on development. Social problems stem from a host of problems that are not confined to social welfare.</p> <p>Furthermore, a developmental approach requires a holistic approach that recognises that the person, family, group, or community functions within a social <b>and</b> economic <b>and</b> political environment.</p> <p>If therefore, we are to make any impact on alleviating/preventing problems, addressing root causes, and making a meaningful contribution towards enhancing people's quality of life, social welfare must facilitate and make available integrated, comprehensive services. We need to offer a package of co-ordinated responses in close collaboration with each other as well as with sectors other than welfare.</p> <p>Therefore, collaboration with all service providers is essential and this also includes government/local departments and departments other than social welfare departments.</p> <p>At present, relatively few services can be said to be truly collaborative for purposes of offering an integrated service to the community.</p>
<p>Implications for services</p>	<ul style="list-style-type: none"> <li>• Services must be accessible to generic needs, particularly in geographic or focus areas where insufficient services for the broader community are available.</li> <li>• Through partnership, services must promote non-discrimination, tolerance, mutual respect, diversity and the inclusion of all groups in society</li> </ul>
<p>Implications for service providers</p>	<ul style="list-style-type: none"> <li>• Working agreements that includes packages of services with different inputs from the various service providers must be negotiated.</li> <li>• Partnership agreements must ensure synergy and co-ordinated inputs towards the achievement of common visions.</li> <li>• Sharing of information and inclusive monitoring and evaluation of services must be regular and institutionalised.</li> <li>• Service providers must actively engage in assisting to transfer additional knowledge, skills and methods in order to enhance better, more versatile and subsequently more useful and relevant performance by service providers.</li> <li>• Partnerships must be formalised. It must be a mutual agreement between parties about the partnership and must stipulate the mutual expectations and responsibilities of each other.</li> <li>• A culture of joint decision-making, responsibility, representation and a commitment to excellence must be established amongst partners.</li> </ul>

<p>A Deeper Understanding of Partnership</p>	<p><b>It is necessary to explore the essence of partnership into more detail.</b> The necessity for this is summarised as follows:</p> <p><b>Firstly</b>, partnership, together with the other cornerstones, forms the comprehensive basis for a developmental approach to service delivery.</p> <p><b>Secondly</b>, its importance is increased by the fact that it is the crucial mechanism by which the other cornerstones are activated for developmental social welfare service delivery.</p> <p>With this we say that service characteristics of justice, democracy and participation, capacity building and empowerment, and sustainability are not maximised unless based on and driven by partnership.</p>
<p>Characteristics of Partnership</p>	<p>Some service providers still show a bias in their governance, structure, staffing and services. Bias can be of race, gender, retaining of communities, screening of beneficiaries, etc. When dealing with partnership, <b>bias cannot be part of it</b>, as it does not work towards demonstrating social integration of race and gender, a strong respect for diversity and the provision of services to all people in need on the basis of equity.</p> <p>No single service provider or facility has the full resources, competencies and capacity to provide sufficient and sustainable social services and programmes by itself. It is through partnership that <b>comprehensive</b> service delivery, <b>cutting of costs, inclusion</b> of service providers that were previously excluded, and the <b>location of services in areas where historical imbalances still exist</b> are achieved.</p> <p>Partnership enables government to determine its financing in a more <b>substantial and integrated</b> manner due to the sharing of facilities and resources by service providers and in doing so, make room for a more co-ordinated service <b>and financing</b>.</p> <p>Partnership entails a <b>formal agreement</b>. It needs to be formalised as soon as the parties reach a mutual agreement about their partnership and must stipulate the mutual expectation and responsibilities of each partner.</p> <p>Whilst historical partnerships are a basis for future relationships, that alone is not a sufficient foundation for partnership development. As a matter of fact, there are numerous problems with partnership as it has been managed or implemented or understood until now. Relevant and functional partnerships characterised by a <b>shared vision</b> and a <b>shared commitment</b> to policies and plans are necessary to take the sector into the new paradigm.</p> <p>Partnerships have to be <b>complementary</b> and need to make provision for joint decision-making, responsibility, representation and a commitment to excellence.</p> <p>However, partnership does not deny the autonomy of the parties. Decisions therefore need to be taken on a <b>democratic basis</b> and mechanisms need to be introduced for arbitration of disputes.</p>

<p>Principles of Partnership</p>	<p><b>Integration:</b> Partnership must promote services that are holistic, inter-sectoral and delivered by an appropriate multi-disciplinary team wherever possible</p> <p><b>Non-discrimination:</b> Partnership must promote non-discrimination, tolerance, mutual respect, diversity and the inclusion of all groups in society</p> <p><b>Accountability:</b> Partners should be held accountable for the delivery of an appropriate and quality service to people who are in need</p> <p><b>Affordability:</b> Partnership must promote affordability of services to people who are in need</p> <p><b>Improved quality of life:</b> Partnership must promote the quality of life of all people especially the disadvantaged, those who are vulnerable and those who have special needs, through sharing of resources and services</p> <p><b>Accessibility:</b> Partnership must promote the availability and subsequent accessibility of services to all in need</p> <p><b>Participation:</b> Partnership must promote increased participation in service design and implementation by the parties involved as well as beneficiaries</p>
<p>Problems with current partnership</p>	<p>The current partnerships consist of various problems. These problems include specialisation, fragmentation, dislocation and isolation, gaps and duplication of services.</p> <p>The problem of <b>specialisation</b> is due to the fact that there is still a bias featuring in screening criteria and one finds service providers who deliver services to exclusive persons, groups and communities. Obviously many people are subsequently excluded from services due to the organisational screening criteria. Alternatively persons in need of services are sent in different directions to obtain services that address their needs and must many a time register with various agencies due to the specialised nature of services. There is also a tendency to specialise in terms of geographic areas and one finds that in one area there are three to four service providers, each responsible for a certain geographic area within the boundaries of that area.</p> <p>Due to the specialisation of services, one also finds the problem of <b>fragmented</b> service delivery. A service provider will for example deliver an incomplete service due to the restriction of its service field or area, and in order for persons in need to have their needs comprehensively addressed, they need to go from one point to another.</p> <p>The specialised and fragmented nature of social welfare service delivery causes it to be <b>dislocated</b> and <b>isolated</b> from broader infrastructure. With this kind of services there is little mention of comprehensive community networks or effective services.</p> <p>The above mentioned problems lead to serious <b>gaps</b> in service delivery, whilst at the same time causing <b>duplication</b> of services by different service providers in the same geographic area.</p>

## Advantages and Disadvantages of Partnership

The main purpose of a partnership agreement is to have rules about the services to be provided and how to use funds in the most cost-effective manner. All parties within a partnership must agree to and obey the rules of the partnership agreement. Partnership must be formalised by means of a mutually agreed upon agreement. This agreement must be in writing and signed by all parties, especially when funds are involved. A written partnership agreement will make provision for the responsibilities of each partner, mutual accountability, opportunities for consultation, communication and negotiation, stated safeguard and values as well as respect for each other's autonomy.

When dealing with partnership, there are advantages and disadvantages that need to be considered.

### (a) *Advantages of partnerships*

- Partnership can help to develop a **collective culture** in an area through its enabling function, mediating and negotiating of common perspectives among different interests.
- Partnership can improve the **appropriateness** of services through the implementation of significant integrated programmes.
- It is much easier to ensure **comprehensive service delivery** whereby gaps are filled and the developmental needs negotiated and planned within the collective framework of a partnership.
- Partnership has a **learning function** and is beneficial to all parties involved.
- Partnership can act as a **forum** for innovative experimentation.
- Through partnership the necessary **capacity building** can be brought about in respect of young emerging service providers and those who were excluded from funding up until now.
- Partners can enhance the **value obtained from resources**, both by applying resources more effectively in projects and by leveraging in additional resources.
- Partnership can enhance the **sustainability** of service delivery as it enables government and other donors to focus on financial resources more substantially and in doing so alleviate the current fragmented and often insufficient financial allocations.

### (b) *Disadvantages of partnerships*

- Partnership does not represent permanent agreements. It needs to be reconsidered constantly and from time to time re-negotiate alternatives. Needs and nature of services change rapidly and it may be necessary to amend the terms of partnership (or even partners). Some service providers may find this ongoing need to maximise the appropriateness of partnerships **unsettling, disrupting and insecure**.

<p>Advantages and Disadvantages of Partnership (continued)</p>	<ul style="list-style-type: none"> <li>• Effective partnerships are based on the assumption that all partners will comply with the agreement. The disadvantage lies within this interdependence and <b>the dilemma when one partner does not keep to terms</b> agreed upon. This may in fact result in jeopardisation of the other partner's credibility, sustainability and relevance.</li> <li>• One or more parties within partnership could experience measures of <b>frustration with the reluctance or resistance</b> of another party to remain flexible and dynamic as far as appropriate transformation and shifting of paradigms are concerned.</li> <li>• With a partnership, such as with a democracy, decisions can no longer be taken in isolation and requires ongoing communication, negotiations and high levels of inclusivity. Partners may interpret this as <b>unnecessarily time consuming</b>, resulting to the slowing down of the process.</li> </ul>
<p>Kinds of Partnership</p>	<p>Partnership may be defined as <i>a formal commitment and reciprocal relationship to advance a common vision between two or more parties</i>:</p> <ul style="list-style-type: none"> <li>• <b>formal commitment</b>: Partnership may range from a mutual understanding between partners to a highly formalised legal agreement. However, in all instances there must be a clear commitment to advance a common vision.</li> <li>• <b>reciprocal relationship</b>: Parties within a partnership are dependent upon each other for advancing a common vision.</li> <li>• <b>two or more parties</b>: Parties perform different roles and we subsequently find different kinds of partnership.</li> </ul> <p>Parties may assume roles of <b>active</b> or <b>inactive</b> partners. Active partners are those responsible for actual service delivery. Inactive partners are not involved in direct service delivery, but rather in the role of the principal financial resource provider. However, a partnership need not necessarily have both.</p> <ul style="list-style-type: none"> <li>• Examples of partnership between active and inactive partners would be between NGO service providers and government as the principal funder; or it could be within the NGO sector between service providers and donors.</li> <li>• Partnership where all parties are active partners could be between NGO service providers, or between the NGO sector and government, where government as a service provider is situated at the level of district offices and service points.</li> <li>• Partnership where all parties are inactive partners could be between different government departments where inter-sectoral financing responsibilities are accommodated. For example, departments of social services, health and education could be in partnership to enhance comprehensive service delivery through their respective financial resources.</li> </ul>



<p>Representation and Communication</p>	<p>Welfare partnerships can create an alliance of actors and a culture of local solidarity, which can greatly enhance the prospects for tackling problems of specialisation and fragmentation and which are effective vehicles for implementing policy programmes and projects.</p> <p>However, many social welfare partnerships face a major challenge of engaging with local communities and especially with the most disadvantaged groups and their needs. The process of embarking upon effective partnerships will highlight the need for disadvantaged groups to be offered effective representation within partnership structures and full involvement in the partnership's activity alongside with the interests of partners involved.</p> <p>Welfare partnerships which will be most successful in involving and democratising community interests will be those where formal partnership structures are strongly rooted in the wider and more diffuse patterns of collaboration and networking between local service providers and in local communities.</p> <p>All welfare partnerships should be characterised by clearer principles for the way in which partner interests are represented within partnership structures and forge better links and communications between the partnership itself and partner organisations by clarifying mechanisms for reporting and feedback.</p> <p>Partner organisations also need to institute the most effective procedures to consider and manage the implications of partnership objectives and activity in order to take appropriate action.</p>
<p>Organisational Capacity and Skills</p>	<p>Organisational capacity and skills are pre-requisites for effective partnerships. Firstly, it requires teamwork or sharing of projects outside of the service provider. This would mean that resources (person power and finances) have to be made available to facilitate representation and communication as well as joint planning, implementation, monitoring and evaluation of service delivery. Sufficient provision for this needs to be made in work programmes and budgets.</p> <p>Secondly, project teams play a crucial role in partnership but often more needs to be done to ensure that such teams possess the necessary range of professional, managerial and communication skills.</p> <p>Earlier on we mentioned the dilemma that may occur if parties within partnership structures do not display the necessary commitment or do not have the necessary organisational capacity and skills to optimise the contribution towards the partnership agreement.</p> <p>Finally, there need to be appropriate training and developmental opportunities for partnership staff and others involved which reflects the specific challenges and demands of partnership activity and enable those working in partnerships to respond flexibly to the changing needs of programmes and projects.</p>

Financial Resources	<p>Research findings have shown that short term funding (such as is often the case with government funding allocated in a one year financing cycle), is seldom if ever sufficient to allow partnership relationships to become securely rooted, not only in the partnership itself but also in partner organisations. Ad hoc efforts to sustain successful partnerships by obtaining successive allocations of funding from various donors have proved to be a solution in part. However, many partnerships have failed to achieve this, and even where they have, experience suggests that the management of short-term funding from various sources pose serious problems for partnerships in terms of insecurity and adjustment to different donor requirements.</p>
Timescales	<p>Welfare partnerships can be either short term or it may represent a longer-term relationship. Both are equally important.</p> <p>Short-term partnership may be entered into for purposes of piloting experimental actions, or time-limited interventions, or short-term projects. In some countries, the emphasis on the short-term nature of partnerships has even been reinforced by governments through the development of “exit strategies” for the termination of partnership funding.</p> <p>However, the need for partnership on longer terms is acknowledged. Partnerships take a considerable time to develop and to secure relations of trust, collaboration, and reciprocity. If partners are to make the required, often rather expensive investments of time, work and learning necessary, this requires confidence that the benefits from such investments and obviously benefits to consumers of services can be realised. It is assumed that most partnerships need to be longer-term relations.</p>
Transparency and Accountability	<p>As welfare partnerships become more established as a tool of policy, issues of transparency and accountability are becoming of greater significance. Several dimensions of this issue need to be identified, such as:</p> <ul style="list-style-type: none"> <li>• The individualised nature of the representation of interest in welfare partnership;</li> <li>• The limited degree to which effective and transparent means of reporting back to partner organisations and constituencies have been instituted;</li> <li>• A uni-directional, top-down nature of accountability, relationships and limited transparency within partnership programmes;</li> <li>• The “paradox” in some partnerships between effective and collective action by partner organisations in collaboration with the public, private and voluntary sectors, but a lack of partner organisations to involve communities and groups themselves; and</li> <li>• The tensions which can emerge between welfare partnerships and the “mainstream” representative democratic process.</li> </ul> <p>These suggest that attention will need to be given to ways of avoiding a potential “democratic deficit” as a result of welfare partnership, while retaining its benefits. What is important is to exploit opportunities to combine the virtue and avoid the limitations of especially four principles in partnership working, namely:</p> <ul style="list-style-type: none"> <li>• <b>Representative democracy;</b></li> <li>• <b>Participative democracy;</b></li> <li>• <b>Interest group representation; and</b></li> <li>• <b>Consumer involvement.</b></li> </ul>

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# POLICY VOLUMES TWO AND THREE

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Introduction to Policy Volumes Two and Three

## Introduction to Policy Volumes Two and Three

These volumes are developed with the aim of enhancing appropriate and affordable service delivery, based on the developmental approach that was discussed in Policy Volume One. For this purpose specific guidelines are given to enable service providers to make appropriate and affordable choices. Documentation is arranged in such a manner that the scope of options from which selections may be made is clearly pointed out. By selecting and matching products, focus groups, elements and activities, service providers will be able to put together appropriate and affordable combinations for service delivery.

<p>Product</p>	<p>In order to guide the transformation of service delivery, a standardised set of developmental <b>PRODUCTS</b> was developed. This will enable the province to move in a consolidated manner towards common visions and will assist in determining progress towards the equitable distribution of services and state support. It is assumed that the products encapsulate the entire social welfare field. Service providers will select from the list of products, those that they regard as the broad aim of their service delivery. <b>With the exception of Policy Volume Two</b>, it is not expected of a service provider to select all products, but only the one (or more), that represents the main aim of their services. A total of <b>four products</b> have been developed and are identified as follows:</p> <p>Policy Volume Two: <b>Resource Development</b> (page 20); and  Policy Volume Three: <b>Community Enablement</b> (page 24);  <b>Family Preservation</b> (page 27); and  <b>Out of Home Care</b> (page 30).</p>
<p>Focus Group</p>	<p>In order to ensure that priority groups are targeted, that services are delivered within the context of societal groups such as families, and that the capacitating and empowering benefits of a developmental approach reach broad community groups, the specific <b>FOCUS GROUP</b> of each product is indicated. Focus groups therefore indicate the <b>target groups</b> that are appropriate for a certain product. Focus groups are indicated in the <b>column</b> immediately after the Product and are marked “Services included in the product”. When designing a service, the focus group will obviously be described in more detail, e.g. unemployed individuals and their families; persons with disabilities in a day care service; substance dependent persons in an out of home treatment service; etc.</p>

<p>Element</p>	<p>There are certain service facets through which certain products with certain focus groups are achieved. It is necessary to point out the various facets to service providers for purposes of ensuring that service delivery is transformed and a developmental approach purposefully embarked upon. For this purpose a set of <b>ELEMENTS</b> have been developed for each product. It is assumed that the elements encapsulate all the different facets of a product. Again, <b>with the exception of Policy Volume Two</b>, it is not expected of a service provider to select all the elements indicated for a product, but only those that are relevant to the focus group and appropriate for the selected product. A total of <b>nine elements</b> have been developed and are identified as follows:</p> <ul style="list-style-type: none"> <li>➤ <i>Policy Volume Two:</i></li> <li><b>Product Resource Development has three elements</b> (page 20): <ul style="list-style-type: none"> <li>▪ Organisational Sustainability;</li> <li>▪ Human Resource Management; and</li> <li>▪ Financial Resource Management</li> </ul> </li> <li>➤ <i>Policy Volume Three:</i></li> <li><b>Product Community Enablement has two elements</b> (page 24): Awareness Promotion; and Sustainable Livelihood</li> <li><b>Product Family Preservation has two elements</b> (page 27): Family Support; and Day/Night Care</li> <li><b>Product <i>Out of Home Care</i> has two elements</b> (page 30): Care; and Care and Enablement</li> </ul>
<p>Activity</p>	<p>Certain actions are required to give effect to certain elements, in other words <b>ACTIVITIES</b> that need to be performed. It is primarily <b>activities</b> that will inform the <b>cost</b> of a service, as these will indicate the extent, scope and implied effort on which financial extrapolations may be based. Activities that are relevant to the various elements are indicated on pages 21, 22, 23, 25, 26, 28, 29, and 31-34. It is assumed that the range of activities under each element is a detailed list of all the activities relevant to such an element. Again, <b>with the exception of Policy Volume Two</b>, it is not expected of a service provider to embark upon all the activities indicated for an element, but to select the appropriate type and manageable number of activities. However, it will obviously impact on the cost, and therefore the financing level of the service.</p>

The process of selecting combinations for service delivery is summarised below.

- **Select the product**  
(overarching aim of service)
- **Describe the focus group(s)**  
(target group(s) for whom the service is designed)
- **Select the element(s)**  
(gateway to the desired product and essentially representing a cluster of activities)
- **Select the activities**  
(actions to be performed to achieve the elements)

First  
Conclusion

*There is no prescribed manner in which the process of selecting combinations for service delivery must be performed. The important point is that a pre-determined scope is provided from which a selection is to be made. The purpose is to assist service providers by making all the possibilities available; to indicate the relationship between the various possibilities (matching the ingredients that may go into a combination); to ensure that the possibilities represent service transformation and developmental ingredients; and to provide a costing base. Some service providers will first select the **products** based on their core business (e.g. Out of Home Care); others will first select the **elements** due to their primary objectives (e.g. Day Care); others will first consider the **activities** based on the level of organisational development and what would be possible and manageable; whilst others will first consider the reality of their target groups (**focus group**) and consider thereafter the developmental possibilities with regard to products, elements and activities that match the target group.*

Second  
Conclusion

Due to the fact that Policy Volumes Two and Three must provide service providers with the entire scope of the social welfare service delivery field, we are mindful of ensuring that all services as they are currently known, are included. Existing services that are included in the different products are therefore pointed out in the columns marked “Services included in the product” on pages 20, 24, 27 and 30. It is important to note that the idea is not to do away with any of the traditional services, but rather to deliver them differently. This essentially means two things, namely:

- Doing away with temporary relief interventions and striving for services with developmental aspirations; and
- Doing away with fragmentation and striving for compact services.

The following will therefore be noted (consider the **Product Family Preservation** for purposes of illustration):

- *Doing away with fragmentation and striving for compact services (**Element Family Support**: page 28)*

Whereas services such as skills training, counselling, and statutory intervention would traditionally have been fragmented by locating them in different programmes, or at least formulating them as different objectives, they now form part of a compact package of activities aimed at giving effect to a comprehensive element (family support).

- *Doing away with temporary relief interventions and striving for services with developmental aspirations (**Element Day/Night Care**: page 29)*

Whereas traditional perceptions of providing a **day care** service may have been limited to the provision of a safe and hygienic environment where physical and basic health needs are addressed, the range of activities from which selections are to be made now offers a wide range of developmental aspirations. This is found in activities such as assessments, skills training of various sorts, community based and support group development, family reunification, and counselling.



### Third Conclusion

#### The Role of Policy Volume Two: Resource Development and Support Programmes.

In the preceding notes it would have been noted that Policy Volume Two is excluded when service providers are offered choices with regard to selecting products, elements and activities. Policy Volume Two has a dual purpose. Firstly, we bear in mind that service providers need to be trained, provided with skills or at minimum re-oriented towards a developmental approach and delivering services differently. The capacity with which service providers need to comply are contained in Policy Volume Two. Upon submission of service plans, this Volume will therefore serve as a control guide to the service provider and the department, to **jointly** decide about the service provider's

- ability to deliver a transformed service;
- what the resource and support shortcomings are;
- what organisational needs are to be addressed;
- to identify the training resources; and
- to determine the support and conditions that the department will contribute towards the enablement of the service provider.

Secondly, this Policy Volume contains the pre-determined scope from which selections are to be made by provincial/national structures for service delivery to their affiliates/branches/service offices. Whereas direct local service providers will select service combinations from Policy Volume Three (Community Programmes), provincial/national structures delivering traditional management programmes, will select service combinations from Policy Volume Two (Resource Development and Support Programmes).

This Volume is therefore aimed at the service provider and a satisfactory assessment, or at least formal arrangements for corrective action, serves as a pre-requisite for service delivery in accordance with Volume Three.

# POLICY VOLUME TWO

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## Resource Development and Support Programmes

### — Resource development

- Organisational sustainability
- Human resource management
- Financial resource management

**Policy Volume Two**  
**Resource Development and Support Programmes**

<p><b>Product:</b></p> <p>Resource Development</p>	<p><b>The aim of resource development is to ensure</b></p> <ul style="list-style-type: none"> <li>➤ Organisational sustainability</li> <li>➤ Responsiveness of human resources, and</li> <li>➤ Accountability of financial management</li> </ul> <p>This includes a range of services aimed at optimising the purpose of a service provider.</p>
<p>Services included in the product</p>	<p><b>Existing services</b></p> <ul style="list-style-type: none"> <li>➤ Traditional management programmes</li> <li>➤ Programmes aimed at building the organisational capacity of service providers</li> </ul> <p><b>Focus Groups</b></p> <ul style="list-style-type: none"> <li>➤ Direct local service providers (who submit service plans for departmental financing purposes);</li> <li>➤ Providers of resources and support (who are responsible for training and re-orientation)</li> </ul>
<p>Element</p>	<p><b>Organisational sustainability</b></p> <p>Strategic and administrative systems and processes focusing on maximising the appropriateness and impact of service providers</p> <p><b>Human Resource Management</b></p> <p>Services focusing on improving the quality of service delivery through the commitment of service providers who are appropriately re-oriented, trained and highly skilled</p> <p><b>Financial Resource Management</b></p> <p>Services focusing on improving the effectiveness and efficiency of service delivery through financial management that is optimally supportive, highly progressive and accountable</p>

Element	<p><b>Organisational sustainability</b></p> <p>Strategic and administrative systems and processes focusing on maximising the appropriateness and impact of service providers</p>
activity	<p><b>Ensure effective governance structure through</b></p> <ul style="list-style-type: none"> <li>• strategic guidance</li> <li>• compliance with statutory requirements, and</li> <li>• financial sustainability</li> </ul> <p><b>Provide training in</b></p> <ul style="list-style-type: none"> <li>• Management skills – development of skills pertaining to financial management; optimal utilisation of operational units; impact assessment; and transformation management in all areas including governance, management and staff components</li> <li>• Strategic management and planning skills – processes that lead to constant focus and programmatic outcome that must be shared by management and staff to achieve purpose of service provider</li> <li>• Re-orientation – medium to long term process of changing organisational culture and competence; developing a culture of service excellence; shifting paradigms towards integrated developmental approaches whereby opportunities and potential of people are optimised; and upholding respect for human dignity</li> <li>• marketing skills – development of professional skills to raise public awareness about the organisation and to portray the organisational profile and image with the aim of enhancing the accessibility of services and securing maximum donor funding</li> </ul> <p><b>Evaluate impact of service delivery at all levels with the aim of</b></p> <ul style="list-style-type: none"> <li>• maximising the organisation’s effectiveness and efficiency and</li> <li>• ensuring that services remain appropriate and affordable</li> </ul> <p><b>Establish partnerships through</b></p> <ul style="list-style-type: none"> <li>• formal commitments with a diversity of role-players and entities to advance common visions in order to promote holistic and cost efficient service delivery</li> <li>• work agreements related to specific activities or projects (contractual) to spell out the commitment, role and resources each role-player brings to the agreement</li> </ul> <p><b>Ensure accessibility of services to all consumers through availability of equipment, vehicles, buildings and environment that are conducive to the needs of the target group</b></p> <p><b>Conduct ongoing research</b></p> <ul style="list-style-type: none"> <li>• to determine community profiles and trends, overlaps and/or gaps in service delivery, service priorities;</li> <li>• to enable management to make strategic decisions for ongoing benefit flows, and</li> <li>• to enhance levels of responsiveness of human resources</li> </ul>

**Human Resource Management**

Services focusing on improving the quality of service delivery through the commitment of service providers who are appropriately re-oriented, trained and highly skilled

**Conduct developmental quality assurance whereby a core developmental monitoring tool, based on policy principles, minimum standards, financial prescriptions, prescribed procedure, and capacity building, is utilised both internally and externally for ensuring**

- effective service delivery,
- delivery in line with transformation,
- as well as effective and efficient utilisation of the annual budget

**Perform personnel assessment to identify learning needs and arrange training programmes for human resource component**

**Provide training in:**

- Job specific knowledge – training to enhance minimum requirements for occupational group, to understand and implement policy, guidelines, international conventions, and constitutional requirements with the aim of encouraging ongoing development of knowledge base
- Job specific skills – ongoing development of skills relating to dynamic job environment to ensure effectiveness, and developmental approaches to all services
- Information technology – equipping human resources with the tools and knowledge to facilitate access to information systems and working in the most efficient manner possible
- Legislation governing labour relations, skills training, employment equity and basic employment conditions

**Supervise personnel and volunteers to ensure that**

- service excellence is achieved,
- self management and case management optimised,
- knowledge base expanded, and
- efficiency of human resources optimised

**Monitor implementation of service delivery to ensure that activities are performed in line with time schedules of action plans**

**Establish and maintain**

- information systems such as registers (databases) to increase use of information technology especially for linking to provincial and national databases
- internal communication, newsletters, manuals and circulars

**Enrol for accredited training and refresher courses** to ensure that human resource responses remain appropriate and focussed

**Launch marketing campaigns** to broaden the community's knowledge of available services, optimise access to services and ensure a high standard of client service

**Financial Resource Management**

Services focusing on improving the effectiveness and efficiency of service delivery through financial management that is optimally supportive, highly progressive and accountable

**Ensure Financial Resource Management by providing training in**

- **Financial management systems**
  - Budgeting
  - Income and expenditure
  - Record keeping
  - Auditing
  - Reporting
- **Financial sustainability, covering areas of**
  - Service recovery – charging fees for services where possible and on a sliding scale
  - Fund-raising skills – drafting funding proposals for grants-in-aid, state subsidies and significant donors at a local, provincial, national and international level
  - Self-sustaining initiatives – mechanisms to manage, allocate, generate and invest financial resources
  - Marketing skills – dissemination of crucial information to give account of achievements; popularise the organisation’s contribution towards addressing people’s developmental needs; and lobby for support, both in kind and financially
- **Relevant legislation such as**
  - Public Finance Management Act
  - Revenue Act
  - Labour Relations Act
  - Non-Profit Organisations Act

**Monitor compliance with requirements pertaining to conditions of the organisation’s**

- registration as a legal entity;
- broad legislative provisions; and
- specific social welfare policy stipulations

**Ensure securing of funds in the following manners**

- Explore partnerships with corporate, public and non-government sectors
- Explore sponsorships
- Obtain access to financial and fund-raising experts and fund-raisers, also through the composition and equipment of the organisation’s governance structure

**Enrol for accredited training and refresher courses**

# POLICY VOLUME THREE

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## Community Programmes

- Community enablement
  - Awareness promotion
  - Sustainable livelihood
  
- Family preservation
  - Family support
  - Day/night care
  
- Out of home care
  - Care
  - Enablement

## Policy Volume Three Community Programmes

Description	<p><b>Services aimed at</b></p> <ul style="list-style-type: none"> <li>➤ sustaining and optimising the wellbeing of individuals, families, groups and communities, and to maximise levels of resilience and self-reliance</li> <li>➤ alleviating the risk factors that prevent individuals, families, groups and communities from experiencing optimal wellbeing and maximum levels of resilience and self-reliance</li> <li>➤ providing a safe environment to residents in out of home care whilst at the same time providing an enabling environment that maximises levels of resilience and self-reliance to facilitate reintegration into mainstream society</li> </ul>
Product: Community Enablement	<p><b>The aim of community enablement is to provide people with knowledge and skills required to</b></p> <ul style="list-style-type: none"> <li>➤ Bring about attitudinal changes regarding the special needs of people and the broader community;</li> <li>➤ Make responsible choices about potentially harmful life situations;</li> <li>➤ Stimulate people's resourcefulness to respond to situations of poverty by preparing them for durable employment / self employment, and;</li> <li>➤ Unlock opportunities to enhance access to resources that will maximise resilience, self-reliance and sustainable livelihood.</li> </ul> <p>This includes a range and diversity of services that seeks to create and expose people to positive learning experiences aimed at expanding their knowledge and skills-base.</p>
Services included in the product	<p><b>Existing Services</b></p> <p>Most category A services: Awareness raising programmes; National / International promotion or awareness programmes or commemoration days/weeks/months/years; Specific prevention programmes; Protective workshops; Flagship programmes; Income generating programmes; Self-help groups</p> <p><b>Focus Groups</b></p> <p>Individuals, families, groups and communities, especially those who</p> <ul style="list-style-type: none"> <li>➤ are poor and vulnerable;</li> <li>➤ have special needs;</li> <li>➤ are at risk of moving into the social service delivery system;</li> <li>➤ lack sufficient means to provide in their basic needs.</li> </ul>
Element	<p><b>Awareness Promotion</b></p> <p>Services focussing on providing people with the knowledge and skills to make responsible choices.</p> <p><b>Sustainable Livelihood</b></p> <p>Services focussing on providing people with opportunities to acquire knowledge and skills for:</p> <ul style="list-style-type: none"> <li>➤ income generation;</li> <li>➤ developing alternative measures for provision of basic needs.</li> </ul>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Element</p>	<p><b>Awareness Promotion</b>            Services focussing on providing people with the knowledge and skills to make responsible choices</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">activity</p>	<p><b>Information</b>            Knowledge made available through experience, study, events, situations, news or any other possible means</p> <p><b>On-going awareness programmes</b>            Continuous activities (campaigns, projects, etc,) to promote awareness of information</p> <p><b>Summer/Winter/Holiday Schools</b>            Programmes, activities and projects aimed at the acquisition of skills and knowledge</p> <p><b>Communication Plan</b></p> <ul style="list-style-type: none"> <li>• Campaigns: A series of co-ordinated activities, events, services or programmes designed to achieve a pre-set goal or goals (e.g. AIDS awareness campaign for primary school pupils using material such as posters, leaflets, advertisements, commercials)</li> <li>• Development of skills to manage communication plan: Proficiency gained through practice and / or knowledge</li> <li>• Financial resource exploration and securing: To examine or investigate all possible ways or means to find financial sources or financing</li> <li>• Contracting: Engaging in a legally binding agreement that includes mutual responsibilities</li> </ul>

Element	<p><b>Sustainable Livelihood</b></p> <p>Services focussing on providing people with opportunities to acquire knowledge and skills for:</p> <ul style="list-style-type: none"> <li>▪ income generation;</li> <li>▪ developing alternative measures for provision of basic needs</li> </ul>
activity	<p><b>Information</b> Knowledge made available through experience, study, events, situations, news or any other possible means</p> <p><b>Assessment / Evaluation</b> The process of determining a person's strengths and weaknesses regarding the individual's trainability / employability</p> <p><b>Skills Development:</b> Proficiency gained through practice and / or knowledge</p> <p style="padding-left: 20px;"><b>Life Skills</b> Skills that promote and sustain healthy lifestyles</p> <p style="padding-left: 20px;"><b>Income Generation Skills</b> Skills that produce sufficient funds or goods to sustain an acceptable standard of living</p> <p style="padding-left: 20px;"><b>Marketing Skills</b> Skills that further the sale or acceptance of a product or service by advertising and publicity Skills to promote oneself as a viable business venture</p> <p style="padding-left: 20px;"><b>Business Skills</b> Skills required for the successful management of a business venture, (e.g. financial management)</p> <p><b>Training</b> To bring a person to an acceptable standard in the performance of a given occupation</p> <p><b>Manufacturing</b> The process of making articles by hand or by machine, especially in sustainable quantities</p> <p><b>Selling</b> The exchange of goods or a service for financial gain</p> <p><b>Employment / Placement</b> The engagement / establishment of an individual in a suitable job in the open labour market; small, medium or micro enterprise, or as an entrepreneur</p> <p><b>Supportive Employment (Ongoing Care and Support)</b> Regular contact with assistance /support for as long as required by the new employee, entrepreneur and / or relevant group</p> <p><b>Contracting</b> Engaging in a legally binding agreement that includes mutual responsibilities</p> <p><b>Financial resource exploration and securing</b> To examine or investigate all possible ways or means to find financial sources or financing (e.g. bridging finance)</p>

<p><b>Product:</b></p> <p>Family Preservation</p>	<p><b>The aim of family preservation is</b></p> <ul style="list-style-type: none"> <li>➤ to strengthen and support families/individuals to optimise their functioning in relation to their roles and circumstances</li> <li>➤ to protect vulnerable persons subject to abuse, neglect and exploitation</li> <li>➤ to institute statutory intervention and render guidance and support during a statutory process</li> <li>➤ to arrange alternative care/placement when out of home placement becomes imminent</li> </ul> <p>Family preservation includes a range of services that impact on risk factors threatening the wellbeing of families and individuals. (Refer to Glossary for a description of the term 'Family'.)</p>
<p><b>Services included in the product</b></p>	<p><b>Existing services</b></p> <p>Social work services and support groups (All Category A services), Child abuse protocol, Help lines e.g. Heal, Life Line, Child Line, Children's court services, Criminal court services, Probation services, Services in terms of the Prevention and Treatment Drug Dependency Act, Early childhood development centres, After school centres, Service centres for older persons and persons with disabilities (occupational groups) Day care at residential facilities, Drop-in centres for children and adults, outpatient centres for substance dependency.</p> <p><b>Focus Groups</b></p> <ul style="list-style-type: none"> <li>➤ Families/individuals at risk (parents, children, young persons, adults, older persons, persons with disabilities, members of the extended family)</li> <li>➤ Persons who are subject to abuse, neglect or exploitation</li> <li>➤ Persons whose behaviour put themselves and other persons in danger and jeopardise their ability to realise their potential to be self-reliant</li> </ul>
<p><b>Element</b></p>	<p><b>Family support</b></p> <p>Services focussing on strengthening a family's/individual's capacity as well as developing and strengthening support networks in order to manage and eliminate risk factors within a family context.</p> <p><b>Day/Night Care</b></p> <p>Services provided during a part of a 24-hour day within a facility or from a central point to the consumer's home. The aim of day/night care is to support the role or to assume the role of the family or other significant persons towards providing in basic and developmental needs of persons requiring a service. The service could be provided on a regular basis or periodically as required by the consumer/primary caregiver.</p>

Element	<p><b>Family support</b></p> <p>Services focussing on strengthening a family's/individual's capacity as well as developing and strengthening support networks in order to manage and eliminate risk factors within a family context.</p>
Activity	<p><b>Assessment</b> This refers to identifying the strengths and abilities as well as the needs/challenges of families/individuals in order to link them to appropriate programmes. Examples of assessment methods are strength-based developmental assessment and residual ability assessment.</p> <p><b>Counselling:</b> This refers to providing opportunities for families/individuals to express their needs and concerns and for the service provider to assist with guidance towards self-development, for example advice, accessing opportunities for development, therapy, family therapy, group therapy, family group conferencing.</p> <p><b>Life Skills training:</b> This refers to enabling families/individuals to accept themselves and relate to others positively and to solve problems independently within their social context, focussing for example on communication skills, conflict resolution skills, problem-solving skills, activities of daily living skills and cultural competency skills.</p> <p><b>Parenting skills training:</b> This refers to equipping parents/primary caregivers with skills to provide in their children's needs to develop emotionally, physically, intellectually and socially, focussing for example on basic child care skills, communication skills appropriate to the child's developmental phase, skills to respond appropriately to developmental challenges of children with special needs.</p> <p><b>Support group facilitation/development:</b> This refers to facilitating opportunities for families/individuals with common needs and circumstances to access peer group support, whilst the service provider provides periodic support to groups when needed.</p> <p><b>Community-based facilitation/development:</b> This refers to creating opportunities for communities to become involved and take action by initiating, developing and sustaining services in line with family needs, for example community conferencing.</p> <p><b>Emergency relief:</b> This refers to facilitating/providing assistance in absence of means of livelihood by providing crisis relief and linking families/individuals to poverty relief programmes and social assistance provision.</p> <p><b>Protection:</b> This refers to protecting people, traumatised in situations of abuse, neglect or exploitation occurring within the family and community. These services focus on victims, families and perpetrators.</p> <p><b>Statutory intervention:</b> This refers to utilising legislation to deal with circumstances that severely threatens the well-being of families and individuals, for example court services in terms of children and adults, probation services, foster care, adoptions, emergency care and family re-unification.</p>

Element	<p><b>Day/Night Care</b></p> <p>Services provided during a part of a 24-hour day within a facility or from a central point to the consumer's home. The aim of day/night care is to support the role or to assume the role of the family or other significant persons towards providing in basic and developmental needs of persons requiring a service. The service could be provided on a regular basis or periodically as required by the consumer/primary caregiver.</p>
Activity	<p><b>Assessment:</b> This refers to identifying the strengths and abilities as well as the needs/challenges of consumers in order to link them to appropriate programmes. Examples of assessment methods are strength-based developmental assessment and residual ability assessment.</p> <p><b>Counselling:</b> This refers to providing opportunities for consumers to express their needs and concerns and for the service provider to assist with guidance towards self-development, for example advice, accessing opportunities for development, therapy, family therapy, group therapy, family group conferencing.</p> <p><b>Life Skills training:</b> This refers to enabling consumers to accept themselves and relate to others positively and to solve problems independently within their social context, focussing for example on communication skills, conflict resolution skills, problem-solving skills, activities of daily living skills and cultural competency skills.</p> <p><b>Parenting skills training:</b> This refers to equipping parents/primary caregivers with skills to provide in their children's needs to develop emotionally, physically, intellectually and socially, focussing for example on basic child care skills, communication skills appropriate to the child's developmental phase, skills to respond appropriately to developmental challenges of children with special needs</p> <p><b>Support group facilitation/development:</b> This refers to facilitating opportunities for consumers with common needs and circumstances to access peer group support, whilst the service provider provides periodic support to groups when needed.</p> <p><b>Community-based facilitation/development:</b> This refers to creating opportunities for communities to become involved and take action by initiating, developing and sustaining services in line with community needs, for example community conferencing</p> <p><b>Providing stimulation for intellectual, emotional, social and physical development:</b> For example programmes for children in early childhood development centres, children/young persons in drop-in centres, older persons and persons with disabilities in day/night care facilities.</p> <p><b>Family re-unification:</b> In the context of day care this refers to supporting children living on the street and their families to enable reunification of families.</p> <p><b>Providing a safe and hygienic environment</b></p> <p><b>Providing in physical needs such as meals, personal assistance and assistive devices</b></p> <p><b>Providing basic health services:</b> This refers to services such as facilitation of immunisation, administration of medication, incontinence management, blood pressure control, diabetes control, management of bedsores, dental, visual/audio care, chiropodist services and linking to paramedic services (e.g. physiotherapy, occupational therapy) and first aid services</p> <p><b>Transport:</b> This refers to making services accessible by facilitating public or providing private transport</p>

<p><b>Product:</b></p> <p>Out of Home Care</p>	<p><b>The aim of Out of Home Care is</b></p> <ul style="list-style-type: none"> <li>➤ to offer out of home care;</li> <li>➤ to provide a safe environment for persons who need to be physically, spiritually, socially, intellectually, emotionally and/or behaviourally contained;</li> <li>➤ to provide opportunities to enable persons to experience themselves as whole or competent.</li> </ul> <p>This includes a range and diversity of services to facilitate self-actualisation of residents and their families.</p>
<p>Services included in the product</p>	<p><b>Existing Services:</b></p> <p>Places of safety, Secure care facilities, Respite care services, Child and youth care centres, Treatment centres, Shelters for children, Shelters for survivors of domestic violence, Shelters for homeless adults, Homes for older persons and persons with disabilities</p> <p><b>Focus Groups</b></p> <ul style="list-style-type: none"> <li>➤ Residents</li> <li>➤ Families of residents</li> <li>➤ Significant other persons</li> <li>➤ Communities</li> </ul>
<p>Element</p>	<p><b>Care</b></p> <p>Services focussing on securing and optimising the individual's physical, spiritual, social, intellectual and emotional well being.</p> <p><b>Care and Enablement</b></p> <p>Services focussing on enabling residents and their families to achieve optimal levels of functioning.</p>

Element	<p><b>Care</b> Services focussing on securing and optimising the individual's physical, spiritual, social, intellectual and emotional well being.</p>
Activity	<hr/> <p><b>Provision of Meals</b></p> <ul style="list-style-type: none"> <li>• Consultation with residents</li> <li>• Balanced diet</li> <li>• Cognisance given to special dietary and cultural needs</li> <li>• Tasty and well presented</li> <li>• Appropriate capable staff</li> <li>• Appropriate utensils</li> <li>• Managed menu planning, cost effective, quality control and stock control</li> <li>• Life-skills training</li> </ul> <p><b>Personal Care and Assistance</b></p> <ul style="list-style-type: none"> <li>• Access to appropriate and adequate ablution facilities</li> <li>• Access to appropriate adequate and clean clothing</li> <li>• Consultation with residents</li> <li>• Access to appropriate medical and nursing services</li> <li>• Links with community services</li> <li>• Personal hygiene</li> <li>• Access to adequate toiletries</li> <li>• Life-skills training</li> <li>• Adequate staff</li> <li>• Transport</li> </ul> <p><b>Accessibility Promotion</b></p> <ul style="list-style-type: none"> <li>• All assistive devices</li> <li>• Appropriate accommodation for persons with disabilities</li> <li>• Person friendly/age/cultural appropriate communication</li> <li>• Social assistance /legal representation</li> <li>• Transport</li> <li>• Life skills training</li> </ul> <p><b>Monitor minimum health, hygiene and safety compliance</b></p> <ul style="list-style-type: none"> <li>• Compliance with Occupational Health and Safety Act</li> <li>• Protocols and procedures</li> <li>• Training of staff</li> <li>• Reportable incidents</li> <li>• First aid facilities</li> <li>• Disaster management and evacuation plan</li> <li>• Fire Regulations and extinguishers</li> <li>• Building Regulations</li> <li>• Cleanliness of building</li> <li>• Maintenance of building/facility/environment</li> <li>• Regular health checks of staff e.g. kitchen staff</li> <li>• Special health care bay</li> </ul> <p><b>Provision of safe and secure environment</b></p> <ul style="list-style-type: none"> <li>• Physical security</li> <li>• Adequate staffing</li> <li>• Client friendly</li> <li>• Adequate trained human resources</li> <li>• Secure and appropriate equipped transport</li> <li>• Ensuring protection of residents, staff and community</li> <li>• Communication network</li> <li>• Universal precautions for opportunistic infections</li> <li>• Protocols and procedures</li> </ul> <hr/>

Element	<p>(The aforementioned activities include the element "Care" and the following combine the elements "Care and Enablement".)</p> <p><b>Care and Enablement (combined)</b></p> <p>Services focussing on enabling residents and their families to achieve optimal levels of functioning.</p>
Activity	<p><b>Client Rights/Responsibilities/Quality assurance</b></p> <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Procedures</li> <li>• Complaints procedure</li> <li>• Consultation mechanisms</li> <li>• Disciplinary procedure</li> </ul> <p><b>Assessments</b></p> <p><i>A process of identifying strengths and abilities as well as the needs/challenges of residents and their families by a team of persons, planning with the residents and their families in order to link them with appropriate programmes and resources. Examples of assessment methods are strengthbased developmental assessments, medical/ psychological/educational – and risk assessments.</i></p> <ul style="list-style-type: none"> <li>• Team based</li> <li>• Resident participation</li> <li>• Child/adults/community driven</li> <li>• Timeously conducted</li> <li>• Involve external workers and other professionals</li> <li>• Planned</li> <li>• Service user driven as a tool for admission/discharge/transfers</li> <li>• Record keeping</li> </ul>



Element	<p><b>Care and Enablement</b> (continued) Services focussing on enabling residents and their families to achieve optimal levels of functioning.</p>
Activity	<p><b>Stimulate social, physical, intellectual and spiritual development</b></p> <ul style="list-style-type: none"> <li>• Initial assessment</li> <li>• Integrated education and training programme</li> <li>• Suitable to physical/ intellectual/developmental potential</li> <li>• National Qualification framework based education (NQF)/ Adult based education training (ABET)/ Life skills training</li> <li>• Possibility to continue with schooling</li> <li>• Careers guidance</li> <li>• Element of choice</li> <li>• Appropriate skills training</li> <li>• Appropriate recreational facilities and equipment.</li> <li>• Planned recreational programme</li> <li>• Linking with opportunities/resources in community</li> <li>• Access to own spiritual council and programmes.</li> </ul> <p><b>Therapy/Counselling/Support</b></p> <ul style="list-style-type: none"> <li>• Appropriate trained multi-skilled human resources</li> <li>• Facilitate groupwork, casework, life space work</li> <li>• Appropriate therapeutic services</li> <li>• Multi- disciplinary team approach</li> <li>• Accountable and available</li> <li>• Links with external developmental models/resources</li> <li>• Partnerships</li> <li>• Appropriate supervision and consultation opportunities</li> <li>• Confidentiality</li> <li>• Adequate record-keeping</li> </ul> <p><b>Family group conferencing</b> <i>A process that brings residents, families and other concerned parties together to deal jointly with risk factors and solutions</i></p> <ul style="list-style-type: none"> <li>• Individual care planning</li> <li>• Adequate record-keeping</li> <li>• Participation in assessment</li> <li>• Alternative options</li> <li>• Restorative justice, where applicable</li> <li>• Self reliance development</li> <li>• Problem and conflict resolution</li> <li>• Transport</li> </ul> <p><b>Opportunities for family contact</b></p> <ul style="list-style-type: none"> <li>• Visiting hours</li> <li>• Possibility of special visiting</li> <li>• Access to telephone</li> <li>• Access to postal services</li> <li>• Home visits</li> <li>• Private and cosy corners</li> </ul>

Element

**Care and Enablement** (continued)

Services focussing on enabling residents and their families to achieve optimal levels of functioning.

Activity

**Community Contact**

- Transparency/open door approach
- Involve local community/consultation
- Strategic alliances/partnership/affiliations
- Community resources
- Make internal resources available to the community
- Involvement in community forums/activities
- Community assets map

**Reviews**

- Regular and planned reviews
- Monitor placements
- Advocate for client
- Examine alternatives
- Multi disciplinary team
- Family group conferencing
- Record keeping

**Family Reunification**

*A process of supporting residents and their families (including extended families and significant others) with the aim of enabling residents to be reunified with their family and/or community of origin in the shortest possible period of time, in a manner consistent with the best interests of the resident*

- Continuation of community involvement and support
- Tracing families
- Host parents
- Training of human resources
- Strengthening/monitoring/bonding relationships
- Family group conferencing
- Cultural competence
- Planning
- Rebuilding relationships
- Training of parents/life skills
- After-care

## Glossary

Accountability (page 21)	
Accountable	
Accredited Training	
Activity	Input that is needed to give effect to an element.
Affordable	
Appropriate	
Awareness promotion	Services focussing on providing people with the knowledge and skills to make responsible choices.
Capacity building	<p>Process whereby the ability of people or service providers to perform well, is created.</p> <p>Efforts may be regarded as successful only if capacity building has motivated performance.</p>
Care	Services focussing on securing and optimising the individual's physical, spiritual, social, intellectual and emotional well being.
Case management	
Client service	
Community Enablement	<p>Providing people with knowledge and skills required to</p> <ul style="list-style-type: none"> <li>➤ Bring about attitudinal changes regarding the special needs of people and the broader community;</li> <li>➤ Make responsible choices about potentially harmful life situations;</li> <li>➤ Stimulate people's resourcefulness to respond to situations of poverty by preparing them for durable employment / self employment, and;</li> <li>➤ Unlock opportunities to enhance access to resources that will maximise resilience, self-reliance and sustainable livelihood.</li> </ul> <p>This includes a range and diversity of services that sees to create and expose people to positive learning experiences aimed at expanding their knowledge and skills-base.</p>
Day/night care	Services provided during a part of a 24-hour day within a facility or from a central point to the consumer's home. The aim of day/night care is to support the role or to assume the role of the family or other significant persons towards providing in basic and developmental needs of persons requiring a service. The service could be provided on a regular basis or periodically as required by the consumer/primary caregiver.

Democracy	Ongoing and institutionalised interaction between consumers and providers of service to debate and influence the identification and design of services.
Developmental approach	The developmental approach means that services should be delivered in such a manner that equity in the distribution of resources and opportunities, inclusive service design and implementation, enablement of people to take power over their circumstances, perpetuation of benefits, and holistic service delivery are brought about.
Developmental quality assurance	
Direct local service providers	
Donors	
Effectiveness	
Efficiency	
Element	Appropriate route for contributing towards the achievement of a product.
Empowerment	Process whereby individuals, groups and communities become able to take control of their circumstances (exercise power over) and achieve their own goals, thereby being able to work towards maximising the quality of their lives.
Enablement	Services focussing on enabling residents and their families to achieve optimal levels of functioning.
Equity	Determining the distribution of resources, opportunities and services on a basis of backlogs and levels of poverty, vulnerability and special needs.
Evaluate	
Family	The family is the primary social unit that ideally provides its members with physical, emotional, economical, social, cultural and spiritual security. This includes various forms of families and structures. Within the context of this framework family members need not necessarily live in the same household or share an income but could support or have the potential to support each other. Families/individuals do not exist in isolation but in context of neighbourhood and community networks that could support and strengthen their capacity to secure their wellbeing as a unit and/or as individual members.

Family Preservation	<p>Services that aim</p> <ul style="list-style-type: none"> <li>➤ to strengthen and support families/individuals to optimise their functioning in relation to their roles and circumstances</li> <li>➤ to protect vulnerable persons subject to abuse, neglect and exploitation</li> <li>➤ to institute statutory intervention and render guidance and support during a statutory process</li> <li>➤ to arrange alternative care/placement when out of home placement becomes imminent.</li> </ul> <p>Family preservation includes a range of services that impact on risk factors threatening the wellbeing of families and individuals.</p>
Family support	Services focussing on strengthening a family's/individual's capacity as well as developing and strengthening support networks in order to manage and eliminate risk factors within a family context.
Financial Resource Management	Services focusing on improving the effectiveness and efficiency of service delivery through financial management that is optimally supportive, highly progressive and accountable.
Focus Group	Service providers and consumers of services who benefit when effect is given to an element.
Governance	
Holistic	
Human Resource Management	Services focusing on improving the quality of service delivery through the commitment of service providers who are appropriately re-oriented, trained and highly skilled.
Information systems	
Justice	Respect for human rights and dignity in accordance with the Constitution of the Republic of South Africa.
Lobby Management	
Minimum standards	
Monitor	
Organisational culture and competence	Tolerance of culture and language of different persons, groups and communities.
Organisational sustainability	Strategic and administrative systems and processes focusing on maximising the appropriateness and impact of service providers.

Out of Home Care	<p>Services that aim</p> <ul style="list-style-type: none"> <li>➤ to offer out of home care;</li> <li>➤ to provide a safe environment for persons who need to be physically, spiritually, socially, intellectually, emotionally and/or behaviourally contained;</li> <li>➤ to provide opportunities to enable persons to experience themselves as whole or competent.</li> </ul> <p>This includes a range and diversity of services to facilitate self-actualisation of residents and their families.</p>
Participation	Organisational policy of a transparent service delivery system that is open to public scrutiny and that encourages all levels of organisation and community to debate matters that affect them and to work together to achieve desired results.
Partnership	A formal commitment and reciprocal relationship to advance a common vision between two or more parties.
Product	Result achieved through the collective contributions of relevant elements.
Progressive	
Providers of resources and support	
Resource development	<p>Services to ensure</p> <ul style="list-style-type: none"> <li>➤ Organisational sustainability</li> <li>➤ Responsiveness of human resources, and</li> <li>➤ Accountability of financial management</li> </ul> <p>This includes a range of services aimed at optimising the purpose of a service provider.</p>
Responsiveness	
Self management	
Self sustaining	
Strategic management	
Supervise	
Supportive	
Sustainability	
Sustainable livelihood	<p>Services focussing on providing people with opportunities to acquire knowledge and skills for:</p> <ul style="list-style-type: none"> <li>➤ income generation;</li> <li>➤ developing alternative measures for provision of basic needs.</li> </ul>
Transformation management	