A SURVEY OF COMMUNITY SOCIAL WORK AGENCIES
IN GREATER CAPE TOWN

by

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ABSTRACT

A survey of sixteen community social work agencies in Greater Cape Town was conducted from December 1981 to June 1982.

Community social work agencies were defined as voluntary associations that currently employed workers to practise the method of community work and whose community work could be classified as within the field of social work.

The goal of the survey was to gather and document knowledge about the practise of community social work and to identify "patterns of occurrence" in the nature of the community work practised by the agencies and the support systems provided by the agencies for the community workers.

Using a list of quaesita derived from her experience and knowledge of the field, from previous studies, and from community work theory, the researcher collected data by indirect observation.   She also employed observation to gather data from agency constitutions and annual reports.   Her principal technique for indirect observation was to secure human testimony by structured interviews.   The most senior staff member involved in community work in each agency was interviewed.

The data collected were edited, classified, coded, and tabulated in simple frequency distributions and selected bi-variate tables.   These were used to construct an Idealtypus of a community social work agency, described in the final chapter.

Detailed conclusions regarding the characteristics of the ideal-type agency thus constructed referred respectively to the agency itself, the community work performed by it, the community workers performing the community work, and the support systems available to them.   Taken together these conclusions depict a very active and varied pattern of community work being conducted by community social work agencies in Greater Cape Town.

This community work is mainly a recent revival and it is still not
a major field of practice, but it is ready for training and develop-
ment.

ACKNOWLEDGEMENT

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CHAPTER I

INTRODUCTION

In May, 1975, at a Conference of Teachers of Social Work held in Kimberley,
South Africa, Professor B. Helm said:-

> Long-term, on-going community work, undertaken for
> its own sake and as a matter of social policy by
> welfare organisations or authorities, is virtually
> unknown. The most active and successful community
> programmes are being run under auspices other than
> social work auspices.[1]

In South Africa, as elsewhere, case work has been the dominant method in
social work, in both the welfare agencies and the training institutions.
In recent years interest in community work has grown and welfare agencies
have begun to experiment with that method. Workers have been employed
specifically to practise community work. In Britain the Association of
Community Workers stated in an article published in May, 1974:-

> Over the past year there has been a rapid increase
> in the number of appointments of community workers
> both in the voluntary and statutory agencies. It
> seems likely that this trend will continue in the
> months ahead.[2]

In South Africa it is not exactly known when the first community workers
were appointed. Lund and van Harte stated in a book published in 1980:-

> The past few years have seen a dramatic increase in
> the number of community work posts in Cape Town and
> in other parts of the country.[3]

The employment of community workers may be taken as marking the introduction
of the method of community work in welfare agencies. However, it could be
claimed that in recent years, in South Africa, the employment of community
workers marks rather the re-introduction of the method.

Support for this view may be gathered from Baldock, a British writer, who
states that the first phase of community work was during the emergence of
the social work profession, i.e. 1880-1920. He says:-

> The very attempt to organise charity involved
> the co-ordination of the work of many people
> in a way reminiscent of some types of commun-
> ity work today.[4]

Prior to this, community work can be identified in the emergence of
voluntary associations as people sought to change a situation that was
unacceptable to them.   Grosser, an American writer, states:-

> Organisations evolve in response to events, men
> or circumstances of the times.   Initially,
> organisations tend to have charismatic leader-
> ship, to be spontaneous, radical and change-
> oriented as they struggle within the context
> in which they are formed.[5]

Is this not reminiscent of the kinds of community organisations that emerge
in community work today?

> However, as they stabilise, they develop structural
> devices to ensure their continued existence, and as
> a result they change in character ... They become
> conservative.[6]

Perhaps when welfare agencies became institutionalised case work predominated,
and it has thus become necessary to re-introduce community work.

It should not be overlooked, however, that while the re-introduction of
community work and the employment of community workers "is an encouraging
indication of the original and imaginative ways in which today's social
problems are being met"[7], "many of these new appointments are experimental
in nature."[8]

The researcher's experience of such appointments in private welfare agencies
in Cape Town had been exciting but not lacking in frustrations.   In
attempting to discover the sources of these frustrations, the following were
identified; training, supervision, agency policy, and inadequacy of re-
sources.

This discovery motivated her to explore the sources of frustration and
associated factors in the employment of community workers, and she proposed
this as a field of research for M.Soc.Sci. in Social Work at the University
of Cape Town.   It was a familiar field of interest to her and she had taken

an honours degree in community work at the University of Cape Town in 1979. In May, 1981, she proposed as the title of her research: A survey of community social work agencies in Greater Cape Town. This survey would be conducted solely by the candidate. It would be based on data to be collected by her about the employment of community workers.

"New methods of work make new demands on the agency as much as on the worker".[9] Simple willingness of the agency and the worker to adapt and alter their behaviour and develop new ways of thinking and working are not sufficient.

> The agency must have the ability to offer the
> field-workers adequate supporting services,
> supervision, in-service training, clerical
> help, and acceptance and support for the work
> in the field.[10]

The executive, management, administration, and co-workers, must share the responsibility of providing adequate supporting services for the community worker.

Lund and van Harte interviewed 22 community workers in South Africa (mainly in Cape Town) in 1977, and identified the difficulties of these workers as:-

    (i) political,
    (ii) lack of agency support,
    (iii) the nature of the work,
    (iv) discrimination. [11] .

The difficulties encountered by community workers may be a reflection of the problems that the employing agencies confront. Goetschius describes four conditions that need to be fulfilled by the sponsoring agency other than "the necessary willingness and ability to do the work"[12]:-

    (i) "The image of the agency must be one that enables the
        individuals or groups concerned to accept the service."

    (ii) The administration of the agency should allow for "constant
        availability" of the services where possible.

    (iii) Interpretation of the agency's work "to its colleagues,
        and to the local and wider community is necessary, especially
        to those who provide the grant aid".

(iv) A sponsoring agency must exercise <u>responsibility</u>
although it will often be <u>without control</u> as it is
unable "to exercise authority or enforce discipline"
on the community.[13]

If these conditions are not met by the agency difficulties could be en-
countered by the community worker. For example, if the community does
not view the agency as one which can assist it, the worker will have
difficulty in building trust. To take another example, if the agency is
operating only during normal working hours, a predominantly working-class
community might have difficulty in availing itself of the services rendered.
Therefore, the administrative resources that the agency offers may not be
fully utilised. In such a community the worker might be required to be
available to the community outside the normal office hours.

However, some of these conditions are inherent in the method of community
work. Taylor describes a number of dilemma in community work and groups
them under the following headings:-

(i) legitimacy, sponsorship, and accountability,
(ii) aims (latent and manifest) and goals (planned and
unexpected),
(iii) strategies and tactics including conflict,
(iv) relations with other agencies,
(v) evaluation,
(vi) contingent nature of community work.[14]

The agencies need to develop ways of dealing with these dilemmas identified
as inherent in the method of community work. If this were done, community
workers would gain the needed support from their agencies.

If Taylor's dilemmas and Goetschius' conditions are adequately dealt with
by an agency employing community workers, the agency could alleviate many
of the difficulties experienced by the community worker in the field. For
this reason, the focus of this research was on the agency and not on the
community worker nor on the method of community work.

The emphasis of this research was to identify how the agencies attempted
to cope with the problems they faced as a result of employing community
workers. The survey method was employed to identify patterns that exist
in the nature of support systems provided by the agencies. To achieve this
it would be necessary first to explore the nature of community work

practised and the type of community workers.

It was hoped that the survey method would permit a substantial amount of data to be collected about the functioning of the agencies. No specific hypothesis was to be tested, but the support systems identified as necessary by the researcher through her personal experience and by subsequent study of writers such as Lund and van Harte, Grosser, Goetschius, Taylor and the Association of Community Workers (Britain) would provide a framework for the survey.

The agencies surveyed were those which employed community workers; were voluntary associations; and whose community work could be classified within the field of social work. The third specification would exclude agencies whose community work had another orientation; for example, political, religious, medical, or educational.

The survey was conducted in Greater Cape Town which for the purpose of the research was defined as comprising Cape Town with the municipalities of Bellville, Durbanville, Fish Hoek, Goodwood, Milnerton, Parow, Pinelands, and Simonstown. The agencies to be surveyed were chosen as being those which had their sole offices or head offices located within these geographical boundaries. The area of operation of these agencies was not restricted to these geographical boundaries (although none extended beyond the Cape Province). (See Map, p.6.)

This survey of community social work agencies in Greater Cape Town was undertaken using a comprehensive pattern of seven steps of scientific research presented by Professor E. Batson. The researcher became acquainted with this schema when undertaking the honours course at the University of Cape Town. The seven steps described are:-

    1. Hypothesis,
    2. Design,
    3. Observation,
    4. Recording,
    5. Marshalling,
    6. Analysis,
    7. Verdict. [15]

The dissertation is divided into chapters corresponding to these steps. In this research no formal hypothesis existed. Step 1 became a statement of the Objective of the Research.

This map shows the geographical boundaries in which the
sixteen community social work agencies surveyed were
located.
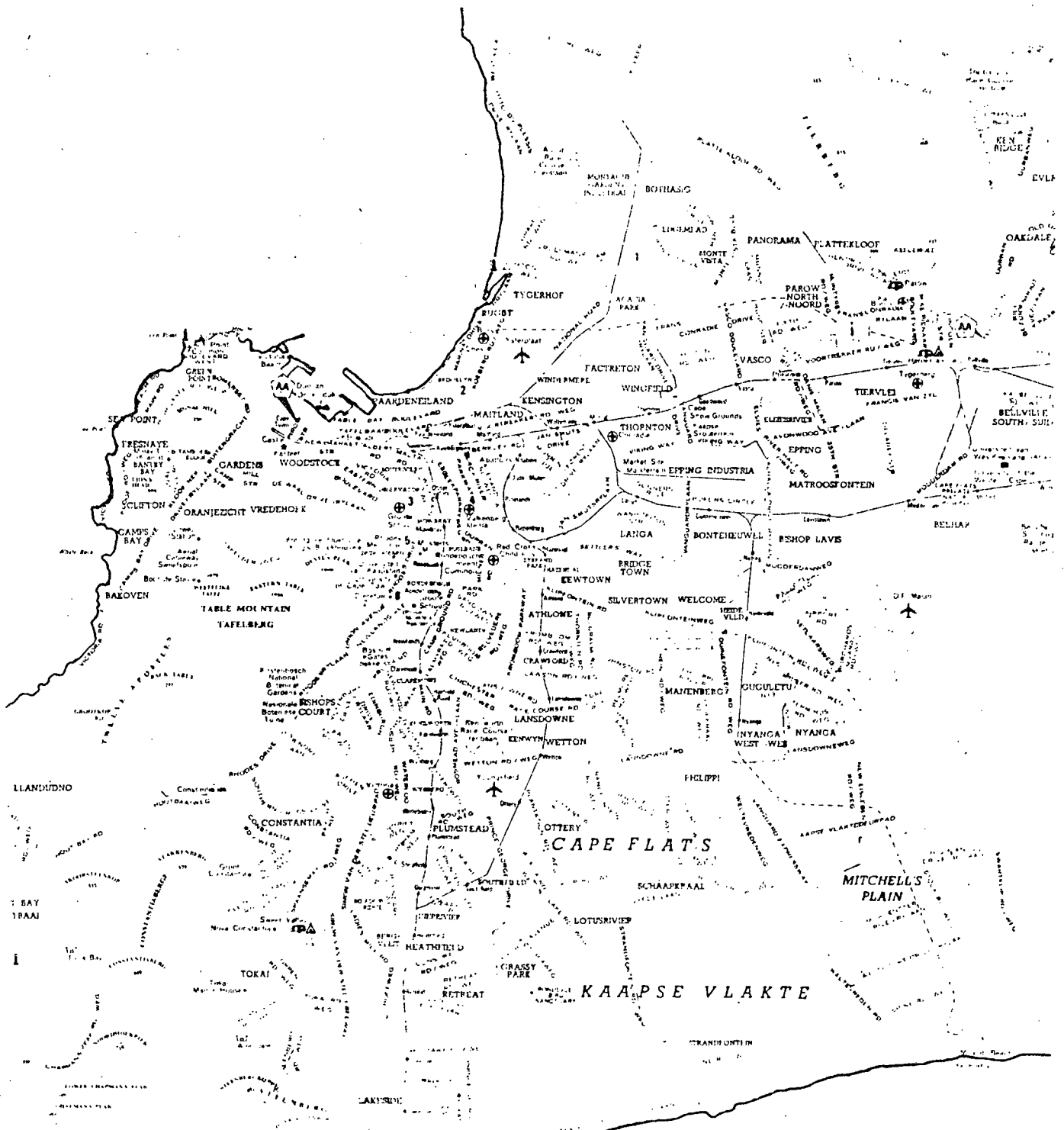
With acknowledgements to The Automobile Association of South Africa.

NOTES

ON CHAPTER 1

1. B. Helm, Is the newly-qualified social worker equipped for his task?
    (A paper read at the Conference of Teachers of Social Work, Kimberley:
    May 1975), p. 6.

2. Association of Community Workers, Some guidelines for the appoint-
    ment of a community worker, rev. ed., (London: Association of
    Community Workers, 1974), p. 1.

3. F. Lund & E. van Harte, Community Work for Develonment and
    Change (Bellville: University of Western Cape, Institute for
    Social Development, 1980), p.1.

4. P.Baldock,Community and Social Work (London: Routledge and Kegan Paul,
    1974), p. 4.

5. C. Grosser, New directions in Community Organization. From enabling
    to advocacy (New York: Praeger, 1976), p. 119.

6. ibid., p. 119.

7. Association of Community Workers, op cit., p. 1.

8. ibid., p. 1.

9. G. Goetschius, Working with community groups (London: Routledge and
    Kegan Paul, 1969), p. 145.

10. ibid., p. 145.

11. F. Lund and E. van Harte, op cit., passim chapter 6.

12. G. Goetschius, op cit., p. 145.

13. ibid., pp. 145-149.

14. W. Taylor, 'The Essential Ingredients and Context of Community Work
    Supervision', in Supervision in Community Work Placements, Joint
    University Council for Social and Public Administration (Consultative
    Group and Community Work), (London: Joint University Council, 1972),
    pp. 9-15.

15. E. Batson, A Schema of Techniques for Social-Work Research Designs
    (Cape Town: The Social Survey of Cape Town, rev. ed., 1983), p.4.

CHAPTER 2

OBJECTIVE OF THE RESEARCH

In May 1981, when the researcher was seeking registration as a candidate
for the degree of Master of Social Science in the field of Social Work,
the objective of the proposed research was provisionally formulated as
follows:-

> My ultimate goal is to gather and document knowledge
> about the practice of community social work in order
> to assist in its development in the Social Work pro-
> fession.   My specific goal will thus be, initially
> to create a theoretical background against which the
> study might be understood and then to specifically
> gather data about the following topics:-
>
> > (i) The history of community social work in
> >   agencies,
> > (ii) A profile of community workers,
> > (iii) The nature of their work,
> > (iv) Project management,
> > (v) Working conditions,
> > (vi) Difficulties encountered,
> > (vii) Supervision,
> > (viii) Training.[1]

Attempting to gather all the possible data about community social work
undertaken by agencies in Greater Cape Town would be an undertaking of
considerable magnitude.   Strict selection of the data to be gathered
would be necessary for any feasible survey by one person, as sheer volume
of data about any one topic might be overwhelming.   Certain aspects only
of each topic could be considered.   As a first step, a comprehensive
list of possible quaesita[2] was compiled.

Quaesita, being the counterpart of data, in this instance were initially
questions to which the researcher wanted to find answers.   The questions
were inspired by the researcher's knowledge of community work in agencies
in Cape Town, in which she had worked, or with which she had had contact
during her employment as a university supervisor of community social work
students.   They were also influenced by the research of Helm, De Wet, and
Lund and van Harte;   the writings of Cherniss, Grosser, Taylor, Goetschius
and the Association of Community Workers (United Kingdom);   and not least

of all by colleagues, educators and students.

The transformation of these questions into quaesita was in itself part of the selection process. A researcher may sometimes be overawed by the complexity of social phenomena and feel

> under an obligation to render an account
> which would ... constitute a complete
> record of all the details of whose exist-
> ence he was aware.[3]

But this is to aim at an impossible goal.

A list of quaesita was accumulated with the research objective constantly in mind. It was continually re-arranged and grouped under headings which related to the initial eight topics about which the goal was to gather data. The list of quaesita were the specific topics to be surveyed.

In June, 1981, the list of quaesita stood as follows:-

Background of the study:

Theory of community social work:
Nature,
Various levels,
Relationship to community action and
community development,

Theory of practice of community social work:
Goals,
Skills,
Philosophy,
Methods and approaches,
Structures of intervention
Relationship to non social workers doing
community work,

Previous research:

Setting of community social work:
History of community work in Cape Town,
History of community work in South Africa,
History of community work in Britain and America,

Nature of community work in Cape Town:

Profile of community workers:
Age,
Sex,
Race,
Training,
Marital status,
Line of authority,
Previous experience,

Nature of their work:
  Goals,
  Skills,
  Methods,
  Approaches,
  Motivation,
  Philosophy,
  Type of projects,
  Nature of projects,

Support systems for community workers:

Working conditions:

Resources:
  flexi-time,
  petrol allowance,
  agency's attitude,
  attendance at meetings,
Job description,
Contract with employer,

Supervision:
  Amount,
  Content,
  Quality,
  Attitudes,

Recording and reporting:
  Purpose,
  Feedback,
  Attitudes,
  Usefulness,
  Requirements,

Relationship with employing body:
  Type of relationship,
  Effectiveness,
  Possible solutions,

Training:
  Evaluation of academic training,
  Evaluation of in-service training,
  Evaluation of present student training (where
    applicable),
  Recommendations for training.[4]

The list of quaesita attempted to limit and define the boundaries of the
survey and in so doing, to assist in formulating its goals. These specific
goals were, in turn, subordinate to more general goals which were: the
nature of community social work within the agencies, and the support systems
provided by the agencies. These more general goals were, in turn, sub-
ordinate to the one major goal: the survey of community social work agencies
in Greater Cape Town.

Once the goals of the research were formulated the design of the research was undertaken.

Deviations from the objective of the research, resulting from the experience of the Observation stage, are explained in Chapter 4.

NOTES

ON CHAPTER TWO

1. E. Horne: proposed research outline, submitted to Supervisor on 26 May 1981.

2. In consultation sessions with Supervisor, the nature of quaesita were explained.

3. E. Batson, 'The use of Random Sampling in Sociographical Research,' The South African Journal of Economics, 12 (1944), 47.

4. E. Horne: drawn up on 22 June 1981.

CHAPTER 3

THE DESIGN OF THE RESEARCH

With the goals of the research specifically stated, a next step was to
plan a strategy that would promise the attainment of these goals.
Such a strategy is the design of the research. The design of a research

> deals with the plan developed to answer a question,
> describe a situation, or test an hypothesis; in
> other words, it deals with the rationale by which
> a specific set of procedures, which include both
> data collection and analysis, are expected to meet
> the particular requirements of a study.[1]

> Choosing a satisfactory research design is of great
> importance, because it is at this time that the re-
> searcher should think through the entire study and
> try to choose a design that will preclude as many
> mistakes as possible. In order to choose the most
> appropriate design, the researcher must repeatedly
> ask himself exactly what questions he wants to
> answer, why he wants to answer these questions, and
> who is most likely to give him correct answers to
> these questions.[2]

When considering the type of design that is most efficient and profitable
the researcher takes into account the relationship between the knowledge
or theory that is available and the progress of research into a particular
question. Kahn states that we are in fact talking of "levels of research
design."   He describes four types of research design:-

    (i) Random observation,

    (ii) Formulative -- exploratory,

  (iii) Descriptive -- diagnostic,

    (iv) Experimental.[3]

> Random observation is only a pre-research phase ... which sets up
> tensions, suggests leads for observation, induces discomfort --
> but only in the prepared mind. Next comes the rather flexible
> formulative-exploratory design whose objective is the selection
> of priorities or the specifying of questions and the formulation
> of preliminary hypotheses. By contrast, the descriptive-
> diagnostic type of study has as its aim the assessment of the
> characteristics of a population or situation; it is not concerned
> with advancing theory developments, except indirectly. Finally
> there is the experimental design, in its several forms and types,
> the only rigorous testing of hypotheses and, in this sense, the
> peak of the design hierarchy.[4]

It is convenient, and customary, to consider separately the broad outline of such a design, or its method, and the particular skills required for each of its processes, these skills being known as the research techniques.

A. Method

Tripoldi states that in the study of social phenomenon there are three major methods employed by social researchers:-

     (i) experimentation,
    (ii) survey,
  (iii) case study.[5]

    (i) The strategy of experimentation is employed to provide evidence related to causal assertions of the type, "If x..., then y."[6]

   (ii) There are two major purposes of survey methods: description and explanation. For its descriptive function, the strategy of surveys includes procedures for obtaining representative samples, describing frequency distributions within variables and quantitative relationships among variables, describing trends over time and, as in experimentation, specifying variables which can be reliably measured.[7]

 (iii) The basic strategy of a case study is to thoroughly describe a single unit -- an individual, a group, an organization, a community -- for the purpose of developing ideas for subsequent investigations, clarifying concepts and formulating hypotheses.[8]

Choosing an appropriate social work research method should not be a process of trying to fit a particular question to a particular level of research methodology. The choice must be based on the nature of the problem confronting the practitioner/researcher.[9]

Only two of these three methods appeared suited to the goals of this research, i.e. to gather and document knowledge about the practice of community social work: the case study method and the survey method. The case study method could have provided the data necessary. However, the selection of one single unit, i.e. one agency could have presented difficulties. The agencies in Cape Town employing community workers vary a great deal not only in the number of community workers employed but in the function of the agency. To select one agency would limit the spectrum of data that could be gathered about agencies in Cape Town although more descriptive and

detailed data could be gathered.

The choice of a particular research method must also be influenced by the resources available. For example, if the researcher had been currently employed in an agency that employed community workers, the choice of the case study method might have been preferable.

The decision was to use the survey method to gather data about community work in the agencies in Greater Cape Town. This data could identify common difficulties that could be researched further.

"The principal contributors" to the survey movement "have been made by specialists in one or more of the following fields":-

> (1) social surveys
> (2) public opinion polls,
> (3) market surveys,
> (4) radio audience research.[10]

The survey method is not only used by social scientists but by many other professions. The early surveys conducted by social scientists "were designed to describe economic and social conditions"[11] and were used "as a means of revealing the need for social reform".[12]

According to Polansky, the early surveys were conducted by two groups of researchers, those who had "polemical intent" and those who were motivated by "compassionate curiosity".[13]

He states that the use of surveys motivated by "compassionate curiosity" began

> with an awareness that people are suffering, and that
> something is amiss, but what it was and what ought to
> be done about it were to be clarified through sift-
> ing of evidence painstakingly collected.[14]

Surveys that followed these early studies "were narrow in scope and focused on particular areas of concern".[15]

Batson states that the "Social Survey" or "Community Survey" are "strictly scientific investigations of patterns of occurrence".[16]

> The term social survey is used to denote accounts
> of descriptive or explanatory field research
> which include first-hand and quantitative informa-
> tion about a particular social problem.[17]

The major types of survey are descriptive and explanatory. Most surveys
can be classified as one of these types or a combination type, except
for one case of

> prediction surveys where the ultimate objective is
> not to describe or explain a current situation but
> to estimate some future state of affairs.[18]

A descriptive survey is concerned with "sheer description of a phenomenon",[19]
whereas an explanatory survey is "seeking an explanation".[20] An explana-
tory survey can test a specific hypothesis as to determining the phenomenon,
or test

> the contribution of a number of factors to the
> causation of a phenomenon ... it involves a
> search for possible causes in a relatively un-
> known realm.[21]

The survey conducted for this research could not be explanatory; it sought
to describe and explore the community social work agencies and did not
attempt to determine causative factors.

Forcese and Richer (1973) describe the descriptive survey as having the
following characteristics:-

> examining many individuals or groups with a view to
> some particular characteristics or variables ...
> frequently intent upon variations in individual
> response within some population ... data ... is de-
> rived from the responses of many individuals, but
> the information is taken to represent group distinc-
> tions ... information is acquired pertaining to some
> predesignated factors that the researcher is particu-
> larly interested in ... the object is to make state-
> ments about some sets of individuals or groups ...
> which might then be generalised to a larger population.[22]

Tripoldi states that descriptive surveys:-

> can include a variety of questions about many social phenomena
> and, because of this, they are often characterized as providing
> extensive information. However, the information is usually
> derived from responses to a few questions, and it typically
> does not include detailed considerations of why respondents
> answer the survey question the way they do.[23]

The researcher conducting descriptive research:-

> must first determine exactly what it is he wants to
> know; that is, he must formulate the precise
> question to which he seeks an answer.[24]

> Thus the survey format sacrifices "in depth" study
> for a range of information along given variable
> dimensions such that the similarities and differ-
> ences among the units can be identified -- so that
> we might generalize from the research findings of
> the survey.[25]

This research used the descriptive survey method and included an
exploratory element. Exploratory studies are:-

> empirical research investigations which have as their
> purpose the formulation of a problem or questions,
> developing hypotheses, or increasing an investigator's
> familiarity of a phenomenon or setting for more pre-
> cise future research.[26]

Kahn states that:-

> exploratory and descriptive studies are frequently two
> categories logically on the same level. This state-
> ment is particularly appropriate as one compares care-
> ful descriptive studies with more advanced descriptive
> studies ... These are studies which lead, as the next
> step, to experimental designs.[27]

Tripoldi et al state that:-

> Combined exploratory-descriptive studies are those ex-
> ploratory studies which seek to thoroughly describe a
> particular phenomenon ... The purpose of these studies
> is to develop ideas and theoretical generalizations.
> Descriptions are in both quantitative and qualitative
> form.[28]

The survey format depends upon the following techniques of data collections:-

> interviews, questionnaires, secondary analysis of
> available information or a combination of these.[29]

B. Technique

It was decided to use three procedures for data collection:-

> (a) Researching the literature,
>
> (b) Collecting and studying agency documents,
>
> (c) Interviewing.

The first two techniques could be employed concurrently but needed to be completed before the interviews could be conducted. Interviewing was, in fact, the principal technique for data collection.

> Surveyors have learned that what they find out
> will depend largely upon how they go about
> finding it.[30]

(a) Researching and literature.

Before data could be collected from the agencies, some reading of the literature would have to be done in order to build a theoretical framework in which the study could be understood and later interpreted. The list of quaesita would act as a check list for the reading thus providing a specific focus. This literature search would provide hints and ideas about the quaesita enabling the collection of data from other sources to be specific and based on an understanding of the situation. The work done at this stage would help to ensure that appropriate data could be collected.

It would also be necessary to read up about research conducted previously in this field. The reason for this was two-fold. Firstly, to prevent duplication and, secondly, to gain further insight into the quaesita.

The reading about community social work could have become a whole research project in itself unless strictly controlled. As this was not the primary goal of this research it was necessary to limit this phase of data collection.

All work consulted would be bibliographically indexed and separate notes made, ensuring that the latter were dated and that full references were given. Notes that were either quotations or summaries or ideas stimulated by the reading would be made on separate pages. The latter would be filed. Each work consulted would be indexed on a separate page and filed alphabetically.

(b) Collecting and studying agency documents.

All agencies that were identified as forming part of the universe would be asked to furnish copies of their latest annual report and constitution. The reason for this was three-fold:-

1. The annual reports would assist in the selection of agencies that were units of the universe.

2. Data about the nature of the community work practised could be gathered from these documents that might reduce the demands on the interview and so economise time.

3. The annual report should identify the most senior professional person, in each agency, who would then be interviewed in the third phase of data collection.

(c) Interviews.

> Interviewing is at the core of social work practice and is the most consistently and frequently employed social work technique. Social work education emphasizes the skills and purposes of the interview; therefore it is not surprising that social workers are most comfortable with interviewing as a method of collecting data for research studies.[31]

> The advantages of interviewing as a data collection method are primarily related to naturalness and spontaneity, flexibility, and control of the environment. Combined with a high response rate, they provide a good argument for the use of this method when compared to mailed survey questionnaires.[32]

> According to Bailey, there are four major sources of respondent errors and biases in self-reported data. Respondents may: (1) deliberately lie because they do not know an answer, (2) make mistakes without realising it (often because they are not able to admit socially undesirable feelings, attitudes, or traits, even to themselves), (3) give inaccurate answers by accident simply because they misunderstand or misinterpret the question, or (4) be unble to remember, despite their best efforts. Respondents may even blend truth with fiction to cover up their memory gaps.[33]

Before conducting the interviews it was necessary to decide who would be interviewed; how they would be interviewed; who would be the interviewer; and what the content of the interview would be. To assist in planning the interviews a pilot study would be conducted to test whether the interview would obtain the data as set forth in the goals of the research.

1. <u>The universe</u> was determined firstly by the geographical boundary of
   Greater Cape Town, and secondly by the definition of community
   social work agencies.   It was identified from the following
   sources:-

   (i) The researcher's personal knowledge of the agencies,

   (ii) Annual reports of the agencies,

   (iii) <u>A Directory of Cape Peninsula Community Health</u>
        <u>and Welfare Services</u>, compiled by the Health
        Liaison Committee, Bellville, 1981,

   (iv) <u>A Survey on the Manpower Crisis in Social Work</u>,
        conducted by the Society for Social Workers
        (Western Cape), 1981.

   Community social work agencies, as previously stated on page 5
   were defined as: those voluntary associations that currently employed
   workers specifically to undertake the method of community social work.

   The terms 'voluntary organisation', 'voluntary society', 'voluntary
   agency', or 'voluntary association' in the context of the social
   sciences, are used interchangeably to cover those bodies which
   provide some form of social service, which control their policy,
   and which depend in part at least, upon financial support from
   voluntary sources.   To a greater or lesser degree they receive
   personal help from voluntary, that is, unpaid, workers but many
   of them, today, have salaried officers in key positions.[34]

   "Voluntary association" thus excludes all government institutions,
   e.g. municipalities and government departments.   In 1981, five
   government institutions[35], in Greater Cape Town stated that they
   practised the method of community work for a total of 892 hours
   per week.[36]

   "Currently employed", excludes those agencies which at the time of
   contact, did not have their community work post(s) filled.

   "Workers specifically to undertake the method", excludes agencies
   which employ workers for <u>other</u> purposes but who are also engaged
   in community work, e.g. case workers, secretarial staff, directors
   and church workers.   This includes agencies which employed community
   workers, who might be involved in other activities as a secondary
   function, e.g. administrative duties, directorates, group work, case
   work and supervisory services.

"Method of community social work" excludes those agencies whose community workers' primary focus is not social work; e.g. health, education, religion, party politics. Ferrinho states that

> there is a community social work approach differentiated from other community work approaches[37]. As part of the social work profession, community social work must conform to the fundamentals of that profession, one of which is to help people to improve their social functioning.[38]

> Murray Ross considers that community work, to be "social work", must deal with problems recognised by the community as being their problems, must allow community self-determination and engage it in the problem-solving, must move at the pace of the community capacity for action and try to promote community growth through problem-solving, understanding and integration.[39]

If professional community social work consists in helping people to improve their capacity for social functioning then "there can be no doubt that much community work is social work".[40] It is, nevertheless, recognised that "not all community work is social work, although exactly where the dividing line should be drawn has to remain unclear at present".[41]

Agencies whose community workers' primary focus is to improve the social functioning of a community were included. For example, agencies whose primary focus is pre-school education and employ community workers to educate and organise the community members, some of whom will sit on the management committee of the pre-school centre, were included. The qualification of the community worker was irrelevant in the identification of the universe of community social work agencies.

Once the universe was explicitly defined, all potential agencies would be listed, initially attempting to include all possible agencies. Later those agencies which after investigation were found not to be units of the universe would be excluded.

The geographical boundaries within which the survey would be conducted and the definition of a community social work agency so specifically defined a limited universe that it proved possible to plan a survey with complete enumeration. Thus no sampling techniques would be employed (except for self-selection).

2. The interviewee.

Since the focus of the research was the agency and not the
individual community worker it was hoped that one representative
of each agency would be able to give the required data. Although
their individual community workers each might have had a different
perspective on their agencies, it would have been too large an
undertaking to survey the views of all. For this research it was
decided to ask to interview the most senior professional person
employed in each agency and involved in community work. This
person would be an employee of the agency and would be familiar with
the functioning of the agency and its community work. The level of
involvement of these senior persons in community work might only be
in their capacity as a supervisor. In cases where neither a super-
visor nor a senior community worker was employed, the community worker
would be interviewed.

3. The interviewer.

In order to standardise the data collected the researcher would
personally conduct the interview. Having a social work qualification
and, thus, experience in interviewing, further training in interviewing
was not needed. However, such a situation could lead to bias, of
which the interviewer was well aware. The situation was further
complicated by the fact that some of the interviewees were known to
the interviewer and she had previously worked in a few of the agencies.
This would have both advantages and disadvantages for the interviewer
and the interviewee. For example, the interviewer's knowledge of
the agency could be seen as threatening to the interviewee. Yet,
on the other hand, less time would need to be spent by both inter-
viewee and interviewer in relationship building process.

4. Interview technique.

The interview technique has been one of the major tools of social
work practice since the profession began. It is a valuable
method when used in the context of social work research, particu-
larly in helping to identify the depth and breadth of problem
areas and opinions in order to formulate meaningful researchable
questions and hypotheses.[42]

The decision to use the interview technique was based on the
following considerations.

As the universe was small, the effect of even a few non-responses
would have been proportionately great. The likelihood of non-
response was considerable because many agencies were short-staffed
owing to the manpower shortage in social work. It was anticipated
that the interview technique as opposed to the use of a questionnaire
would ensure fewer non-responses. More agencies should respond
to the request for an interview than would complete a questionnaire.

> Some individuals may take the time to answer if
> confronted by an interviewer but would not res-
> pond by mail.[43]

The interview would also enable more data to be gathered. The un-
structured interview is known to allow the researcher to

> probe for more information that may lead to insights
> and aid the development of hypotheses.[44]

The unstructured interview would enable the goal of exploration to
be achieved. However, the researcher conducting descriptive
research has "precise questions to which he seeks an answer".[45] The
quaesita in this research listed specific topics to be described and
explored. The structured interview would be conducted to gather
data that would describe the quaesita and open-ended questions would
be used to explore the quaesita. "During the exploratory phases of
a survey it is usually necessary to employ questions which give the
respondent free latitude in his responses."[46] A pilot study would
be conducted to ascertain whether the goals of the research would be
achieved using these techniques.

> If data are to be procured through personal interview, the
> problem becomes one of a psychological nature, for the
> research worker is brought face to face with the 'living
> source'.[47]

To cope adequately with this Schluter suggests certain definite rules
to be observed in planning and carrying out the interview: pre-
arrange all interviews, prepare for them, and consider the "psycho-
logical elements".[48]

All selected interviewees would be telephonically contacted. The
researcher would introduce herself, explain the reason for making

contact, and describe the research. Any problems or queries would be dealt with. The selected interviewees would be asked for an appointment for a period of two hours when they would be free, in the morning, in their office. This conversation would be confirmed by letter.

The psychological elements that were anticipated concerned confidentiality, and the comfort of the interviewee. The former was dealt with by a decision not to disclose the name of the agency. The comfort of the interviewee was dealt with during the interview, and was planned for in several ways. The office of the interviewee would be a familiar environment. To conduct the interview in the morning would more easily prevent fatigue and prevent the interference of the interviewee's daily responsibilities. The interview schedule arranged the questions of a more threatening or confidential nature in the middle of the interview so that time was allowed for a relationship to be established. The interviewer would be friendly, and appropriately dressed and provide positive feedback during the interview. A letter of thanks would be sent to each interviewee.

5. The pilot study.

The pilot study would be conducted with two or three of the agencies in the universe. As the universe was small these interviews if evaluated as satisfactory would be included in the research. The interviewees for the pilot study would be selected by the interviewer. The criterion used was to choose those interviewees who were best known to the interviewer. It was anticipated that they would be free to criticise and have the freedom to express what they wanted to.

The respondents would be asked to critically evaluate the appropriateness of the questions, identifying ambiguities or difficult questions. Their feedback on the interview and the schedule would be elicited. The interviewer would also evaluate the interview and identify difficulties, of her own, and of the interviewee. On the basis of this experience, the feedback and evaluation, the interview would be altered. This could include changing the schedule, the person interviewed, the format of the interview and the techniques used by the

interviewer.

The pilot study would assist in determining whether, in fact, the interview was the appropriate technique for the design of the research. But the next step, Observation, would determine whether the techniques discussed in this chapter were effective in achieving the method of this research i.e. an exploratory-descriptive survey.

NOTES

ON CHAPTER 3

1. A. Kahn, 'The Design of Research', in Social Work Research, Ed. N. Polansky (Chicago: University of Chicago Press, 1960), p.48.

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3. Kahn, op cit., p.50.

4. ibid., p.50.

5. T. Tripoldi, The Uses and Abuses of Social Research in Social Work (New York: Columbia University Press, 1974), pp. 18-29.

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7. ibid., p.22.

8. ibid., p.26.

9. R. Grinnell, Social Work Research and Evaluation (Illinois: Peacock Publishers, 1981), p.184.

10. B. Parten, Surveys, Polls, and Samples: Practical Procedures, (New York: Harper, 1950), p.5.

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16. E. Batson, A Conspectus of Social Work Research Methods (Cape Town: The Social Survey of Cape Town, 1983), p.4.

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18. H. Hyman, Survey Design and Analysis: Principles, Cases and Procedures (Illinois: Free Press, 1955), p.67.

19. ibid., p.66.

20. ibid., p.66.

21. ibid., p.66.

22. D. Forcese and S. Richer, Social Research Methods (New Jersey: Prentice-Hall, 1973), pp.83-84.

23. Tripoldi, op. cit., p.24.

24. Henley, op. cit., p.111.

25. Forcese and Richer, op. cit., p.86.

26. T. Tripoldi, P. Fellin and H. Meyer, The Assessment of Social Research: Guidelines for the Use of Research in Social Work and Social Sciences (Illinois: Peacock Publishers, 1969), p.48.

27. Kahn, op. cit., p.53.

28. Tripoldi et al., op. cit., p.49.

29. Forcese and Richer, op. cit., p.80.

30. Parten, op. cit., p.45.

31. Grinnell, op. cit., p.255.

32. ibid., p.255.

33. ibid., p.257.

34. M. Rooff, Voluntary Societies and Social Policy (London: Routledge and Kegan Paul, 1957), p.xiii.

35. The five government institutions are: Health, Welfare and Pensions (55); Divisional Council (480); Cape Town City Council (60); Peninsula Welfare Board (200); Co-operation and Development (160).

36. Figures Taken from the Society for Social Workers (Western Cape) Survey of Manpower Crisis in Social Work in Cape Town (1981),Table No.2.

37. H. Ferrinho, Towards a theory of community social work (Cape Town: Juta & Co., 1980), p.10.

38. ibid., p.12.

39. M. Ross, Case histories in community organization (New York: Harper & Row, 1958), p.15, as cited in H. Ferrinho, Towards a theory of community social work, (Cape Town: Juta & Co., 1980), p.1.

40. P. Young, "Forward" in Social Work Curriculum Study, The teaching of community work (London: CCETSW, 1975), p.5. as quoted in H. Ferrinho, Towards a theory of community social work (Cape Town: Juta & Co., 1980), p.10.

41. H. Ferrinho, op. cit., p.227.

42. Grinnell, op. cit., p.227.

43. ibid., p.228.

44. Henley, op. cit., p.110.

45. Loc. cit.

46. Parten, op. cit., p.182.

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48. ibid., pp.82-83.

CHAPTER 4

OBSERVATION

Observation is:-

> the deliberate sensual perception of phenomena
> for the purpose of securing data.[1]

According to the design of the research (p.18) three procedures would
be used for observation and the collection of data:-

> (i) The literature,
>
> (ii) Agency documents,
>
> (iii) Interview.

These three procedures are all indirect methods of observation.   Using
an adaptation of Duverger along lines suggested by her supervisor[2], the
researcher classified the sources that actually yielded data in this
research as follows:-

> (A) Documentary observation:-
>
> > (i) general works on community work,
> >
> > (ii) studies of social work agencies,
> >
> > (iii) agency documents.
>
> (B) By human testimony:-
> > the interviews.

(A) Documentary observation.

The first two phases of documentary observation began once the research-
er registered as a student for the degree. The reading of works on
community work and studies undertaken in the field assisted in the
formulation of the goals of this research and the list of quaesita.

1. General works on community work.
When consulting general works on community work the quaesita were used
to ensure that data would be gathered about each quaesitum. The purpose
was to: devise a theoretical framework in which the research would be
interpreted, describe the setting of community social work, identify
topics of relevance to agencies, and gain insight into the quaesita.

This important stage of consulting general works in community work was an on-going process and influenced the other stages of observation, particularly the interview. The actual interview schedule was based on the data gathered from the general works consulted. Literary sources used were from the researcher's personal collection, the Jagger Library of the University of Cape Town, and colleagues. The consulting of general works on community was not only limited by the available literature but by the strict use of the quaesita.

Once this procedure was embarked upon it became evident that the intended plan of reading could not be carried out. The intention to read up about each question could not be carried out. To do this would have required disproportionate time. As this was only one aspect of the research such time could not be afforded.

The situation was further complicated by the lack of literature available on the subject of community social work agencies. Attempting to trace information about the history of community work in Cape Town would in itself have been a topic for a research project. No literature on this history was available from the sources that were being used. Although the history of community work in Britain and the United States was documented such a review would serve no purpose in this research if comparisons could not be made. This section of the quaesita was abandoned.

When consulting works specifically to gather data about the quaesita it would have been necessary to go to works in a vareity of broad fields and to apply specific knowledge to the field of community social work agencies. A list of these broad fields could have included the following:-
Social Planning;
Theories of Community Social Work, Community Development;
Approaches;
Methodologies;
Agency Administration;
Organisational Theory;
Supervision;
Training;

Social Change;

Welfare in South Africa;

Voluntary Associations.

It was at this stage that the goals of the research as stated in the list of quaesita were not met, as it was not possible to undertake such a task. It was necessary to limit the consulting of works to general works on community work, owing to the limited time and resources available.

The major works consulted were by writers such as Cox, Ferrinho, Goetschius, Grosser, and Henderson and Jones.This stage of the document-ary observation served to confirm that the quaesita were, in fact, issues of concern to community work and community social work agencies. The interview would demonstrate whether these issues were of concern to community social work agencies in Greater Cape Town.

Data collected from this stage of documentary observation are presented mainly in chapters one and seven. In the former their use to motivate the research is described, and in the latter they were used to provide clarification of concepts involved during analysis of data gathered by personal testimony in the interview.

2. Studies of social work agencies.

It was necessary to identify studies that had been conducted in the field of social work agencies and community work so as to prevent duplication of earlier work.

The earlier studies consulted had been conducted in South Africa and, in particular, in Cape Town. They are listed here according to the date of publication.

1959. A Cape Town Directory of Social Welfare,
a study of 262 Cape Town agencies by Helm.

1962. Social Work in a South African City
an analysis by Helm of the data in the foregoing.

1974. Die Partikuliere Welsynsorganisasie en Gemeenskapswerk :
'n Evaluatiewe ondersoek na die bydrae deur Welsyn-
organisasies in Wes-Kaapland, by De Wet of 29 agencies
in Western Cape excluding the Cape Peninsula.

1980. <u>Community Work for Development and Change:</u>
<u>Discussions with South African Community Workers,</u>
by Lund and van Harte of 22 community workers in
South Africa but mainly working in Cape Town and
the surrounding farming areas.

1981. <u>Survey of Manpower Crisis in Social Work in Cape Town,</u>
by the Society for Social Workers (Western Cape) of
41 agencies (including government departments) in
Cape Town.

3. <u>Agency documents.</u>

a) Collecting of agency documents.

Initially all agencies that were potential units of the research
universe were telephoned and requested to furnish a copy of their
latest annual report and constitution. In most cases the
receptionist obliged when the purpose of this request was explained.
In some cases the matter was referred to the director and in one
case to the chairman of the management committee.

No problems were encountered. The agencies were willing to
furnish the documents for the purpose of social work research.
However, both documents were not furnished by all the agencies
contacted as some do not publish an annual report. In one case
the usual content of annual reports is communicated in a regular
newsletter and in others the information is only sent to the head
office or management committee.

Most of the agencies sent the documents immediately. Other
agencies were reminded. In some cases the documents were person-
ally collected from the agencies. When the documents were received
the agencies were thanked by telephone.

Once the collection of the agency documents had begun and the
annual reports briefly read it became obvious that they would not
meet the expectations that had been set. It was necessary to
alter the strategy. For example, in one case an agency was known
to employ three community workers, but made no mention of the work
of these community workers in its annual report. It was thus not

feasible to use the annual reports to ascertain whether the agency was a unit in the universe. When this was discovered an alternative strategy was devised. The agencies were telephoned and asked whether a worker was employed specifically to practise the method of community work and, if so, whether they would furnish a copy of the agency documents.

From then on, only agencies that were identified as units of the universe were asked to furnish the latest annual report and constitution of the agency.

Thirteen annual reports were collected. From the agency which produced newsletters the latest copies of these were collected. One agency which does not publish an annual report provided other documents that described the agency's activities.

Only thirteen constitutions were collected. Some of the agencies from which they were not collected were amending their constitutions and no document was available. In some cases this amendment was in compliance with the new Fund-Raising Act No. 102 of 1978.

b) Studying agency documents.
The studying of the agency documents had three specific goals (see page 19).

(i) Identification of the universe.
The identification of the universe was dealt with prior to an indepth study of the documents. On first reading of the documents difficulties were encountered (see p.31) It was realised that these documents in some cases were not able to provide the necessary data.

It was hoped that from the documents an ideal type of community work practised could be identified from which a theoretical model would permit identification of a specific group of agencies. When it became clear that the documents would not be able to provide these data, this hope was abandoned.

(ii) Data about the community work practised.

The data presented in the annual reports as reviews of the work of the agencies varied a great deal. Agencies where social work was one of the many services rendered would afford little space for detailed discussion of the social work services and hence little information about the community work. However, agencies that had only community workers in their employ would have a considerable amount of data that could be used at this stage. Other factors that influenced the quantity of data on community work were: size of agency, total agency services, number of community workers employed, importance of the work of the community workers, length of time that the agency had been involved in community work, and extent of the agency's involvement in community work.

The amount of data available in the annual reports varied greatly. The intention of using the documents to gather data bearing on the quaesita, thus shortening the interview was not feasible. However, the annual reports did provide other general data about the nature of the agency, and were used for this purpose.

Studying the annual reports involved reading them twice. First, to get a general picture of what was presented, and then to extract data that described the agency or that made reference to any topic that was listed in the quaesita. When describing the agencies in chapter seven these data would be used. These data collected were not used as a "lie detector": no comparison was made between the data collected from the annual reports and that collected from the interview.

The constitutions were also used to collect data that described the agency. Two main sets of data were collected. First, the goals of the agencies were studied and

classifed and, second, any striking characteristics
of the organisation of the agencies were identified.

(iii) Identification of the intended interviewee.

The annual reports of the thirteen agencies that had been
collected were helpful in identifying the intended inter-
viewees.   In cases where this information was not explicit
in the annual report, or where annual reports were not
collected, the agency's director or senior social worker
was telephoned and asked to identify the most senior pro-
fessional employee who was involved in community work, even
if only in the capacity of supervisor.

(B) By human testimony: the interview.

"When a subject is being questioned about what he knows, he is a source
of information in the same way as a book or an archive."[3]   Duverger
calls this the documentary interview and is differentiated from opinion
or "personal" interviews where the purpose of the interview "is to find
out attitudes or opinions"[4]

1. The interviewee.

The interviewees were classified according to title or post held.
The following definitions were used:-

Director includes branch director or acting director.
In cases where the interviewees described themselves as
director and had another title as well, such as projects
co-ordinator or senior supervisor they were classified as
director.

Regional co-ordinator could be classified as director but
this was not the title stated and implied that a director
does exist.   In this case no other title was given although he/she
could have been classified as a branch director.

Senior social worker is often the senior social work super-
visor or the head of the social work section in cases where
agencies provide services other than social work.   This
person might be an administrator.

Social work supervisor refers to a post in an agency that has
several supervisors and the person interviewed was not the
senior social worker.

Community worker is the post held by a worker practising the method of community work only. It could include senior community workers not so titled.

Table 1. Interviewees according to post held.

Post held	No. of interviewees
Director	7
Regional co-ordinator	1
Deputy director	2
Senior social worker	1
Social work supervisor	2
Community worker	3
DK	-
Total no. of interviewees	16

The majority of the interviewees held posts titled director. This implies that the most senior professional employee involved in community work in these agencies is the director. It is interesting to relate this status to the number of community workers employed (see Table 2.).

Table 2. Interviewees according to post held

and

Agencies according to number of community workers employed

Post held	No. of community workers employed								No. of inter-viewees
	1	2	3	4	5	6	More than 6	DK	
Director	-	2	1	-	2	1	1	-	7 *
Regional co-ordinator	-	1	-	-	-	-	-	-	1
Deputy director	-	-	-	1	-	-	1	-	2 *
Senior social worker	-	1	-	-	-	-	-	-	1
Social worker supervisor	1	1	-	-	-	-	-	-	2
Community worker	1	1	1	-	-	-	-	-	3
DK	-	-	-	-	-	-	-	-	-
No. of agencies	2	6	2	1	2	1	2	-	16

* One agency whose deputy director was interviewed employed 9 community workers and one agency whose director was interviewed employed 13 community workers.

The majority of agencies whose directors were interviewed employed more than three community workers. This could be due to the fact that the agency is so large that several supervisors are employed and the director was the most senior person who supervised the community work supervisors. In such cases the director was obviously selected to be the interviewee as he or she would have knowledge of the work of all the community workers.

In less than half of the agencies whose director was not the inter-viewee the agency employed less than four community workers. In two of these agencies a director was not employed.

2. The interview schedule.

The interview schedule was drawn up in October 1981, using the list of quaesita. Except for the quaesita that referred to the background of community social work, all the quaesita were explored and translated into questions. The questions concerned facts as well as attitudes and opinions. Open-ended questions were used in preference to stereotyped lists of alternatives so as to obtain as much data about the quaesita as possible.

The interview schedule used (see Annexure I) was divided into two main sections: each section was then sub-divided. The sections were:-

The nature of community social work in the agency:-

profile of community work.
profile of community workers.
nature of community work practised.

Support systems provided by the agency for the community workers:-

working conditions.
supervision.
recording and reporting.
relationship with employing body.
training.

The interview schedule would be tested in the pilot study. The time taken to administer the schedule in the pilot study would be used as a measure of its length. The pilot study interviewees would be asked to comment on the topics covered and the relevance of these topics to their particular agency. Alterations to the schedule would be made after the pilot study had been conducted, and would be based on evaluation of the feedback received.

The schedule could be shortened, converted to pre-coding, or both.

3. The pilot study.

The pilot study would be conducted with the co-operation of two of the interviewees whose agencies had been identified as units of the universe.

(The selection of the interviewees could have been done differently. For example, agencies who did not currently employ a community worker could have been used. However, such a selection would have presented difficulties, as the relevance of the questions and the schedule were seen as important aspects about which feedback was desired. There appeared to be no alternative but to use agencies from the universe.) If the schedule was to be altered significantly a second interview for the actual survey might have to be conducted. It was anticipated, however, that the schedule might be shortened or pre-coded and so a repeat would not be necessary.

Interviewees who were well known to the interviewer were selected on the basis that they would not be reserved in their comments. Substantial feedback, both positive and negative, could be expected.

Two interviewees were selected and telephoned. The nature of the research was explained and the expectations of the pilot study stated. Both agreed to participate and were asked to select a convenient time in the morning when they would be free from agency responsibilities. They would need to set aside two hours for the interview. A letter of confirmation was sent to both interviewees. (See Annexure 2.)

Pilot interview no. 1 was conducted in the morning in the interviewer's office, as the interviewee had no office available in the morning. Pilot interview no. 2 was conducted in the afternoon, in the interviewee's office: the respondent was unavailable in the morning. The interviewee in the first study agreed that it would have been more helpful if the interview had been conducted in that interviewee's own office.

The first interview lasted two hours, and the second three. This included the time spent on evaluation. Neither the interviewees nor the interviewer experienced fatigue. Pilot respondent no. 1 found the interview to be long whereas pilot respondent no. 2 did not. Neither interviewee felt that any questions in the schedule could be deleted. In fact, both suggested topics to be added. The first suggested details of salaries and service contracts and the second suggested "more touchy subjects related to the South African context:

'Do you feel that what you are doing is relevant to South Africa?',
and more in-depth questioning". Both found the issues covered in
the schedule to be valuable, current and vital to their situation.
They expressed the judgment that the interview was interesting and
stimulating.

Before the interview, pilot respondent no. 2 expressed concern for
the kind of data that would be requested. The interviewee was given
the opportunity to glance through the schedule. This reduced anxiety
related to "What is it you want to know?". This interviewee also
raised the issue of confidentiality. The situation was explained:
neither the name of the interviewee nor the agency would be identified
in the dissertation. Pilot respondent no. 1 stated after the inter-
view that the element of confidentiality was a serious matter.

It was evident during the pilot studies that some of the questions were
unusual and created difficulties for the interviewees. They needed
more time to think and discuss before an answer could be given.

Questions that were particularly confusing were noted. For example,
Pilot respondent no. 1 experienced difficulty with "orientation" and
"in-service training" and "on-going training". The original schedule
did not qualify the question by "In your agency". This presented
problems for both pilot study respondents.

Both interviewees made reference to theoretical ideas and the inter-
viewer queried this as an effort to "impress". The fact that the
interviewer was employed by the School of Social Work at the University
of Cape Town, and was conducting the research for academic purposes
might have encouraged this. However, both pilot respondents had
studied further than the basic social work degree and it was therefore
possible that they did use such terminology in their work.

Both interviewees became engaged in discussion of issues that were
raised in the interview. One of the agencies was one in which the
interviewer had previously worked, and she too, often became engaged in
discussion. This took up a considerable amount of the time allotted
for data gathering. During the interview attention was drawn to the
passing of time and the interviewee was reminded of the number of pages

that still had to be completed. This attempt to speed up the
process was successful.

To sum up, the general impression of the pilot study was that the
interviews were informal,discomfort or anxiety that was evident was
dealt with. The interviewees were supportive, whether because
they knew the interviewer or because they were impressed by the
relevance of the data could not be determined. The interviewees
and the interviewer enjoyed the interview and did not experience it
as a burden. The actual schedule could have been conducted in one
and a half hours if discussion had been limited.

Based on these evaluations, the following decisions were taken:-

1) to make every attempt to conduct the interviews in the office
   of the interviewee.
2) to attempt as far as possible to conduct the interview in the
   morning, although this might not always be possible.
3) not to alter the kinds of questions asked nor to add any
   new issues.
4) to add to the questions "in your agency".
5) to continue to ask each agency for a period of two hours.
   so as to allow some time for discussion and thought.
6) to limit discussion to clarifying the response of the
   interviewee.
7) to discuss confidentiality before the interview.
8) to read to the interviewee from the schedule the various
   sections to be covered.
9) to maintain the informal nature of the interview.
10) to identify any discomfort of the interviewee and to deal
    with it.

Because of the enthusiasm and commitment of the pilot study these
interviews were easy to conduct. Further interviews could prove to
be more problematic. It might, therefore, be necessary to build up
a relationship in order to obtain the same level of compliance. The
schedule made allowances for this as it dealt initially with the
nature of the work practised and then with the support systems. The
latter would be closer to home and possibly seen as more threatening.

There was, therefore, no need to alter the order of the questions on the schedule.

4. The interview.

Once the pilot study was completed and the schedule retyped and roneoed the agencies were contacted and interviews arranged. The interviews were conducted from the end of November 1981 to June 1982. The length of the interviews varied from one-and-three-quarters of an hour to four hours.

(a) Fixing the date of the interview.

The person identified as the potential interviewee was telephoned. The nature and purpose of the research was explained. It was stated that the researcher was a Master's student and that she was conducting a survey of community social work agencies observing the nature of the community work practised and the support systems available in the agency. The intended interviewees were asked if their agency would be willing to be involved. If so, the respondent was asked to set aside two hours in the morning. when they would be free from agency responsibilities. Initially the intended interviewees were offered the option of November until mid-December, or January and February. Some respondents needed to confirm their involvement in the research with the agency; others, preferring January, suggested that they be contacted nearer the time. Letters of confirmation were sent. (See Annexure 2.)

This time was perhaps not suitable for all agencies, as it was near Christmas and the agencies might not function as they usually did. It could have been a time of staff changes and a time of evaluation and planning. (However, it was most convenient for the interviewer, who was freed from some of her own work responsibilities and was thus able to make time to conduct the interviews.)

The interviewing began in December 1981 and was completed by June 1982.

Table 3. Agencies according to the month of interview.

1981 - 1982	No. of agencies
December	8
January	1
February	2
March	3
April	1
May	-
June	1
DK	-
Total no. of agencies	16

Of the eight interviews conducted in December, two were used as the pilot study. Contrary to what was anticipated December did not prove an inconvenient time for agencies. This was because activities were drawing to a close and preparations were being made for the holidays. January presented a problem as many senior members of staff were on vacation. The reason for the interview being undertaken as late as June was that one member of staff had been away for an extended period of time. When the interview dates were set they were usually a month in advance. As the interviewer was in full-time employment, this also created difficulties in finding a time suitable to both interviewer and interviewee.

The extended period of the interviews could have had an effect on the data collected. Those persons interviewed during the December-January period could have been more evaluative of their agency and its community work while those who were interviewed during the year could have been more practically orientated. In the researcher's opinion, the end of a year and the beginning of a new year mark a time of evaluation and planning as well as a time of staff changes. It would have been more suitable to have all the interviews at the end of the year, since the research called for an evaluation of the agency.

If it had been possible, it would clearly have been better to arrange all interviews in advance for December and January. As is often the case in research, however, this ideal was not practicable.

This extended period of time needs to be considered when analysing the data recorded. The situation in agencies could have changed considerably during that seven-month period, especially as it meant the end of one year and the beginning of a new year. For example, there could have been a change of staff. Each agency was asked to discuss the situation as it existed on the day of the interview.

(b) Initiating the interview:

The interviewer introduced herself when necessary. The interview was begun by asking if the letter of confirmation had been received. The purpose of the interview and the research was explained. The topics to be questioned were read from the schedule to relieve any suspicion or tension about the unknown. The element of confidentiality was also discussed.

Because of the interviewees' willingness to discuss the functioning of their agencies it was realised that the element of confidentiality needed to be taken seriously. The interviewees were reassured that their names and agency would not be disclosed but would only be used as an anonymous criterion when classifying.

The responsibility for maintaining confidentiality rested solely upon the interviewer. It was thus necessary to ensure that no one other than the researcher's supervisor had access to the data. Once the data was analysed findings that did not expose any agency were discussed with the interviewer's colleagues. For example, the fact that there were more male community workers than females. In this way the confidentiality promised to the interviewees was not breached.

Since the number of agencies interviewed was small the possibility of their being identified was considerable. All possible means were used to prevent this happening.

(c) Length of the interview.

Table 4. Agencies according to length of interview.

No. of hours	No. of agencies
1 hour but less than 2 hours	1
2 hours but less than 3 hours	10
3 hours and above	5
DK	-
Total no. of agencies	16

The shortest interview lasted one-and-three-quarter hours and
the longest four hours.   The total number of interviewing hours
was 44, and the average interview length was two-and-three-
quarter hours.   The interviews were strenuous and at a certain
stage in each interview fatigue was evident in both the inter-
viewee and the interviewer.   On three occasions the time allocated
for the interview was not sufficient to complete the interview
and another time, as soon after the initial interview as possible,
had to be arranged.   In one case the agency was experiencing a
crisis and the assistance of the interviewee was continually needed,
hence time was being used up and the continual interruptions led
to a rescheduling of the interview.

The lengthiness of the interview might have had an effect on the
data collected and might have caused the interviewees to be brief
and not fully explore the question.   Fatigue might have caused
inaccuracy in the provison of data.   (It could also have caused
laziness in recording the data.)

Interviewees had requested that their interviews should not be
interrupted.   However, they were senior members of their agencies
and this was not always practical.   The lengthiness of the inter-
view might have compounded this situation.

In retrospect, it was perhaps unfair to have subjected the inter-
viewees to such extensive questioning and demand such concentration

over such a long period of time. The interviews could have been dealt with in another way, e.g. interviewing in two phases -- firstly, the nature of community work and then, secondly, the support systems dividing the schedule over two interviews.

Coffee and tea was served during the interviews. Although the interviewing did not stop completely, this did provide a time of relaxation and discussion and a break in the interview, but also served to lengthen it.

Interviews were lengthy because of the use of open-ended questions and the necessity of recording the responses. Discussion tended to be excursive. A number of causal factors might be suggested:-

1. Fear of missing important data.
2. Enjoyment of the discussion.
3. The research area was of concern and interest
   to both the interviewer and the interviewee.

It was evident that the interviewees valued the opportunity to discuss and reflect on the issues in the schedule. Few of them receive supervision and as one of the pilot study interviewees expressed it: the topics were very relevant and stimulating.

Pre-coding of questions would not have tapped the variety of responses that came from the interviewees. However, this technique could have been used for some of the straightforward questions and would have relieved the situation considerably, particularly if they were used at the end of the questionnaire when fatigue was evident.

(d) Interviewees' comments about the interview.

Table 5.. Agencies according to interviewees' comments.

Interviewees' comments	No. of agencies
Positive	5
Negative	3
Both	3
No comment	3
DK.	-
Total no. of agencies	14

This table does not include the two agencies that were involved in the pilot study whose comments have already been reported. Comments were classified broadly as positive or negative. It does not refer to the attitude of the respondent but rather to the general impression that the comment created. Such a classi- fication can convey only a rough impression of the comments and has therefore been sub-classified. More agencies made positive comments than negative ones.

The classification negative was sub-classified into:-

   (1) made suggestions.

   (2) commented on length.

   (3) highlighted weaknesses.

The responses sub-classified were:-

   (1) Made suggestions:-
       "Should interview supervisor and community worker on the same subject. Will get different responses."
       "The community's reactions to community work -- Are they acceptable, exploited or viewed as manipulations? Very important issue, but this has been left out."

   (2) Comments on length:-
       "Too long but interesting."
       "Too long but not too bad as ..."

(3) Highlighted weaknesses:-
"Employing body not relevant to this organisation.
Management committee becomes a 'stamp' in such a
big organisation. The power lies with the senior
people who meet weekly."

The classification positive was sub-classified into:-

(1) Gratifying experience
(2) Approach or content.

The responses sub-classified were:-

(1) Gratifying experience:-
"Very worthwhile".
"Very stimulating".
"Discussed frustrations of work. Helpful to think
more objectively, to look at the agency and the project.
Homework is needed."

(2) Approach or content:-
"Direct approach".
"Straightforward".
"Comprehensive covering important sections. Length
of time is necessary to make a point. (See Tripoldi's
research)".
"Comprehensive".

Of these agencies not interviewed in the pilot study less than a
third made no comments.

(e) Letter of thanks.
A letter was sent to each interviewee expressing appreciation
for his or her involvement in the research. (See Annexure 3.)

The procedure used in observing the data have been discussed. The data
observed had to be recorded. This process will be discussed in Chapter
Five.

NOTES

ON CHAPTER 4

1. E. Batson, A Schema of Techniques for Social-Work Research Designs (Cape Town: Social Survey of Cape Town, rev. ed., 1983.) p. 5.

2. Adaptation by Professor E. Batson of the description of methods of observation given in M. Duverger, Introduction to the Social Sciences (London: Allen & Unwin, 1964).

3. M. Duverger, Introduction to the Social Sciences (London: Allen & Unwin, 1964), p. 179.

4. ibid., p. 179.

CHAPTER 5

DATA RECORDING

Data recording has been defined as:-

> setting down, in writing or other permanent
> form, the yield of observation.[1]

In this research data were recorded during the interview by the interviewer,
who summarized the response to each question in the space allocated below
it. (See interview schedule, Annexure 1). It was realised that when an
interview

> is of an intensive, qualitative type, with many unstructured
> probe questions, the problem of recording becomes crucial.
> So far as possible, the exact words of the respondent should
> be recorded. They should not be edited for meaning or
> grammar.[2]

No pre-coding was used, and the extensive use of open-ended questions made
it necessary for the responses to be summarized, except when the response
was short and the exact phrases and wording of the interviewee could be
recorded. It was designed that this method of recording be tested in the
pilot study. In pilot interview No. 1, the interviewee responded favour-
ably to the summarizing of the discussions and stated after the interview
that it had been very helpful. In pilot interview No. 2, the interviewee
responded in a different fashion, becoming over-concerned with the record-
ing and beginning to dictate. More detailed data were consequently
recorded, and not summarized, and the space provided in the schedule proved
inadequate. The spacing in the schedule was increased in response to this.

The method of recording was within the financial budget of the research,
but proved to be very difficult to conduct.

During the interviewing, it was experienced that while the interviewer was
recording the response the interviewee would continue to think about the
question and would raise further issues. This allowed the interviewee time
to re-think the response and provided time to ensure that the response was
appropriate. However, in some cases this defeated the intention to summarize
the data in a form that would assist the further task of marshalling it. It

also meant that more data was sometimes collected about an agency than had been intended.

Attempting to summarize the responses was difficult for the interviewer. It required total concentration which was very hard to achieve, particularly when fatigue was beginning to be felt. The summary of the responses recorded required confirmation from the interviewee so as not to misrepresent what was said.

The method of recording might have been more effective if the questions had been fewer and some use made of pre-coding and less of open-ended questions. Alternatively, the collection of data might have been two-phased: a questionnaire of pre-coded questions sent to the agencies and the interview conducted for the open-ended questions only.

NOTES

ON CHAPTER 5

1. E. Batson, A Schema of Techniques for Social-Work Research Design (Cape Town: Social Survey of Cape Town, rev. ed., 1983), p.5.

2. W. Goode and P. Hatt, Methods in Social Research (Tokyo: McGraw-Hill, 1952), p. 206.

CHAPTER 6

DATA MARSHALLING

Data marshalling has been defined as:-

> arranging data in some order or classification prior to
> analysis.[1]

The marshalling of the data gathered in this research consisted of editing,
classifying and coding.   Once this was completed the data were tabulated.
These processes of data marshalling were all conducted by the researcher.

A. Editing.

A first editing phase was undertaken during the interview and a second
after the interview.

After the interview had been completed, the whole schedule was checked
to ensure that all the questions had been answered and the responses
recorded.   The name of the interviewee was recorded on the schedule
in case, during editing and analysing, clarification was needed.

Phase one of the editing was particularly necessary as the order of
the questions had not been rigidly followed.   Because of the open-
ended nature of the questions the interviewee would often raise an
issue that called for a response later in the schedule.   While inter-
viewees were doing this, the question they were answering would be
turned to on the schedule and the response recorded.   This often
led to the completion of another section, leaving the original
section incomplete.   This was done to follow the lead of the inter-
viewee, who might have moved to another issue as the one being dis-
cussed was creating difficulty and the interviewee felt more comfort-
able with a less threatening issue.   On the other hand, the questions
anticipated by interviewees might have been brought in because they
seemed similar to the interviewee and so may have seemed relevant to the
discussion.   It was not thought necessary to be rigid in the order
of the questioning; the comfort of the interviewee was viewed as
more important.   This could have easily led to some questions being
overlooked, and so the first phase of the editing was particularly
important.

The second editing phase was conducted after the interview. Here the recorded data was re-read. As recording needed to be done as quickly as possible to prevent unnecessary delay during the interview, the writing was done quickly. In such circumstances the hand-writing of the interviewer was not always tidy and legible. It was essential to read the record over to ensure that the data would be perfectly legible for analysis.

The second editing was done several hours after the interview. When the interview was conducted in the morning, the record was edited in the afternoon and when the interview was conducted in the afternoon it was edited in the evening. This time lapse was long enough to permit meticulous rewriting of words that were not clear, yet not so long as to render the interviewer incapable of recognising phrases and terminology used by the interviewee. All the interviewees had indicated their willingness to be contacted if necessary.

A place on the schedule was provided for the interviewer's signature after each phase of the editing was completed.

B. Classifying.

Before the completion of data collection, the process of classification was begun. The data collection was not complete as one more interview still had to be conducted. It was not economical to hold back the next stage while waiting for the data from this last interview. Before the data could be analyzed, they had to be classified and coded so that they could be tabulated. When the last interview was completed, it was necessary to check each classification that had been drawn up to ensure that the data of the last interview could be classified. In some instances it was necessary to revise a classification.

In the process of classification, the guidance of the researcher's Supervisor was of great value and assistance, as the literature on research methodology consulted was not found to be explicit.[2]

Classification is a process of grouping together similar data into categories and perhaps subordinate categories. Examples of such classifications are familiar, e.g. the classification of students' marks into pass or fail, and the pass marks further into first, second, and third class.

The most straightforward questions were classified first and no difficulties were encountered. Serious difficulties were encountered where the data were more abstract and varied a great deal.

The following is a list of specific guidelines that were provided by the Supervisor:-

(i) Broader classifications are better as it is difficult to correlate data if there is only one example in each class.

(ii) The number of cases in a class should be large.

(iii) The distribution of the cases should (for instance) rather be 6-6-4 than 14-1-1.

(iv) The classifications must be both exhaustive (not overlapping) and logical.

(v) When classifying responses to a question the variable must first be identified and then a classification should be constructed covering all the answers. Some agencies might then fall into several categories, but the classification is not of the agency but of the defined unit. (Typologies may then be developed.)

(vi) Some classifications may usefully be sub-classified.

The procedure used most extensively was that of listing the responses on a given question on one sheet of paper. Similar responses were grouped together in order to construct categories or classes. (The question itself helped to define the classes.) From this list, the responses on each schedule were identified. The distribution between classes was then checked and if this was not suitable, broader or other classes were drawn up. Each set of classes was ordered according to size, seniority, alphabetically, or some other system.

The class "DK" was included but was not used extensively. Irrelevant responses or data that should not have been recorded will be commented on, but were not classified unless as DK. (When the data were not a response to the question asked, they should not have been recorded. More selective recording would have obviated their being deleted, but on the other hand it might have excluded data that proved relevant and valuable.)

With the more difficult questions, use was made of the "fiche" method.[3] Each response was written on a separate slip of paper and these then sorted into piles and rearranged until suitable classes were found. In some instances, each aspect of the responses, where these were numerous, were written on separate slips and classified as separate variables. In such instances, there were thus two or more classifications for one question. The slips of paper were placed in separate envelopes labelled with their classification.

Owing to the open-ended nature of much of the interview schedule, difficulty was experienced in finding suitable classifications for some of the questions. Some of those adopted might appear too simple, or even as perhaps an oversimplification of the responses, but in fact further classifications were used wherever it appeared that the main ones did not reflect the data gathered. Use was made of classifications that had been used by other researchers in similar research conducted. Classifications found in the literature were also used.

The open-ended nature of the questions also presented the situation where data collected from some agencies were not provided by others and thus could not be exhaustively classified. (When discussing the various classifications used, such data will be identified and commented on.)

C. Coding.

Coding is the process of assigning an arbitrary symbol or number to each class or question. The value of coding is that it abbreviates the data and ensures that each piece of data is consistently classified in the same way. (It is not necessary to assign a symbol to data that are already in the form of a convenient number, for example, ages expressed in years.)

Once the classifications had been constructed each class was coded. Each code number was written in red ink in the margin of the completed interview schedules and this facilitated the process of counting the number of responses in each class. It also facilitated the cross-classification of data.

Each agency interviewed was given its own code to facilitate the classification of the schedules and obviate the name of the agency having to be repeatedly rewritten. The questions on the interview schedule were also coded for the same purpose.

A master code book has been typed in order to permit the easy translation of the codes back into the names of the classes and this was used extensively when cross-classifying.

D. Tabulating.

Univariate and bi-variate tables were drawn up to present the data collected that could be classified.

1. Univariate tabulation:

A standard form for the univariate tables was drawn up and a hundred copies made. The code number of a question, the desdription of the classes of its resultant variable (or one of them if there were several), and a title expressing the substance of the question, were filled in on a sheet. The frequency distribution thus generated was then totalled.

The frame of this standard univariate table was placed at the top of the page so as to provide space for comment below. Comments relating to the classification, the details of the variables, and any significant data provided in the interview schedule that might affect the representation or clarity of the data, were recorded. (Ideas for relevant cross-classifications or bi-variate tables were also noted.)

Each table was given a title in order to identify and explain its contents. Guidelines used for titling tables were that the title must state (i) what is the nature of the units the total refers to, and (ii) what is the principle of its classification.

The title of a bi-variate table was constructed from the title of the two univariate tables from which it had been generated. The title

• of the univariate table on the vertical axis of the bi-variate
table was placed first, and the title of the univariate table
on the horizontal axis was placed second. The bi-variate table
title would thus read:-

Title of the frequency distributed vertically

by

Title of the frequency distributed horizontally.

The selection of bi-variate tables was based only on what the re-
searcher thought would be interesting. The intention was to see
if a correlation existed, in cases where that seemed possible and
interesting. Any collection of bi-variate tables, unless the
frequency distributions from which they are generated are very few,
will involve a principle of selection or a bias, or will be
voluminous. (The total number of bi-variate tables that can be
generated from n frequency distributions is $n(n-1)/2$, so that for
instance from the 84 frequency distributions in the present research
3,486 bi-variate tables can be generated.)

As this research was a survey and not an inductive-statistical
research, no attempt was being made to establish causation, and there
was no intention to suggest that such patterns as might be identified
were the only ones that might have emerged from a complete tabulation
of all possible 3,486 bi-variate tables.[4]

Where in order to clarify the data presented in the tables, it was
necessary to define the classifications used, this was done in several
ways:-

(i) by name,
(ii) by description,
(iii) by listing of examples,
(iv) by listing of responses classified in each class.

The fourth method was used extensively.

Data gathered by documentary observation were drawn upon to clarify
data presented in the tables.

NOTES

ON CHAPTER 6

1. E. Batson, A Schema of Techniques for Social-Work Research Design (Cape Town: Social Survey of Cape Town, rev. ed., 1983), p.5.

2. The researcher's Supervisor in particular detailed guidance in the process of classification and advised on the wording of certain passages descriptive of that process in the present chapter especially that relating to the selection of particular bi-variate tables out of the large number theoretically but not practically possible. (See page 57.)

3. The researcher's Supervisor introduced her to the use of fiche as classificatory technique, as described for instance in S. and B. Webb, Methods of Social Study (London: Longmans, 1932), pp. 83-97.

4. For a discussion of the search for patterns as a goal of survey research see E. Batson, A conspectus of Social-Work Research Methods (Cape Town: The Social Survey of Cape Town, 1983), p. 4. (as quoted on p. 15 of this dissertation.)

CHAPTER SEVEN

DATA ANALYSIS

In view of the scope of this chapter[1], a table of its contents is presented.

CONTENTS OF CHAPTER SEVEN

A. BACKGROUND TO COMMUNITY SOCIAL WORK AGENCIES.

    1. Size of agency.

    2. Financial situation.

    3. Social-work methods.

    4. Traditional methods of social work.

    5. Agency function.

B. NATURE OF COMMUNITY WORK PRACTISED.

    1. Profile of the agencies' community work.

        (a) Nature of community work.

        (b) Motivation.

        (c) History.

        (d) Staff.

        (e) Accountability.

        (f) Policy.

        (g) Financing.

        (h) Specific nature of practice.

            (i) Projects.

            (ii) Theoretical framework.

            (iii) Skills.

            (iv) Goals.

            (v) Methods.

    2. Profile of community workers.

        (a) Hours worked.

        (b) Sex.

        (c) Racial group.

(d) Age.

(e) Marital Status.

(f) Training.

(g) Previous experience.

(h) Duration of present employment.

C. SUPPORT SYSTEMS.

1. Working conditions.
   (a) Job description.

   (b) Employment contract.

   (c) Resources.

   > (i) Flexi-time.
   > (ii) Overtime.
   > (iii) Petrol allowance or transport.
   > (iv) Administrative aids.
   > (v) Financial assistance.
   > (vi) Agency attitude.
   > (vii) Other resources.

   (d) Changes envisaged.

2. Supervision.
   (a) Frequency.

   (b) Nature of supervision.

   (c) Supervisor.

   (d) Attitudes to supervision.

   (e) Quality of supervision.

   (f) Changes envisaged.

3. Recording and reporting.
   (a) Requirements.

   (b) Purpose.

   (c) Usage.

   (d) Attitudes.

   (e) Feedback.

   (f) Statistics.

4. <u>Relationship with employing body.</u>

    (a) Nature of relationship.

    (b) Effectiveness of relationship.

    (c) Attitudes.

5. <u>Training.</u>

    (a) Requirements.

    (b) Orientation or in-service training.

    (c) On-going training.

    (d) Evaluation.

    (e) Participation in student training.

    (f) Evaluation of student training.

This chapter presents an analysis of the data collected by indirect observation from documentary sources and by human testimony. The data gathered was primarily about the community social work aspect of the voluntary organisation and not about the general functioning of the agencies. In order to gain perspective for this approach, a general background to the agencies will first be presented.

A. <u>Background to Community Social Work Agencies.</u>

In attempting to classify data about voluntary organisations collected from agency documents (i.e. constitutions, annual reports) previous researchers who have made significant observations were consulted. These background data are not as detailed as similar research conducted on voluntary organisations. Authors of two such researches were the Wolfenden Committee and Helm. The Wolfenden Committee states that there are

> incredible diversities between the bodies which are collectively known as 'the voluntary organisations'.[2] They are as different from each other as the ant is from the elephant or the whale from the hermit crab.[3]

The Wolfenden Committee states that

> such diversity hinders the process of making observations of voluntary organisations.[4]

Helm states:-

> There is no accepted and standard unit of social services and this makes it difficult to compare the work of individual agencies and to study their activities analytically.[5]

Helm states the following about voluntary organisations in Cape Town:-

> The pattern of welfare responsibilities as divided
> among the Cape Town agencies is complex.[6] Cape
> Town as a community is characterised by diverse
> religions, many stratifications of class and race,
> and important ecological, language and cultural
> differences.[7]

> In so diversified a field, many classifications of
> services are possible.[8]

The Wolfenden Committee conducted a study from 1974 to 1977 in the United Kingdom.   The purpose of its research was to "review the role and functions of voluntary associations".[9]   In describing voluntary associations it used the following classifications:-

> Size of the association.
>
> Voluntary or paid staff.
>
> The link of the association with a national network.
>
> The nature of their intended beneficiaries.
>
> Decision-making structure.
>
> Methods of and according to need area.[10]

Helm in undertaking a "study of the social matrix of social work in one specific urban area"[11] analysed and classified the data obtained from 292 voluntary welfare agencies, active in Cape Town.   The broad classifications used were:-

> Social work activities,viz. classification of services
> and agencies according to social-work method and patho-
> logy type.
>
> Financing, viz. source and annual expenditure.
>
> Management of social work services, viz. size, member-
> ship, sex composition, ethnic composition and religious
> affiliation of the committee.
>
> Beneficiaries according to ethnic group, sex and
> religion.[12]

In this research: a survey of community social work agencies in Greater Cape Town, a brief description of the agencies is presented.   The following

classifications were used to identify their characteristics:-

> Size of the agency.
> Financial situation.
> Social-work methods.
> Traditional methods of social work.
> Agency function.

1. Size of agencies.

   (a) According to the total number of employees. The total number of employees includes directors, social workers, community workers, typists, secretaries, cooks, matrons.

   Table 6. Agencies according to total number of employees.

Total no. of employees	No. of agencies
Less than 10	7
10 - 19	1
20 - 29	3
30 or more	3
DK	2
Total no. of agencies	16

   The majority of agencies employ less than seven workers. Of the two agencies that were classified DK, one did not state the number of social workers employed; the other did not state the non-professional staff employed, e.g. secretaries, matrons, cooks, etc. The largest staff employed was 52 and the smallest was 2.

(b) <u>According to number of other employees</u>.

<u>Other employees</u> refers to persons employed in a capacity other than social worker, community worker, or director.

Table 7. <u>Agencies according to number of other employees</u>.

No. of other employees	No. of agencies
None	1
Less than 10	9
10 - 19	2
20 - 29	1
30 or more	2
DK	1
Total no. of agencies	16

The majority of agencies employ less than 10 <u>other employees</u>. The largest number of <u>other employees</u> was 34.

(c) <u>According to number of social workers</u>.

The number of social workers employed excludes those social workers employed as community workers, and directors who might be social workers.

Table 8. <u>Agencies according to the number of social workers employed</u>.

No. of social workers	No. of agencies
None	9
Less than 10	3
10 - 19	2
20 - 29	-
30 or more	1
DK	1
Total no. of agencies	16

The majority of agencies do not employ social workers. The largest number of social workers employed by one agency was 42.

(d) According to number of community workers.

Table 9. Agencies according to the number of community workers employed.

No. of community workers	No. of agencies
1	2
2	6
3	2
4	1
5	2
6	1
More than 6	2
DK	-
Total	16

Of the 16 agencies, six employ two community workers each. There are 62 community workers employed in Cape Town in the 16 agencies.   These community workers are employed in either a part-time or full-time capacity.

(e) Agencies according to the employment of a director.
All the agencies except one employ a director, warden, or manager.

2. Financial Situation.

The financial situation of the agencies was calculated from the annual reports for the financial year April 1980 - March 1981.

(a) According to Income.

Table 10. Agencies according to income.

Income	No. of agencies
Less than R100 000	4
R100 000 - R199 999	1
R200 000 - R299 999	2
R300 000 - R399 999	1
R400 000 or more	2
DK	6
Total no. of agencies	16

Agencies that were classified as DK did not provide a financial statement in the annual report. One of these agencies only provided a projected budget. The largest income was R499 263 and the smallest was R15 166. The average was R213 822.

(b) According to Expenditure.

The expenditure of the agency includes salaries, running costs, advertising, administration, food parcels.   It excludes the income and expenditure accrued to and incurred by institutions that the agencies provide.

Table 11. Agencies according to expenditure.

Expenditure	No. of agencies
Less than R100 000	4
R100 000 - R199 999	2
R200 000 - R299 999	1
R300 000 - R399 999	1
R400 000 or more	2
DK	6
Total no. of agencies	16

The largest expenditure was R431 134 and the smallest R14 174. The average expenditure was R195 470.

(c) According to deficit or surplus.

Table 12. Agencies according to deficit or surplus.

Deficit or surplus	No. of agencies
(R100 000) - (R49 000)	-
(R50 000) - Nil	2
Nil - R49 000	6
R50 000 - R100 000	2
DK	6
Total	16

Among all the agencies with a surplus, the greatest surplus was R68 129, the smallest was R991, and the average was R23 984. The two deficits were respectively R6 661 and R1 692, averaging R4 174.

3. Social-Work Methods.

When classifying services of social work agencies, Helm stated:-

> It is suggested that two are fundamental
> according to the social-work methods the
> agency employs, and according to the social
> pathology the agency seeks to combat. [13]

The latter classification could not be used, since it would render the agencies identifiable. The annual reports and constitutions were studied and data about the services were classified according to social-work methods the agency employs.

According to Helm, the classifications are : eleemosynary, educative, counselling, and informative methods. They are defined as follows:-

1. Eleemosynary methods. These are the methods employed when an agency offers its clients material or direct services. The services may involve alms, as in the form of food, clothing, blankets, or money... In brief, the agency considers that the lack of some commodity, facility or amenity is socially undesirable and seeks to make this good by its own action in supplying the commodity, facility, or amenity in question.

2. Counselling methods. These are employed when an agency offers its clients guidance, consultation, and advice. Instead of supplying its beneficiaries directly with what they lack, the agency sets itself the task of helping them to help themselves. Interviewing, diagnosis, advice, counselling, liaison, guidance, aftercare, supervision, rehabilitation, employment placement, and referral all employ methods of this type.

3. Educative methods. By employing these the agency seeks to improve its clients' condition by education, generally a more long-term process than counselling and one in which larger and less intimately-bonded groups are dealt with ... In employing methods of this kind, the agency works with face-to-face groups, seeking to inhibit or avert social pathologies by advocating or inculcating certain skills, observances, practices, or rules of behaviour.

4. Information Methods. When employing these the agency seeks social improvement by propaganda, information, or publicity. Rather than to direct an ameliorative service to a specific beneficiary or beneficiaries, the agency endeavours to promote (or prevent) some or other condition by addressing the public at large, in which it wishes to induce a particular attitude or state of mind. [14]

(a) According to the number of social-work methods employed.

Table 13. Distribution of agencies according to the number of social-work methods employed.

No. of methods employed	No. of agencies
Four	7
Three	5
Two	3
One	-
DK	1
Total no. of agencies	16

Less than half of the agencies employ all four methods. The agency that was classified as DK did not have an annual report.

(b) According to number of social-work methods used by fifteen individual agencies.

Table 14. The number of social-work methods employed by fifteen agencies and the distribution of social-work methods.

No. of methods employed	Individual methods				Total no.of methods employed
	Eleemosynary	Counselling	Educative	Information	
Four	7	7	7	7	28
Three	5	5	4	1	15
Two	2	1	2	1	6
One	-	-	-	-	-
Total no.of methods employed	14	13	13	9	49

4. Traditional methods of social work.

> Social work ... consists of three basic processes: social casework, social groupwork, and community welfare organisation. [15]

Social research is considered

> auxiliary because it is employed to serve the basic processes ... they do not have an autonomous function. [16]

These have been called traditional methods. They are defined as follows:-

> Social Group Work can encompass a range of activities from the organisation of leisure programmes ... to the kind of work some would describe as psychotherapy. [17]

Social casework

> as a process ... aims primarily at helping individuals, on a person-to-person basis, to attain the fullest degree of personal development. [18]

Social research undertaken by social workers

> is directly related to pressing and concrete problems within their immediate range of experience. [19]

Community social work has been excluded from this classification as all agencies by definition of the universe employ workers specifically to practise the method of community work.

(a) <u>According to number of traditional methods of social work.</u>

Table 15.   <u>Agencies according to the number of traditional</u>
<u>methods of social work employed.</u>

No. of methods	No. of agencies
Three	2
Two	9
One	1
None	3
DK	1
Total no. of agencies	16

The majority of agencies use two of the three traditional methods.
Three agencies use only community work.   A minority of agencies
use all three methods.   The agency that was classified as DK did
not have an annual report.

(b) <u>According to traditional methods employed by twelve agencies.</u>

Table 16.   <u>Distribution of traditional methods of social work</u>
<u>employed by twelve individual agencies</u>
and
<u>the number of traditional methods of social work</u>
<u>employed</u>

No. of methods	Individual methods employed			Total no. of methods employed
	Case work	Group work	Research	
Three	2	2	2	6
Two	7	8	3	18
One	1	–	–	1
Total no. of methods	10	10	5	25

Less than one-half of the agencies employing traditional methods of
social work conducted research.

5. <u>Agency function.</u>

Agencies were classified according to their function, as gleaned from the annual reports and constitutions. Three classifications have been used: traditional welfare, multi-function, community work.

<u>Traditional welfare</u> includes all the agencies of which the main function was the provision of welfare services. These agencies in attempting to achieve the main function have ancilliary functions that support it. Examples of such ancilliary functions would be the provision of facilities such as homes, pre-school centres, workshops.

<u>Multi-function</u> includes all agencies which have more than one function. Social work services are only one of the functions of these agencies and in some cases they might be a secondary function. Examples of other functions are health and pre-school education.

The distinction between <u>traditional welfare</u> and <u>multi-functional</u> agencies is perhaps not a sharp one. A further criterion could be used. If it were possible to imagine the social work function falling away and the other services continuing, the agency would be classified as <u>multi-functional</u>.

<u>Community work</u> includes agencies of which the primary function is community work, even though other functions might exist. An example of this is an agency which employs a community worker who would also practise case work.

(a) <u>According to agency function.</u>

Table 17. <u>Agencies according to agency function.</u>

Agency function	No. of agencies
Traditional welfare	7
Multi-function	3
Community work	6
DK	-
Total no. of agencies	16

A minority of agencies were classified as <u>multi-functional</u>. Less than half of the <u>traditional welfare</u> agencies recorded in their annual reports that they have a social work section or department. This implies that the agencies have several departments, which could be defined as having various functions, and therefore the agency could have been classified as <u>multi-function</u> agencies. However, the constitution states that the primary function of the agency is the provision of welfare services.

(b) <u>According to agency function by the number of social-work methods employed.</u>

Table 18. <u>Agencies according to agency function</u> and <u>the number of social-work methods employed.</u>

Agency function	No. of social-work methods employed					Total no. of agencies
	Four	three	two	one	DK	
Traditional welfare	6	1	-	-	-	7
Multi-function	1	1	1	-	-	3
Community work	-	3	2	-	1	6
DK	-	-	-	-	-	-
Total no. of agencies	7	5	3	-	1	16

The majority of <u>traditional welfare</u> agencies employ all the social-work methods. <u>Multi-function</u> agencies employ a varying number of social-work methods. No <u>community work</u> agency employs all four methods.

(c) According to agency function by traditional methods of social work.

Table 19. Agencies according to agency function
and
the number of traditional methods of
social work employed

| Agency function | No. of traditional methods of social work | | | | | Total no. of agencies |
	Three	two	one	none	DK	
Traditional welfare	2	4	1	-	-	7
Multi-function	-	1	-	2	-	3
Community work	-	4	-	1	1	6
DK	-	-	-	-	-	-
Total no. of agencies	2	9	1	3	1	16

The majority of traditional welfare agencies employ two traditional methods of social work.   The majority of multi-function agencies do not employ traditional methods of social work.   The majority of community work agencies employ two traditional methods of social work.

B. Nature of Community Work Practised.

1. Profile of the agencies' community work

(a) According to nature of community work.

The interviewees were asked the question "What does your agency consider to be community work?"   The responses were very varied (as are definitions of community work.

It would have been unrealistic in this survey to attempt to research and analyse from the literature the numerous definitions of community work.

Henderson, Jones and Thomas state:-

> No one definition or approach in community work is on a priori grounds more worthwhile or relevant than any other   ...The value and relevance of a particular approach or practice must be decided upon by the local factors, largely the views and felt needs of residents that each practitioner must take into account in making decisions about the nature and direction of his or her

> work ... community workers should resist a narrow,
> dogmatic approach so as to allow the community and
> agency's needs to define the nature of the community
> work tasks.[20]

However, much confusion exists as to exactly what is community social work. Does it have a specific approach that is differentiated from other approaches?

Owing to this confusion this section has not been called "the nature of community social work practised", as the assumptions implied by such a title would be misleading.

The practice of social work has many approaches that can be confused with the role of the community worker. This confusion could be related to two marginal areas of social work practice, viz. the role of social advocacy and the provision of direct services in a community. The professional social worker is responsible for taking whatever advocacy actions are necessary and applicable to make an impact on environmental conditions that negatively impinge on his or her clients. This could be confused with the role of the community social worker.

> Engagement in such advocacy actions is, of course,
> generally considered to be the professional
> responsibility of all social workers, regardless
> of the agency setting or the specific approach
> to practice used by the practitioner. [21]

Advocating on behalf of clients as a professional and responsible social worker is often very difficult, particularly in South Africa owing to the

> fact that Social Work associations and groups of
> community workers have thus far not on the whole
> formed strong pressure groups acting in unison on
> pressing public and political issues; this makes
> the /community/ workers feel further isolated and
> insecure.[22]

Templeton states that

> with encouragement and agency support, community
> workers can make greater contributions to Social
> Work than they have so far done.[23]

Community social work is often confused with the advocacy roles and with the provision of direct services because they are in the community but do not fall within the realm of traditional casework. For instance, the agency might ask the community's permission to set up and run a service, such as a crèche or a bus service. The community might then be called upon to raise funds or to help run the service but without any controlling power or right to make decisions about how the money should be spent. This kind of involvement with the community may be labelled community social work, and those professionals involved called community social workers. It is not clear, however, whether this would be a justifiable use of these terms.

The situation therefore calls for agencies to clarify whether they are in fact doing community social work or are providing some other service that will improve the functioning of a community.

Perhaps it is the fact of community participation that is often responsible for confusion between community social work and service provision other than social work.

Godschalk states:-

> Citizens may be appointed to committees, where their presence is largely symbolic and their major function is to legitimize the proposals of professional planners. [24]

Haworth points out that such participation of the community in decision-making can well be used to

> legitimize the decisions of those in authority and thereby make it difficult for the public to object at a later date.[25]

Thus, there is a need to be certain why it is desired to involve the community: whether the aim is to provide a service or to help the community to help themselves. In the latter case social workers would be concerned with the process of development and would

desire

> to open the planning process and maximise
> citizen participation ... by activating
> the community. Collaborative planning
> contributes to the achievement of the pro-
> cess goals of community self-guidance,
> transformability and conflict regulation.[26]

Godschalk defines seven levels of participation:-

(i) Manipulation /e.g. rubber stamp advisory committees7

(ii) Therapy /participation in groups cures pathology7

(iii) Informing /citizens are told of rights and options7

(iv) Consultation /surveys, public meetings7

(v) Placation /a few representatives of the powerless
placed on boards7

(vi) Partnership /share plans, decisions, etc. through
joint boards7

(vii) Delegated power /dominant decision making authority in
participatory programme7

(viii) Citizen control /in charge of policy and management of
a programme or institution7 [27]

The level of participation of the community in these terms varies a
great deal. The level is often determined by the agency. This is
acceptable if it is not limiting but rather promoting the transfer
of skills to the community to increase their participation, and aims
for the community to reach the point of control. It is often
difficult for agencies to allow the community to control a service
that they initiated and sponsored.

Community social workers often speak of the felt needs of a community.
If the agency desires to provide a service to a community and this
service is a felt need of the community, there is no reason why the
agency and community should not work together as partners. Placa-
tion and the levels below this would make it difficult to reach the
goals of community social work as these often create dependency on
the agency.

Whether social workers believe in the planned management approach or
that of self-help (often viewed as in opposition to each other),
they are committed to the basic principles of their profession.

These have been outlined by Biestek as:-

   (i) Acceptance.
  (ii) Non-judgemental attitude.
 (iii) Confidentiality.
  (iv) Client self-determination.
   (v) Individualisation.
  (vi) Controlled emotional involvement.
 (vii) Purposeful expression of feeling.[28]

From the data gathered about the nature of community work practice it was not possible to ascertain the level of participation of the community, required by the agency, nor the extent of the confusion of the social worker roles. However, the responses of the interviewees to the question "What does your agency consider to be community work?" are presented.

The data about the nature of community work were broadly classified as generalised or specialised. Agencies which did not state that they served a special client group were classified as generalised. Agencies which stated that they did community work with a specialised client group were classified as specialised. For reasons of confidentiality the nature of the client groups will not be discussed.

Agencies classified as specialised reported the following about their community work as well as their statement that they served a specialised client group:-

> Education, community work is preventative not corrective.
> Provision of services.
> Identify needs, start projects.
> Identify clients from the caseloads - to the community worker.
> Identify resources, evaluate existing resources, create resources, involve and enable the community.
> Development of committees, inculcate basic management skills, and the assumption of responsibility of the project.
> Provide services, move from case to group to community work, prevention.

Those agencies which were classified as generalised described their community work in the following terms:-

Leadership development. Service and social action component. Agency to be a resource in the community. Provision of social economic and physical facilities by which communities can best meet their needs.

Economic upliftment for social upliftment. Social improvement is difficult to measure hence measure economic upliftment, try to improve the economic potential of the community.

Preventative social work and development projects. Develop and experiment. Relieve poverty on a pragmatic level, i.e. enter into the financial lives of the poor.

A community is people who care and share. Community work is the creation of this; common values or community spirit.

Working with people to enable them to satisfy their needs.

Process whereby individuals are mobilised to work on issues and problems that affect them. Main aspects are planning and organisation. Not grassroots work in a geographical area but a community of interest and inter-agency work and planning.

Get involved in projects, concentrate on all age groups with the purpose of community development.

Community education, liaison with other agencies on general issues, look at the total situation of the people, i.e. social renewal.

Involvement in the community, supportive to all communities who want to bring about progressive change, to support those who use their initiative, therefore, involved in political situation.

Researching needs and finding relevant resources to meet these needs.

Table 20. Agencies according to the nature of community work practised

Nature of community work	No. of agencies
Specialised	6
Generalised	10
DK	-
Total no. of agencies	16

The majority of agencies' community work is of a generalised nature. As is evident from the list of responses to descriptions of the agencies' community work, the nature of the community work practised is very complex and varied.

Three interviewees stated that the nature of the agencies' community work was preventative. Four interviewees stated that the agencies' community work consisted in "the provision of services".

The data collected about the nature of the community work practised were inadequate for analysis by theoretical frameworks such as Rothman's three models of Community Organisation[29] or the three levels of Community Work presented by the Gulbenkian Foundation.[30]

(b) Motivation.

Table 21. Agencies according to reasons for using the community work method.

Reasons	No. of agencies
Casework inadequate	4
Philosophy	4
Appropriate method	8
DK	-
Total no. of agencies	16

The majority of the agencies who use the method of community work state that they do so because it is the most appropriate method to reach their goals.

Casework inadequate: agencies specifically implied that the method of casework was inadequate and hence they saw the need to use community work. The responses of the four agencies that were classified as casework inadequate were:-

> Casework ineffective in meeting the need of the client.
> Casework inadequate.
> Casework inadequate as there are too may problems to be dealt with.
> Casework is curative and the agency needs to be involved in prevention.

Philosophy of the agency: interviewees responded that the agency was motivated to use the method by a particular philosophy. Four agencies' responses were so classified. Their philosophical motivation was as follows:-

Philosophy of people's involvement.
People requested it /hence the agency must believe in
responding to people's demands7.
Get the community to help themselves and to develop
institutions.
Only relevant form of assistance in South Africa.

Appropriate method to reach goals: this reason is distinct from the
philosophy of the agency although it is very closely related.
It suggests that the agency has specific goals in mind and uses
the method in order to reach these goals and not just because it
is adhering to a particular philosophy.   Eight agencies were
classified under appropriate method to reach goals.   The responses
were:-

The method has proved that it reaches its goals.
To look at broader issues and to create a community
of caring and sharing.
The method is creative and preventative.
The need for services.
The method is suitable to reach the aims of the agency;
the size of the problem is too big.
To educate and change attitudes.
For effectiveness in service delivery (preventative);
and cost.
Orientation of the staff. Prevention rather than provision
of services.

Four agencies stated that prevention was a motivation for the use
of this method.   (All the methods of social work, even research,
could of course be considered as prevention and used in such a
manner.)

Social work agencies have been traditionally casework orientated
and it is significant that four agencies found the inadequacy of
this method to be a motivating factor for use of the community work
method.

The agencies classified under appropriate method to reach goals, had
diverse goals which in some instances were directly opposite to the
goals of other agencies.

(c) History

(i)   According to how community work was introduced.
The question asked of the respondents was "How was the method of

community work introduced?"   This was not explicit and the
answers could have been interpreted in any of the following
ways:-

(1)   When the first community worker was employed.

(2)   When the agency made the decision to practise the method.

(3)   When the agency was initiated, the method being then
      included with the other methods and in fact might not
      have been used.

(4)   When recognition was given to the method and aspects
      of the employers' work were labelled community work.

Definition of the word introduction was necessary and the question
might have been formulated in terms of (1) or (2).

Among the agencies with agency function community work, one stated
in its annual report that it

> began 10 years ago as a local effort of
> the people to help themselves.

In this same agency, the community worker was invited to work in
the community by community leaders.

Table 22.   Agencies according to how community work was introduced.

Method of introduction	No. of agencies
Original	5
Agency decision	8
Community request	3
DK	-
Total no. of agencies	16

In the majority of cases "the agency" made the decision to intro-
duce the method.   Who the agency is, is not defined.   The agency
could refer to the management committee, or the social workers, or
the director, or a combination of them, or all of them.

A minority of agencies introduced the method as a response to a
request from the community.

<u>Original</u> classified all agencies that practised the method from the inception. Three of them were in fact set up to practise only that method and the other two to practise it along with case work or group work. The former three agencies were in fact established by another organisation or committee to meet a particular need that they had identified. Each of the three organisations or committees had differing fields or concerns, i.e. housing, race relations, and religion.

<u>Agency decision</u> classified all the agencies which had already been established and later decided to introduce the method. The detailed process of how this happened was not ascertained. From knowledge of the decision-making process in such agencies it is known that the management committee would be involved. One agency's social worker saw the need and the Board agreed. It would be assumed that all agencies would have had to refer to the management committee, which in fact is the employing body.

In two cases the influence of a new employee, one of whom was a director, brought new ideas and approaches to the agency. In another three, the person who identified the need for the method was a social worker, a case worker, or a supervisor, respectively. Of the other three cases, one was a result of a new emphasis on the broader community and the other two resulted from the evaluation of existing services, case loads, and waiting lists.

<u>Community request</u> classified the agency which introduced the method as a result of a request by the community to become involved in community work. The requests were:-

> People in the community asked the agency for help.
> Due to the unrest, the feeling of the people was that community work was needed.
> Relevant persons in the community did a survey and employed a community worker.

Table 23. Agencies according to how community work was introduced
                                  and
          according to reasons for using the community work method.

Method of introduction	Reasons				Total no. of agencies
	Casework Inadequate	Philos- ophy	Appropri- ate method	DK	
Original	-	2	3	-	5
Agency decision	4	1	3	-	8
Community request	-	1	2	-	3
DK	-	-	-	-	-
Total no. of agencies	4	4	8	-	16

Half of the agencies which introduced the method of community work
by agency decision did so because casework was inadequate.
The majority of the agencies which did not introduce community work
originally used community work because it was the appropriate method.

(ii) According to the year of introduction of the community work method.

Table 24. Agencies according to the decade when the community
          work method was introduced.

Decade	No. of agencies
Fifties	1
Sixties	-
Seventies	10
Eighties	4
DK	1
Total no. of agencies	16

The majority of the agencies introduced community work as a method
during the 1970's.   The most popular years were 1973 and 1979, when
three agencies introduced the method in each of these years.
However, the eighties might overtake the seventies.   The study was
conducted in 1981 and in two years four agencies have already intro-
duced the method.

One agency could not give a date or period when the method was introduced. It was classified DK.

The agency that introduced the method of community work in the fifties did so in 1953, when the agency was founded. Whether the method has been used by the agency for all these years is not known.

Table 25. Agencies according to how community work was introduced and according to the decade when community work was introduced.

Method of introduction	Decade					Total no. of agencies
	Fifties	Sixties	Seventies	Eighties	DK	
Original	1	-	4	-	-	5
Agency decision	-	-	4	3	1	8
Community request	-	-	2	1	-	3
DK	-	-	-	-	-	-
Total no. of agencies	1	-	10	4	1	16

During the seventies, when most community work was introduced, community request was the least frequent reason. The more frequent reasons were introduction by the agency and introduction when the agency was originally established.

(d) Staff

There are a total of 62 community workers employed (to practise community work) by the sixteen agencies. (See Table 9, page 65.)

(i) According to part-time community workers employed.

Table 26. Agencies according to the number of part-time community workers employed.

No. of part-time community workers	No. of agencies
Nil	10
1	3
2	2
3	1
DK	-
Total no. of agencies	16

The majority of agencies do not employ community workers on a part-time basis. There are ten part-time community workers employed by six agencies. No agency employs more than three community workers part-time. These part-time community workers may also be employed part-time in another capacity, e.g. case work or administration. It does not necessarily follow that the part-time employee is employed half-time, that is to say, for 20 hours per week which would be half of the usual full-time 40 hours. The part-time worker may work a set number of hours a week, or mornings only, or, for that matter, one might find community workers employed for evenings only.

The total of community workers employed by the 16 agencies involved in the study amounts to 62 of which only ten are employed part-time.

(ii) <u>According to full-time community workers employed.</u>

Table 27. <u>Agencies according to community workers employed full-time.</u>

No. of full-time community workers	No. of agencies
Nil	-
1	4
2	6
3	2
4	-
5	2
More than five	2*
DK	-
Total no. of agencies	16

*One agency employed six and the other nine.

There were a total of 52 community workers employed in a full-time capacity. The majority of the agencies employed less than three full-time community workers.

The period of time that the agency had specifically employed community workers either full or part-time was not inquired into. It cannot be assumed that when the agency introduced the method community workers were employed. It is known that social workers had been using the method prior to the appointment of community workers.

Table 28. Agencies according to part-time community workers
and
according to full-time community workers employed.

No. of part-time community workers	No. of full-time community workers								Total no. of agencies
	0	1	2	3	4	5	More than 5	DK	
Nil	-	2	4	2	-	1	1	-	10
1	-	2	-	-	-	1	-	-	3
2	-	-	1	-	-	-	1	-	2
3	-	-	1	-	-	-	-	-	1
DK	-	-	-	-	-	-	-	-	-
Total no. of agencies	-	4	6	2	-	2	2	-	16

No correlation exists between the employment of full-time and part-time community workers.

(iii) According to vacancies for community work.

Some extracts from agency annual reports about the vacancies of community work posts:-

> We regretfully lack the resources both finances and man-power to make a real impact on the ills that beset our community. The dearth of social workers has hampered our work. Previously we have reported on the success of our community social work programme. We had hoped to continue in this direction. However, ... we had to divert our community social workers back to case work.

Table 29. Agencies according to vacancies for community workers.

No. of vacancies	No. of agencies
0	7
$\frac{1}{2}$	1
1	6
2	2
DK	-
Total no. of agencies	16

The total of vacant posts for community workers during the period December 1981 to June 1982 was eight full-time and one part-time. This may be connected with the manpower crisis experienced in the field of welfare at that time. Vacancies might be related to a specific lack of specialized man-power, i.e. specific training in community work, or related only to the general shortage of manpower. One agency had made several attempts to fill a vacant post and no suitable applications had been received. Applicants were not qualified or trained in community work.

Less than half the agencies had no vacancies.

(e) Accountability.

> It is of fundamental importance that the worker's line of accountability within the employing organisation is clear so that issues which could lead to difficulty may be fully discussed and that advice, guidance and, where appropriate, direction can be offered.[31]

Table 30. Agencies according to the position of the person to whom the community worker is responsible.

Position	No. of agencies
Most senior person in the agency	7
Supervisor, when not the most senior	6
Colleagues	1
Member of management committee	2
DK	-
Total no. of agencies	16

The most senior person in the agency could be the director, senior social worker or supervisor. "Supervisor, when not the most senior person employed by the agency", implies that a director, or senior social worker was employed.

The community workers of almost half the agencies were directly responsible to the most senior person in the agency. Of the two agencies whose community workers are directly responsible to the

management committee, the one agency employed only one
community worker and no supervisor or director; the community
workers of the other agency were members of the management
committee.

(f) <u>Policy</u>.

> The community worker needs to know whether there
> are any specific constraints imposed upon employ-
> ees of the agency. [32]

The boundaries within which the community worker must function are
stated in the community work policy. These for example may apply to
the <u>political</u> realm, contact with the media, beneficiaries, the methods
used.

> Whatever are the regulations affecting himself, he
> should not be expected to restrain or influence in
> this respect the right of the members of the commu-
> nity with whom he is working to determine their own
> course of action.[33]

Table 31. <u>Agencies according to whether they have a community
work policy</u>.

Whether a policy	No. of agencies
Have policy	14
No policy	2
DK	-
Total no. of agencies	16

The majority of agencies had a community work policy. Of the two
interviewees who stated that their agency did not have a community work
policy, the one said that "the supervisor is negotiating with director"
and the other responded by describing what might be regarded as the
agency's policy.

(g) <u>Financing</u>.

Extract from agency annual report:-

> Due to the increase in approved posts a more comprehensive
> service results and more attention can be given to preventa-
> tive and community work.

<u>Approved posts</u> are those posts that may be subsidized by the State.

> It is very difficult to generalize about the extent to which the receipt of a government grant by a voluntary organisation means that it is subject to government influence and control. [34]

Grosser states that

> dispensers of public and voluntary funds all too frequently seek out programmes that appear to be innovative but that actually run no risks and threaten no powerful segments of the community.[35]

If "he who pays the piper calls the tune" is applied to the field of community work, the piper would be the community worker and the tune, the practice of community work and all that it implies.   It is often difficult for the pipers to play the tunes they have been taught as they

> are inevitably employed and influenced by the very social welfare institutions they and their client organisations are attempting to change.[36]

Compromises are therefore made in goals and aims, and in the application of knowledge of what should be done and what should be changed, unless the community worker is prepared to risk "engaging in the politics of the profession and the field of social welfare".[37] This problem is not only evident amongst community workers but permeates the whole profession.

> Through the years, social welfare, once a force that sought to alter social institutions from which it was largely excluded, has become an integral part of the system it is trying to alter, committed to preserving that system by modifying it.[38]

As Grosser goes on later to point out, the fact that the worker is accountable to the agency and not to the community it serves complicate the relationship between worker and community.   After all, it is the community that gives the mandate and legitimizes the presence of the worker and of the agency.

(i) <u>According to primary sources of funding for community</u>
<u>work posts.</u>

Table 32. <u>Agencies according to primary source of funding</u>
<u>for community work posts.</u>

Primary source of funding	No. of agencies
State subsidy	7
Churches and related organisations	3
Financial enterprises	2
Independent funds	4
DK	-
Total no. of agencies	16

<u>State subsidy</u> was the most common primary source of funding for
community social worker posts although for not quite half the
agencies. According to the present situation only the Depart-
ment of Internal Affairs and the Department of Co-operation and
Development subsidise community work posts.

If the State is subsidising community workers in seven agencies
the extent of government control over this method may be very
significant. How such control would be exercised is not known,
and whether an agency might have its subsidy withdrawn is not
clear. However, the fact that the money is received from the
State might be viewed as potentially contradictory to the aims
of the method, and in particular to the philosophy of change.
The fear of withdrawal of subsidy could restrict the kinds of
community work that agencies will allow their workers to under-
take. The criticism sometimes levelled at community work that
it maintains the status quo and amounts only to patchwork perhaps
seems more justifiable when funds are received from the State.

<u>Churches and related organisations</u>:-
Specific churches as well as interdenominational church organisa-
tions, local or international, fund community work posts.

<u>Financial enterprises.</u>

Finance from large financial enterprises is sometimes regarded as

tainted money. It is not acceptable to some communities and some workers. The criticism of acceptance of these funds is that the money was gleaned from the poor and is being granted back to them as a gift, perhaps to avoid tax or as conscience money. Such gifts may also incur the same criticism as that given to State money, that they are given in order to maintain the status quo. However, it is known that without this support many community projects could not have been undertaken.

Independent funds. These sources are different from financial enterprises and include membership fees, fund-raising, private businesses, service charge, trust funds (i.e. money donated by an individual for a specific purpose), as well as other sources which, to name, might identify individual agencies. However, even agencies which rely primarily on State subsidy still need private funding as well. State subsidies only cover 75% of the salaries of workers and thus agencies need independent funds to supplement this income.

(h) Specific nature of community work practice.

(i) According to community work projects.

Interviewees were asked "What is the nature of the projects that your community workers are involved in?". The responses are listed herewith:-

Service projects include: crèche, soup kitchen, craft competitions, fund raising, recreational groups; social action includes: municipal representation, tenants' associations and lobbying with City Council, neighbourhood advocacy on civic issues.

Crèches, research, sale of village houses owned by the agency, home industry, book binders, career guidance.

Public education, parent committees of Day centres, workshops: contracting of work for employers and committee work, toy library and stimulation centres.

Lunch clubs, co-ordinating committee for services to a /particular client group/ in the area, committee to improve facilities for blacks.

Crèches, soup kitchen, credit unions, knitting and spinning project, tenants' association, farming in the cities.

Farmers' rural community development by upgrading the quality
   of life of labourers, work with farm labourers: pre-school,
   worker committees, literacy.

Pre-school centres: looking at the parental involvement of
   existing centres, management, assess the need for and establish-
   ing new centres, home-based care project for pre-school
   children, e.g. child minding and family care; extra mural
   activities for junior school child, working with the teachers
   and school personnel.

Training programmes, unionising domestic workers nationally,
   alternate educational school, crèches, action committees on rent
   issues, vigilante groups, sewing groups, gardening clubs, co-
   operatives: credit co-operative, manufacturing co-operative
   e.g. carpentry; consumer co-operatives, youth work, co-ordinating
   youth work.

Community development: issue orientated (e.g. electricity, mainten-
   ance, rent); leadership training; civic association; youth
   development: interest groups and training on leadership; pre-
   school: evolved out of the process but is now a service or
   facility.

Community based pre-school centres, agency concerned with quality
   management, advocacy services, e.g. workshop for management
   committees, local government groups, business groups, pace-
   setter groups, educational groups, training programmes for
   change organisations, in-house training programmes, slide shows
   to groups, information and publications.

Recreational and educational groups: children's groups, adolescent
   groups, ballet clubs, typing, gym and recreational clubs;
   issues involvement: housing, tenants' associations, block clubs;
   services: shelter, gym, after-care hostel, bus service.

Pre-school projects, the aged, health committee, youth project,
   family services, community advice and helping service, women's
   club: handwork and sewing. grassroots work: civic association,
   tenants' associations, co-ordinating body, play centre; centre-
   based work: seniors club, play centre, officio advisor to
   management committee of the centres, meals on wheels; co-
   ordinating services: e.g. social workers' committee; feasibility
   study on school leavers' project.

Employee assistance programmes, farming industry, schools and
   youth programmes, community programmes, e.g. cottage system,
   training of trainees, e.g. nurses, teachers, social workers.

Co-operative carpentry, literacy training, youth work, educational
   programmes: provide extra resources for school goers and
   bursaries, collective media project: recording and use of video
   for sharing between communities, civic associations, observer
   involvement in order to respond when needed.

Committee work and administrative support, building relationships
   between staff and parent teacher associations, upgrading of
   physical appearance of pre-school centres, health aspect, upgrad-
   ing educational input, relationship with local authority, encour-
   age community initiative.

(ii) <u>According to theoretical framework.</u>

Templeton states that "community workers are not committed to a bagful of theories".[39]   Henderson states two possible reasons for the

> continuing distaste in community work of theory,
> partly because of its distancing power, and
> partly because of a scepticism that recognises
> the socially construed nature of theory and
> ideas.[40]

The researcher questioned the interviewees regarding this issue by asking "Is a theoretical framework used? If so, what? If not, state reasons."

Table 33. <u>Agencies according to the use of a theoretical framework.</u>

Use of theoretical framework	No. of agencies
Yes	9
No	-
No clear answer	6
DK	1
Total no. of agencies	16

The majority of the respondents were apparently of the opinion that their agency does use a theoretical framework but this was not in general said categorically, and the foregoing table is based partly on interpretations of answers to the question that followed, "What theoretical framework is used?"   No respondents stated or implied that their agency does <u>not</u> use a theoretical framework.   Six agencies did not give responses clear enough to be classified.   Many comments were made about the use of a theoretical framework:-

> We are not pure theorists, look at general Social Work theory.
> We encourage each worker to evolve their own style.
> We build theory as we go along, if we use theory we must
>   adapt it to the relevant area.
> If necessary, but theory is not based on our conditions
>   not involved in our problems.

Theory is based on practice, theorists like Alinsky, Frère, and American writers, as background are good but not a model for South Africa.

Play by ear, disastrous to use a framework and to imprint it on the situation, using other models sometimes does not fit.

One respondent stated: "I am not aware of the agency using a theoretical framework" and this response was classified DK.

Table 34. Agencies according to theoretical framework.

Theoretical framework	No. of agencies
Community work theorist or approach	8
Specialist theorist or approach	2
Both	1
Social work approach	2
DK	3
Total no. of agencies	16

Half the agencies named a Community Work theorist or approach. This question was in the section of the interview schedule that dealt with the nature of community work, but it was perhaps not clear that the question about the theoretical framework referred to community work.

Theorists that were named were: Robert Owen, Arizmendi, Freire, Bernstein, Oscar Lewis, Clinard, Ferrinho, Alinsky. Freire and Alinsky were each mentioned by two agencies.

Approaches to community work that were named were: Community development, Planned management, Management techniques.

Specialist theorists or approaches included those that dealt with a particular specialism within the welfare field and were not known as community work theorists or approaches to community work. Specialist theorist or approaches that were named were: Wagner and Wagner, Child minding, Philadelphia Case Study. One agency named a community work theorist, Dunham, and also stated that they used specialist theory on a particular social problem.

Social work approach included the general approaches but not approaches that pertain specifically to specialisms or community work.   The theories named by two agencies were:-

Basic problem solving,
Systems theory and task orientation.

Of those that were classified as DK, one agency stated that they continue to read and get the latest ideas.

(iii) Skills used by community workers in community work.
The question "What special skills do they (community workers) have that other workers do not have?" elicited numerous responses. Most agencies responded with a list of skills and personal qualities that community workers have.   It was not always clear, however, that the responses were meant to apply to the workers in the agencies interviewed.   (It may at this stage be well to repeat an observation that has already been touched upon, namely, that the unavoidable limitations of time sometimes made it necessary for the interviewer to choose between interrupting an interviewee to secure greater clarity or encouraging free expression by continuing to listen.)

The responses are recorded literally in the words of the interviewee and according to assessment criteria presented by Briscoe and Thomas.[41]   The figure in brackets refers to the number of agencies which listed that skill.   Where no number is given the skill was listed by only one agency .

Gathering, analysing and using information:-
translate private troubles into public issues,
research,
observing the community,
insight into structures,
broad perspective,
identifying areas,
gather information on resources,
analytical,
know the community.

Establishing relationships:-
relationship skills (4),
making people aware,
establish credibility,
convince people by actions and speech.

Working with groups:-

> consensus achievement and conflict resolution,
> understanding of conflict,
> group work skills.

Interorganisational work:-

> negotiating (2).

Communication:-

> public speaking (4),
> provide factual information,
> articulate,
> write articulate reports,
> communicate with large groups and the community.

Administration:-

> sophisticated administrative skills.

Planning strategy:-

> prioritising (2),
> to work on the felt needs,
> adapt.

Organising:-

> organisation skills (5),
> business management training,
> enable the community,
> motivate people,
> make use of support groups and the community to
>   solve problems,
> generate self-reliance,
> leadership skills (4),
> catalyst,
> teach people to do for themselves.

No agency listed any skill in evaluation.

Agencies also listed qualities that were not skills and these were classified using Briscoe and Thomas's classification as follows:-

Knowledge of:-

> economics,
> meeting procedure,
> theory.

Personal qualities:-

> very determined,
> mature,
> dynamic,
> confident (2),
> not egocentric,

genuine concern for people,

political commitment,

previous experience,

patience,

initiative,

creative,

drive,

energy,

commitment (2).

Table 35. <u>Skills used by community workers.</u>

Skills	No. of skills identified
Gathering,analysing and using information	9
Establishing relationships	4
Working with groups	3
Interorganisational work	1
Communication	5
Administration	1
Planning	3
Organising	9
Evaluation	-
DK	-
Total no. of skills identified	35

(iv) <u>Goals.</u>

Immediately after the interviewees had been asked about the nature
of the projects the community workers were involved in, they were
asked: "What are their goals?"

The goals stated have been classified using Lund and van Hartes'
three aims of community work. They are:

1. An Improvement in Material Condition.

   There should be a tangible material gain from any programme,
   whether this is improved street lighting in an urban area,
   a dam built co-operatively in a rural area, better child
   care facilities.

2. A Change in Personal and Social Attitudes.

People should gain a sense of integration into a community, or a sense of responsible citizenship. Also they should come to understand that acting collectively can be more effective than acting individually.

3. A Change in the Local Power Structure.

People in authority positions, from landlords to local authorities, should become more responsive to local needs. In this way, people making planning and policy decisions will take into account that they are dealing with real people whose lives are practically affected by local decisions. [42]

Table 36. Agencies according to number of aims.

No. of aims	No. of agencies
Three	5
Two	6
One	3
None	1
DK	1
Total no. of agencies	16

Considerably more than half the agencies had goals that comprised more than one aim. The agency classified as none stated that

there has been no goal setting and no goal manage-ment by objectives.

The agency classified as DK stated its approach to community work but did not state its goals.

Table 37. <u>Fourteen agencies according to the number of aims</u>
<u>and</u>
<u>distribution of individual aims.</u>

No. of aims	Individual aims			Total no. of aims
	Improvement in material conditions	Changes in attitudes	Change in power strucutre	
Three	5	5	5	15
Two	6	6	-	12
One	2	1	-	3
Total no. of aims	13	12	5	30

Examples of responses classified as <u>improvement in material conditions</u>:-

Improve financial functioning and better use of money.
Improve quality of life.
Provide recreational and educational facilities.
Erect an old-age home.
Improve socio-economic conditions.
Initiate play centres.
Provide employment.
Improve the environment of the child.
Provide shelter.

Examples of responses classified as <u>change in personal and social attitude</u>:-

Improve relationships and committee functioning.
Help people to adjust to modern urban set-up.
Youth to be organised, to formulate policy and to undertake what they want
To get the community to meet their own needs in a more independent fashion
So that youth can participate in the adult world.
Preparation for citizen participation in broader decision making.
Improve structures and capacity to deal with problems.
Emphasise parental involvement in child care.
To make people aware that they can do something about their own lives.

<u>Change in power structure</u> was the least frequent aim named by agencies.

Examples of such aims were:-

Teaching negotiating skills.
Facilitate relevant services to /a particular group7.
To enable the community to develop so as to operate independent
    effective actions.
Develop a network among resources to meet needs in an effective manner.
Youth to be organised to formulate their policy and to tackle what
    they want.

(v) Methods and Approaches

The interviewees were asked: "What method or approaches are used?". The responses were so diverse that a classification was not found possible. The responses are nevertheless of much interest, and are therefore presented here, in an arbirary order:-

Seek, organise and solve (S.O.S.), problem solving method, define problem with the community, think about tactics, organise around the issue and hope to solve (ACT.).

Prioritise with regards to money or manpower. Time planning and assess benefits to find the appropriate project, for example, investigate and research laws, if the local people can do the research the role of the community worker is to be a resource person and to use a non-directive approach dependent on the situation, e.g. squatters, use a directive approach.

Talks at primary schools, pamphleteering. See to committee procedure, attend committee meetings, continue guidance, regular guidance with outside firms to initiate a service, to meet a community need with volunteers.

Used a survey to assess and to identify needs; did not prioritise or plan.

The need for a project must emanate from the caseloads or go back to the caseload to check it out. Must be a resource that will benefit their own clients, would not undertake a project that could be more suitably undertaken by another agency. Then the project is to motivate them to do it.

Asking questions and finding out, energy and doggedness is required, arrogant belief that the project will succeed. Need to sell the idea in order to get finance.

Approach dependent on the community state. For example, apathy use education and awareness to create self-reliance.

No model used, ad-hoc day-to-day. Initially people came to the agency, they formed a neighbourhood group who investigated, took the information to a mass meeting and provided information from the self-survey. As a result the community decided on action as a result a civic body exists, agency offers leadership training and provides existing resources and back-up.

Identify key resource people in each target group, identify ways in which the agency can help them to bring about change and to provide information, pamphlets, publications, training, workshops, slide tape shows, and pace setter groups.

Fact-finding and identification of the need. For example, questionnaire about the need for a service, conceptualise the projects, initiate them by arranging a meeting, agency provides a venue or meet in the homes of the people, long-term involvement. The idea is to withdraw eventually and not be too directive.

Integrative approach; identify problems, try to link out-side resources to help work on these problems and to organise a definite project to deal with these areas.

Research and feasibility, management by objectives, hence accountable and manageable load, and evaluation. Help to see the strong points and the weakest and give direction. During research divide into phases such as contact and contract and action. Working together with the people at their pace.

Small educational group-techniques, discussion sometimes lecturing, use audio-visual aids (films, slides, over-heads, flash cards), media. Play and learn educational technique to communicate to primary school children. Use pamphlets and posters. Community study of the area must be done, approach the leaders and develop a resource file.

Request from the community groups before they become involved, previously they did not, background study of the group; authenticity, objectives and how they plan to go about it. If in line with the agency, they would become involved, -then the agency would support it in terms of manpower, not soup and blankets, but do realise that sometimes that is necessary.

Face to face personal contact. Educational support where the community lapses on administration. Refer to the educa-tional problems, provide a direct service, other agencies used as a support (for example, workshops and training).

Sift through the motivation perhaps to educate where the motivation is different to the value of child care, get the community to understand the concept of pre-school through parent workshops so that they get acquainted with what is happening.

2. Profile of community workers.

(a) Number of hours worked per week.

Workers will frequently need to work in the evening and at the weekends and will require time off in lieu. It is suggested that a community worker should be expected to work ten sessions per week, a session being either morning, afternoon or evening. The total number of hours worked should be consistent with those contained in the conditions of service agreement. [43]

Table 38. Community workers according to hours worked per week.

Hours worked per week	No. of community workers
20 to 29	9
30 to 39	4
40 to 49	45
50 and above	4
DK	
Total no. of community workers	62

It is usually accepted that a social worker works 40 hours per week, if employed full-time.   According to Table 26, p.86) there are ten workers employed part-time.   It may not be assumed that they are necessarily working a 20-hour week, i.e. half-time.   In any case, it should be noted that the data regarding hours worked refer to hours devoted to community work.   No information is available (or relevant) concerning the total number of hours worked altogether by any individual.   It may be calculated, however, and is of interest, that 32 community workers were reported to be working a forty-hour week.   Hence, there were 17 community workers working more than forty hours a week.

(b) Sex.

(i) According to sex of community workers.

The profession of social work is well known for its status as a female-dominated profession.   In 1982, out of 262 social work students registered in the School of Social Work at the University of Cape Town, only 30 were male.[44]

Lund and van Harte had interviewed 22 community workers, of whom 14 were male and eight female.[45]   However, they did not interview all the community workers practising at that time and they state that

> had those workers unavailable for interviews been included here, there would have been an equal number of women to men.[46]

The present study also found approximate equality in numbers of male and female community workers (see Table 39). Any apparent contradiction between these findings on the one hand and the composition of the social-work profession on the other hand may be explained by the fact that not all community workers are social workers.

Table 39. <u>Community workers according to sex.</u>

Sex	No. of community workers
Male	32
Female	30
DK	-
Total no. of community workers	62

(ii) <u>According to sex and hours per week.</u>

Table 40. <u>Community workers according to hours worked and sex</u>

Hours worked per week	Sex			Total number of community workers
	Male	Female	DK	
20 - 29	2	7	-	9
30 - 39	2	2	-	4
40 - 49	25	20	-	45
50 and above	3	1	-	4
DK	-	-	-	-
Total no. of community workers	32	30	-	62

Within this medium-sized category of 62 community workers, there appeared to be no significant association between sex of worker and hours per week devoted to community work.

(c) Racial group.

Table 41. Community workers according to racial group.

Racial group	No. of community workers
Coloured	31
White	18
Black	13
DK	-
Total no. of community workers	62

Half the community workers were racially classified coloured. Less than a quarter were classified black.

(d) Age.

(i) According to age of community workers.

Table 42. Community workers according to age.

Age in years	No. of community workers
Below 20	2
20 to 29	32
30 to 39	17
40 to 60	9
DK	2
Total no. of community workers	62

More than half of the community workers employed were between the ages of twenty and thirty. The average age was 31. The oldest community worker was 60 and the youngest 19.

(ii) <u>According to age and sex</u>.

Table 43. <u>Community workers according to age</u>
<u>and</u>
<u>sex</u>

Age in years	Sex			Total number of community workers
	Male	Female	DK	
Below 20	2	-	-	2
20 to 29	15	17	-	32
30 to 39	10	7	-	17
40 and above	4	5	-	9
DK	1	1	-	2
Total no. of community workers	32	30	-	62

There was no significant correlation between age and sex of the community worker.

(e) <u>Marital Status</u>.

(1) <u>According to marital status</u>.

Table 44. <u>Community workers according to marital status</u>.

Marital status	No. of community workers
Married	33
Single	28
Divorced	1
DK	-
Total no. of community workers	62

Somewhat more than half of the community workers were married. Lund and Van Harte's finding was the same.[47]

(ii) According to marital status and sex.

Table 45. Community workers according to marital status
and
Sex

Marital status	Sex			Total no. of community workers
	Male	Female	DK	
Married	20	13	-	33
Single	12	16	-	28
Divorced	-	1	-	1
DK	-	-	-	-
Total no. of community workers	32	30	-	62

There was a larger proportion of males than females among the married community workers.

(f) Training.

(i) According to training.

Table 46. Community workers according to training.

Training	Total no. of community workers
No training	9
Training other than social-work	7
Uncompleted social-work training	9
Basic social work training	20
Community work training	7
Advanced social work training	10
DK	-
Total no. of community workers	62

The training of community workers was defined as referring to the undergoing of a particular course that would prepare for a career. The training was expected to be formal and might be academic.

No training described those who did not complete any form of training (and in some cases not even complete formal schooling). Of the nine community workers who had no training, two completed Standard 7; four completed Standard 8; and three had matriculated.

Training other than social-work included those who had undertaken training programmes and completed them and those who have a degree or diploma other than in Social Work. These were further classified into those who have a degree and those who have not.

Three community workers had training but had not been granted degrees. The training was in the following fields: Bible School, Motor Mechanics, and Community Development.

Four community workers had the following degrees respectively:-

B.A. (majors in Theology and Philosophy), a Diploma in Adult Education, and training in Engineering.

B.A. (majors in Political Science and Comparative African Government and Law).

An honours degree in Psychology.

B.A. (majors in Criminology and Community Education) and training as a Health Inspector.

Uncompleted social-work training included those who had begun and were still trying to complete the degree, as well as those who no longer intended to complete it.

Basic social work training included those who had been awarded either a degree, or a diploma on an undergraduate level.

Community work honours included all those who had specifically undergone training at honours level in Community Work. Some universities no longer provide this specialism at honours level and some have never provided a specialist programme for honours in community work.

Advanced social-work training included all those community workers with a basic social work training, who have degrees that are not specifically in the field of community work. It comprised of the following:-

Five have general honours in Social Work.

Three have a Master's in Social Work.

One has a M.Sc. in Social Planning.

One has a Master of Science in Social Administration.

The majority of the community workers have a social work qualification, and of these several have training in other fields as well. This has not been shown in Table 46, the purpose of which is to identify how many of the community workers have social-work qualifications and what training the others had.

(ii) According to training and sex.

Table 47. Community workers according to training and sex.

Training	Sex			Total no. of community workers
	Male	Female	DK	
No training	1	8	-	9
Training other than social-work field	6	1	-	7
Uncompleted social work training	6	3	-	9
Basic social work training	12	8	-	20
Honours in community work	3	4	-	7
Advanced social work training	4	6	-	10
DK	-	-	-	-
Total no. of community workers	32	30	-	62

Most of the workers with no training at all were female, but beyond that level there was little if any significant difference between males and females.

(g) Previous Experience.

Table 48. Community workers according to previous experience.

Previous experience	No. of community workers
Community work	7
Case work	15
Case and community work	7
No previous experience	17
Other	16
DK	-
Total no. of community workers	62

This table records experience prior to present employment as a community worker.

Fourteen of the community workers currently employed as community workers had had experience in community work. This experience included formal community work within an agency framework and voluntary community work that was not necessarily within an agency. Their previous work need not have been exclusively in community work and could have been performed while engaged in other employment at the same agency.   The length of the experience in community work ranged from one to seven years.

The "other" experience of 16 of the workers was in: -

        voluntary welfare work,
        teaching,
        typing,
        domestic work,
        church work,
        factory work,
        lecturing in Health Education,
        lecturing in Philosophy, and
        shop assistance.

(h) <u>Duration of present employment.</u>

(i) <u>According to duration of present employment.</u>

Table 49. <u>Community workers according to duration of</u>
<u>present employment.</u>

Duration	No. of community workers
Less than 1 year	14
1 year but less than 2	11
2 years but less than 3	12
3 years but less than 4	6
4 years but less than 5	5
5 or more years	12
DK	1
Total no. of community workers	62

The majority of community workers had been employed at their agency for less than three years. The shortest period was three weeks and the longest eleven years. Table 49 shows the length of time that employees have been employed in their present agencies, not necessarily doing community work for the whole period. Workers may not have been originally employed for that purpose.

(ii) According to duration of present employment by training.

Table 50. Community workers according to training
and
duration of present employment.

Training	Duration							Total no. of community workers
	Less than 1 year	1 year but less than 2	2 years but less than 3	3 years but less than 4	4 years but less than 5	5 years or more	DK	
No training	1	1	1	2	2	2	-	9
Training other than social work	1	1	-	-	2	3	-	7
Uncompleted social work training	3	1	1	-	1	3	-	9
Basic social work training	4	6	1	3	1	4	1	20
Honours in community work	2	1	4	-	-	-	-	7
Advanced social work training	3	1	5	1	-	-	-	10
DK	-	-	-	-	-	-	-	-
Total no. of community workers	14	11	12	6	6	12	1	62

There is some tendency for the more highly qualified workers to have been employed by their agencies for a shorter period than those less highly qualified.

(iii) According to duration of present employment by racial group.

Table 51.   Community workers according to racial group
and
duration of present employment.

Racial Group	Duration							Total no. of community workers
	Less than 1 year	1 year but less than 2	2 years but less than 3	3 years but less than 4	4 years but less than 5	5 years or more	DK	
Coloured	7	5	3	4	3	8	1	31
White	4	2	8	-	2	2	-	18
Black	3	4	1	2	1	2	-	13
DK	-	-	-	-	-	-	-	-
Total no. of community workers	14	11	12	6	6	12	1	62

The white workers tended to have been employed in their present
agencies for a shorter time than the black and especially the
coloured workers.

(iv) According to duration of present employment and sex.

Table 52. Community workers according to duration
of present employment
and
sex.

Duration	Sex			Total no.of community workers
	Male	Female	DK	
Less than 1 year	9	5	-	14
1 year but less than 2	5	6	-	11
2 years but less than 3	5	7	-	12
3 years but less than 4	1	5	-	6
4 years but less than 5	3	3	-	6
5 years or more	8	4	-	12
DK	1	-	-	1
Total no. of community workers	32	30	-	62

There was no significant difference between males and females
in respect of duration of employment.

C. Support systems

One of Cherniss's most consistent findings was that

> the structure of the work setting greatly influenced
> the amount of stress and burnout experienced during
> the initial phase of a professional's career... Thus
> the work place is an obvious and necessary point for
> intervention.[48]

Cherniss proposes various types of intervention to reduce this stress
and burnout.

Staff development and counselling:-
Orientation programmes.
The 'burnout check-up' i.e. appraisals or evaluations.
Individual counselling.
Staff support groups.

Structuring the job:-
Modifying the workload.
Increasing the feedback in the job.

Reducing social isolation.

Full-time versus part-time.

Leadership and supervision:-

Supervisors need to be provided with training and feedback.

The administrative tasks should be split from the emotional

support components of supervision.

Programme goals, methods and traditions:-

Role expectations need to be clear and consistent.

Ambiguity in programme goals will lead to ambiguity in

professional roles.

Conflict in programme goals leads to role conflict.

Guiding philosophies enhance staff morale and motivation.

More general goals need to be translated into operational

guidelines and principles.

Staff must be involved in the development, implementation,

and periodic evaluation of this guiding framework, and

an experimental attitude should continually change the

goals and policies.[49]

Authorities quoted in Chapter 1 draw attention to the fact that the nature
of the method of community social work presents many problems for the
practitioner and the employing agency.

Grosser states that

it is the nature of contemporary Community Organisation
/Community Work/ that it must function within such
contradictory realities.[50]

An example of a contradictory reality presented by Grosser is that when
a worker recognises that a programme selected to solve a social problem
is in fact perpetuating that problem the worker should try to use the
programme to alter the situation even if it means jeopardising the
programme or opposing the funding body.[51]

These seeming disloyalties to the sponsoring agency are
justified, we contend, by the fact that the community
organiser's effectiveness must be measured in terms of
the client's interest, not the organisation's survival.[52]

This contradiction is doubtless evident in many of the situations that

community workers find themselves in and the way they deal with
it might be related to the nature of their relationship with the
employing body and the support systems that the agency provides.

For instance, the very existence of the organisation and its employ-
ing a community worker may be viewed as a challenge to the existing
situation in as much as they imply a desire for change. Again, this
marginal situation may be further isolated by the community worker's
being the only community worker in the agency and performing work
that is particularly liable to interpretation by uncertain criteria.
Again, despite the pressure towards conservatism that agencies may
experience, the agencies themselves may nevertheless

> look to the community workers to provide a
> criticism of the traditional or routinised
> responses to individual and social needs.[53]

The resulting dilemmas are real and unless they are resolved by adequate
support systems they can cause conflict and distress within the agency.

> Tensions between the community worker and his
> employing organisation cannot be eradicated,
> for they spring from the very nature of the
> task; but conflict can often be minimised
> and managed.[54]

1. Working conditions.

    (a) Job description.

        Extracts from Annual Reports:-

        > For the first time in the history of — /the agency/
        > the community tried to define the role of its workers
        > and tried to negotiate with them.

    The community worker's job description was altered to include
    the co-ordination of the community services in a specific
    community.   The alteration was based on

        > the community worker's careful consideration of and
        > recommendation to the agency for change to the role
        > of the community worker within the agency. —

    In asking interviewees what the nature of the community worker's
    job description was, the following data were collected:-

(i) the nature of the job description.

(ii) the presentation of job description.

No definition of a job description was provided.

Table 53. <u>Agencies according to provision of a job description.</u>

Job description provided	No. of agencies
Job description	12
No job description	4
DK	-
Total no. of community workers	16

The majority of agencies had a job description for the community workers.

The four agencies who did not have a job description responded to the question, "What is the community worker's job description?" in the following manner:-

Appointed as a social worker and tasks allocated to the worker as meets the needs of the agency.

No job description, ideal to have committed people who will train and prepare themselves to do the job.

Very flexible, don't really have one, each one according to their situation.

Commitment to the job, describes it.

(ii) <u>According to the nature of job description.</u>

Table 54. <u>Agencies who provide a job description according to nature of job description.</u>

Nature of job description	No. of agencies
Broad	6
Specific	3
DK	3
Total no. of agencies providing a job description	12

The majority of agencies provide a <u>broad</u> job description. The agency

> would be well advised to examine carefully the nature of the community worker's task and his defined goals, in the context of the agency's overall objectives. A statement of these objectives as well as clear terms of reference for the worker would be helpful.[55]

(iii) <u>According to presentation of job description.</u>

Table 55. <u>Agencies who provide a job description according to presentation of job description.</u>

Presentation of job description	No. of agencies presenting a job description
Verbal	5
Written	4
DK	3
Total no. of agencies providing a job description	12

Of the 12 agencies that had a job description for the community workers 4 provided a written document and five did so verbally. Three of these agencies did not state whether this was a written document, although one might assume that if a written document was available, the agency would have said so, and were classified as DK.

(b.) <u>Nature of contract with employer.</u>

Interviewees were asked: "What is the nature of the contract with the employing body?". Response to this varied from details of housing subsidies and sick and vacation leave to the phrase "the same as the other social workers." It became evident that this question had become obsolete and therefore the responses have not been classified.

(c) Resources.

(i) Flexi-time.

Table 56. Agencies according to flexi-time.

Flexi-time	No. of agencies
Available	4
Normal practice	12
DK	-
Total no. of agencies	16

The majority of the agencies used flexi-time as their normal practice, for community workers.

The remainder make the use of flexi-time available to the community workers.

One respondent whose agency makes it available to the community workers only allows them to take half a day off.

Two agencies who use flexi-time as normal practice stated that in reality it was often difficult to take off the overtime worked. (Perhaps this explains the long hours that community workers are working.)

The use of flexi-time could be disadvantageous to the worker, agency and the community. There exists a belief that community workers must be available at any time to the community with which they work. These are issues that should be dealt with in supervision by supervisors who are well aware of the complexities of the situation. It is surmised that agencies who do not use flexi-time as normal practice do not encounter these problems.

As a solution to this problem agencies could ask of their workers to work regular hours. For example, a worker works two evenings a week on regular days and starts the eight-hour day after the usual lunch break; takes a supper break instead; and the other three days, works normal office hours. This will prevent the breaking down of the family and social life of the worker, prevent isolation from the agency and also ensure that administration is not neglected.

(ii) <u>Overtime.</u>

(i) <u>According to overtime.</u>

Table 57. <u>Agencies according to overtime.</u>

Overtime	No. of agencies
Compensated by time off	12
Optimal, but not compensated	2
Expected, but not compensated	1
Not recognised	1
DK	-
Total no. of agencies	16

Nearly all the agencies recognised the need for overtime work and most of them granted compensation for it, but not in money.

(i) and (ii) <u>According to overtime and flexi-time.</u>

Table 58. <u>Agencies according to overtime</u>
and
<u>flexi-time.</u>

Overtime	Avail-able	Normal practice	DK	Total no. of agencies
No remuneration	2	-	-	2
Time off	2	10	-	12
Expected	-	1	-	1
No provision	-	1	-	1
DK	-	-	-	-
Total no. of agencies	4	12	-	16

Flexi-time was universally permitted, usually as a compensation for overtime.

(iii) Petrol Allowance or Transport.

Table 59. Agencies according to transport.

Transport	No. of agencies
Petrol allowance	5
Agency-operated cars	4
Claims for use of personal cars	2
Agency cars individually operated	5
DK	-
Total no. of agencies	16

"Petrol" allowances were paid by five agencies to their community workers to cover some of their expenses incurred while on duty and to avoid the problem of agencies them- selves having to purchase cars. This provision is appropriate if the worker has a vehicle, and it assumes that one can be afforded.

One agency actually assists workers who do not own a vehicle to purchase one on hire-purchase. Petrol allow- ances ranged from R30 per month to R200. (The worker receiving R30 per month did not own a car and considered the money received as a shoe allowance.) One agency paying R40 per month considered the amount appropriate for public transport expenses. The other two agencies paid respectively R100, R110 and R200 per month.

Agency-operated cars were usually shared by several workers and this often posed problems for the community worker who wanted to be in the field as often as possible.

Claims for use of personal car were paid by two agencies. Claims were paid out according to a certain rate. As also with agency cars, log books were used to check their claims, and they also permitted work activities to be identified, and unnecessary travel to be checked, and on the other hand reluctance to leave the office to be identi- fied.

This however, calls for extra administrative aid that might

not always be available.

Agency cars individually operated may have private mileage charged to the individual worker, either at a flat rate or according to logged mileage.

Where workers are expected to own a car they are also expected to maintain it and to ensure that it is available at all times.

An agency whose workers did a significant amount of travelling within South Africa pays all expenses including airflight and accommodation and has an agreement with one of the car hire agencies for a vehicle at the worker's destination.

(iv) Administrative aids.

Table 60. Administrative aids provided by agencies.

Administrative aids	Frequency
Typing	12
Roneo machines	12
Secretary	8
Photocopy machine	7
Filing clerk	3
Dictaphones	2
Diaries	1
Reception	1
Projector and screen	1
Typewriter	1
Filing cabinet	1
Filing system	1
Card resource system	1
Procedures guide	1
DK	1
Total	53

Both personal and mechanical resources were provided, mainly the latter.

(v) Financial assistance.

Table 61.   Agencies according to financial assistance
for community work projects.

Financial assistance	No. of agencies
Agency funding	10
Outside funding	2
Both	4
DK	-
Total no. of agencies	16

The majority of the agencies have funds within the agency
as a resource for their community workers. This funding
was usually budgeted for and in some cases extra funding
was available through the agency.   This included those
agencies which had a funding body or sponsors who normally
provided funds for the agency and might be requested to
also fund a community work project.

Outside funding referred to sponsors who did not usually
support the agency and had been requested to fund particular
projects.   The following comments were made by the
respondents whose agencies used outside funding only:-

> Budgets must be drawn up.
> The director would negotiate for funding.

Agencies that used both systems used them in the following
ways:-

> Agency tries to get outside funding; if they do not
> succeed the agency will provide if the committee agrees
>
> Agency can provide small amounts but larger sums must
> be motivated from outside sources; but not for staff.
>
> Agency has petty cash for projects and provides loans
> to the community; makes use of donations from within
> the community and outside of it. If unsuccessful the
> agency will provide.
>
> Workers themselves organise fund-raising efforts for
> specific projects and agency will make small funds
> available. No projects are actually dependent on the
> agency; they are self-supporting.

Among the agencies which provided the funds for
community work projects, two basic systems were used:
money was budgeted or allotted ad hoc.

One agency used a combination of these two: if a
project has not been budgeted for, the director would
motivate to the committee that funds should be released.

Of the agencies which budgeted for their funds for
community projects, one agency had a "discretionary
fund of R100 for small projects" which was in the care of
the Director. One agency stated that there was no
ad hoc money available for emergencies although there
was a budget for emergencies.

(vi) Agency attitude.

Extract from an annual report:-

> Projects ideally require the services of community
> work, but there seems to be an unfortunate nega-
> tive inhibiting force at work which tends to draw
> community workers into local politics. However,
> we sincerely hope that the objective approach of
> /the agency/ will be a catalyst for the develop-
> ment of measures leading to positive living.

Table 62. Agencies according to their attitude to
community work.

Attitude	No. of agencies
Positive	11
Negative	4
Both	1
DK	
Total no. of agencies	16

The attitude of the agency towards community work could be
considered as a support system or as a hindrance to the
community worker.

Four agencies' responses were classified as negative.

The respondents' comments were:-

> It is a hindrance, they have the wrong ideas.

> It is a source of frustration - personalities; and the policy is wide enough to include anything - it needs to be more specific.

> Reservations about certain aspects of the community work, e.g. community participation.

> Not as sympathetic as it could be.

By far the majority of the respondents reported the attitude of the agency as <u>positive</u>.

Five of the eleven stated that the agency was a support to them.   Their comments were:-

> Fully supportive.

> Small staff, - close contact in the agency hence discuss and support each other all the time.

> Very constructive and supportive atmosphere. Community work considered as a high priority.

> They perform a consulting relationship which is built into the constitution, - committee involved in guiding the workers.

> Workers use the agency to test opinions and feelings and resolve them, hence very supportive.

Four respondents implied a supportive attitude on the part of the agency or the people in it:-

> Freedom to approach the agency to discuss policy and projects, openness to new ideas.

> Encouraging, give people responsibility and they will rise to it.

> Creative problem solving. Respond to the needs of the community worker, e.g. transport.

Two respondents saw the attitude of the agency as commitment to the method of community work:-

> Agency wants to expand community work. Totally committed to the community work method.

One respondent depicted the agency's attitude to be <u>both</u> positive and negative.   It was positive because of the

"attitude of the supervisor" but negative because
"committee support was limited".

(vii) Other resources.

Interviewees were asked to name other resources
available to community workers in their agency.

Table 63. Other kinds of resources available to
community workers.

Resources	No. of resources
Human resources within agency	13
Human resources outside agency	9
Material resources	14
Service conditions and fringe benefits	9
DK	-
Total no. of resources	45

Other resources available to the community workers were
initially broadly divided into material and human resources.
Material resources included all physical resources, examples
of which are money, transport and libraries.   The category
Human resources was divided into those within the agency and
those not.

Human resources within the agency were as follows:-

Community work aids e.g. créche workers and maintenance staff.
Researcher.
Public relations officer.
Projects co-ordinator.
Caseworkers.
Supervisor.
Community work consultant.
Director.
Employing body.
Group supervision.
Staff.
Annual social function.

Human resources outside of the agency included the following:-

University.
Outside organisations.
Contact with other community workers.
Consultants.
Legal resources.
Accountants.

Material resources included the following:-

Financial donations.
Donations in kind.
Library within the agency.
Working papers.
Combi to transport large groups.
Publishing of community work reports.
Paper and off-cuts.
Latest relevant journals.
Agency newsletter.
Budget available for purchasing of books.
"Anything needed will be provided."

Conditions of service and fringe benefits included the following:-

Housing subsidy.
Sick leave.
Annual leave.
Study leave.
Attendance at conferences.
Attendance at refresher courses.
Attendance at training courses.

(d) Changes envisaged.

Table 64.   Suggestions for changes to create more supportive
            working conditions.

Suggestions	No. of suggestions
Man-power	11
Policy	5
Service conditions	6
Working conditions	4
Salaries	3
Fringe benefits	3
Attitudes	3
Agency structure	2
Security of funding	1
None	1
DK	–
Total no. of suggestions	39

One respondent expressed the view that nothing need be changed
to bring about more supportive working conditions because the
Community Workers did not need more supportive working conditions.
("They are not concerned with themselves. They are excited").

The most frequently used suggestion was that of manpower.
This classification may refer to the appointment of a new person
who could be a community worker supervisor or secretary, or it
might refer to the level of functioning of the manpower within
the agency.   Examples of this classification are:-

          Staff development.
          Community work assistant to do routine work.
          Senior supervisor to be unburdened.
          Secretary.
          Another worker.
          Community work students to be used more appropriately.
          Community workers must gain knowledge of the agency.
          Community workers to be more in touch with direct
            service delivery.
          Supervisor needs to go for training in Community Work.
          Proper supervision.

Respondents suggested that the policy of the agencies'
community work should be changed in order to bring about more
supportive working conditions.   In some instances the respon-
dent stated that a community work policy was needed.   In one
agency it was suggested that the community workers should
develop a community work policy.   In another, it was felt that
the present policy should be evaluated and developed.

Service conditions excluding salaries were defined as all those
conditions of service that were not working conditions or fringe
benefits.   They were considered as a basic right of an employee.
They were not basic physical working conditions but were often
intangible.   They did not include attitudes of employers.
Service conditions included leave, sick leave, study leave, job
description and promotion.

The following were the service conditions that interviewees
suggested could be changed in order to bring about more supportive
working conditions for the community workers:-

> Personnel package.
> Overtime.
> Promotion.
> Support of the management committee.
> Job description and contract.

Working conditions could be considered as those physical
facilities that were provided by the agency to enable the
employee to do the job required.   The responses classified as
working conditions were:-

> Office for community workers.
> Petrol allowance.
> Transport.
> Better office facilities.

Fringe benefits are defined as those facilities provided by the
agency for its employees in order to attract recruits and to
meet personal needs with the intent of encouraging a longer period
of employment.

> Housing subsidy.
> Pension scheme.
> Merit system.
> Medical Aid.

Agencies which stated that <u>attitudes</u> could be changed in order to provide more supportive working conditions for community workers did not state whose attitudes could be changed, or how.

Agencies which stated that the <u>structure of the agency</u> could be changed did not state in particular what elements of structure could be changed.

2. <u>Supervision.</u>

Kadushin says that in some respects "the need for supervision is even more urgent in community organisation than in other areas of social work",[56] and gives the following reasons:-

> The community worker inevitably represents the agency.
> He works in a highly politicized arena.
> He may commit the agency to activity or policies that
>   the agency might not be able to defend or support. [57]

"Consultancy /supervision_7 is a way of promoting and improving community work practice."[58]

The community worker might, in fact, be the one hindering the process of improving social functioning, and would therefore need to be supervised. Goetschius identifies three difficulties that could lead to such hinderance.

> (i) Doing too much. The temptation to do it for
>   them is very strong ... in the early stages
>   a worker may find himself chairing the first ...
>   meeting, or taking the minutes. If the worker
>   does too much himself the group is deprived of
>   the opportunities of learning by doing ... A
>   worker is often driven by anxiety ... about
>   getting the group started, getting something
>   done, about his own failure with this or that
>   /community_7 group.[59]

> (ii) Acceptance ... may be a problem ... especially if
>   the worker has been successful ... The worker is
>   expected to attend every meeting and to take an
>   interest in every affair, ... He will inevitably
>   become so involved in the situation as to be un-
>   able to 'offer help from the outside'.[60]

(iii) Rejection.

> This is sometimes easier to handle than
> acceptance ... Of course the inexperienced
> worker is often disappointed by rejection
> but so often it is a sign that the group
> had worked out a satisfactory way of doing
> things and is ready to reject the worker in
> order to show they <u>have arrived</u>.[61]

The worker needs to develop a shrewd sense of how much or how little is actually needed, compounded with what the group actually requests.[62]

In this way the worker will develop skills in dealing with his or her own anxiety to achieve, to be accepted and not rejected and the needs of the community to develop.

Community workers have many needs and require various types of help from the supervisor. Briscoe and Thomas list five types of help:-

1. Planning.
   Initial planning.
   On-going planning.

2. Training.
   Knowledge and understanding.
   Skill.
   Objectivity.
   Confidence and self-esteem.

3. Problem clarification.

4. Conflict mediation.

5. Confirming values and goals.[63]

(a) <u>Frequency of Supervision.</u>

Table 65. <u>Agencies according to frequency of supervision.</u>

Frequency	No. of agencies
Twice weekly	2
Weekly	10
Fortnightly	3
Infrequently	1
DK	-
Total no. of agencies	16

The majority of agencies provided weekly supervision for the community workers. Three of the agencies who provided weekly supervision also provided supervision as demanded by the worker

(b) <u>Nature of supervision.</u>

   (i) <u>According to nature of supervision.</u>

     Table 66. <u>Agencies according to nature of supervision.</u>

Nature of supervision	No. of agencies
Individual only	6
Group only	5
Individual and group	5
DK	-
Total no. of agencies	16

All community workers had supervision -- individual, or group, or both. Individual supervision was usually provided weekly; otherwise bi-weekly or occasionally. Where no individual supervision was given, group supervision was given weekly.

The interviewees were asked "What happens in supervision?". The responses were:-

    Work plans and philosophy are discussed; strategising and administrative tasks.

    Before consultation reports are read. If possible discuss what they have done in the past week, and their plans -- discuss problems and implications of their work.

    Report back. Worker comes with request for guidance but supervisor must identify the reason for seeking guidance as well.

    Present the weekly record and discuss the projects.

    Friendships -- informal supervision -- close family relationships, workers are very interrelated.

    Administrative support and education. Supervisor includes in-service training and staff development.

    Review each one's job in the past week. Emphasis on problems must be brought up by the person and solutions. The group provides a searching analysis and if necessary, support. No worker is on their own -- need challenging and support.

    Each one reports back. Problems encountered must be brought up by the person. It will be discussed and guidance given.

    Community projects that the agency aids would be discussed; what the staff are doing. They are all involved in responding.

Each project is discussed and administration. The work
done in previous week is evaluated on the previous week's
planning. If not, why not? What were the problems that
hampered the worker? What are next week's goals? List
these. Examine work load. Relationship problems will be
dealt with.

Very structured. Who is doing what? What are their values?
Planning to get into theory.

Supervisor asks worker for any problems. Informal discussion
and planning. Worker discusses plans and intentions. Super-
visor gives feedback.

Feedback system. Community worker in the contact phase hence
time for free discussion to share. At present dealing with
the history of the agency and how they relate to it and its
effect on their work. From now each report will be discussed.
Attitude of fear of control hence consultation is one of
trust which is still being built up.

Community workers asked to prepare issue for discussion -- some-
times new issues. Make time for problem areas to be discussed
by the whole group of community workers. Use role-play.

Look at what had to be done in terms of administration; look at
actual projects and programmes and look at new things. No
records of these sessions. All indians, no chiefs.

Supervisor will discuss with the worker the plans for the month;
at the end of the month these will be discussed. Very specific
goals and objectives and a timespan are required.

(ii) <u>According to three functions of supervision.</u>

The three functions of supervision have been identified as:-

(a) administrative,

(b) educative,

(c) supportive.

These are respectively defined as follows:-

(a) the promotion and maintenance of good standards of
work, coordination of practice with policies of
administration, the assurance of an efficient and
smooth-working office.

(b) the educational development of each individual worker
on the staff in a manner calculated to evoke her
fully to realise her possibilities of usefulness.

(c) the maintenance of harmonious working relationships.
the cultivation of esprit de corps.[64]

Table 67. Distribution of agencies according to the number of supervision functions employed.

Number of functions	No. of agencies
Three	2
Two	9
One	5
DK	-
Total no. of agencies	16

Table 68. Distribution of supervision functions according to number of functions employed by sixteen agencies.

No. of functions	Individual functions employed			No. of functions employed
	Educative	Administrative	Supportive	
Three	2	2	2	6
Two	5	7	6	18
One	-	3	3	6
Total no.of functions	7	12	11	30

The three functions were all recognized among the Cape Town agencies although only two agencies individually recognized all three functions. Supervision was chiefly employed for administrative and supportive services, least for educative reasons.

(c) <u>Supervisor</u>.

(i) <u>According to position</u>.

Table 69.<u>Agencies according to position held by supervisor</u>.

Position held	No. of agencies
Most senior person employed	4
Deputy director	2
Senior social worker	1
Supervisor or supervisors	3
Member of management committee	1
Group leaders	1
Staff group	4
DK	-
Total no. of agencies	16

There was considerable diversity among the agencies in respect of the person of the supervisor, as the above table shows. In only three agencies was the supervision officer appointed as such, with no other role.

(ii) <u>According to position held by supervisor and frequency</u>
<u>of supervision.</u>

Table 70. <u>Agencies according to position held by supervisor</u>
and
<u>the frequency of supervision.</u>

Position held by supervisor	Frequency of supervision					Total no. of agencies
	Twice a week	Weekly	Fort- nightly	Infre- quently	DK	
Most senior person employed	1	2	1	-	-	4
Deputy director	-	1	1	-	-	2
Senior social worker	-	-	1	-	-	1
Supervisor	1	2	-	-	-	3
Member of Manage- ment committee	-	-	-	1	-	1
Group leaders	-	1	-	-	-	1
Staff group	-	4	-	-	-	4
DK	-	-	-	-	-	-
Total no. of agencies	2	10	3	1	-	16

Most supervision was weekly and the only evident relationships
between its frequency and the position of the supervisor is
the one that might be expected: where there is a specific
supervisor, the supervision is at least weekly.

(iii) <u>According to qualification.</u>

One of the 11 agencies practising individual supervision for
community workers supervises on an area basis. In this agency
there are several supervisors, all qualified social workers,
from whom the community workers have supervision. In each
of the other 10 agencies, supervision of community workers is
provided by one person only.

Table 71. Agencies according to qualification of supervisor.

Qualification	No. of agencies
Social Work	10
Other	2
Not applicable	4
DK	-
Total no. of agencies	16

The majority of agencies had supervisors who are qualified social workers.

Other refers to supervisors who had no social work qualification. In one agency the group leader's qualification was stated as "ability to understand the needs of the worker." In the other agency, the supervisor was training to be a social worker although had other qualifications.

Not applicable refers to agencies that provided group supervision in which the group itself was regarded as conducting the supervision.

Table 72. Agencies whose supervisors are social workers according to qualification.

Qualification	No. of social work supervisors
Degree or Diploma	2
Honours	3
Masters	3
DK	2
Total no. of social work supervisors	10

In nine of the agencies employing social-work qualified supervisors of community workers, the qualification of the supervisors was more often post-graduate than graduate.

The two agencies classified as DK were so classified because in one case the information was not available and in the other case the agency's system of area teams and supervision within the team involved six supervisors, whose qualifications, so far as known, were various.

(iv) According to Experience.

Table 73. Agencies according to experience of supervisors.

Experience	No. of agencies
Social work	1
Case work	3.
Community work	3
Case and community work	2
Community and supervision	1
Case and supervision	1
Not applicable	4
DK	1
Total no. of agencies	16

The DK entry refers to the agency with an area system. The remaining agencies are classified on the basis of one supervisor each.

Table 74. Agencies according to experience
and
qualification of supervisor.

| Experience | Qualification | | | | Total no.of agencies |
	Social Work	Other	Not appli-cable	DK	
Social work	1	-	-	-	1
Case work	3	-	-	-	3
Community work	2	1	-	-	3
Case and Community work	2	-	-	-	2
Community work & supervision	1	-	-	-	1
Case work and supervision	1	-	-	-	1
Not applicable	-	-	4	-	4
DK	-	1	-	-	1
Total no. of agencies	10	2	4	-	16

All supervisors were both qualified and experienced but whereas the experience was very varied the qualification with one exception was in the field of social work.

(v) **Selection Criteria.**

Table 75. <u>Selection criteria for supervisors.</u>

Selection criteria	No. of criteria
Position	6
Experience	5
Personal qualities	5
Qualifications	2
DK	-
Total no. of criteria	18

Eighteen criteria were employed for the selection of supervisors in the 12 agencies concerned.

Half the agencies used the criterion of <u>position</u> to select the supervisor. Less than half used <u>experience</u> and less than half used <u>personal qualities</u>. The <u>qualification</u> of the supervisor was infrequently taken into account.

<u>Personal qualities included:-</u>

    quality of work,
    best available and volunteered,
    maturity,
    knowledge,
    fulfilled certain requirements, e.g. ability to
      lead a team; do administration; educate and
      support.

(d) Attitudes to supervision.

Table 76. Agencies according to community workers'
attitudes to supervision.

Attitude	No. of agencies
Positive	11
Negative	3
Ambivalence	2
DK	-
Total no. of agencies	16

The majority of community workers were reported as having a
positive attitude to supervision. The responses were:-

> Very well.
> Important and express satisfaction.
> Positive view of supervision and realise the need.
> No resistance, positive experience.
> Look forward to it.
> Enjoy it and like it.
> Look forward to new supervisor.
> Very positive - willingness to learn.
> Very good - open to discussion.
> No resentment, would like more.

The agencies which expressed the ambivalence of the workers
said:-

> It is a necessity.
> Accept and value it, don't like supervision,
>   want consultation.

Of those agencies reporting negative attitudes, the respondent
said:-

> Negative attitude to teachers.
> Don't like it.
> Feel they don't need it because it is inadequate,
>   see themselves as operating independently.

(e) <u>Quality of supervision.</u>

Table 77. <u>Agencies according to the quality of supervision.</u>

Quality	No. of agencies
Effective	1
Good	6
Average	4
Inadequate	5
DK	-
Total no. of agencies	16

Just more than half of the respondents gave the impression from their responses that they were not totally satisfied with the supervision.   More than half of these felt it to be <u>inadequate.</u>   Their responses were as follows:-

Bad, could be better.
Focus is incorrect.
Inadequate.
Poor.
Erratic.

Table 78. <u>Agencies according to post held by interviewee</u>
and
<u>quality of supervision</u>

Post held	Quality of supervision					Total no.of agencies
	Effective	Good	Average	Inade-quate	DK	
Director	1	2	1	3	-	7
Regional co-ordinator	-	1	-	-	-	1
Deputy director	-	1	1	-	-	2
Senior social worker	-	-	1	-	-	1
Social work super-visor	-	1	-	1	-	2
Community worker	-	1	1	1	-	3
DK	-	-	-	-	-	-
Total no. of agencies	1	6	4	5	-	16

There was a certain association between the seniority of the respondent and favourable evaluation by the respondent of the supervision.

(f) Changes envisaged.

Table 79. Agencies according to changes identified
as desirable to improve supervision for
community workers.

Changes	No. of agencies
Changes identified	11
No changes	2
DK	3
Total no. of agencies	16

The majority of agencies identified changes that needed to be
brought about in order to improve the supervision to community
workers.   The changes identified were as follows:-

    More structured statistics.
    More feedback on reports.
    Minor changes.
    Supervisor to give more theory and structure.
    Supervisor to read more literature.
    Set time for supervision.
    Lengthen time for supervision.
    Training.
    New system.
    Supervisor needs theory on supervision.
    Statistics.
    Filing system.
    Format for reporting and recording.
    Group supervision.
    Office guides.
    Additional supervisor.
    Supervisor to analyse statistics.

Table 80. Agencies according to changes envisaged for
supervision
and
quality of supervision.

Change envisaged	Quality of supervision					Total no.of agencies
	Effective	Good	Average	Inade-quate	DK	
Changes identified	-	3	4	4	-	11
No changes	-	2	-	-	-	2
DK	1	1	-	1	-	3
Total no. of agencies	1	6	4	5	-	16

The association between adverse evaluation of supervision and recommendations of change was weak.

3. Recording and reporting.

(a) Requirements.

(i) According to requirements for reporting.

Table 81. Agencies according to their requirements for reporting.

Requirements	No. of agencies
Monthly	5
Bi-monthly	2
Quarterly	3
Other	6
DK	-
Total no. of agencies	16

The most common requirement for reporting of the community work was a monthly report but it was not a requirement of the majority of the agencies. In fact less than a third of the agencies used this system. The monthly report was usually a process report, project by project. It was usually written for the committee or head office.

One of the agencies also required a weekly review. <u>Bi-monthly</u> reports were also usually written for the committee.
<u>Quarterly</u> reports were written for the board, the funding body, or sponsors.

The agencies who had <u>no specific time requirement</u> for the submission of community work reports described their systems as follows:-

> No pattern, must be written up regularly.
> Regular process reports must be submitted. Supervisor
>   will ask according to the intensity of the input.
>   Future projects must be planned in writing.
> Process reports must be written up after contacts.

(ii) <u>According to requirements for recording.</u>

Table 82. <u>Agencies according to requirements for recording.</u>

Requirements	No. of agencies
Daily	2
Weekly	3
Regularly	1
Other	6
None	4
DK	-
Total no. of agencies	16

Half of the agencies did not state that they had time requirements for the recording of work done by community workers.
Those who specifically have no such requirements were a small minority.

Table 83.   Agencies according to the nature of the
recording requirement.

Nature of requirement	No. of agencies
Diary	1
File entries	3
Diary and file entries	1
Records	6
None	4
DK	1
Total no. of agencies	16

A small minority of agencies did not stipulate the nature
of recording for the community workers.

File entries varied in the agencies:-

    Process notes, briefly of all contacts.
    Each project had a file and minutes of meetings
        must be included.
    Normal file entries and process notes.
    File entries consisting of evaluations, planning
        and recommendations.

Records included any form of recording that was not already
listed in the classification, and included:-

    Work plans and ongoing notes of group activities.
    Record.
    Data on activities and evaluations and plans.
    Every interview, brief and concise.
    Facts, feelings, evaluations and analysis of role.
    Personal record and minutes of meetings.

None.   This classification included those agencies that
appeared to have no requirements for recording the work of
community workers.   Their responses were:-

    No records, encouraged to write them up - verbal
        report-backs are given weekly.
    Report-backs are given at a weekly meeting at which
        the director takes minutes.
    A very brief daily record but is not a requirement.
    None.

Table 84. <u>Agencies according to requirements for reporting</u>
<u>and</u>
<u>recording.</u>

Requirements for reporting	Requirements for recording						Total no.of agencies
	Daily	Weekly	Regu-larly	Other	None	DK	
Monthly	1	1	1	2	-	-	5
Bi-monthly	-	-	-	1	1	-	2
Quarterly	1	-	-	1	1	-	3
Other	-	2	-	2	2	-	6
DK	-	-	-	-	-	-	-
Total no. of agencies	2	3	1	6	4	-	16

All the agencies which required their community workers to submit a
monthly report also had a requirement for recording. It is apparent
that agencies were concerned about reporting and all had requirements
for it, but this is not the case for recording. It is not clear
how reports can be written without reading; possibly recording is
in such cases assumed without being specifically required.

(b) <u>Purpose.</u>

Table 85. <u>Recording and reporting according to purpose.</u>

For the benefit of	No. benefiting
Public	3
Funders	3
Management committee	2
Agency	16
Worker	12
DK	-
Total no. benefiting	36

Most agencies stated that the report and records were for the
benefit of the <u>agency</u> and the <u>workers</u>. It is, however, significant
that not all agencies took this view.

Public includes:-

    Research.
    Community.
    Public.

Funders includes:-

    Sponsors.
    Subsidies, and reporting to show effective use of funds.

Management committees includes: reports written for the
    Management committee, written to inform the management
    committee.

Agency:-   /

    Follow up.
    Extension of services.
    Statistics.
    Supervision.
    Teaching.
    Accountability
    For supervisor's information.
    For agency record.
    Control.
    To identify needs.
    Planning.
    Aid to community work.
    Guide for future work.
    Help in decision making.
    Continuation.
    Training for other branches.
    Training of new workers.

Community worker :-

    Growth of the community worker.
    Self-reference.
    Progress.
    Evaluation.
    Self-evaluation.
    Planning.
    Continuity.
    Clarification.
    Broaden their impression.
    Follow up.

(c) Usage.

(i) According to readers.

Table 86. Total number of agencies according to groups
of readers of reports.

Groups of readers	No. of groups of readers
National Councils	2
Other branches	2
Sponsors	2
Management committee	7
Directorate	6
Supervisors	9
Staff of colleagues	2
New workers	1
Anybody	1
Nobody	1
DK	-
Total no. of groups of readers	33

(ii) According to users.

Table 87. Total number of agencies according to readers
making some application of reports and records.

Users	No. of groups of users.
National Councils	1
Other branches and agencies	2
Sponsors	1
Management committees	4
Directorate	2
Supervisor	7
Staff	5
New workers	2
Researchers	2
Students	1
Community workers	7
DK	-
Total no. of groups of users	34

No attempt was made to reconcile any apparent inconsistencies
between the responses in these two tables.   The tables agree
in assuming an extensive and varied readership and effect for
the agency documentation.

(d) Attitudes.

(i) According to attitudes of community workers.

Table 88. Agencies according to the attitudes of community
workers to recording and reporting.

Attitude	No. of agencies
Positive	7
Accept it	5
Negative	2
DK	2
Total no. of agencies	16

The majority of agencies reported that their community
workers had positive attitudes to reporting and recording.
It must be taken into consideration that some agencies
employed several workers concerning whom the respondent had
generalised.

Two agencies which found the workers' attitudes to be negative,
stated:-

    They hate it.
    See no need for it.

(ii) According to attitudes of supervisors.

    Table 89. Agencies according to the supervisors' attitudes
               to reporting and recording.

Attitudes	No. of agencies
Positive	10
Indifferent	2
Not applicable	4
DK	-
Total no. of agencies	16

The majority of agency supervisors had a positive attitude to
community work reports and records. Two agencies reported
that the supervisors were indifferent. The one was reported
to be "laissez-faire" and the other stated:" one must be
careful not to waste time here".

Not applicable refers to those agencies that had no supervisors.

(iii) <u>According to the attitudes of the employing body.</u>

Table 90. <u>Agencies according to the attitudes of the employing body to reporting and recording by community workers.</u>

Attitudes	No. of agencies
Positive	8
Negative	3
DK	5
Total no. of agencies	16

The large number of DK's reflected that it was not always clear what the attitude was. The responses classified as DK, were as follows:-

> Not known; possibly above their heads. Some are interested. Feedback from senior members, not juniors.

> No access to social work files - - except what is reported to them.

> Director's approach is too independent; they are happy with these. They are well fed with information.

> Supervisor writes a report on the department's work for them. Read beforehand, comment and discuss it. This could be more. At least they read with interest.

> Don't see them; but supervisor writes a paragraph to the executive committee.

The <u>negative</u> classification was based on the following responses:-

> Not very interested.
> Not interested except for the resumé.
> Not particularly interested, they receive copies.

The <u>positive</u> classification was based on the following responses:-

> Regarded as essential.
> Read monthly reports and comment and ask questions.
> Very favourable response and praises.
> Read them and don't want value judgements; appreciate telegraphic style.
> They want to know what they are doing in order to justify their involvement in such an agency.

More concrete reporting.
Rubber stamp attitude -- very good.
Welcome feedback.

Table 91. Agencies according to the nature of contact
between community workers and the employing body
and
the attitude of the employing body to reporting
and recording.

Nature of contact	Attitude of employing body			Total no.of agencies
	Positive	Negative	DK	
Direct contact	2	1	-	3
Representation	2	-	1	3
Through the hierarchy	1	2	3	6
No contact	3	-	-	3
DK	-	-	1	1
Total no. of agencies	8	3	5	16

There was no obvious association between contact and appreciation of reporting and recording. (In all three cases of no contact, in fact, there was said to be a positive attitude to records and reports.)

(e) Feedback.

(i) According to the quality of feedback.

Table 92. Agencies according to the quality of feedback.

Quality of feedback	No. of agencies
Good	7
Adequate	2
Inadequate	4
None	1
DK	2
Total no. of agencies	16

The majority of the agencies provided their workers with feedback that was classified as <u>good</u>. More than half of the agencies provided their workers with feeback that was <u>adequate</u> or better.

One agency even provided written feedback.

Two agencies were classified as DK. Their responses were as follows:-

> With the new supervisor this will be done.
> This is what takes all the time.

One agency reported that <u>no feedback</u> was given "because the board feel that they do not know the technical side and thus cannot venture an opinion".

<u>Inadequate</u> refers to the following:

> Praise seen as an escape from the real problems.
> They do comment but possibly more required.
> Round of applause.
> Mere discussion not evaluative.

<u>Adequate</u> feedback refers to the following:-

> Informal; verbal discussion.
> Either positive or negative feedback from the supervisor.

<u>Good</u> feedback varied from "good responses are forth-coming that provide the worker with support" to "analysing the report, commenting on the standard and methods used". In the majority of these agencies both content and style were discussed.

(ii) <u>According to the nature of feedback.</u>

Table 93. <u>Agencies according to place where feedback on community workers' records and reports are given.</u>

Place	No. of agencies
In supervision	8
In a meeting	3
Informal discussion	3
DK	2
Total no. of agencies	16

Half of the agencies give feedback <u>in supervision.</u>

(f) <u>Community Work Statistics.</u>

Of the seven agencies who provided statistics in the annual report of the work conducted, only one agency gave statistics for community work. They gave statistics for the following:-

Community work interviews.

Information obtained/given in respect of community worker.

Community work progress reports.

Table 94. <u>Agencies according to the usefulness of statistics.</u>

Usefulness	No. of agencies
Useful	7
Not useful	3
No statistics	4
DK	2
Total no. of agencies	16

The majority of agencies whose community workers keep statistics found them to be useful. Their reasons included the following:-

Evaluate work emphasis and use of resources.
Planning of manpower and utilisation of staff.
Indicates overloading.
Subsidy.
Accountability look at professional tasks.
Plan projects and research.

The agencies which had not found them to be useful all stated that the statistics did not reflect what the worker was doing.

4. Relationship with employing body.

Tensions are not only caused by the agency but by the workers and the way they relate to their employing agency. Henderson et al. state that the

> nature of the relationship of the worker with the employing agency may be seen as the product of what the worker brings across the boundaries of the agency and some salient features of the agency structure. [65]

There are many factors that "help to ensure that community workers will tend to remain on or near the boundaries of the agencies that employ them".[66] These are:-

Ambivalence of the workers towards the agency.

Lack of understanding of their role.

Their critical appraisal of the agencies' services.

Differences in their values and training.[67]

(a) Nature of the relationship.

Table 95. Agencies according to the nature of contact between community workers and their employing bodies.

Nature of contact	No. of agencies
Direct contact	3
Representation	3
Through the hierarchy	6
No contact	3
DK	1
Total no. of agencies	16

Direct contact refers to agencies which allowed the community worker to attend management committee meetings. However, in one case, although entitled to attend the meetings, the worker did not regularly do so as "they never make decisions and they repeat their discussions". In another agency the workers used the management

committee as a resource and sought advice from it.

Representation by the community workers on the management committee was intended to permit a two-way flow of information and foster relationships. In one agency the staff choose one member to represent them for one year. Another agency elected a spokesman on issues that concerned the staff.

Through the hierarchy refers to agencies whose senior members of staff, because of their position, represented the community workers. In one agency this was the director, another the senior social worker, and in two others the supervisor.

No contact refers to agencies whose workers have very little contact with the employing body or none at all. In one agency the constitution stated that all workers had the right to attend the management committee meetings but "no-one goes". In another agency the only contact that the worker had was the occasion of a visit from the chairman to the community, and an opportunity to present a project to the committee.

DK refers to one agency whose response could not be classified. The response was: "Very good. Try to steer clear of absolute bureaucracy!".

(b) Effectiveness of relationship.

Table 96. Agencies according to effectiveness of relationship between community workers and employing body.

Effectiveness	No. of agencies
Effective	9
Not effective	5
Not applicable	1
DK	1
Total no. of agencies	16

In the majority of agencies it was stated that the relationship
of the workers with their employing body was _effective_.   Without
disagreement with this, it may be noted that some relationships
were effective in a _negative_ way.   The responses were:-

> The director is effective; the system works and people
> are open to criticism.

> Problems are often solved within the agency and the committee
> informed thereof.

> Chairman dictates and is very interested and welcomes feedback.
> Agency likes the idea of educating him.

> The board is all Black and therefore very attuned to the needs
> of the community. Talk the same language, seldom misunder-
> standings. All have the same insight level.

> Don't like to be a rubber stamp - want to be more involved,
> workers are trying to involve them more e.g. staff parties
> and sub-committees.

> They can share their problems, joys and frustrations, and are
> informed of developments.

> Representation is effective.

> Because the committees are only shown what they know and
> perform a rubber stamp.

> Workers are in control of the projects because the worker is
> in daily contact with the community and the decisions should
> be made there.

Ineffective relationships with the employing body were commented
on as follows:-

> Lack of communication. People are over-committed, interested
> in the job but lack knowledge of community work.

> The relationship has broken down because of the link person.

> Not as effective due to the resentment of the field workers
> in taking instructions from the board.

> This relationship needs to be facilitated and has not been
> done so in the past, the director being the buffer.

> No-one goes to the policy meetings or general board meetings.

In the majority of the above agencies the respondent stated that it
was not the committee that was at fault.

One agency response was classified as _don't know:_

> Credibility, agency as a whole needs to take a stand.

Table 97. Agencies according to the nature of the contact
between community workers and the employing body
and
effectiveness of this relationship.

| Nature of contact | Effectiveness | | | | Total no.of agencies |
	Effective	Not effective	Not applicable	DK	
Direct contact	2	1	-	-	3
Representation	2	-	-	1	3
Through the hierarchy	2	2	1	-	5
No contact	2	2	-	-	4
DK	1	-	-	-	1
Total no. of agencies	9	5	1	1	16

Regardless of the system used, relationships between community workers
and their employing bodies can be effective, but the systems of
through the hierarchy and no contact were also reported in an equal
number of cases as not effective.

(c) Attitudes.

(1) According to attitude of employing body to community work
and community workers.

Table 98. Agencies according to the attitude of employing body
to community work and community workers.

Attitude	No. of agencies
Positive	14
Negative	2
DK	-
Total no. of agencies	16

The majority of the respondents reported the attitude of the
employing body to be positive towards the community workers and
community work. A small minority reported the attitude to be
negative.

The responses that were classified as <u>negative</u> were largely based on a stated lack of knowledge on the part of the employing body.   The responses were as follows:-

> Not very positive.   They do not have sufficient
> knowledge, but are concerned with service provision
> and establishing the name of the agency.

> They have never attempted to find out what is
> happening, they are not in touch.

Table 99.   <u>Reasons for positive attitudes of employing body</u>
<u>to community work and community workers.</u>

Reasons	No. of reasons
Commitment to community work	8
Opinion of community workers	4
Relationship	3
Other	2
DK	1
Total no. of reasons	18

Most agencies reporting the attitude of the employing body as <u>positive</u>, stated that it was because of their <u>commitment to community work.</u> For example:-

> The members themselves are involved in community
>   work.
> Agency expanding in this area.
> They decided they wanted community workers.
> Interested in community work.
> Identify with this.
> Have commitment to change in South Africa.
> Orientated towards community work and the needs
>   of the community, very committed to the idea.
> More interested in community work than casework;
>   new, visible, exciting and more tangible.

The agencies which reported that the attitude of the employing body was <u>positive</u> because of their <u>opinion</u> <u>of the community workers</u> made the following responses:-

> Loyal to community workers.
> Proud of the community workers and respect them
>   and are interested in them.
> View community workers as mature and able to do
>   the job.
> Happy with the community workers but expectations
>   unrealistic.

The agencies which described the attitudes of the employing body as _positive_ because of the _relationship_ between it and the workers responded as follows:-

Don't limit the community workers, oppose or criticise them.
Supportive and sympathetic.
Democratic relationship.

The agencies whose reasons were classifed _other_ responded as follows:-

See results; give glory to the organisation.
Because positive reports are given.

Table 100. Agencies according to the nature of contact between community workers and their employing body
and
the attitude of the employing body to community worker(s) and community work.

Nature of contact	Attitude			Total no.of agencies
	Positive	Negative	DK	
Direct contact	3	-	-	3
Representation	3	-	-	3
Through the hierarchy	4	2	-	6
No contact	3	-	-	3
DK	1	-	-	1
Total no. of agencies	14	2	-	16

The only system of contact with an employing body reported as having a _negative_ attitude was _through the hierarchy_. But this system of contact was also the one most frequently associated with a positive attitude.

(ii) According to attitude of community workers to the employing body.

Table 101. Agencies according to the attitude of community
workers to the employing body.

Attitude	No. of agencies
Positive	7
Negative	7
DK	2
Total no. of agencies	16

The responses of the agencies whose workers were classified
as having a positive attitude were:-

Positive.

Positive and constructive. Director accepts the brunt
of the situation so the workers have seen the best side.

Those who have had contact by presenting work-positive
experience, have seen the support and encouragement
and enthusiasm.

Based on contact, see the committee not as faceless
decision-makers but as people with a real commitment
to welfare and respected in their fields of expertise.

Reasonable. People committed to the organisation have a
responsibility to their donors. Avoided the idea that
the board lays down demands or laws.

A bunch of nice guys who don't know what its about - hence
dictate to them - a useful group of people in terms of
resources.

Appreciative for the support they get, but want to see
more input on their part in action in actual programmes.

The responses from those agencies where workers' attitudes were
classified negative were:-

Not positive enough from the field workers, don't like
to write reports for the board or take instructions.

She feels she is a tool and not part of the agency. Do
not show interest.

Not important.

Tend to be negative because they do not respond to the
worker's recommendations and requests in a tangible way
although they do discuss endlessly.

General acceptance that employer dictates policy. Community workers want contact and to discuss their problems and difficulties. Sometimes find it restrictive. Motivation behind limitations are acceptable if they had an open door.

Feel keenly that the ties of communication are weak.

The responses classified as DK were:-

Don't know.

No problems there, no points of friction.

Due to lack of contact workers more concerned with the director hence little contact with the committee. Workers are aware of the lack of involvement of the committee.

Table 102. Agencies according to nature of contact between community workers and the employing body
and
attitude of community workers to employing body.

Nature of contact	Attitude			Total no. of agencies
	Positive	Negative	DK	
Direct contact	1	1	1	3
Representation	3	-	-	3
Through the hierarchy	1	4	1	6
No contact	1	2	-	3
DK	1	-	-	1
Total no. of agencies	7	7	2	16

The method of contact by representation was associated with a positive attitude and the method through the hierarchy with more negative than positive attitudes.

Table 103. <u>Agencies according to attitude of community workers
and
attitude of employing body to community work and
community workers.</u>

Attitude of community workers	Attitude of employing body			Total no.of agencies
	Positive	Negative	DK	
Positive	7	-	-	7
Negative	6	1	-	7
DK	1	1	-	2
Total no. of agencies	14	2	-	16

Positive attitudes on the part of the community workers were always reported as associated with positive attitudes on the part of the employing body. But about the same number of agencies were reported as for the most part having positive attitudes on the part of the employing body combined with negative attitudes on the part of the workers.

5. <u>Training.</u>

(a) <u>Requirements.</u>

Extract from an annual report:-

> Alle welsynsorganisasies ondervind die probleem dat gemeenskapswerkers moeilik te vinde is in die geledere van gekwalifiseerde maatskaplike werkers omdat laasgenoemdes feitlik deur die bank gevallewerk verkies ...
> Die aanstelling van 'n ongekwalifiseerde maatskaplike werker ... is waarskynlik die patroon vir poste in gemeenskapswerk in die toekoms.

Table 104. <u>Agencies according to the training required to practise community work.</u>

Training	No. of agencies
Social-work training	9
No formal social-work training	7
DK	-
Total no. of agencies	16

A majority of the agencies required community workers to have had training in Social Work.

Those agencies that did not require formal social-work training had other requirements:-

> Interest in community work and development.
> Must undergo agency's training course.
> Ability to do community work.
> Background in community work, willingness to learn useful, even if they have social work background.
> Must be interested in people, personal characteristics, intelligence, assertiveness.
> History of involvement in community work.
> Orientated towards social work, but training in community work.

(b) Orientation or in-service training.

> The newly-qualified social worker is a junior and a nominee who must embark on in-service training. To his university qualification must be added the specific knowledge required by the setting he has been appointed in.[68]

Agencies which employ workers without a social-work qualification accept the responsibility of training the workers themselves. One agency provides a training course, which their workers must undergo. This training course is open to anyone and the participants range from graduate social workers to school-leavers. It apparently is offered at least once a year.[69]

Table 105. Agencies according to nature of in-service training.

Nature of in-service training	No. of agencies
Formal	7
Informal	8
None	1
DK	-
Total no. of agencies	16

<u>None</u> refers to an agency which did not provide any informal
or formal in-service training or orientation.
This agency stated that they were just beginning something for
the case workers.

<u>Formal</u> was defined as a specific programme that differs from just
an introduction.   It is further defined by those that were
classified.

> Supervisor goes through the theory. The process takes three
> months with one hour per week discussing the history of
> the community work method. Worker encouraged to make
> contacts in the organisation and in the community.
> Individuals' needs are considered.
>
> A manual is provided - conducted by the Director - lasts
> for six months.
>
> Training course.
>
> Outline is written up for in-service training.
> Same as for social workers' orientation and more
> specifically discuss community work issues, policy and
> documents in community work.   Discussions with National
> Council area workers and colleagues.   Random supervision
> and exposed to an example and the experience of others.
>
> Manual is being developed for this purpose; on orientation
> and entering a community, how to function, and the available
> resources.   An educational diagnosis is made in supervision.
>
> Manual is provided for community workers. Must do prescribed
> reading. Accompanies others in the field. Process one month
> full-time and gradually become independent. Groups with the
> staff are run to test this new worker.

<u>Informal</u>

> Personal introduction to the people of the community.
> Can take months.
>
> Usually arrive in a crisis. Record all projects, orientate
> themsleves to the agency and read up each project.
>
> Introduce them to the agency and to the community, the
> latter done by one of the community workers.
>
> Three days in the agency to get background and then learn
> through experience.
>
> Worked with the other worker, planned with them and visited
> resources.
>
> What the director offers them on a person-to-person level.
>
> People who work invariably learn how the agency functions
> and their approach.

Table 106.   Agencies according to training required.
                            and

             the nature of in-service training.

| Training | Nature of in-service training | | | | Total no. of agencies |
	Formal	Informal	None	DK	
Social-work training	5	3	1	-	9
No social-work training	2	5	-	-	7
DK	-	-	-	-	-
Total no. of agencies	7	8	1	-	16

The majority of agencies which did <u>not</u> require a <u>social-work</u>
<u>training</u> provided only <u>informal</u> in-service training.   Whereas
the majority of agencies which required <u>social-work</u> training
provided <u>formal</u> in-service training.

(c) <u>On-going training.</u>

Table 107.   <u>Agencies according to their provision of on-going</u>
             <u>training.</u>

Provision of on-going training	No. of agencies
Provision	9
No provision	7
DK	-
Total no. of agencies	16

Agencies that undertook the whole or part of an on-going training
programme were classified as <u>providing</u> on-going training.   This
was done by nine agencies, three of them in supervision.   The
others reported on-going training provided either solely by
agencies or by agencies with use also of outside resources.
The on-going training provided by agencies themselves was reported
on as follows:-

Time is set aside for goal setting and training.
  Staff meetings; round table discussions.

Quarterly staff meetings, each team runs it.

Staff consultant within the agency whose task is
  to look at development of staff. Ideological
  input through theories, movies, and workshops.

Mainly through staff meetings/workshops.

Staff development every Friday.

Once a month must sit in the library (of the agency)
  and read the latest literature. One monthly
  meeting presented by the community workers -
  something new, or any aspect that people lack, or
  role plays.

The on-going training provided by outside bodies was reported on
as follows:-

Consultants.
Sending workers to conferences (budget allowed for this).
Conferences and other agencies.
National Council provides circulars referring to literature
  or seminars - Biannual general meeting.
National Council provides courses for community work.

Of the agencies which did not provide on-going training, three relied
upon outside resources and the others had <u>no provision</u> for on-going
training at all. The three agencies which <u>did not provide training</u>
but relied upon outside resources reported as follows:-

Workers are encouraged to study further.
Attendance at seminars and workshops.
Attendance at any workshop that is relevant. Budget
  of R250 per person. National staff meetings are
  arranged twice a year.

The agencies that had <u>no provision</u> for on-going training reported:-

It is not provided and that is possibly a drawback.
Nothing at present - from now on something will be provided.
They do not need it. Use their own initiative.
Nothing.

Table 108. <u>Agencies providing on-going training according to</u>
<u>their use of resources within the agency.</u>

Resources within the agency	No. of agencies providing on-going training
Supervision	3
Staff meetings	5
Staff meetings and staff consultant	1
DK	-
Total no. of agencies providing on-going training	9

The majority of agencies which provide on-going training use staff
meetings for this purpose.   One agency employs a community-work
staff consultant whose responsibility among others is on-going
training of community workers in the agency.

Table 109.   <u>Agencies according to training required to practise</u>
<u>community work</u>   and
<u>provision of on-going training.</u>

Training	Provision of on-going training			Total no. of agencies
	Provision	No provision	DK	
Social-work training	6	3	-	9
No social-work training	3	4	-	7
DK	-	-	-	-
Total no. of agencies	9	7	-	16

There was a slight association between the requirement of social-
work training and the provision of on-going training, in the sense
that both were present or both absent in the majority of the
agencies.

(d) <u>Evaluation of agency's training programmes.</u>

Table 110.   <u>Agencies according to respondents' evaluation</u>
            <u>of their training programme.</u>

Evaluation	No. of agencies
Adequate	4
Inadequate	9
Not applicable	2
DK	1
Total no. of agencies	16

The majority of respondents evaluated their agencies' training
programmes as <u>inadequate.</u>

Inadequate:-

> Developing, due to employment of a consultant.
> Suffices but not adequate.
> Training is not applicable to community work.
> More organisation needed -maintain standard, bring in
>   new ideas.
> No definite programme, it will improve - need to keep
>   themselves abreast.
> In its beginning stages, needs to be built up on the
>   basis of good relationships.
> Agency is confused - community workers don't request
>   training but want to constantly be in touch with new ideas,
>   some individuals of the management committee are aware of this.
> Relevant but nothing new - quality is not good.

Adequate:-

> Seen the development in the workers.
> Unique - experience based.
> Good and adequate.
> Adequate - lack outside resources to use.

Table 111. Agencies according to respondents' evaluation of
their agencies' training programme
and
nature of in-service training.

Evaluation of training programme	Nature of in-service training				Total no. of agencies
	Formal	Informal	None	DK	
Adequate	4	-	-	-	4
Inadequate	3	6	-	-	9
Not applicable	-	2	-	-	2
DK	-	-	1	-	1
Total no. of agencies	7	8	1	-	16

The majority of agencies which evaluated their training programme as inadequate provide informal in-service training. All the agencies which evaluated their training programmes as adequate provided formal in-service training.

Table 112. Agencies according to respondents' evaluation of
their agencies' training programme
and
the provision of on-going training for the community
workers.

Evaluation of training programme	Provision of on-going training			Total no. of agencies
	Provision	No provision	DK	
Adequate	3	1	-	4
Inadequate	6	3	-	9
Not applicable	-	2	-	2
DK	-	1	-	1
Total no. of agencies	9	7	-	16

The majority of agencies which evaluated their training programmes as adequate provided on-going training. However the majority of agencies which evaluated their training programmes as inadequate also provided on-going training. One agency that did not provide on-going training evaluated as adequate the training that their

workers were getting from a source or sources other than the
agency.

(e) Participation in student training.

(i) According to involvement in student training.

Table 113. Agencies according to participation in student training.

Participation	No. of agencies
Yes	12
No	4
DK	-
Total no. of agencies	16

The majority of agencies participated in the training of university
and other social-work students.   One agency had usually participated
in student training but had not done so for the past two years.
One of the agencies that did not, stated that it would like to.

(ii) According to reasons.

Table 114. Reasons for participation in student training.

Reasons	No. of reasons
Commitment	8
For agency benefit	13.
For student benefit	6
DK	-
Total no. of reasons	27

This table includes the reasons stated by the agencies which participated in student training, and the agency that would have liked to.

The majority of agencies stated that student training <u>benefited</u> <u>the agency</u>. Their reasons were:-

      cheap labour,
      useful,
      students do interesting things,
      agency gets a perspective of the community,
      students very critical,
      potential employers of graduates,
      challenge to the agency, beneficial questioning,
      breath of theory,
      help initiate projects,
      to do follow-up work,
      identify felt needs more objectively,
      input of theory and new trends,
      recruitment.

Other agencies stated that they were involved in student training as it <u>benefited the student</u>. Their reasons were:-

      assist students in community work training,
      students need valid practical experience,
      show students the reality as opposed to theory,
      facilitate their training,
      help students to adapt prior to working,
      assist students from their own environment to do
        community work.

Agencies participated in student training because of a <u>commitment,</u> stated the following:-

      People learning by doing.
      Want good community workers.
      Requested to do so.
      Their approach.
      Need for trained community workers.
      Responsibility to train social workers in a non-traditional agency.
      Responsibility to the profession.
      Tradition.

Table 115. <u>Reasons for non-participation in student training.</u>

Reasons	No. of reasons
Manpower	1
Philosophy	3
Nature of agency work	2
DK	-
Total no. of reasons	6

Of the six agencies that did not participate in student training at that time, three gave reasons concerning <u>manpower</u>:-

> Supervisor too new.
> Manpower shortage.
> Staff turnover.

Two stated reasons based on the <u>philosophy of the agency</u>:-

> Agency desired good community workers not students.
> Too easy to create artificial placements.

(f) <u>Evaluation of student training.</u>

Table 116. <u>Agencies according to evaluation of university and similar student training as preparation for field work as a community worker.</u>

Evaluation	No. of agencies
Adequate	1
Inadequate	10
Irrelevant	1
Not clear	4
DK	-
Total no. of agencies	16

The majority of agencies regarded the training of community workers as <u>inadequate</u> preparation for field work as a community worker. Only one agency responded that the training was <u>adequate</u> as

> preparation for expectations of what will happen, but not sufficient given all the necessary skills needed to do the job.

The agencies whose responses were classified <u>inadequate</u> gave the following responses:-

> Training too casework-orientated and the workers feel that their training was insufficient to do community work.

> Supervisors are not in touch, don't know about the community hence cannot do a good job.

> Gives students too much of a clinical therapeutic model; spills into attitude of community work; pathology model. Unrealistic about time, want to work office hours. Training too grassroots, agency specialists.

> Training institutions do not provide training. The nature of the practical work is often not in touch with the reality/needs of the community.

> Very poorly, approach too clinical, theoretical approach emphasised, practical is by the way, hence inadequate.

> Very poorly. Planning is appalling. Lack of knowledge of basic community work.

> Students need a form of training, need theory, although not always applied. Practical thing is too short, they terminate too early. The worker cannot always carry everything. Exposed to the community but don't touch the real problems.

> With regard to the specialist field of the agency very little, if not nothing is given; theory geared very much to overseas, rather than South Africa. Community work theory has improved in comparison to a few years ago.

> Necessary. Students never follow these projects through - 'grabbed' someone to continue the project, this person is often not suitable. Practical involvement is important. This is not adequate. Experience was better. The training does not make the community worker but employment does.

The responses of the agencies classifed as <u>not</u> giving a <u>clear response</u> were:-

> Better than no training but no student can be a ready-made community worker. Training is ongoing and commitment to community work is essential.

> If the student is committed they draw from their set-up what they need. The agency can re-orientate and conscientize the student which a university cannot do.

> University of Cape Town is rather weak at this, but skills in relating in the training is very good. Stellenbosch university more meticulous about presentation and communication to the public.

> Impression not positive - not adequate. University of Cape Town more practical nature; University of the Western Cape very practical and Stellenbosch very good.

One agency's response, classified as <u>irrelevant</u> was:-

> Don't challenge them. Expose them to let them think for themselves.

Table 117. <u>Agencies according to training required to practise community work</u> and <u>evaluation of student training as preparation for field work as a community worker.</u>

Training required	Evaluation of student training					Total no. of agencies
	Adequate	Inad-equate	Irrel-evant	Not clear	DK	
Social work	-	6	-	3	-	9
No social-work train-ing	1	4	1	1	-	7
DK	-	-	-	-	-	-
Total no. of agencies	1	10	1	4	-	16

The majority of the agencies which required their community workers to have a social-work training evaluated student training as inadequate preparation for field work as a community worker.

Even some agencies which did not require a social-work training evaluated student training as inadequate.

The only agency which evaluated student training as adequate did not require a social work training.

NOTES

ON CHAPTER 7

1. Having occasion to consult Professor B. Helm's Social Work in a South African City (Cape Town: University of Cape Town, Board of Sociological Research, 1962), a work with which the researcher was familiar as a student, she realised that it would afford a model for her to follow in the tabular organisation of the data, which she has endeavoured to imitate.

2. The Report of the Wolfenden Committee, The Future of Voluntary Organisations (London: Croom Helm, 1978), p. 89.

3. ibid., p. 59.

4. ibid., p. 59.

5. B. Helm, Social Work in a South African City (Cape Town: Board of Sociological Research, 1962), p. 13.

6. ibid.,

7. ibid., p. 14.

8. ibid., p. 15.

9. The Report of the Wolfenden Committee, op. cit., p. 9.

10. ibid., pp. 37-41.

11. Helm, op. cit., p. 9.

12. ibid., pp. 13-66.

13. ibid., p. 15.

14. ibid., pp. 15-16.

15. H. Stroup, Social Work: An Introduction to the Field, 2nd ed. (New York: American Book Co., 1960), p. 17.

16. ibid.

17. N. Timms, Social Work: An outline for the intending student (London: Routledge and Kegan Paul, 1973), p. 98.

18. Stroup, op. cit., p. 3.

19. ibid., p. 17.

20. P. Henderson, D. Jones and D. Thomas, Eds. The Boundaries of Change in Community Work, National Institute for Social Work Training Series, (37), (London: Allen and Unwin, 1980), p. 15.

21. R. Scurfield, 'An Integrated Approach to Case Services and Social Reform', Social Case Work: The Journal of Contemporary Social Work, (1980), p. 613.

22. F. Lund and E. van Harte, Community Work for Development and Change: discussions with South African community workers (Bellville: University of the Western Cape, Institute for Social Development, 1980), p. 88.

23. P. Templeton, 'Creative Social Work', Social Work/Maatskaplike Werk, 18 (1982), 103.

24. D. Godschalk, Participation, Planning and Exchange in Old and New Communities: A Collaborative Paradigm (Chaptel Hill, University of North Carolina: Urban and Regional Studies, 1972), p. 164.

25. J. Haworth, Community Involvement and Leisure (London: Lepus Books, 1979), p. 1.

26. Godschalk, op. cit., p. 148.

27. ibid., pp. 5-10.

28. F. Biestek, The Casework Relationship (London: Allen and Unwin, 1961), passim.

29. The three models referred to are: Locality Development, Social Action, Social Planning. (See F. Cox, J. Erlich, J. Rothman and J. Tropman, Eds., Strategies in Community Organization. A Book of Readings (Illinois: Peacock Publishers, 1970), pp. 20-36.

30. The three levels of community work referred to are: Grassroots Community Work; Local agency, inter-agency and community planning; Regional or national community planning. (See The Calouste Gulbenkian Foundation, Community Work and Social Change: A Report on Training (London: Longman, 1968), pp. 30-34.)

31. Association of Community Workers, Some Guidelines for the Appointment of a Community Worker (London: Association of Community Workers, rev.ed. 1974), p.3.

32. ibid.

33. ibid.

34. Report of the Wolfenden Committee, op. cit., p.68.

35. C. Grosser, New Directions in Community Organization: From enabling to advocacy (New York: Praeger, rev.ed. 1976), p. 26.

36. ibid., p. xiii.

37. ibid., p.xv.

38. ibid., p.4. See also p.161.

39. Templeton, op. cit., p. 13.

40. Henderson and Jones and Thomas, op. cit., p. 176.

41. C. Briscoe and N. Thomas, Community Work Learning and Supervision, National Institute for Social Work Training Series, (32), (London: Allen and Unwin, 1977), p. 176.

42. Lund and van Harte, op. cit., p. 11.

43. Association for Community Workers, op. cit., p. 32.

44. Figures taken from the class lists published in March, 1982, School of Social Work, University of Cape Town.

45. Lund and van Harte, op. cit., p. 32.

46. ibid.

47. ibid.

48. C. Cherniss, Professional Burnout in Human Service Organisations (U.S.A.: Praeger, 1980), p. 227.

49. ibid., pp. 230-251.

50. C. Grosser, New Directions in Community Organization: From enabling to advocacy, Rev.ed., (New York: Praeger, 1976), p. 35.

51. ibid.

52. ibid.

53. Henderson and Jones and Thomas, op. cit., p. 18.

54. Calouste Gulbenkian Foundation, Current Issues in Community Work (Lisbon: Routledge and Kegan Paul, 1973), p. 101.

55. Association of Community Workers, op. cit., p. 1.

56. A. Kadushin, Supervision in Social Work (New York: Columbia University Press, 1976), p. 16.

57. ibid.

58. Briscoe and Thomas, op. cit., p. 54.

59. G. Goetschius, Working with Community Groups; using Community Development as a method of Social Work (London: Routledge and Kegan Paul, 1969), p. 143.

60. ibid., p. 143-144.

61. ibid., pp. 144-145.

62. ibid., p. 143.

63. Briscoe and Thomas, op. cit., pp. 45-51.

64. J. Dawson, 'The Case Supervisor in a Family Agency', Family 6: pp. 293-95 as quoted in A. Kadushin, Supervision in Social Work (New York: Columbia University Press, 1976), p. 17.

65. Henderson, Jones and Thomas, op. cit., p. 17.

66. ibid., p. 18.

67. ibid., p. 18.

68. B. Helm, Is a Newly-qualified Social Worker Equipped for His Task?: Paper read at the Conference of Teachers of Social Work, Kimberley, May, 1975, pp. 1-2.

69. This training course is provided by one of the agencies involved in this research. A pamphlet giving the purpose and content of the course is available.

CHAPTER 8

CONCLUSIONS

In this research, sixteen voluntary associations active in community work
in Greater Cape Town have been surveyed. These associations were defined
as <u>community social work agencies</u> and they are referred to briefly as <u>the</u>
<u>agencies</u>. The goal of the survey was to identify "patterns of occurrence"[1]
in the nature of the community work practised and the support systems pro-
vided by the agencies, and to document knowledge about community social
work (see Chapter 2).

The emphasis of this research was to identify how the agencies attempted
to cope with the problems they faced as a result of employing community
workers (see pp. 4-5). It was hoped that the survey method would permit
a substantial amount of data to be collected about the functioning of the
agencies. No specific hypothesis was tested, but support systems identified
by the researcher would provide a framework for the research. The agencies
surveyed were those which employed community workers, were voluntary associa-
tions, and conducted community work that could be classified within the
field of social work. The agencies to be surveyed were chosen as having
their head offices or sole offices located within the municipalities of
Cape Town itself, Bellville, Durbanville, Fish Hoek, Goodwood, Milnerton,
Parow, Pinelands, and Simonstown. The survey used a schema comprising
seven steps of scientific research. The dissertation is divided into
chapters corresponding to these seven steps.

In Chapter 7 the findings of the survey are tabulated (see pp. 59 onwards).
These findings are presented as simple frequency distributions and bi-
variate tables of quantified data obtained in the survey from documentary
observation and, particularly, in a series of interviews. The tables are
supplemented by interpretations and examples of additional data collected
mainly in the interviews.

The subjects covered by the tables, the examples, and the analyses of the
more obvious relationships between them, may be classified as follows:-

1. Relating to the agencies.
2. Relating to the community work performed by the agencies.
3. Relating to the community workers performing the community work.
4. Relating to the support systems available to the community workers.

For details of the patterns and interrelationships of the individual topics reported on under the above headings, reference should be made to the outline on pages 59-61, to the list of tables on pages vi and following, and to Tables 6-119 on pages 63-178. Drawing conclusions from the _pattern_ presented as a whole by such details demands summarizing. Some of the findings can best be summarized by such measures of central tendency as the mean or the mode. For certain data an attempt will be made to construct _Idealtypen_. _Idealtypus_ (or ideal-type) analysis is associated with the name of Max Weber and is well described in the UNESCO _Dictionary of the Social Sciences_[2]:-

> An ideal type is not ideal in an ethical sense; nor does it correspond to an 'average' type either in a statistical sense or in the sense of a common denominator of a number of empirical phenomena.
>
> It is rather ideal in a logical sense. It is a freely created mental construct (phantasiemassige Konstruktion) by means of which an attempt is made to 'order' reality by isolating; accentuating, and articulating the elements of a recurrent social phenomenon (e.g. bureaucracy) into an internally consistent system of relationships.
>
> An ideal-type construct performs two basic functions:
>   (a) It provides a limiting case with which concrete phenomenon may be contrasted; an unambiguous concept by which classification and comparison is facilitated.
>   (b) As such, it constitutes a framework for the development of type generalizations (Generelle Regeln des Geschehens, generelle Erfahrungsregeln) which, in turn, serve the ultimate purpose of ideal-type analysis: the causal explanation of historical events.
>
> Ideal types and type generalizations, though abstract and referring to social phenomena, must (a) be 'objectively possible', in the sense that concrete phenomena approximate more or less to the theoretically conceived pure type; (b) be 'subjectively meaningful' in the sense that the type of social action is understandable in terms of individual motivation.

Theodorson and Theodorson define "ideal type" as

> a conceptualization or mental construct composed of a configuration of characteristic elements of a class of phenomena used in social analysis. The elements abstracted are

> based on observations of concrete instances of the
> phenomena under study, but the resultant construct is
> not designed to correspond to any single empirical
> observation.[3]

1. <u>Conclusions regarding the agencies.</u>

The ideal type of the agencies studied in the present research might
be described as follows. It is a community social work agency in
the sense that (a) it is a voluntary association, (b) it employs
community workers, and (c) it performs community work within the field
of social work.

According to their functions as gleaned from agency documentations, the
agencies were classified as traditional-welfare agencies (all of which
perform community work as well as other functions), multi-functional
agencies (all of which perform community work as well as other functions),
and community-work agencies (where sole or primary function is community
work). The ideal-type agency might be any of these but probably would
be a traditional-welfare or community-work agency.

There are three of the traditional methods of social work which, besides
community social work, are specifically recognized in the agencies'
reports. These are case work, group work and research. The ideal-
type agency will probably employ two of these, casework and group work,
and may also employ research.

The ideal-type agency may employ two, three, or all four of Helm's[4]
social-work methods (eleemosynary, counselling, educative, and informa-
tive), most probably all four.

Its annual income in its latest accounting year at the time of the
survey might be from 15 to 500 thousand Rands and probably showed an
excess over expenditure.

An ideal-type community social-work agency employs the following staff:
a director, warden, or manager, an average of four community workers,
and probably not more that ten other employees of whom about half are
social workers who are not community workers, a total staff thus of
about fifteen persons.

2. <u>Conclusions regarding the community work performed by the agencies.</u>

The motivation for using the method of community work in the ideal-type agency is more probably grounds of practical appropriateness rather than philosophical reasons or reasons of dissatisfaction with case work but either of these may in some cases be the motivation.

The practice of community work in the ideal-type agency is likely to have been introduced in the 1970's, probably by an existing agency or the creation of a new agency from outside the community.

The community work that the ideal-type agency practises may be either general community work or specialised, more probably the former.

The ideal-type agency has a community work policy and most probably uses a theoretical framework for community work practice, probably based on the theory of a specific authority or approach.

The projects of the ideal-type agency are numerous and varied. Their goals are probably directed chiefly to improvement in material conditions, changes in attitudes, or, most probably, both. Change in power structure may however be an additional goal where the other goals are present.

The agency's community work posts are directly or indirectly subsidized by the State or other source outside the agency.

The techniques used in community work by the agencies are so diverse that there cannot be said to be any ideal type of them.

The ideal-type agency employs full-time rather than part-time community workers. The workers have varied skills, principally in gathering, analysing, and using information, in organizing, and in working with people.

3. <u>Conclusions regarding the community workers performing the community work.</u>

The ideal-type community worker employed by the agency is of either sex, more probably Coloured than White or Black, is aged between 20 and 40, and may be either married or single, more likely the former if male.

The ideal-type community worker probably has a social-work qualification and is unlikely to have no training, especially if male. The worker is as likely as not to have previous social-work or community-work

experience.   Any such experience is more likely to have been in case work than in community work.

The ideal-type community worker employed by the agency has been so employed for probably less than three years.   If White or if highly qualified the period of such employment is likely to be less than if Coloured or Black or if without social-work training.

4.   Conclusions regarding the support systems available to the community workers.

The ideal-type agency probably provides a job description for the community worker.   Flexi-time and overtime are normal practice.

The ideal-type agency makes provision for worker transport, whether by operating its own cars or making monetary allowances.   It provides office and possibly secretarial facilities.

The ideal-type agency requires its community workers to write reports and to maintain records.   These are mainly for the benefit of the agency and the workers, but may also be read and used by a varied readership.

The community workers, community work supervisors, and the employing body all have positive attitudes to community work reporting.   Feedback is generally provided, in supervision, in meetings, or informally.

In the ideal-type agency, supervision is conducted weekly, either individually, in groups, or both, and has an administrative and supportive, and to some extent educative, function.   The officer of the agency providing the supervision probably has a social work qualification and experience in case work or community work.   In selecting a community work supervisor the ideal-type agency takes into account position, experience, and personal qualities, as chief selection criteria.

The ideal-type agency's community workers have a positive attitude to supervision.   The ideal-type agency is aware of possible improvements in the supervision provided for its community workers.

The ideal-type agency allows contact between the community workers and the employing body probably through the hierarchy or representatives. The contact may or may not be regarded as effective by the agencies and this is not dependent on the system of contact.

The attitude of the employing body to community work and the community workers is in general positive.

The community workers employed by the ideal-type agency may or may not have a positive attitude to the employing body.

When there is representation of the workers, their attitude is most positive. When there is no contact or contact only through the hierarchy, their attitude is least positive.

The ideal-type agency may or may not require community workers to have a social-work training. It provides in-service training itself, either formally or informally, and may or may not provide on-going training. The ideal-type agency is probably not satisfied with its training programme. It probably participates in student training although not regarding that also as adequate preparation for community work.

Taken together, these conclusions depict a very active and varied pattern of community work being conducted by community social work agencies in Greater Cape Town. This community work is mainly a recent revival and it is still not a major field of practice, but it is ready for training and development.

NOTES

ON CHAPTER 8

1. E. Batson, A Conspectus of Social-Work Research Methods (Cape Town: The Social Survey of Cape Town, 1983), p.4.

2. D. Lockwood, 'Ideal-type Analysis,' in J. Gould & W. Kolb, Eds. A Dictionary of the Social Sciences (London: Tavistock 1964), pp.311-2.

3. G. Theodorson and A Theodorson, A Modern Dictionary of Sociology (London: Methuen & Co.,1969), p.193.

4. B. Helm, Social Work in a South African City (Cape Town: Board of Sociological Research, 1962), pp. 15-16.

ANNEXURE 1

SURVEY ON COMMUNITY SOCIAL WORK AGENCIES IN
GREATER CAPE TOWN

Conducted by <u>EUNICE HORNE</u> for the Candidacy for the degree of <u>MASTER</u> in <u>SOCIAL SCIENCE IN SOCIAL WORK</u> at the University of Cape Town.

<u>INTERVIEW SCHEDULE</u>.

<u>AGENCY</u>: _____

<u>DATE</u>: _____ TIME: _____

<u>NAME OF INTERVIEWEE</u>: _____

<u>POST HELD</u>: _____

Is your Agency involved in Community Work? _____

What does your Agency consider to be Community Work?

_____

_____

_____

_____

<u>NATURE OF COMMUNITY WORK</u>:

<u>PROFILE OF COMMUNITY WORK</u>:

When was this method introduced in your Agency? _____

How was this method introduced in your Agency? _____

_____

_____

Why does your Agency undertake this method? _____

_____

_____

How many hours per week does your Agency devote to this method? _____

How many people do you specifically employ to practise this method? _____ Part-

Time _____ Full time

Does your Agency have any vacancies? _____

How many? _____

Who finances your community work posts? _____

_____

_____

_____

To whom are your community workers responsible? _____

_____

_____

What is the nature of your community work policy? _____

_____

_____

_____

PROFILE OF COMMUNITY WORKERS.

Hrs.worked per week	Sex	Race	Age	Status	Training	Previous	Duration at Present Employment

NATURE OF COMMUNITY WORK PRACTISED:

What is the nature of the projects that your Community Workers are
involved in? _____

_____

_____

_____

_____

What are their goals? _____

_____

_____

What methods or approaches are used? _____

_____

_____

Is a theoretical framework used? _____ Yes ____ What? _____

_____

_____ No _____ Reason?

_____

_____

What special skills do your community workers have that other workers
do not have? _____

_____

SUPPORT SYSTEMS.

WORKING CONDITIONS:
What is the community worker's job description? _____

_____

_____

What is the nature of the contract with the employer? _____

_____

_____

How are the following resources made available to the Community workers?
Flexi-time: _____

_____

Over-time: _____

_____

Petrol allowance/transport: _____

_____

Administrative aid: _____

_____

Financial assistance: _____

_____

Agency attitude: _____

_____

_____

Other: _____

_____

_____

What could be changed in your Agency to bring about more supportive working
conditions? _____

_____

_____

_____

SUPERVISION:

What is the nature of community work supervision in your agency? _____

_____

_____

_____

Who conducts supervision? _____

What experience/qualification do they have? _____

_____

_____

On what criteria were they selected? _____

_____

How often is supervision conducted? _____

_____

_____

What happens in supervision? _____

_____

_____

_____

_____

What in your opinion is the quality of community work supervision? _____

_____

_____

What are your community workers' attitudes to supervision? _____

_____

_____

What changes are to be brought about in order to improve the supervision that your agency provides to the community workers? _____

_____

_____

RECORDING AND REPORTING:

What are your agency's requirements for reporting? _____

_____

What are your agency's requirements for recording? _____

_____

For what purpose are they written? _____

_____

Who reads them? _____

_____

Who uses them? _____

_____

How has your agency found them to be useful? _____

_____

What are the specific attitudes to those records and reports of the following people?
Community workers: _____

_____

Supervisors: _____

_____

Employing body: _____

_____

What is the nature of the feedback? _____

_____

_____

How have statistics that community workers keep been of usefulness to your agency?

_____

_____

_____

RELATIONSHIP WITH EMPLOYING BODY:

What is the nature of this relationship?_____

_____

_____

How and why is this relationship effective? _____

_____

_____

What is the attitude of the employing body to community work and the community workers? _____

_____

_____

What is the attitude of the community worker/s to the employing body?

_____

_____

_____

TRAINING:

What training is needed for a community worker to practise community work in your agency? _____

_____

_____

What orientation or in-service training is provided by your agency?

_____

_____

_____

What on-going training is provided? _____

_____

_____

How do you evaluate your training programme? _____

_____

_____

How would you evaluate student training as preparation for field work as a community worker in your agency? _____

_____

_____

_____

Does your agency participate in student training? _____

Reason: _____

_____

_____

_____

Any comments about the schedule or interview? _____

_____

_____

_____

_____

TIME: _____

INTERVIEWER: _____

SIGNATURE: _____

EDIT NO. 1 _____

EDIT NO. 2 _____

08.12.81

MS EUNICE HORNE:

ANNEXURE 2

8 Upper Scott Street
OBSERVATORY
7925

Dear

I would sincerely like to thank you and your agency for their
willingness to participate in my research.

I am conducting a social survey on "COMMUNITY SOCIAL WORK AGENCIES IN
GREATER CAPE TOWN" for the candidacy for the degree of Master of
Social Science (in Social Work).

The interview, as arranged, will be conducted on
from   to   at your agency. The interview will
be recorded by myself and no tape recording will be made.   The information
gathered will be considered as confidential and will be used solely for
the purpose of the research.   The survey will be published in a
dissertation.   The names of the participants, both agency and interviewee
will not be disclosed.

Thank you.
Yours faithfully,

Ms. EUNICE HORNE

8 Upper Scott Street
OBSERVATORY
7925

Dear

Re: Survey on Community Social Work Agencies in Greater
      Cape Town.

I would sincerely like to thank you and your agency for
participating in the above mentioned social survey.

Thank you for the time you made available for the lengthy
interview and for your willingness to provide the data.

Yours sincerely

Eunice Horne

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