

**Community-driven initiatives to relieve poverty and inequality: case study
of Lubisini, Elundini Local Municipality, Eastern Cape, South Africa**

by

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Submitted in accordance with the requirements for
the degree of

MASTER OF SCIENCE

In the subject

Geography

at the

UNIVERSITY OF SOUTH AFRICA

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30 July 2019

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



SIGNATURE

2 September 2019

DATE

Acknowledgements

First and foremost I thank God who made it possible for a woman like me who grew up in the poor rural areas of the Eastern Cape, and who never had an opportunity to study as a full time student at any University, for making it possible for me to undertake this research.

I dedicate this piece of work to my late parents for the family legacy of putting education first and promoting hard work, sacrifice, dedication, commitment, self-encouragement and the importance of vision, which continues to live even after many years they had left this World and will continue to live and be transferred from one generation to the next.

A special word of gratitude to my supervisor, Prof Melanie D. Nicolau for her unwavering support and guidance throughout this long journey. She has been indeed a source strength, courage, hope and she inspired me to carry on and never give up until my dream/ vision of finishing my degree is achieved.

My special thanks goes to my three sons, especially Sisa for providing me with accommodation as well as transport to and from UNISA offices on the Florida Science Campus, to attend a series of meetings with my supervisor. My thanks also go to my son's cousins, my sisters and brothers and my family who kept on cheering, encouraging and supporting me. Special appreciation to Professor M. Ralarala whom I regard as source of inspiration, a role model and a beacon of hope not only for this generation but for many generations to come.

I would like to thank my community (Lubisini Village) that formed the focus of my research for sacrificing their time to make it possible for me to conduct the Community Asset Mapping Programme (CAMP) Workshop. To me, this endeavour was not only to undertake research for a degree, but also a calling to play a meaningful role in the process of enabling a rural community, by restoring their dignity and to liberate them from oppression and poverty. This research paved the way for a rural community to empower itself to participate in the process of influencing development initiatives that would lead to the redistribution of resources.

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Abstract

The eradication of poverty and the reduction of inequality remains one of the biggest global challenges in the 21st Century. In the last two decades the democratic government of South Africa still grapple with rising levels of poverty and inequality. The aim of this research was to facilitate a roots-driven community intervention that would allow the community members from the rural village of Lubisini (Eastern Cape, South Africa) to create opportunities that will help reduce their inherent levels of poverty and inequality.

In order to achieve this 132 community members were workshopped through a community asset mapping programme (CAMP) to identify their inherent human, social, environmental assets, they were then assisted to develop ideas for small businesses, their own measures of success in overcoming poverty and inequality and the improvement in their own quality of life. The CAMP process is documented, and the intervention was followed by monitoring and evaluation of challenges and successes over an 18 month period. The research concluded with various recommendations that will enable rural communities to drive their own indicators of successful sustainable development.

Key words: Sustainable development; asset mapping, poverty, inequality, CAMP

CHAPTER 1: POVERTY AND INEQUALITY IN SOUTH AFRICA WITHIN THE GLOBAL CONTEXT

The eradication of poverty and the reduction of inherent inequalities remains two of the biggest global challenges and one of the most crucial requirements for sustainable development on the planet (United Nations, 2012). Although researchers provide different definitions of poverty, most of these definitions share common elements. Bhorat, van den Berg & van Aardt (2003) narrowly defined poverty as a lack of income and resources. A lack of access and resources imply a threshold of deprivation, below which an individual will suffer physically, emotionally and socially. This deprivation often develops negative attitudes towards development, demotivates and discourages the poor rural communities, resulting in the loss of hope for a better future. Inequality on the other hand is characterised by unequal opportunities and compensation of different social, economic and political positions within a society (Haddad & Ravi, 1990). Nicolau (2013, p. 2) explained that there are “two main ways to define inequality: firstly inequality of conditions and secondly inequality of opportunities”. The latter refers to the unequal distribution of income and natural goods while the latter refers to the unequal distribution of `life chances` (in other words access to education; health; and justice) of individuals.

Economic and social progress over the last two decades has gone a long way to uplift millions of people out of poverty. Although very contested, the World Bank specifies that an individual earning less than US\$1.90 per day is considered to be living in poverty or below the international poverty line (Beltekim & Ortiz-Ospina, 2018). From the year 2000 to 2013, the number of people on the globe that lived below the poverty line dropped from 28.5% to 10.7%, this amounts to one billion fewer people living in

poverty (Asadullah & Savoia, 2019). This period is also aligned to the implementation of the United Nations Millennium Development Goals (MDGs) that was a coordinated international effort to eradicate poverty and raise the living standards of people globally by the year 2030 (Kumi, Arhin, & Yeboah, 2014; Besley & Burgess, 2003). The implementation of the MDGs appeared to be producing significant results globally and this trend continued into the first three years of the implementation of the Sustainable Development Goals (SDGs) that replaced the MDGs in 2015, when a further 83 million people were lifted out of extreme poverty globally (Asadullah & Savoia, 2019).

1.1 The Geography of Poverty

While trends suggest that global poverty eradication measures are producing results, there is a shift in the geography of poverty in the world as reflected in the comparative works of Besley & Burgess (2003) to Asadullah & Savoia (2019). The geography of poverty is reflected broadly between the Global North and Global South where people living in these regions wake up to different realities on a daily basis. While the spatial patterns of inequality in the world today is likely the result of colonialism, inequality of the post-colonial elite in countries in the Global South, largely continue to adopt the exploitative role formally used by colonial powers. There seems to be a positive relationship between extreme inequality and less investment on human capital (education, skills and health) and this poses a threat to any form of development among the poor communities.

The contrasts of 'have' and 'have nots' in the world today is reflected on the one hand in the Global North where more people have comfortable housing and sufficient

resources to live a quality life, while many in the Global South struggle for housing and access to resources to meet their basic needs. Within the Global South, further inequalities are reflected in the geography of poverty, for example China have experienced a dramatic reduction in the number of people living below an income of US\$3.20 (significantly higher than the international poverty line) and even less people in China live below the international poverty line of US\$1.90 (Beltekim & Ortiz-Ospina, 2018). In contrast, the poverty elimination strategies in sub-Saharan Africa have made slower progress in reducing poverty with 23 of the 28 poorest countries in the world are located in Africa (Asadullah & Savoia, 2019). The trends of unequal poverty reduction levels was further highlighted by the United Nations Secretary General, Ban Ki-moon, who indicated in 2015 that while efforts to meet the eight MDGs have produced astonishing results, too many people have been left behind and that inequalities persist and progress towards reducing the global poverty levels have been uneven (Jones, 2015). The projections of the SDGs in terms of global poverty levels estimate that by 2030 over 300 million people from sub-Saharan Africa will still be living in extreme poverty (Asadullah & Savoia, 2019).

1.2 From the Millennium Development Goals (MDGs) to the Sustainable Development Goals (SDGs)

In an attempt to encourage global mobilisation towards development, the United Nations formulated and implemented eight easily understandable development goals (the MDGs) in 2000, and the intention that these goals would address the growing global concerns related to poverty, hunger, disease, unmet schooling, gender inequality and environmental degradation (Sachs, 2012). The implementation of the MDGs reflected the global need to measure the time bound success of objectives that

would promote the global awareness and political accountability of achieving a better life for all. During the 15 year period that the MDGs were implemented, progress to achieve the goals varied, while it appeared that countries in the Global South made substantial progress in achieving the set goals, some researchers maintain that this was mainly due to the economic growth in China and this resulted in the metrics reflecting that poverty in the Global South was reduced by 50% (Liu, Yu, & Wang, 2015), and does not reflect the highly variable progress across goals, countries and regions in the Global South.

The MDGs became the focus of global policy debates and were infused into national policy planning and assimilated into the work of non-governmental organisation as well as civil society. The failure of many countries in the Global South to achieve the development goals are ascribed by Sachs (2012) to operational failures of many stakeholders in both the Global North and South, however, by 2012 it was clear that many of the promises of assistance made by the Global North to the Global South had not been kept. The development goals were also taught to students in all levels of education and across programme groups and disciplines (Sachs, 2012).

Despite many shortcomings there was clear consensus amongst politicians and civil society that there was still a need to fight poverty beyond 2015 and this was clearly highlighted at the 2012 Rio+20 Summit of the United Nations. At the Summit a commitment was made by participating governments to formulate a set of Sustainable Development Goals (SDGs) to replace the Millennium Development Goals (MDGs) that had been implemented between 2000 and 2015. The decision to move towards a more sustainable path in terms of global goals is significant within the context with an

growing urgency to embrace sustainable development across the globe. There are varied definitions for sustainable development, it is clear that most definitions "... embraces the so-called triple bottom line approach to human wellbeing" (Sachs, 2012, p. 2206). While most countries embrace economic development, social inclusion and environmental sustainability, they do so differently between regions and countries. At the United Nations General Assembly held on 2015 the 17 Sustainable Development Goals were adopted and these represented a "new coherent way of thinking about how issues as diverse as poverty, education and climate change fit together ..." (Nilsson, Griggs, & Visbeck, 2016, p. 320) and how these relationships interlink the economic, social and environmental targets of the newly adopted Sustainable Development Goals (SDGs). The seventeen goals of the SDGs include "the eradication of poverty, end hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice and strong institutions and partnerships for the goals" (Shettima, 2016). These global goals are to be met by 2030.

Sustainable development presupposes poverty reduction (Liu, Yu, & Wang, 2015), and thus poverty features prominently as the first Sustainable Development Goal (SDG1) 'End all poverty everywhere' of the 2030 Agenda (United Nations, 2015). In this context a generalised view of poverty reduction applies, referring not only to income poverty, but also covering matters such as education, health, water and sanitation (more specifically - multidimensional poverty), as expressed in SDG1 to SDG7 (Liu, Yu, & Wang, 2015).

1.3 Africa Agenda 2063

As was the case for the MDGs, the key component of the African Union Agenda 2063 is the eradication of extreme poverty (Cilliers, Turner, & Hughes, 2014). In summary the Agenda 2063 can be described as the continent's 50-year roadmap that was adopted by the African Union to provide guidance and direction to the policy makers of African countries (Nhamo, 2017). More specifically, Africa's Agenda 2063 can be described as "A global strategy to optimize use of Africa's resources for the benefits of all Africans" (Nhamo, 2017, p. 227) and as "an approach to how the continent should effectively learn from lessons of the past, build on the progress now underway and strategically exploit all possible opportunities available in the immediate and medium term, so as to ensure positive socioeconomic transformation within the next 50 years" (Nhamo, 2017, p. 227).

DeGhetto, Gray & Kiggundu (2016) summarise the seven aspirations of the African Agenda 2063 as follows:

- A prosperous Africa based on inclusive growth and sustainable development
- An integrated continent, politically united, based on the ideals of Pan-Africanism and the vision of Africa's renaissance
- An Africa of good governance, democracy, respect for human rights, justice, and the rule of law
- A peaceful and secure Africa
- An Africa with strong cultural identity, common heritage, values, and ethics
- An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children
- Africa as a strong, united, and influential global player and partner.

While there are strong alignments between the SDGs and the aspirations of Africa Agenda 2063, it is clear that “these are to be vehicles for poverty eradication in Africa, then the continent needs to do more for itself, including domestic mobilization of financial resources” (Nhamo, 2017, p. 229).

1.4 South Africa’s National Development Plan: 2030

Poverty and inequality are the two major challenges facing our communities in South Africa, this is particularly the case of the rural communities of the country. These challenges contribution to the poor local economic development and an unacceptable quality of life for those living in the rural communities. Since the post 1994 period a number of different programmes have been implemented to facilitate rural development and relieve poverty and inequality within South Africa. The most recent is the National Development Plan: 2030, and this plan aims to eliminate poverty and reduce inequality in South Africa by 2030 (National Planning Commission, 2011). In order to do this 87 actions were formulated around the following:

- Economy and employment
- Economic infrastructure
- Integrated and inclusive rural economies
- Building safer communities
- Health care for all
- Transition to a low carbon economy
- Human settlements
- Social protection
- Education, training and innovation
- Expanding South African trade in the region and the world.

While significant progress has been made in dealing with the challenges of poverty, unemployment and inequality since a democratically elected government came into power in 1994 (Fofana, Chitiga-Mabugu, & Mabugu, 2018), much hope is placed on the National Development Plan 2030 (NDP), with the main targets to significantly reduce poverty, unemployment and inequality in South Africa by 2030 (National Planning Commission, 2011). The NDP aligns well with the Sustainable Development Goals (SDGs). Dhlamini (2017) points towards the convergence between these two frameworks on matters related to people, prosperity, peace, planet and partnerships. Despite the progress achieved to date, there is agreement that several issues have not yet been dealt with satisfactorily. Of concern is that vulnerable groups (as women and children) continue to experience acute poverty (Fofana, Chitiga-Mabugu, & Mabugu, 2018), while inequality continues to be fuelled by the persistent high rate of unemployment and low rate of participation in the labour force (Statistics South Africa, 2015; 2017)

1.5 Community development in Sustainable Development Projects

The SDGs and the Africa Agenda 2063 advocate a development process that is participatory, people-driven process centred and as a result of a series of consultations and “conversations” with various stakeholder groups across sectors and society (DeGhetto, Gray, & Kiggundu, 2016). South Africa’s NDP subscribes to the principle of community-driven change and development, thus advocating that the capabilities of communities have to be developed through education, skills development and self-employment, through which they will be in a better position to improve their lives (National Planning Commission, 2011). Considering the historical context of human

rights violations, inequalities and spatial underdevelopment in South Africa, development initiatives that focus on community-driven change, seems the appropriate way to go (Patel, 2015). From this point of view, the traditional way of working with communities namely to identify problems and needs in communities and to design interventions for them may be unsuitable, whereas an alternative approach with a focus on strengths, assets and capabilities appears to be the preferred route to go (Nel, 2018).

The principle behind community development (developed in the 1950s) was to educate people without the negative impact of dependency and by involving local people in the decision-making process in development projects (Letsoalo, 2019). The approach of community participation was developed to engage locals in decision-making, programme implementation, evaluating the programmes and sharing the benefits of development. Community development specifically interfaces well with sustainable development as it focuses on local assets and customs to ensure the long-term survival of the environmental, social and economic essence of the specific locality. Community development can be seen as a planned application to accumulate assets that increase the capability of residents to augment their quality of life. The spotlight on community assets, rather than the needs, represents a meaningful change in how community development practitioners have approached their work in recent years (Letsoalo, 2019). The identification of community assets is the core of community development as this helps in developing the leadership to mobilise residents and capacity building to act in the interest of a sustainable future and is not just about helping people realise their own interest (Nicolau, 2013).

1.6 The role Institutions of Higher Learning need to play in the achievement of the sustainable development in South Africa

Higher Education Institutions (HEIs) can potentially play a major role in the achievement of sustainable development at community level, (Shiel, Leal, do Paco, & Brandli, 2016). This can be done by facilitating the engagement of academics and students with stakeholders and facilitation of capacity building, thereby fuelling community-driven change. This type of involvement falls within the core area of outreach, which has developed to a significant impact area of HEIs regarding the sustainable development agenda (Findler, Schonherr, Lozano, Reider, & Martinuzzi, 2019). Broadly speaking sustainability related activities by HEIs in communities embrace two areas of application (Shiel, Leal, do Paco, & Brandli, 2016), firstly sustainability research, teaching and learning, within a context provided by communities. Secondly, the identification and promotion and implementation of engaged research projects aimed at sustainable development in communities. The research presented in this dissertation reflects an engaged research project within the context of a postgraduate student in the discipline of Geography at the University of South Africa facilitating community driven sustainable change within her own community with the purpose to lay the foundations to create a better life for all in the Lubisini (Eastern Cape, South Africa) Community.

1.7 Aim and Objectives

The aim of this research is to facilitate a roots-driven community intervention that would allow the community members from Lubisini (Eastern Cape, South Africa) to create opportunities that will help reduce their inherent levels of poverty and inequality.

In order to achieve the overall aim of the dissertation, the following objectives are recorded:

- Assist the community to identify their inherent human, social, environmental assets through a community asset mapping programme (objective 1).
- Assist the community members to develop ideas for small businesses and their own measures of success in overcoming poverty and inequality and the improvement in their own quality of life (objective 2).
- Monitor and evaluate the development and implementation of various projects to establish how these have reduced levels of poverty and inequality (objective 3).
- Make recommendations so they can be used by rural communities to drive their own development (objective 4)

1.8 Study area, community involved and contextual background

According to Statistics South Africa (2018) more than a third of the South African population live in poverty. Although all nine provinces in South Africa fall into a medium-level category of development the overall description of poverty and inequality can be misleading as there are spatial differences between provinces and between rural and urban areas. With the exception of the Western Cape and Gauteng more than a third of the population live in poverty in the remaining provinces.

South Africa's three poorest provinces are Eastern Cape, North West and Limpopo, with over 59% of the people in these provinces considered to be poor (Statistics South Africa, 2018). Poverty among urban informal, traditional and rural population is high across the nine Provinces. Statistics South Africa (2015) categorised the South African

poorer settlements as being located within the traditional, urban informal areas and rural areas, with 39% of poverty in traditional areas, 28% in urban informal areas and 26% in rural areas respectively.

This research will focus on a case study of the Lubisini Community, a rural village in the Eastern Cape, South Africa (refer to Figure 1.1). Lubisini is a rural village in Elundini Municipality, which is located within the Joe Gqabi District Municipality, in the North Eastern part of the Eastern Cape Province, between the Maluti and Drakensburg Mountain Ranges. The village is located in Ward 11 at GPS coordinates: 30.5434. S, 28,4721 E. Three towns make up the Elundini Local Municipality and these are Ugie, Maclear and Mount Fletcher. Lubisini Community is located within the town of Mount Fletcher. The Municipality covers an area of 5 064 square kilometre and has 17 Wards. The 2011 Census estimated that there were 138 141 people living in this municipality (Statistics South Africa, 2018), with the majority being Blacks (98%). A detailed overview of the Lubisini is provided in section 3.5.1.

According to the Elundini Integrated Development Plan 2015-2016, challenges facing Elundini Municipality include:

- High illiterate levels, the Elundini Municipality has low levels of education and only about 11% of the entire population has completed Grade 12 only 5% of the population has studies further than Grade 12.
- The levels of HIV/AIDS infection have increased between 2001 and 2010 from 8610 to 13416.
- Unemployment. About 11% of the population is unemployed and
- Huge infrastructure development backlogs.



Figure 1.1: The geographical location of Lubisini (Elundini Municipality), Eastern Cape, South Africa

Lubisini, was specifically chosen as the case study for this research, due to the high levels of poverty and the need to implement a community driven programme to allow the community drive their own development and indicators of success. The researcher is a community member of Lubisini and as such could successfully apply participatory research methodology to drive the community development for this research, and be able to monitor challenges and successes in the future.

1.9 Methodology, data verification and limitations of the research

The methodology applied in this research is qualitative and applied within a specific case study. To achieve objectives 1 and 2, a four day Community Asset Mapping

Programme (CAMP) of interactive sessions was applied to the representative of 132 community members of Lubisini that volunteered their attendance after intensive community awareness workshops to inform the community of the workshop and the purpose thereof. The purpose of the workshop was to assist community members in the identification of the inherent assets (financial, human, natural and social resources) of a community with the intention of developing a strategy that can be used to improve socio-economic conditions of the rural communities. After the completion of the four day workshops, a number of follow up visits to the community were undertaken to monitor and evaluate the progress the community made in using their assets to create opportunities to relieve poverty and inequality (objective 3). Using the interaction and experience obtained from the CAMP, the researcher will make a number of recommendations on sustainable rural development (objective 4).

Triangulation (between the researcher as a participant observer, community members and information obtained from stakeholders from government departments, traditional leaders, councillors, ward committees, religious institutions and NGOs) was applied to verify data collected and in this way ensure the credibility of the qualitative data gathered. Following the case study approach was followed, the results of this research are relevant to the community of Lubisini and although cannot be generalised for other rural communities, the recommendations on community driven sustainable development would be of relevance to similar rural communities in the Global South.

1.10 Chapter outline

This dissertation is presented in five chapters. Chapter one outlines the various programmes to address poverty and inequality levels in South Africa within the global

context. This chapter provides a brief problem statement, the aim and objectives of the research, a brief description of the case study and the intended methodology. Chapter two will examine an overview of literature on poverty and inequality. Chapter three will provide an orientation of the community asset mapping programme applied in the community of Lubisini, within the context of the methodology of participatory rural appraisal. Chapter four presents an overview of the descriptive context of the case study and the results of the implementation of the community asset mapping programme (CAMP) and will present an overview of the monitoring and evaluation of the CAMP over an 18 month period. Chapter five will present recommendations and conclusions in terms of a participatory approach to community development in the rural areas of South Africa and a conclusion to the research.

1.11 Conclusion

For the people living in rural areas to escape chronic poverty, they need much more than access to opportunities. They need to realise that this is time for rural people to become innovative, to play a meaningful role in the process of poverty and inequality alleviation, restore their self-respect, identity, honour, dignity, integrity, sense of worth, and recognition. They should play an active role in initiating economic activities that will provide as many people as possible with the means to overcome their helplessness and misery caused by lack of basic needs such as food, shelter, or clothing. Such initiatives should include policies and strategies that ensure that chronically poor people can take up opportunities and be able to take empowerment seriously and recognise obligations to protect these available resources.

CHAPTER 2: UNDERSTANDING POVERTY AND INEQUALITY WITH SPECIFIC REFERENCE TO SOUTH AFRICA

While the eradication of poverty and the reduction of inequalities presently forms a major focus on the agendas of the Sustainable Development Goals, Africa Agenda 2063 as well as the South African National Development Plan:2030, non-government organisations and researchers have focussed their attention on poverty and inequality over the last few decades. This chapter presents selected but relevant literature on poverty, inequality and the various approaches of reducing these phenomena in the Global North and South and more specifically in South Africa.

2.1 Understanding Poverty

Academics generally agree that poverty is a complicated phenomenon, and as the manifestation of poverty differs from one place to another, there is no single and internationally accepted definition of poverty. An analysis of the literature on meaning and understanding of poverty gives both narrow as well as a broad definition of poverty. Poverty is narrowly defined as a lack of income and resources and it is this definition that often divides the poor from the wealthy. A lack of access to income and resources implies a threshold of deprivation, below which an individual will suffer physically, emotionally and socially (Bhorat, van der Berg, & van Aardt, 2003). Others define poverty based on substance, as the inability to attain minimal standards of living and measure it in terms of income required to satisfy those needs. On the other hand, the broader definition of poverty includes the notion that the phenomena does not only present itself as a lack of assets, but also as a lack of social, economic, cultural and civil rights. The lack of assets negatively impact a poor community's access to basic services and other opportunities such as education and health, in this way the poverty

cycle is not broken (Ferguson, Moser, & Norton, 2006). Poverty is not just a matter of being relatively poorer than others, but it is also involves failure to have certain capabilities (Sumner, 2019). Wong (2015), defines poverty as the lack of access to basic needs as well as the lack of participation in decision making and in decisions related to civil social and cultural life. These definitions emphasise social inclusion, involvement and participation of those considered poor at a specific time.

Swanepoel and de Beer (2011), define poverty as a phenomenon that is characterised by physical weakness, lack of food, isolation, no access to education, vulnerability, powerlessness, distraction of self- esteem. Swanepoel and de Beer (2011) further regard those who are poor as trapped in cycle of poverty as follows:

- They have an inability to make choices and this ability allows exploitation by their employers.
- The poor are often isolated geographically and this often excludes them from government services, such as access to education and other basic services.
- The poor lack social and economic influence and this limits their ability to exploit available opportunities in order to favourably change their lives.
- Due to lack of access to basic nutrition their physical strength is affected and they may be exposed to chronic illnesses.

According to Mpofu as quoted in (Swanepoel & de Beer, 2011) the challenge with studying poverty is that it is multidimensional in nature and people have different perception of poverty. In addition, the poor are not homogenous, but are diverse in nature.

Researchers like Hulme, Moore and Shepherd (2001), Levitan et al (2010), Mbuli (2008), Nicolau (2013), Waddan (2019), Priyanto and Fathoni (2019) indicate that poverty is the result of a combination of factors such as economic, social, political and environmental factors.

Table 2.1: Multiple classification of the causes of poverty.

(Adapted from (Hulme, Moore, & Shepherd, 2001) (Levitan, et al., 2010) (Mbuli, 2008) (Nicolau, 2013) (Waddan, 2019) (Priyanto & Fathoni, 2019)).

| | |
|--|--|
| <p>Economic</p> <ul style="list-style-type: none"> • Low productivity • Globalisation • Limited focus on research and development • Adverse terms of trade • Lack of access to technology • Unemployment and under-employment • Shrinking economic growth and/inflation • Limited economic skills | <p>Social</p> <ul style="list-style-type: none"> • Gender, age, race or disability • High fertility and demographic dependency ratio • Poor health • Disease • Inequality • Lack of trust or social capital • Absence of role models |
| <p>Political</p> <ul style="list-style-type: none"> • Poor governance • Poor resources management • Insecurity • Violent conflict • Domination by region/global super powers • Globalisation | <p>Environmental</p> <ul style="list-style-type: none"> • Low quality of natural resources • Environmental degradation • Disaster such as floods, drought • Remoteness and lack of access • Propensity for disease (for example Ebola) |

The researcher contends that poverty is a negation of development and as such is a multi-dimensional phenomenon and therefore, poverty should be multidimensional in nature too. Further to the multi-dimensional nature of poverty, the phenomenon is further defined in two different ways, namely as absolute poverty (a fixed point of reference) and relative poverty (Swanepoel & de Beer, 2011).

2.1.1 Absolute Poverty

All citizens in a country need to have access to basic needs such as food, water, shelter, clothing, education and health services. The resources that a country would

need to provide basic services forms the fundamentals of the country's specific threshold for absolute poverty (Gaisbauer & Schweiger, 2019). If the country does not have the monetary resources to provide such resources, the country is considered poor in absolute terms. When poverty is viewed in absolute terms, there is the general acceptance that the economic growth would eventually eliminate poverty. Absolute poverty refers to poverty measurements that do not depend on the average levels of poverty in any country in a given time (Greve, 2019).

Absolute poverty is a situation where the next meal means the difference between life and death (Sen, 1999). It refers to people with low to no income at all, in so much that food, shelter, personal and other necessities are not available to the people. Research has demonstrated that when families are poor for most of their lives they will pass on their poverty to their children (Chronic Poverty Research Centre, 2005). Victims of poverty are often women, children, youth, disabled and elderly people. The United Nations (United Nations, 1995) defines absolute poverty in terms of severe deprivation of human needs including food, safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income but also on access to services.

2.1.2 Relative Poverty

While absolute poverty deals with monetary resources (income), which falls below a country's average or the 'poverty line', relative poverty is more textured and complex and deals with the economic distance and injustice within a society (Sumner, 2019). Unlike absolute poverty, an increase in the standard of living is not enough to eliminate relative poverty. Often an increase in resources will result in the rich getting richer and

the poor getting poorer and this leads to the social disintegration, segmentation, emotional suffering, ethnic and racial conflict. In many ways, relative poverty is linked to inequality.

2.1.3 Measurement of Poverty

Aligned to the various definitions of poverty, the measurement of poverty varies from single dimensional measures to more multi-dimensional measures. Many multi-dimensional measures are closely aligned to the Human Development Index (HDI), where countries are measured numerically between 1 and 0, values closer to 0 are considered to have lower levels of development while countries measured closer to 1 are considered to have higher levels of development. Over the last few decades, the move towards more multi-dimensional measures have increased and in most of these measures, aspects of health, education and wealth have been included. Academics however, cannot reach consensus on the weighting that each of these three aspects should have in any particular model. The Oxford Poverty and Human Development Initiative (OPHI) developed the Multi-dimensional Poverty Index (MPI) in 2010 (Alkire & Santos, 2010) and this measure is now the most common measure of poverty globally (Alkire, 2018).

The MPI is similar to the HDI, the latter uses aggregated national data, while the former uses household-level data that is then aggregated to national level. In the MPI three dimensions are measured, namely education, health and standard of living, using ten indicators, with specific descriptions of deprivations which are then related to specific SDGs (Table 2.2).

Table 2.2: The three dimensions, ten indicators of the Multidimensional Poverty Index and the relationship with the SDGs (Adapted from Alkire and Santos (2010) and Alkire, Kanagratnam and Suppa (2018))

| <i>Dimension of poverty</i> | <i>Weighting of indicators</i> | <i>Indicators of poverty</i> | <i>Short description of deprivation and relevant SDG</i> |
|--|-----------------------------------|------------------------------|--|
| Education | Each indicator is weighted at 1/6 | Years of schooling | If no household member (10 years or older) has completed six years of schooling (SDG 4) |
| | | School attendance | If anyone school-age child is not attending school in years 1 to 8 (SDG 4) |
| Health | Each indicator is weighed at 1/6 | Child mortality | Any child has died in the family in the five-year period preceding the survey (SDG 2) |
| | | Nutrition | Any person under 70 years of age for whom there is nutritional information is undernourished (SDG 3) |
| Living standard | Each indicator is weighed at 1/18 | Electricity | If the household has no electricity (SDG 7) |
| | | Drinking water | If the household lacks access to improved drinking water or safe drinking water is at least a 30 minute from home as a roundtrip (SDG 6). |
| | | Sanitation | The household's sanitation facility is not improved (according to SDG guidelines) or it is improved but shared with other households (SDG 11) |
| | | Housing | The household has inadequate housing: the floor is of natural materials or the roof or wall are of rudimentary materials (SDG 11) |
| | | Cooking fuel | If the household cooks with wood, charcoal or dung (SDG 7) |
| | | Assets | If the household does not have more than one of the following: radio, TV, telephone, bike, computer, animal cart, bicycle, motorbike, and refrigerator and not own a car or truck (SDG 1). |
| <i>A person is identified as multi-dimensionally poor if he/she is deprived in one third or more of the three dimensions</i> | | | |

Although the MPI is considered to be the better approach for analysing poverty, some researchers argue that GDP per capita and the growth of GDP should rather be used to measure poverty (Booth, 2019). Alkire et al. (2011), indicate that the measurement methods used to measure poverty are cardinal rather than being ordinal, and in their view they compared the results of the two different but dependent variables: namely : GDP and HDI. They agreed that the multi-dimensional approach is better than the income based approach and the different deprivations in the various dimensions need

to be aggregated into a size index called the Human Development Index (HDI). This approach has led not only to the development of HDI but also to the development of a multitude of other multidimensional poverty measures (Nnadozi & Jeromo, 2019). The Human Development Index combines life expectancy, education and the real GDP per capita.

The advantage of using the MPI over more income-based measures is that the MPI not only measures direct poverty levels, but also provides a clear indication of a number of related aspects:

- Allowing for poverty to be tracked over time
- Providing spatial patterns within countries (for example rural vs urban)
- Providing an indication of the level of inter-connectedness between deprivations.

The MPI allows for a cross-country measure that is closely linked to the MDGs and the present SDGs, and is handy in enabling policy makers with a tool to design policies and target resources to address poverty efficiently and with due consideration of the spatial inequalities in a country due to the uneven distribution of people and resources.

2.2 Understanding Inequality

In many countries, the public discourse make many direct and indirect links between the concepts of poverty and inequality, although very different concepts, they are often linked through strategies that focus on development. Nicolau (2013, p. 2), explains that inequality is "... characterised by unequal opportunities and compensation for different social, economic and political positions in society". Haddad and Ravi (1990)

describe inequality as a phenomenon that covers structured and prolonged patterns of the unequal distribution of wealth, rewards, opportunities, and punishments. Wong (2015) defines wealth inequality/wealth disparity as the unequal distribution of assets within a population. While according to Ngok and Chan (2015) the Hong-Kong government believes that wealth disparity is inevitable and a desirable phenomenon in economic development as this kind of hardship motivates the poor to work harder.

Ravallion (2019) explains that the literature on global inequality shows three important spatial patterns:

- Global inequality is higher between countries than within them
- Inequality between countries has been falling since the 1990s
- Global inequality is now less than it has been in human history.

Despite global trends that indicate that, there is a drop in inequality, Todaro and Smith (2011) explain the impact of inequality within countries as follows:

- Extreme inequality leads to income inefficiency, thus a smaller percentage of the population that would have access to credit and the result is that individuals with a lower income have limited access to opportunities to set themselves or their children up in a business or to expand existing businesses.
- High levels of inequality can lower the overall savings rate of the economy of a country, as the lower income class is not able to save, the middle to higher income classes invest their capital in high income goods and thus do not necessary add to the national productive resources, but instead drain them.
- In countries that are fundamentally unequal, an emphasis is placed on higher education at the expense of quality universal primary education thus continuing the levels of inequality.

- Inequality undermines the social stability and solidarity, as it strengthens the political influence of the rich and their economic bargaining power, resulting in or influencing outcomes in their favour. This can lead to excessive lobbying for large political donations, bribery, and cronyism such as the appointment of friends to higher levels. This situation makes it difficult for poor institutions to improve because the few who have power and money regard themselves as better off and resist change.
- Those who are considered to be poor often support more populist policies and this can be self-defeating. The focus of policies often tend to be on support or resisting the redistribution of the existing economic powers rather than on policies that increase the size of the economy.
- High inequality can lead to civil wars and terrorism that take poor people's lives and retard development for decades.

Globally inequality is measured using the Gini coefficient. Although this measure has been used for decades, (Atkinson, 1970) the suitability of the measure has always been contested (Ravallion, 2019). When measuring the income within a country, the scale of the Gini coefficient varies from '0' to '1' and the closer a country's scale is to '1' the more unequal the society in the country is considered. While any value closer to '0' indicates lower levels of inequality within the country. Gini coefficient is used to measure the distribution of the national income and in an equal society; in an equal society an equal percentage of the country's population will receive the same percentage of the country's income. For example, if a country considered being unequal, the following might be reflected, i.e. 10% of the society receives 30% of the country's income. In terms of the latter, "a Gini coefficient classification at the highest

possible score would be 1, (i.e. 1% of the population receive 100% of the income), the lowest score would be 0" (Nicolau, 2013, p. 3).

2.3 Global Poverty And Inequality

The rapidly growing population in the world is demographically significant. In 1999 (Population Reference Bureau, 1999), it was estimated that there were 6 billion people in the world, by 2015 the estimated global population was 7.3 billion (Population Reference Bureau, 2015) and in 2018 it was estimated that there were 7.6 billion people in the world (Population Reference Bureau, 2018). While the world population growth has reached stable levels, it is clear that the global growth in the human population is not spatially equal and thus is problematic in terms of the distribution of resources globally. While population in the Global South is still growing, the population growth within the Global North is relatively stable. The governments in the Global South have to deal with a number of spatial challenges related to the provision of basic services, public services, infrastructure and a high economic growth to provide employment for its citizens. Failure to provide for citizens of countries in the Global South means that governments increasingly have to deal with widespread poverty and inequality.

Viewed through the lens of human development, the global village is divided. The distribution of poverty is highly uneven across the globe, about 90% of the poor in the world are located in three regions namely: East Asia, South Asia and Sub-Saharan Africa (Population Reference Bureau, 2018), this area is referred to as Global South in this research. The richer countries tend to be in the Northern and Western regions of

the globe and are referred to as Global North in this dissertation. These countries include countries like Europe, North America and other Asian countries like Japan. They are countries that are engaged in mass production and the majority of their population live in cities. The kind of farming they are practising is mechanised and done on large commercial farms. By the end of the century, the poor in Asia dropped from 452 to 278 million people (Ahuja, Bidani, Ferreira, & Walton, 1997), this was mainly as a result of dramatic reduction in poverty in China (Beltekim & Ortiz-Ospina, 2018). This reduction in poverty gave some hope for the achievement of the first MDG by 2015 and an even better chance of achieving the SDGs by 2030. On the other hand, there are more poor people in African today than there were in 1990 (World Bank, 2017). This is referred to as the African tragedy versus the Asian miracle (Asadullah & Savoia, 2019). These differences are ascribed to the different policies that the different countries implement.

Todaro and Smith (2011) made a link between levels of poverty and inequality within countries that had been colonised over the last 500 years. They provided the following characteristics of colonised countries:

- Lower levels of living, productivity and human capital
- High levels of inequality and absolute poverty
- High population growth
- Larger rural population but rapid rural-to-urban migration
- Lower levels of industrialisation, financial under-development and other markets
- Lingering colonial impacts such as poor institutions and often external dependence

While colonialism played an important role in shaping the economies of the countries in the Global South, a lasting legacy within these countries is the unequal distribution of poverty and inequality.

2.4 Poverty and Inequality in Africa (Sub-Saharan Africa in particular).

The estimated population of Africa in 2018 was 1.3 billion people (Population Reference Bureau, 2018), and is expected to grow at about 2.3% per annum reaching an estimated population of 2.53 billion people by 2050 (Population Reference Bureau, 2018). The population of Sub-Saharan Africa was estimated to be 1 billion people in 2019 constituting 14.22% of the world population (Sub-Saharan Population, 2019). The United Nations (2019) estimates that more than half of the population growth in the world in the next three decades will occur in Sub-Saharan Africa. The United Nations further anticipate that even if there is a substantial drop in the fertility rates in Africa a “large number of young people currently on the continent, who will reach adulthood in the coming years and have children of their own “will ensure that the continent will play a “central role in shaping the size and distribution of the world’s population over the coming decades” (United Nations, 2019).

The United Nations (2018) estimated the global HDI to be 0.728 in 2018 and the HDI for Sub-Saharan Africa to be 0.537. Given that a HDI of 0.5 and below is considered to reflect a low level of HDI, the 2018 HDI for Sub-Saharan Africa places the region into the lower levels of medium development. The United Nations Development Programme estimated that 55.1% of the population of Sub-Saharan Africa was considered to be multi-dimensionally poor in 2018 (United Nations Development

Programme, 2019). The spatial pattern of multidimensional poverty varies between regions and countries on the continent. For example, the same source estimates that 6.3 % of South Africans are considered to be multi-dimensionally poor compared to 91.9 % of the people living in the South Sudan. While spatial patterns between countries differ, so does the spatial pattern of poverty within a country. The United Nations Development Programme (2019) uses the example of Uganda to illustrate extreme differences in spatial patterns of poverty within a country “the poverty rate ranges from 6.0 percent in Kampala to 96.3 percent in Karamoja” (United Nations Development Programme, 2019). The Gini Coefficient for Sub-Saharan Africa was estimated to be 50 in 2014 (United Nations, 2015), which is substantially higher than countries in the Global North. As is the case of the spatial patterns of poverty, the spatial pattern of inequality differs regionally and South Africa is considered to be the most unequal society in the world (World Bank, 2019).

A literature review established a number of reasons for the persistent levels of poverty and inequality in Africa and these include: colonialism, foreign aid, poor health and education, corruption, poor governance and poor policies that favoured urban poor over rural poor and poor institutions and each will be briefly discussed.

2.4.1 Colonialism

Researchers such as Todaro and Smith (2011), Abebe and Quaicoe (2014), Binns, Lynch and Nel (2018), Bonnecase (2018), Jerven (2018) and Khan, Morrissey and Mosley (2019) indicate that the impact of colonialism was not only significant during the colonial period itself but had lasting impact on development in Africa since the independence of the various countries. The impact of the following realities of

colonialism have had on the persistent poverty and inequalities levels in Africa have direct and indirect relevance to this research:

- Borders of countries created to favour the colonial project rather than the incorporation of ethnic similarities of the local population. This has directly and indirectly impacted on the persistent political instability within the continent.
- Most colonial powers colonised the countries in Africa to secure the extraction of natural (that in turn fuelled the economies of imperialist countries) and human (for example slavery) resources in favour of the colonial power.
- As a result of the colonial period many countries in Sub-Saharan Africa lack institutions and formal organisations that promote development. The colonial powers encouraged and facilitated the exploitation of human and other resources to the benefit of the colonizing elites and this created high levels of inequality, that continue to feature in a trend in which the elite in many African countries play an exploitative role that were formally played by the colonial powers.

The remnants of colonialism have meant there is less movement towards democratic institutions, less investment in public good and less widespread investment in human capital (education, skills and health).

2.4.2 Education and Health

As two major components of the MPI (refer to Table 2.2), education and health play very important roles in the economic development of a country and thus have a direct impact on the poverty and inequality levels. The two components have major roles to play in assisting an emerging economy to absorb and use modern technology and to

develop a capacity for self- sustainable growth and development. Successful education relies on adequate health and health is essential for increased productivity within the education system. Unequal distribution of health and education, just like income and wealth can result in poverty and inequality (refer to section 2.1).

Gyimah-Brempong (2011) established that all levels of education have a significant positive impacts on income growth rate in Africa with tertiary education being the most effective, this is affirmed by the inclusion of the education as a key component in achieving the Sustainable Development Goal Number 4 (United Nations, 2015), Africa 2063 (DeGhetto, Gray, & Kiggundu, 2016) and the South African National Development Plan: 2030 (National Planning Commission, 2011) (refer to sections 1.2; 1.3 and 1.4). Education is considered to have a significant impact on development and the reduction of poverty and inequality as it increases productivity of the existing resources, creates and rapidly diffuses new technology and increases the quality and the efficiency of public and state institutions.

While the improvement in access to education will go a long way to helping the population of countries in the Global South to escape poverty and inequality (Swanepoel & de Beer, 2011), but the reality is that the majority of the countries in Sub-Saharan Africa spend less than 4% of their national income on education. While overall patterns of access to education differs within regions and countries, there are gendered patterns of unequal access to education, in many countries in Sub-Saharan Africa, female children receive less education when compared to male children and thus, this widens the education gender gap in the developing countries of Africa (United Nations, 2015). The improvement in access of female children to primary school

education would assist in lifting the female population from a disproportionate burden of poverty, will help improve their status in a community and will then support them in breaking the cycle of gender poverty (Swanepoel & de Beer, 2011; Leicht, Heiss, & Byun, 2018).

In summary, Pheko (2012, p. 10), describes the role that education should play in Africa in order to facilitate the future development of the continent as follows “Quality education is the key to creating, owning and controlling Africa`s wealth and mentally decolonising her people`s captured mind. All African countries must promote the study of Science, Technology, Economics and International Law”, and in this way the continent will be able to move towards breaking the poverty and inequality trap that it is presently in.

The third Sustainable Development Goal relates the health and well-being of the global population (United Nations, 2015), and this has reference to the state of complete physical, mental and social well-being and not as just the absence of disease. Todaro and Smith (2011) state that the health problems experienced in countries in Sub-Saharan Africa are often related to water scarcity, malnutrition and contamination, and currently the mortality rate is kept high due to the prevalence of HIV/Aids and malaria. Although, the continent is making huge progress in reducing the rate of preventable child illnesses (for example, polio and malaria), nineteen of the twenty countries with the highest maternal mortality rates in the world are located in Africa, and this is coupled with the region`s high neonatal death rates. The region is also experiencing an increased rate of non-communicable diseases such as hypertension and heart disease. The current health status of the continent places huge pressure on the

existing health systems and the ability for many governments to increase their investments in health care annually is very limited (Ortiz-Ospina & Roser, 2019) .

Ortiz-Ospina and Roser (2019), indicate in their research that the financing of healthcare in the Global South in this century is largely due to large investments that are a result of development assistance from the Global North. They speculate that after the introduction of the MDGs, countries from the Global North spent about 0.7% of their budget on funding healthcare in the Global South. This is relatively small amount when translated into real terms within the countries in the Global South is relatively high, and amounts to approximately 25% of the actual healthcare spent in countries located in the Global South.

Health is regarded as one of the most important components (refer to section 2.1.3) of development (Canning, 2012) and is included in the calculation of the HDI (Jaunky, 2013), the most important reason for this is that the economy of a country is enhanced by healthy, skilled and unskilled citizens. Canning (2012), further refers to health as a cause as well as a consequence of income growth, while Jaunky (2013), argues that there is a relationship between health and wealth.

The high prevalence of disease with related higher mortality rates, lowered the life expectancy rates in Sub-Saharan Africa and this has negatively impacted on a positive economic growth of the region. This trend is further associated with increased levels of poverty due to the reallocation of the scarce financial resources from the development of the secondary economic sector to expenditure on health and thus results in the reduction of funds available to fight poverty and inequality in the region.

2.4.3 Decline In Agricultural Growth

Todaro and Smith (2011) are of the view that African agricultural systems have the following dominant characteristics that might contribute to the poverty and inequality cycle:

- Subsistence farming takes place on small plots of land and often large tracts of unused land are left uncultivated. This is probably due to a lack of access to technological and the dominant use of traditional tools such as hoes, use of animals to cultivate the land, in addition other traditional farming practices rely on the application of human labour.
- Crops are grown for personal consumption and the majority of the tasks are done by women or female children, who are responsible for weeding, harvesting, processing of crops and other related duties required to produce enough food for the household. This limits the access of the household members to education that could be a means of breaking the poverty cycle.
- In some countries land ownership is used as an instrument of economic and political power, thus limiting the consistent use of the land to provide for household livelihoods.
- Due to lack of technology, there is a high dependence on rain during the planting season as there is often limited access to any type of technologically driven irrigation system.

Decline in agricultural growth results in decline in the growth in the Gross National Product (GNP) and thus increases poverty. A large percentage of the population living in Sub-Saharan Africa still live in rural areas and have a high dependence on the

primary economic sector (more specifically, agriculture) as their main source of income. Investment into the rural agricultural sector could contribute to lifting many countries in Africa out of poverty (Thurlow, Doresh, & Davis, 2019). This would however mean that the agricultural income must be increased in order to generate the growth in demand that powers the economic growth. This could be achieved if irrigated agriculture and improvement in road infrastructure can be used as strategies for poverty reduction.

The agricultural growth in Sub- Sahara Africa continues to experience problems like missing markets failures. All these limit poor farmers' ability to take advantage of opportunities offered by globalisation. These problems need to be addressed to prevent the poor from remaining excluded and thus a worsening of their situation. Poverty in itself prevent farmers from taking advantage of opportunities offered by farming that could contribute to their ability to pull themselves out of poverty. Poor farmers often use farming as the reason to take their children out of school to work in the fields and this perpetuates the poverty cycle (refer to section 2.4.2). Lack of relevant information on possible markets and insurances make it difficult for poor rural people to take risks for the fear of failure.

2.4.4 Foreign Aid

Nicholson and Lane (2013) and Asongu and Nwachukwu (2018) argue that aid promotes growth and structural transformation in many countries in the Global South, they add that the flow of foreign investment to Africa has helped to alleviate poverty on the continent. Foreign Aid in the form of debt relief has resulted in an increased foreign

investment and capital formation in the continent. They regard debt relief through aid initiatives as being successful as the investment has contributed greatly towards development in Africa.

The opposing argument is presented by economists such as Elbadawi, Kaltani and Soto (2009) and Gatune (2010), Brazy (2018), who see foreign aid as the cause for reduced exports and reason for the huge dependency that Africa has to investors from the Global North for its development. The economic growth and development of Sub-Saharan is thus largely dependent on the importing sector and does not provide sufficient financial backing for governments to attract foreign investments and eventually productivity gains. They argue that the unsustainable amount of foreign aid could lead to higher exchange rates and thus be harmful for the export sector of the receiving country. They see aid as a means of retarding growth as it substitutes domestic savings and at the same time impairs the payment of deficit and this results in the raising debt obligations of many countries in the Global South to their counterparts in the Global North. Gatune (2010) suggested that Africa should think beyond aid as a path to sustainable development, and should concentrate more on the mobilisation of its own resources accompanied by the proper allocation of resources.

Ilorah (2008), argues that the dependency on foreign aid in Sub-Saharan Africa has resulted in countries given into the lenders (often from the Global North) who in turn determine and imposed their own agenda on to the African countries. Foreign aid often comes with conditions that overweigh any of the benefits for the receiving country; discourage indigenous entrepreneurs initiatives, and importantly weaken the

continent`s ability to outgrow its dependency on aid, and in this way keep the country within the grip of poverty and widening the spatial inequality between regions.

Gohou and Soumare (2012) and Nicholson and Lane (2013), believe that there is a significant relationship between Foreign Direct Investment (FDI) and poverty reduction in some parts of Africa. They believe that FDI has increased on average and this has improved the HDI (refer to section 2.1.3 for link to poverty). On the other hand researchers like Bouchoucha and Benammou (2018) argue that FDI may crowd the domestic market and have a damaging effect on growth in African countries. FDI can thus lead to the exploitation of countries in the Global South by countries located in the Global North.

Todaro and Smith (2011) provide the following perspectives of the effect of foreign aid on African countries:

- Foreign aid focuses on the growth of the modern sector, and this increases levels of poverty and inequality between populations living in the Global North and the Global South.
- Within countries in the Global North, Multinational Co-operatives (MNC) are often perceived as vehicles that advocate anti-development as they increase domestic inequalities, through retarding economic growth through reduced savings and this worsens the income inequalities and creates new gaps between the urban/rural and between modern/traditional sectors.
- Aid promotes a welfare mentality of the receiving countries, protects corrupt bureaucrats and stifles innovation and technology that is needed to reduce poverty and inequality.

The MDGs had a specific responsibility assigned to the countries in the Global North and this was to increased aid but also to remove trade and investment barriers and eliminate unsustainable debts of the poorest nations in the Global South. While similar commitments are in place for the achievement of the SDGs, it is clear that countries in the Global South are in desperate need of aid (refer to section 2.4.2) especially if they are to achieve the health targets (SDG 3) set for sustainable development, and thus the receipt, monitoring and use of foreign aid needs to be carefully considered for a sustainable future that includes dramatic reduction of poverty and lowered levels of inequality.

2.4.5 Poor Governance and Corruption.

The negative impact of Colonialism has already been discussed in section 2.4.1. However, a particular consequence of Colonialism is corruption and poor governance together with the drafting of ineffective policies by officials who often lack determination, are other issues that promote poverty in Sub-Saharan Africa. The corruption that exists in Africa at present is not sustainable, as these countries cannot absorb the costs of corruption on their limited GDP and in this way limits development as it minimises the ability of the government to implement strategies that will reduce poverty (Lawal, 2007). If the countries in Africa are to achieve the SDGs and significantly reduce the levels of poverty and inequality they would have to prioritise the reduction of corruption.

“Corruption increases the costs of doing business, wastes resources, hence radically reduce revenues accruing to the state. It also results in poor service delivery,

“moonlighting” or multiple concurrent sources of employment and refusal to perform normal functions without additional payment. Moreover, corruption deepens poverty and makes it difficult for ordinary people to get ahead as the result of their own efforts” (Lawal, 2007, p. 4). Corruption has extreme social and economic cost on the poor, where the direct impact is the lack of services and efficient government within a context that makes them powerless to resist the demands of corrupt officials. Different arguments have been put forward to explain the prevalence of corruption in Africa and these include poverty, political culture and the “inability of leaders to overcome their colonial mentality in respect of their perception of public office” (Perry, 2018, p. 69). Sustainable development in the Global South will depend on reducing the levels of corruption and poor governance in the countries and within countries.

2.5 Poverty and Inequality in South Africa

The South African case study is often regarded as one of the most important political yet peaceful transitions in the last century (refer to Section 2.4.1). However, since 1994, the country continues to deal with challenges related to poverty and inequality. In the early years of its democracy, South Africa was able to access international bond markets, however, in recent years the fiscal sustainability of the country has been plagued with low economic growth, weak revenue collections and expenditure pressures, all placing more and more pressure on the credit ratings of the country (World Bank, 2019). As in the case of African countries, South Africa’s sustainable future is jeopardised by poor governance and corruption (refer to section 2.4.5). This is especially reflected in the growth of the South African economy during the period 2017 to 2019. The World Bank indicated that the economy of the country grew by

1.3% in 2017 and this growth dropped to 0.8% in 2018 (World Bank, 2019), and this is possibly a reflection of persistent levels of poor governance, high levels of corruption and the present political uncertainty within the country. While it is expected that the country's growth will reach 1.3% (2019) and 1.7% (2020), the "population growth, gross domestic product (GDP) per capita has been close to nil since 2014, leaving little room to reduce poverty" (World Bank, 2019). South Africa remains a major exporter of raw materials especially minerals and an importer of manufactured goods (refer to section 2.4.4), and if it is to make inroads into reducing poverty and inequality, it will have to strategize the strengthening of foreign investments without strengthening the dependency paradigm (as referred to in section 2.4.4) in order to increase its economic growth and in this way be able to create more employment opportunities for its population.

The progress towards improving the quality of life of the South African citizens has been slow and it would appear that the momentum to achieve this is slowing down. Based on the international poverty line of US\$1.90 per day, the World Bank considered 33.8% of the South African population to be poor in 1996. By 2015, 18.8% of South Africans to be poor (World Bank, 2019). During the period of the decline (1994 to 2011) in the number of poor people the country experienced the following:

- Real income growth
- Improved social security
- Wider access to basic services

The possible reasons that can be cited for the increased poverty and inequality levels in South African post 2015 include:

- The delayed impact of the global financial crisis experienced in 2008
- Changed labour market that required skills that the country's poor lacked
- The brain drain of skilled and professional South Africans due to economic and political instability.

Closely linked to rising levels of poverty and inequality are the persistent unemployment that is currently "... standing at 29% in the fourth quarter of 2018. The unemployment rate is even higher among youths, at around 54.7%" (World Bank, 2019).

Despite the peaceful transition to democracy and the end of apartheid over two decades ago, South Africa still has a dual economy and remains one of the most unequal societies in the world today (National Planning Commission, 2011). The Gini coefficient (refer to sections 2.2 and 2.3) was estimated to be 0.63 in 2015 and when compared 1996, the value was 0.61, (World Bank, 2019) indicating more inequality in more recent years (Ravallion, 2019). The high levels of inequality are most likely due to the remnants of colonialism (refer to section 2.4.1) and apartheid that created a legacy of exclusion and an economic system that did not provide sufficient employment as it was not pro-poor in nature. The World Bank (World Bank, 2019) explains that in South Africa the "inequality in wealth is even higher: the richest 10 percent of the population held around 71% of net wealth in 2015, while the bottom 60 percent held 7% of the net wealth". Unlike many other countries in the Global South, it would appear that South Africa has very low intergenerational mobility and the impact of this is that it is very likely that inequality will be passed down to generations that follow and thus the chances of reducing inequality is becoming increasingly unlikely.

The spatial distribution of poverty and inequality in South Africa occurs across Provinces and between rural and urban areas. The HDI and MPI for each of the provinces over two decades is provided in Table 2.3. On one hand the richest provinces have the highest share of financial capital, physical and entrepreneurial returns as a source of income. On the other hand the three poorest provinces, namely the Eastern Cape, North-West and Limpopo have a higher percentage of their population living in poverty. The same provinces accommodate more than 59% of the total population of South Africa. The difference between provinces is further aggravated by spatial differences with the majority of the population living in poverty in these areas, whereby it is estimated that 70% of the people in rural areas are considered to be poor. The South African poor settlements are categorised as traditional, urban informal areas and rural, with 39% of poverty in traditional areas, 28% in urban informal and 26% in rural areas (Statistics South Africa, 2018). Poverty among the urban informal, traditional and rural population is high across the nine provinces including the rich provinces in South Africa. In addition economic, gender and racial differences can also be determined within the different provinces.

Table 2. 3: Human Development Index for South African Provinces: 1993 to 2013 (Source: adapted from Statistics South Africa (2015)).

| <i>Region</i> | <i>HDI: 1993</i> | <i>People living in poverty (1993) %</i> | <i>HDI 2013</i> | <i>People living in poverty (2013) %</i> |
|--|------------------|--|-----------------|--|
| Western Cape | 0.7876 | 21.24 | 0.7708 | 22.92 |
| Gauteng | 0.8096 | 19.04 | 0.7351 | 26.49 |
| Northern Cape | 0.7182 | 28.14 | 0.6856 | 31.44 |
| Free State | 0.7347 | 26.53 | 0.6717 | 32.83 |
| Mpumalanga | 0.7196 | 28.04 | 0.6491 | 35.09 |
| KwaZulu Natal | 0.7108 | 28.92 | 0.6305 | 36.95 |
| Eastern Cape | 0.6638 | 33.62 | 0.6175 | 38.50 |
| North West | 0.6764 | 32.36 | 0.6062 | 39.38 |
| Limpopo | 0.6365 | 36.35 | 0.5943 | 40.57 |
| <i>Interpretation of the Index:</i> <i>Low level of HDI 0-0.5, Medium Level of HDI: 0-0.79; High Level of HDI: 0-80-1</i> | | | | |

The various strategies to include poverty reduction within a more equal society includes aspects related to social grants, education, health, employment and dealing with the rural/urban differences all of which are directly and indirectly related to the MPI and HDI of the South African population.

2.5.1 Social Grants

One of the strategies that the South African government has implemented to address poverty is the implementation of social grants. This occurs in the following forms: free primary health care, no-fee payment schools, social grants (old age pension, and child support grants), low income housing, the provision of basic free services in the form of water, electricity, sanitation and sewerage (Statistics South Africa, 2018).

The National Treasury 2019 Budget Review Report (South African Government News Agency, 2019), indicated the spending on social grants would rise annually by 7.6% from R162.6 billion (2018/19) to R202.9 billion in 2021/22. The report also indicated that the number of beneficiaries would increase from 17.9 million to 18.6 million people of which 4 million people would receive an old age grant, while there will be 17.9 million people receiving child support grants (South African Government News Agency, 2019). Social grants only constitute a short term solution and are unsustainable poverty reduction strategies. Social grants are regarded as the cornerstone of government's efforts to improve the lives of the poor and to reduce their costs of living. It is the opinion of the researcher that there is no form of grant that will ever eradicate poverty and inequality. Poverty will only be reduced if the multiple causes of poverty are addressed right from their roots which is "the mind set" of those who are trapped in poverty in an unequal world. The intensity and the incidence of poverty is similar or even worse than

any other global problems such as, HIV/Aids, disease such as Ebola and global warming, require the collective attention of the state, business, civil society, religious groups and NGOs, in consultation with those affected by poverty.

2.5.2 Education

Although, the country embraced a National Development Plan to relieve poverty by 2030 (National Planning Commission, 2011), the Medium-Term Strategic Framework 2014-2019 contains pro-poor actions to deal with aspects related to education, health and employment (Republic of South Africa, 2014), and the impact of strategies are relevant to this research.

Education is regarded as an important role player in equalising individual's life chances, promoting economic mobility, economic growth, creating employment and eradicating inequality. The improvement in the quality of education requires future improvement in early childhood development, investing in school infrastructure, effective school managers and sustainable improvement in literacy and numeracy. The spatial distribution of access to education differs across the Provinces and between rural and urban areas. The reality is also that a large proportion of the Black population in South Africa still only have limited access to quality education. This is further aggravated by the fact that many female children are denied access to secondary schooling for a variety of social, cultural and economic reasons. As indicated in section 2.4.2, there is a positive relationship between education, skills development and low levels of poverty and inequality, and thus continued problems related to the provision

of equal education to all the people in South Africa will result in the retention of poverty and increased inequality.

2.5.3 Health

According to the Medium Term Strategic Framework (MTSF) (Republic of South Africa, 2014), over 80% of the South African population rely on public health facilities and there seems to be an improvement in the public health services and these improvements have resulted in (cross reference to section 2.4.2):

- Significant increase in the access of the population to primary health care
- Improved cure rate of tuberculosis
- More people are receiving anti-retroviral drugs
- Reduced incidences of mother-to child transmission of HIV
- Less infant and child mortality rates
- The increase in the average life expectancy.

The National Development Plan (National Planning Commission, 2011) states that the long term health outcomes are shaped by factors largely outside the health system like healthy lifestyle, nutrition, education, diet, sexual behaviours, exercise and others. Good health is regarded as essential for productive and fulfilling life.

As is the case with education, access to health services differ spatially from Province to Province and between rural and urban areas in South Africa. The researcher is of the opinion that in order to transform the health system the government should have to prioritise the reduction of inequality within the health system and improve the quality

of health care and health facilities and in such a way improve the quality of life of all South Africans.

2.5.4 Employment

The National Development Plan Vision for 2030 (National Planning Commission, 2011) is to achieve full employment, good job opportunities and sustainable livelihoods, in order to improve the living standard and to ensure dignified existence of all South Africans. The main purpose is to reduce inequality through increased employment, income, productivity, expanded broad-based black economic empowerment, entrepreneurship and innovation.

Job creation is at the forefront of poverty reduction strategy in South Africa, but numerous government programmes that are aiming at job creation are unable to meet the demand for employment. The high unemployment rates and low labour participation rates in South Africa are some of the factors that contribute to high unemployment rates in South Africa. The creation of employment opportunities was crucial for the achievement of the MDG 1, which is that of alleviation of poverty and continues to be part of the SDGs (more specifically 8).

The human capital of a country cannot be exploited should there be an absence of employment opportunities. The South African Government is working hard to speed up the economic growth and to transform the economy in order to create decent jobs and sustain livelihood. The growth of medium-size enterprises (SMEs) and the promotion of science and technological innovations are some of the two pillars of

intervention for sustainable economic growth (Republic of South Africa, 2014) and are infused into the National Development Plan:2030 (National Planning Commission, 2011).

2.5.5 Rural versus Urban

In the section above, constant reference has been made to the spatial component of poverty and inequality between the rural and urban areas in South Africa. A large proportion of poor people in South Africa live in rural areas and are often engaged in primary activities such as subsistence agriculture on small pieces of traditional land or are paid farm workers on commercial farms. The spatial differences of poverty and inequality is a result of an isolation due to distance and often the “out of sight, out of mind” syndrome as government priorities are often in urban areas and fundamentally neglect an integrated rural-urban development approach. This isolation results in poor rural infrastructure and networks, and limited access to employment.

The process of urbanisation often comes with the demise of the traditional skills and a knowledge base that includes valuable social and cultural capital of rural communities by weakening networks of the communities of origin (Schucksmith, 2012). Urbanisation affects the identity and the cohesion of rural communities, especially with the movement of young economically active people to urban areas, leaving a more aged and economically dependent group of people in the rural area. The movement of people away from the rural areas weakens the development of the rural community and compromises those in need of support in the community (for example elderly, disabled, dependent). This situation is made worse by fewer employment opportunities

in agriculture and in the rural communities and in this way increases the divide between urban and rural.

The National Development Plan (National Planning Commission, 2011) maintain that the high levels of poverty and unemployment in the rural areas is due to the legacy of colonialism and apartheid that resulted in the inequality of assets, income, and other opportunities. The National Development Plan: 2030 also acknowledges the slower pace at which services are provided in rural areas compared to urban areas, and clearly states that rural areas need to be supported by the government in terms of more investment and the creation of more employment opportunities (cross reference 2.4.3) in agricultural, mining and tourism (Pretorius & Nicolau, 2020).

2.5.5 Poverty and Inequality in the Eastern Cape

According to the National Development Agency (2014) the Eastern Cape (in which the village of Lubisini is located) is one of the poorest Provinces in South Africa, although the Province experienced positive growth in the last decade, the levels of poverty and inequality are increasing. Table 2.3 reflects a comparison of the HDI and people living in poverty from the period 1993 to 2013. The Province reflected a decline in the levels of development from 0.6638 in 1993 to 0.6175 in 2013 and within this same period the number of people living in poverty increased from 33.62% to 38.5%. According to Statistics South Africa (2012) the Eastern Cape has traditional settlements amounting to 39%, followed by urban informal settlements of 36%. The same report indicates that there is higher poverty levels in the Eastern Cape among the urban informal residents (24%) than the rural (14%). High levels of migration from this Province to other

Provinces in search of employment is a reality, while in the Eastern Cape there is a high percentage (13%) of people with no education and only 14% of the population has a final year of schooling or tertiary education.

The National Development Plan: 2030 aims to bring about change in rural communities through the empowerment of the rural communities and meaningful use of the available assets, like human, financial, natural, and other assets should be number one priority, in order to achieve the SDGs that aim at eliminating poverty. In order to do this the strategy is to make increasing use of more community-based initiatives.

2.6 Conclusion

Poverty and inequality erode people's hope for a better future, affect their ability to dream and visualise their conditions as temporal and changeable. They continue to see themselves as a group of people that are forgotten or do not exist or are created to serve and to suffer. As a result this hinders their ability to think and to prosper in life. It is important for any country to reduce poverty and excessive inequality and to review the type of economic policies the government adopts, while at the same time accelerating economic growth generally. This can be achieved by using integrated rural development strategies, which put the interests of those affected first and give them opportunities to participate fully in the initiation and implementation of the development strategies. The reduction of unnecessary expenditure, corruption levels, can improve the ability of the government to deliver on its developmental mandate.

The NDP has declared war against poverty and inequality and plans to achieve success not just through words but through action. More will be achieved if the

government should talk and listen to these who are poverty stricken, to devise plans with them and to involve them in decision making processes. This requires a state to become an “enabling state” not an “absent state”. Community initiatives will give the rural communities the opportunity to craft their own future and that of the next generation. It empowers them and removes the stigma of being viewed as powerless, voiceless, and vulnerable to exploitation.

CHAPTER 3: ROOTS-DRIVEN METHODOLOGIES WITH SPECIFIC REFERENCE TO THE METHODOLOGY APPLIED IN LUBISINI VILLAGE

Community initiatives as solutions to rural problems (Nguyen, Well, & Nguyen, 2019) aims at the activation of public participation (Eversole, 2011) that is based on the wishes of the people within a specific community (Marsden, 2016). Community initiatives should aim at the following (Nicolau, 2013):

- exploitation of the unused local assets
- exploration of the diverse sectors of rural economy like manufacturing, tourism, property development and industrialisation
- involvement of all key actors like the three spheres of government, social stakeholders (public, private, businesses, NGOs) and citizens (to express their views about what they want for their own future development).
- the co-ordination of sectorial policies, decentralisation and increased use of partnership between public, private and voluntary sectors in the development and implementation of policies.

Any form of initiative that aims at eradicating poverty and inequality in rural communities, should aim at changing people`s perception about poverty and open their eyes and minds, so that they are able to see themselves not only as victims, but as solutions to their problems and as active participants in the poverty eradication process (Nicolau, 2013). This, requires a shift in their mind set of regarding the government as the provider and the solution to their problems but to see the state as a supporter and a facilitator of their initiatives.

Schucksmith (2012), argues that rural communities are not identical and the inaccessibility, disparities caused by inequality, the remoteness of rural communities are just some of the factors that would affect the various levels of growth and development any rural area. The differences between rural areas will ensure different demands, dynamics and opportunities. Rural communities with limited networks and abilities to mobilise resources would find it more difficult to facilitate rural development with communities having little control over their developmental processes and this leads to reinforcing poverty and inequality (Todaro & Smith, 2011).

The NDP (National Planning Commission, 2011) proposes the expansion of the poor community economic opportunities through investment in infrastructure, more innovation, promotion of investment and entrepreneurship. The NDP accommodates a development process that enables people to lead the lives they desire. The NDP regards development as the process that will raise the capabilities of all citizens and focusses particularly on the disadvantaged. Capacity building and empowerment should include human capital (built through education, health skills, and work experience) physical infrastructure (which include roads, schools, clinics, ports, power lines) technology management skills and the social institutions that allow people to live decent lives. This requires a paradigm shift from entitlement, to development that promote the development of capabilities, the creation of opportunities and the participation of all citizens.

According to the National Development Agency (2014) poverty reduction can be achieved through two types of redistribution:

- Government grants that facilitates the transfer to cash to communities.

- Human capital development (including access to health and education) to ensure participation in development of the economy

Before the implementation of the NDP (Republic of South Africa, 2014), the South African government worked on enabling the inclusion and access of particular groups of people (especially the youth and black women) to economic opportunities. This was done to empower and promotion participation of these groups in their productive economy of the local government, through more participation of local government in various economic projects.

According to the researcher's observation, there are fewer people working on agricultural lands in the rural areas of South Africa. Some academics argue that, there is a need for the rural economy to shift its focus on agriculture and begin to consider other sectors like tourism, manufacturing and other service sectors. This will help to diversify the rural economy and to move towards what is regarded as the New Rural Economy (Scott, Gallent, & Gkartizios, 2019), which is generally associated with higher income and rising prosperity and has benefited rural areas boosting accessible rural areas more than remote ones, Phillipson et al (2011) explain that an industry such as tourism can contribute towards rural economic development as local cultural heritage and cultural landscapes can turn rural areas into tourism destinations for tourists.

Although the world is globally divided into the Global North and the Global South there are some similarities that the poor rural community around the globe share. This means that similar initiatives can be applied right across the globe irrespective of the geographic location and economic status of the country. Three different approaches

that can be used to facilitate rural development were identified, and these include: top-down; bottom-up and a networked approach to development (Phillipson, et al., 2011).

The top-down development approach is driven from the outside (exogenous), and the urban areas are considered to be the centre of economic development. Rural areas are often marginalised and are technically, economically and culturally far from the centre of development (i.e. urban area). The top-down approach is often criticised for the high level of dependency on outside stakeholders as communities rely heavily on continuous subsidies policy decision of outside agents (often political). The approach often results in the focus of development on selected rural communities at the expense of others. Top-down development has been accused of eroding the cultural and environmental assets of rural communities, as it does not take local knowledge into consideration. This type of development is often described as “dictated development” as change is determined by stakeholders and planners from outside the local rural area.

The top-down approach to development was already under criticism in the 1990s. Binns (1995) one of many researchers that explained that the rural development strategies of that time had failed to improve the quality of life of the African rural communities. He describes the strategies of the last two decades of the previous century as adopting a centrally driven and top-down approaches that took little heed of the skills, perceptions, knowledge and aspirations of the communities that were supposed to benefit from the strategy. The tragedy of these strategies was that despite huge capital investment they often failed to reach the poor and particularly those living in the most remote rural areas of the Global South. Prior to the 1994 democratic

elections, rural development policies were designed to benefit white commercial farmers and did not concentrate on the development of rural communities in the overcrowded rural homelands. Such strategies paved the way for the spatial patterns of poverty and inequality left by the migrant labour systems, leaving behind high unemployment rates of the potential and economically active workforce in rural areas (Binns, 1995). In more recent years the approach has been criticised for its failure to understand the complex socio-economic and cultural context in which the indigenous livelihood and the related production systems function (Nicolau, 2018).

The bottom-up approach to development is endogenous in nature and is driven from within the rural community with the assumption that the community has the necessary human, social and environmental capital to facilitate their own development. The approach capitalises on nurturing the local human capacity and also mobilising the local resource and assets, and relies on the community members to drive their own development and improvement of their quality of life.

The networked approaches includes a combination of both the top-down and bottom-up approaches. In this approach, the linking of stakeholders and networks with communities and institutions involved at various levels are critical. Network development places an emphasis on the building of capacity with the purpose of providing local communities the opportunity to use the local capital and assets (physical or human) to drive the development paradigm. This approach encourages interaction within local areas and interactions between land owners and the wider political, institutional, trading and the natural environments.

To become successful, rural areas need networks that extend beyond their locality, the ones that include all levels of government. This network model requires government support at all levels. The government's role should be to facilitate and support community initiatives and not drive its own agenda. Proponents of this approach expect the government to be responsible for promoting sustainable rural development by providing opportunities for participation and empowerment, leading to capacity building. In addition, the government should direct investments, stimulate actions, innovations and to release potential from the local people. This requires action from local to provincial and to national levels of government.

Although development practitioners from both government and civil society have applied one of the above approaches to rural development in attempts to improve the quality of life of the receiving communities, researchers from a variety of disciplines are increasingly making use of the networked approach to investigate poverty and inequality. The next section will provide a brief literature review of such methodology and this will be followed by an explanation of the methodology adopted for this research.

3.1 Rapid Rural Appraisal

The Rapid Rural Appraisal (RRA) refers to a philosophy, approach and method that emerged in the 1970s. The approach is often associated with a brief and biased intervention of outsiders (often urban-based professionals) who approached rural communities with an anti-poverty lens, but with their own agenda. Generally it is accepted that the development of RRA was to establish a mechanism that would

provide a better understanding of rural life to outsiders (Nicolau, 2013). There are however three speculated reasons for the development of RRA (Chambers, 1983; Chambers, 1997).

RRA developed was as a result of the development process that was followed in the early 1970s, which contained a number of biases and many development practitioners have identified the following most important biases related to development prior to the move towards RRA (Chambers, 1997):

- Development was spatially skewed towards urban areas and fundamentally neglected the peripheral areas
- There was a project approach which only provided support to specific projects
- There was a focus on the elite rather than the poor and disregarded gender in their endeavours
- Disregarded seasonal realities by focussing their visits to specific areas during dry and cool times of the year and not during the wettest and hottest months of the year.
- Many researchers were not willing to actually meet with the poor to establish first-hand conditions that the poor lived in.

The inherent biases of development practises at the time resulted in findings and recommendations of practitioners that did not take note or were not aware of the abject poverty and deprivation that many populations in the Global South were experiencing. Disillusionment of the results that were obtained by the typical development process (Moris, 1970) was identified as early as 1970. The typical methodological approach during the 1970s through to 1990s was to use surveys and questionnaires in order to

obtain information. When cross referencing to the communities that formed part of the survey and questionnaires with individuals who had first-hand knowledge of communities resulted in the realisation that questionnaire results were often inaccurate and unreliable, either due to the purpose of the survey not understood by the community, or were a deliberate attempt of the community to mislead researchers (Nicolau, 2018) and this resulted in findings that were misleading and inaccurate.

The third possible reason presented by Chambers (1997) was the need to find more cost effective ways in terms of time and finance to understand rural poverty. Of all the reasons for the development of the RRA methodology, the third is probably the most important as development practitioners of the time started to recognise that inhabitants of rural communities in the Global South were more knowledgeable about matters that affected their lives and they could use this knowledge (including indigenous technical knowledge) to their advantage rather than relying solely on outside financial and technical aid.

The RRA process was defined by Mukherjee (1994, p. 11) as a "... systematic process of investigation to acquire new information in order to draw and validate inferences, hypothesis, observation and conclusion within a limited period of time". The approach itself is very flexible, as it does not have one prescribed methods but rather a set of methods that can easily be adapted to local conditions in a community in collaboration with the objectives set by the projects of the programme (Narayanasamy, 2009).

The International Rapid Rural Appraisal Conference held in Thailand in 1987 (University of Khon Kaen, 1987) is considered to be the turning point from RRA towards the inclusion of more participation of rural communities in generating

knowledge and recommendations on their own communities (McCracken, Pretty, & Conway, 1988). This become known as Participatory Rural Appraisal that forms the context of the next section.

3.2 Participatory Rural Appraisal

Participatory Rural Appraisal (PRA) is not totally different methodologies but should be considered a continuum. The most important differences between the two approaches is "...PRA is aimed at informing the learning of individuals of outsiders where the outside takes the role of the investigator, whereas PRA is intended to enable the local people to conduct their own analysis and often to plan and to take action, where the outsider performs the role of the facilitator" (Nicolau, 2013, pp. 39-40).

The origin of PRA is derived from a number of different yet related methodologies. It recognises that the indigenous people are capable of identifying and expressing their needs and aspirations and their way out in so much that the role of a researcher is reduced to that of a listener, learner, catalyst and facilitator (Chambers, 1997).

Different researchers, academics and professionals have come up with different, yet related definitions of PRA. Chambers (2002) defines PRA as a group of methodologies that support an approach whereby rural inhabitants are encouraged to express and analyse the realities of their everyday life. The fundamental directive of the approach is to allow rural communities the opportunity to plan, monitor, and evaluate their own indicators of success. Cohen and Uphoff (1977) define PRA as a rural development methodology that allows for the active involvement of community members in the

decision making processes, the implementation and evolution of programmes and benefit sharing in any development project.

According to Mustanir and Lubis (2017), Lara, Crispin and Tellez (2018) and Puranik (2018) explain that participation is a process of empowerment of the traditional excluded, vulnerable and often deprived community members in rural areas. These researchers also indicated that participation has the specific purpose of recognising social, political and economic powers that exist within the rural community. In so doing participation ensures that creation of community organisations that are democratic in nature, will strive for independence and pursues self-reliance.

Nicolau (2018) further argues that the philosophy of the participatory approach within a PRA is humanistic and fundamentally community orientated. This is based on the principle originally devised by Chambers (1983) that rural communities are in a position to explain the basic challenges they face and that the same communities have the intrinsic knowledge to solve their own challenges and lift themselves and their communities out of poverty.

The components of PRA can be divided into three areas; methods, behaviour and attitudes (Mascarenhas, Shah, Joseph, & Devavaram, 1991). The methods often used in PRA include semi-structured interviewing and focus groups, participatory mapping, and matrix scoring. Local community members are used as facilitators and trainers (sometimes after training has been done with outsiders). The second component that is typical of PRA is that of the behaviour and attitudes of the outsiders. Chambers (2002, p. 1438) explains that outsiders are “expected to step-off, sit down, hand over

the stick, listen and learn while the local people express their own knowledge and their priorities". This allows for the opportunity for local people to become the trainers and the outside participant to become the learners who are able to benefit from the traditional knowledge systems of a community. The third component of PRA that is important is the concept of mutual sharing (Mascarenhas, Shah, Joseph, & Devavaram, 1991), and this manifests as follows:

- Allowing locals to share knowledge amongst each other
- Allows for local populations to share their traditional knowledge and skills with outsiders
- Providing the opportunity for outsiders to share their knowledge with communities.

PRA actively campaigns for self-awareness and responsibility of the local population, and seek a commitment to equity and the empowerment of the marginalised members of the community. Diversity is also embraced by PRA as it involves the recognition of the diversity that exists in rural communities and the related complexity in terms of culture, gender, and race, levels of poverty, levels of inequality, education, and use of resources. The recognition of diversity prevents the researcher from treating rural communities as homogenous groups of people, and this is critical aspect of PRA.

A variety of organisations have embraced the use of PRA in their activities in rural communities, the most important of which are governments, civil society, non-government organisations (NGOs) and universities (research and community engagement). The initial proponents of the application of PRA were NGOs and many of these organisations implemented basic training in the methodology. The bottom-up

or networked approach to development has been embraced by governments and is a fundamental building block of the SDGs (United Nations, 2015), the achievement of Africa 2063 (DeGhetto, Gray, & Kiggundu, 2016) and the NDP of South Africa (National Planning Commission, 2011).

Academics were initially sceptical of the application of PRA, however, the success achieved by the NGO industry in the late 1980 and early 1990s convinced some academics to apply PRA in their research (Chambers, 2002). The inclusion of PRA approaches and applications on the part of individuals and groups in universities and training institutions has grown quickly over the years. PRA today forms a major part of the fieldwork training of social scientists.

In many multi-corporations the leaderships are not committed to the adoption PRA methods and approaches and this is one of the biggest obstacles in the implementation of corporate social investment, as they prefer to follow a top-down approach and thus hinders development opportunities in rural communities. Many rural communities only rely on their respective government or respective local authority for development opportunities. As many governments do not focus their development initiatives within the rural areas, many inhabitants of these areas do not have the confidence in themselves to be the leaders of their own development process. This is reinforced by the high poverty levels in the rural areas that further degrades their hope for a better future, in so much that they believe that, the conditions they live under will never change. PRA as a tool can empower the rural communities to become active participants to change not only their lives but even the lives of many generations to

come, using what they already have, i.e. assets (Nicolau, Pretorius, de Jager, & Lombard, 2018; Pretorius & Nicolau, in press 2020).

3.3 Asset Based Community Development

The specific PRA approach that is relevant to this dissertation is asset mapping, i.e. Asset Based Community Development (ABCD). The founders of this approach were Kretzmann and McKnight (1993) and is based on principles that communities can identify and mobilise inherent assets and drive the development process themselves by creating economic opportunities for community members. Although ABCD was specifically created in a context of low income urban neighbourhoods in the United States, the application of ABCD has been embraced by many NGOs and civil societies in many rural communities in the Global South.

ABCD relies on community mobilisation as a strategy to trigger community based development (Mathie & Cunningham, 2008). Associations (formal and informal) within the community and between community members is the core of the approach. Networks within and to outside communities are regarded as an asset that can trigger community actions. Opportunities in the ABCD approach are also regarded as important community assets and these range from human, financial, physical (infrastructure) to natural assets. The approach advocates that these assets should be emphasised and promoted and any structure that undermine such opportunities should be eliminated (Mathie & Cunningham, 2010) .

The success of ABCD relies on the initiatives of the community members to take action through an appreciative inquiry as this will drive positive change through the sharing

of positive experiences and success of the present and the past (Elliot, 1999). The researcher, describes the appreciative enquiry as given “birth to locating the energy for change”, rural communities that experience high poverty and inequality rates tend to internalise. According to Elliot (1999), the appreciative inquiry gives birth to locating the energy for change. Communities which have been defined by poverty often lack the drive and energy to drive positive change as they are characterised by a negative self-image, it is thus often the role of the outsider to initiate the mobilisation of the community and constantly walk alongside the community members to ensure that they are empowered through their access to assets (Nicolau, Pretorius, de Jager, & Lombard, 2018).

Social relationships are central to the success of ABCD and these include both formal and informal networks and associations to extended families. It is these relationships that will ensure that community assets are mobilised towards positive development within the community. Social capital is differentiated in some research (Woolcatt & Narayan, 2000) as binding and bridging in nature. The former refers to relationships between friends and family members while the latter refers to the help community members provide to vulnerable members in a time of need.

The success of ABCD is the location of power. Power in the development process cannot be centred outside the community and should be within the community. When power is decentralised from NGOs and government agencies to communities, the inhabitants of the community become the decision makers. Indeed researchers do believe that effective change can only come about when there is a minimum involvement from the outside (Fowler, 2000).

Edwards (1999) argues that civil society is the key to humanising capitalism in the development process. This is achieved through promotion of social and economic assets that exist in rural communities, by education, and by making governments and local authorities accountable for the more equal distribution of assets. Civil society should also campaign for equal participation, decision-making and the rights of citizenship within rural areas and at the same time have the ability to step back when needed.

Nicolau (2013) indicated that a number of principles must be taken into consideration when applying an ABCD process in rural communities in the Global South. The basic principle of ABCD is that it must be an endogenous process and totally community driven with external agencies only acting as facilitators in the process during the initial stages and be able to channel the community networks outside of community where necessary. The major challenge with ABCD at present is that the level of involvement of the external agencies can result in dependency on the outside and this opens up the development process to be driven by external agents, despite noble efforts to the contrary. The application of ABCD must ensure that it fosters inclusive participation by including all members of the community, irrespective of the gender and socio-economic status of the participants. Community leadership is another component that must be encouraged in an ABCD process and thus must include the empowerment of individuals or groups by providing necessary on leadership training and this could mean the identification of outside agencies that could nurture community leaders in terms of the priorities and principles of ABCD. External agents can assist with providing an enabling environment by identifying obstacles that could be in the way of

development and then assist community leaders in overcoming these obstacles. When applying ABCD, it is important to realise that associations and networks are fluid and insider and outsider proponents of development should be knowledgeable of these networks as these could lead to power struggles that would jeopardise sustainable development.

3.4 Community assets and community asset mapping

A fundamental component of PRA and ABCD in particular, is that the assets are within the community. Most PRA processes are based on the assumption that communities are well equipped to identify and mobilise their own assets towards their own development. Mose (2006, p. 4), describes assets as the “stock of financial, human, natural and social resources that can be acquired, developed, improved and transferred across generations”. Physical assets refer to the infrastructure and equipment. Financial assets refer to the financial resources that community members might have access to in order to develop a small businesses. Human assets include the levels of education (skills, abilities and talents) and the capacity of community members. Social assets refer to the more intangible assets such as culture, trust norms and practises within the community. Natural assets refer to access to water, land/soil, atmosphere, forests, minerals and wetlands.

In most PRA and in particular the ABCD, a process of physically mapping the assets forms part of one of the participatory processes and this important process can be used for driving effective change. Asset mapping provides an important platform for planning, it also helps community members to better understand the implementation

of programmes as it is related to the physical space of assets and improves problem solving. Mapping the assets provides a comprehensive overview of the location of resources and assets to reduce the need of relying on government and communities to supply additional resources and thus minimises costs and risks. Asset Mapping as an approach has been used by local organizations to engage the communities, youth, families and service providers in an assessment of services within the communities. Mapping the assets of a community promotes social-cohesion, community empowerment and participant`s engagement.

Community Asset Mapping is a process that requires constant monitoring for any community to be developed successfully. It also hands power back to rural communities to own and direct their own development using the assets that are available to them. It helps the community to focus on the positive attributes of their communities and not on the negative characteristics of the community.

3.5 Community Asset Mapping Programme for Lubisini, Elundini Local Municipality, Eastern Cape, South Africa

The aim of the research was to facilitate a roots driven community intervention that would empower the community members from Lubisini a rural village in the Elundini Local Municipality in the Eastern Cape of South Africa (refer to section 1.7) to reduce their own levels of poverty and inequality. As explained in the preceding sections of this chapter, the most effective way to drive sustainable development that will help reduce levels of poverty and inequality in rural communities is a bottom-up or networked approach. The first two objective (refer to section 1.7) of the research was to assist the community members of Lubisini to identify their inherent human, social,

environmental assets through a community asset mapping programme and to assist the same community members in the development of small business opportunities and their own measures of success. In order to achieve these objectives it was decided to pursue a methodology that combines asset mapping and asset-based citizen driven development in workshop format.

Nicolau (2013) in collaboration with an NGO, adapted the ABCD approach to the rural communities of South Africa and refer to the methodology as Community Asset Mapping Programme (CAMP). As this was a specifically adapted methodology relevant to the South African rural context, the researcher decided to follow the CAMP approach to empower the community members of Lubisini and to assist them to lower their levels of poverty and inequality. The third and fourth objectives were achieved through the monitoring and evaluation process after the CAMP process.

The CAMP was applied in this research consisted of the following phases:

- Orientation and the general 'geography' of the community
- Pre-workshop preparation within the community
- Four day empowerment workshop
- Monitoring and Evaluation of projects identified during the workshop.

3.5.1 Orientation and geography of the community of Lubisini

Lubisini is located within the Elundini Local Municipality (ELM), in the Joe Gqabi District in the north-eastern part of the Eastern Cape Province (refer to Figure 1.1). Although ELM is a small local authority compared to others in the Province, the area is very rich in natural resources particularly fertile soils and high rainfall, the area is described as having “prospects of significant growth and upliftment in the quality of life for its residents due to the abundant natural resources” (ECSECC, 2017, p. 4). The most important towns in ELM are Maclear, Mount Fletcher and Ugie. Mount Fletcher is the nearest town to the village Lubisini. There are high levels of unemployment in the rural areas such as Lubisini, and this can be ascribed to a weak economic base of the area as well as the fact that the majority of the population is involved in subsistence related activities that do not produce significant surpluses for a significant economic surplus. Rural villages such as Lubisini are very sensitive to the impact of dips in the economy in other Provinces due to the migrant system as there is huge reliance on income from migrant sources (Statistics South Africa, 2018). The most important economic sectors in the area include government services (social), agriculture, wholesale and retail trade. Those who are employed are either employed in the urban areas or in the surrounding commercial farming district (ECSECC, 2017).

The Human Development Index (HDI) for ELM was 0.535 in 2016, and this is much lower than in other municipalities in the Province, and is significantly lower than the national HDI (0.653) for the same year (ECSECC, 2017). Thus within the context of South Africa, the levels of human development in ELM are much lower. The Gini coefficient for ELM is 0.55 and has decreased marginally over the last decade, however, still reflecting an unequal spread of income high and low earners in the area.

ECSECC (2017) estimated that the number of people living in poverty (MPI) decreased by 5.53% in a ten year period, however the largest number of people living in poverty was the African population group (70.26%), followed by the Coloured population group (43.72%). Overall the poverty gap decreased from 33.2% in 2006 to 30.6% in 2016 (ECSECC, 2017).

Within the rural village of Lubisini, the total population of just over 1000 (276 households) people are rural in nature and under tribal leadership. The village has a high dependency ratio of 78, 2% and the majority of the households are headed by females (Statistics South Africa, 2018), and this is likely due to the high reliance on male migratory labour to other Provinces. The general road infrastructure in the village is poor, and the main form of transportation is public transport (taxis, busses and local vans). The annual income of the community is relatively low as reflected in Table 3.1, and the major source of income is through grants. The majority of the population has some form of schooling, with a small percentage of people have completed their final year of schooling and only 2.5% of the population in completed tertiary education (Table 3.1).

Table 3.1: Annual Income of Lubisini Village, Elundini Municipality, Eastern Cape, South Africa (Statistics South Africa, 2018)

| Annual Income per household | Percentage |
|-----------------------------|------------|
| No income | 15,5% |
| R1 - R4,800 | 9,4% |
| R4,801 - R9,600 | 14,8% |
| R9,601 - R19,600 | 29,6% |
| R19,601 - R38,200 | 21,7% |
| R38,201 - R76,400 | 4% |
| R76,401 - R153,800 | 3,6% |
| R153,801 - R307,600 | 0,7% |
| R307,601 - R614,400 | 0,7% |
| R614,001 - R1,228,800 | 0% |

Table 3.2: Education levels of the population in Lubisini Village, Elundini Municipality, Eastern Cape, South Africa (Statistics South Africa, 2018)

| Group | Percentage |
|-------------------|------------|
| No Schooling | 10,3% |
| Some Primary | 29,5% |
| Completed Primary | 8,1% |
| Some Secondary | 38,4% |
| Matric | 11,2% |
| Higher Education | 2,5% |

The living conditions of the population in Lubisini varies with the majority of households using electricity for cooking, wood for heating and candles for lighting (Table 3.3). The major sources of water in the community are from rivers and streams while a significant percentage of the water in the community comes from water tankers (Table 3.4). Table 3.5 provides a breakdown of the ablution facilities available in the community with the majority of households having access to pit toilets. Table 3.6 provides an indication of the access most households have to typical household items, thus a reflection on the levels of poverty.

Table 3.3: Energy sources in Lubisini Village, Elundini Municipality, Eastern Cape, South Africa (Statistics South Africa, 2018)

| Energy Source (household) | Cooking | Heating | Lighting |
|---------------------------|---------|---------|----------|
| Electricity | 55,6% | 8,4% | 8,4% |
| Gas | 4,7% | 0,7% | 0,7% |
| Paraffin | 10,2% | 24,5% | 24,5% |
| Solar | 0% | 0% | 0% |
| Candles | 0% | 0% | 57,3% |
| Wood | 28% | 57,3% | 0% |
| Coal | 0% | 0% | 0% |
| Animal Dung | 1,5% | 4% | 0% |
| Other | 0% | 0% | 0% |
| None | 0% | 5,1% | 4% |

Table 3.4: Source of water in Lubisini Village, Elundini Municipality, Eastern Cape, South Africa (Statistics South Africa, 2018)

| Source of water to households | Percentage |
|-------------------------------|------------|
| Regional/Local water scheme | 0,4% |
| Borehole | 13,1% |
| Spring | 22,5% |
| Rain water tank | 3,3% |
| Dam/Pool/Stagnant water | 7,3% |
| River/Stream | 22,2% |
| Water vendor | 3,3% |
| Water tanker | 27,6% |
| Other | 0,4% |

Table 3.5: Toilet facilities per household in Lubisini Village, Elundini Municipality, Eastern Cape, South Africa (Statistics South Africa, 2018)

| Toilet facilities | Percentage of households with access |
|---|--------------------------------------|
| None | 4.3% |
| Flush toilet (connected to sewerage system) | 0.4% |
| Toilet Flush toilet (with septic tank) | 0% |
| Chemical toilet | 0% |
| Pit toilet with ventilation | 76.8% |
| Pit toilet without ventilation | 15.6% |
| Bucket toilet | 0.7% |
| Other | 2.2% |

Table 3.6: Access to items in Lubisini Village, Elundini Municipality, Eastern Cape, South Africa (Statistics South Africa, 2018)

| Items | Percentage of households that has access to item |
|----------------------|--|
| Refrigerator | 35,1% |
| Gas-Stove | 63% |
| Computer | 2.5% |
| Satellite Television | 3.6% |
| Motor Car | 8% |
| Television | 55.1% |
| Radio | 53.3% |
| Landline / Telephone | 0.7% |
| Cell phone | 81.5% |

The geographical context of the village as well as the socio-economic conditions are important to establish before commencing with a CAMP as it provides insight into the community that will undergo an empowerment programme that will give community members the opportunity to drive a programme that will result in creating a better life for themselves. It is clear that Lubisini as a rural village in one of the poorest provinces

in South Africa and the inhabitants of this village would benefit from a roots-driven development process to reduce their levels of poverty and inequality.

3.5.2 Pre-workshop preparation

In preparation for the CAMP in Lubisini it was necessary for the researcher to arrange for a number of meetings with the various stakeholders in the community. As Lubisini is a village that falls under the authority of a traditional leader, it was important to obtain the permission from the local headman (Mr M Mncedane) to undertake research in his village. A meeting was held to discuss the research intentions and to explain the empowerment process with him and his council. The Amahlubi House of Traditional Leaders were also informed of the proposed research. Once the necessary permission was obtained from the traditional leader, the researcher approached the following members of the Local Authority for permission to undertake research – the Ward Councillor (Mr Lubanga), the Ward Committee (Mrs N Dudumashe) and the Acting Community Development Worker (Mr Q Matshaya). Once the permission to undertake the research was provided, the researcher submitted applied for ethical clearance at the University of South Africa to commence with the necessary arrangements for the researcher to start with data collection (refer to Annexure A).

With the permissions to undertake the research obtained from the traditional leadership and the local authorities the researcher approached the local church leaders and other active members of the community to discuss the research and the intended empowerment process. These stakeholders together with Mrs Dudumashe (Ward Committee Member) assisted the researcher in making the villagers aware of

the workshop by extending invitations to all community members at gatherings such as *Imbizo* (a gathering called by a traditional leader), funerals, feasts, and other meetings. In order to make it easier for community members to understand the purpose of the research and the upcoming workshop, Mrs Dudumashe assisted with identification of potential participants and named it the *Vukuzenzele* Workshop. When loosely translated *Vukuzenzele* means '*wake up and do something for yourself*'. The naming of the workshop made it easier for community members to understand the purpose of the workshop. The attendees were thus not purposively selected by the researcher to attend the workshop, rather the use of open invitations to the whole community was more in line with the understanding that the process will follow a community-driven approach to drive their own change, and thus it was important that those who attended the workshop did voluntarily as they realised some benefit in the purpose of the research.

The researcher decided to make use of the Lubisini Moravian Church as the venue for the CAMP workshop, as the Church is centrally located in the village. The researcher made the necessary arrangements with a local group to provide refreshments during the workshop. The researcher facilitated the workshop and was assisted by a few volunteers with some practicalities such as daily registration, distribution of stationary, logistics and catering arrangements. The dates of 11 to 14 September 2017 were chosen as the most suitable date for the workshop in terms of the prevailing weather and other activities in the village.

3.5.3 Four day empowerment programme

The workshop was attended by 132 people (refer to Photograph 3.1), considering that the village has a population of just over 1000 people, the workshop reflected a 10% representation of the community. In line with the demographic profile of the village, there were more women (101) than men (31) attendees. As previously indicated the under representation of men in the village is probably due to the migrant system where the men in the community find employment in other Provinces such as Gauteng or the Western Cape. The age profile of the attendees was dominated by individuals' ages above 36 years (78%) and only 22% of the attendees were between 18 to 35 years. The majority of the attendees were from Lubisini, although there were few individuals from neighbouring villages of Khalazembe and Trastini. The attendance registers reflected that the attendees attended the workshop on all four days, indicating that the attendees found some value in the workshop.

The workshop was facilitated by the researcher, who is also a community member. The workshop conducted in *Isixhosa*, unlike other CAMP workshops which were conducted earlier in South Africa. The workshop was facilitated by a community member and could thus can be considered to be participatory in nature and the ownership of the process was truly within the community and not by an outside stakeholder. Each of the sessions was conducted in a focus group format, with some individual exercises, although the majority constituted of group exercises that are fundamentally based on sharing of knowledge and skills. The templates that were completed by the groups and individuals were kept safely by the researcher and not included as appendices to the dissertation as some documents contain confidential information of attendees. With the permission of the attendees the workshop was

recorded and photographs were taken. All attendees signed consent forms prior to the commencement of the workshop the purpose of the workshop.

CAMP as proposed by Nicolau in 2013 (refer to Figure 3.1) was used as the basic methodology for this research but was adapted slightly adapted to the local circumstances in the village (refer to Table 3.7). The purpose of each session applied in Lubisini CAMP is briefly explained in the Table 3.7. In the case of CAMP as proposed by Nicolau (2013), a session on trust is important should the facilitator be an outsider, and needs to gain the trust of the attendees. In the case of the CAMP as applied in Lubisini the facilitator is a community member and the level of trust was not contested by the attendees. For the same reason, the leaky bucket exercise (session 9 in CAMP proposed by Nicolau) was shifted to the first day of the workshop. The socialisation session as proposed by Nicolau (2013) was linked to the trust session (Figure 3.1) because the facilitator was an external person.

In the Lubisini CAMP the socialisation session followed the problem identification and problem-solving session and it specifically focused in driving their own indicators of success. A critical reflection on the cognitive changes of the CAMP was also unique to the Lubisini CAMP. A more detailed narrative of the Lubisini CAMP will be provided in Chapter 4.

Figure 3.1: Community Asset Mapping Programme as implemented by Nicolau in 2013

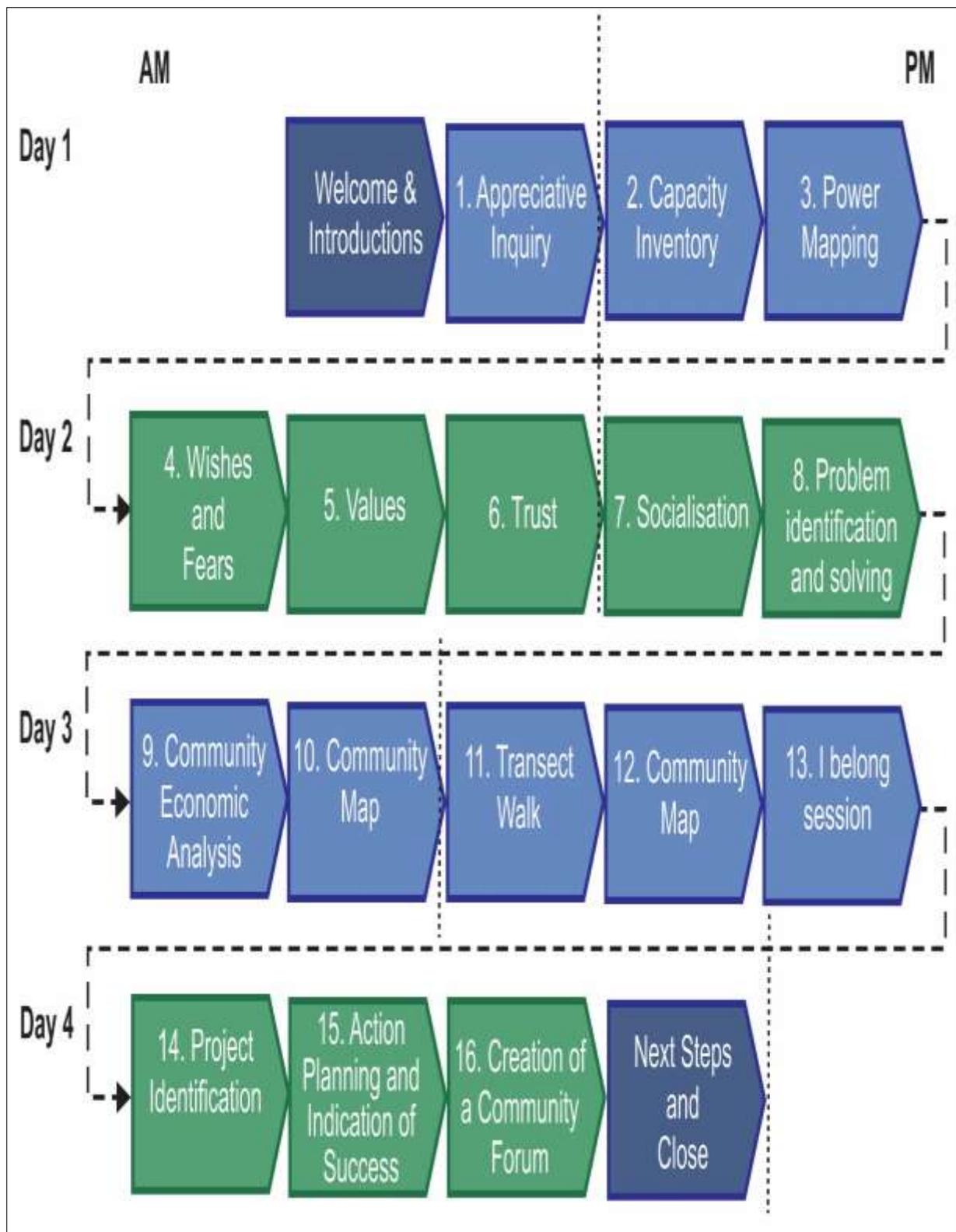


Table 3.7: Community Asset Mapping Programme as implemented in Lubisini, Elundini Local Municipality, Eastern Cape, South Africa: 11 to 14 September 2017

| Day | Sessions | Purpose of session | Related research objective |
|-------|---|---|----------------------------|
| Day 1 | 1. Appreciative Enquiry | Allows attendees to focus on the positive achievements of the community | 1 |
| | 2. Capacity Inventory | Draw up a list of tangible and intangible assets in the community | |
| | 3. Leaky Bucket | Make attendees aware that when the spend money it should be within the community and not outside the community | |
| | 4. Power Mapping | Allows attendees to identify the power structures in the community | |
| Day 2 | 5. Wishes and Fears | Allows attendees the chance to reflect on what they desire for their community | 1 and 2 |
| | 6. Values | | |
| | 7. Problem identification and solutions | Allows the attendees the opportunity to not only identify problems, but also to be actively part in the process of finding a collective solution | |
| | 8. Social activity | Attendees were provided the opportunity to reflect on the ways the community can get together and work as a 'team' to drive their own indicators of development | |
| Day 3 | 9. Cognitive Changes | Allows attendees to reflect on the tangible and intangible assets with the specific aim to develop entrepreneurial opportunities | 1 and 2 |
| | 10. Community Asset Mapping | | |
| | 11. Transect Walk | | |
| | 12. Finalisation of Community Maps | | |
| Day 4 | 13. Vision Crafting | Attendees are able to start crafting their own indicators of success that will include the development of small and medium enterprises and/or projects | 2 and 3 |
| | 14. Project Identification | | |
| | 15. Development of Action Plans | | |
| | 16. Selection of a Community Forum | As the purpose of CAMP is to place the leadership towards sustainable change in the hands of the community, a community forum of attendees is critical | |



Photograph 3.1: Lubisini CAMP some of the workshop attendees, 11 to 14 September 2017

3.5.4 Monitoring and Evaluation

After the CAMP workshop regular follow-up interactions took place to establish how the community is progressing with their respective projects. In addition, the researcher provided support and assistance where possible to ensure that their future planning is aligned to their indicators of success. Ongoing support was provided for the short to medium terms with the hope that the community will soon be able to drive their own sustainable development. It is expected that the community will encounter a number of challenges in achieving its own indicators of success. The researcher will endeavour to use such interactions to achieve the third objective of the research, i.e. to make recommendations that can facilitate the process of sustainable development in typical rural communities in the Global South as a whole.

3.5.5 Reliability and validity of data collected during the CAMP process

Triangulation (between the researcher as a participant observer, community members and information obtained from stakeholders from government departments, traditional leaders, councillors, ward committees, religious institutions and NGOs) was done to verify data collected to ensure the credibility of the qualitative data gathered. As a case study approach was followed, the results of this research are unique to the community of Lubisini and can therefore not be generalised for other rural communities, but the recommendations on community driven sustainable development would be of relevance to similar rural communities in the Global South.

3.6 PRA and Geography

PRA methodology has been applied by geographers to establish the holistic relationship between people and the environment they live in. As such geographers have a better understanding of the circumstances that many rural people face in terms of the environmental, social, cultural and economic factors that influences their decision-making process and livelihood choices.

Due to the colonialism and apartheid, the application of PRA in the South African rural context the application of PRA was limited, as the rural populations often viewed the external facilitators with resentment and antipathy. The apartheid system disempowered the black South Africans by subjecting them to a top-down approach for decades and this has negatively impacted on the assertiveness of those who can

benefit from PRA. Further, rural communities in South Africa, as their counterparts in the Global South are often sceptical of the intentions of external stakeholders and often question the purpose of the research in terms of the relevance of the results to their everyday lives.

CHAPTER 4: COMMUNITY ASSET MAPPING PROGRAMME, LUBISINI RURAL COMMUNITY, EASTERN CAPE PROVINCE, SOUTH AFRICA

The CAMP was designed to take the Lubisini community through a process that will help it to identify its talents, and gifts, skills, wisdom, knowledge (indigenous knowledge) and understanding, but also the ability to identify resources, assets and other treasures hidden in their communities, but also with the aim of restoring their dignity, self-confidence, trust, sense of independence, unity amongst themselves and hope for a better future, these are the strengths that poverty has robbed them of. According to Nicolau (2013, p. 234), the whole process is meant to enable the community to switch their thinking from “this is what they lack” to the realisation that “we are richer than we realised”. Table 3.7 provides a breakdown of the sessions applied in the Lubisini CAMP that aimed at ensuring that all community members can become actively involved and play a positive role in achieving sustainable development and change that will improve their quality of life by relieving the levels of poverty and inequality that has grown over the last two decades. Chapter 4 addresses objectives 1, 2 and 3 and will lay the foundations of addressing objective 4.

4.1 CAMP Day One: Description and Analysis of Sessions

As it is practise in many rural communities the workshop was opened with a morning devotion, this was followed by a welcoming by the local headman and the attendees, were provided the opportunity to individually introduce themselves. This was followed by the brief introduction of the programme, its background and its purpose. The

facilitator explained to the attendees that the main purpose of CAMP Workshop is to help them discover and share their inherent talents, gifts and seeds of greatness that are planted inside each of them, and the assets in the community for them to take control of their own sustainable development. A frank discussion followed by listening to the attendee`s expectations from the CAMP workshop:

- Acquiring new business skills
- Access to funding
- Registration of their companies
- Strategies to fight crime
- Acquiring farming skills
- Development
- Employment opportunities for their children
- Access to water both for consumption and agricultural purpose.

In any PRA and in particular CAMP, it is important that the workshop receives the approval of the traditional leadership, in Lubisini that fact that the local headman attended the workshop and opened the workshop provided a very positive starting point for the empowerment exercises. The expectations of the attendees reflect the similar expectations verbalised at other CAMPs across the country, and it is important to note from the expectations that the villagers of Lubisini are not waiting for handouts (as per the dependency paradigm), but want to obtain the necessary skills and have access to knowledge that will contribute to solve their own (and future generations) challenges.

4.1.1 Session on appreciative inquiry

The first session is planned to make sure that the workshop started on a positive note. As all rural communities in South Africa have a history of suppression many communities focus on the negative aspects of everyday life and thus it was important to try and start changing the way communities perceive their everyday lives. In order to facilitate the process, the facilitator divided the workshop attendees into ten groups. The facilitator with the help of the participants ensured that each of the groups were equally represented by participants who could read and write. The first task was for each group to name their group with a name that reflects positivity:

- *Siyazama* (we are trying our best)
- *Masakhane* (let us build each other)
- *Masiphumelele* (let us succeed)
- *Siyakhana* (we build each other)
- *Sinenjongo* (we have a purpose)
- *Vukuzenzele* (wake up and do something for yourself)
- *Sifuna ulwazi* (we seek for knowledge)
- *Sinegugu* (we are proud)
- *Thuthukani* (be prosperous)
- *Thusanang* (help each other)

The names reflected the attendees' desire for change and the need for information to provide a better life for themselves. The main activity of the appreciative enquiry was for the attendees to reflect on their community and specifically community members and identify success stories of individuals in their community. In the Lubisini CAMP the

groups struggled to come up with success stories of individual in their community. This was unusual as in all other CAMPs undertaken in South Africa a number of success stories within communities were identified and shared, despite times of oppression in these very communities in the recent past. The facilitator, thus had to modify the activity and changed the exercise to one that the attendees could reflect on what made them proud to be members of the Lubisini community. Although the session was adapted, the purpose was to provide the attendees with the opportunity to appreciate what they already have in their communities and not focus on what they did not have. Reporting back to the group took place through the leader of each group (refer to Photograph 4.1).



Photograph 4.1: Lubisini CAMP, 11 to 14 September 2017, group leader feedback of appreciative enquiry

The results of the exercise produced a rudimentary list of assets already in the community (Table 4.1). The results of the appreciative enquiry was noteworthy on the score that a predominantly aged population, regarded the youth as an asset and is

typical of communities that are orientated to intergenerational wealth transfer that often occur in the Global South. The focus on the natural environment did not come as a surprise as the area is considered to be one of the most fertile areas with good rainfall and thus the environment was considered to be an asset that could bring change in the region (ECSECC, 2017). It should be noted that apart from electricity and roads the attendees did not consider other services to be an asset to their future sustainable development. This is in line with the relatively poor provision of those services, especially of health in the rural communities of the Eastern Cape Province.

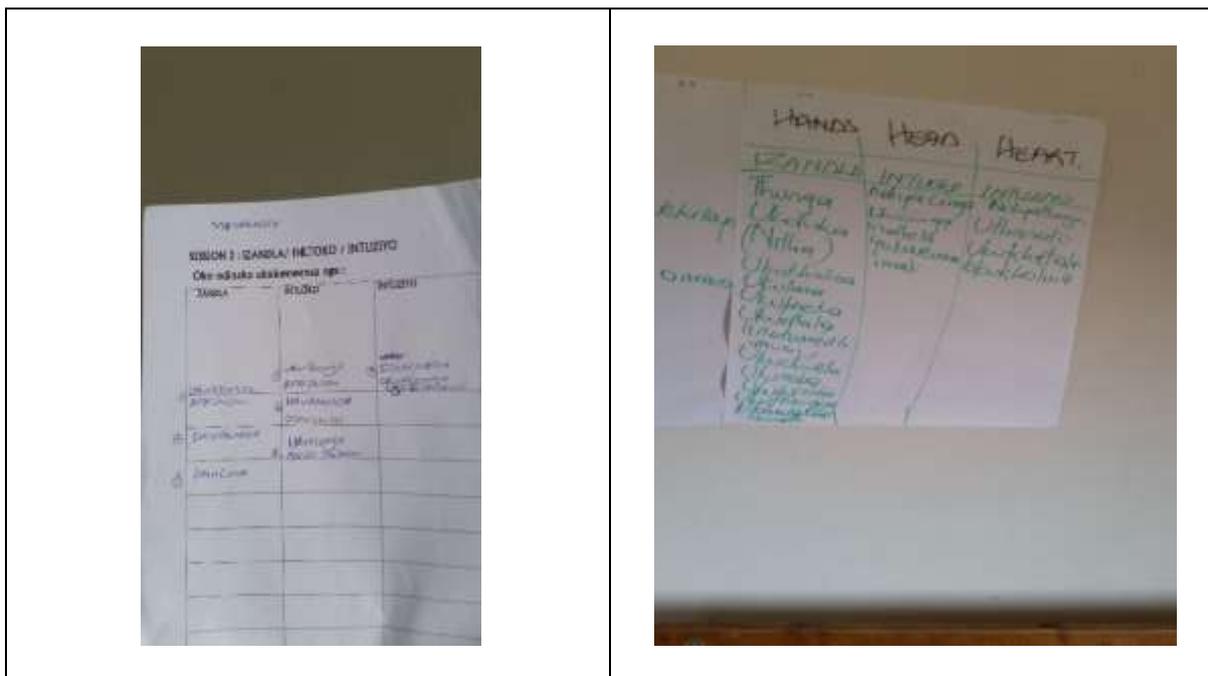
Table 4.1: Results of the appreciative enquiry – Lubisini CAMP, 11 to 14 September 2017

| Infrastructure | Environment | Social Networks | Skills | Human Capital |
|-------------------------------|--|------------------------------------|---|----------------------|
| Electricity Roads Shops | Forests Sand Rivers Fertile soil Rock Good pastures | Schools Churches Pre- school | Crop farmers Crafters Dress makers Stock farmers Wool growers | Youth |

The result of the appreciative enquiry came as a surprise to many community members and the researcher was impressed with their creative response to the session as well as the underlying feeling amongst the attendees that they could appreciate the inherent assets of the community and that perhaps these assets (and more) provided hope for a better future. The facilitator received the clear impression that the attendees were very proud of being citizens of Lubisini community and saw their future in the community and were prepared to contribute to the development of the community for a better world.

4.1.2 Session on capacity inventory

The focus of this session was to convey the understanding of tangible and intangible assets related to individual in terms of their “hearts, head and hands”. This session gave attendees an opportunity to identify their own individual assets and marked the beginning of self- realisation and appreciation. They were given the chance to reflect on their individual skills, what they are capable of, to rediscover their individual gifts and talents so that they can discover the purpose each individual can play in his/her community (refer to Photograph 4.2).



Photograph 4.2: Lubisini CAMP, 11 to 14 September 2017, individual feedback and group feedback to the capacity inventory exercise

Table 4.2 reflects the collective individual assets of the Lubisini Community, it is clear that the assets in terms of the hearts, head and hands assets is very high and if translated into a monetary value the community will already be wealthy. This session helped the individual attendees to recognise that they are rich as individuals and that

their individual gifts can change their lives for the better. More than that, they realised that if they can join their individual gifts and talents, they can do more, and can build a powerful community. In the CAMP applied by Nicolau (2013), the community assets were determined during this session. In the case of the Lubisini CAMP, the community assets were already established during the appreciative enquiry and it is clear that in terms of association mapping, the churches played a major role in the community and are considered by community members to be huge assets for the community.

Table 4.2: Results of the capacity inventory session – Lubisini CAMP, 11 to 14 September 2017

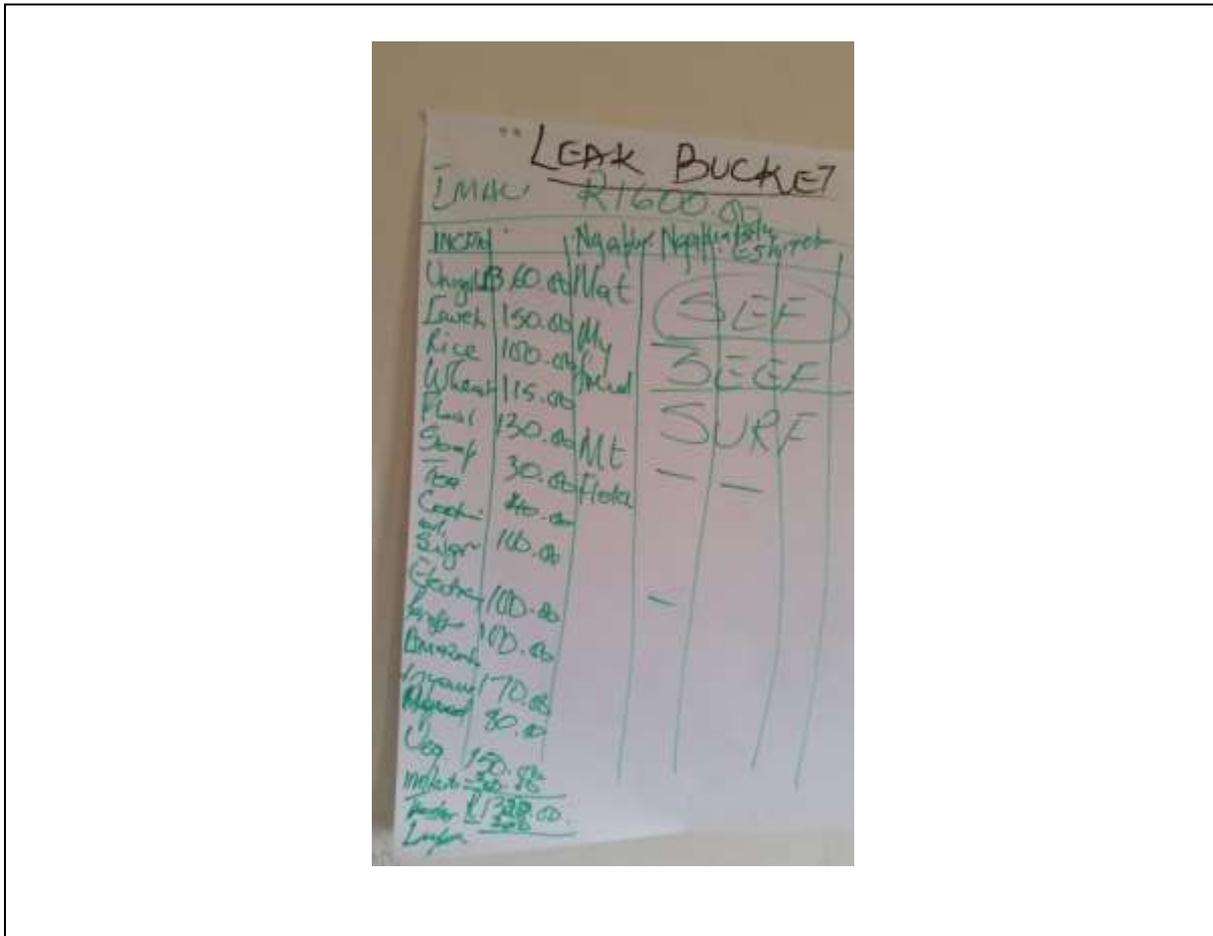
| HANDS | HEADS | HEARTS |
|------------------------|------------------------------|-----------------|
| Cook | Think | Love |
| Plant | Taking decisions | Care for others |
| Clean | Making peace | Faith |
| Knit | Creativity | Keep secrets |
| Play music instruments | Knowledge | Happiness |
| Draw | Learn | Hurt |
| Build houses | Calculate | Cry |
| Pottery | Choose | Sympathise |
| Bead work | Solve personal and community | Believe |
| Sewing | problems | Help others |
| Make bricks | | |
| Weed the gardens | | |
| Collect | | |

One of the most important components of an empowerment plan is that communities take ownership of all actions, as the asset lists were created by the community members, they would in all likelihood take more ownership of the lists. A rational change in thinking about opportunities related to inherent assets that could change their lives had commenced and on the other hand the attendees were able to reflect a growing sense of pride that had started in the first session and now have a chance to deepen.

4.1.3 Leaky bucket session

The annual income of the households was depicted in Table 3.1. In terms of the attendees, it was noted that more than 90% of the attendees were unemployed, with only five attendees presently working for the Public Works Programme (fixing potholes on the local roads), where they earned R600.00 a month. The rest of the attendees relied on social grant beneficiaries (refer to section 2.5.1) as the only form of income. The average income in Lubisini differs from other rural communities in South Africa that have undergone CAMP in that in other communities a small percentage of the attendees were employed or generated their own income.

The purpose of the Leaky Bucket session was firstly to allow attendees to critically analyse what they spend their money on and secondly, to find out how much money is spent outside the community. In terms of the latter, if large amounts of money is spent outside of the community, the attendees could think of entrepreneurial opportunities that could ensure that money is rather spent within the community and thus help generate wealth within the community rather than losing the money to outside areas. The facilitator made use of the average household income received from an old age grant of R1600.00 per month to demonstrate the leaky bucket concept to the attendees. Attendees were requested to provide an indication of their typical household expenditure on various items and these include Maize Meal; Sugar; Rice; Flour; Tea; Coffee; Milk; Potatoes; Vegetables; Cooking Oil; Eggs; Meat; Paraffin; Electricity; Transport; Burial Societies; Local Clubs (refer to Photograph 4.3).



Photograph 4.3: Lubisini CAMP, 11 to 14 September 2017, individual feedback on the leaky bucket session

Table 4.3 reflects a typical monthly income and expenditure estimation for a household in Lubisini. According to attendees, the fact that the old age grant is often the only source of income in the household (often extended families) is due to the lack of job opportunities and poverty in general in the area. This session revealed that the income earned by the old age grant recipients is insufficient to meet the individual household's basic needs, as a result some of the old age grant recipients had to borrow the extra money to make ends meet. In order to survive many community members become victims of Loan Sharks. This perpetuates the cycle of poverty and entrenches the widening levels of inequality in the village.

Table 4.3: Results of the Leaky Bucket session – Lubisini CAMP 11 to 14 September 2017

| Income | Total household expenditure | Money spent within the Community | Money spent outside the Community | Overspend |
|-----------|-----------------------------|---|-----------------------------------|-----------|
| R1 600.00 | R1 920.00 | Limited to Spaza Shop purchases only when necessary | R1 920.00 | R320.00 |

The Leaky Bucket session also showed that, the Lubisini community spend almost all of their income outside the community in the neighbouring towns of Matatiele and Mount Fletcher. Very little money (if any) is spent at the local Spaza Shops (general dealers) that are owned by foreign nationals. The session was valuable as the attendees could critically reflect on opportunities to either raise their own income through small business developments that could cater for the sale of items that community members would buy in neighbouring towns and in this way ensure that the monetary wealth can be circulated in the community.

4.1.4 Power mapping exercise

In all communities, there are power struggles, which have the ability to either support or undermine entrepreneurial initiatives or projects, and thus in an empowerment programme it would be important to sensitise the community members to matters related to power in the community. As in the case with assets, power manifests in tangible and intangible forms and is unique to each community. The facilitator introduced the concept of power using the context of their own everyday lives, and they were given the opportunity to discuss the benefits of the positive use of power and the negative consequences when power is misused or abused. The workshop discussions reflected on aspects related to corruption, power struggles and poor leadership (refer to Photograph 4.4). The discussion reflected the typical arguments presented by other

rural communities in South Africa and in the Global South (refer to section 2.4.5). The attendees reached consensus that a negative consequence of the misuse of abuse of power would be a major contributor to the failure of any project and organisation. They further explained that any initiatives in rural communities could become dysfunctional or would fail due to the abuse or misuse of power.



Photograph 4.4: Lubisini CAMP, 11 to 14 September 2017, Community Development Worker sharing information on power mapping and some of the suggestions of the attendees

The attendees were divided into groups and were provided with writing materials to answer the following questions:

- *Who is at the table?*

To answer this question the attendees guided by the facilitator focussed on the people who are in power including themselves as they are leaders in their homes and who could contribute to supporting the successful development of an entrepreneurial activity.

- *What is on the table?*

The focus to the answer to this question related to the intangible aspects that were hurdles to the creation of wealth and reduction of inequality

- *Who/What is under the table?*

Addressing this question, more emphasis was put on those issues that are not normally taken into consideration or overlooked when people start a project and that have the power to destroy initiatives.

The results of the discussions are captured in Table 4.4. It is significant that it would appear that the community members of Lubisini have a very clear understanding of matters related to power struggles and were able to identify tangible and intangible sources of power struggles. It was also noted that many of the intangible power struggles listed by the community members also formed part of their responses to the following sessions on their fears (refer to section 4.2.1) for their community and the problems that were experienced in their community (refer to section 4.2.3)

Table 4.4: Results of the Power Mapping exercise – Lubisini CAMP, 11 to 14 September 2017

| Who is at the table? | What is on the table? | Who/What is under the table? |
|---|--|--|
| Traditional leaders Councillors Local Provincial and National Government. Departments Parents Youth Business owners Farmers Builders Fashion designers | Reduction of Poverty Development in rural areas Business initiatives Employment opportunities Fighting and prevention of crime, HIV-AIDS Alcohol and other drugs abuse Skills development | Power struggle Poor leadership skills Corruption Pride Greed Jealousy Hatred Crime Drug abuse Laziness Dishonesty Lack of vision Demotivation Lack of knowledge, understanding and wisdom. |

The power mapping exercise acted as an eye opener and helped the attendees to become aware of aspects that might hinder progress and success to their future business initiatives. The facilitator warned the attendees to be very selective when choosing members of their projects and they need to undertake the power mapping

exercise on a regular basis to ensure that the respective project does not become a victim to power struggles within the project and outside the project.

4.2 CAMP Day Two: Description and Analysis of Sessions

4.2.1 Session on wishes and fears

Most of the South African rural communities experienced decades of oppression especially during the years of apartheid, which was dehumanising in its essence and resulted in high levels of poverty and inequality. The last effects have been communities that continue to have low levels of self-worth and high levels of distrust and in many instances these negative lasting impacts have not been effectively dealt with and thus possibly the reason for deepening poverty and increasing inequality levels (refer to section 2.4). In an attempt to start addressing this issue, CAMP include this session to assist communities to help develop higher levels of self-worth.

The session was an individual exercise, and they were expected to consider their fears and wishes and to consider their wishes and fears that have for their community. The results are depicted in Table 4.5. During the feedback of the wishes, the attendees expressed very positive sentiments and the list compiled reflected a positive outlook, while at the same time the report back on the fears reflects many problems that are typical to many rural communities in South Africa today. It was also noteworthy that the fears listed were similar to the power mapping exercise (refer to Table 4.4).

Table 4.5: Results of wishes and fears exercise – Lubisini CAMP, 11 to 14 September 2017

| Summary of individual wishes | Summary of individual fears |
|---|---|
| Run successful business Peace Able to raise prosperous children Build myself a house Employment Dreams come true Successful farmer Love for the family Provision of basic needs | Crime HIV-AIDS Raising kids that are not successful in life Poverty within the family Children dropping out of school Divorce |
| Summary of the wishes for the community | Summary of the fears for the community |
| Unity Co-operation Good road infrastructure Availability of water Businesses Job-opportunities College Community Hall | Lack of prosperity High unemployment rate Teenage pregnancy Crime (rape, assault, housebreaking) HIV-AIDS Alcohol and drugs abuse Drop-outs Animal diseases Drought Violence Poverty |

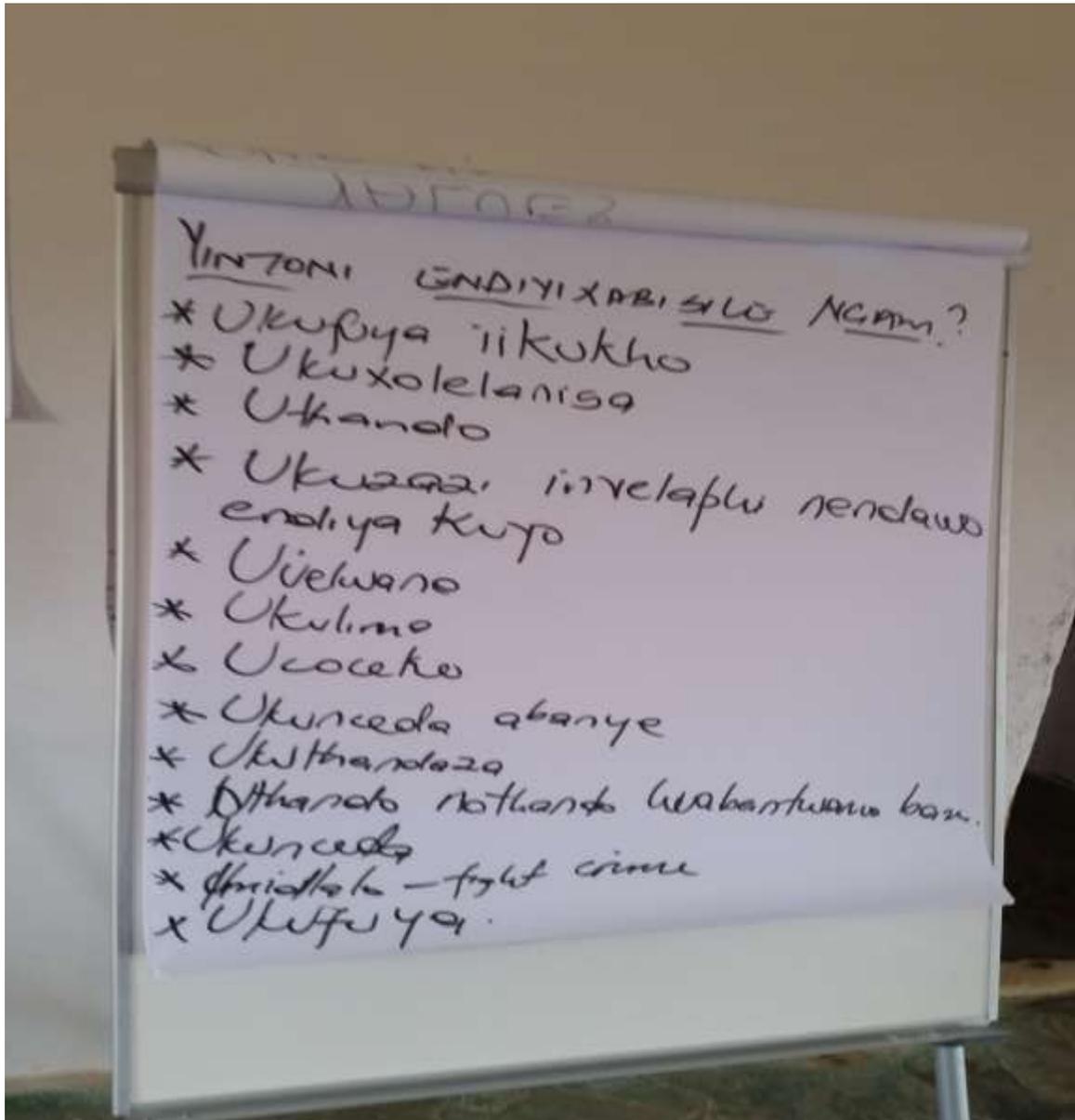
The value of the session is that the information can be used by community leaders in the future to inform the success of future driven change. The high unemployment rate in the community that underpins many of the wishes and fears can be addressed by encouraging community members to start small businesses that will be to the benefit of the community. Some of the issues such as crime and those related to service delivery can with the support of the local authority (in attendance as the CDW) be formally addressed. The overall impression of this session is that although there are a number of fears in the community (that can be addressed), community leaders should focus on the wishes of the community to create a community spirit that is positive and cohesive to pursue roots-driven change that will also address the fears along the same line of action.

4.2.2 Session on values

The session on values continued by probing into the 'soft' assets of a community. The session is also important as it provided cross validation into a number of other sessions such as the wishes, power mapping and the capacity inventory, and provides a valuable information session to the attendees in the sense that they can get to know their fellow community members in such a way that they could consider working with them in terms of possible small businesses. The attendees were requested to work in their groups and to ask and discuss the following questions:

- What do I value about myself?
- What do I value about the people in my community?
- What do I value about my community?

The group leaders provided detailed responses to the workshop attendees (refer to Photograph 4.5), and of the attendees is included in Table 4.6. The responses provided by the attendees indicate a community that places high values in the individual and their community. The list provided by the community members included a number of assets that were not included during the capacity inventory, and it was clear that as the attendees were progressing through the CAMP sessions, they were increasingly able to identify more and more assets that are inherent in the community and which can be used to solve problems in the community or to create entrepreneurial opportunities that will drive their own agenda for change.



Photograph 4.5: Lubisini CAMP, 11 to 14 September 2017, Group summary of the worth session

Table 4.6: Results of the values exercise – Lubisini CAMP, 11 to 14 September 2017

| What do I value about myself? | What do I value about the people in my community? | What do I value about my community |
|---|---|---|
| Self confidence Being a community builder. Bring unity at home Farmer Business woman Co-operate with others Dress maker Team builder Vegetable grower Sport Love myself and others Good cook Humility Honesty Visionary and ambitious Builder (houses) Independent Love for the family Cleaning Good manners Hairdresser Commitment and determination Music writer and a performer Artist Advisor Creativity | Sharing ideas Love others Respect Support Improve other people`s lives They there in times of sorrow and in times of celebrations Socialise Help each other Pillars of strength Guidance Neigh boughs Security Care for each other Live peacefully | Love Peace Unity Cooperation Shared vision Access to transport Respect for each other School transport |

The overwhelming positive reaction to this session provides hope for a success community driven development and this is not typical of other rural communities in South Africa, where levels of trust, self-worth and appreciation for the other have been negatively influenced from their legacy of colonialism and apartheid. This session has helped community members to recognise the importance of self-appreciation, appreciation for other people’s gifts and the community, as basic requirements for building a strong and a prosperous community and a nation as whole.

Table 4.7: Results of the problem and solution exercise – Lubisini CAMP, 11 to 14 September 2017

| Problems | Identified solutions |
|------------------------------|--|
| Stock theft | Strengthening security measures and the local Community Police Forum |
| Drugs | Education, keeping our children busy, making good choices and decisions |
| Poverty | Opening small businesses, farming (planting vegetables, maize and beans, raising chickens that produce meat and eggs and sell them. Piggery) |
| Lack of business skills | Training on business skills needed |
| Access to Water | Co-operation, united and being bold to voicing out community problems |
| Rapid growth Taverns | Opening up of more businesses that will provide jobs for the youth. Educating young people about the dangers of drugs |
| Lack of equipment | Register companies and apply for funding |
| Crime (rape, house breaking) | Enforce security |

This activity gave the community members time to think deeply about the problems that face their community. But what was more important was to realise that, themselves have solutions to their problems. Outside assistance is important but people need to know that, they must be prepared to be part of solutions and not to fold arms wait and rely on external assistance, for them to build progressive, prosperous, safe and healthy communities.

4.2.4 Session on social activities in the community

Social networks are considered to be very important when promoting a roots-driven approach to development. The networks within the community and to the outside of the community can assist communities in driving their development process (linked to the appreciative enquiry in 4.1.1 and power mapping in 4.1.4 and in 3.2). The attendees were provided the opportunity to discuss what social activities in the community bring

people together and are instrumental in developing a community's identity. Some of the social activities presented by the attendees included:

- Church services
- *Imigidi* (traditional celebrations)
- Meetings (political, traditional council meetings and others)
- *Stokvels* (a savings or investment group to which members regularly contribute an agreed amount and from which they receive a lump sum payment).
- Weddings
- Burial societies

The vibrant discussions led to a communal decision by the attendees that in order to generate a community spirit they would attend the third day of the workshop in traditional attire and a slot to be created where they could present their chosen traditional dance. As CAMP, as an empowerment programme that encourages the attendees to start taking control of their own development, the adoption of the programme by the attendees is crucial and the decision to wear traditional clothing and present traditional dances is significant as the attendees through this action are clearly making the first step to defining their own future.

4.3 CAMP Day Three: Description and Analysis of Sessions

The third day of the workshop started on a vibrant note and many arrived in their traditional dress. As CAMP is an empowerment programme, the success thereof is to ensure that there is a better sense of cohesion amongst the community and proudly

wearing their traditional dress and dancing their chosen traditional dance, provided the members with a feeling of self-worth, a sense of pride in who they are and their origins and brings rural communities together (refer to Photograph 4.7). All these aspects are critical in terms of preparing the communities to take the baton of a bottom-up approaches to driving their own change.



Photograph 4.7: Lubisini CAMP, 11 to 14 September 2017, attendees wearing traditional dress

4.3.1 Session on cognitive changes as a result of the workshop

Knowing who you are, where you come from (roots) are pre-requisites for any change to take place and helps individuals to discover the purpose they were created for, at the end they are able to reach their destinations. After a re-capping on the previous day`s work, attendees were given individual exercises to do, guided by the facilitator to reflect on what they had learnt and think about changes that the CAMP workshop

has brought into their lives, as well as changes that they believe could change the Lubisini Community. The changes were divided into two groups: those that are personal and those that belong to the community (Refer to Table 4.8).

Table 4.8: Preliminary results of the cognitive changes as a result of the Lubisini CAMP, 11 to 14 September 2017

| PERSONAL CHANGES | COMMUNITY BASED CHANGES |
|--|--|
| <ul style="list-style-type: none"> • Importance of information sharing • Change of attitude from negative that is characterised by jealousy, hate rate, loss of hope for a better future, feeling isolated and forgotten etc.) to a positive attitude that has hope for a better future. • Love and care for others • Knowledge of who you are • Respect of other people`s ideas and elderly people • Improved thinking skills and how to do things in life generally. • Ability to see things differently (eye opener) • Acquired business skills • Opened doors to a number of opportunities • Hope for a better live • Feeding of the spirit • Open minded • Increased faith • Strong belief that anything is possible, when people are united. • Helping others • Value other people • Ability to think differently • Improved knowledge and understanding | <ul style="list-style-type: none"> • Rural Community development is possible • Water • Community hall • Improvement in communication • Live peacefully and in harmony with other people especially neighbours • Know more about other people`s talents, gifts and their strengths • Co-operation • Ability to see a changed community. • United community • Peaceful community (reduced crime). • Possibility of a changed community, without poverty • Increased chances for new job opportunities • Ability to identify that our communities are rich in different resources. • Improvement in farming skills • A community that will become pilot for rural development • Tolerance among community members. • Community members that support each other • Raising a hopeful community • Preservation and protection of community resources. |

Table 4.8 clearly reflects the positive attitude the community has to taking control of their own development and to drive the process from the bottom-up. The tangible and intangible assets reflected as human, social, economic and environmental capital of the Lubisini community indicate that this is a community that is ready to take control of

their own futures, to improve their quality of life and to reduce the level of poverty in a rural community located in one of the poorest provinces in South Africa.

4.3.2 Session on Community Asset Mapping

The previous sessions had all lead up to a point where attendees had been able to consider their tangible and intangible assets, they had also considered a few soft issues related to problems they encountered in the village, had a good idea of where the power lies in the community and had attempted to consider some solutions to the problems they had in the village.

The community asset mapping exercise was broken up into three parts:

- The initial development of a community map
- A transect walk to verify assets and to find new assets
- The completion of the community map.

The task provided to the participants is to consider their inherent assets as identified in previous sessions and need to consider what small and medium sized opportunities they could begin. The session was very interactive and generated much interest and creativity amongst the groups (refer to Photograph 4.8). While the purpose of the session was to establish what opportunities can be created, the session also provided an indication on how well the groups could work together, where there was synergy and who were the natural leaders.



Photograph 4.8: Lubisini CAMP, 11 to 14 September 2017, compiling maps of the village

Once the participants had compiled their draft maps of their village they went on a transect walk where they were given the opportunity to walk through their community and identify assets they had not initially included, they could also use the opportunity to share the location of assets with other community members who might not have been aware of the particular asset. During the transect walk they were requested to write up additional assets in the following three categories:

- Social opportunities
- Economic opportunities
- Environmental opportunities

Table 4.9 reflects classification of the assets during the transect walk. The participants battled to classify assets as they were of the opinion that that some assets belonged in more than one group. This was a helpful exercise as the discussion between participants also revealed that depending on how you view an asset, its value could be different and that it is evident when working as a group as perceptions and ideas are different in a development process.

TABLE 4.9: Results of the transect walk – Lubisini CAMP, 11 to 14 September 2017

| SOCIAL OPPORTUNITIES | ECONOMIC OPPORTUNITIES | ENVIRONMENTAL OPPORTUNITIES |
|-----------------------------|---|--|
| Churches School Roads | Spaza Shops Transport Poultry farms Taverns Sand Clay Grass Rocks Vegetable gardens | Forests Rivers and other sources of water Human resource Rocks Clay Grass Vegetable and flower gardens Cultivated land Good pastures Available land |

After the transect walk, groups had to finalise their individual maps and present their maps to the whole workshop. In the Lubisini CAMP, the groups had to identify themselves with a song before their chosen leaders presented their map. Presentations were based on the assets identified, their location, and the value they

add to the community and suggested ways in which these assets can be used to create more job opportunities. Other group were also give opportunities to ask question and discuss the contents of the various group maps. After the presentation, each group had to perform a traditional dance of their own choice, as part of socialisation and I belong exercise. It is important in an empowerment programme to generate a team spirit and cohesion through common interests such as song, dance and clothing (as in the previous day), this was a particular characteristic of the Lubisini CAMP, and could be utilised in the application of CAMP in other rural communities.



Photograph 4.9: Lubisini CAMP, 11 to 14 September 2017, community asset maps

Different groups displayed different maps, but what was more important was their ability to identify and locate the community assets and map them using their common knowledge. Although the majority of groups had identified common assets, some came up with additional assets. For example one group in addition to live stock and pastures as assets, they identified the shepherds as assets as well as.

Asset mapping was one of the highlights of the workshop, whereby it was not only about the best maps, but also about the new assets that different groups have identified, but it was also about co-operation and the display of different gifts and talents (some group members have good ideas on the map layout, some could draw well while others struggled through the exercise). This was one activity that provided a clear indication that the community could work together and could consciously identify asset and related opportunities, and that the power to work in a team was very valuable to achieve success.

In summary the community maps provided the following:

- Community discussion of the relative location of assets and opportunities
- Critical discussion on what resources they have and how and where they could sustainability use these resources
- Increases the awareness of the community members to constantly be on the lookout for hidden assets and opportunities
- The maps themselves can become a baseline for establishing change in the community during the monitoring process after CAMP.

4.4 CAMP Day Four: Description and analysis

4.4.1 Session on vision crafting

There was only one vision the attendees crafted and that was to promote commitment, unity, co-operation and determination among the community members in order to bring change and prosperity at Lubisini Community that will improve their lives and those of many generations to come for the better use of what they have at Lubisini community.

4.4.2 Session on project identification and the development of action plans

Vision crafting was followed by project identification and the development of related action plans. Workshop attendees grouped themselves according to their business interest and common vision to identify their own projects, and then develop action plans to achieve their goals. Sixteen projects were identified and they were grouped into five categories, namely: poultry, craft and clothing, piggery, retail and vegetables producers (refer to Table 4.10).

Table 4.10: Results of the proposed project session – Lubisini CAMP, 11 to 14 September 2017

| NAME OF PROPOSED PROJECT | TYPE OF BUSINESS/ CATEGORY |
|---------------------------------------|------------------------------------|
| MPOETSI MOKUANE | Poultry |
| <i>Sifuna Ulawazi</i> Chicken | Poultry |
| <i>Sinegugu</i> | Poultry |
| <i>Kopanang</i> | Poultry |
| <i>Thuthukani</i> Chickens | Poultry |
| <i>Siyazama</i> Chicken | Poultry |
| <i>Josphina Makhaba</i> Chickens | Poultry |
| <i>Kopanang</i> | Poultry |
| <i>Vukuzenzele</i> Craft and Clothing | Craft and clothing |
| <i>Masakhane</i> Crafts | Craft |
| <i>Kopanang</i> | Craft |
| <i>Sinoyola</i> Piggery | Piggery |
| <i>Thusanang</i> | Retail |
| Ice cream shop | Retail |
| <i>Valashiya</i> Lima | Vegetables, crop and sheep farming |
| <i>Sinabantu</i> | Vegetable growers |

Using the above categories the attendees group themselves and drew up the following action plans (Table 4.11).

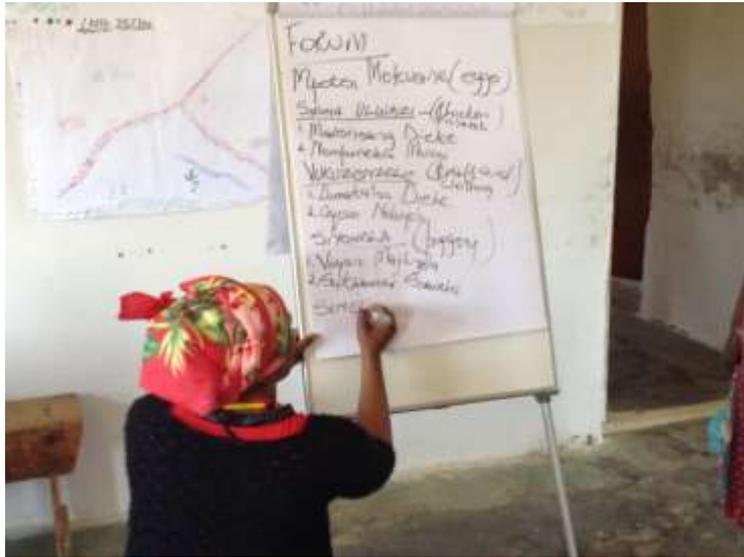
Table 4.11: Actions plans for projects – Lubisini CAMP, 11 to 14 September 2017

| Future projects | Action steps required | Local assets to contribute outside assistance | Outside assistance required | How will I measure my success |
|-------------------|---|---|---|---|
| Piggery | Register it as a co-operative | Land, human resource | Department of Agriculture for training. Department of Small business for registration | Secure land for the business and a registered business |
| Sewing project | <ul style="list-style-type: none"> • Get sewing machines. • Secure a space within the community • Register the project. • Buy material. • Attend training workshops • Apply for funding | <ul style="list-style-type: none"> • Old sewing machines. • Houses that can be used as workshops • Existing experience from local dress makers • Human resource. | <ul style="list-style-type: none"> • Registration of the business. • Training by the Department of Arts and Culture and ECDC. • Funding | <ul style="list-style-type: none"> • Availability of machines material. • Getting orders from the local schools • Start making money. |
| Poultry chicken | <ul style="list-style-type: none"> • Register the business. • Secure land from the local chief • Fencing and building • Rooms for the chicken • Order chicken | <ul style="list-style-type: none"> • Land • Collect money from members to buy chicken • Ask for assistance from the experienced local poultry farmers. | <ul style="list-style-type: none"> • Training from the Department of Agriculture. • Funding to grow the business | <ul style="list-style-type: none"> • Ordering chicken. • Sell eggs. • Have enough space to start |
| Vegetable gardens | <ul style="list-style-type: none"> • Secure big land. • Fencing. • Making water available • Buying seeds and seedlings. • Start planting. | <ul style="list-style-type: none"> • Available land • Fund raising by the project members. • Labour from the local people • Available equipment. | <ul style="list-style-type: none"> • Training by the Department of Agriculture. • Identification of seedlings suppliers • Business and marketing skills development. | <ul style="list-style-type: none"> • Till the land. • Plant vegetables • Marketing the business • Start selling vegetables. |
| Craft | <ul style="list-style-type: none"> • Identify the workshop. • Buy beads. • Collect clay from the river • Buy paints • Collect wood to burn clay. | <ul style="list-style-type: none"> • Clay from the river. • Wood from the nearby forest. • People to start beading and moulding clay. • Old women to share their experiences. | <ul style="list-style-type: none"> • Training from the Department of Arts and culture. • Registration of the Project. • Funding to buy modern machinery for clay work. | <ul style="list-style-type: none"> • Start making beads. • Marketing of the products. • Selling • Exhibition of the products. |
| Spaza shop | <ul style="list-style-type: none"> • Secure space for the business • Prepare the space by building shelves and ensuring security. • Raise funds from the project members • Buy products to sell | <ul style="list-style-type: none"> • Available space locally. • Buyers. • Builders to help with preparing the space. | <ul style="list-style-type: none"> • Registration of the business • Training on business skills. • Funding opportunities. | <ul style="list-style-type: none"> • Start selling the products. • Making profits. • Attracting more customers |

The project identification and project plan session are important as they provide a base line for a planning process in terms of possible opportunities that are linked to their inherent assets and skills sets, the participants have to consolidate what they have learnt in all the processes in order to put together a project plan that have some possibility of success. The fact that this is a collective session and the inputs of all participants is required meant that there was a peer learning process that was cohesive and beneficial to a roots-driven development process. It is accepted that the projects and the plans were only a starting point of establishing a successful small or medium business enterprise that will provide a form of employment for many in the community and become a source of livelihood. In the Lubisini Community and especially for those who attended the workshop, it should be remembered that only 6 of the 132 participants were actually employed (albeit on short term contracts), and that presently the reliance of the community for any form of income is the grant system that makes them dependent on government for their survival. The development of any entrepreneurial opportunity will ensure that the community of Lubisini will be able to start becoming independent and towards a community that reflects lowering rates of poverty and inequality.

4.4.3 Creating a Community Forum

The final stage of the Lubisini CAMP involved the selection of the community forum. The individual identified project`s chairpersons together with the secretaries became members of the Community Forum, to ensure full representation of all the projects. The Forum was made of 30 members and out of these members, top executive committee was elected, which was made up of a Chairperson; Deputy Chairperson; Secretary; Deputy Secretary; Treasurer; Co-ordinator (refer to Photograph 4.10).



Photograph 4.10: Lubisini Community Forum

Certificates of participation were issued to all CAMP attendees as a proof of attendance and as a token of appreciation by the facilitator (refer to photograph 4.11). This initiative was warmly welcomed by the attendees.



Photograph 4.11: Lubisini CAMP attendees with their certificates of participation

4.5 Summary of the observations made during the workshop

The following were the most important aspects that summarised the four day workshop in Lubisini:

- The number of people who attended the workshop, indicated the willingness and the eagerness of the Lubisini Community to play an active and a leading role in addressing and reducing poverty and inequality affecting their lives.
- Illiteracy cannot be an obstacle that can stop poor people from fighting poverty.

- Empowerment, capacitation, involvement, consultation, knowledge, information, vision, co-operation are all the most important ingredients required by the poor rural communities in order to liberate themselves from the jaws of poverty.
- The illiteracy made it difficult for the attendees to finish individual activities.
- The attendees displayed high levels of co-operation, interest, commitment, determination throughout the four day workshop

CAMP, seems to be a plan for a bottom-up approach to up-root poverty out of the rural areas. It has the potential to promote sustainable rural development. Other communities around Lubisini are now interested in arranging CAMP workshops in their respective Wards. Registration of projects, training and access to funding opportunities, seem to be priorities of the poor rural communities. The facilitator is working with the Department of Small Business to assist with the registration, trainings and funding of the identified projects. Agricultural Research Council is also promising to assist emerging farmers with training opportunities, in so much that before the end of February 2019 there will be a training session for sheep farmers.

4.6 Monitoring and evaluation 12 to 18 months after the CAMP

Lubisini Village showed no physical change, a year after the CAMP workshop was conducted, but talking to members of the community who attended the workshop, a lot had changed, which indicated that the CAMP Workshop did indeed changed the minds and ways people responded to their daily challenges. Some of the changes included, the commitment, determination and courage that the local people have to take charge

of their development instead of waiting for the government to solve their socio-economic problems. On the last day of the workshop, more than ten projects were identified. In partnership with the Department of Small Businesses in Pretoria, three projects managed to register their businesses as co-operatives at R215.00. This kind of support saved the owners from being victims of consultants who charge vulnerable and desperate rural people up to R2000.00 to register a co-operative. The registered co-operatives together with the existing co-operatives are in the process of forming a cluster or a secondary co-operative. This will increase chances for growth and support of these co-operatives by funding institutions. The following are some of the business initiatives which have been identified as co-businesses for the proposed cluster:

- Egg production business to supply the local businesses, big Supermarkets like Boxer, Spar, Shoprite, Pick`n Pay, B&Bs, hospitals and other markets.
- In partnership with the local grain producers, a laying mash manufacturing industry will be established, with the intension of reducing cost to run the egg producing business as well as for the purpose of diversifying the project`s economic activities.
- The establishment of a fuel filling station outside town (in the rural communal land), which will include a truck stop along the R56 road, is another opportunity to be exploited by the cluster. The R56 is a popular route used by trucks and other forms of transport, since it is regarded as a shortest route between Eastern Cape, Free State and KwaZulu Natal.
- On the 18th October 2018, the Agriculture Research Council (ARC) from Pretoria conducted a workshop for the sheep farmers/ wool growers, looking at challenges that are faced by rural sheep farmers and how these challenges

could be solved. The aim is to improve the quality of stock as well as the quality of wool.

- More workshops on co-operative governance, business management, general business management are expected to follow.
- Friday the 15th of February 2019 was the proposed date for the registration of the cluster.
- Registration will be followed by a series of training (business management, poultry farming, marketing, financial management), with the purpose to empower and capacitate co-operative members, with skills to ensure success and sustainability of their chosen business.

The monitoring and evaluation of the challenges and successes of the participants in their quest to provide a better life for themselves continues. As the researcher is a member of the community, she will continue to play an active role in assisting the community projects by providing access to outside skills and opportunities for development. The full impact of the Lubisini CAMP will probably only be determined in the medium to long term and will remain on the research agenda of the researcher.

The application of Lubisini CAMP and the subsequent sessions of monitoring and evaluation have however provided the researcher with sufficient insight in order to make some recommendations on rural development, poverty alleviation and matters related to inequality and this will form the focus of the final chapter of the dissertation.

CHAPTER 5: RECOMMENDATIONS AND CONCLUSION

This chapter provides the researcher's recommendations (objective 4) that will be the most appropriate to rural development in the Lubisini Community in particular and for other rural communities in South Africa in general. The recommendations will be of value to all development actors such as policy developers, development agencies, government departments, NGOs and other institutions, in order to reduce the incidence, intensity and severity of poverty and inequality in poor rural communities. The aim of the research was to facilitate a roots-driven community intervention that would allow the community members in Lubisini (Eastern Cape, South Africa) to create opportunities that will help reduce their inherent levels of poverty and inequality.

This study was conducted using Lubisini Rural Village located in the Eastern Cape, South Africa as a study area. A Community Asset Mapping Programme (CAMP) was applied in the village with purpose of assisting the community and enabling them not only to identify their individual and community assets, but also to come up with strategies they can use to turn their individual talents, gifts and community hidden treasures into business opportunities, that will not benefit them as individuals, but the whole community and improve their standard of living for the better (Objectives 1, 2 and 3).

While it must be accepted despite initial successes of the Lubisini CAMP, the overall success or failure of the programme will only be established in the medium term (5 years) and not in the 18 months as reported in this dissertation. The application of CAMP and the monitoring and evaluation process after the workshop, provided the

researcher with the opportunity to develop some recommendations that would be of value to various levels of development practitioners to facilitate a process of root-driven change not only in the village of Lubisini but other rural villages in South Africa.

Rural communities continue to be regarded as distant in terms of technology and economic development as they are spatially separated from the urban centres, this adds to the perception of many isolated rural communities are voiceless, powerless and marginalised. The top-down approach that dominated development for decades focussed their attention on basic needs regardless of what communities have or actually need and thus has resulted in a distortion of development, which continues to favour urban areas at the cost of rural areas in terms of basic needs and service provision. The result of this type of development has left rural communities behind in terms of political and economic development. In South Africa, this approach as led to the erosion of the cultural diversity of rural people and has been very unresponsive to capitalising on local indigenous knowledge and assets. It is the researcher's perception that urban areas are regarded as the "engines" of growth and rural areas as the "carriage" merely being pulled along. Rural areas are constantly being overlooked as sources of economic growth, because there is an assumption that the sources of future and the drivers of change and innovation are found in the urban areas, particularly those with large urban based co-operations and government institutions.

There is a general consensus among researchers that the multidimensional nature of poverty implies that there should be a multidimensional-strategic approach to solving the problem requires to be approached in more than one direction. Based on this study and after conducting interviews with representatives of the Elundini Local

Municipality`s stakeholders (Honourable Mayor, Municipal Managers, other managers), the Lubisini CAMP workshop participants and other stakeholders agree that the following recommendations can be cited as the most important and effective for reducing poverty and inequality and the promotion of development in rural communities:

The high poverty and inequalities levels in the poor rural communities are rooted in apartheid legacy, which resulted in growth that is skewed towards the urban areas. Apartheid deliberately denied the poor rural communities (particularly those in the former homelands) access to basic services and infrastructural, assets, education and training and discouraged the establishment of opportunities within these poor areas.

The gaps between the rich (urban) and the poor (rural) continues to widen, very little success has been achieved to reduce poverty in the poor rural communities. Some of the contributing factors that cause these inequalities include the continuous use of strategies that are a legacy of the apartheid government as well as the design and discussions of strategies that are aimed at addressing poverty and inequality in the poor rural communities) and poverty strategic plans by experts who are urbanised or have little insight to the realities in the rural areas nor insight into the potential use of local assets and indigenous knowledge to change the course of development. This results in strategies that favour the elite and those people who living in urban areas. It is recommended that stakeholder representation is extended to rural communities in the development process.

It is also therefore important that rural polices and government based rural

development plans and strategies focus on the uniqueness of the local people as a means of generating a competitive advantage. The co-ordination of sectorial policies, decentralisation of power and an increased use of partnership between public, private and voluntary sectors in the development and implementation of policies can play a major role in the process of rural development. Poverty reduction policies should be strongly pro-rural and incorporate anti-poverty interventions by focussing on the vulnerable such as children, youth, women and elderly. Strategies should be developed and implemented that would encourage a maximum investment in poor rural communities at all levels of government, and to encourage investment from local stakeholders, the private sector and NGOs to facilitate a bottom-up or networked approach to development. In the researcher's opinion, rural areas have hidden untapped human, social, economic and environmental potential that will contribute to the reduction of poverty and inequality in the country as whole. Applying empowerment programmes such as the CAMP (Lubisini) can assist all stakeholders to place development in the hands of the communities themselves.

Rural development is still dominated by the top-down approach in all actions of government. This entrenches the lack of capacity, skills and empowerment within rural communities. With the increasing levels of poverty and inequality since 1994, it is clear that this approach is ineffective in reducing poverty and inequality and has not promoted rural development. This has been done to the detriment of many rural areas that have not reached their potential for growth. The bottom-up approach that is based on the active participation of the local people in the economic processes and on the assumption that the mobilisation of the local assets of an area (human, natural, physical, financial, cultural) hold the key to rural development. This type of an

approach also focusses on promoting and maintaining the balance between the internal and external control of development processes and their benefits. However, it is clear to the researcher that in the implementation of the bottom-up approach, much work must still be done in empowering community members who have negatively been neglected.

One of the most important assets within communities are their internal and external networks, and in strategies for rural development that will specifically aim at reducing poverty and inequality there should be a focus on the development of these networks as these networks provide an important foundation for poverty alleviation. Focus should also be given on developing local networks between the local community and the wider political institutions, business and other networking environments. Connecting the local community beyond its locality is important in positioning the community to its best advantage in the interest of creating entrepreneurial opportunities.

Networks should assist in mobilising the local, regional, provincial, and the national government institutions to come together to mobilise the internal and external assets and resources. This will help in the re-organisation and promotion of collective actions involving stakeholders and citizens in thinking collectively on the future they (rural communities) seek for their community and how to provide them with the purpose of achieving the future the poor rural communities hope for.

The researcher's perception was that different government departments are working in isolation from each other and often compete amongst themselves and this leads to

counterproductive to rural development. This results in wasteful expenditure and the duplication of the offering of services and thus less financial resources to affect meaningful change in rural areas. It is recommended that all stakeholders from various government departments, NGOs, civil society and the community members themselves should meet to develop a consolidated government strategy that will provide the incentive for meaningful change with limited resources but within the context of the promotion of development that will also promote shared co-operation and accountability.

In the South African context, the reliance on social grants for survival is particularly important to consider. In the Lubisini workshop all the participants except the five attendees were unemployed and relied on the social grant system for their only source of livelihood. While it is important to note that in the context of no employment, the social grant is critical for the households, the grant system and other aid initiatives such as hand-outs (hand-outs often lead to hand-ups) play no role of lifting people out of poverty, but rather entrench poverty and inequality as high and increase levels of dependency resulting to the government that is then perceived as the provider of poor people and the only solutions to their socio-economic problems.

Increased investment into empowerment programmes that will allow communities to drive their own development would be a more effective investment. In a period of 18 months the community member of Lubisini were able to initiate a few projects that will have a more sustainable impact on development into the future, and more importantly, would result in the restoration of human dignity of rural community members.

In many of the sessions undertaken for the Lubisini Camp it was clear to the researcher that if community members were able to develop a better level of self-worth, they should be in a better position to creatively consider a number of entrepreneurial opportunities that would improve the employment levels in their community. It is therefore recommended that strategies be developed to enhance capacity building and empowerment programmes in rural areas to liberate vulnerable communities from the legacies of apartheid and colonialism and in this way encourage communities to take ownership of their development through active participation and being able to plan their future prosperity by making effective use of their own local assets and networks. Such strategies must be implemented to enable the most marginalised individuals to regain their confidence, level of competency, ability to acquire the skills they need to participate as active and meaningful citizens in local civil society.

The Lubisini CAMP focused on the identification of local assets with the purpose of developing projects that could help the community lift themselves out of poverty. The view of the researcher is that entrepreneurship is one of the areas that require more attention in all development strategies and is within the SDGs. This area has the ability of promoting innovation and independence in the poor rural communities. The researcher also observed that rural entrepreneurs are faced with numerous challenges and difficulties such as poor infrastructure, spatially distant services, poor telecommunication, lack of information and knowledge, lack of access to funding opportunities, exploitation by those who have access to information, language used is far above their understanding because of high illiteracy rates, lack of business networks and support. Thus in any strategy that includes the infusing of small to

medium business opportunities as a strategy to relieve poverty and lower inequality would have to address the numerous challenges listed above.

The general decline in agricultural growth and rising levels of urbanisation has resulted in growing dependency ratios in the rural areas. In Lubisini the dependency ratio is 78% and this is typical of many rural communities where the population is dominated by children, women, disabled, old people. The rural -out migration to urban areas comes with challenges such as the loss of skills, declining local knowledge including the traditional rural knowledge and skills as well as cultural capital. Focussing more attention on the creation of new business sectors like tourism (cultural), manufacturing, ICT and industrialisation will make rural communities attractive for the economically active sector of the population and provide rural communities the opportunities to competitively market their local assets and place them in the position to exploit local resources to the advantage of locals as well as the country as a whole.

Studies show that there is significantly higher poverty among those who have access to land on communal basis. Within the present context of South Africa's land reform debate, the researcher observed that in Lubisini the possibility of owning a piece of land is not important for poverty reduction, if the land is not productive. Access and ownership of land has little to no effect without skills, capacity, knowledge and the ability to productively use of land. Irrigated agriculture, capacity building, empowerment of small-scale farmers, use of modern technology and machinery, new farming methods are strategies for poverty reduction and can lift some countries out of poverty. For the poor rural communities to grow, development must be addressed from within. The state`s role should focus more on stimulating action, innovation and the release of

potential within the poor rural communities. The state should be seen as the coordinator, director, manager, enabler, rather than seen as the provider of the solutions to the community problems and challenges. The State`s role in capacity building should aim at preventing the elites from capturing the benefit of roots driven change. Programmes such as CAMP together with other poverty reduction methodologies, are the solutions for rural community empowerment by providing communities with the power to lift themselves out of poverty and not to wait for local or national government to change their daily lives.

Development initiatives using both the local communities should be given responsibility to design, implement their development initiatives using both internal and external markets, institutions and networks. More power be passed to local communities. They should not be seen as playing a passive developmental roles in the global economy, instead they should be seen as people who are able to generate innovation processes and shape their future development.

Lubisini and other rural communities have two centres of power, i.e. the local government as well as the traditional Leadership. The traditional leaders who are the custodians of the communal land where the majority of the poor rural communities live, have no financial resources and they lack capacity to lead socio-economic activities in their communities. According to the Constitution of the Republic of South, the role of traditional leaders is to deal with matters relating to traditional leadership, customary law, whereas the Constitution specifies that local government must promote social and economic development of the communities. There is a need to capacitate the traditional Leaders and to provide them with resources, so that they can play a leading

role not only in traditional affairs but also in the process of rural development and poverty reduction.

Colonisation has not only been of land dispossession but of destroying African knowledge, dignity and colonisation mentality. It also deprived access to basic rights, like education, careers that will provide lucrative employment opportunities and salaries. Apartheid and colonialism have left legacy of high levels of poverty and inequality in South Africa. The most profound challenges to South African development are found in its rural hinterland. These areas are deprived systematically and intentionally of the most basic resources, under apartheid and they continue to lag behind the rest of the country in the post-apartheid era.

Since 1994 the homelands have disappeared as political entities, but they remain deeply inscribed on South African geographical and social landscape at every level, from that of the family to that of schooling. Education is regarded as the platform that prepares the young people for the stage of life, which includes relationships, marriages, having children, the career and the workplace. Quality education is the key to the development of African to enable them to create, own and control Africa`s wealth and to mentally decolonise her people`s captured minds. It is one of the best tools that can be used to reduce poverty and inequality in the poor rural communities.

Colonisation provided Blacks with inferior education for the purpose of mental enslavement and robbed them of rights to access to land and decent housing. The introduction of Bantu Education has greatly affected the quality of education of the Black Rural South Africans and created a gap between Black and White Africans.

There is a complex relationship between poverty and education in rural communities. Rural education and its potential for development is deeply connected with the problem of poverty in rural communities. The scarcity of resources and poverty in the rural communities limits development that might be achieved through education.

The majority of children in poor rural communities are receiving education of less quality compared to those who live in the urban areas and this has a long term effect on their potentials as well as their access to the majority of opportunities that our country offers. It also affects their development capabilities and their lives. As a result, the communities in which they live continues to suffer the effects of poverty, inequality and unemployment as long as these problems are not addressed. The lowest levels of educational attainment are common in those provinces which include former homelands within their boundaries (Eastern Cape and Limpopo). The few individuals who managed to attain quality results, migrate to cities and other countries leaving rural areas with challenges of high illiteracy levels, skill shortages and lack of innovation.

Some of the factors that hinder rural children`s access to quality education include: distance from schools, hunger, parents who cannot afford to buy school uniform, violation of children`s rights, household chores (like traveling long distances to fetch water and wood, looking after cattle and goats), tension between school schedules, family responsibilities, social roles and the decreasing desire for education. Children have to travel on muddy and dusty rural foot paths and roads kilometres on foot some bare-footed, cross rivers, dongas streams, ravines and valleys, climb mountains and hills, walk through bushes and forests. Some are living in child-headed families

because their parents are in cities to look for job opportunities, some become victims of road accidents, rape, murder and some are washed away by floods on their way to school as they cross rivers without bridges. Average class sizes are large, poorly staffed schools with inadequate qualified teachers who are passionate about what they are doing (who take teaching as a calling not an employment opportunity), lack of resources like school laboratories and libraries (as a results the majority of children cannot read and write both in home language and in a second additional language), furniture, poor infrastructure as well as poor sanitation facilities are still the challenged facing rural schools.

Poor health conditions, diseases, large groups of school boys and girls who have disabilities (like hearing defects and poor eye sight and those who have learning difficulties), whose needs generally go unnoticed. Lack of basic services like recreational facilities (sport grounds, swimming pools etc.), water, roads, schools and community halls, ABET Centres, community development and education initiatives are all limited by limited facilities and poor infrastructure. As a results many children drop out of school before they finish Matric.

Those who managed to qualify (attain their degrees) are likely to struggle to find employment if they remain in villages, as a results rural areas have a large group of young people with a sense of having nowhere to go and nothing to do, some end up being victims of drugs and human trafficking.

There is a need for the Government to create equal and quality education for all. Education system offered should address the challenges faced by rural communities

and should be designed with the context of rural poverty. If education is of good quality, it helps to reduce poverty and inequality, increases the individual's innovation, improves health, reduces unemployment rates because it equips people with skills, knowledge and understanding. This should be accompanied by improvement in service delivery because when communities suffer poor services like no access to clean water electricity and road infrastructure, schools also suffer because schools are inseparable from the community they serve.

The task of improving the quality of education for the poor rural schools should be taken as number one priority in order to unlock the untapped potential of the poor rural communities to play the leading role in shaping a better future for themselves. The post-apartheid curriculum should be centred on building a new sense of citizenship and new possibilities, equity and justice. The improvement on matric pass requirements which are at the present moment sub-standard and encourage mediocrity should be taken into consideration.

Improvement in education should be accompanied by improvement in health, because this helps families to escape the vicious circles of poverty in which the majority of Sub-Saharan African people are trapped. The high prevalence of HIV-AIDS in Sub-Saharan Africa has stagnated the life expectancy in most countries in Africa. It is associated with increased levels of poverty due to the reallocation of the scarce financial resources from production to the treatment of HIV-AIDS and other related diseases, resulting in the reduction of funds to fight poverty. One of the consequences of HIV-AIDS mortality has been the increase in the number of children who are orphans or those who have lost one parent, and an increased number of child-headed-families. The key goal of

the health policy is to transform the health system in order to reduce inequality in the health system, to improve the quality of health care and health facilities, boost the human resource and to enhance the fight against HIV and AIDS, TB and other communicable lifestyle diseases. The implementation National Health Insurance is one of the solution to improve the health care system and institutions in South Africa generally but also in the poor rural communities in particular.

The problem of poverty in rural communities is rooted in Colonialism and Apartheid which led to the government underinvestment in rural communities and this is reflected in many policies that persist in South African today. Poverty Alleviation Policy Initiatives are similar to those of Colonial Government and are still influenced by the political and economic elite, who are enjoying specific benefits from the Government, preventing the poor from participating in decision-making. As a result the super-rich are getting richer and the poor are more vulnerable, and inequality keeps rising, ranking South Africa among the leading unequal countries in the World.

The exclusion of the poor in all levels of decision making, is fuelled by the rich and urban people who keep on discussing the World problems like poverty and inequality without involving those who are most affected. The leaders spend most of their time planning and talking about those who are poor and take decisions on their behalf without involving them or consulting them, as a results the poor are deprived the opportunity to share from the fruits of our Country`s Economic Development.

The only platforms of engagement the government use to interact with the rural communities are the IDP Programmes, whereby the government officials and some

political leaders will come and ask questions. These are questions which forces the poor rural people to focus on what they lack and forget about what they have. Some of these sessions are used for reporting purpose by the officials or for political gains (politician always remind people about what they have done for them during election campaigns). The IDP questions normally asked are: What can we do for you? Or, what are your needs? These are questions which keep on creating and giving birth to generations who have a dependency mentality, instead of finding out what the communities have (assets) and how can these assets can be used (by the affected rural poor people) to create opportunities and promote sustainable economic growth and development for the poor.

As a result the world continues to label the rural poor communities as voiceless, powerless, inactive, ineffective, lazy, people who cannot take decisions and who are not innovative enough to grab opportunities. To reduce poverty, inequality and unemployment in the poor rural areas the following strategies can be used:

- Use of indigenous knowledge, instead of the government reliance on rich and urban consultant who do not have knowledge and experience about the pain of being poor, isolated and marginalised, because the indigenous people who are trapped in poverty and inequality can provide the best solutions to their own problems, irrespective of their educational status or qualifications. The modern world believes and assumes that the western economic structures and society (modernisation), is the universal model that the whole world should use, as a result the South African government relies more on consultants who live in urban areas and thus impose the western lifestyle on the rural communities to solve challenges affecting the poor illiterate rural communities. This often results

in the loss and undermining of the indigenous knowledge, understanding and culture, as well as the lack of acknowledgement that the poor can lift themselves and their communities out of poverty, because they have the inherent power to solve their own challenges.

- Mobilisation, capacitation, empowerment of the poor and the government's readiness to stand aside to allow the poor rural communities to establish their own priorities for root-driven sustainable socio-economic change, so that they do not only play a leading role in reducing their levels poverty and inequality, but also improve their own lives. Mobilisation should not only focus on identifying the visible assets but also even the unrecognised assets that drive the development process by responding to and creating local economic opportunities and create entrepreneurial projects.
- Enable the rural communities to focus on their assets (human, financial, physical, social, cultural and environmental) not on the negatives (what communities do not have) as ways and means of becoming solutions and not victims of their circumstances, this will enable them to realise that they are richer than they think and that the achievement of a vision for sustainable community development is possible. In other words their thinking should shift and start focusing on what they have, creating a sense of confidence, pride and the feeling that they realise.
- Lack of platforms of engagement between the leaders (government and politicians) and the communities is the major reason for the failure to effective change within communities. Creation of platforms of engagement by the government, supporting and listening to the poor when providing detailed strategies on how the problems they face daily can be solved, is a necessity for

rural development. For example the current debate around land expropriation without compensation is important within the context of plenty of uncultivated land that many rural inhabitants have access to, but do not have access to the funding, machinery and modern day technology to change their own life for the better. In so much that the researcher often regards systems and policies that drive the socio-economic growth as a three legged pot, with two legs, because they are mainly driven by the politicians and government officials leaving the civil society or those who are directly affected by poverty, inequality and unemployment out of the planning, decision-making, implementation, monitoring and evaluation processes.

- Focus on improving rural people`s access to information, technology and a variety of opportunities they continue to miss because of their isolation and of being marginalised. For example, the present information is only accessible through the use of modern technology (internet), of which the majority of rural people do not have access to computer, all centres of information are in Urban areas and documents designed for funding are too complex for them to understand, because of the high illiteracy levels and no access to internet, as a results they keep on missing a lot of opportunities. As a results rural development programmes and initiatives are implemented by people who come from cities as far as Johannesburg, using rural people as employees (offering unsustainable job and unsustainable development).
- Advocate the success of root-driven changes which depend on the inclusion of processes that provide the rural communities with opportunities to develop healthy and viable networks/ relationships with the various spheres of

Government, and powers, with the purpose of developing trust that is based on inclusive sustainable growth and development within the community.

- Political willingness to promote policy making systems which are not similar to the colonial and apartheid system, but which are aimed at rural renewal, economic growth, development and transformation and which promote active participation of society.
- Use of bottom-approach, which gives opportunity to rural communities more control over planning, investments and in the process of empowering communities to lift themselves.
- Draw poverty alleviation policies and systems which focus on reducing uneven wealth distribution, which are user friendly, talk to the poor rural communities and reaches their levels of understanding.
- Widen the narrow path that is travelled by political leaders and government officials to the promised land of poverty, inequality and unemployment reduction, by involving stakeholders like academics, traditional leaders, elderly people, community leaders, the civil society and others during the planning sessions on rural poverty / reduction alleviation.
- Organising regular poverty summits, where leaders will sit (closing the gap between leaders and ordinary citizens) with ordinary rural people for days and come up with practical and achievable solutions to rural poverty. This can be achieved by government's commitment to fight poverty and inequality, by political will and also by regarding these challenges as the number one political priority.
- Redistribution of resources, the government and those who are rich should provide funds, skills and mentorship to narrow the gap of inequality in South

Africa and globally, in which the small percentage of the rich continue to own the largest percentage of the world assets. The general wealth is concentrated among the few privileged, while millions of people remain poor.

- The reliance of citizens on government welfare is not an effective way of solving poverty and inequality, instead rural people should rely on themselves to solve their own problems, by empowering them, opening up of more employment opportunities not hand-outs. This can be achieved by encouraging community members to become innovative and generate ideas that could lead to small possible entrepreneurship opportunities and job creation by the community members so that they become self-reliant. This can also be made possible by the government's ability to continue to grow the economy, motivating community members to work hard in order to make their own lives better. Entrepreneurship does not only create job opportunities but helps to keep the community money circulating within the community. Suitable and reasonable welfare system can be used to help those who cannot provide for themselves.
- Provide more resources for the traditional leaders and traditional council who seem to be overpowered by well- resourced political leadership (local, district, provincial and national levels) so that they become actively involved and lead the rural economic transformation processes. For example, some traditional leaders do not even have cars compared to the mayors and other government offices and this hinders them (traditional leaders) from providing effective and efficient rural management and leadership.
- Uproot bribery and corruption which are the main reasons, which are preventing services from reaching the rural communities, instead they continue to influence

the government decision making processes in favour of the rich, elite, urban and connected individuals at the expense of the suffering poor rural communities.

- There is an urgent need for the government to start funding and supporting entrepreneurial innovative ideas, instead of focusing on tender entrepreneurs, because this system continues to widen gap between the urban elite entrepreneurs, who have access to information, those who are well connected, leaving those innovative entrepreneur, the poor rural people suffering the pain of being employees instead of being employers, occupying low paying jobs in the construction industry and other tender related businesses. It is government`s responsibility to create economic systems which are environmentally viable, the one that are not destroying our natural resources.
- Diverse and tailor education to the economic needs of the rural people, by prioritisation of the study of science, technology, economics and finance and entrepreneurship.
- Focus on improving education, skills development, health conditions and service delivery of the rural poor communities in order to change the lives of the rural communities for the better.
- Focus on employing individuals who are prepared to serve, not to be served, those who are open minded, accountable, committed and are prepared to transform the rural economic landscape and carry out the national vision of the country.
- Use of CAMP as a tool that can assist communities in the process of reducing the level of poverty and inequality and improving own quality of life to achieve sustainable and responsible economic growth and development, focusing on the high impact of social changes enabling the community members to focus on

their respective human, social, cultural and environmental capital as a means to reduce these levels of poverty and inequality. CAMP advocates for root-driven changes, which will improve the quality of lives of those who are victims of poverty and inequality. This depends on the inclusive developmental initiatives and can be achieved by allowing community members to identify the various levels of power and trust within the community and to use this information to make a number of cognitive changes in their communities. It is the government`s responsibility to provide funding, support, mentorship and skills to the community, but on the other hand be prepared and willing to stand aside and allow communities to establish their own priorities for sustainable socio-economic change.

- Adopt the community-driven development programmes enable communities and households to manage their own development resources, using, CAMP workshops, because it focuses on encouraging participants to focus on their problems and needs. It also enables the rural people to discover the richness and diversity of opportunities within their own communities, while giving them the opportunities to craft a collective vision for their communities and how to achieve those visions and to create an Inventory (capacities, gifts, talents, abilities and skills inventory what their hands, heart and heads can do) of individual community members and the community as a whole.
- Tourism and manufacturing are the two main sectors that can be used to diversify the declining and dominant rural subsistence agricultural economic activity (due to drought, lack of machinery and use of modern technology). Community based tourism which is defined as the level of involvement in a tourism venture, whereby beneficiaries have equal powers in all levels of

decision making, ownership, management and in the delivery of tourism services. In addition to employment the community also benefit from the tourism venture. These benefits include economic, social and cultural and environmental. All tourism initiatives should promote responsible tourism, which is focusing on creating a better place for people to live and a better place to visit. It maximises positive impacts and minimises negative impacts in the area. These positive impacts are known as pillars of responsible tourism. They involve:

- Environmental variables like water, air quality, energy conservation and land use.
 - Social and cultural variables deal with equity, community education, social resources, healthy wellbeing and quality of life.
 - Economic variables deal with capital / cash flow management and investment.
- Preservation on protection of the environment, culture and heritage should always be taken into consideration in any form of rural growth and development.

South Africa is still divided by huge economic and social disparities, we need to come up with ways and means to overcome them. This can be achieved if we replicate the best elements of our society at all levels and among the communities. The intensity of poverty and inequality are similar or even worse to other global problems like HIV-AIDS, global warming and others, this requires those who are directly affected to be given opportunity to play a leading role in addressing their problem, as a results today we have World AIDS Day because those who were suffering stood up and began to

talk about their problems. Poverty summits will be born, only if the poor can have a platforms where their voices about their pain, sufferings and conditions will be heard and new poverty reduction strategies be drawn. Unless the South African government view and take the escalation of rural poverty and inequality seriously and admit that poverty is a human-made serious problem, problems like urbanisation leaving behind vulnerable people like children, women, aged, housing backlogs, crime, drug abuse, gangsters, increasing street dwellers, informal settlement growth, housing backlogs, urban population growth and density, pollution, land degradation, erosion of the uncultivated land in rural areas, environmental degradation, spreading of alien plant species which results in water shortages, diseases, global warming and climate change and other challenges will continue being the challenges facing not only South Africa, but also Africa as a continent and the world as a whole. Improvement in the rural economy and landscape can make them attractive not only to its inhabitants but also to investors and this in turn can contribute in reducing some of the above mentioned national urban and global challenges. Improving people`s lives by imposing decisions, setting targets does not work, instead it creates bureaucracy. It leaves people feeling imposed upon, erodes not only their dignity but their confidence as well, making them inactive, which is the opposite of participation and involvement on which a healthy democracy thrives. Strengthening the poor rural communities does not require those in authority to try and seize all the power and responsibility, but to help the rural communities to achieve their own ambitions, by reducing bureaucracy and encouraging efficiency.

The state`s role should not only focus at directing investment, but also at exercising its power to stimulate action, innovation, release of potential for creativity. The state

cannot achieve rural development on its own, instead it should mobilise local actors to work together. This requires commitment in all leaders and parties involved as well as effectiveness of government officials and policy leader to deliver. Economic activities be attachment to all service delivery programmes for example providing services like electricity, clean water, quality education, accessible good health care, infrastructure and other services are all important for rural development. These continue to be missed opportunities to those who are poor and unemployed, because they are unable to pay for the service provided, but if economic activities like factories/ industries are attached to service delivery, it means that job opportunities will be opened up and the probability that the majority of local people will benefit from the services provided will increase.

The intensity and the incidence of poverty and inequality are equal or even worse than other global challenges like HIV-AIDS, global warming, rhino poaching and others, the efforts to reduce poverty and inequality should not only focus on reducing them but on preventing them. Workshops like the Lubisini CAMP could be included in school curriculum, to help future generations to identify the assets they have, and use this knowledge as an entrepreneurship tool to create their own opportunities reduce poverty and inequality. CAMP workshops can also help the rural communities to do their own skills audit focusing not only on improving what they have, but also developing those skills they lack.

It is possible to envisage rural areas as sources of future growth and as places of innovation as well as engines of social renewal and economic growth, because in some developed countries it has been proven that innovation is greater in rural areas than in urban areas. The untapped economic potential of the rural areas can become the

solution to a number of South African national problems including the land challenge , if only the national policies can support rural initiatives that promote inclusive sustainable economic development that is pro-poor and transformational, economic development that makes economic growth a reality and the growth that benefits the poor rural and marginalised communities, but these potentials will continue to be a missed opportunity if the government and those in power fail to recognise them.

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ANNEXURE A: ETHICAL CLEARANCE



CAES RESEARCH ETHICS REVIEW COMMITTEE

Date: 17/03/2016

Ref #: **2016/CAES/041**
Name of applicant: **Ms T Ralarala**
Student #: **6725740**

Dear Ms Ralarala,

Decision: Ethics Approval

Proposal: Community-driven initiatives to relieve poverty and inequality: Case study of Lubisini, Elundini local municipality, Eastern Cape

Supervisor: Prof M Nicolau

Qualification: Postgraduate degree

Thank you for the application for research ethics clearance by the CAES Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the project.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the CAES Research Ethics Review Committee on 16 March 2016.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the CAES Research Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.*
- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.*



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Note:

The reference number [top right corner of this communiqué] should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the CAES RERC.

Kind regards,



Signature
CAES RERC Chair: Prof EL Kempen

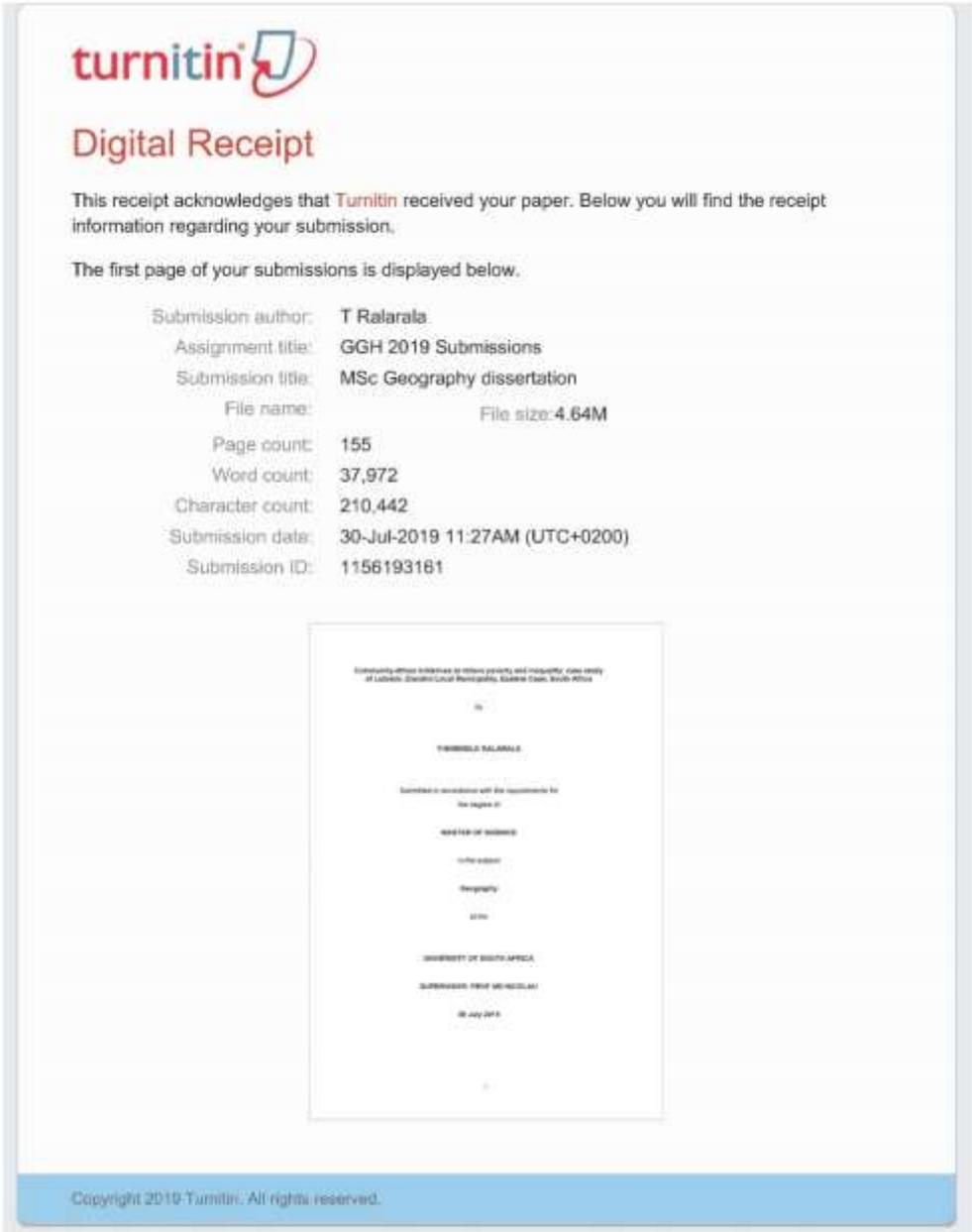


Signature
CAES Executive Dean: Prof MJ Linington



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ANNEXURE B: SIMILARITY REPORT



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Community ethics initiatives to address poverty and inequality, case study of Lubben, Shantel Local Participatory Budgeting Case, South Africa

by

TRINIDAD SALARIS

Submitted in accordance with the requirements for

the degree of

MASTERS OF BUSINESS

ADMINISTRATION

UNIVERSITY OF SOUTH AFRICA

SUPPLEMENTARY DEGREE

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