

Barriers and triggers to participation

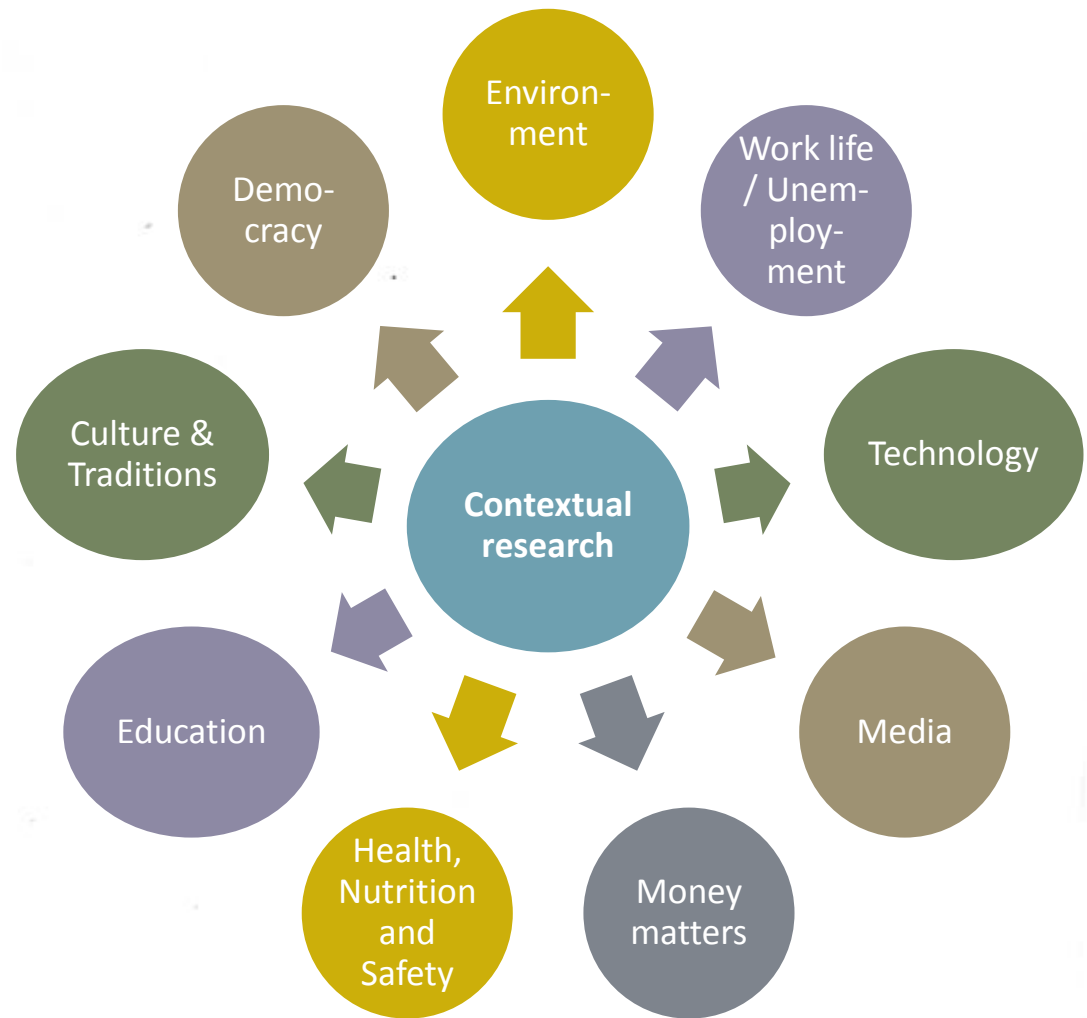


- Introduction: South African
Community Capability Study

- Respondent profile
- Summary per theme

At the end

- Innovation challenges



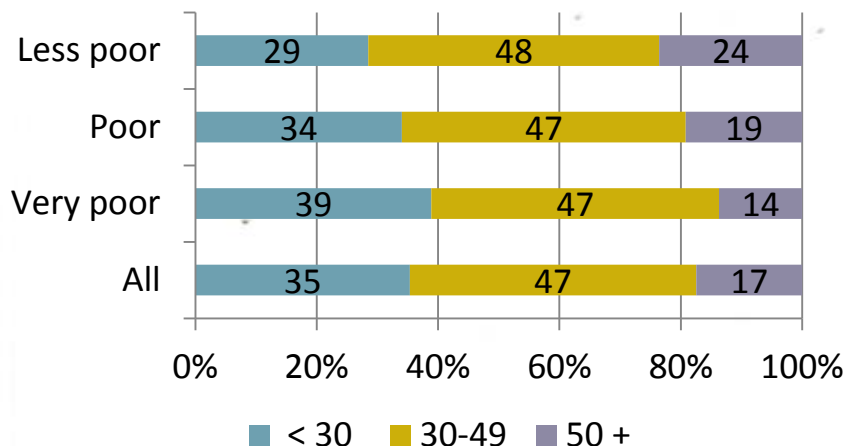
Content

South African Community Capability Study

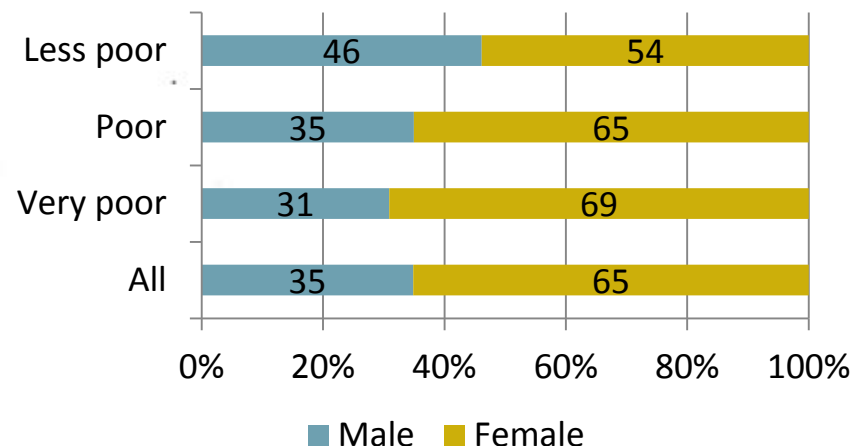
- **Time frame:** 1st half of 2012
- **Purpose:** A need to generate more holistic community-specific empirical information about more disadvantaged population groups who constitute a majority of the African sub-group in South Africa
- **Application:** business strategies, government policies, developmental interventions and cross-sectorial implementation plans
- **Current project partners** including DST, DBE, TIPS/CWP, Limpopo local government, Kumba, SAP and Vodacom
- **Research methodology:** 3450 community household surveys; 190 community focus groups (sub-sample from random household survey)
- **Population:** Randfontein in Gauteng; uMthwalume in KZN; Bushbuckridge in Mpumalanga; Thabazimbi in Limpopo and Joe Morolong in Northern Cape
- **Sample:** Stratified, random probability sample from very poor, poor and less poor areas within each community + random selection of CWP participants from the programme database
- **Theoretical framework:** Capability Approach ('Development as FREEDOM')
- **Focus group style:** Open dialogue (themes therefore do not necessarily repeat across groups)

Respondent profile

Age



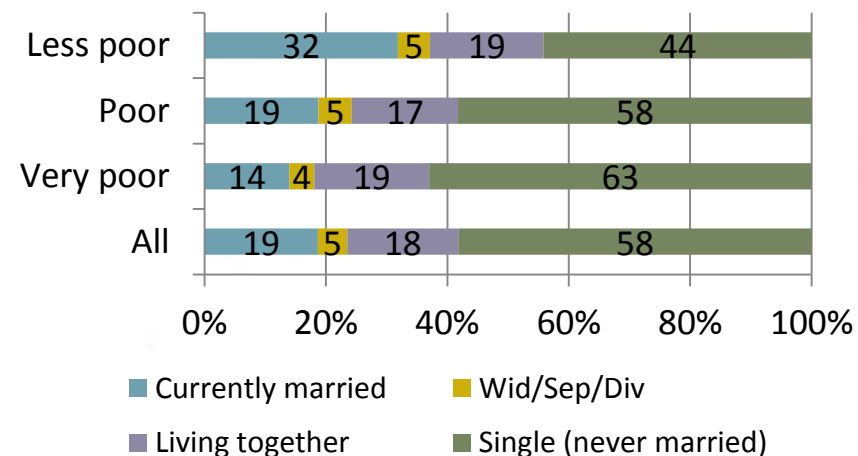
Gender



Work status

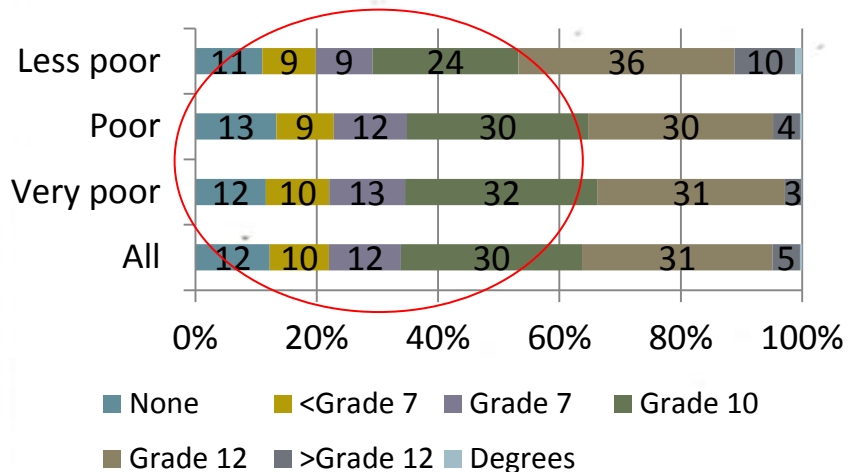


Marital status

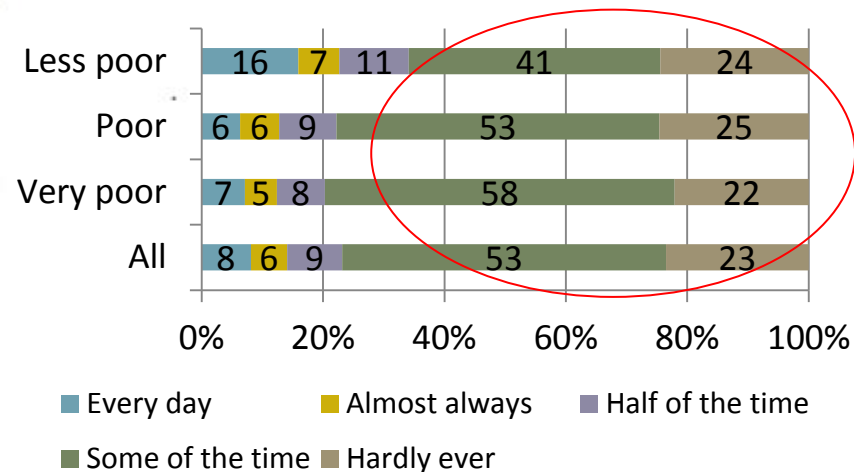


Respondent profile

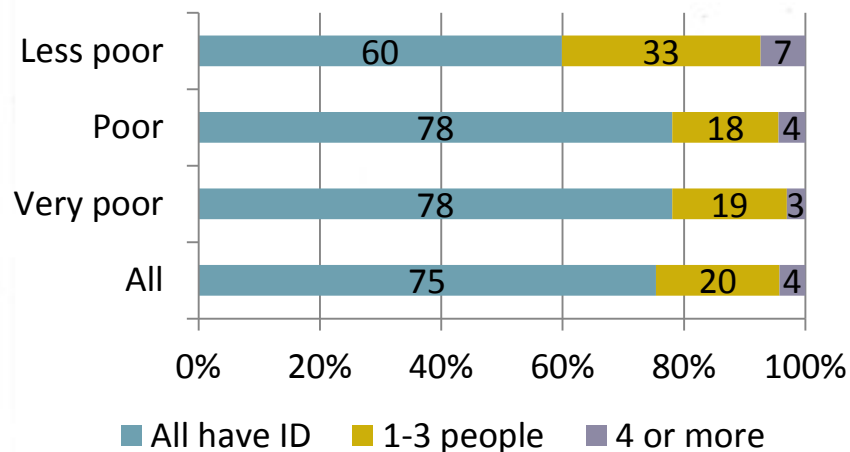
Education



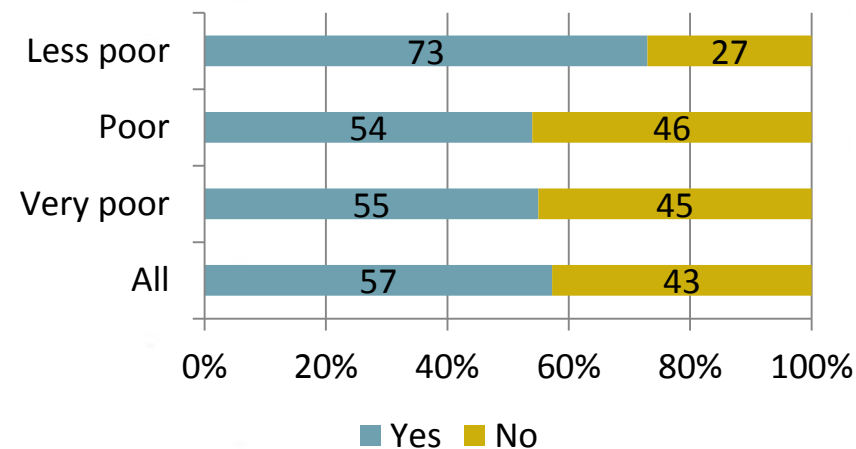
Frequency of speaking English



Number of people without ID

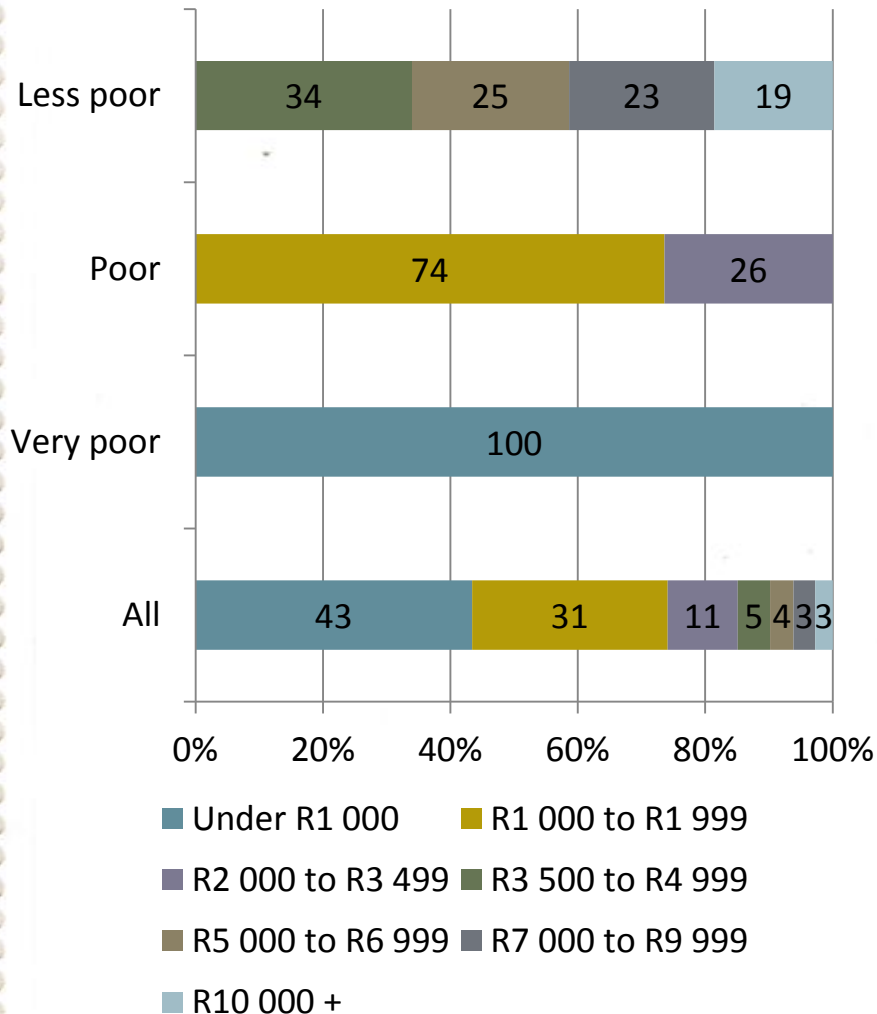


Have proof of residence



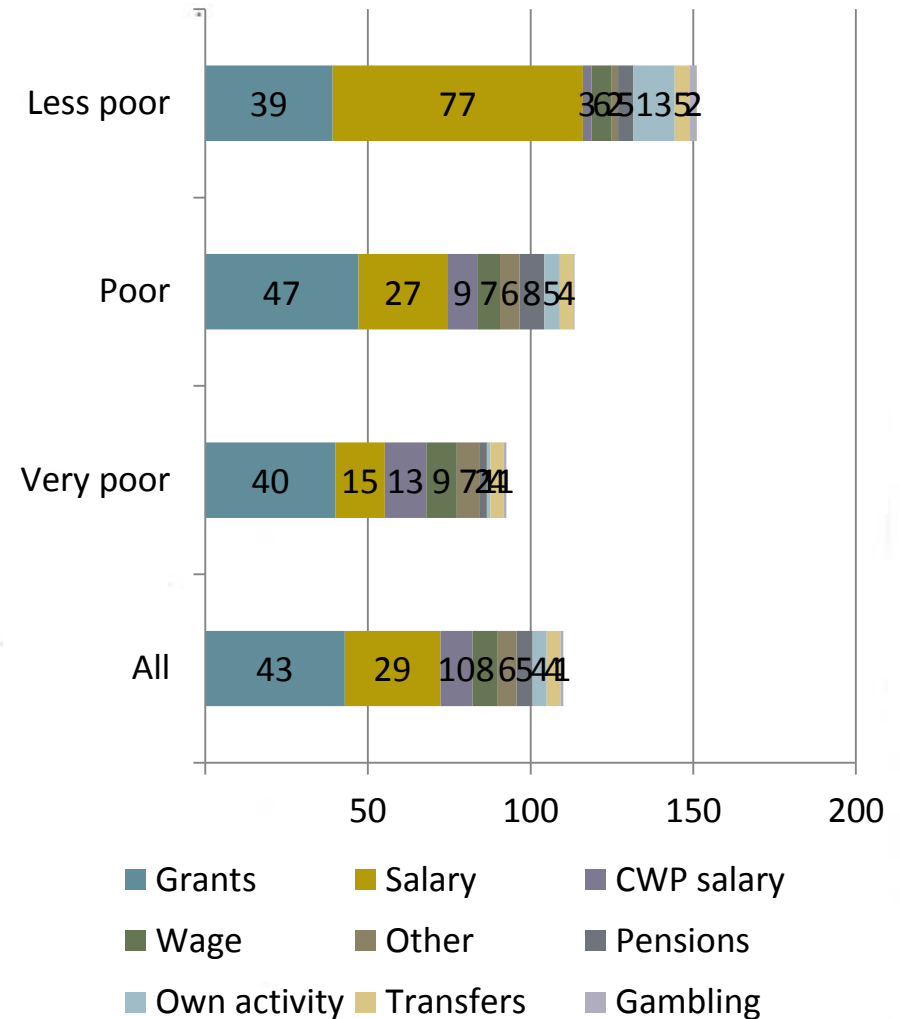
Respondent profile

Household income

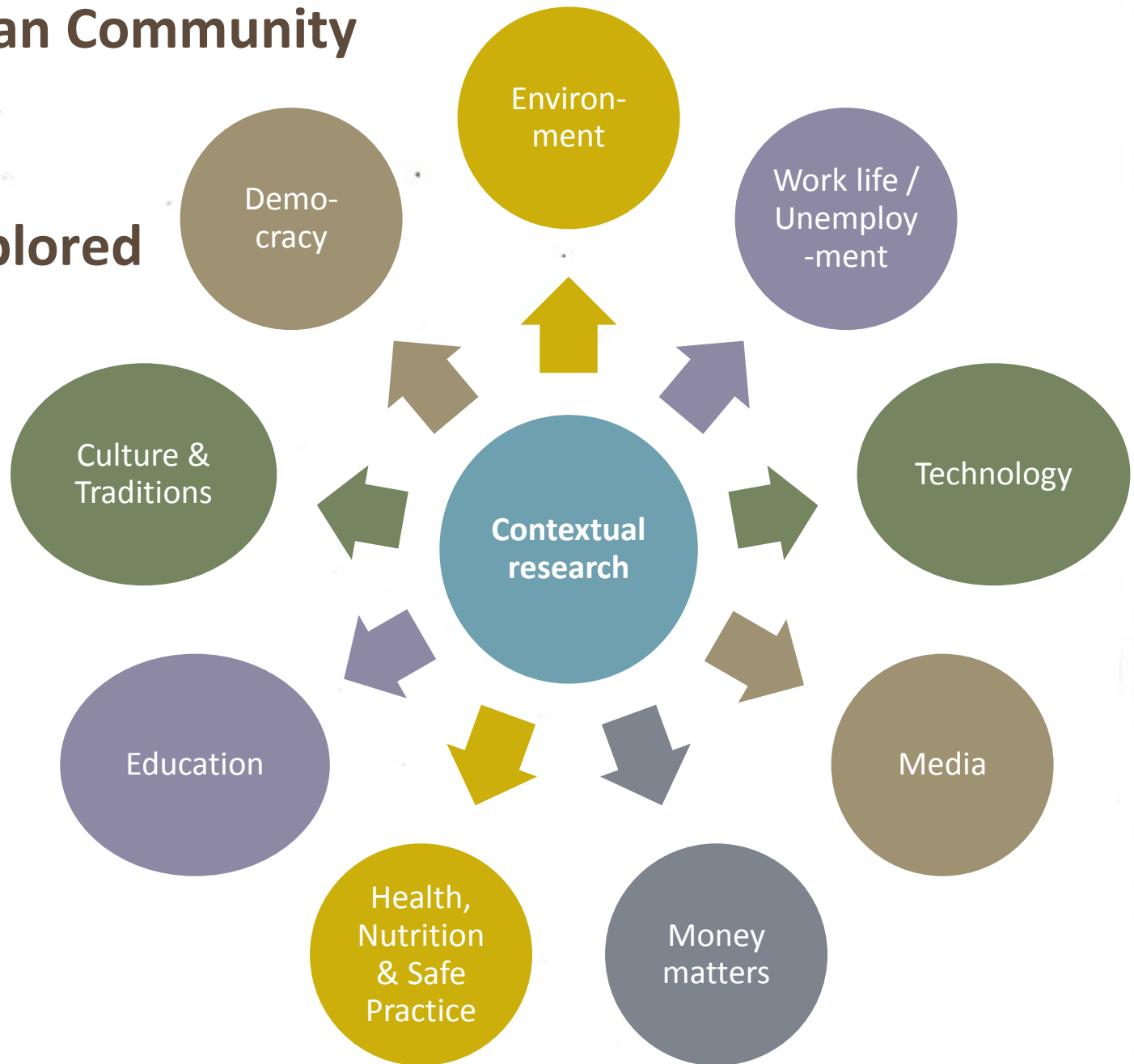


Income sources: Household

(grants presented cumulatively)



South African Community Capabilities Study: Themes explored



What do communities value?

- **Respect** = foundation of **strong, peaceful communities**
- People are mostly not able to make it if they don't **stand together**
 - Friendship and family support
- Regardless of its reported **deterioration**, the spirit of **Ubuntu is highly valued**
 - Solidarity, sharing, treating people fairly, living with dignity
- **Political** and **civil rights** are valued – equality, freedom of speech and movement
- Socio-economic rights, cultural and religious rights help people **live a life they value**
- Individuals want to be **independent** and do that they value
 - Earn a living that will allow them to be self-reliant
 - Able to purchase goods and services that secure personal and family well-being

Environment



My environment

- Definition: Environment = **LIVING CONDITIONS** + secondary reference to natural habitat
- People experience their environment as **challenging to improve their living conditions and sense of self-value** (motivation and pride)
- **Underlying resilience, positive attitudes and endeavours** to improve their living conditions live hand-in-hand with **major frustration** and signs of **despondency**
- **Appreciation for improvements**
 - Community projects, CWP, NGO's and others that help people by helping them to do things for themselves
 - Examples of progress include provision of electricity, running water, waterborne sanitation, housing, waste management, education, medical facilities, new schools, improvement to existing school buildings, libraries, improved healthcare facilities/clinics, community centres, RDP housing projects and Apollo lights

- **Lack of information and skills**

- **Levels of knowledge and skills vary** from very good to very poor, but they demonstrated the need to become educated and applicably skilled
- People seek information regarding:
 - **developments in their areas coupled with THEIR DEGREE OF PARTICIPATION IN THESE DEVELOPMENT**
 - **job opportunities**
 - **self-sustained existence** (involvement in CWP and similar groups, or independent activities)

"There is a new hospital that has just been built but with that as well they all hire certain people they know. They even go as far as hiring people from far whereas local people are unemployed." (uMthwalume)

"... our hopes were raised when we were told about the building of the RDP houses project because we thought that would create job opportunities for the community, we were even told to register so that we can be called when the project starts. But until now we haven't been called even though the project has already started." (uMthwalume CWP)

My resources:

Environment

- Water
 - 44% municipal water inside yard/dwelling
 - Most discussed due to impact on daily life
 - Challenges: access and reliability of supply
 - Food gardens negatively impacted by variation on water supply
- Water-borne sanitation
 - 26% flush toilets in yard
 - Part of unfulfilled election promises and unhygienic living conditions
- Electricity (access, cost, interruptions)
 - Significant usage of alternative sources of energy reported
 - Electricity is critical for other dimension – media, technology, etc.
- Housing
 - 86% home ownership; 17% of land belong to chief/community
 - RDP: Excitement versus frustration due to corrupt practices and lack of participation of local people in building these houses
 - Most common appliances: Mobile phone, TV, radio, electric stove, fridge
- Road and Public transport
 - Present grave difficulties for communities (children not attending school / adults losing their jobs / people don't get chronic medication)
 - Exacerbated by low access to own transport - 15% car; 10% bicycle
- Lack of dumping sites / waste removal (38% municipal refuse removal)
 - Rubbish disposal facilities are almost non-existent - waste discarded anywhere
 - Sense of wellbeing and pride adversely affected
 - Agency: Community projects to clean up
- Available facilities
 - Spaza, Post office, grocery store
 - Crèche, primary schools, high school – very low on ABET facilities
 - Clinic, traditional healer, community care worker
- Police & community patrol against crime, alcohol and drug abuse and vandalism
 - *"... we now notice the level of crime decreasing. So as far as I'm concerned, the CWP and the patrollers are doing a fine job and must never stop." (Randfontein)*
- Politics and Corruption
- Social networks (in-groups and out-groups)

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Worklife / Unemployment

- What people value in their lives?
 1. **Friendship, family support and living in peace**
 2. **Financial independence** and to be able to do things for themselves
 3. **Work and employment** as a means to be financially self-reliant
- **Self-identified biggest threats to household**
 - BIGGEST threat = **Unemployment** (66%)
 - 2nd BIGGEST threat = **Crime**
 - 3rd BIGGEST threat = **Lack of health**
 - Other threats = poor economic prospects, lack of housing, lack of basic services and HIV/AIDS

"What I like is that I can do things for myself, and what I don't like is that I am not working." (Bushbuckridge)

- Unemployment is a major challenge= **only 40% were working** (as per own definition of work) at the time of the study
 - **47% of respondents currently looking for work**
 - **75% of these job-seekers would be willing to work for little money**
 - **About half are willing to work in the informal sector**
- Households **not content with official and unofficial hand-outs** - willing to work in order to earn a living as a means of taking control and directing their circumstances
 - Government grants (notably child support grant) contribute significantly to household monthly income for many households YET data did not pick up a sense of excessive dependence on the state in the communities
 - **Encouraging number of unemployed people (73%) have not given up looking for work**
- Significant % of unemployed people indicated their **preparedness to start work (82%) or start a business (69%)** IF the opportunities were presented
- **In absence of good income, many explore various means of supporting themselves**

What is WORK?

- **The notion of WORK**

- Steady employment + access to social benefits + professional training + good working environment (safe and free from abuse and exploitation)
- Adds massive value to life in cases where it is in place

- **The notion of WORKING but not in a real / decent job**

- Low paid work, Casual work, Public work programmes (e.g. CWP), Tender work, Volunteering
- Own activities that are pervasive in focus group discussions are unaccounted for in quant – 2-3% reporting to own a business

- **The notion of SELF-EMPLOYMENT**

- Consensus that self-employment falls within their broad definition of work, i.e. a means to securing an income to be able to live
- Must NOT be a survivalist enterprise

- **Resources used to secure income**

- Public work programmes (e.g. CWP)
- Survivalist enterprises
- Casual and short-term contracts
- Bribery and sexual favours
- Social networks

"I did Grade 12, 2006. I wanted to go to university I needed 23 points so I wanted to improve my marks [rewriting matric]. I'll have a qualification and I can apply for a good job" (Bushbuckridge)

- **Impeding factors to employment**

- education and skills (people realise their skills shortage)
- work experience (in cases where people do have experience it is not recorded)
- access to resources to find work/enhance job prospects
- discrimination (against older people and females)
- corrupt practices (political patronage, bribery and sexual favours)
- exclusion from social networks
- inability to speak English
- national senior certificate (matric certificate)
- limited access to further and higher education
- need money to look for a job

"When you go for an interview, you should be able to communicate in English." (Joe Morolong)

- **Information need on job/income opportunities**

Finding Work

- **Majority** of respondents are **searching for work and employment opportunities**
- **Will take on any job (while recognising hazards)**
- **Job seeking activities** mostly include:
 - Volunteering
 - Networking (however everyone talks about being inside and being outside of powerful social networks)
 - Networks are coupled with corrupt practices that distort allocation of resources
 - Networks undermine meritocracy
 - Cold canvassing
 - Surfing the net
 - Calling on recruitment agencies, etc.

"When other people have the information they don't share it, they only keep it for their close friends and family." (Randfontein)

"This is a world of connections - your life and getting a job becomes easier once one has connections." (Thabazimbi)

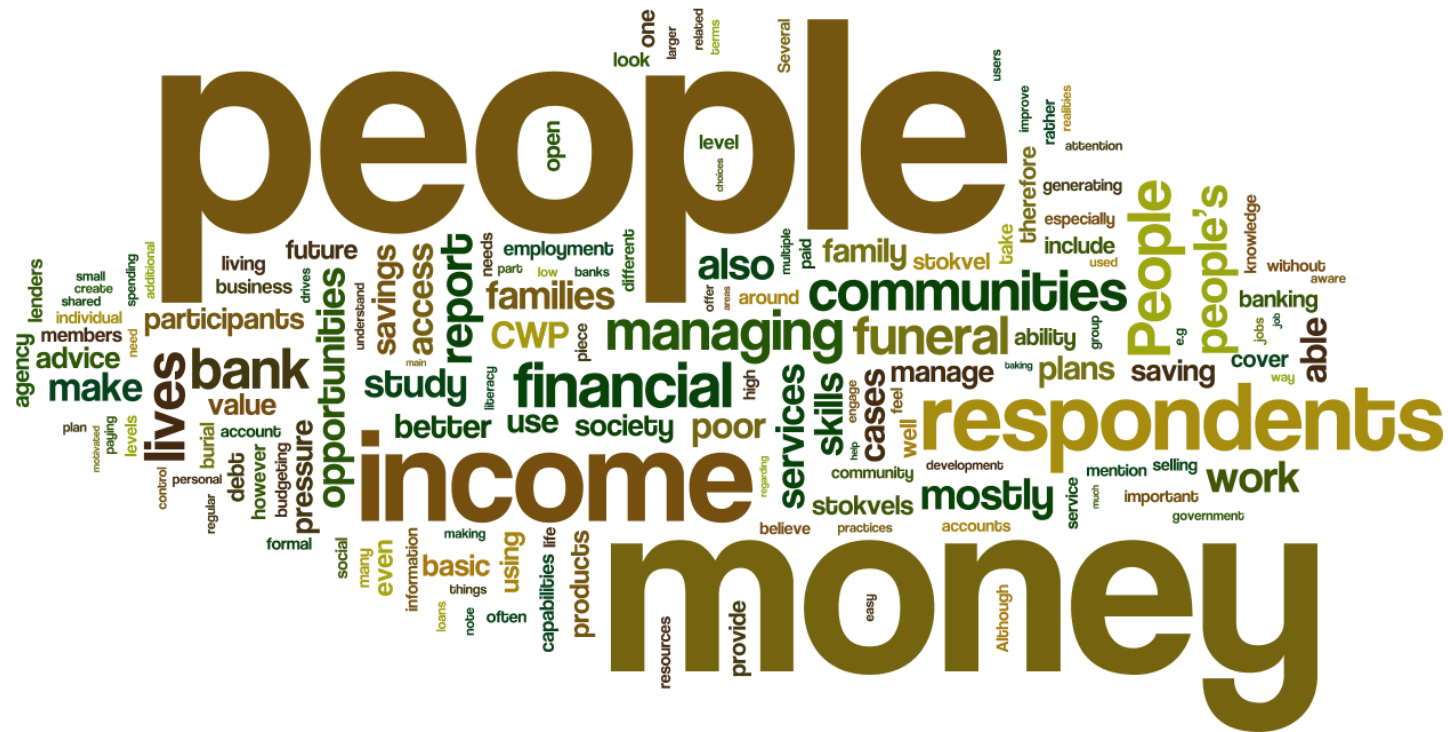
"It's connections that work these day, before it was about who has the skill." (Joe Morolong)

What can be done?

- **Job creation + assisting survivalist enterprises to becoming sustainable businesses**
- **Respondents' suggestions for improvement:**
 - Increase access to labour market information to all
 - Improve recruitment process to ensure fairness and transparency
 - Remove discriminatory employment practices (particularly age and gender)
 - Reduce casual work
 - Increase permanent employment
 - Increase skills development programmes
 - Increase number of bursaries for further and higher education
 - Create skills centres that serve as a place of training and selling products
 - Support survivalist, small, micro, and medium enterprises through markets and input subsidies

"If it wasn't for money we would have everything." (Bushbuckridge)

Managing Money



Defining managing money

"There is nothing you can do without money." (uMthwalume)

- Money and managing money is **highly valued**
- Due to the importance of money people value how banks but especially stokvels, society and funeral plans **make money less accessible** and thereby create a safety net for the future!
 - If people intend to save their money it is important that they don't have cash in hand

'I prefer to swipe my card because I can control myself unlike when I am carrying cash in my hand.'
(Thabazimbi)

- The **ability to manage money** offers the possibility to:
 - optimise the livelihoods of the individual and their family,
 - provide individual independence to make personal choices
 - function fully in society
 - ensure empowerment to exercise their individual rights
 - learn

People who are good and bad at managing money

- People who are **GOOD** at managing their money
 1. Respondents mostly refer to people who **engage in business of some sort**
 2. Secondly, they share their admiration for **people who are able to do well with small amounts** of money and people who look after their children and families
 3. Lastly, they also mention people who have **cars** and **houses** and **famous people**

“Patrice Motsepe. He buys toys for poor children so that they must not tax him a lot.”
(Thabazimbi)
- Some respondents are however **openly sceptical** about the notion that some people are good at managing their money, saying *‘we fool ourselves’* if we think anyone can manage money well.
- People who are **BAD** at managing their money
 - Spending money on alcohol, gambling, drugs and cigarettes, reckless spending/wastage, trying to impress other people, comparing oneself with others and engaging in unplanned spending
- People admire nurses (some are reported to be very neat and having cars) but not school teachers (some borrow money from people who earn less than them)

Understanding pressure

- Even **small income** makes a huge difference
- Income + Family/household size + Expenditure = **TREMENDOUS PRESSURE**
- Expenses = Straight forward set of expenses (not extravagant)
- BUT as people rightfully state – if they don't **indulge** every now and again they will literally never be able to buy something nice

"Sometimes you think I will even die without having eaten nice food, then you just decide to buy that 1kg chicken. Because when I get my money, the first thing I do is pay for my burial." (uMthwalume)

- **Children = massive influence** (pleasure and pressure)
- **Self-reported indulgences** include take aways e.g. KFC, meat, chocolates, yogurt, cooldrinks and crisps but also DSTV! Entertainment is listed as a significant problem to managing money – especially alcohol and gambling

"Everyone is striving to have it (DSTV), you find that people don't have a bed or anything but they have DSTV. So maybe if our government can nationalise it, like SABC channels so that we can get them for free, so that we stop spending a lot on it." (Thabazimbi)

Understanding pressure

- **Highest income respondents** often report **worse behaviour** when it comes to managing money
 - Extra money seems to open a different world of temptation as well as making them targets for other people who try to gain access to their money (comments from wealthier groups)

"But most of the time, the person who gets more money are the ones that waste it because they tell themselves that they have a lot of money."

(Joe Morolong)
Comment made by poor person

"Because most of the time you find that you don't have money, but you don't know what you did with it." (Thabazimbi)

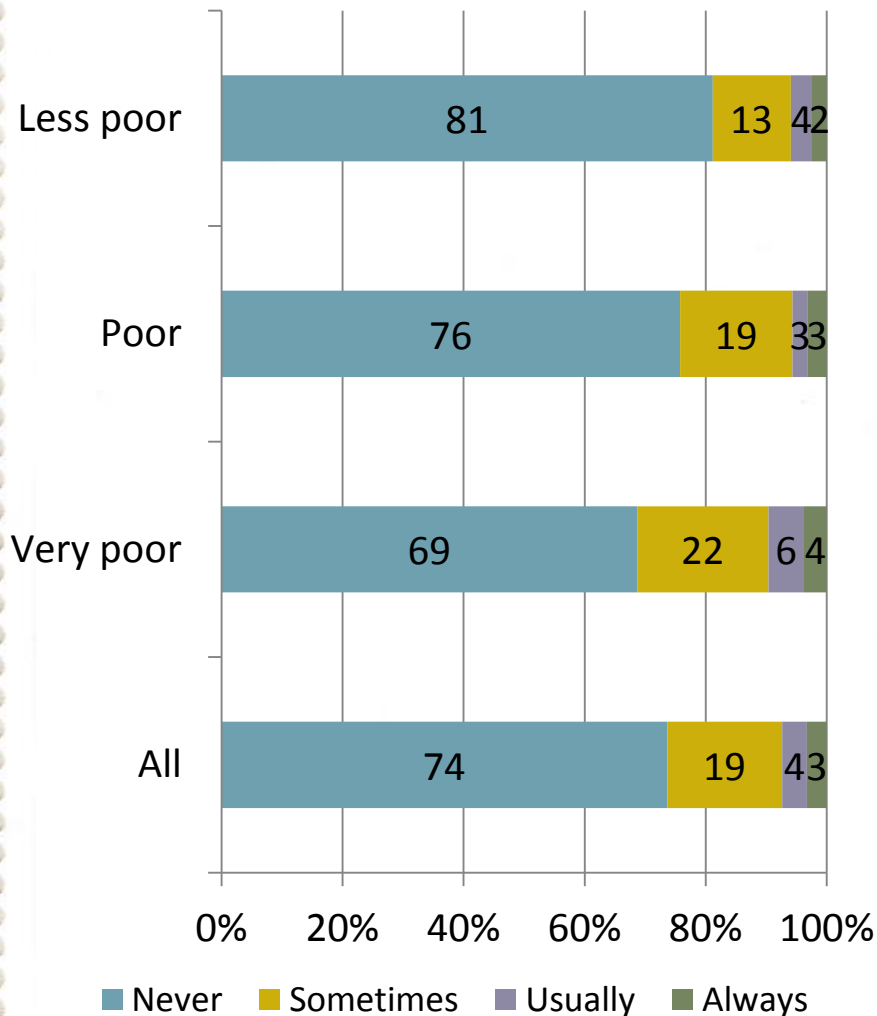
"I am also still struggling to save money, I am too generous, I end up buying stuff for my friends and end up without money." (uMthwalume)

"I used to work and when I was working for about 4 years and maybe I only have a few things I can point at and say I bought them while I was working. I haven't done anything tangible with my money. I have bought a TV and a sound system and put some doors at home but I haven't done much, I haven't even saved money for my son's education." (Randfontein)

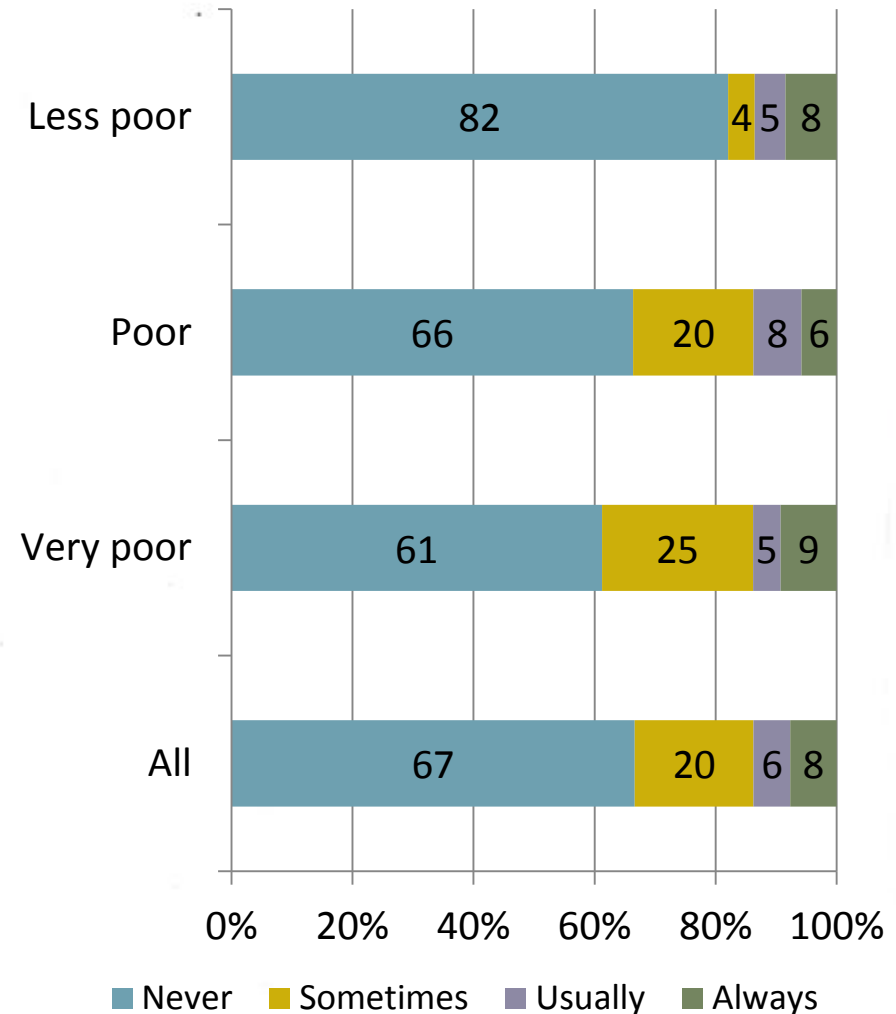
- To make it **people have to stand together**

Understanding pressure: Non-monetary exchange

How often do you get... help from the community?

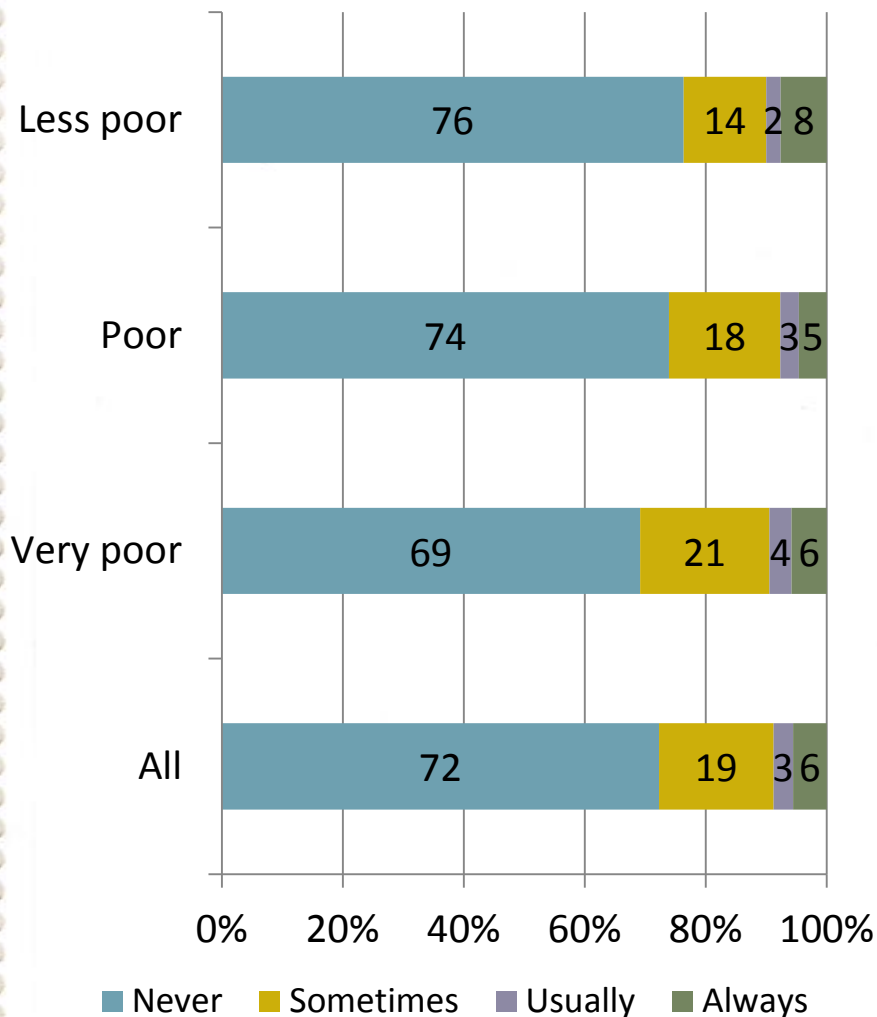


How often do you... grow food yourself?

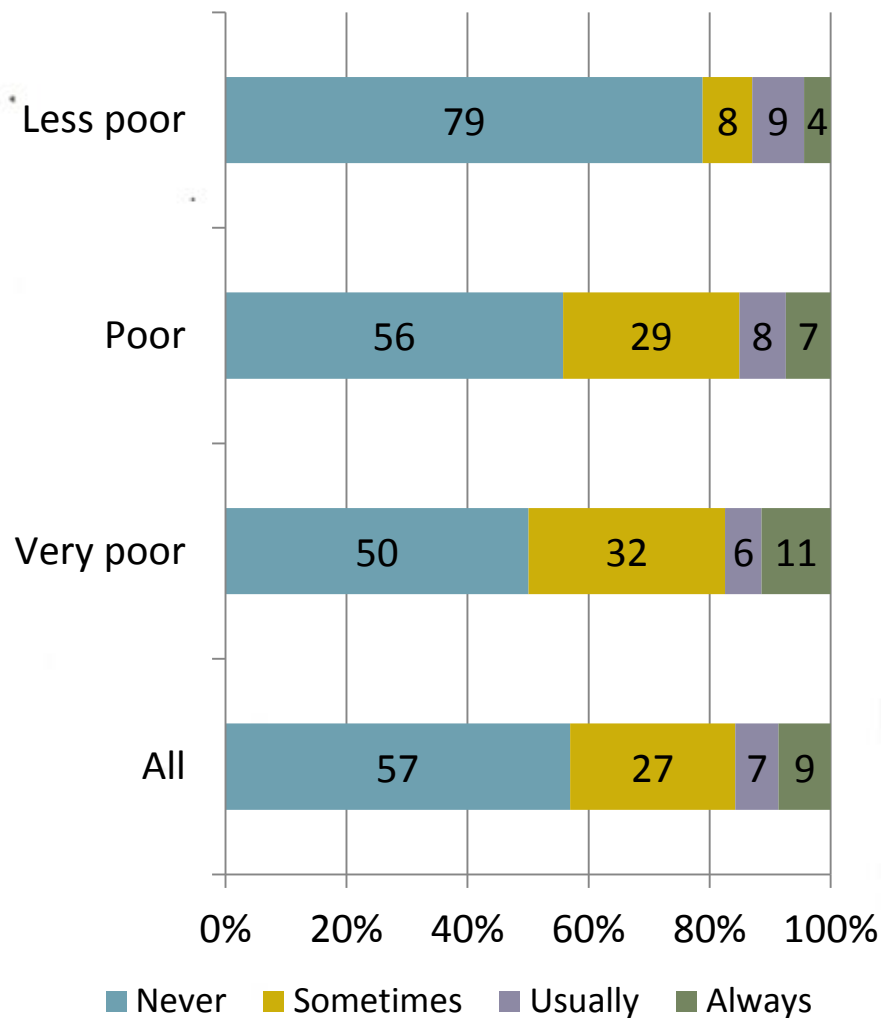


Non-monetary exchange

How often do you get... food from the veld/dam/river?

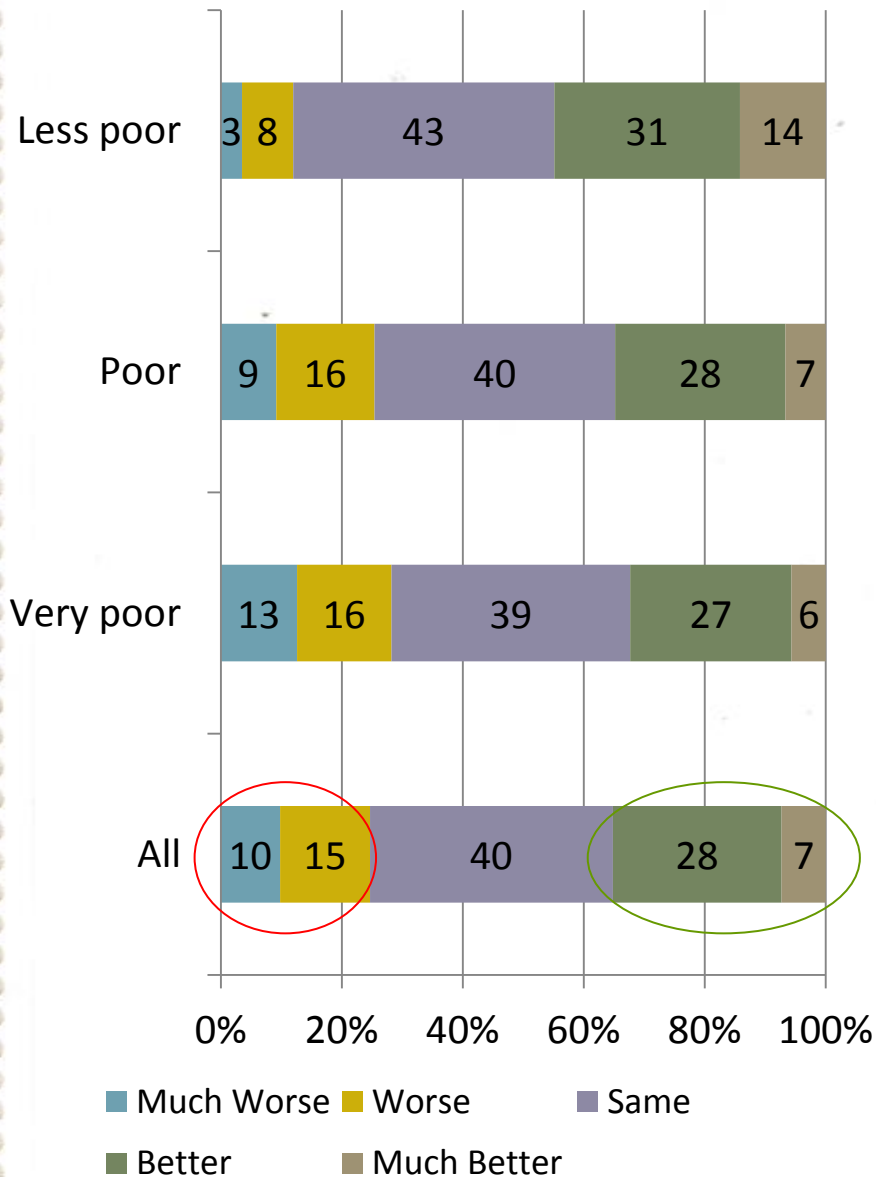


How often do you get... firewood from the veld?

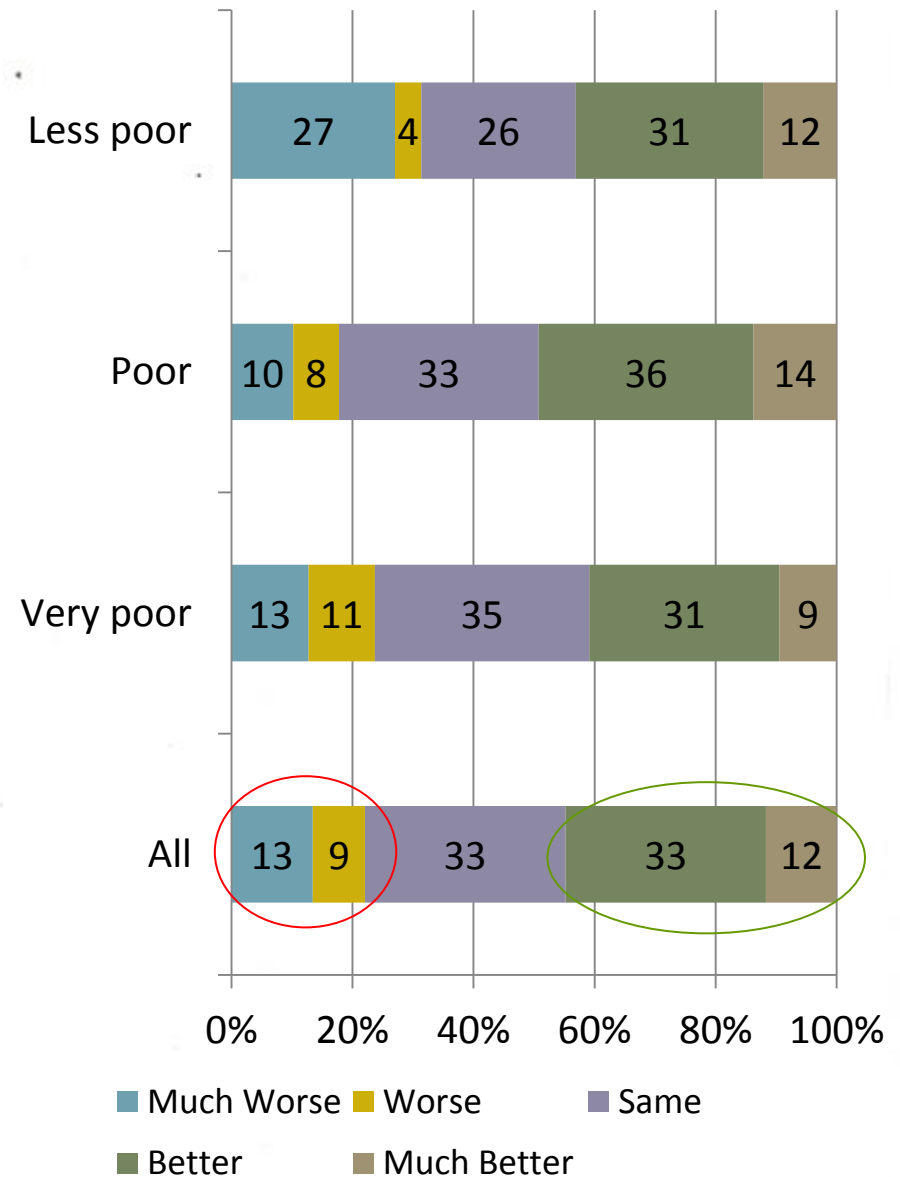


...and credit at local spaza (31%)

Economic situation: compared to 3 years ago (PAST)



Economic situation: compared to 3 years from now (FUTURE)



Financial advice

"We do not know where we can find out about that information or where we can get someone to explain the information to us."
(Bushbuckridge CWP)

- **No significant access** to formal financial advice
- **Basic knowledge** on entry level financial service products
- Belief: *'Poor people don't have enough money and therefore can't ask for or use advice'*

"... I feel like I don't have enough money to go to the bank and get my own 'accountant'... To get money, you need to have money. For me, my plans are if I can have R50 000 I will invest it in the JSE and maybe I can get R2 000 every month. So I am struggling to get that money to get to that point." (Thabazimbi)

- Respondents agreed they are open to such advice, would appreciate it and actually desperately need such advice **IF the advice is relevant** to their lives and therefore usable
- Respondents value the **opinions of their direct circle**
- Enthusiastic users of **media** - feel media channels can be used to convey messages. Internet, TV, radio and newspapers as vehicle for delivering the content
 - Poor and very poor people rely on their families and friends for information relating to banking services rather than relying on the staff at the bank.
 - The entire spectrum of bank account users rely on information that is sent through mostly mass media channels to know more about the bank's offerings

Financial advice

*"There are people that came to Jubilee hall - they were talking about policies and saving money and at times I see on TV they talk about Old Mutual and we get information from there."
(Randfontein CWP)*

- **Financial literacy courses** (by financial institutions) are not always adapted to the realities of people's lives and therefore seen as easy to understand but irrelevant

*"Old Mutual came and taught us something. They told us about saving money. They gave us a booklet and then we read it and then if you had questions you could ask them. It was animated and you had to answer those few questions. We can't follow that path because we are desperate. The salary we are getting is too little."
(uMthwalume CWP)*

*Old Mutual session: "We learnt a lot but the money is too small."/ "We cannot do anything with it."
(uMthwalume CWP)*

*"... we would like to know more about these places and we want people to come and give us knowledge, but we don't want to get people who will just come once and then disappear..."
(Thabazimbi)*

*"There are places that teach you how to manage money, but there isn't enough time to really teach you until you really know how to manage your money."
(uMthwalume)*

- Several respondents feel that companies wanting to give financial advice to the community should contact their **kings**, their **councillors** or the **churches** in the area
 - Respondents believe that the company would not have credibility if they do not follow the correct channels

Resources and the capabilities

"If you have a funeral policy you are stress free." (uMthwalume)

Funeral cover (Funeral plan / Burial society)

"The cupboard is empty because I'm paying for the policy and am left with R300." (uMthwalume CWP)

- **Regardless of the level of deprivation** people have funeral cover
- Seen as **enforced savings**
- Money paid in the past secures future payments
- Most popular for **inaccessibility of money** (unlike normal savings)
- **Some people believe life will be unbearable without funeral cover while others reported that they will merely revert back to original/traditional funeral practices of burying people in a cow skin**
- Burial society – people have more information as information is read out **monthly at meetings**
- Negative experiences with funeral cover often lead people to **take out MORE funeral cover** – combining burial society with funeral plans

"I don't like funeral covers, if I had a choice I would save my money in the house. But I can't save money that is why I have a funeral cover." (uMthwalume)

"Our lives will change because in the past people never used to go to mortuaries, they just buried them by wrapping them with a cow's skin." (Randfontein)

"Funerals come when you least expect. When you don't have money for everyday needs you can do people's washings and come back with money to buy 2kg maize meal. But when you have a funeral you can't only buy a 2kg maize meal for a funeral you need a lot of money." (Randfontein)

"It is because competition is too high these days. Funerals are like weddings. People even prepare tables for funerals. Before we used to just take a cow skin and cover the body. These days you must look for a coffin." (uMthwalume)

Resources and the capabilities

Budgeting

- An **everyday**, well-engrained activity
- Definition of a budget- **priority spending** - a very practical listing of needs and wants that falls within and outside of the actual amount of money available
- **Misunderstanding around income** - If the average poor family has a monthly income of R1000 that R1000 often does not 'arrive' in one amount as people may get R350 and then do piece jobs for R50 a day and then sell R20 of vegetables, etc. therefore the concept of budgeting R1000 is problematic as it is firstly not secured income and secondly it is not fixed in terms of the frequency of the income
- For this reason people often **buy what is most urgent** and then 'budget' the remaining money
- Budgets are often described in terms of the **money you have LEFT** once you paid the necessities

"... the money we are earning is very little. You cannot budget with it when you have a home, children and groceries and clothing to buy." (uMthwalume CWP)

"Budget and control is the same because before you buy something you must budget for it first." (Randfontein)

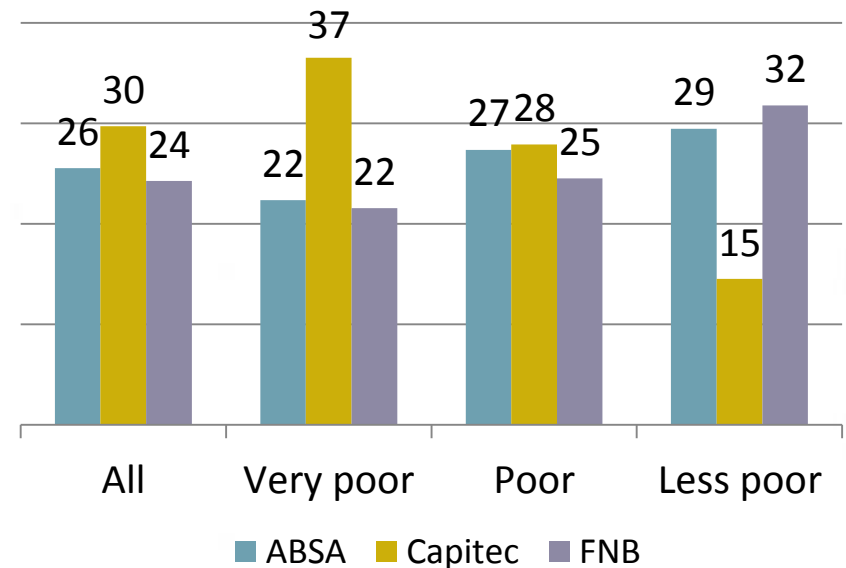
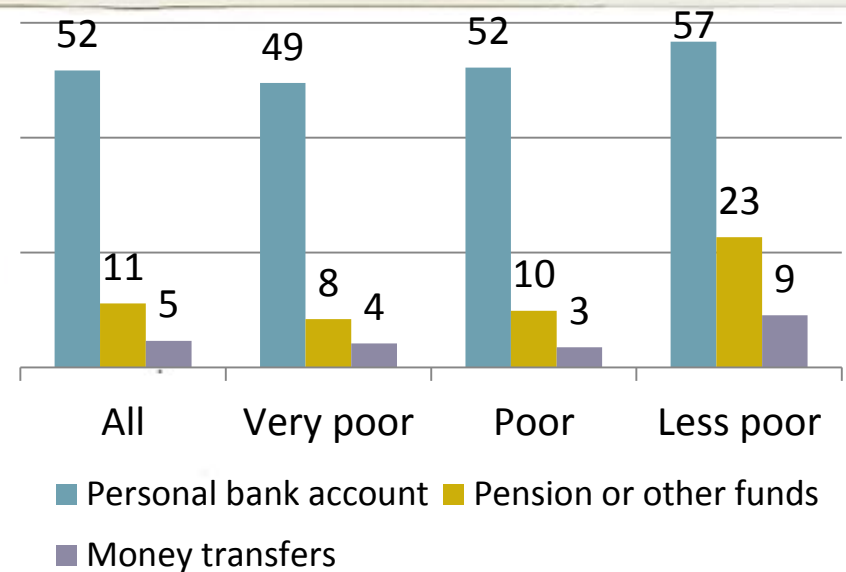
"I budget it." What does that mean? "When I have money, I have to save a bit of it." (Thabazimbi)

"You set the amount of the money you will use every month and you tell yourself that you will be left with so much." (Joe Morolong)

"There are a lot of insurances, and you can see that people can budget their money, they are even able to build their houses." (Joe Morolong)

Savings account (no choice)

- **No interactive relationship** with the bank - most people **withdraw all their money**
- Perceived value: Banks make **money less accessible** – keeping money safe from yourself!
- **Drivers for opening a bank account:** salary deposits, transfers, savings and prepare for emergencies
- **Knowledge vary** significantly
- Poor and very poor = **rely on their families and friends** for information
- Negative experiences around banking services: **costs** of services and people's general **perception that money decreases in a bank account** and that the **bank takes money without asking**
- People are aware of many changes in banking landscape – mentioning from bank cards, to cheap banks, larger withdrawals, bank loans and even insurances
- Other innovations such as mobile phone banking are shared with excitement (even in very poor communities)



'The thing is that with the ladies, they give the men their cards so when he swipes you can see and find out what is he doing with the card.'

Resources and the capabilities

If you only had R150 left what will you pay? "I would pay the stokvel because the money comes in bulk and I am able to cover a lot of things." (Randfontein)

Savings

- Given current income some felt saving is impossible
- Respondents reporting they are **incapable of saving** often have stokvel, society and funeral cover that is religiously paid
- **Saving = hanging onto some money that will be needed later in the month**
- **Alternative savings concepts:** using a bank account as a stokvel, giving money to trusted people to keep and act like a money lender
- **Events** motivate savings (births and weddings)

"You know there are societies that save money and then every December, they share that money or share the groceries." (Joe Morolong)

"I have the Shoprite stamps Stokvel, and I am buying stamps so that in December I can be able to buy groceries for my children." (uMthwalume)

Stokvel

- Holds **tremendous value**
- It **addresses barriers to savings** – self-discipline and income/expenditure pressure – by using collective pressure from trusted community members
- People are mostly **very satisfied** with the different stokvels
- Stokvel helps people to save up - enabling the purchase of big ticket items such as fridges and furniture
- Mostly stokvels help people **have money over December (very important)**
- People feel **comfortable** with the stokvels they invest in and have sufficient **information/knowledge** on how these work
- Tend to be **driven by women** and **older people are seen as the experts** influencing the younger people to join

Resources and capabilities relating to money

Debt

"With loan sharks the debt never ends." (Randfontein)

- **Regular users of debt** (loans)
- Debt usage is a **societal norm**
- It is still however **under-reported in quantitative surveys**
- Mostly **not eligible for bank loans**
- Use money lenders/loan sharks who **offer a valuable service**
 - regardless of the interest rates and practices
- People are **aware of the problems associated** with loan sharks and are very vocal when sharing stories
- **Some stokvels/societies also act as money lenders** as well as spaza shops
- People do have the **knowledge to know what they are letting themselves in for** but they report that they are unable to make it through the month and especially through emergencies without making use of the money lenders

"I was thinking of going to the bank to borrow money for something but I remembered that the bank doesn't just loan anyone money, they would give a person who has a vehicle, so that if he cannot repay the loan, they will take that vehicle or a house, but not a person like me." (Thabazimbi)

"When you borrow money from a loan shark, you don't progress because if you borrow R100 it must come back with R50 interest." (Randfontein)

"... going to loan sharks all the time (ruins your life) because it is the same as gambling." (Randfontein)

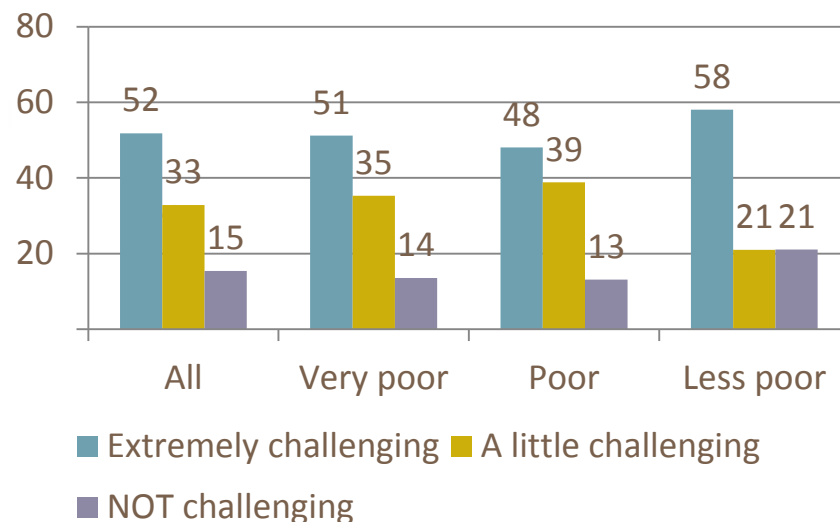
Debt

- Although people are **frustrated with their high interest rates** they do not have an alternative
- People do report that they are using more debt compared to previous years and foresee that they will need even more debt in coming years
- The illegal practices (taking people's IDs and bank cards) remain

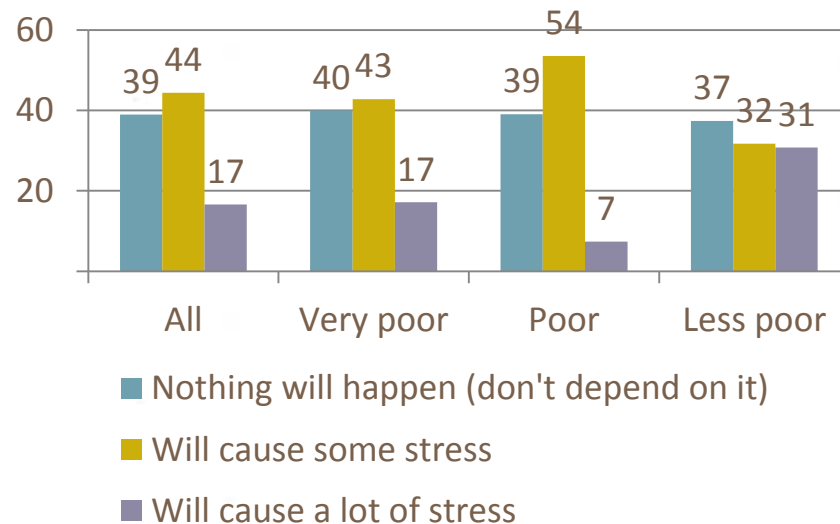
"... if you don't pay them back, they will take something from your home. Some people give the loan sharks their bank cards." (Randfontein)

- Most debt are reported to be taken for consumables to help people survive rather than assets
- Concept = bridging finance from one income opportunity to another**

Repaying debt: challenging?

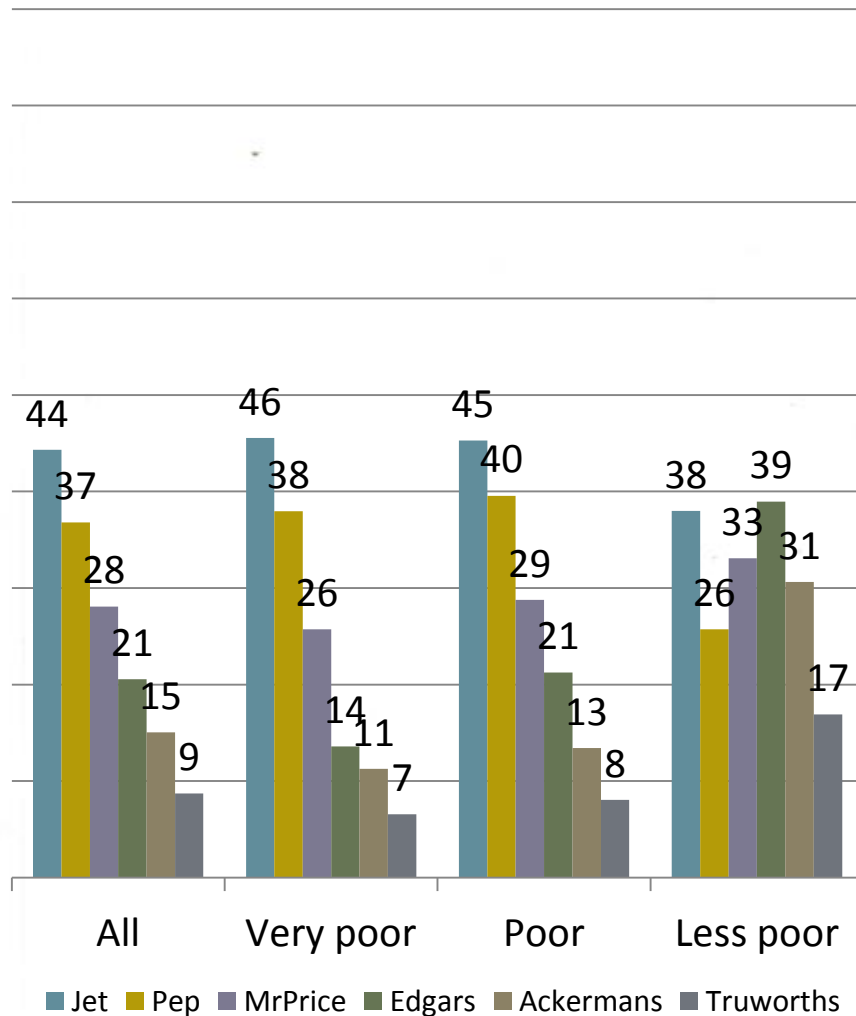


What would happen if you cant get a loan in last 6 months?

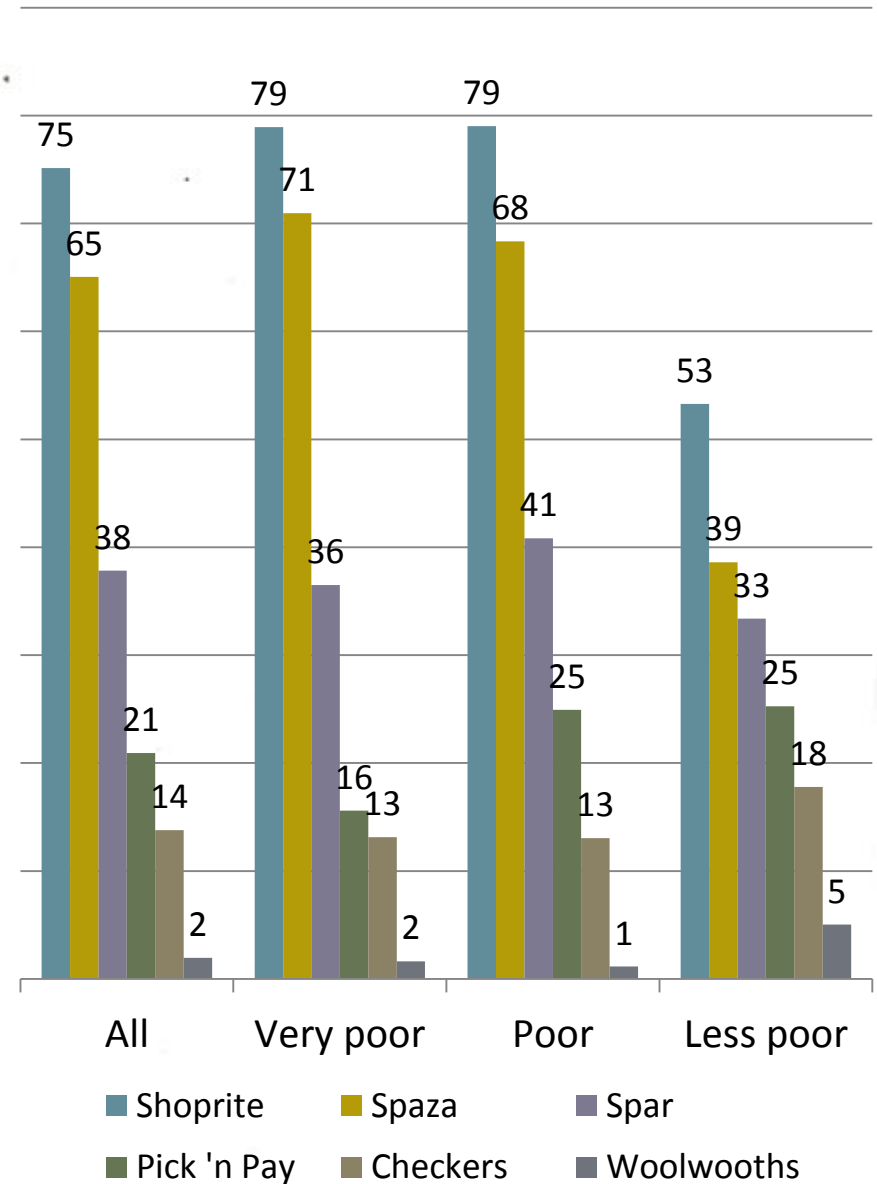


Spending money

Clothing

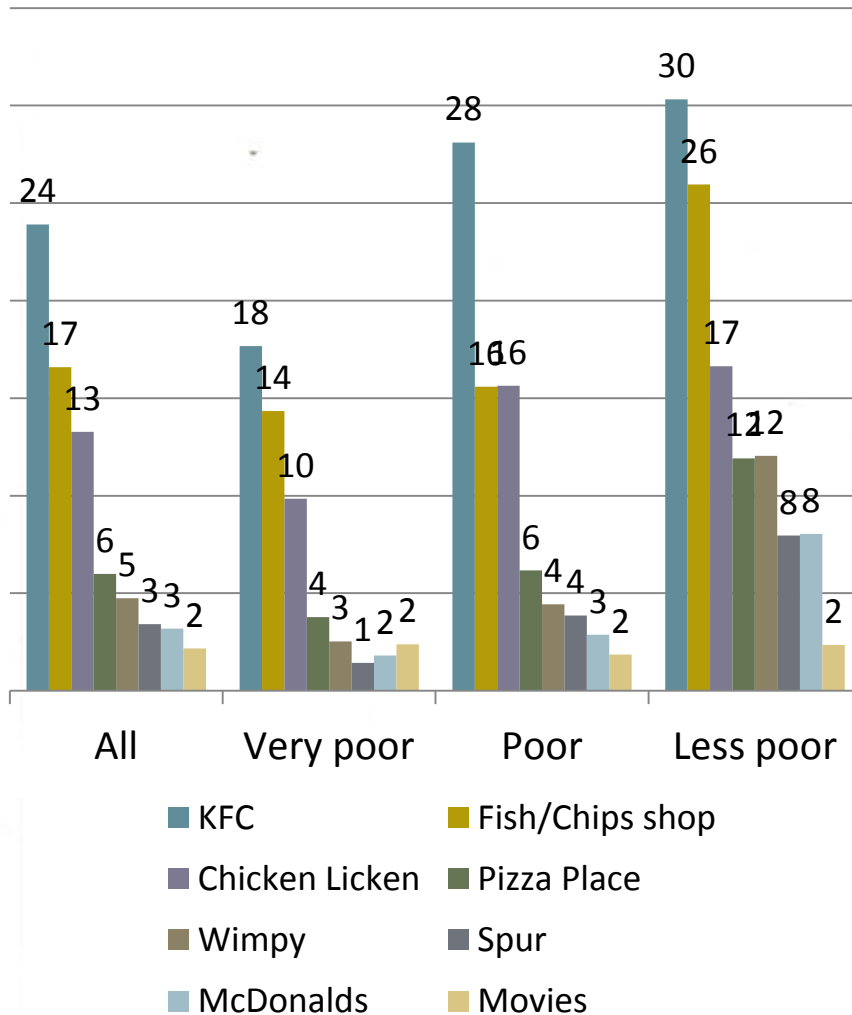


Grocer stores

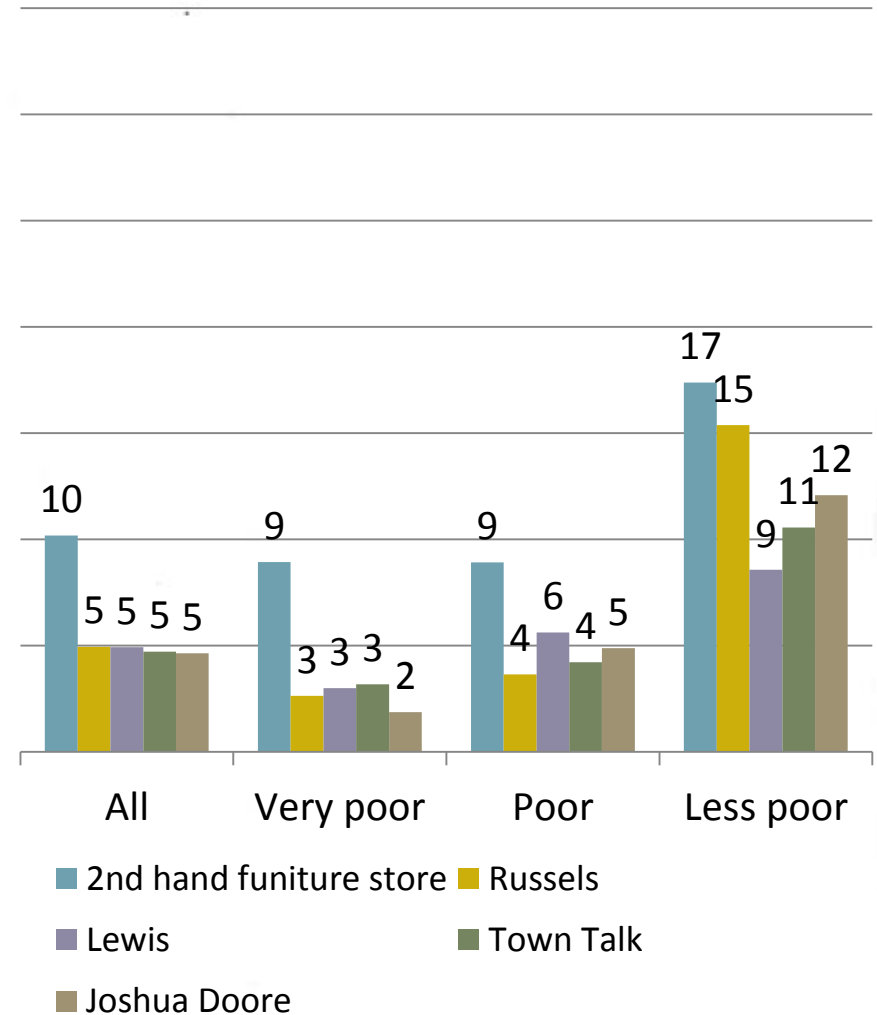


Spending money

Food & Entertainment



Furniture



Changes, the future and wish lists

- People are very aware of the **many changes that have occurred in the banking landscape** – mentioning from bank cards, to cheap banks, larger withdrawals, bank loans and even insurances
- Other **innovations** are shared with more excitement even in very poor communities. Do take note how very poor people are able to explain the detail behind these services
 - Innovations include buying airtime and electricity via ones phone, receiving account updates via SMS and money transfers
- In most cases people feel that **their lives are not changing with the times**. This is mostly caused by their low levels of and even lack of employment and low income
- People do have long **wish lists** when thinking about the future –
 - focus on housing,
 - then having your own business,
 - then getting a job and
 - having savings
- Several of the wishes align to people's desire to look after their families and offer their children a better future

Education



Education

“Education makes you think of a future, it encourage you to have a future. “ (uMthwalume CWP)

- Recognise the **instrumental value of education** and a tool for personal empowerment and enlightenment
- Respondents report that ‘**illiterate**’ people are **undermined** and **exploited**
- **Intergenerational mobility**
- People recognise that **economy is changing** and **requires higher levels of knowledge, skills and values**
- The **high unemployment rate amongst people who have completed school** creates doubt about the **usefulness** of education in **securing work** or improving people’s employment opportunities

“Our kids have gone to school. They are educated but they are unemployed. They have turned into street kids.” (Randfontein)

- **Learning to learn is a valuable outcome of education**
 - Formal concept of lifelong learning is not entrenched (limited work and limited further and higher education opportunities) yet on a more informal level people are learning things about mobile technology and income generating opportunities on a daily basis
- **Basic and functional literacy** is widespread amongst young people; however a significant number of **older people are illiterate**
- There appears to be **no demand for numeracy and mathematical literacy skills**
- The knowledge, skills, and values existing in communities **enable** them to **survive the harsh conditions** they live in - individual level and collectively (family and friends)
 - On a personal level the knowledge, skills, and values they acquired through education has helped them to make informed decisions, to understand themselves and their situations, and to remain active and not to become despondent due to their dire circumstances

Individuals have **limited high level skills** to participate in the wider economy

Resources

"The government has brought education to our school and we do not have to pay for it ... before there was not much interest [in schooling] because we always looked at the fact that education was expensive and we did not have the means to do that for our children and our children were at home." (uMthwalume CWP)

- **Schools** and free access to schools
- **Social institutions** (family, church & community)
 - Family entrench skills on income generating activities and gender roles and responsibilities
- **Work** =technical skills (limited due to lack of work)
- **Public institutions** and **services** (clinics, hospitals, libraries, and prisons)
- **Public work programmes** (e.g. CWP), learnerships and **volunteer programmes**

"When I wasn't volunteering I was negative and now I am seeing things positively and I didn't think it is good to work for nothing." (Thabazimbi)

- **Mobile phones**
- **Television** and **radio**
- **Social networks / capital**

"... They [education institutions] can also send us information about opportunities for education by SMS." (Joe Morolong)

Deprivations

- Public **further education** and higher educational institutions
- While there is a growth in private learning and educational institutions **quality of private institutions is considered questionable**
- **Adult basic education and training institutions (ABET)** are few and the curriculum offered often does not meet the needs of adults in the community

Nepotism and **corruption** is preventing fair accessing public resources and services

Media

home

define

release
well-being
education
concerned

outside

level
distraction
areas

news



Media

"He [Julius Malema] is the MEDIA; you turn the radio on, it's about Julius Malema; you log on to Facebook, you find Julius Malema; you turn on the TV, it's Julius Malema. We've even invited him into our chat group." (Thabazimbi)

- **Television (73%) = dominant medium**
- Radio is the second most important medium with newspapers following
 - **Newspapers** are prized for the **job opportunities**
 - Magazines are a very small mostly female interest owing to their cost and scarcity
 - There was **no mention of traditional media**
 - **Internet** is widely discussed but not always used
 - **Social media** is increasingly popular
 - **Sharing** media actively
- The **purchase and desire for a television set** was **motivated** by wants of the children; a desire for information; social standing
- Usage affected by **access to electricity**
- **Pamphlets, posters and loud hailer**s are effective means of mass communication
- The **mobile phone** is the most prevalent, accessible and most utilised media device
- No reports of buying a tangible media product such as a **book, pre-recorded music CD or DVD video**
- **'Piracy'** is discussed with no moral connotation as digital file sharing of audio and video material within communities, done via memory stick or homemade DVD
- Respondents are deeply concerned about children accessing **inappropriate content**, particularly sexual content on television (TV seen as education medium and distraction)
- A small number of respondents highlighted the **disconnectedness that exists between their lived experience and those depicted in the media**
- Media does **not play a watchdog role** (no media outlets located within communities investigating/publicising failings in government or commercial services)

CENTRE FOR

"Someone out there is studying technology and is looking to find a better and simpler way of doing things." (Joe Morolong CWP)

"I would say technology is a way the government has made us to have things simple for us, way back we didn't have it, we were struggling for stoves, electricity but now they have seen that they must bring things to the people." (Randfontein)

Technology



“Like maybe my sister is staying in Mafikeng and I have to deposit money into her account and I don’t go to the bank, but I use my cell phone to transfer the money, without going into the bank. That is technology, there is no need for me to queue in the bank” (Randfontein CWP)

"Technology is something that changes people's lives. Poor to rich." (Thabazimbi CWP)

Technology

- **Mobile phone** (most important for communication)
 - Majority has access – mostly self-own but otherwise shared phones
 - 54% of phones can access internet
 - Relatively good quality signal
 - Mostly use MTN
 - Social network, MXIT and internet = 15% - 20%
 - Average spent (+60%) = R60 split between phone and container (under-report)
 - Airtime mostly bought from spaza
- **Television & radio** (most important = information)
- **Household appliances** (most important for time saving and convenience)
- **Community level** technologies = infrastructure e.g. street lights, public phones, tarred roads
- **Other** technologies include computers (affluent, 10% self taught; 11% taught at school), cars and electricity
- **Electricity** also lays the foundation for households to adopt technologies

- **Depth of usage** shaped by income & education (general keenness to learn)
- Technology is associated with **knowledge, expertise** and **skill** (cognitive sophistication = social standing)
- Positive associations: Benefits from **ownership, adoption & use**
- Negative association: socially undesirable behaviours & replacing human capital/labour

"We have challenges with textbooks we have to share them so it would be nice to have devices which have information in them which we will have our own of." (Randfontein CWP)

- Functioning:
 - **generate an income & access jobs**
 - get an **education (replace textbooks with mobile phones; matric uploaded; MXIT)**
 - achieving **food security**

Learning / capabilities & Technology

"Information, because if I have a friend that has a specific phone and I want one similar to it, I can ask her to tell me about it." (Joe Morolong)

"You can talk to people that have better knowledge than you. You tell them what you need so that they can help you. You have a conversation with that person and he/she can help you." (uMthwalume)

- **Learning** about technologies available (before uptake)
 - Variety of sources, such as the media, other people, their own research, and sales people
 - The most used source of information = mass media (mainly television but also print - newspapers, brochures and pamphlets)
 - Family, friends and community members are widely consulted
 - Once person has first level access to technology, technology itself plays an important role in enabling access to information about technology (progression from mobile phone to internet to computers)
- **Trusted sources** - most trusted sources of information = **media** and **people in their social milieu**
 - Store personnel, call centre agents and consultants arouse a degree of suspicion
- Learn to use technology by engaging in... (after uptake)
 - **self-learning** (especially for better education and/or affluent people)
 - **learning from others** (principal learning route – regardless of income/education)
 - 'Coaches' OR resident experts on a particular subject
 - a **combination** of both

Health



Health, Nutrition & Safe Practices

- People have basic knowledge but reality interferes with its application
- People **achieve good health** through
 - eating healthy food (fruit and vegetables)
 - drinking water regularly
 - doing exercise
 - taking safety precautions (condoms /gloves)
 - maintaining good personal hygiene
 - keeping to environmental hygiene standards
- **Safe practices** in the home include
 - washing of hands after playing and using the toilet, as well as before eating
 - telling family members about one's health status so that they may take precautions to avoid becoming infected
- Many people **do not go** for **voluntary screening** of communicable disease (fear)
- However, people **do not always have** access to food, and basic services such as water, electricity and toilets
 - There are instances where children go to school without food, which would affect their ability to concentrate

"Because I did not have knowledge and now I have knowledge; so, it has added many things in my head." (Thabazimbi)

- Respondents **want more** information
- **Information sources** used:
 - media
 - schools
 - teachers
 - clinics (mobile and other)
 - community workers
 - social workers
 - counsellors
 - workplace
 - family and friends (knowledge and skills transfer takes place in the home, where those who are more knowledgeable educate others)
 - library
 - announcements made through loud speakers in the community
- **Knowledge about nutrition is basic and inadequate in many instances**

"Those who did not go to school hear from others who know." (Joe Morolong CWP)

Resources: Health, Nutrition & Safe Practices

"The treatment that the government is giving to sick people. I can say that it is one of the things that have changed and has made life far better for many people. We have people that are sick, bedridden but when they take treatment, they get better and eventually get healed and live a normal life like before." (Randfontein)

- **BASIC: Money, transport, nutritious food (and/or vegetable seeds), water, literacy**
- **Mobile Clinics** = hope and fear
- **Medical Doctors** = trusted but expensive
- **Traditional Healers** = part of belief rather than medical healer (ward off evil spirits)
- **Health counsellors** are invaluable in providing counselling to people diagnosed with HIV/AIDS
- **Social Workers / community care workers / home-based care workers** assist with general tasks where people need care and are not able to take care of themselves
- **Medicine** = important to provide better quality of life for people living with diseases such as HIV/AIDS, TB, etc. Many factors e.g. financial means affect the continuity and consistent administering of medicine
- **Safety tools** are a necessary resource in order to perform duties optimally and without injury (not always provided)
- **Community facilities** such as sports grounds and parks are important resources that enable the individual and the community to exercise and benefit from positive effects of being active
- **Condoms** are essential in providing protection against sexually transmitted diseases but especially in the prevention of contracting /transmitting HIV
 - Free condoms distributed by the Government are allegedly poor quality and are therefore not used

Culture & Tradition



"I am who I am because of my culture and I'm not afraid to say that I am 'umZulu'." (uMthwalume)

Culture & Tradition

- A **sense of affiliation** to their culture as a means that offers them **identity** and a **sense of belonging**
- Middle-aged / older respondents display **stronger levels of affiliation** to their culture than their younger counterparts
- Younger respondents appear to be **increasingly assimilating the western culture** in their lifestyles at the expense of their ethnic cultures and traditions
- **Resources:** (Similar strains cut across cultures - applied in different ways):
 - Ancestral ceremonies
 - Lobola
 - Traditional weddings
 - The spirit of 'Ubuntu'/'Botho'
 - Funerals
 - Traditional dance , attire and food
 - Belief in traditional healers/sangomas

"Even neighbours have lost 'Ubuntu', they don't help you when you need help, they tell you they also need help." (Joe Morolong)

- Awareness of culture and tradition: transferred from **generation to generation**
 - Taught at home by the elders who may be grandparents, parents and extended families
 - Learning - through **direct observation**
 - A long-term process with lasting impact - translates into the recipients replicating the learning in their lifestyles
 - Other informal methods: **observation** of **rituals** and **ceremonies** performed by friends, family, communities and even incidental exposure to these at different times during an individual's life
- Formal means of communicating** culture and tradition include:
- media, schools and other instances where a form of instruction is provided such as workshops
 - In terms of the **media**, this includes programmes on **television** or on the **radio**
 - Media = significant role in **westernisation**

Agency / choice

- Women's **dress codes**
- Decision to **cohabit** and not engage in the cultural practice of Lobola due to monetary considerations
- Some young men are opting to have **circumcision** performed by a medical professional at an initiation school
- Some individuals **trade off cultural practices for religious practice** (usually born again Christians)
- Individuals who **forthrightly engage in cultural practices** – ancestral ceremonies, wear 'isiphandla' (cowhide bracelet) in public, circumcision, virginity testing, etc.

Well-being

- Culture and Tradition perceived as **cushion that supports individuals** through their lives.
- Ancestral ceremonies are widely supported and contribute to attaining re-assurance and comfort when one is in distress
- Certain aspects relating to cultural practice have a **negative impact** on individuals' well-being due to some practices e.g. some practices around male circumcision
- Current state of **opulent funerals** are also an aspect that is affecting the well-being of individuals and communities negatively

Democratising Information

[illegible]

- **Circumstances of respondents = deeply located in past, colonialism and Apartheid**
- Democracy = **after Apartheid**
 - Definitions range from '*I love it*' to more nuanced concepts of '*freedom*' - the right to '*go to school*' and '*stay where we want*'
 - **Black vs white** more than **rich vs poor**
- Mostly talk about **poverty, crime, corruption, violence, joblessness**, etc. eating at democracy
- Emphasise is on **individual rights** and what it can achieve – seemingly on its own
- **Dim view of politicians** and those they helped to elect
 - Dwell on the **need of keeping government accountable**
- **Truth = the poor are trapped in poverty**
 - lacking basic services
- All groups (poor, very poor and less poor) had **capabilities** and **responded** to genuine democracy initiatives aimed at **empowerment**

Democracy

Resources

- **Education and Health**
- Public work programmes (e.g. **CWP**)
- **Social grants**
- **Social networks** – in groups and out groups
- **Strikes** - heightened knowledge, particularly service delivery strikes (undertaken to draw political leaders and media attention to their problems and promises made)
- **Mutual aid social organisations** (e.g. stokvels / societies)
- Employed/working people (e.g. CWP) are **more ambitious** and **willing to improve** themselves and their circumstances
- **Community policing** - Rampant crime and uneven protective and security services = communities taking **law into own hands**
- **Volunteering** = means towards an end – not ideal but a stepping stone

Agency / Choice

"You stand on your own as a woman. Without depending on the man. He can go away. It helps. I can pay my own debts without looking at him to do that for me." (Joe Morolong)

"What made me get involved in picking up garbage. I wanted my street to be clean and other people copied in their streets and did it." (Thabazimbi)

- **Women's awareness** of their **rights** and **choosing to assert it**
- **Women** have **rights over their bodies** (e.g. knowledge about sex without consent)
- **Children** are **no longer passive or uncritical implementers** of parents' wishes (unfortunately abuse (physical and sexual) of children is prevalent)
- Having **knowledge of public and private institutions** and act on it (e.g. CCMA)
- Community members are driving their needs and bringing it to **government attention**
- Taking the lead to **clean up the neighbourhood**
- Participating consciously in **community meetings**
- Making choices to **look for work, education and opportunities**
- Using the rights to **join unions** - with all its consequences
- Participating in **sports and social life** despite being poor
- Participating in **community policing**

"We organised community policing because people used to steal from us, and they are stopped stealing." (Bushbuckridge)

"We met as a community, organised and went to the municipality to demand water, and they gave us water." (Bushbuckridge)

"I wrote a letter to the municipality to ask for proper pipes to replace the ones we have so that we may have running water." (Bushbuckridge CWP)

Agency / Choice: Negative

“They started by saying we must all contribute R80 and then they came back and said they need R20 and then they said they need R40, the contributions never end. And you never understand what they say. We are always contributing money though.” (Bushbuckridge)

- People **PAY TO PARTICIPATE** – all the time
- Some men appear **unhappy about rights of women and children** (gross violations shared; issues around control of funds when it comes to grants)
- **Weakened participation** in civics, unions or associations of unemployed
- Women’s agency compromised by being **solely responsible** for **child-rearing, caring** and **household chores**
- **Lack of safety** comprises the fulfilment of rights for some groups (e.g. women)
 - The lack of safety cancels the right to work late (fear of violence)
- **Sex for jobs** or promotions still prevalent
- **Crime** undermines agency for social participation and self esteem
- **Violence** is an obstacle to all and limits public life and participation
 - Violence against women includes rape and other mutilations which undermine personal confidence, self-esteem and wellness of person/s
- People can be **dismissed** for bringing in the **union** or **speaking out at work**
 - Speaking out against male abuser have negative repercussions for complainant / grievant

Well-being relating to democracy

- Well-being = **betterment of life for all**
- Imperative =
 - **enabling environment** for living together
 - sustained by **good public policy** &
 - **democratic, inclusive, participatory, effective practice** by all stakeholders in and of these communities
- Democracy has had an impact on the well-being of communities as it has **awarded them with rights and freedoms denied by Apartheid**
- These rights and freedoms, however, remain in many cases **only partly fulfilled** as **poor infrastructures** and **social ills** such as corruption and crime, poverty, etc. restrict their full realisation
- **Poverty, drugs, poor health and education infrastructure, etc. are conditions of 'un-freedom', which undermine wellbeing**

Conclusion: Community and Individual Wellbeing

- Communities in the study live in extremely **harsh conditions** and face **multiple deprivations**
- **Joblessness** = the major factor contributing to poverty, distress, and deprivation
- 2nd most distressing factor = slow, uneven and often non-delivery of **basic services** such as water and sanitation
- **Safety net** = family and friends + social grants + civil and political rights + state delivery on socio-economic rights (free schooling and health care, RDP housing, etc.) + programmes such as the Community Work Programme
 - CWP = regular 'basic income', allowing unemployed people to become 'active citizens', fostering team work, and providing knowledge and skills in small scale crop farming. At a community level, the programme contributes to improving socio-economic rights such as clean public spaces, protecting storm water drains, home-based care, etc.

Acute needs of emerging society to address central challenge

Linking people to information

- **Social networks** were repeatedly mentioned as the **greatest asset** of people who are favoured by power structures while excluding the people who are not
 - In-groups & out-groups have UNEQUAL access to information - this is the first level of unfreedom
- **How do we ensure everyone has potential to access the same information at the same time?**
 - This may relate to adding your name to a RDP house list; knowing when mobile clinics / mobile health services are in the communities; when community meetings will take place; how people are able to book/use community centres; how people can go for their IDs when Home Affairs is in their area; etc.
 - This may relate to participating in public work programmes such as CWP
 - It may also relate to announcements on water-shortages, electricity interruptions and more
- How do we ensure that people have **timeous access to information on job opportunities**? Similar to the newspaper classified section that is very popular amongst the people
 - How do we assist people to **apply immediately** to the opportunities on the table?
- In each of the themes people report high regard for **knowledgeable people in their communities**. How do we identify the '**resident expert**' and link that person to their community members but also to better information? (e.g. people that are able to use mobile phones in more advanced ways OR home-based care workers that are contacted by young men that return from initiation schools with infections but are not allowed, due to culture, to contact a doctor)

Acute needs of emerging society to address central challenge

Personal empowerment tools

- Many people do not have the **capability set to compete** in the economy
- **How do we develop tools that can help people participate in broader opportunities?**
- This may include:
 - Teaching people to speak **English** (critical)
 - Tools to help **build a CV** able to reflect a person's work history
 - Expanding people's sense of **what is possible**:
 - "What are my skills?" and therefor "What are my opportunities?" (Formal and Informal)
 - "What do I have to do (learn) if I want to be a...?"
 - Ideas for new business opportunities
 - Ideas for surviving today
 - Developing appropriate and more diverse modules and delivery mechanisms for **ABET**
 - For young people looking for skills
 - For older people wanting to develop literacy and skills
 - Developing **alternative routes** to completing or rewriting **matric**
 - Tools that assist people to **run their own businesses**

Acute needs of emerging society to address central challenge

Optimising existing resources

- People have access to resources but do not always know what they can do to develop their own capabilities to optimise resources
- This may include:
 - **Designing products and service that offers real value – e.g. designing insurance products with the highest likelihood to pay out**
 - Tools that can help a person to **BUDGET** (as budgets propel people to look for more income generating opportunities)
 - Helping people to **grow a food garden** that is appropriate for their area
 - Including information on where to get seeds (Department of Agriculture provides seeds in some areas)
 - Linking the different food garden owners to help plant diverse crops for better nutritional value
 - Helping people to **prepare nutritious meals** on small amounts of money and to follow an **exercise routine** (with other people)
 - Helping people to **purify water**
 - Creating **feedback channels** where people can easily **file complaints and or report** e.g. interruptions in water supply or electricity cuts
 - Ensuring that people do not **waste money on transport** when the clinic is closed or out of stock
 - Helping people **follow instructions of chronic medication**

Acute needs of emerging society to address central challenge

Linking people to opportunities & Assisting companies to step up

- **Labour management information systems**
 - Who are the people?
 - What skills do they have?
 - What are the needs of industry or programmes running in this area?
 - What are the gaps and how do we channel 'best-fit' community members through training centres to develop their capabilities?
 - How do we track people's work / job engagements to develop a work history per individual?
 - How can this fit the Local Economic Development programmes of the area?
- How do we help companies to **manage larger workforces**?
 - Flexi-time work lead to more people, more training but more impact on the community
- How do we **help companies match their CSI initiatives to community needs** through programmes that yield high community participation as well as feedback loops between the company and the community



CENTRE FOR Democratising **Information**

Democratising information: A prerequisite for the future
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