Socioeconomic Development of Human Well-being at Grassroot Institutions
with Special Reference to Maitland Garden Village

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DECLARATION

I hereby declare that this dissertation entitled, **Socioeconomic Development of Human Well-being at Grassroot Institutions with Special Reference to Maitland Garden Village** is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Full name: Valma Susan Hendricks   Date: 10 November 2023

Signed:
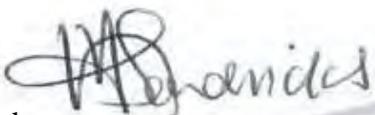
DEDICATION

Hebrews 13: 5 NIV Keep your lives free from the love of money and be content with what you have, because God has said, 'Never will I leave you; never will I forsake you.

I want to start by expressing my gratitude to my lovely daughters, Liza Hendricks and Mandy Cupido for their understanding and tolerance of my occasional absences. My sons-in-law, Mark and Fabian, have been there for me every step of the way and have always seen the best in me. Any grandmother would be proud of my incredible grandchildren, Gemma, Matthew, Kenzo, Matteo, and Melai. Young people with good manners and a genuine regard for others.

To my hardworking and unpretentious parents, Henry and Louisa Daniels, who passed away. I sincerely appreciate you for shaping who I am today.
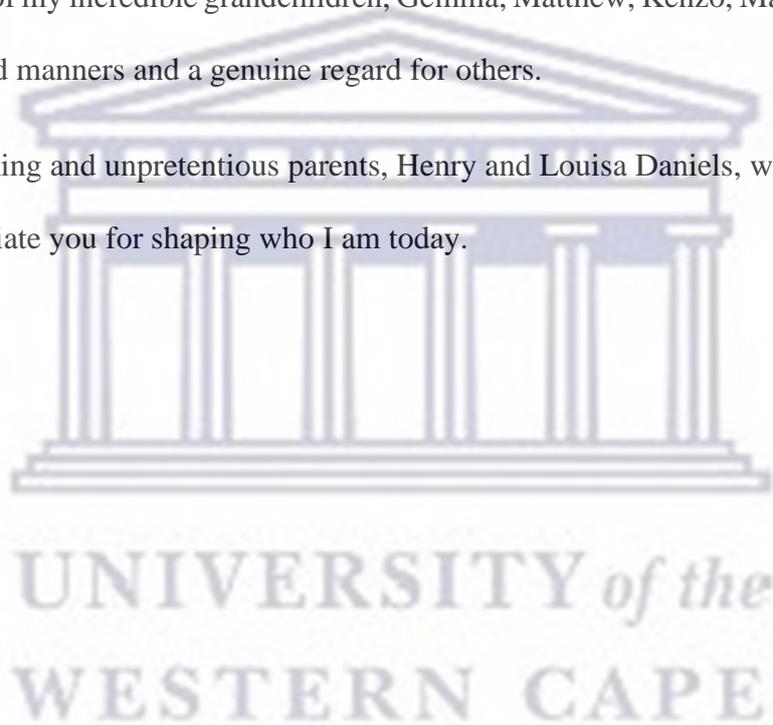
ACKNOWLEDGMENTS

Thank you to my friend, Prof. Leach for being the source of inspiration at all times, as I've taken strides towards my studies. I hope I'm making you proud as a mom and friend. To Prof. Usang Assim, you are my rock, my strength, thank you for your constant support and for never giving up on me during my difficult times, for your willingness to assist with my thesis, and for your guidance.

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Last but not least, I want to extend my sincere gratitude to the participants of Maitland Garden Village who were willing to volunteer without any judgment for my research project.

TABLE OF CONTENTS

UNIVERSITY *of the*
WESTERN CAPE

LIST OF TABLES

LIST OF FIGURES

x

LIST OF PICTURES

UNIVERSITY *of the*
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LIST OF ABBREVIATIONS

DSD   Department of Social Development

EPWP   Expanded Public Works Programme

ERRP   Economic Reconstructive and Recovery Plan

GV   Garden Village

MGV   Maitland Garden Village

SDGs   Sustainable Development Goals

SL   Sustainable Livelihood

SLA   Sustainable Livelihood Approach

ABSTRACT

Maitland Garden Village is a little hamlet in the City of Cape Town that was originally developed as an area for soldier housing during World War 1. Thereafter, it was established in the 1920s by the Coloured Housing Council of the then apartheid regime as a residential area and today houses one of the oldest 'Coloured' communities in the Western Cape. Over the years, Maitland Garden Village (the village) progressively spiralled downwards into a vulnerable and marginalised community of low community cohesion that is plagued with drug abuse, high teen pregnancy rates and mounting unemployment. In order to address these vices, the aim of this study was to investigate the causes of the ongoing poverty and poor development in Maitland Garden Village. Current statistics for the area project a 52% unemployment rate, a growing problem with drug addiction, and a lack of scheduled health-promoting activities. This is against the background of high levels of violence, crime and inequality. This study seeks to investigate and report what is currently happening in the Garden Village community, localising it within the broader macroeconomic environment of South Africa, while proffering recommendations and advocacy that can contribute towards positive and sustainable change in the community. These include assistance with ongoing projects and the creation of long-term, sustainable projects to help residents become more independent. Such community-led programmes should be guided by the community based on their needs and recommendations. The study was conducted using exploratory qualitative research methods. Twenty-one (21) participants were recruited from the Maitland Garden Village community through snowball and quota sampling, and one-on-one semi-structured interviews were conducted with each of them. The interviews provided a comprehensive understanding of the challenges facing the community, targeting individuals aged between nineteen and seventy years. The objectives of the study were to provide in-depth information on the broader perspectives of the participants regarding the challenges they faced by living in the Maitland Garden Village community. Atlas ti computer software was used to capture and process the research data, while the inductive research approach was utilized for reviewing and interpreting the data. Specifically, 'values coding' was emphasized as a method of data analysis and interpretation, because of the human experiences embedded in the study. To fully comprehend the data from the participants, the interview transcripts were scrutinized line-by-line for richness and value. By paying attention to credibility, transferability, dependability and conformability, the research quality was enhanced. The findings of the study showed that observable inequalities existed in the community, which unquestionably affected the community's well-being and livelihood in the current socioeconomic climate. Essentially, the community of MGV is still structurally

disadvantaged and vulnerable as a result of the colonial legacy of the past and, to some extent, is an indictment against our current national and provincial government.

Keywords: unemployment, community, poverty, projects, well-being, livelihood, sustainable livelihood.

CHAPTER ONE: INTRODUCTION TO THE STUDY

1.1   INTRODUCTION

The study seeks to contribute to the discourse on the relationship between socioeconomic development and human well-being, with a focus on a select marginalised community called Maitland Garden Village (MGV), located within the Western Cape Province of the Republic of South Africa. The study highlights concern about the scarcity of socioeconomic and entrepreneurial resources in the community and their impact on the overall well-being of the residents. In this introductory chapter, a brief overview of the Metropolitan City of Cape Town is presented, with the aim of properly positioning MGV and describing its background. The problem statement is then explained, followed by a presentation of the research aim, objectives and research questions, as well as the justification and significance of the study. The chapter concludes with the definitions of key terms and the overall outline of the mini-thesis.

1.2   BACKGROUND TO THE STUDY

1.2.1   Brief Overview of the Metropolitan City of Cape Town

Maitland Garden Village is a component of the Category A City of Cape Town Metropolitan Municipality, which is located in the southern peninsula of the Western Cape Province (Figure 1.1). The city is the second largest economic hub and the second most populous city in South Africa. The National Parliament and several government departments are housed in the city. It serves as the legislative capital of South Africa, as well as the provincial capital and principal city of the Western Cape.

In addition, the City of Cape is renowned for its culture and the unspoiled surroundings of the Cape Floral Kingdom, which include well-known sites like the Harbour, Table Mountain, and Cape Point. It is acknowledged as one of the most beautiful cities in the world and the top tourist attraction in

1

Africa. As South Africa's oldest city, it is popularly referred to as "The Mother City". Maitland Garden Village is located in the west region of Cape Town in Ward 53.
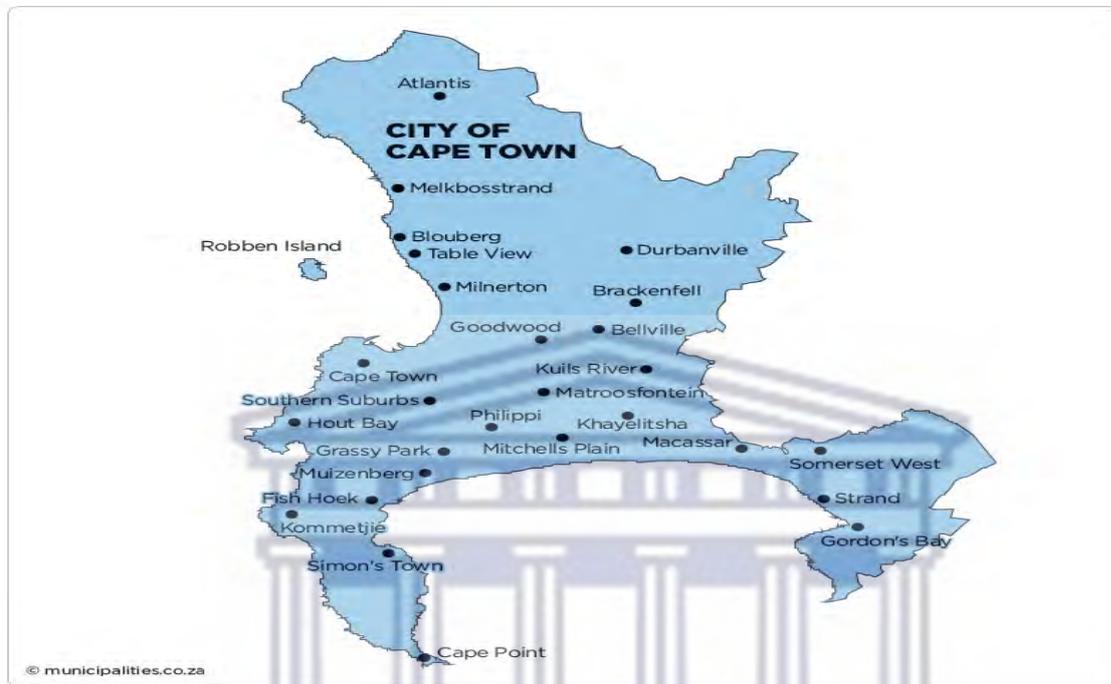
Figure 1.1: City of Cape Town metropolitan municipality (area: 2 441 km²). [1]

1.2.2 Demographic Profile of Maitland Garden Village

Maitland Garden Village is one of the first so-called "Coloured" communities in the Cape Flats, which was a designated area for "non-Whites" since the 1950s (Fouchee, n.d.). Black and Coloured (non-White) people were forced to live in government-built townships on the Cape Flats as a result of government legislation, which was imposed by the apartheid regime (MacMaster, 2009; Mitchell et al., 2019). 'The Village', as MGV is called, is only one of several South African villages that have problems with 'community development'. Maitland Garden Village has 363 dwellings and 1 834 residents in this little hamlet. The population is made up of 48.4% men and 51.6% women (Mitchell

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[1] https://municipalities.co.za/map/6/city-of-cape-town-metropolitan-municipality (Accessed September 2021).

2

et al. 2019). The majority of the village (87.5%) is Coloured, i.e., persons of mixed ethnicity, 6.2% is White, 5% is Black and 1.3% is Asian and Indian. Approximately 69% of the people in MGV are Afrikaans-speaking and about 29% are English-speaking (Frith, n.d.; Mitchell et al., 2019; Stats SA, 2011).

Persons of colour, such as Blacks and Coloureds, were purposely cut off and separated from one another during the former colonial apartheid system, partly to make it harder for them to fight the oppressive government. So, the City of Cape Town is home to many severely segregated neighbourhoods (Patsika, H001). This is hardly surprising considering the past history of the city.

As a settlement for Coloured and Black people employed in the nearby factories, the MGV was established (Mitchell et al 2019). They were provided with poor services and amenities by the apartheid government, which remains the norm even today. The local community of MGV, thus, faces numerous difficulties, such as a lack of employment, schools, clinics and recreational facilities (Figure 1.2) (Fouchee, n.d.; Mitchell et al., 2019). This community, consequently, experiences escalating problems of 'divorce, unemployment, violence', teenage pregnancies, and alcohol and drug misuse as a result of the 'disconnectedness' (Ramphele, 1991; Mitchell et al., 2019). The community has largely relied on its own assets and group 'cohesiveness' to survive.
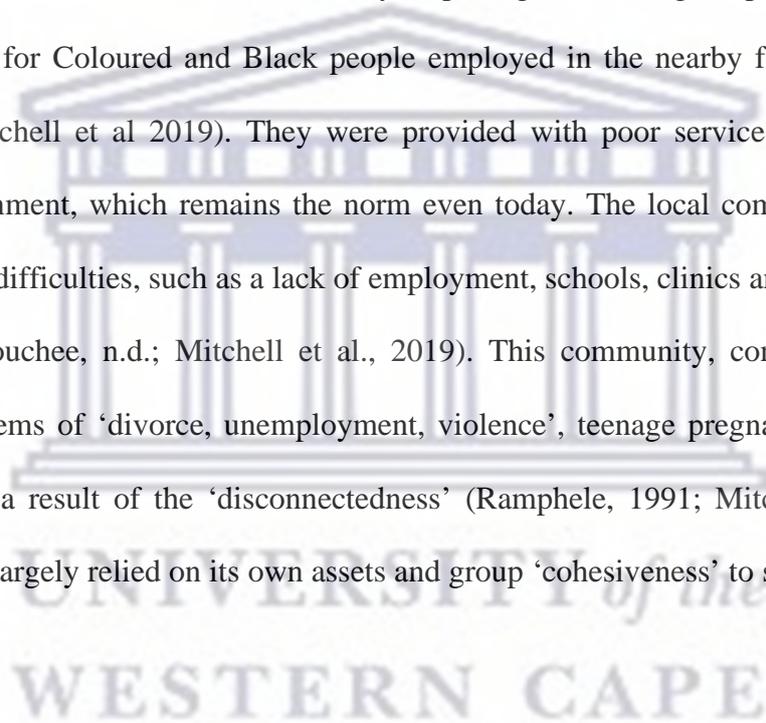
Figure 1.2: Boundary of enumeration area of Maitland Garden Village.

(Source: Enumeration Survey, Patsika, H001). [2]

1.3   PROBLEM STATEMENT

According to a World Bank assessment in March 2022, South Africa is one of the most unequal societies in the world, when it comes to poverty and socioeconomic status (Peters, 2022). Maitland Garden Village neighbourhood is located in the centre of the Western Cape, a region with a high unemployment rate and where residents face several socioeconomic and governance challenges daily. According to the literature, decentralization strategies can aid in resolving local issues by moving decision-making closer to the community-level and emphasizing public services (Norton & Foster, 2001). Yet, evidence from Norton and Foster (2001) indicated that decentralization might not be advantageous for the poor, because the underprivileged were never involved in governance and critical decision-making. In keeping with this narrative, the present study was undertaken to examine the negative effects that unemployment and inequality have on the MGV neighbourhood. Therefore,

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[2] https://goo.gl/maps/rHUvq3cP7iHaWx4y8 (Accessed September 2021).

the core problem that this study addresses concerns the scarcity of socioeconomic and entrepreneurial resources in the MGV community and the consequent impact on the overall well-being of the residents.

1.4 AIM OF THE STUDY

The aim of the study is to explore and understand the challenges confronting the Maitland Garden Village (MGV) community residents and the impact thereof on their overall well-being and livelihood.

1.5 OBJECTIVES OF THE STUDY

The study seeks to understand and address the socioeconomic problems confronting the community in MGV and reversing the challenging. Thus, the specific objectives are:

- To identify the factors that impact the development of the MGV community;
- To identify the effects of socioeconomic inequality on the overall well-being of members of the MGV community; and
- To identify the socioeconomic factors, such as level of education or literacy level and the levels of (un)employment within the community that can be used for targeted interventions for change and improvement.

1.6 RESEARCH QUESTIONS

The main research question of the study is, **"How can socioeconomic transformation be advanced in the MGV community?"** In order to respond to the main research question, the following sub-questions will be addressed in the study:

- What are the factors that impact socioeconomic development in the MGV community?

- What are the effects of socioeconomic inequality on the overall well-being of the MGV community?

- Can certain socioeconomic factors influence development in the MGV community?

1.7   SIGNIFICANCE OF THE STUDY

Even though unemployment and poverty are national problems in South Africa, this does not mean that there is a uniform solution to the problem, across the different communities that make up South African society. As per the literature, 48% of the MGV community members are employed (Patsika, 2001). Due to the huge unemployment rate, the remaining 52% of the community is unemployed or looking for work (Patsika, 2001). Furthermore; basic human rights necessities like a clinic and high school are absent from the MGV community. According to literature, youth skill development is hindered by a lack of funding for community projects (Poutry et al., 2019). This study, therefore, is relevant because it will help to locate the particular concerns of this select community and design targeted responses that address the nature, concerns and challenges of the MGV community. Consequently, this study could contribute towards providing a model of addressing national problems and challenges in a similar context.

1.8   DEFINITIONS OF TERMS

Socioeconomic development refers to the process of seeking to identify the economic and social needs of a community and the creation of strategies to meet those needs in a practical and sustainable manner for the overall good of the community in the long-term (Tatum, 2023).[3]

Moreover, it is a procedure that not only benefits people but also functions as a team effort that fosters the development of a complete society. It brings people in the community together to discuss needs

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[3] M Tatum (2023), 'What is Socio-Economic Development?' https://www.smartcapitalmind.com/what-is-socio-economic-development.htm

6

and problems and work toward finding solutions to make things function. The majority of these issues arise in low-income areas (du Plessis, 2023). The **Sustainable Livelihood** approach facilitates an understanding of the association between people's livelihoods, their assets and their way of using available resources (Krantz, 2001). A variety of terms and definitions are used to describe **well-being,** including individual well-being, subjective well-being, happiness, quality of life, life satisfaction, and so on (Lijadi, 2018).

1.9   MINI-THESIS OUTLINE

Chapter One: Introduction to the Study

The study examines the link between socioeconomic development and human well-being in MGV, South Africa. It highlights the resource scarcity within the MGV community and the impact thereof on the overall well-being of the community. The aim of the study to understand the socioeconomic challenges within the context of the broader City of Cape Town metropolitan municipality and the significance thereof. This chapter provides an overall introduction to the study and provides the context within which the study is situated. Together with the aim and objectives of the study, it also includes the problem statement, research questions and significance of the study, and outlines the various chapters of the mini-thesis.

Chapter Two: Literature Review

This literature review provides an overview of research on social inequalities in disadvantaged communities, focusing on international, regional, and South African contexts. It highlights the need for more research on MGV and its basic requirements, highlighting high youth unemployment and poor education quality. The review also includes community opinions and current opinions on development and community well-being.

Chapter Three: Theoretical Framework

This chapter establishes a framework for a case study, focusing on the Sustainable Livelihoods (SL) and Well-being method. The study aims to improve confidence, abilities, and leadership potential by focusing on quality of life and well-being. The Sustainable Livelihoods approach is chosen due to its focus on people-centered, responsive, and multi-levelled development. The framework includes societal, family, community, and individual well-being, which are most appropriate for the study. Further the chapter reviews the Social Movement Theory (MGV) and provides an overview of the significance of the SL and well-being approaches. The study is supported by literature on development, grassroots organizations, and well-being and sustainable livelihood theories.

Chapter Four: Research Methods

The research methods utilized to carry out the study are described in Chapter Four. An explanation for using semi-structured interviews in a qualitative research method is given. There is also a discussion of the study population, sampling procedure, data collection methods, data processing, and reliability and validity, as well as the ethics considerations.

Chapter Five: Results and Discussion

Reported on the findings that were presented through analytical discussions. Based on "Community development, a concept dating back to the 1920s, was first applied in Africa in the 1940s. Ghana hosted its first literacy and education campaign in 1951". Indeed, it was the beginning of viewing "community development" as "a vehicle for the progressive evolution of the people to self-government in the context of social and economic change". Education and literacy were viewed decades ago as a "critical component" of community development (Kingsbury, D. et al 2004). This chapter covers the difficulties, achievements, and low points of the MGV community, focusing on

youth development, unemployment, and education. The MGV community has a rich history and faces challenges.

Chapter Six: Conclusion, Recommendations and Summary

The researcher recommends, inter alia, alignment of MGV with fundamental human rights principles in accordance with the Constitution of South Africa. To that end, the provincial and national governments can, not only help meet the MGV community's needs, but are also legally obligated to do so. The chapter also provides the strengths and limitations of the study, as well as the conclusion, recommendations and summary of the mini-thesis.

1.10   SUMMARY OF CHAPTER

This chapter provided a comprehensive background of both the physical and sociodemographic profile of MGV, by introducing the subject of the study. Next, the problem statement was presented. This was followed by the aim, objectives, research questions, and the significance of the study. Finally, the definitions of terms were presented, and the outline of the mini-thesis. An overview of the literature is examined in the following chapter.
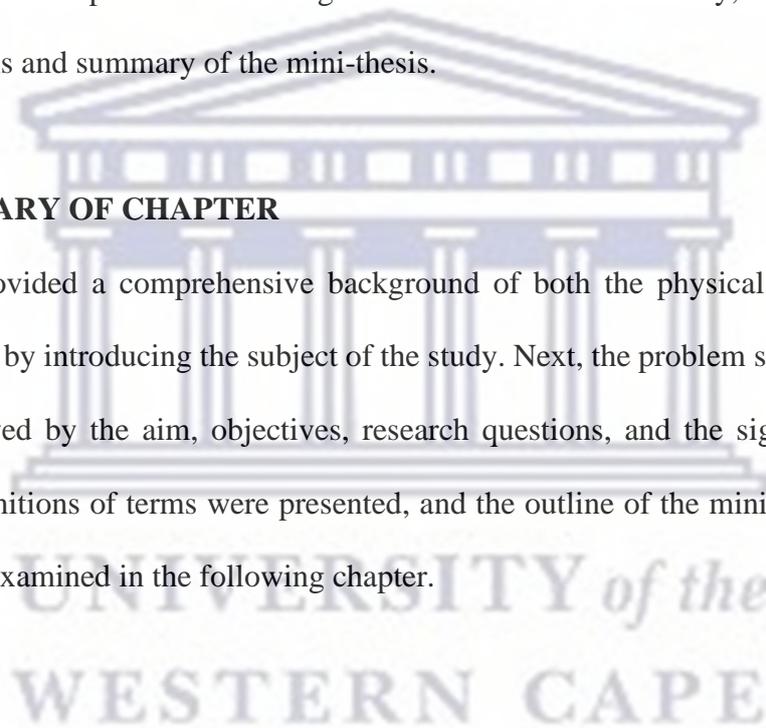
CHAPTER TWO: LITERATURE REVIEW

2.1. INTRODUCTION

The literature review provides a summary of previous research on the topic, laying the foundation for future research. In this chapter, the literature review presents social inequalities contributing to disadvantaged communities. The content is based on the research that was conducted internationally, regionally, and in the South African context, wherein many low-income communities in the post-apartheid era are still struggling socioeconomically. Although there are some studies on the research topic, there is not much written about MGV specifically and how the basic needs and concerns of the community are addressed or mitigated. This research will help provide fresh insights, such as those offered by Lombard (2011), and draw attention to the high youth unemployment rate and poor quality of education that jointly impede the creation of opportunities to reduce the inequality and resolve historical challenges. The literature review is presented on the basis of the conceptual framework that supports the study, i.e., development and community well-being.

2.2. CONCEPTUAL FRAMEWORK

In this section, some key concepts that are recurring themes and which form the basis of the study with reference to the MGV community are presented. An understanding of the concepts, especially as used within the context of this study, is important for framing the topic, as well as for understanding the relevant issues.

2.2.1 Socioeconomic Development

Socioeconomic development refers to the process of seeking to identify the economic and social needs of a community and the creation of strategies to meet those needs in a practical and sustainable

manner for the overall good of the community in the long-term (Tatum, 2023)[4]. The goal of socioeconomic development is the improvement of the standard of living of the residents within the community, so as to boost the economy to becoming a healthy, vibrant and thriving one for the well-being of the community. Factors that contribute to socioeconomic development include job creation, curbing unemployment and fostering human capital and financial flow within the area. In addition, the availability of essential services, such as hospitals/clinics for healthcare, schools and other educational institutions to provide education and skills acquisition programmes; as well as leisure facilities to encourage social cohesion are also needed. These indicators of socioeconomic development support communities and nations in acquiring needed knowledge and skills, and to create conditions necessary to escape poverty.

Although South Africa has abundant natural resources, there are still certain problems that abound, like high unemployment, poverty, social inequality and restricted access to public services (Tatum, 2023). These are challenges that continue to plague South Africans and have an effect on both their general quality of life and the economy [5]

Another issue concerning development is that South Africans are currently grappling with extensive load-shedding nationally, which is a systematic reduction of electricity supply in order to manage or maintain the national energy supply grid. According to the World Bank, load-shedding hinders economic activity and raises operational expenses for businesses (World Bank, 2023). The World Bank also notes that the COVID-19 pandemic has worsened these problems and contributed to inadequate structural growth (World Bank, 2023). While South Africa's economy has steadily returned to its pre-pandemic levels, its employment levels have not (World Bank, 2023). There were still about 500 000 fewer jobs at the end of 2022 than there were at the end of 2019, with women and young people being excessively affected (World Bank, 2023).

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[4] M Tatum (2023), 'What is Socio-Economic Development?' https://www.smartcapitalmind.com/what-is-socio-economic-development.htm

[5] (https://umsizi.co.za/socio-economic-development-for-communities-in-south-africa/?cn-reloaded=1 04.04.2023).

According to current literature, inequality in South Africa is still among the highest in the world, and based on the poverty-line for upper-middle income countries, the percentage of people living in poverty was expected to reach 63% in 2022, only a little below the epidemic peak (World Bank, 2023) .Although the overall economic environment was still favourable, the Gross Domestic product (GDP) growth slowed to 2% in 2022 from 4.9% in 2021, as a result of more severe domestic restraints (World Bank, 2023). The employment ratio only slightly increased from a pandemic low of 35.9% in September 2021 to 39.4% at the end of 2022 (World Bank, 2023). The COVID-19 Social Relief of Distress Grant, which was introduced in April 2020 and originally intended to be implemented for one year (until March 2021), has been extended in this context for an additional year and is now available until March 2024. Rising fuel and food prices, which disproportionately impacted the poor, made the problems even worse. (World Bank, 2023). Inflation in 2022 averaged 6.9%, but for those in the bottom 20% of the income distribution, it was 8.2% (World Bank, 2023). Since the advent of democracy in the mid-1990s, South Africa has made significant progress in enhancing the well-being of its population, but this development has stalled over the past ten years that has negatively impacted vulnerable communities (World Bank, 2023).

2.2.2. Integrated Social and Economic Development from a South African Perspective

Since the establishment of democracy in 1994, South Africa has yet a long way to go before transforming into a successful and vibrant economy. Millions of South Africans continue to be economically and socially excluded, and this is evident at many different stages of development through poverty, income disparities and access to opportunities (Lombard, 2011). Evidence of these can be witnessed on a daily basis in the communities, where residents of the Cape Flats reside (Lombard, 2011).

Despite the high rates of poverty and unemployment, South Africa is considered an upper middle-income country, based on the average national income per person from the perspective of

development (Lombard 2011). In the opinion of Lombard (2011), the education system has not been able to guarantee equal public expenditure on education to offer quality education to underprivileged Black children, nor has the economy been able to provide jobs at a rate that would lower the high percentage of unemployment.

The high rate of youth unemployment and inadequate quality of education hinder the development of opportunities that could mitigate inequality and reconcile historical challenges. The wealthiest and poorest groups of society continued to receive unequal incomes between 1995 and 2005 (Lombard, 2011). In the process, inequality in the African community has increased tremendously (Lombard, 2011). Women still earn less than men and, in female households, poverty rates are higher (Lombard, 2011). There are a lot of female-headed houses in our communities, where women manage the majority of family duties and are the primary breadwinners, despite earning less than men (Lombard, 2011).

For those living in vulnerable and marginalised community, the issue begins with early childhood education, where insufficient facilities prevail due to a lack of funding (Lombard, 2011). The issue of poor service delivery in Black areas is echoed by Lombard (2011). She goes on to mention additional reasons such as violence, poor nutrition, social disintegration and parents who lack literacy that impact on low academic performance in the schools and tertiary institutions (Lombard 2011).

2.2.3 Wellbeing at the Community Level

Wellbeing can be complicated and has several focuses. For the purposes of this study, wellness is understood primarily at a community level, including both objective and subjective aspects (White, 2010). For example, the holistic outlook on a personal level connects with the individual mind, body and spirit, removing the distinctions that are fundamental to post-enlightenment modernist conceptions of the individual (White, 2010). Through this mindset, it can improve people's lives and ideas in the context of development and frameworks for livelihoods (White, 2010). The trend of

13

wellbeing in low-income communities, like MGV, is socially conditioned by people's material assets, such as how they dress, where they reside or what kind of vehicle they drive. It is more difficult to uphold this norm of wellbeing in low-income areas (White, 2010).

As a means to adopting a development approach to wellbeing, it is understood that in many disadvantaged communities, material consumption is a way of identifying livelihood and wealth (White, 2010). It aligns them with the idea of social class in the communities. Even if it is evolving, the social structure of well-being is still prevalent in many households and plays a key role at many levels in communities. White (2010) suggests three levels of concern, namely, material, social and human, regarding what happens in and outside of a community. A brief summary of each of the three levels is shown in Table 2.1 below, with objective and subjective aspects included.

Table 2.1: The three levels for identifying livelihood and wealth according to White (2010).

The material level concerns the practical welfare of standard of living.	
Objective aspects	• income levels; housing quality; occupation status
	• employment and livelihood opportunities
	• information and communication
	• municipal amenities and services such as water and sanitation, schools, hospitals etc.
	• infrastructure and accessibility (e.g., public transport)
	• quality of the environment
Subjective aspects:	• people's satisfaction and perception of the above
The social level concerns the social relations and public associations.	
Objective aspects	• community formation: main majority/ majority groups, migration (conflict/ solidarity) in the community.

	• organizational belonging: churches, gangs, mosques, clubs, political parties, sports clubs
	• informal association: where (different groups) get together
	• community relations with the state – law, politics, welfare
	• violence, crimes and (in) security
Subjective aspects:	• people's satisfaction and perception of the above
	• experience of the collective action
The human level concerns capabilities, values and attitudes.	
Objective aspects	• age distribution; health status; education level
	• household structure/stability
Subjective aspects	• understanding of a 'good' community, a 'good' society
	• community self-concept
	• community fears and aspirations
	• levels of (dis)satisfaction

2.2.4   Economic Activity to Improve People's Well-being

The objective of economic activity, according to Stiglitz (2002), is to improve people's well-being, and certain economic structures that can do so are more desirable than others. This idea might not seem all that interesting at first, but it is far more nuanced, when examined in greater detail. Stiglitz (2002) covers a wide range of topics linked to unemployment, including psychiatric problems, increased divorce rates, drunkenness and suicide. Some people manage to be happy, while not having a job. For many others, though, it is crucial that their contribution be acknowledged in the form of

15

employment (Stiglitz, 2002). Stiglitz (2002) emphasizes how markets, the economy and unemployment all contribute to preserving the quality of living for workers. The development and creation of jobs are significantly influenced by the marketplace (Stiglitz, 2002). No matter how effectively the economy is managed, there will always be downturns and unemployment that accompany them (Stiglitz, 2002). But, if raising living standards is the primary objective of economics, then raising employee well-being becomes a goal in itself (Stiglitz, 2002). One can only feel secure in ignoring worker welfare, if the market will make all the necessary trade-offs and produce efficient outcomes (Stiglitz, 2002). In South Africa, unemployment is still a major concern, as a result of past injustices (Stiglitz, 2002).

2.3 SOCIALLY AND ECONOMICALLY DISADVANTAGED COMMUNITIES IN SOUTH AFRICA

Many South Africans deal with a variety of difficulties on a daily basis, which is worsened by the political environment and contribute to social and economic divisions among people and communities (Akoojee et al., 2005). Moreover, vocational education training (VET) was "shaped by the history of South Africa's colonization by the British and the subsequent enshrinement of racism at the centre of social and economic policies under apartheid (Akoojee et al., 2005, p. 99). As a result, communities and people's daily lives reflected an unbalanced educational and economic dispensation. Essentially, South Africa struggled "to break free from the apartheid-imposed development path, which had the effect of decreasing skills shortages at low-skill levels, while increasing unemployment and reliance on survivalist activities at high-skill levels" (Kraak, 2003a). Research indicated that, although there has been progress, South Africa still has difficulties implementing policies and filling talent gaps (Akoojee et al., 2005).

South Africa's economy faced significant obstacles in successfully expanding production for domestic and international markets in areas like manufacturing, due to the weak skills base. For

16

example, the Growth, Employment and Redistribution (GEAR) programme, did not go as planned (Akoojee et.al., 2005). The emphasis of the GEAR programme was to shift towards black employment for the next 25 years" (McGrath 2003a & 2004b) (Akoojee et al., 2005,). However, in reality, South Africa faced serious problems in the formal economy, which reflected poorly on the entire economy, and South Africa was far weaker in terms of technical and craft skills than the majority of other African countries. (Akoojee et al., 2005, p.100). With the slow progress fostered through GEAR, a concept tool of local economic development (LED) was introduced to local governments in SA, as a mechanism to assist with sustainability programmes for local communities (Akoojee et al., 2005).

2.4 LOCAL GOVERNMENT'S ROLE IN HELPING COMMUNITIES GROW

The local government's role was not designed to help all communities grow in the same way (Abrahams, 2018). According to Abrahams (2018), South African local governments were increasingly grappling with the concept of local economic development (LED), which was viewed as a tool for achieving sustainable development. The LED was faced with this vital core responsibility, while local governments were faced with the challenge of developing sustainable settlements that would meet the basic needs of local communities, while also improving their quality of life and contributing to the local economy's growth (Abrahams, 2018). For LED to achieve the goal of developing sustainable settlements, local governments were required to have a systematic understanding of the various social and economic dynamics at work in their area in order to address developmental backlogs and plan for future needs (Abrahams, 2018). The Municipal Systems Act (Republic of South Africa, 2000) made it a legal requirement for municipalities in South Africa to produce integrated development plans (IDPs). In South Africa historically, local planning was highly technical, heavily focused on land use and infrastructure plans, and was largely unconcerned with the social and economic dimensions of development. (Abrahams, 2018). Abrahams (2018) argues that

17

LED's planning had not only brought renewed hope and energy to deal with the ailing and stagnant local economies, but also addressed some confusion about implementation of LED. Furthermore, the main objective of economic development was to raise living standards, improve quality of life, alleviate poverty, create more and better jobs, advance skills and build capacity for long-term development (Fosler, 1991).

2.5   AN EXAMPLE OF COMMUNITY DEVELOPMENT

As part of the reverse apartheid spatial planning initiative projects, Minister Patricia de Lille in September 2021visited Maitland, which was considered to be one of Cape Town's integrated human development settlements. In this regard, the Bluebuk Project is currently developing and revitalizing the western part of the Maitland Metro district into a dynamic mixed-use, mixed-income district, primarily through the creation of inclusionary and integrated housing alternatives (Nicholson, 2021). The initiative is vital to the development of the people's economic growth and provides opportunities for employment (Nicholson, 2021). The objectives of the Maitland Metro revitalization project were to support Cape Town's spatial change by eliminating commuting times for city workers and providing access to opportunities for decent and conveniently placed inclusionary housing (Nicholson, 2021). In addition, according to the chief operating officer of the Bluebuk Project, the Maitland Metro aimed to be a model rejuvenation project that could be replicated in other urban suburbs by providing housing opportunities for low-to-middle income households that were located closer to employment opportunities in Cape Town (Nicholson, 2021). It was hoped that this would encourage and advance other human settlements to develop, and that the revitalization and urban renewal would have favourable effects on the neighbouring suburbs and give more recreational options to people (Nicholson, 2021). Important players and contributors to the project's success included the City of Cape Town, the Maitland City Improvement District and property owners and

tenants in the area. There are only a few instances of how people's livelihoods and general well-being could improve through such collective action.

Upon completion of the project in 2027, it is estimated that approximately 40% of the workers employed would be young people and, during the project's lifespan, 5 000 total jobs would be created, and the developer plans to build a call centre that would add another 600 jobs as part of the project.

One of the initiatives by the private sector is the President's unveiling of the Economic Reconstructive and Recovery Plan (ERRP) to restructure the economy (Nicholson, 2021). The procurement process created economic prospects for contractors and subcontractors, specifically, the involvement of women and young

people at all levels, including site management and skilled and unskilled participation. By creating long-term jobs, the initiative is advancing the goals of ERRP, which is essential for boosting and strengthening the economy (Nicholson, 2021).

People now live in more respectable and reasonably priced houses in suitable locations derived from the municipal improvements. The project is commendable, but when it comes to low-income communities, there is still never enough support and investment, and the effects of inequity can still be seen daily in places where people live in the community. According to Ernsten, (2019) "the sustainable city of the future does not repair the failures of infrastructure in the present, resulting from the spatial policies of apartheid." He argues that "the distinct discursive focus of innovation reinforces the obscuring of the structural impact of modernist/apartheid urban design on the racialised poor." In fact, the discourse implies that it is possible to leapfrog problems concerning sanitation, housing, service delivery, electricity and water by being smart and sustainable (Ernsten, 2019).

As a result, it is now crucial to help communities through development initiatives. Non-governmental organizations (NGOs) take the initiative to engage communities, when governments are unable to do so for a variety of reasons.

2.6 THE ROLE AND CHALLENGES OF NON-GOVERNMENTAL ORGANIZATIONS IN SUPPORTING COMMUNITIES

The literature states that NGOs, whether local, national or international, have encountered challenges when attempting to assist communities (Tortajada, 2016). In the global arena, international NGOs have gained significant traction in meaningful discourse, especially in advocacy for human rights, peace, the environment and the need for climate change (Tortajada, 2016). Nevertheless, despite their reputation for challenging the legitimacy, effectiveness and responsibility of governments and the corporate sector, many NGOs have faced questions about their own efficacy, validity and accountability (Tortajada, 2016). The study by the Kiel Institute for the World Economy looked at how Swedish NGOs distributed help, affected the fight against poverty, and how effective they were compared to government (Dreher et al., 2012). The authors doubted whether NGOs could surpass the government in terms of allocating funds for development. This is significant, because donor countries provided a substantial amount of funding to the Development Assistance Committee of the Organization for Economic Co-operation and Development (OECD) for use by NGOs. In 2013, $15 billion was committed to funding development (Tortajada, 2016).

Despite research to the contrary, governments within the OECD are cognizant of and maintain the belief that NGOs play a major role in reducing poverty (Tortajada, 2016). Adelman (2003) asserts that long-term aid effectiveness is unknown and that NGOs lack transparency. There is a notion that, because NGOs are smaller than governments, they may make decisions with greater flexibility, charge less for services, and engage with impoverished areas more successfully (Tortajada, 2016). However, larger NGOs are sometimes perceived as being too dependent on funders and become quite bureaucratic at the operational level (Ministry of Foreign Affairs, 2012). Tortajada (2016), stated that the high administrative expenses which, in certain cases, account for more than half of the organization's net income, have been a cause for concern. On occasion, some NGOs have been shown

20

to match the size and strength of some governments, as reported for the Bangladesh Rural Advancement Committee (BRAC) (Tortajada, 2016).

Around the world, governments and the private sector defend their policies and actions in front of a growing number of critical NGOs that claim to speak for the environment, gender equality, the impoverished and disenfranchised or all three (Tortajada, 2016). Research indicates that NGOs and community-based groups are vital for communities worldwide (Tortajada, 2016). While not all NGOs are perfect, many help governments by complementing their initiatives and holding them accountable (Tortajada, 2016).

2.7   COMMUNITIES ARE DEVELOPING SLOWLY, BUT SOME DEVELOPMENTS ARE UNDERWAY

Community development initiatives by the SA government are moving slowly, while some projects are already in motion (Fombad and Jiyane, 2016). In order to improve community skills, education levels, political and economic growth, and empowerment, Fombad and Jiyane (2016) conducted a case study of rural women in north-eastern KwaZulu-Natal (Nirmala, 2015). The promotion of communication empowerment in the community was one of the development initiatives for rural women in the post-apartheid government programmes of South Africa (Fombad and Jiyane, 2016). The development included not only economic growth and technological advancement, but also notions of democracy and freedom of expression through community media. In line with "Section 43 of the 1993 International Broadcasting Authority Act," two radio stations had licenses by 2002 (Fombad and Jiyane, 2016).

For instance, women's issues were covered in programmes on Maputuland and Inanda FM community radio stations. However, they were not specifically designed with women, because they also touched on other topics of importance to the community. On Inanda FM, the "Sivubelalsizwe show" (titled "Equipping the Nation for tomorrow"), this magazine programme, which is anchored by women, primarily addresses issues pertaining to women (Fombad and Jiyane, 2016). Fombad and

21

Jiyane (2016) concluded that women ought to be active participants rather than passive observers in light of the project's success. It is important that women participate in decision-making and the creation of new products.

2.8   SUMMARY OF CHAPTER

In the literature review, the research showed that, economically, not much has been done for the average South African in the post-apartheid era, even though the South African government has opened its doors of political freedom per se. South Africans are facing serious challenges every day, such as unemployment, poverty and crime, which have a negative effect on the population's well-being. The government has well-intended policies in place but, due to corruption and poor accountability, among others, many people in South Africa are still suffering. South Africa has one of the best Constitutions in the world coupled with some well-governed and run local municipalities. However, in general, there are many officials who are not held accountable for their actions and allow for inequality to persist. Furthermore, while NGOs are trying to assist with international funding, it is not enough in the long-term, with sustainability as the goal.
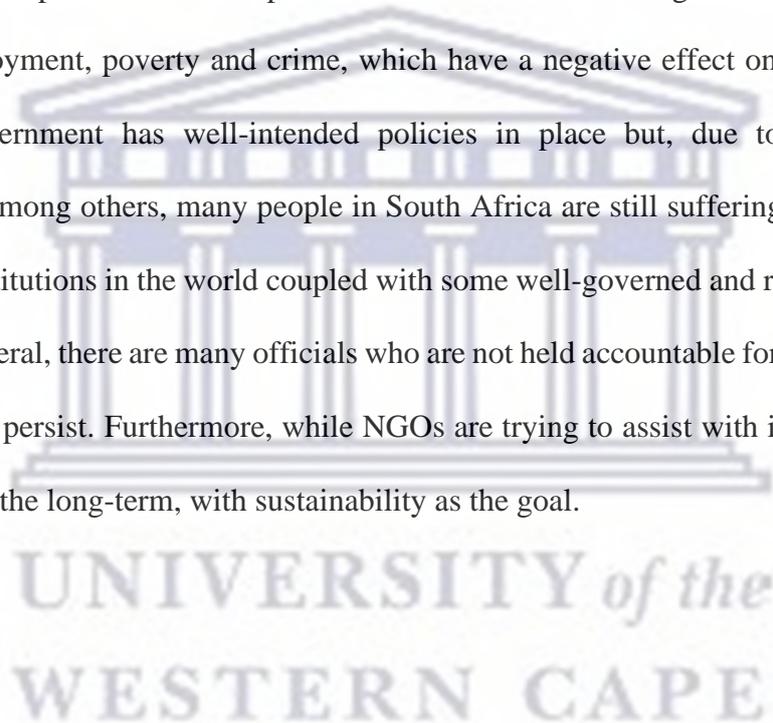
CHAPTER THREE: THEORETICAL FRAMEWORK

3.1. INTRODUCTION

The goal of this chapter is to establish a framework of analysis for the study. According to a study in Michigan State University, taking an active role in community development can help to improve one's confidence, abilities and leadership potential (Parada et al., 2012). The report goes on to say that quality of life and well-being should be among the primary objectives of community development. Positive transformation is achievable in a society with high levels of social capital, because these assets foster coordination, communication, involvement, cooperation and engagement (Parada et al., 2012).

For the present study, the Sustainable Livelihoods (SL) and Well-being method will be the most appropriate theory. Development and the eradication of poverty are the primary goals of sustainable livelihoods (Ashley & Carney, 1999). Since there is no universal approach to development, the primary focus will be on understanding SL, with a well-being approach added to strengthen the study, and an understanding of development that is people-centered, responsive and multi-leveled (Ashley & Carney, 1999). The concept of SL is based on how poverty reduction has changed over time and how the poor live (Ashley & Carney, 1999). Another important component of SL is engagement at the community level (Ashley & Carney, 1999). Also, sustainable changes in people's livelihoods are essential to the success of the SL approach (Ashley & Carney, 1999).

People's lifestyles are frequently associated with their level of well-being (La Placa et al., 2013).

The framework that follows, broadens the levels of well-being to include societal, family, community and individual well-being (La Placa et al., 2013). These four areas of well-being are the most appropriate to support the SL theory, given the nature of the study (La Placa et al., 2013). Different approaches exist, for example the Social Movement theory and the Capability Approach Morris, 2000

23

and Alkire, 2005). However, the present study followed the SL and Well-being Approach and considered it appropriate to investigate the community of MGV.

Social Movement theory and the Capability Approach provided an overview as justification for the SL and Well-being Approach, based on the previously indicated key factors. The study was supported by literature on grassroots organizations that played a significant role in the well-being and sustainable livelihood of vulnerable and marginalised communities.

In the view of Morris (2000), developing sound theoretical explanations of collective action that closely match social realities is a difficulty for social movement theory. Morris further stated that during the mid-1900s, the main theoretical framework that directed social movement research was collective behaviour and its associated theories. It was thought to be an unstructured, unorganized, and spontaneous phenomenon that deviated from organizational and institutional behaviour. Because social movements are unpredictable and heavily emotional, people who participate in them are perceived as non-rational (Morris, 2000). However, it is understood that social movement is a collective action. It is a task that leaders have to dedicate themselves to, but when they do, everyone is involved.

Alkire (2005) stated that the capability approach made the argument that social arrangements ought to be assessed based on people's ability to advance the functions they find important. If it is appropriate to demand equality in social arrangements in any area, then it is also appropriate to expect equality in the area of capacities (Alkire, 2005). A one-size-fits-all of fundamental capability approaches does not exist. An assessment or evaluation of the task or function must be completed. The capability approach is applicable to a variety of situations and issues. In real-world scenarios, the theory is based on a multidimensional framework with numerous degrees of freedom.

24

3.2.   WHY SOCIOECONOMIC DEVELOPMENT?

Our day-to-day lives are impacted by socioeconomic development and progress. The study by Harmse, Blaauw and Schenck (2009) focused on day labourers, which is common in South Africa but is also an international phenomenon in both developed and developing nations. Most day labourers are typically untrained and unskilled workers. In numerous South African cities, men predominantly stand on corners looking for work to support their families and ensure their survival (Harmse, Blaauw & Schenck, 2009). Inequalities in growth between various geographic regions are a common occurrence in all nations (Harmse, Blaauw & Schenck, 2009). Therefore, grassroots organisations and institutions have been functioning for decades in low-income communities to try and level the playing fields.

3.3.   WHAT ARE GRASSROOTS INSTITUTES?

Communities see NGOs, community-based organizations (CBOs) and faith-based organizations (FBOs) as grassroots institutions (Choto, Iwu & Tengeh, 2020). Specifically, individuals who are involved in the community at the grass-roots level, such as community volunteers, social or sporting groups and development and social organizations tend to focus on addressing and resolving local problems (Choto, Iwu & Tengeh, 2020). As a result, NPOs generally emerged in response to the inequalities created by societies and individuals, and provided social services to the alienated groups and communities (Choto, Iwu & Tengeh, 2020. p.591).

According to Hua, Jiang and Lin (2010), the 1980s saw the introduction of the word "grassroots" to China. Additionally, grassroots entrepreneurs were people who were formerly shoemakers, blacksmiths and tailors, and the grassroots class was the underprivileged class, as opposed to the mainstream elite class.

Looking back through the years in South Africa, grassroots movements began as unofficial gatherings (Kamwangamalu, 1999). Low-income neighbourhoods often had the "ubuntu" spirit, by which

neighbours supported one another in all aspects of life (Kamwangamalu, 1999). For instance, they would lend money to one another without worrying that the other person would flee with it, and eventually, a "Stokvel" (an informal invitation-only rotating credit union club or saving scheme) developed (Kamwangamalu, 1999). Another example is neighbourhood watches that were established to protect communities in times of need Kamwangamalu, 1999).

According to Hayek, grassroots innovation is a self-organized and self-generated system that results from the interaction of the system's internal forces (Hua, Jiang & Lin, 2010). Individual people, NGOs engaged in scientific research, and private businesses are all examples of grassroots innovation. These innovations inherit traditional culture and embody folk wisdom. Grassroots institutions are not governed by the government, but help people maintain sustainable livelihoods (Hua, Jiang & Lin, 2010). Interestingly, it is a global phenomenon that low-income and marginalized populations are often referenced in grassroots innovations (Hua, Jiang & Lin, 2010).

3.4. A BRIEF HISTORICAL OVERVIEW OF KEY CONCEPTS IN THE STUDY

3.4.1. What is meant by Sustainable Livelihoods?

There are various approaches that relate to the research topic, according to the literature. For instance, the Capability Approach (CA) emphasizes the significance of 'human perception' in terms of interpersonally observable criteria that embrace the societal concepts of social injustice, inequality and human development (Krantz, 2001). The relationship between activity and functions is revealed by observing how social, political, and cultural elements operate at many levels. The SL approach facilitates an understanding of the association between people's livelihoods, their assets and their way of using available resources. It is, therefore, a useful approach for understanding both the problem and the scope for promoting sustainable development at the local level (Krantz, 2001).

Consequently, the SL and well-being approach was most appropriate for the present research topic. The examination of numerous SL issues is made possible by focusing on livelihoods frameworks (De Satgé & Holloway, 2002), which gives the study structure and depth.

3.4.2. Overview of Sustainable Livelihoods

Literature and empirical experience both indicate that the multiplicity of ideas that organizations attempt to include into the SL approach can occasionally be confusing (De Satgé & Holloway, 2002). To put it briefly, the SL approach improves one's comprehension of the lives of the impoverished **(Figure 3.1).** It organizes and explains the problems that either improve or decrease options for quality of life.
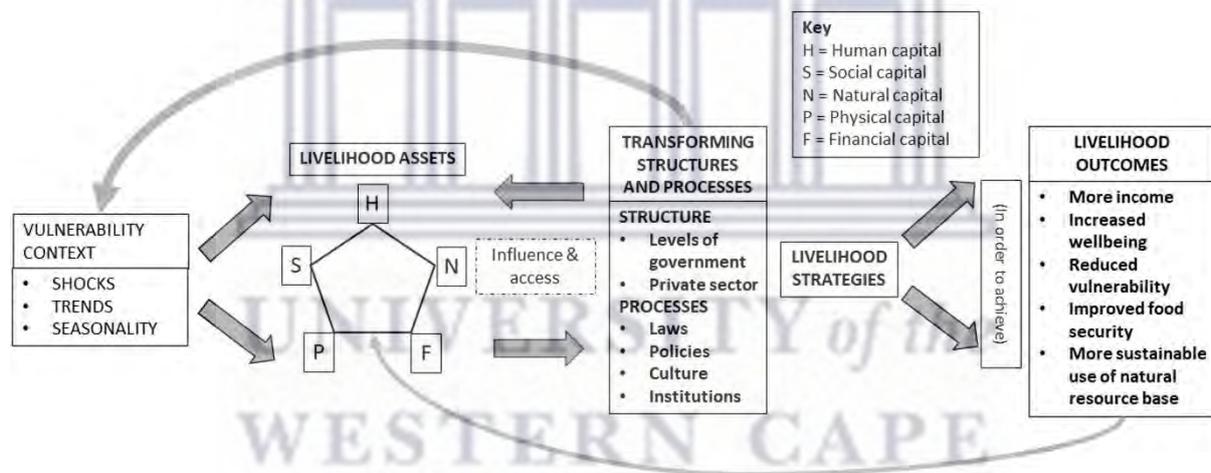
Figure 3.1: The DFID Sustainable Livelihoods Framework (SLF).[6]

Planning development projects and evaluating how present operations contribute to SL are two useful tasks which can be used as a way of thinking about the goals, scope and priorities of development (De Satgé & Holloway, 2002; Serrat, 2017). Moreover, SL is grounded in the growing understanding

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[6] (Source: redrawn from DFID 1999). Retrieved 26 April 2023.

of the significance of institutions and policies, as well as the ways in which the impoverished and vulnerable live (Serrat, 2017). According to Norton and Foster (2001), the conceptual roots of SL can be traced back to a number of disciplines, such as participatory methods to rural development, agro-eco systems/farming systems analysis and applied social science. The approach's primary distinguishing characteristic is also its attempt to situate livelihood analysis within an all-encompassing framework that encompasses micro-level conditions and determinants of livelihood, in addition to macro-level institutional processes and policies (Norton & Foster, 2001). Often, the most vulnerable and impoverished people suffer the most.

As is commonly known, perspectives on livelihood start with how different people live in different locations (Scoones, 2002). According to De Satgé and Holloway (2002), the framework is people-centered and which fits the core of the research, which is human well-being at the local level. An essential component of the framework is that it looks at many interpretations of gender relations both inside and outside of families and livelihood activities (De Satgé & Holloway 2002).

The livelihoods approach and livelihood strategies are beneficial to the subject of the study, because of its flexible design and ability to adapt. The Sustainable Livelihoods Approach (SLA) can be used in a wide range of local circumstances. The SLA could be used as an analytical technique to determine new activities and development priorities, before beginning any development work. The SLA can also be used as a livelihood analysis to examine how development initiatives "fit" into the lives of the poor or it can be used as a checklist or a means of organizing ideas (Kollmair et al., 2002).

Livelihood outcomes are the outcomes or benefits of livelihood initiatives, such as increased income, improved well-being, decreased vulnerability, enhanced food security and more sustainably used natural resource (Kollmair et al., 2002). In evaluating livelihood results, it is critical to comprehend the objectives of a group and the extent to which the objectives have already been achieved.

28

3.5   A STRUCTURED FRAMEWORK FOR DEFINING WELL-BEING

The structure of the framework includes four significant well-being dimensions that resemble a puzzle, yet are all-inclusive when seen from the perspective of the study (Figure 3.2).
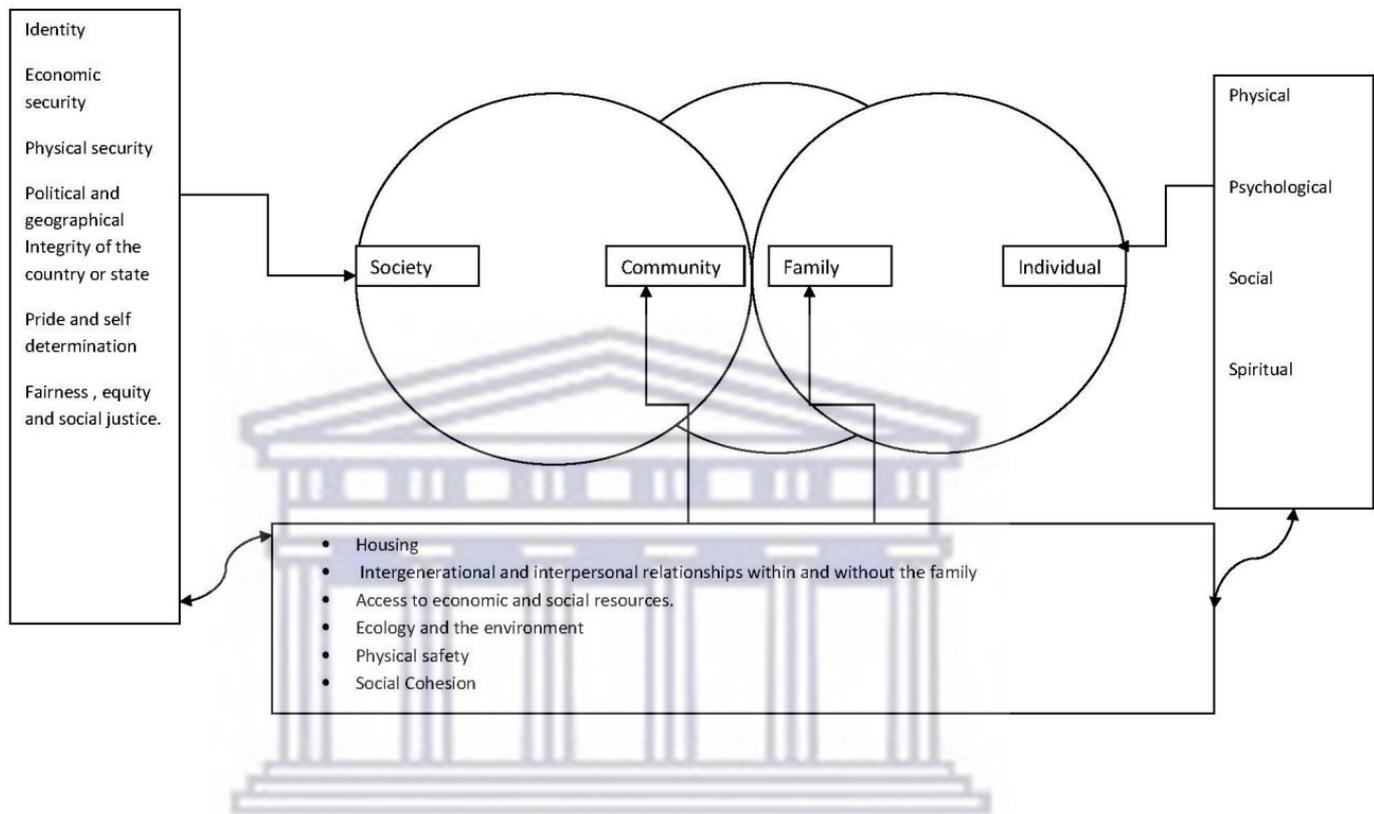
Figure 3.2: A structured framework for understanding well-being according to La Placa, V., McNaught, A. and Knight, A., 2013.

3.5.1. Community Well-being

A challenge often experienced by some researchers is that, instead of focusing on the appropriate elements encompassing the idea of community well-being (Christakopoulou, Dawson, & Gari, 2001; Morton & Edwards, 2012; Sirgy, Widgery, Lee, & Yu, 2010), researchers investigating well-being often just superficially define community well-being (McCrea, Walton, and Leonard, 2014). A comprehensive definition of well-being, which is more significant, is that it is the satisfaction with the local place of residence taking into account the attachment to it, the social and physical environment, and the services and facilities for the community (Forjaz et al., 2011, p. 734; Mc Crea, Walton, & Leonard, 2014).

According to McCrea, Walton and Leonard (2014), the concept of community well-being is similar to quality of life, happiness and life satisfaction. However, McNaught (2011) views the most significant component that drives the framework as individual well-being. The author sees this as 'an active agent with power to drive the concept of well-being, whereas the framework is fundamentally supported by the interaction between family and community well-being. In addition, the economy has an impact on societal well-being (Stiglitz, 2002), as well as on a variety of other essential components of society (La Placa *et al.*, 2013).

3.5.2. Human Well-being

A variety of terms and definitions are used to describe well-being, including individual well-being, subjective well-being, happiness, quality of life, life satisfaction, and so on (Lijadi, 2018). The literature states that human well-being is a multifaceted, subjective value concept (Lijadi, 2018), hence, research on human well-being at the local level is of great importance. It enables people to modify how their location defines their level of well-being (Lijadi, 2018).

The present study will flip between these multiple concepts of well-being in the investigation, as the needs of the study dictate. This allows for a fuller comprehension of the issues, as well allow a study of the subject matter from several angles, thereby, allowing for the creation of open-ended inquiries. More freedom to conduct the research will be possible because to the open-ended questions.

3.6. SUMMARY OF CHAPTER

According to the literature, the main objectives of SL are development and the eradication of poverty. Engagement at the community level, which is common in the study, is acknowledged by Ashley and Carney (1999) as another crucial element of SL. Furthermore, SL deepen one's comprehension of the conditions of the impoverished, and are based on development that is "people-centered, responsive and multi-leveled (Ashley & Carney, 1999). Lijadi (2018) emphasizes that human well-

being is a multifaceted, subjective value concept that bolsters the research, and that the theory will
be useful for community-level studies on human well-being (Lijadi, 2018).

CHAPTER FOUR: RESEARCH METHODS

4.1.   INTRODUCTION

The study entailed the application of qualitative research methods that incorporated an exploratory narrative design. In addition, the structure of the chapter included the following sections, namely, research setting, participant sampling, research instrument, data collection procedures, data processing and analysis, and ethics considerations.

4.2.   QUALITATIVE RESEARCH

Regarding the quality of the recommendations arising from critical discussions on the standards of naturalistic inquiry, great progress has been made (Morse, 2015). There have been proposals for a redefining of quality criteria for the past 20 years (Shenton, 2004). Megheirkouni and Moir (2023) claim that significant attempts have been made to improve qualitative research quality criteria in order to provide consistent standards for naturalistic researchers to follow that are comparable to those found in the positivist paradigm. The present study examined the definition of qualitative research in order to better comprehend the concept of qualitative research.

4.2.1   Definition of Qualitative Research

Aspers and Corte (2019) states the following "We define qualitive research as an iterative process in which improved understanding to the scientific community is achieved is achieved by making new significant distinctions resulting from getting to the closer phenomenon studied" (Aspers and Corte 2019). Moreover, the elements that make up the concept of a qualitative researcher can be used as a benchmark for assessing academic research and as a guide to distinguish qualitative research from non-qualitative research (Aspers and Corte 2021). Additionally, Guba's (1981) quality criteria is the oldest and most commonly adopted criteria by researchers of naturalistic inquiry (Table 4.1).

Table 4.1: Guba's Quality Criteria, according to Guba (1981).

Credibility	Refers to the confidence placed in the truth of the research findings. It establishes whether the findings collected from interviewees stem from the data and, importantly, whether the way in which the data was interpreted and reported has distorted the real meaning of the data.
Dependability	Refers to the extent to which the research findings are stable over time. It establishes whether the research findings would be consistently repeated, if the research were to be replicated, either with the same investigator or with another, either in the same context or in another one.
Transferability	Refers to the degree to which the research findings of a particular qualitative inquiry could be transferred to other settings and be applied by other respondents.
Confirmability	Establishes whether the research data and interpretation of the findings are figments of the investigator's imagination or whether they are entirely derived from the statements of the respondents.

Guba, E.G., 1981. Criteria for assessing the trustworthiness of naturalistic inquiries. *Ectj*, *29*(2), pp.75-91.

4.2.2 Characteristics of Qualitative Research

According to the literature, the diversity of terminology in qualitative research was thought to be confounding (Savenye & Robinson, 2005). Borg and Gall (1989) note that qualitative methods developed from disciplines such as anthropology and sociology, and later other subjects were included, such as history, ethnic studies and feminism (Savenye & Robinson, 2005). Today, the social science disciplines of anthropology, sociology and psychology serve as the foundation for qualitative research as per researchers (Savenye & Robinson, 2005).

Brink (1993) highlighted that qualitative research does not concentrate on or use statistical or empirical calculations. The setting primarily focuses on the location where the researcher enters the field or site to investigate the behaviour of the people and their surrounding environment (Mohajan, 2018). To facilitate the process of identifying a suitable study location and enable an investigation of the participants behaviour within their surroundings, a study design must be established. Shah (2017) further explains that participant observation should be taken seriously and that it helped to understand people's histories and views. The tool for data collection is also a major characteristic of qualitative research (Mohajan, 2018).

4.3   STUDY DESIGN

The present study used an exploratory narrative design to address the aim and objectives of the study. Semi-structured interviews are often the most effective method when researchers wish to explore and gain more in-depth details about the topic at hand, as well as understand how important a particular issue is to the interviewees and how important it is in comparison to other topics (Harrell & Bradley, 2009; Mitchell et al., 2019).

4.4   RESEARCH SETTING

The research was conducted in the economically disadvantaged community of MGV, which is predominantly Afrikaans-speaking. The majority of the community is unemployed or unemployable, due to a lack of vocational skills and/or education, which is thought to be as a result of the high dropout rates from school. Most of the residents rely on contracts from the City of Cape Town, as a source of employment.

4.4.1   Understanding Field Research

In contrast to survey and observational research, which are usually criticized as being superficial and unreliable, field research seems to yield more valid results (Babbie, 2010). Field research, however, may present with reliability issues, because of differences in the researchers' level of observation and interpretation (Babbie, 2010). As the literature indicates, these are some of the difficulties that fieldworkers may encounter and of which they need to be mindful.

4.4.2   Research Process

Qualitative research techniques provide opportunities for detailed questioning and probing of respondents (Bradley, 1993) to comprehend their lived experiences and circumstances. When

34

questions are appropriately structured and scribed in accordance with the research topic, the researcher or interviewer obtains valuable data (Bradley, 1993). Dixon-Wood et al. (2004) acknowledge that there are numerous important issues, at the level of the data-gathering procedure or data interpretation, that prevent qualitative research from being a unified field. For instance, the study can be poorly interpreted and provide little insight into the subject at hand.

The literature occasionally describes qualitative research as being complicated (Dixon-Wood et al., 2004). Therefore, it is crucial that data collection be organized systematically. To a large extent, a quality study increasingly relies on quality research (Dixon-Wood et al., 2004).

4.4.3   Sampling of Participants

A cross-section of participants from the community of MGV were sampled for this study utilizing quota and snowball sampling techniques. Study participants were recruited who the researcher thought was knowledgeable enough to respond substantively to the goals of the study and/or who were recommended by the local pastor, who was understood to be the gatekeeper (Cohen et al., 2011). The study sample consisted of twenty-one (21) participants, eleven (11) females, and ten (10) males, aged from 19 to 77 years, who were also from different socioeconomic status groups and included both employed and unemployed participants. The elders in the community were able to provide some of the historical contexts for the background of the community.

According to Adler and Clark (2011) and Patton (2015), snowball sampling is a technique whereby the selection of one participant leads to the selection of another. Snowball sampling has a major advantage when some degree of trust is established to start networks that are pertinent to the study (Atkinson & Flint, 2001). Snowball sampling was applicable for the study, but for the study to be successful, community members and the researcher had to build a relationship of trust (Leavy, 2017). A method for determining the pertinent characteristics of a particular population of interest and the overall prevalence of a characteristic is called quota sampling (Sharma, 2017). The sample selection

process for this study aligned well with the data collection techniques, i.e., semi-structured interviews, that enabled crucial information to be gathered for the study (Leavy, 2017).

4.5   QUALITATIVE APPROACH

It was in the social and behavioural sciences that qualitative research methodologies first emerged. Various qualitative research methodologies are available, including content analysis, focus groups, ethnographic research, in-depth interviews, and case studies. Because of the complexity of today's environment, it might be challenging to comprehend how others think and see things. The design of qualitative research methodologies aims to uncover the attitudes and behaviours of a target audience regarding a certain subject matter. Qualitative approaches yield more descriptive results, and the data readily allows for the drawing of conclusions.

One of the most popular motives for conducting qualitative research is conducting in-depth interviews. One benefit of this approach is that it allows opportunities to collect detailed and accurate information from respondents. If the researcher has experience, he or she can also gather valuable data from interpreting respondents' body language and correlate these with their verbal responses.

4.5.1   Data Collection Process

As stated by Alshengeeti (2014), interviews are used as a technique to collect data with the objective of examining and describing the quality and nature of how people observed and comprehended their circumstances. However, conducting interviews needs to be seen as an event that requires advance planning in order to guarantee effective communication (Brinkmann, 2012 & 2013). In the present study, the semi-structured interviews took place at a time that was convenient for the participants and was discussed with the participants in advance in order to identify a meeting place where they felt comfortable. The interviews were recorded with the permission of the participants, and the transcriptions were done immediately after the interviews by the researcher.

36

4.5.2 Semi-Structured Interview Schedule

A crucial strategy for examining the creation of meaning is through semi-structured interviews. The procedure of data collection in the present study was through semi-structured interviews with the study participants. Semi-structured interviews provided flexibility by allowing the researcher to change or add to the interview process (Cohen et al., 2007). Also, by using this research methodology, the researcher was able to watch the participants in their natural setting in order to learn more about their lives (Bailey, 2007). Characterizing the culture in which the participants were immersed was another goal of the study. This allowed the researcher to interact with participants in a natural context through observation, and yielded rich information in a comprehensive picture of the places where they lived. These research techniques lead to the emergence of rich descriptions of the social lives of the participants (Geertz, 1973; Leavy, 2017). Shah (2017) highlighted that here was where new knowledge was produced, and that such research findings had the power to alter ideology and challenge dominant theory, thereby altering the course of events and history.

The objective of the semi structured interviews was to provide in depth information to the researcher and a broader perspective of the challenges facing the community. In order to provide a more comprehensive picture of the study, interviews were scheduled with community members who fell into the high, middle and low-income categories.

The interview schedule developed and administered to the study participants (Appendix D) was divided into three (3) main questions with five (5) to six (6) sub-questions each, and structured as follows, namely: Question One (1) focused on gathering information on the sociodemographic backgrounds of the participants, such as age, gender, marital status, education level and employment status, as well as data on the participants' living conditions. Question Two (2) was aimed at establishing the key considerations for advancing development in MGV; and Question Three (3) targeted the factors that influenced socioeconomic development in MGV.

4.6   CONTENT ANALYSIS

Leavy (2017) asserted that content analysis takes place when a researcher investigates knowledge in a field systematically and tries to understand the text. Following data collection, the researcher needs to code the unit of analysis, before research data can be entered into the computer (Leavy, 2017). Data coding is described as a unit of analysis, where data is arranged according to a system that the researcher can easily understand and apply (Silver, 2010). Computer tools are available to assist researchers in data analysis (Roller & Lavrakas, 2015).

4.6.1   Pilot Study

A pilot study was undertaken, because it allowed the researcher to prepare and assess the interview schedule and the research techniques used in the study. It also assisted the researcher in evaluating her readiness and capability as a qualitative researcher, before conducting the interviews. Moreover, the pilot study allowed the researcher to adjust and revise the interview schedules (Majid et al., 2017) that helped affirm and sharpen the interview questions (Kim, 2011). The pilot study revealed repetitions in the interview schedule, which were subsequently deleted. Some of the questions were also reworked to allow for more significant discussion with the participants. Furthermore, the pilot study made the researcher aware of prompts to elicit more detailed information, which was valuable in informing the researcher about the interview duration and times, when interviews should be scheduled, e.g., business hours were not necessarily appropriate, as some interviewees could be interrupted by business calls during the interview process.

4.6.2   Data Processing

The interview sessions were recorded and transcribed verbatim by the researcher immediately after the interviews. The majority of participants from MGV were Afrikaans-speaking, so the researcher

translated the Afrikaans interview recordings into English. The researcher used Otter ai for the English recordings.

The data was organized and coded using ATLAS.ti software. After completing the data processing on Atlas.ti, the inductive approach was utilized to reorganize and review the data. The researcher read and refined the essence of the coding, after printing the transcripts. 'Values coding' was emphasized as a method, because of the human experiences. To fully comprehend the facts, transcripts were viewed line by line. Prior to the write-up, themes were searched, developed, and identified.

4.6.3   Data Analysis and Interpretation

The "what does it all mean?" conundrum was resolved to some extent by the data analysis and interpretation process. Using this approach, it was possible to create comprehensible accounts of the research data (Wolcott, 1994). The study employed the six-phase framework of Braun and Clarke (2006) to analyse the data, i.e., phase 1 - become familiar with the data; phase 2 - generate initial codes; phase 3 - search for themes; phase 4 - review the themes; phase 5 - define themes; and phase 6 – complete write-up.

Because it offered a highly flexible approach that could be tailored to the needs of this study, as well as provide a rich and detailed yet complex account of the data, thematic analysis was used as a method for qualitative analysis for this study (Braun & Clarke, 2006; King, 2004). Key characteristics of the dataset were summarized using thematic analysis, which also provided a more approachable style of analysis (Braun & Clarke, 2006). Additionally, it compelled the researcher to handle data in a well-organized manner and facilitated the preparation of a concise and well-structured final report (King, 2004).

The data analysis process employed in the study was based on the research questions listed below.

- What were the factors undermining socioeconomic development in the MGV community?

- What was the role of local government in advancing socioeconomic development and redressing social inequality in the MGV community?

- What were some of the factors (limitations) for determining socioeconomic development, such as the level of education or literacy level and the (un)employment levels?

The themes that were identified to guide the research were:

- The level of (un)employment

- General well-being of the people

- Focus on jobs/livelihood, poverty levels

4.7   RESEARCH QUALITY ASSURANCE

4.7.1   Trustworthiness and Rigour

Although the significance of validity is obvious and widely acknowledged among quantitative researchers, validity has been an argumentative subject among qualitative researchers, according to Onwuegbuzie and Leech (2007). Guba and Lincoln (1982) stated that for qualitative research, credibility should take the place of internal validity, transferability should take the place of external validity, and dependability should take the place of objectivity. Credibility, transferability, dependability and confirmability were all utilised in this study.

4.7.2   Credibility

The findings and interpretations of the study, along with the additional information provided by the participants after the interviews, gave the study credibility. The participants' data was also accurately evaluated and presented (Anney, 2014). In-depth descriptive data were gathered for the study through semi-structured interviews with long-term residents of the MGV community. Utilizing pertinent

theoretical viewpoints to create the interview schedules and analyse the data also helped to establish credibility. The researcher had considerable expertise in the area of study.

4.7.3   Transferability

The degree to which the findings of qualitative research can be applied to various situations with different respondents is referred to as transferability. Transferability was achieved via snowball and quota sampling to obtain the research data.

4.7.4   Confirmability

Confirmability in this study was related to ensuring that the researcher's interpretations of the results and data were accurate. In order to establish confirmability and support how and why decisions were reached, the researcher employed theoretical and conceptual notions that were taken from the literature. The data were used as the basis for the researcher's interpretations, and the literature was used to support the discussion where appropriate and relevant.

4.8   ETHICS CONSIDERATIONS

The approach to research must consider ethical considerations seriously in order to guarantee the truthfulness of the study. When thinking about their ethics statement, the researcher should start by defining the values framework that will guide the research. According to Leavy (2010), the following should be considered when choosing a topic, i.e., social justice must be the primary consideration; underrepresented groups must be used; special consideration must be given to cultural sensitivity and language during all interactions with participants; research findings must be presented to participants upon request; and, it should be possible to use the study to influence public policy or promote positive social change.

Relational ethics were followed in this study by the researcher and participants' shared respect, dignity and connectivity for each other. The procedure of obtaining approval from the research ethics committee before beginning the research is referred to as procedural ethics (Guillemin & Gillam, 2004). Such procedures in this study included providing participants with information about the study (Appendix A), getting informed consent (Appendix B), ensuring privacy and confidentiality, voluntary participation, granting the right to withdraw at any time with impunity, and providing information regarding the aim, objectives, methods, risks and benefits of the study. The Humanities and Social Sciences Research Ethics Committee (HSSREC) at the University of the Western Cape (UWC) granted ethics approval for the study (Ethics reference: HS22/8/58, Appendix C).

When taking notes, alpha-numeric coding was used to ensure the participants anonymity. The identities of the study participants were kept confidential, when the results were reported in the study. Only the researcher and the study supervisor had access to the data collected in the study, which was kept in the UWC data management repository in password-protected computer files, will be destroyed after a period of five (5) years has lapsed.

4.9 SUMMARY OF THE CHAPTER

This chapter justified and described the qualitative research approach for the study. It was noted that twenty-one participants were recruited through snowball and quota sampling, providing a rich sample of community members from MGV. Face-to-face semi-structured interviews were used to collect the participants' data. Values coding was emphasized as a method, because of the human experiences. In order to fully comprehend the research data, transcripts were viewed line by line. Prior to the write-up, themes were searched, developed and identified through inductive thematic analysis.

In the following chapter, the factors that hindered socioeconomic development, the role of local government in advancing socioeconomic development and redressing social inequality, and the

reporting of some of the factors determining socioeconomic development, such as the level of education or literacy level and the (un)employment levels, are presented.

5.1. INTRODUCTION

Community development, as a concept, dates back to the 1920s under the British Colonial Office as was conceived at the time (Kingsbury et al., 2004). However, it was not applied in Africa until the beginning of the 1940s in Africa. For example, Ghana hosted its first literacy and education campaign in 1951 as part of community development efforts (Kingsbury et al., 2004). Indeed, it was the beginning of viewing community development as a vehicle for the progressive empowerment of people for self-government in the context of social and economic change (Kingsbury et al., 2004). Education and literacy were viewed decades ago as a critical component of community development (Kingsbury et al., 2004).

The difficulties, achievements and struggles of the MGV community are covered in this chapter. The fundamental issues addressed are youth development, unemployment, education and the lack thereof. It the context of the aforesaid, it is interesting to note that *"the last time they built a house here [MGV] was in 1926."* MGV has a rich history that was shared by the participants, amidst the many challenges.

Picture 5.1: Images of the entrance to Maitland Garden Village.

With full and informed consent of participant. (FCP63)

44

5.1.1. Background to the MGV Community

The MGV community is nestled amongst the previously known so-called 'White areas', such as Pinelands to the east, Maitland to the north, Observatory to the west, and Mowbray to the south. It is set against the beautiful backdrop of Table Mountain and Lion's Head.

> *That it's a small community. It's very unique. It's almost like family. It's not like family it is family. Everybody knows everybody in Garden Village. (FCP63)*

The participant added that because MGV is a small, close-knit community, sandwiched between two hospitals and has experienced very little expansion, residents generally feel secure and are well-acquainted with one another.

In the 1950s, families began to settle and form within the community, with the majority of residents being employees of the City of Cape Town. As more families moved into the area and united with families from other communities, children began attending the Methodist primary school in the area.

> *"Methodist School, established on 24 April 1926, opened its doors to all children in the community. The camaraderie is still felt today and, after more than 30 years, the school moved to a new location and is now known as Garden Village Primary. The then Civic Organisation helped with getting electricity for houses and the roads tarred, under the leadership of L. Sellers and W. October." (FCP63)*

The MGV community is described as "*a bliss with white picket fences and lovely gardens.*" The community's biggest event, the Village Day, is held annually in October. The arrangements for the event are handled by a number of local organizations. Another main attraction is the Miss Garden Village pageant, which sees both parents and kids cheering for their favoured contestant. The local school hall served as the location for the event, and it was often filled to capacity, because the pageant was the highlight of the day, and the winner was paraded through the community, while being led by

the community brass band. Families with entrepreneurial businesses in the community benefited from the event as a whole. The day usually ends with the inspection of various gardens in the community. The gardens are judged by a panel and awarded prizes with top honours going to the community's most beautiful gardens.

> *"Village Day was established in the first week of October and soon became the highlight of every youngster's calendar. The uniqueness of this day was that all organisations, e.g., MGV Soccer Club, [and] the Churches all played a part in the success of this event. The event is still celebrated annually and is the only event that brings the community together as a whole. Geographically we are situated in one of the most beautiful areas around Cape Town. It's on the banks of the Liesbeeck River and we have an awesome view of Devil's Peak." (MTP63)*

In the late seventies, early eighties, fearful letters warning of impending removals from the community to other parts of the metro, mainly Hanover Park, Manenberg and Bonteheuwel, appeared in the community as per participants. Swirling rumours of gangsterism and crime proved to be the main reasons for this development, while loyalists in the community chose to leave for more affluent Coloureds areas.

> *"And you know, the reason why we are still here in Garden Village, we had a group called the vigilantes; vigilantes, with my mother, had meetings upon meetings upon meetings, to write to the government, and they fought the government with pen and paper." (FMP77) (Picture 5.2)*

Picture 5.2:   *The 'best news in years' reached Maitland Garden Village this weekend. Residents learnt the Government had reversed its 1969 decision that the area must be turned over to whites.*
Photographer: Dana le Roux
Date: 16-07-1982 (Cape Argus, 03.11.2023 with full and informed consent of participants)

Over the years of the fight against forced removals the 'once-thriving community soul' was torn out over the course of the following 20 or more years. Dedicated mothers, young ladies, and neighbours from the nearby Pinelands community persisted in fighting for the rights of the MGV residents to stay rooted in the area. After years of fighting against forced removals they received recognition for their diligence in the early 1980s. Of the older participants were passionate when they were sharing the information.

47

"Maitland Garden Village, is one of the oldest communities in the Cape Flats. Nothing has changed in 90+ years. Residents lived in fear of being forcefully removed by the Group Areas Act. Many "pillars" chose to move out for a better stable life during this era. [Nonetheless] Garden Village is remembered for its beautiful green gardens and white-painted houses." (FCP63)

"The now-known Golf Driving Range was first a Municipal waste dump, which then caught alight and burnt for years. It was zoned for low-cost housing before it was decided it was going to be a golf range, because of the ground's instability. The community was not consulted in this development. Some adults and children from this community were recruited as ball boys and handymen. The re-opening of the range was once again not consulted with the community. We learnt from the counsellor that the range was a mayoral project, [and] it was mentioned that we as the community has no say." (FCP63)

"And then there were no facilities, there was no library - we had a mobile one. We had no amenities. So, we just turned a hundred and two years old. And because historically, we've never had any of those facilities. We didn't even have a high school. The library came, as long as I can remember, on a Thursday and slowly those things are changing." (MGP52)

5.1.2. Profile of Study Participants

Each participant's identity was coded with an acronym to ensure anonymity and an individual identification number was allocated to each participant that was only known to the researcher.

Table 5.1: Sociodemographic description of the study participants.

Participant Code	Gender and Age (years)	Employment Status and Job Description	Highest Level of Education	Participant General Health Rating	Marital Status	Duration of Residence in MGV (years) and property type	Role in the MGV community
MTP63	Male 63	Full-time employed: Sales Rep	Grade 11	Healthy	Married	63 years Owns the property	Serves on the Methodist Church Leaders' Forum
FMP52	Female 52	Employed: half day Cook at a Mosque	Grade 7	Good High BP*	Widow	52 years Renting, but intends buying	Feeding the community twice a week
FCP63	Female 63	Pensioner Home care and Bible studies	Grade 12	Healthy runner	Divorce	58 years (left for 5) Owns the property	Past chairperson of MGV Association for 11 years
FRP55	Female 55	Employed part-time: half-day Still an adult scholar	Grade 10	Not so good	Married	55 years Owns the property	Chairperson of the Green Light project
MAP20	Male 20	Employed Teacher Assistant	Grad 12	Healthy	Single	18 years Renting	Tutor in community
FAP20	Female 20	Employed Teacher Assistant	Grade 12	Good	Single	20 years Stays with parents, who owns the property	Saturday aftercare programme
FAP23	Female 23	Full-time employed: Call centre	Grade 12	Excellent	Single	23 years Stays with mom, who is renting in community	None
MEP43	Male 43	Full-time employed: Tygerberg Hospital	Grade 12	Fine	Married	43 years Owns the property	Spiritual upliftment through soccer
MAP46	Male 46	Full-time employed My City Bus Service	Grade 8	Good	Married	20 years Renting	None
MGP45	Male 45	Unemployed	Grade 6	Good	Single	40 years Renting	Handyman
FRP19	Female 19	Scholar	Grade 11	Good	Single	19 years With grandma, who owns the property	Youth programmes

FEP51	Female 51	Full-time employed: Principal at community creche	Grade 12		Widow	51 years Owns the property	Community worker
MAP51	Male 73	Pensioner	Grade 6	Not so good	Married	Not born in MGV. Living +- 50 years in MGV. Owns the property	None
MGP52	Male 52	University student	University degree	Not good	Single	52 years With parents who own the property	Community worker/activist
FEP33	Female 33	Unemployed	Grade 10	Good	Single	33 years With mom who owns the property	None
FMP77	Female 77	Pensioner	Grade 10		No info	77 years Owns the property	Community worker through the church
MRP47	Male 47	Unemployed	Grade 9	Damaged nerves in knees	Cohabiting	47 years With parents who own the property	Youth on Friday outside the community
MDP53	Male 53	Unemployed	Grade 8	Not good	Single	53 years Family home	Taught drama in the past.
MKP42	Male 42	Self-employed	No info	Sinus, due to work	Married	42 years With mother, who owns the property	Community activist
FAP51	Female 51	Full-time employed City of Cape Town	Grade 11	Quite fair High BP*	M	51 years Owns the property	Chairperson of the MGV Housing Forum
FAP30	Female 30	Unemployed	Grade 10	Good	No info	30 years With grandma, who owns the property	None

BP* = blood pressure

50

5.1.3. Summary

Since there was a significant lack of employment in the area, it was intended to interview participants who were unemployed or employed permanently or on a temporary basis. Participants who were unemployed, such as pensioners and teenagers were included to help the researcher understand the dynamics or contextual character of the community. In the community, contract employment was common. One of the 21 participants was a community member who worked for 30 years as the principal at a licensed creche, and another was a successful businessperson in Oude Moulen Eco Village who employed a few young people from the community. Three people were pensioners, some of whom still had reliable stable jobs, and those who were unemployed in the community often relied on contracts from the City of Cape Town (CoCT) for temporary employment. The three-to-six contracts offered by the CoCT were appreciated by the participants, although longer-term agreements or full-time employment would have been preferred. Participants reported an increase in employment, but this was not confirmed conclusively.

5.2. MAIN THEME 1: FACTORS UNDERMINING SOCIOECONOMIC DEVELOPMENT

In the researcher's interactions with the members of the MGV community, it was clear that there was a general sense of frustration that pervaded the minds of many residents in relation to low levels of socioeconomic development, locally and generally. Participants freely expressed their unhappiness with the persistent everyday struggles of life for many community members, and the apparent lack of adequate support from relevant local government institutions.

The community's culture and customs, language and demographic features were considered relevant and impactful, along with the corresponding changes to its economic development, key industries, employment prospects and infrastructure. Social and economic opportunities have an impact on the options that are available in a community. However, for the community of MGV, their socioeconomic options were limited, due to the lack of resources to make an impact, even though there was a lot of

51

potential in the community. What follows is an overview of the factors identified as undermining socioeconomic development in the MGV community.

5.2.1. Sub-Theme One: Unemployment

The so-called Cape Flats Coloured townships were perceived as having a significant number of unemployed individuals who needed money to pay their bills, buy food, and settle their affairs. They continued to believe that the new democracy did not provide anything for them (Leggett 2004).

The participants were unanimously agreed on the fact that the high level of unemployment in the community was a major contributing factor to the socioeconomic problems and challenges that prevailed in the community. Thus, the high rate of unemployment within the community gave rise to a number of societal problems, such as a high proportion of school dropouts, substance misuse, a lack of vocational skills, premature teenage pregnancies and disillusioned matriculants who could not find employment.

> *"In the community, there are a lot of people that don't work, my experience with young people that started to use drugs, tik, buttons and dagga, kids standing on corners making fun of the elderly and smoking dagga." (FEP51)*

> *"Unemployment, I would say is very high. As it has to do with the lack of education that most people have in the community is not like if you think about it, there's not a lot of people that have education, especially in high school, because most of the people have either dropped out or go work due to the circumstances now. So, unemployment is being affected by that fact in the community." (FJP20)*

People in MGV desire to work, which was evidenced by how they rush to avail themselves, when an opportunity arose or when they heard of something promising from others. Many of the youth were motivated and excited, with hopes of being successful, only to become disappointed and have their

hope dashed as they got older. So, even though many of the youth became discouraged because of the scarcity of jobs they were, nevertheless, urged to get better grades at school in order to access better opportunities in the future. Nonetheless, the majority of residents were eager to find employment.

One of the key factors that negatively impacted transformation in the community was the widespread unemployment. According to Anita Cloete, as a researcher one of the four obstacles concerning poverty that was a part of the economic landscape since 1994 was profound unemployment nationally and regionally, which was more common nowadays, particularly among the poor and impoverished communities (Cloete, 2015). Furthermore, Cloete claimed that there were other causes of unemployment, particularly among young people, including a lack of career guidance in school, a lack of real-life experience, poor job-hunting skills and an unacceptably high-level first-time job seekers.

5.2.2. Sub-Theme 2: Insufficient Access to Education and Lack of Skills-Building/Training Opportunities

The researcher sought to determine the level of socioeconomic development based on the community's level of literacy and educational levels. Thus, the participants were to encourage to express themselves freely on this matter.

A community member noted that the matric pass rate was essentially non-existent a few years ago. It was regarded as noteworthy if two matriculants per year passed their final exams. Even if the number of successful matriculants increased, the school dropout rate was still unacceptably high, coupled with the significant unemployment rate, particularly among young people.

Responses from a tutor MAP20 (participant) indicated that there was a dire shortfall in education, since learners in the intermediate phase, i.e., grades four and five, were basically unable to read and write with understanding.

53

Participants believed that children dropping out of school was because of the lack of trained assistant teachers, and the fact that the Education Department had not equipped them to teach the children properly. Even, simply getting to school was a problem, because of community safety issues. These were some of the main reasons why the education system (primary school) was inadequate and failed the community.

Many community members interviewed agreed that getting their kids to-and-from school was often difficult. Young people responded that they had to walk in the rain and regularly got drenched. Furthermore,

"if you don't leave home early enough, you can get to school late, because you never know what might happen on the way." (FAP23)

Participants said that the majority of those who completed their matric could not study further or obtain employment for a variety of reasons. Matriculants found it difficult to get employment, which caused many of them to gather on street corners and negatively impact the community. Participants also mentioned that although the community produced many intelligent individuals it, nevertheless, suffered from a lack of facilities and resources.

"I mean there are a lot of intelligent people, very wise people even from young to old. Um, the only thing that I say is maybe in return to where the stuff comes in is the fact that we don't have the facilities and the resources at hand, in order to put action or to make use of our intelligence. That's a huge difficulty for us, though." (MEP33)

The vast majority of people in the community were undereducated, with most of them not finishing high school. This clearly contributed to the low rate of literacy among the residents in general. As stated by Kingsbury (et al., 2004), literacy is one of the most essential components of education, a crucial factor in community engagement and empowerment, and it continues to be important for both

54

local and individual growth. The theorist claims that becoming more literate ultimately increases one's ability to interact with people and grow (Kingsbury et al., 2004).

Closely linked to inadequate education opportunities was the high school dropout rates. According to the participants, school dropouts faced a variety of difficulties in the community. The causes ranged from there being no high school in the community to kids and youngsters not being able to pay transport costs. A child who doesn't have "access to a laptop and the internet" is living in poverty, has low income, and lacks resources. According to Spaull (2013), family background and status account for a major amount of the variation in achievement. He forecasted that educational success or failure was based mostly on non-schooling criteria, such as parental education and wealth. These vices were evident in MGV.

> *"And there are not after-school programmes or a station where kids can do research. The nearest is Maitland Town Hall, which I'm not even sure we can go and use the computer and if it's still open." (FJP20)*

Children are starting to drop out of primary school at grades 8 and 9, due to substance abuse, drug-related addictions, and premature teenage pregnancies in the community. Initially, this was primarily a problem in high school that had now trickled down into primary school as well. The lack of extracurricular activities and facilities for the youth were another precipitating factor.

> *"You have a lot of activities to keep the youngsters occupied, as I've mentioned in other areas. There aren't many activities nearby to keep our kids occupied. For instance, the house with the games is now directly across from me; I believe the owner has four games in total. You can currently see children playing games from, say, 7 to 12 years old. There is nothing to keep them engaged now that they are 12 years old. You can see that they start smoking "slow boats" because, in my opinion, they are bored. From there, they start communicating and making friends, which leads to the start of the "tik" or whatever you want to call it." (FMP52).*

55

Lack of positive role models, which is quite common, and a healthy household environment also played a part. There were also social issues, such as people who lacked access to particular resources, and children who did not have a stable family environment. Youth dropout rates were high, because of the need to work as soon as possible to support the family, which took priority over education and finishing school.

5.2.3. Sub-Theme 3: Drug Abuse and other vices

The prevalence of drug use (abuse and misuse) and its effects on the youth was a consistent theme, which was sad to see how youth who had potential and a huge future, in sports, education, etc., but did not make use of it, and how their dreams were wasted. Thus, the participants were clearly concerned about drug use in the community and its impact on the children's schooling and future. Widespread drug use had a variety of negative impacts on the community and the families, and fostered hostile relationships between the younger generation and the elderly, which was not the case in earlier years of the community.

The elderly endeavoured to play a part in building the community by speaking to the youth and explaining to them the long-term implications that drugs had on their health. Some participants believed that the drug use was caused by a lack of jobs, while others mentioned that the young people preferred to hang-out on street corners and did not aspire to much more. The participants generally believed that more employment opportunities and community social events and activities had significant positive impact on addressing the community's problem, as there were:

> *"no activities to keep youth occupied in a healthy positive perspective. Drugs cause youth to drop out of their academic institutions." (MKP42)*

> *"nowadays every child is doing drugs, even if it's a 'slow boat' or something. I just wrote a story in a book, and most of the kids won't be able to write a story." (FCP63)*

56

Another issue was that the local community was silent on outsiders and drug pedlars bringing drugs into the area and operating drug-houses. Most participants expressed grave concern about drug use in the community and its impact on the schooling children and their future prospects. Unfortunately, the Garden Village School currently also fell into the drug-related trap. The young people there had reportedly been smoking dagga, which was not a common practice in the school previously.

According to a study by Isaac (2019), South Africans had easy access to illegal drugs. Peltzer et al. (2010) showed that teenagers, young people and adults all thought that the availability of drugs contributed to drug usage within their respective age groups. Some participants were also of the view that the government's legalisation of marijuana compounded the problem of drug abuse. In the opinion of Faull (2013), there was limited to no enforcement of laws against the use of illegal narcotics in many urban and rural areas.

> *"I would say it out loud, that government has allowed the dagga, you know, the smallest child smoke dagga, and there's nothing you can do about that. You can speak to them today, there is no respect, nothing. They will walk with their dagga, because it's legal for them. So that is the main thing that's breaking down our community, not only our community, families, it's breaking down families, and people don't talk to people anymore." (FCP63)*

Drug misuse often led to dysfunctional relationships and contributed to unemployment. Some participants felt that if the youth had the necessary life skills and/or education that this would serve as a shield, preventing them from turning to drugs. The general lack of opportunity in the community prevented them from thriving.

5.2.4. Sub-Theme 4: Violence and Crime

The general consensus and input from the community was that there was little crime and violence. Participants generally agreed that MGV was a community with little to no crime. Participants described the community as "close-knit, almost like a big huge family," whereby everyone knew each

other and, if there is a stranger in the area, then they would know immediately. However, when the violence did occur, which was on rare occasions, outsiders were typically the ones who started the trouble and perpetuated the violence. This also influenced the youth within the community and, sometimes, there friends from the outside the community, to indulge in deviant behaviour within the community, especially with load-shedding, e.g., they would commit burglaries, vandalise property and rob people, mainly women, usually in the early hours of the morning.

> *"Our crime rate is not that high, low crime rate, like if we don't have a lot of break-ins and stuff like that, that people can say, okay, there are sometimes robberies now and then, but not break-ins much." (MAP46).*

Despite the fact that MGV was seen as safer than most suburbs, there were still attacks, break-ins, and especially domestic violence. A participant mentioned that gender-based violence (GBV) occurred in the community, but more frequently by females on males than between men and women, and this was not openly discussed, because of issues of embarrassment.

5.2.5. Sub-Theme 5: Inadequate Access to Healthcare, Transport and Other Services

For the community of MGV, getting access to basic services like a day hospital was challenging for many years. The community lacked basic public transportation. Participants acknowledged the ongoing hardship suffered by the elderly and other residents in the community who could not afford transport to get to the nearest day hospital and, therefore, had to walk. Some had walk to the hospital in the early hours of the morning, sometimes during the cold and dark winter months in order to keep their appointments. The elderly and members of the community were supplied with chronic medications, as prescribed, but many expressed difficult when they had to see a medical doctor personally. They lobbied for a mobile clinic, and were currently awaiting a response from the CoCT.

> *"That is also something that they promised years ago. The community centre was empty for many years, and the people voted that it must be used for a day hospital. The purpose was*

58

mainly for the elderly that could not walk far, that didn't have transport, but nothing came about it. Now the elderly must go to Maitland." (FMP52)

"Resources are scarce. Honestly, we don't have. We don't have a high school or a clinic, only a basic school. Elderly patients either have to trek to Maitland to receive care or we don't even have a mobile clinic for them. Some Muslims attempt, there in the community. They are feeding some individuals because, as I already mentioned, many people are not working, and are not able to feed themselves. You understand that it's not solely due to booze or drugs. They simply don't receive a lot...." (FCP63)

"I discovered that despite the fact that we reside in the shadow of Groote Schuur Hospital, we are required to travel to Somerset hospital instead. Vanguard, in Bonteheuwel, is our tertiary hospital. How do we get there, if there are no taxis available from here? Say a patient is picked up by an ambulance, and if they will also transport the patient during the day, so how do people come home without having any money? We reside close to the Groote Schuur hospital, and Somerset will be the big hospital, if they are transferred." (MGP52).

Community members still had to deal with health workers who treated them disrespectfully, failed to let them know when they could not find their medical folders, and made them wait for hours in unkempt waiting rooms, by being ignored. The answer given to community members, who questioned why they had to wait for so long, was that there were not many staff available.

The Department of Health drafted a broad strategic overview of a desired healthcare system in 2020. Seven guiding principles were identified to guide the 2020 strategy with patient-centred quality of care being the number one priority on the list. Despite these developments in healthcare, the MGV community still did not really benefit.

59

5.2.6. Sub-Theme 6: Inadequate and Poorly Maintained Community Facilities

Although there were differing opinions on how the community's facilities were maintained, the majority thought that the services were inadequate and, by delaying the service, it got more expensive. The CoCTs response time was poor when it came to regular call-out services, especially when it comes to water issues. For instance, a reported burst water pipe, which appeared to be one of the frequent issues in the community, was seldom repaired immediately, so residents often remained without water for days, yet they still received a high-water bill at every month-end. The elderly and other community members suffered acutely from disconnected water services.

> *"And the latest thing was that when we went to complain about why the water and the pipes, that was forever bursting. And then that water, they bill you with the water, even if it is not your fault. They bill you with that. And that is what the Garden Village people have got on their hands, with billing them with big amounts of water." (FMP77)*

A few participants, however, felt that the municipal services were repaired fairly quickly, and that some community issues, such as power problems, fused street lights, and blocked gutter, sewerage and storm-water drainage problems, were resolved because of their frequent complaints. Pavements were built in MGV in recent years. The soccer club's clubhouse also received an overhaul. The play park was also improved, but was not maintained by the CoCT.

A participant mentioned that community infrastructure was the area where community members should work together to provide access to the Eco-Village pool, especially during the summer months of September to January. In other words, the residents of MGV should participate in the endeavour from which they could also benefit.

> *"Don't make the people feel that they are in a cage and that they are not allowed to go to certain places." (MEP43)*

The MGV residents are not at the pool, but the participant is unaware of what is actually going on with the project. Only the participant observation is being made.

"There is always a lack of services that are tailored for the needs of these marginalised populations. So, I still do what I do you can to support these causes." (MGP52)

Participants also voiced their dissatisfaction with the state of the golf range facility. As per the participant, the golf driving range stood abandoned for a considerable amount of time. When the MGV Residents Association asked the CoCT for permission to utilize it for a children's multipurpose centre, and were disappointed to hear that property lease belonged a private individual, Shelly Little, who did not wish to lease the golf course to them.

"So, it's hard sore, and then outside people come like even the golf range. We couldn't we were trying to get a lease and the place for us as a community building an outside person, firstly the mayor De Lile claimed that place, then she left the DA, and then an outside person came and got the lease for the golf range under our noses." (FRP55)

The community leaders wanted to know why they were not notified after they had made inquiries about leasing the premises. They were informed that the public involvement process had taken place. The chairperson, at the time, was unaware of what had happened and chose not to pursue the matter.

"Therefore, she asked the village, I didn't know that as the chairperson at the time. But we left it as is because it's no use because, as I say, public participation, the deed is done already. We can go and say what we want, and I'm going to be racist now. We're not black enough to stand up and say, enough is enough. Because the White people can come to drive through our village to the golf range. And today, I'm telling you, who playing there, not Coloured people, because our people are more interested. And I'm saying it again. And I said at that time also, our people are more interested in soccer, this is a soccer community. Our children don't play golf. They don't play cricket or other games." (FCP63).

"And the mere fact this was the promise that they gave us, because it's a Shelly Little project. And because they had to drive through here, they're going to use from our young people that are interested in playing golf, you know, teach them and train But I mean, our young people, look at our young people standing on the corners standing by people's houses you know." *(FCP63)*

Since Shelly Little owned the golf course, according to the participant, there were issues with golf balls damaging the houses and properties of community members in Mauson Avenue, MGV, and she was unwilling to cover the repairs. The golf course staff were really rude to community members, when they complained about the situation. In addition, the entrance to Observatory, which had previously been available to community members via the golf course, had since been restricted, as a result of a theft involving a car battery.

"I also have a problem, now that I picked up with the golf course used to belong to GV that is the precinct of GV. I'm fighting with the City for access because it is a public space. The place that they are renting on the golf course got its erf numbers [that] does not affect the public space that they need to move through. That is the area they need to move through to go to Observatory. So, I'm just trying to get the space back by doing the proper procedure of making contact with the right people of the City, to make sure that their access is active again." *(MKP42)*

"It's an outsider has access to the golf course. It was not giving in to GV at all. It is a friend of Patricia de Lille. They claim it went through the Argus, but it was never mentioned in the community stakeholders meeting – to say there is an opportunity for those who have PTY registration or want to run a golf course or something in sports and rec, which I do. We would have taken the opportunity. It was never presented to us it's an outsider coming into our

62

community who claims they are custodians of the GV. It's a white person who has no claims on GV, vandalism is taking place. The golf balls hit the people's roofs broken. And also, when it is reported to come and fix things they are chased away like dogs. Now that they complaining about it they want to lock them out. When crimes happen there the finger gets pointed at GV." (MKP42)

5.3 RECOMMENDATIONS FOR ADDRESSING THE SOCIOECONOMIC PROBLEMS

The study participants suggested several recommendations to address the challenges confronting the MGV community and turn the tide against the factors undermining socioeconomic development. These, essentially, revolved around unemployment, inadequate education and vocational skills development and training.

Creating a better educational system in the community, including a high school, as well as workshops on how to launch self-owned business should be undertaken by the CoCT, because it was believed that the latter offered resources to do so, and because residents should not be solely dependent on CoCT contracts.

Opportunities should be made available, because the community has many skilled members who were eager to work. They were aware that it could be challenging to get employment, and some people were not really enthusiastic, but the majority indicated that they were willing to work. For example, a driving school for young people should be developed for them to find work as drivers and combat unemployment. Additionally, a vocational project could be started to teach technical skills, such as carpentry, motor mechanics, painting, etc. These skills could help community members to construct their own homes or to work on the roads and learn how to maintain them. Participants offered these as potential ideas for developing skills in the community.

However, as Cloete, (2015) pointed out, not only was the youth's dignity damaged by being disillusioned, jobless and poor, but the entire community's dignity was in crisis and needed restoration.

People in South Africa have a right to employment, since the constitution upholds human dignity as a fundamental right, yet a number of societal problems, such as unemployment, endanger human dignity and well-being.

With reference to school dropout rates, the participants suggested that the Department of Education should provide specialists to offer extramural training, such as life skills, motivational speaking (toast-masters) and career counselling, since the Department had the funding to do so.

> *"ABET would be good, you know, or night school or something that offers those evening classes to dropouts." a participant proposed (FEP33)*

Furthermore, skills training programmes should not only fulfil learners' vocational needs, but also provide them with a personal support system in order to raise their awareness about the resources that were available to help mitigate school dropout and help them finish their academic careers.

Furthermore, skills should be taught, especially for boys, so that they could support themselves in future. Participants expressed a great desire for motivational speakers for youth to inspire them to believe in themselves, set objectives and stay off the streets. Schools should take a more active role in opening students' eyes to the wealth of opportunities at their disposal. This would expose students to work opportunities by increasing educational excursions to the various job markets.

5.4 THE ROLE OF LOCAL GOVERNMENT IN ADVANCING SOCIOECONOMIC DEVELOPMENT IN MGV

There was already a rich legacy of community-based socioeconomic assets in the MGV that could serve as a springboard for local government to improve the state of the community. For example, there was much appreciation for the Muslim community as it was actively involved in providing

meals for the larger community twice-weekly. Other individual community members organized events like Christmas parties for the kids and fundraisers on Youth Day and similar activities, in addition to providing food for the vulnerable families. The Greenlight project's feeding scheme and many other community activities were mentioned by participants.

> *"Yes, there's a mosque in the front road, which I would say again, is more involved. We have soup kitchens, on Tuesdays, Wednesdays and Thursdays. These people are always willing to help, especially when it comes to like food security and stuff. I think there's a lot of soup kitchens and people offering food. So that's a big impact." (MAP73)*

The Methodist church was important to the community and had a long history there. For many years, and even today, the church hall served the community as a multipurpose hub. With cooperation from the other churches, the church served as the community's school for many years. There were four churches in the community altogether.

> *"The Methodist church was established in 1926, and was home to the primary school for over 50 years. Together with the soccer club, both organizations served to unify the community." (MTT3)*

According to some participants, the churches did not play enough of an active role in the community in terms of changing the community for the better. The churches' function was more ceremonial and encouraged the people to attend church services regularly in order to sustain their spiritual well-being. Other initiatives included stakeholders, such as the local business-people who helped with the meals and searched for employment opportunities for the unemployed. The recent multi-stakeholder forum by the MGV Association was created to enhance the livelihoods and well-being of the community.

> *"Yes, the churches do, like everyone assists, if someone passes away, they would give the church hall. Everyone helps each other a lot in the area I would say. Like we are a family." (FRP19)*

5.4.1. Sub-Theme 1: The Community's Perceptions of the Ward Councillor

The community's reaction to the Ward Councillor was mainly favourable. However, some participants expressed scepticism.

"He is active in the community, transparent with the MGV Resident's Association, the housing association and also the Police Forum from the community. He stays in Pineland's, a Coloured guy and, like I say, makes himself active to find out and learn more about MGV." *(MKP42)*

Since being elected, the Councillor had taken part in social upliftment projects in the community and frequently attended social events. In addition, he discussed community issues with numerous members of the community via a WhatsApp group.

There was also an interesting anecdotal tale of how the community centre came into being. Many years ago, the community took the initiative to start it. The participant spoke strongly about how she was on her way to pick up her daughter from school after work, when she passed by these two burned-out houses on the corner. She approached the teachers and parents, at the time, along with the principals, because she was a member of the school committee. It was decided during a meeting that they would all work on the project, with her serving as the partial project manager. They contacted the school vice-principal, who was a councillor from the "old regime" in government, and requested help. It cost R20 000.00 to fix and renovate the gutted houses into a community centre. The government provided R10 000.00 and the community was required to hold fundraisers to raise the remaining balance. It was a success, thanks to the community's efforts at the time, and the centre was given to the school to maintain.

"The school had to take care of it, because we gave it to the school, but then they couldn't pay the rent. So, the City took over. That is why it still belongs to the City. That is where it comes from." (FMP77)

Building on this positive example of community development, many participants felt that the local government could be more proactive in addressing the inequalities that occurred in the community, which had an impact on its well-being. Specific areas, where local government involvement would make a significant impact are outlined below.

5.4.2. Sub-Theme 2: Potential Developments in Sport, Culture Arts and Crafts

Throughout all the interviews, the participants passionately and proudly emphasized the community's long soccer tradition and references to legends in the community, like Donny King, were made. There was regret expressed about how they were a forgotten community.

"There's a lot of potential in our community, you know, people won't believe, even through soccer. For all these years, we've been playing soccer, soccer is about in the 90s, almost 100 years of age also, and we had professional people that could play in our local teams. But, because we were not properly seen, we were very isolated. So that also causes us not to be seen by the outside world." (FRP55)

"The community soccer club which is currently 97 years old, has remained resilient throughout time. Recently the club has upgraded the clubhouse facilities, and its flagship team is competing in an established football league (CTTFA Premier League)." (MTP63)

The majority of the local families had some connection to the soccer club and its proud sport history, having competed against "semi-professional teams" and returned with memorable trophies.

A participant believed that, in theory, sports offered boys, in particular, the chance to learn more in life than only soccer, such as discipline and team-work, which offered them an opportunity to do something more than just stand on the corner.

Participants also discussed how difficult it was for the community to obtain material resources for improving the community. Since the soccer was primarily for guys, there were not many activities for young girls to keep them active. They built a park with a netball field, but nothing happened further to develop and maintain the facility.

Events were arranged by community leaders, such as the development of a vegetable garden, from which about thirty families in the community benefited. The Department of Social Development funded the seeds and equipment for the project. On Youth Day, a community clean-up activity was planned, as a fun day for the kids, with refreshments for those who took part in the event.

5.4.3. Sub-Theme 3: Projects and Programmes in MGV

There were nine social and economic projects in MGV, according to the Green Light project's chairperson at the time. However, it was stated that there were difficulties with the financial and operational structures of the projects. The Department of Social Development (DSD) occasionally helped with the project. Unfortunately, the projects ran slowly, due to the impact of COVID-19, at the time, and it was expected that they would restart the project gradually afterwards, despite the financial challenges experienced.

"We're doing nine different projects; community gardens, dancing sports, gym, home care, awareness raising, aftercare, and sports." (FRP55)

There were not many community initiatives and programmes that were thriving. Ongoing programmes, through the Green Light project, included soup kitchens and dealing with social and economic issues in the community. According to the project head, the Green Light project was active, but when COVID-19 arrived, it slowed down the programmes.

68

There was an active recreational Come-and-Play programme in the community centre that was an initiative of the CoCT, recommended by the community leaders, that primarily took place during the school holidays. In addition, children could also go to the community centre to read or complete their homework, as part of the programme.

One of the more current community programmes was the Senior Citizens Club, where seniors had access to activities, such as dancing and aerobics and, occasionally, the CoCT would take them on outings.

However, the participants opinions about the projects and initiatives appeared to be conflicted. Some of them expressed that there were no current or ongoing programmes in the community, despite the fact that certain community members were doing all they could for the local children. In the interviews, the aftercare programme was also mentioned. According to a local community leader, there would be fresh initiatives or projects beginning soon in the community to impart life skills to the youth.

"The last was 'Come and Play', but there is nothing that I'm aware of. since COVID, everything went downhill." (MRP55)

"But it's from another perspective, I'm just asking, is it working on par okay, because I'm not gonna go there then? Then I'm gonna say, do you like the Green Light project? But there's nothing and it is so sad, sad, sad, sad." (FEP51)

"Only holiday programmes, nothing else." (MGP45)

In spite of its challenges, the community's goal was to work toward its initiatives. As part of the future planning, they were working on updating the administrative books of the Green Light project.

"So, for now, we're doing it on a slow term, due to COVID. A lot of things was shut down. But now with things going open, we slowly trying to get back on track again. Even the Green

69

Light's books and stuff had to be put up to date again. And people are struggling to get their households in order, because people lost their jobs." (FRP55

To date, there were only two programmes that were run consistently, the soup kitchen and the yoga programme. Participation in the soup kitchen was essential, because of the need for many of the local people. The Green Light project was currently underfunded. Previously, the local government provided funding and aid to the village community. However, in recent years, the Department of Social Development had stopped their aid, due to restructuring (Poutry et al., 2019).

5.4.4. Sub-Theme 4: Access to Land in MGV

The participants expressed disappointment in their concerted efforts to obtain land in MGV, land that had been set aside by the community, when it became available, but was only available for purchase from the COCT. The history of the matter was that the Councillor was notified, when land was identified by local community leaders. Specifically, a meeting was convened to discuss the land, and erf numbers were identified with the Ward Councillor's PA for verification. Subsequently, when the leaders followed up a week later, they were informed that the land had been sold to a company. According to one community leader, the Councillor did not fully serve them.

> **"***He is in the community, but he's not, he's not. He doesn't work with us, I would say, from my point of view, because I speak to him, on multiple issues and monthly meetings with him. But from my point of view, he's just playing us. He acts like he is supporting us for what we're doing. But then, he doesn't, like I will give an example, last week Thursday we had a meeting on submitting to identify land. That lands erf numbers were identified with his PA. Which the land belongs to etc. etc. etc. Yesterday he popped a message saying, oh, the land has been sold to Bio Vet. I mean, really, how can it be possible?" (FAP51)*

Because of the large number of backyard-dwellers in MGV, the community considered developing roughly 240 new homes in the community. There are about 350 backyard occupants in the community, who were referred to as non-homeowners. Thus, housing and other issues also became a concern. According to the participants, they created the housing forum group, because they wanted to inform the government about such issues. The community hoped and prayed that the government would investigate and assist in the matter.

> *"My role is I'm the chairperson for Maitland Garden Village Housing Forum. Our objective is to lobby the city for land and houses for all non-homeowners, we don't refer to it as backyards. We refer to them as non-homeowners, because we have 240 houses and have 350 backyards or non-homeowners that need houses. And I also serve on the Residents Association, as an additional member, and I do much more. It's not just for housing purposes, I help people with CV's, SASSA grants, UIF and you name it. I log a service request for water pipes and electricity poles that are not working, Home Affairs, rent office, like there's much more I can mention, even the ambulance, at times." (FAP51)*

5.5 DISCUSSION

A vital goal on the agenda of the Republic of South Africa is change. All state-owned businesses are expected to contribute to reducing poverty and opening up employment and other economic opportunities, particularly for historically underprivileged communities (Westoby & Botes, 2020). While Africans are considered indigenous to Africa, recognition must be given to the fact that some groups are structurally more marginalized and vulnerable than others (Westoby & Botes, 2020). Many Africans, based on history and cultural roots, and in relation to MGV, were still structurally disadvantaged and vulnerable as a result of the colonial legacy of the past. Based on this discourse and narrative, the findings of the present study will be discussed.

5.5.1 Unemployment

Throughout the discourse, community members in MGV regularly mentioned the high unemployment rate. The lack of job opportunities, despite people's willingness to work, made it difficult for individuals to find employment. Participants were well aware of the high and steadily increasing unemployment rate in South Africa. However, even recent graduates from MGV had obstacles finding work. Almost 75% of South Africans, under the age of 35 years, were unemployed (Cloete, 2015).

In 2023, it was evident that there were significantly more youth hanging out on every corner of MGV. Unfortunately, youth with lower skill-sets are disproportionately impacted by unemployment (Cloete (2015). Although there were many causes of youth unemployment, including population growth and the lack of career guidance in schools, South Africa still had a relatively high unemployment rate for people looking for their first job (Cloete, 2015). It was evident that the impact of unemployment negatively affected not only people's personal well-being, but also the general well-being of society. (Cloete, 2015). Consequently, the youth of MGV appeared to have a very bleak future.

Although the United Nations Sustainable Development Goals of 2030 aimed to increase employment worldwide, nothing had changed in South Africa in the eight years, since the launch of the SDGs and, with just seven more years to go, the future appeared to be very bleak, especially for the youth.

> *SDG 8.5: By 2030, to achieve full and productive employment and decent work for all women and men, including young people and persons with disabilities, and equal pay for work of equal value. (19/35) (A/RES/70/1)*

The majority of the MGV community members depended on contracts from the Expanded Public Works Programme (EPWP) of the CoCT to support their livelihoods. As a result of these short-term, three-to-six-month contacts with the CoCT, unemployment for some in the community was relieved, even if just temporarily. They also believed that the CoCT could extend the contract for more time, to support the community financially. They often referred to the EPWP contract solely as a form of

72

employment rather than as a strategy for progressive community development. The youth did not aspire to more, was the sentiment of one participant. Their manner of thinking or lack thereof was influenced by various things, including inadequate education.

5.5.2   Education

The issue of educational inequality in schools in the Cape Flats is a moral issue, and not only an economic issue. The continued inequality of disadvantaged schooling is the creation of a society that violates its most basic social and political precepts that underlie its democratic claims. The low levels of literacy lead to higher levels of social problems, such as drug abuse and higher costs of criminal justice and public assistance (Chetty, 2015, p.63).

One of the most important outcomes of education is scholastic literacy, which has continued to be a major obstacle in the empowerment and involvement of local communities. Education allowed individuals to capacitate themselves on local development issues (Kingsbury et al., 2004).

Many participants were reluctant categorize their fellow community members as illiterate. Nevertheless, there were not many educational resources available in the community to improve schooling. For instance, there were not many suitable childcare centres. The community centre that was run by the CoCT occasionally housed the children, but there was never an organised aftercare programme. As some participants remarked, the facilities were occasionally made accessible to the community for things like table tennis or other educational programmes, but they were suddenly taken away with little warning or justification. Consequently, the children became bored and engaged in negative behaviours, as one participant put it.

Residents of the community believed that the government had forgotten about their area. Kingsbury et al. (2004) noted that externally funded structural adjustment programmes, especially by government, were the first to be cut in order to reduce public spending and debt. It was frequently

suggested that external consultants on economic development were concerned less about the welfare or enhancing the productivity of people than they were with advancing short-term macroeconomic results. This was because it was seen as a soft option for governments to reduce spending in the face of an unsustainable burden of debt (Kingsbury et al., 2004). The community leaders in MGV highlighted a similar situation regarding schooling in the area.

Despite the SDGs 2030 goals and call for a reduction in youth unemployment by 2020, the situation had gotten worse for many South Africans, particularly in the case of MGV. Members in the community believed that the future looked grim, if the government did not attend to the fundamental problems, such as providing after-hours educational programmes and training in basic skills. A concerted effort needed to be made to kick-start the projects and allow them to be sustainable as well.

SDG 8.6: By 2020, substantially reduce the proportion of youth not in employment, education or training. (19/35) (A/RES/70/1)

According to Bill of Rights in the Constitution, South Africa is one of the few nations with rights that guarantee its residents good services and a high standard of living. After that, Section 29 (1)(a) contains the entitlement to fundamental education. According to one participant, it appeared like the government had forgotten about the MGV community. They felt robbed of many essential and basic rights.

> *The significance of education, in particular basic education, for individual and societal development in our democratic dispensation in the light of the legacy of apartheid, cannot be overlooked. The inadequacy of schooling facilities, particularly for many blacks, was entrenched by the formal institution of apartheid, after 1948, when segregation, even in education and schools in South Africa, was codified.*
>
> *Today, the lasting effects of the educational segregation of apartheid are discernible in the systemic problems of inadequate facilities and discrepancy in the level of basic*

74

education for the majority of learners (Judgment: Justice Bess Nkabinde) (McConnachie, Skelton, & McConnachie, 2017)

Basic education is an important right directed, among other things, at promoting and developing a child's personality, talents and mental and physical abilities to his or her fullest potential. Basic education also provides a foundation for a child's lifetime learning and work opportunities (McConnachie, Skelton, & McConnachie, 2017. p. 23)

5.5.3   Illicit Drugs in the Community

Drug use is a national threat in South Africa, but the Western Cape is the most prevalent (Nyabadza & Coetzee, 2017) and one of the most dangerous (Chetty, 2015). More specifically, drug misuse was a factor in 35% of crime (Nyabadza & Coetzee, 2017). The Coloured community was more likely than other racial groups to get treatment for methamphetamine-related "tik" disorders, ranging from 81% to 92% (Chetty, 2015; Pluddermann, Flisher, Parry & McKetin, 2007). It had an impact on human behaviour, when children lacked respect for their parents, and community members could not hold down jobs. Fergusson and Boden (2008) reported that substance use was detrimental to academic performance that persisted into adulthood, obstructing opportunities for tertiary education and was linked to lower income, unemployment and poorer quality of life.

Due to unemployment, a lack of education, and a dearth of communal activities for both children and adults, drug use had increased in MGV. Members of the community claimed that when children had nothing to do, they often turned to doing the "wrong stuff". Because of a lack of parental supervision, they indulged in smoking dagga and drinking alcohol that caused many of the children to prematurely leave school at the primary school level.

Despite residents in the community identifying drug houses, nothing was done to address the problem. Therefore, MGV did not have any preventive methods for dealing with drugs and crime,

which left many families to suffer in silence. A higher proportion of patients (40%) were found in the Western Cape suffering from mental health problems (SACENDU 2015, p. 1-2)

SDG 3.5: Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol (16/5) (A/RES/70/1).

5.5.4   Community Lack of Resources and Socioeconomic Challenges

According to Schoeman (2011), poverty emanates from the unequal distribution of resources, and a lack of access to material and non-material resources. The MGV community experienced a lot of difficulties, because of a shortage of resources. Except for soccer, which had been the community's main attraction for decades, there were no other recreational facilities for young people in the area. There were no sports for girls. Therefore, the community leaders and NPOs played a key role in alleviating poverty, by engaging the poorer groups that were unserved and helped them to increase access to public resources and services.

According to Van der Westhuizen and Swart (2015) and Cilliers and Aucoin (2016), more than 20% (10.2 million) of the population in South Africa lived in extreme poverty whilst 28 million people in South Africa were poor (earning an income below R779 per person per month) (Choto, Iwu, & Tengeh, 2020 p. 592)

A letter, inviting Alderwoman Patricia de Lile to attend and address the people at MGV's 90th birthday celebration, was delivered to her office in October 2012. The community leaders believed that expressing some of their difficulties would have been a civil gesture. Unfortunately, the Alderwoman nor accepted nor sent a representative to the celebration, which was viewed as a poor response by the community.

The community of MGV were also mindful of the difficulties they faced regarding local healthcare facilities. According to one participant, generation after generation in MGV fought for a basic

76

healthcare clinic in the community. Their problems got worse over the years, and despite repeated requests to the authorities, nothing changed.

> *Health is a fundamental human right indispensable for the exercise of other human rights. Every human being is entitled to the enjoyment of the highest standard of health conducive to living a life of dignity* (*The United Nations Committee on Economic, Social and Cultural Rights, 2000)*

Access to public transportation was a challenge to get to the nearest public health clinic, because taxis and buses did not serve MGV. So, the members had a distance walk to get to the nearest train station, without shelter when it rained. The community was negotiating with the Ward Councillor on this matter, but more still needed to be done. Kolzow (2009) identified two important community development planning skills for ward councillors. Firstly, they needed to enlist their support for initiatives needed to stimulate the local economy, improve the quality of life and manage growth. Secondly, they needed to be educated on the community they served, so that their vision was founded on a reasonable set of beliefs that the community could adopt (Kolzow, 2009).

Furthermore, when the Eco-Village was constructed, the MGV community was also given promises about other facilities, such as a high school and healthcare clinic, but not much of that happened afterwards. As stated by Ernsten (2019), Gary Glass founded Eco-Village in 1996, and planted an organic garden.

As part of the Eco-Village community development and rehabilitation programme, one of the residents in MGV rescued horses from the Cape Flats and sold them to other riding schools, as a business. Because they were unaware of the nature of Eco-Village, CoCT officials wanted to get rid of the horses. Participants said that although they were involved in the Eco-Village talks, and that many promises had been made to them, nothing had come of it.

In 2005, the director of The Sustainable Institute, Mr Swilling was approached by the Eco-Village Association in partnership with the PGWC in the project. This was a real and learning example of a

sustainably designed, multi-purpose facility (residential, commercial, agricultural, educational and conservation) and a socially integrated project (rich, poor, multi-cultural and child-centred), which set the benchmark for communities and other integrated sustainable human developments in South Africa, according to Ernsten (2019). He also referred to the proposal by PGWC to redevelop the Eco-Village, as part of the Two Rivers Urban Park (TRUP) for R80 million. According to Powell (2005), the strategy envisioned 600 new residential units in Ndabeni and Alexandra, which would have benefited the MGV community (Ernsten, 2019). After an investigation of the project, participants were referred from one department to another, but the MGV community has not seen any developments to date.

Although the MGV community has traditionally suffered from a number of societal ills and disappointments, they still maintained their faith in Ubuntu. However, for many, the obstacles had become steadily more difficult to overcome, and the inequalities were still evident and had progressively become entrenched. As stated by Westoby and Botes (2020), community development must be urgently rethought in light of the significant challenges of growing inequality. The scarcity of land in MGV, and the daily challenges of local residents, for even basic services like schooling, were persistent problems. The community's leaders had been fighting the battle of reconstruction for a very long period. According to the community leader, even if land did become available, others were prioritised over them, with obtaining the lease for a golf course, being one example of this dilemma.

5.5.5   Golf Course Dilemma

Participants complained that no local residents were considered when the golf course was given to an 'outsider'. They asserted that, even though the public involvement procedure was conducted, still none of the community leaders were aware of the due process. Participants mentioned that Alderwoman Patricia de Lile was the original owner and, that once she moved out of the area her

78

friend, Shelly Little, received the lease. It had never occurred to the community that an outsider would be prioritised over the community of MGV.

The residents also experienced damage to their properties by the golf balls, and when they complained about that to the owner of the golf course, they were "chased away like dogs." They were also not allowed access to the footbridge of the golf course in order to get to Groot Schuur Hospital or the Observatory swimming pool or the Raapenburg bird sanctuary. For many residents in MGV, it was difficult to fathom they could be treated with such disrespect. The Dalai Lama said, *"our society is lacking an adequate sense of compassion, sense of kindness, and genuine regard for others' well-being"* (Lama, Tutu, & Abrams, 2016, *p. 296).*

5.6 SUMMARY OF THE CHAPTER

The aim of the study was to identify factors undermining socioeconomic development in MGV. The key concepts and findings were presented and discussed in this chapter of the study. Some of the challenges that the MGV community faced concerning socioeconomic development were reflected in the discourse and narrative of the chapter in the context of the number and varied social and economic challenges confronted. The conclusion, recommendations and summary of the study are presented in the next chapter.

CHAPTER SIX: CONCLUSION, RECOMMENDATIONS AND SUMMARY

6.1   INTRODUCTION

There are several socioeconomic challenges facing South Africa as a nation that speak to the need for an innovative and strategic plan of action to address these challenges. As part of the transformation of MGV, the researcher seeks to recommend a fundamental human rights approach in accordance with the Constitution of the Republic of South Africa. Within this context, the chapter begins with providing a concise narrative of the strengths and limitations of the study. Next, the conclusion of the study is presented, which is aligned with the aims and objectives of the study. Thereafter, the recommendations for future research are addressed and presented, and the chapter finally ends with a summary of the mini-thesis.

6.2   STRENGTHS AND LIMITATIONS OF THE STUDY

This study is significant and relevant because it provides a discourse and narrative exposition of the particular socioeconomic and related problems that are specifically confronting the community of MGV. It brings attention to the challenges inhibiting the enjoyment of basic human rights and welfare needs in the community, such as inadequate schooling and healthcare facilities, the absence of proper transport and communication services, in addition to the myriad of challenges regarding municipal service delivery that have become embedded historically in the fabric of the community. The need for mobilization and active participation be community members of all ages, as well as the imperative for advocating agency within the local and broader regional communities is unequivocally expressed in an attempt to mitigate the challenges and suffering within the MGV community.

The limitations of the study concerned the literacy levels of some of the participants, which made it more challenging for the researcher to communicate the interview questions as originally designed and, possibly, impacted the quality of the results derived from the participants. Similarly, the nature of qualitative research dictates that not all members from the community could be interviewed,

therefore the findings presented in the study is specific for the participants and is, in no way, representative of the views and perspectives of the broader MGV community or the general community within the CoCT.

6.3   CONCLUSION

The study explored and examined the challenges that confront the community of MGV and showed that observable inequalities exist within the community, which unquestionably affect the community's well-being and livelihood in the current socioeconomic climate. Despite the change in political climate in the country, essentially, the disadvantaged and vulnerable community of MGV is still trapped structurally and economically in the colonial legacy of the past which, to some extent, is an indictment against the current national and provincial governments. In 2023, it is not acceptable to have a community in South Africa where basic human needs and services, inclusive of suitable employment and job security, healthcare services, proper schooling and limited to no recreational facilities and resources, particularly for the youth, are still lacking.

6.4   RECOMMENDATIONS

Future research involving (all) other aspects of the MGV community, in relation to basic human rights issues and constitutional ideals need to be explored, particularly within the context of post-apartheid South Africa. There is need for advocacy and agency regarding job creation and socioeconomic development within the community that could be done by leveraging the Department of Social Development (DSD) to expand the Greenlight Project, as well as the Eco-Village project to help local entrepreneurs generate a modest income and take care of their families. Similarly, the DSD's Sustainable Livelihood programme can be accessed through the MGV community forum for spearheading additional socioeconomic development.

In addition, the CoCT can support such initiatives by, among others, recruiting new matriculants from the MGV community to run the community centre and implement the Come-and-Play recreational

programme, the aftercare service, as well as adult education and training. Furthermore, as part of a long-term community development strategy, both local and national government should consider the Eco-Village as a foundational community project for developing other similar projects and programmes, all of which are run by local leaders and community members driving the projects.

In terms of municipal service provision, MGV needs a healthcare facility urgently, especially for the elderly, but also where teenagers could receive health information and counselling on the importance of preventing premature teenage pregnancy, as well the transmission of sexually transmissible infections, such as HIV. In addition, such a facility could also be used for the rehabilitation of members with a history of drug abuse and other anti-social behaviours that negatively impact the broader community. In conclusion, the MGV community will benefit from further studies based on the above-mentioned recommendations.

6.5 SUMMARY OF THE STUDY

Maitland Garden Village (MGV) or 'The Village' as it is commonly called, is only one of many disadvantaged South African communities that have problems with community development. Over the years, MGV progressively spiralled downwards into a vulnerable and marginalised community of low community cohesion that is plagued by drug abuse, high teenage pregnancy rates, and mounting unemployment. In order to address these challenges, the present study explored the causes of the ongoing poverty and poor development in MGV. The literature review provided an overview of relevant and current research on social inequalities in disadvantaged communities, focusing on international, regional, and South African contexts. It highlighted the need for more research, especially in settings like MGV that are prone to high youth unemployment and poor infrastructural, educational, and, inter alia, healthcare services. The conceptual and theoretical framework for the study were presented in Chapter Three, focusing on the Sustainable Livelihoods (SL) and Well-being Approaches. The Sustainable Livelihoods approach is chosen, due to its people-centred, responsive, and multi-levelled focus. The framework included societal, family, community and individual well-

being, which were most appropriate for the study. The research embodied qualitative research method with an exploratory narrative design and was conducted via one-on-one, face-to-face semi-structured interviews with twenty-one local participants, using snowball and quota sampling. The interviews provided a comprehensive understanding of the challenges facing the community, targeting individuals between nineteen and seventy years old. The findings of the study were presented through reflective and analytical discussions that reported on the difficulties, achievements, and low points of the MGV community, as well as focusing on youth development, unemployment, educational literacy, and healthcare provision. The MGV community has a rich history, but faces numerous socioeconomic challenges that will continue into the future unless the required collective involvement and partnership of the local, public, and private sectors are brought to bear in order for the community to navigate these challenges and thrive.
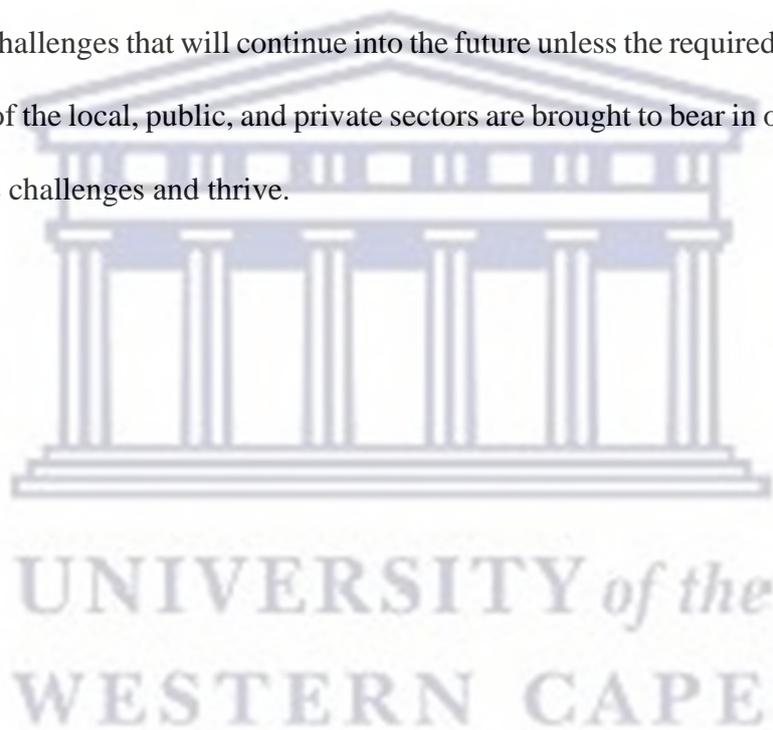
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91

APPENDICES

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APPENDIX A: INFORMATION SHEET

Project Title: Socioeconomic Development of Human Well-being at Grassroot Institutions with Special Reference to Maitland Garden Village

What is this study about?

This research project is being conducted by Valma Susan Hendricks, a student at the University of the Western Cape. The purpose of this study is to look at the influences and obstacles that unemployment has on the Garden Village community's well-being. This study is significant because it will give us a sense to assist with sustainable development programmes if needed or a feeding scheme. You are invited to participate in this project because you have first-hand experience in the implementation of ISD and can be an agent of change.

What is the Interview about? What will I be asked to do if I agree to participate?

The Interview seeks to:
1. Identify current development programmes in the community.
2. Working with the community to create a program that would keep them going and empower them to serve others.
3. Trying to figure out where the development gap in the Garden Village area is.
4. Education/ primary school, is there transport for high school, what the literacy level is in the community, etc.?

What type of personal information will be collected?

 Your location, employment

Who at UWC is responsible for collecting and storing my personal information?

[A student, not sure of the name at this stage] will collect and store your data in a password-protected device.

Who will have access to my personal information outside of UWC?

93

No one

How long will my personal information be stored?

After five years the data will be permanently deleted.

How will my personal information be processed?

Your employment (including an organization) will not be included in the findings of the study.

Will my participation in this study be kept confidential?

All participation will be treated with confidentiality and integrity. All personal information will be kept confidential and will remain anonymous. You will be required to sign a consent form before partaking in the study to protect your privacy and confidentiality. The researcher shall not reveal the identity of the participants and will safeguard the confidential information obtained in the course of the study.

What are the risks of this research?

There is no foreseeable risk in the study.

Is any assistance available if I am negatively affected by participating in this study?

There are no negative effects that could happen from participating in this study, that could be pre-empted at this stage.

However, should a respondent be victimised by any state official or politician – a formal complaint would be lodged with the Minister of Social Development, within the Province as well as with the Provincial Human Rights Commission.

What are the benefits of this research?

There are no material benefits for the participants (respondents).

Do I have to complete the whole interview proceedings or may I withdraw from the process at any time?

Your participation in this research is completely voluntary. Should you feel the need to withdraw from the study, you can do so at any time.

How long will it take to complete the whole interview process?

The full interview session will take about 45-60 minutes to complete.

Do I need to bring anything to the interview?

You do not have to bring anything.

What if I have questions?

This research is being conducted by **Valma Hendricks**, a student at the University of the Western Cape.
If you have any questions about the research study or if you have any questions regarding your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact the student's research supervisor, **Prof. M.S. Bayat**, at the Institute for Social Development (ISD), University of the Western Cape.

94

Prof. M.S. Bayat
Research Supervisor
Tel: 083 786 1326
Institute for Social Development
School of Government
University of the Western Cape
Private Bag X17
Bellville 7535

This research project has received ethical approval from the Humanities & Social Sciences Research Ethics Committee of the University of the Western Cape, Tel. 021 959 4111, E-mail: research-ethics@uwc.ac.za

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Private Bag X17, Bellville 7535, Cape Town, South Africa
Telephone: 021 959 3858/6 Fax: 021 959 3865
E-mail: pkippie@uwc.ac.za or mdinbabo@uwc.ac.za

APPENDIX B: CONSENT FORM

Project Title: Socioeconomic Development of Human Well-being at Grassroot Institutions with Special Reference to Maitland Garden Village

I, …………………………………………………………………………………., have read and understood the information sheet regarding this research.

I have had the opportunity to ask any questions related to this study and received satisfactory answers to my questions and any additional details I wanted.

I understand that my participation in this study is voluntary, I am free not participate and have the right to withdraw from the study at any time, without having to explain myself.

I am aware that the information I provide in the interview might result in research which may be published.

I understand that any written output resulting from this interview will never use my name, that is my identity will not be revealed in any form.

I agree to answer the questions to the best of my ability.

I may also refuse to answer questions that I don't want to answer.

96

I understand agree that this interview may be voice recorded.

I agree to keep the insights and stories shared by other participants in this focus group confidential and I will not disclose any personal details of other participants after this focus group has ended.

By signing this letter, I give free and informed consent to participate in this interview.

Date: ………………………………………………………

Participant Name: ..………………………………………………………

Participant Signature: ……………………………………………………..

Interviewer Name: ……………………………………………………..

Interviewer Signature: ……………………………………………………..
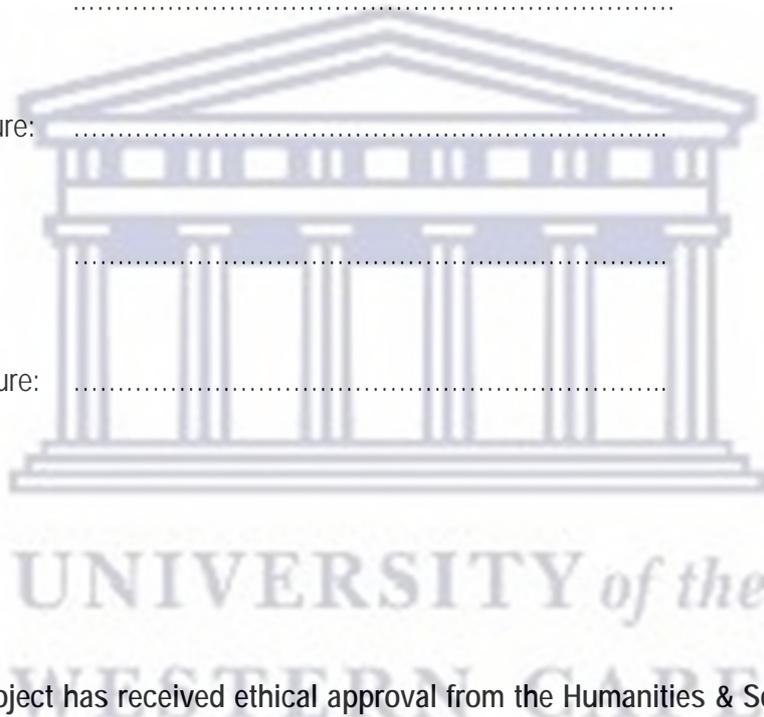
This research project has received ethical approval from the Humanities & Social Sciences Research Ethics Committee of the University of the Western Cape, Tel. 021 959 2988, E-mail: research-ethics@uwc.ac.za

APPENDIX C: ETHICS APPROVAL LETTER

14 December 2022

Ms V Hendricks
Institute for Social Development
Faculty of Economic and Management Sciences

HSSREC Reference Number:	HS22/8/58
Project Title:	Socio-Economic Development of human well-being at grassroot institutions with special reference to Garden Village, Maitland
Approval Period:	**13 December 2022 – 12 December 2025**

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology, and ethics of the above-mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report by 30 November each year for the duration of the project.

For permission to conduct research using student and/or staff data or to distribute research surveys/questionnaires please apply via: https://sites.google.com/uwc.ac.za/permissionresearch/home

The permission letter must then be submitted to HSSREC for record keeping purposes.

The Committee must be informed of any serious adverse events and/or termination of the study.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

University of the Western Cape

APPENDIX D: INTERVIEW SCHEDULE

Semi-structured Interview Schedule for Maitland Garden Village (MGV) Community

Main research question: How can transformation be advanced in the Maitland Garden Village community?

Main Question 1: What are the factors undermining development in the Maitland Garden Village (MGV) community?	
Additional optional prompts (probes or reminders)	
Sub-Question 1	Tell me briefly about yourself. • Age • Gender • Marital status (living with you) • Education level (primary, high school, tertiary) • Employment status (self-employed etc.) • Years living in MGV (what type of dwelling: own house, renting, etc.) • General health (a disability, injury, illness or addiction, etc.) • As a resident in MGV, what role do you play in the community, if any?
Sub-Question 2	What has it been like for you living in MGV? **Prompts:** • What did you like about living in MGV? Why? • What did you dislike about living in MGV? Why? • Has the situation for you changed over the years?
Sub-Question 3	How would you describe the conditions or circumstances in MGV? **Prompt:**

99

	• You can speak about employment, safety, crime, etc.
Sub-Question 4	What do you think are the main problems in MGV? **Prompt**: • Drugs, violence, unemployment, etc.
Sub-Question 5	What do you think are the main assets or resources in MGV? **Prompt:** • Think about social structures like churches and community centres, businesses, sport clubs, community hero's, etc.
Sub-Question 6	What do you think are the main or potential developments in MGV? **Prompt:** • Think about businesses, sport, culture, arts and crafts, etc.

Main Question 2: What is the role of local government in advancing the development/socio-inequality for the well-being of members in the Maitland Garden Village (MGV) community?	
Additional optional prompts (probes or reminders)	
Sub-Question 1	How well are the social and physical surroundings, services and facilities maintained in MGV? For example; a broken water pipe or a lamp pole in the road that has been out of order for a while?

Sub-Question 2	Is there a local community Ward Councillor in the area?
	Prompts:
	    • If yes, does he or she frequently visit the community?
	    • If yes, does he or she assist with local community services?

Sub-Question 3	Where is the closest Day Hospital? **Prompt:** • Do home caregivers have the ability to deliver chronic medications to individuals of the community?
Sub-Question 4	Is there unity amongst community members? **Prompt:** • Are the people in the community on the same page?
Sub-Question 5	What are the community's ongoing projects or programmes? **Prompts:** • If yes, how does it impact the community?

Main Question 3: What are some of the factors (limitations) for determining development, the level of education or literacy level and the (un)employment levels?

Additional optional prompts (probes or reminders)	
Sub-Question 1	What do you think is the level of education and literacy (reading ability) of people in the MGV community? **Prompts:** • In your own view, what percentage?
Sub-Question 2	Do learners drop out of school? **Prompt:** • Why do you think learners drop out of school?
Sub-Question 3	Is there high unemployment in MGV? **Prompts:** • Is there high self-employment in MGV? • What are the reasons for this?
Sub-Question 4	What do you think can be done to overcome some of the problems of school dropout in MGV?
Sub-Question 5	What do you think can be done to overcome some of the problems of unemployment in MGV?

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APPENDIX E: TURN-IT-IN REPORT

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