

**AN ANALYSIS OF POLICIES AND STRATEGIES
TO REDUCE POVERTY**

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DECLARATION

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ABSTRACT

In this thesis I analyse policies and strategies to reduce poverty through education, and the focus is on global and national policies and strategies and I conduct a small-scale investigation into policies and strategies that exist at a local level (local is the Cape Winelands District Municipality). Poverty is one of the core problems facing many South Africans, and by using critical theory as my research methodology I present a different way of thinking about poverty. Education, just like poverty, is a complex concept because education determines human thoughts and actions.

The literature review indicates three ways to reduce poverty: *job creation, education and skills development*. The policy analysis indicates four ways to reduce poverty: *empowering the poor, increasing the capabilities of the poor by using education, the challenge of deliberative democracy, and social justice*. The interview respondents indicated that these seven ways may have a major influence on their impoverished circumstances.

I argue that individuals need to reflect critically on their social well-being in order to transform their lives. Critical reflection by individuals is needed to transform not only themselves, but also their communities, and it is by transformation that individuals can bring change in their social communities in order to achieve social justice. A remaining need I identify is that the South African government need to focus on the goal to halve the number of poor people by 2015 (according to United Nations, Millennium Development Goals). I realise that the government still has much work to do in order to reach this important goal.

KEYWORDS: poverty, education, inequality, policies, global, national, local, social justice.

OPSOMMING

Hierdie studie ondersoek verskeie beleide en strategieë vir armoede verligting op 'n globale, nasionale, en lokale konteks. Weens 'n gebrek aan beleide op lokale vlak onderneem ek 'n klein empiriese studie in die Kaapse Wynlande Distriks Munisipaliteit. Armoede bly een van die hoof uitdagings vir baie Suid-Afrikaners, en deur die gebruik van Kritiese Teorie as navorsings metodologie stel ek daar 'n ander manier om oor armoede te reflekteer. Die literatuur studie wys na drie maniere hoe om armoede te beveg: werkskepping, opvoeding, en die ontwikkeling van vaardighede. Die analiese van beleide dui op vier maniere: bemagtiging van armes, verbreding van vermoëns dier die gebruik van onderwys, beraadslagende demokrasie, en sosiale geregtigheid. Die response van die onderhoude dui daarop dat hierdie sewe maniere 'n groot invloed kan het op die verbetering van armoedige omstandighede.

Ek argumenteer dat persone krities moet reflekteer oor hul sosiale welstand sodat hul lewens kan transformeer. Kritiese refleksie is nodig nie net vir persoonlike transformasie nie, maar ook vir gemeenskappe sodat sosiale geregtigheid kan geskied. Die Suid-Afrikaanse regering behoort steeds te strew om die getal armes te halveer teen 2015, volgens die Verenigde State se Millenium Doelwitte. Ek besef die regering moet nog baie doen om hierdie belangrike mylpaal te bereik.

SLEUTELWOORDE: armoede, opvoeding, ongelykheid, beleide, globaal, nasionaal, lokaal, sosiale geregtigheid,

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DEDICATION

This thesis is dedicated to my parents, Esau and Stienie Daniels, my eldest sister, Jenny, and twin sisters Georgine and Geraldine. Thanks for being the inspiration behind my decision to study further. Thanks for believing in me during extremely difficult times.

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CHAPTER 1

ORIENTATION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

In this study I analyse policies and strategies that can reduce poverty. This raises the question, Why is an enquiry into poverty a worthy educational pursuit? I take my cue from Tilak (1989:2) who states that education is the single most critical element in combating poverty, empowering the poor, enhancing economic growth, controlling population growth, protecting the environment and promoting human rights and democracy.

South Africa became a democratic country in 1994. The South African government has since developed several policies that focused on the alleviation of poverty. Poverty is therefore one of the main concerns of the South African government. This is underlined by Van der Berg, Louw and Du Toit (2007:11), who state that “years of racist legislation had left the country with a deeply divided socio-economic structure”. One can argue that the divided socio-economic structure that was caused by the apartheid system is still the main cause of poverty in South Africa. Black citizens, who include the so-called Africans, coloured people and Indians, were deeply affected by the apartheid laws that had two main pillars: racial oppression and economic exploitation. The use of ‘so-called’ refers to the categories into which people were divided by the ruling class (white people) during the apartheid era according to the colour of their skin (South African Human Rights Commission [SAHRC], 2006:19). Van der Berg et al. (2007:10) also point out that “backlogs in education among the poor leave them with less education and poorer in terms of quantity as well as quality of education”. It seems as if there may also be a link between poverty and inequality.

Triegaardt (2006:1) states that

South Africa still remains one of the highest in the world in terms of income inequality. Inequality is also demonstrated through lack of access to natural resources; a two-tiered educational system; a dual health system; and other

socio-economic dimensions. This increasing inequality is an issue of concern to policy makers and social scientists.

As inequality developed in South Africa since colonialism, followed by the apartheid system, it affected the majority of citizens in the country. An effect of poverty is that it entrenches disadvantages in the country, as manifested by joblessness and low salaries. To put it another way, joblessness and low salaries may lead to inequality and poverty. Unfortunately, despite the fact that South Africa has become a democratic country, Triegaardt (2006:1) shows that “in spite of the pro-poor policies, South Africa still remains one of the highest in the world in terms of income inequality”. It seems as if poverty and inequality have racial, gender, spatial and age dimensions in South Africa. The dual factors poverty and inequality accompany unemployment. Unemployment is also one of the main causes of poverty. It seems as if there is a link between poverty and inequality, which remains a challenge for the South African government. I discuss the concept of poverty and its causes in more depth in Chapter 2. Although definitions of poverty are debatable, common agreement about poverty exists.

Because poverty is a national and global concern, the question arises, How is the issue of poverty dealt with at government level? The Constitution of the Republic of South Africa, (RSA), 1996 assures all citizens of the right to basic education. Unfortunately, despite the onset of democracy in 1994, many South Africans are still trapped in poverty, and many citizens in urban and rural areas are still facing long-term poverty. With this in mind, my research aims to develop a deeper understanding of the concept of poverty and seeks to analyse policies and strategies to reduce poverty. It examines the causes of poverty in a local area and investigates issues around poverty reduction nationally and globally.

In this chapter I describe the background to my study. I have selected the area in which I reside and teach at a school as a focus for a local level. My focus is on a rural area in the Cape Winelands District Municipality, which refers to the areas situated outside the towns or cities in this municipality. The main focus will be on one public primary school in the area, because the other primary school in the area is a private

school. I selected this rural area because poverty is quite common here and I want to enquire about what strategies and policies are in place to reduce poverty.

This brings me to the question, Why is an analysis of policies and strategies to reduce poverty necessary? It is my opinion that by conducting such an analysis one can explore how an improvement in the living conditions of impoverished people can be brought about. Policy makers and development practitioners need to formulate long-term strategies to reduce poverty in the lives of the majority of South Africans. Therefore, in this chapter I discuss the rationale of the study and the research procedures. In addition, I clarify some of the key concepts that I used in the research. I finally provide a brief overview of the programme of the study.

1.2 BACKGROUND TO THE STUDY

The rural area under investigation is situated in the Cape Winelands District Municipality and consists mainly of farms cultivating wine and deciduous fruit. Why is farming well-known in this region? According to the Museum of the Caab (n.d.),

Trading was an especially important component of the inter-cultural contact between various groups that had been established by the 1590s, with Dutch and English ships that frequently stopped over at Table Bay en route to and from the spice and porcelain of the rich East.

A refreshment station was set up in 1652 by the first colonial commander of the Cape, Jan van Riebeeck. Many settlers from Britain and France were brought in to cultivate the land, producing food and wine. The company released some of the men from service to work as 'free burgers' to farm plots of land along the gardens of the company. The burger settlements expanded beyond the plots of Table Bay and out into the Hottentots Holland Mountains and the Boland district. The burgers soon settled in Stellenbosch in 1679. In 1687 plots of land in the local area of my investigation were allocated to free burgers wanting to cultivate the land.

The Museum of the Caab (n.d.) reports that one of the conditions was that the burgers were obliged annually to bring one tenth of their harvest to the company in exchange

for the land they received. Failure to do so resulted in the land being confiscated. Three thousand vines were planted in two years, and by 1701 farming was becoming the most agriculturally active industry of the district. Notably, Boschendal (2007:103) indicates that this valley, “with its good soils and productive farmers, was one of the biggest wine producing areas in the Cape”. How did the abundant production of wine affect the settlers?

The prospect of being employed freed many settlers from the risk of sickness and early death in Europe. These impoverished landless underclass Europeans grabbed this opportunity to earn a fixed income and in the process become prosperous; the opportunity to earn a fixed income was highly attractive to them. Even more attractive was the prospect of improving their social and financial status in life. Their status in life was greatly improved by owning land, and it was through owning property that people became wealthy.

Over the first two centuries that wine was produced in the local valley, the hands that helped make the wine were bound by the shackles of slavery.

The slaves who arrived at the Cape were a multi-ethnic group, brought in mainly from Indonesia, Malaysia, India, Mozambique and Madagascar.... Wine farms in the Cape were labour intensive and demand for slaves grew accordingly (Boschendal, 2007:90).

About 190 slaves from the Indonesian islands lived and worked in the area. They cultivated the land and built nearly all the beautiful buildings in the area. The slave men laboured on the lands or buildings, whereas the slave women did domestic work. On 1 December 1838 slaves were freed, but many freed slaves continued to work for their owners as a result of their impoverished circumstances and the social and family ties they had in this area (Museum of de Caab, n.d.).

Since the abolition of slavery in the then Cape Colony, most of the so-called coloured or black people remained poor in the area, because at no stage did they ever obtain ownership of any land. I am using the term ‘black’ here with reference to the South African Human Rights Commission (SAHRC, 2006:19) that states,

South Africa also retains the colonial and apartheid classification of the population into two groups, namely the Black (comprising Africans, Indians and Coloureds including indigenous people like the Khoi and San groups) and White people.

These black people had to work as labourers on farms to obtain housing or to earn money. The poverty of black people in the Drakenstein area can also be ascribed to political influences over the last 100 years in South Africa based on legislation that divided the population according to race. According to Bhorat, Leibbrandt, Maziya, Van der Berg and Woolard (2001:3), political segregation became institutionalised as *apartheid* after 1948. Since then white people have gained even more privileges by controlling the economy of the country. Different races such as white, black, coloured and Indian were becoming 'acceptable' to the people of South Africa, on the one hand, but on the other hand, these racial divisions became the driving force of the struggle against apartheid. Bhorat et al. (2001:4) show that the "government aggressively promoted the employment of whites ... and supported commercial (white) agriculture through a variety of measures". The point that I want to make is that poverty can be linked to racism that was enforced through apartheid. Maile (2008:169) convincingly shows that the

post-apartheid South Africa inherited an education system characterised by racial inequality and segregation. After 1994 it was necessary to redress the past injustices in educational provision, and provide high-quality education to all.

The South African government has made provision for quality education for all citizens of the country in the Constitution of the Republic of South Africa (RSA, 1996), in order to provide basic education to everybody. It is through this vision of quality education that poverty, which affects many South Africans, can be addressed.

How does poverty affect the citizens of the local area? To come to the context of the local area for this research, the statistics of the local police station in the area indicate that about 3 000 to 4 000 people live in the area. According to observations, many of the people in the area are unemployed because they only have seasonal jobs. Most of

the people depend on social grants, which are provided by the government, in order to meet their basic needs. During the harvesting season, about 1 000 migrants come to the area for job opportunities. These migrants are seasonal workers (seasonal workers are people who are employed only during the harvesting time; for the rest of the year they are unemployed). The influx of seasonal workers may also be one of the reasons why some of the citizens of the local area cannot find jobs: the jobs are taken by people from other areas.

Earlier I noted that after the abolition of slavery many labourers preferred to remain on the farms as they could not make a living elsewhere. Let me explain why they preferred to stay on the farms. Boschendal (2007:88) asserts,

The first people known to have lived in the valley, the Khoisan, moved further afield as their hunting and grazing lands were encroached upon by the European settlers.... As the settlers arrived, slaves were brought in by the Dutch East India Company to aid the settlers in their farming exploits. These people (farm labourers) remained under the control of the ruling classes even after the abolition of slavery, simply because work was scarce.

It seems as if the settlers confiscated the land from the indigenous people and took ownership from them, which led to the indigenous people's never getting their land back from the settlers. Notably, the settlers were all white people from Europe and land ownership became the norm of most Europeans in South Africa. Having been stripped of their land, many black people were forced to move to other areas. Historically, though, farm labourers received free housing in exchange for their work from the owner. These labourers were thus constrained to stay on the farms to receive houses and earn an income. The result was that because the labourers had free accommodation, the owner paid them low salaries. This combination of low salaries and lack of ownership of land resulted in the (black) people of the area remaining poor. It thus seems as if poverty became a vicious cycle for the labourers on farms. This leads to the result that the education of the children of these labourers was (and is) hampered because, for financial reasons, they are forced to attend the school in the area that gives them free access. Thus, their schooling options are limited.

To come back to seasonal work, it is also a time during the year that gives many people a chance to earn an income. Unfortunately, when the harvesting season ends, many people are jobless again and have to wait till the next harvest for job opportunities. It is through job opportunities that people are financially able to care for themselves. During a jobless time, people descend to an extreme level of poverty with no income. They struggle to support their families with basic necessities such as food and clothing. Although many of the labourers are poor, it seems as if they are forced to remain on the farms in impoverished conditions. In the next paragraph, I discuss various factors why labourers remain on farms in conditions of poverty.

As far as education opportunities are concerned, there is only one primary school that caters for the children of farm labourers. This school, which is the site of analysis for this study, was established in 1900 and served mainly the children of the labourers on the various farms. The children of the valley formerly attended a school in a nearby area. Unfortunately, fighting became a problem on the way to and from this school. Later the number of pupils attending the school in the area kept on increasing. By 2008 the school had 832 pupils and 24 teachers. The school teaches learners from Grade 1 to Grade 9. After Grade 9 pupils can decide which secondary school they want to attend. In the neighbouring areas there are two secondary schools that the pupils can choose from. The government provides free bus services to the secondary schools because the schools are both located more than five kilometres from where the pupils live.

All the pupils at the school speak Afrikaans, including the few black pupils attending, whose mother tongue is also Afrikaans. Some of the Africans prefer to send their children to the school in the valley because their mother tongue is Afrikaans and not Xhosa. However, the majority of the pupils are coloured pupils who interact in a loving way with black pupils. Race and language barriers are no burden to the pupils attending the school.

A private school is situated about 200 metres from this school and was established 11 years ago. The parents of children attending that school prefer to send their children to a private school and not to a government school (freedom of choice). According to the

secretary of the private school, the school has 67 pupils and seven teachers. Because of the registration fee of R2 500 per child and R1 350 per month for class fees, the poor people of this rural Cape Winelands District Municipality area cannot afford to send their children to the private school. Although the private school gives a discount to certain parents, the discount is still not enough to give them access to the school. The school also does not have bursaries for the underprivileged, such as the labourers' children. By listening to the secretary, I came to the conclusion that the private school is excluding the labourers' children who cannot afford high school fees because of their parents' low income. Some of the parents have shown me their salary slips from 2006 and 2007 with a salary of R650 to R800 per month printed on it. This convinced me that many of the parents in the area of investigation can therefore not afford to send their children to the private school. Thus they are forced to send their children to the government school, where they can enjoy free access, a free bus service and free cooked meals and fruit.

1.3 RATIONALE OF THE STUDY

In this thesis I analyse policies and strategies to reduce poverty through education, with the focus on global and national policies and strategies, and I conduct a small-scale investigation into policies and strategies that exist at a local level, in this case the Cape Winelands District Municipality. I mentioned earlier that the Cape Winelands District Municipality is used in this thesis to refer to all rural areas in the Cape Winelands; this indicates the areas outside towns or cities. So, why did I choose an area in the Cape Winelands District Municipality? The reason is that I have taught at two primary schools for the last 18 years (another primary school for 11 years and my current primary school for seven years) in this area, which is located in the Cape Winelands District Municipality. During my 18 years of teaching in the area (this coincides with the new political dispensation in South Africa), which include 11 years at my previous school (which closed down because the land was sold by the owner) and seven years at the current school, I did not observe obvious improvements in the quality of life of some of the pupils and their parents. My observation of the continued impoverished conditions of the locals in the community motivated me to investigate the poverty in the area for my thesis.

As mentioned earlier, my school has 832 learners who come mostly from nearby farms. Many of the farms are located within a radius of 10 kilometres from the school. About 202 learners make use of the free bus service that is provided by the Department of Education, and all 832 learners make use of the feeding scheme programme. For many of the learners, the meals that they receive from the school are the only food available to them. Watching these learners enjoy their daily food is a satisfying experience but also a sad indication of the poverty levels in the area. Although the school has been in existence for 108 years, the majority of the community live still in the same circumstances, and it seems as if there has been no or little obvious improvement in their socio-economic conditions, despite the advent of democracy in South Africa in 1994. My expectations, and those of a large number of people, of democracy were that it would bring tangible improvement to the plight of the poor in the country. My argument is that if democracy enlarges the lives of active citizens, why are there still so many impoverished people in the country after 17 years of democracy? What I want to argue is that democracy should have promoted equality in the country, but persistent poverty among many people continues to exclude them from the benefits of democracy. As a result, many poor people in this country are still being treated unfairly because after 17 years of democracy, not everybody is being treated equally yet. By equality I mean being treated equally as human beings, and this holds for education as well. For instance, the purpose of the South African Schools Act (Act 84 of 1996) is “to provide a uniform system” (Republic of South Africa, 1996). This means that every pupil in South Africa is supposed to receive equal education, which would make the system uniform. My contention is that it seems as if a uniform system is not yet in place because all pupils do not receive the same quality of education, and therefore the result may be that these pupils may not have the same opportunities as their wealthier counterparts.

What is particularly relevant to this study is the South African Schools Act (Department of Education, 1996), which also points out that education should contribute to the eradication of poverty and enhance the economic well-being of society, but where is the evidence? It is still apparent that the years of apartheid legislation in South Africa has left a divided socio-economic structure. Van der Berg

et al. (2007) observe that the educational backlogs of poor people leave them with fewer educational opportunities and many disadvantages in terms of quantity and quality of education. My point is that if education should be contributing to the eradication of poverty, why is such improvement not obvious in the lifestyle of the community of this rural area after 17 years of democracy? This is what I want to investigate. The rationale for my study involves analysing policies and strategies to reduce poverty, and I conducted a small and very limited study in the Cape Winelands District Municipality to investigate how education can contribute to the alleviation of poverty.

1.4 RESEARCH PROCEDURES

By research procedures I refer to three dimensions, and in this section I shall firstly discuss the research question, followed by two additional questions that will assist me in exploring the main question. Secondly, I shall describe the research methods, which include analysing a concept, proposing the ends or purposes that education should achieve and using semi-structured interviews. Thirdly, I shall explain the research methodology, which is critical theory.

1.4.1 Research question

My research was based on a qualitative social research method to analyse the policies and strategies to reduce poverty. A qualitative social research method holds that, in order to obtain information from the interview respondents about poverty in the area, one has to be aware of how poverty is influenced by poverty reduction policies and strategies. The main question that drives my research was, How do policies and strategies to reduce poverty affect the community in the Cape Winelands District Municipality?

In addition, the following two subquestions guided my research:

- How do you possibly uplift people out of poverty?
- What policies and strategies aim to reduce poverty at global, national and local level?

1.4.2 Research methods

I now describe the research design of this study. I use ‘design’ to refer to two distinct practices: using method and methodology. According to Kuhn (1978), methods refer to the techniques or procedures by which one examines a particular task at hand. Methodology, on the other hand, denotes the theoretical framework of thinking that underscores or guides the exploration of education (in this case) as an instrument for poverty reduction. My research methods included the following:

1.4.2.1 Analysing a concept

Analysis of concepts is vital for understanding and answering philosophical questions. Hirst and Peters (1998:29) state that in conceptual analysis, “to be able to use a word appropriately is a sophisticated and very convenient way of doing”. It seems as if one should relate a word or concept correctly to other words. Hirst and Peters (1998:30) also show that in analysing a concept, “our understanding of what it is to have a concept covers both the experience of grasping a principle *and* the ability to discriminate and use words correctly”. Hirst and Peters assume that one needs to examine the use of words or concepts in order to understand their meaning and value. My point is that one needs to uncover the meaning of the concept. Hirst and Peters (1998:32) argue that

we must pay attention to what we mean by using a word in the sense of the job that we conceive of the word as doing in the context in which we employ it. For words are not just noises or marks on paper; they are more like tools. One of the main jobs that words do is to convey information, to describe things and situations.

Burbules and Warnick (2003) state that analysing a term or concept aims to show its multiple uses and meanings for the primary purpose of clarification.

Describing the multiple meanings of poverty and education may make a valuable contribution to understanding the concepts ‘education’ and ‘poverty’. Burbules and Warnick (2003:21–22) show how to analyse a concept in order to obtain a clearer

meaning and to focus better on what is actually in dispute, as in this case, education and poverty. Through analysing a concept one is able to explore the various meanings attributed to the concept. Hirst and Peters describe words or concepts as a tool that can therefore be used as a tool to understand philosophy of education. Hirst and Peters (1998:33) show that

to analyse a concept [it] is important to realize that this cannot be done adequately by just examining the use of words in any self-contained way. We have to study carefully their relation to other words and their use in different types of sentences. This requires reflection on the different purposes that human beings share in their social life.

In this research it was my aim to analyse various concepts by various authors or interview respondents in order to try to understand the information that they wanted to convey. One of the key concepts of this research was poverty, and I wanted to research the concept by way of conceptual analysis.

Briefly, Woolard and Leibbrandt (2001:42) describe poverty as “the inability to attain a minimal standard of living measured in terms of basic consumption needs”. Their analysis of the concept is very useful for this study. Some of the inhabitants of the area do not have basic services such as running water, electricity and housing, while some pupils go to school without food on many days. Over weekends children are used to surviving on their own without food. Woolard and Leibbrandt (2001:54) also indicate that “poverty may be chronic (long term) or temporary (short term)”. This may indicate that the people of the area who have been poor since the days of slavery and remain poor to this day can be classified as chronically poor. Many people in the area are still living in the same conditions as their ancestors and nothing has changed for them. They still earn very little money and live in the same houses with no basic amenities. Many windows are also broken because they are never fixed by the owner. With their low salaries, these labourers cannot afford to replace broken windows; because of what is happening with the people, it is obvious that they are trapped in poverty.

In this section I have tried to explain what *analysing a concept* means. I indicate that words or concepts convey information to describe things and situations. These concepts can have various meanings in various sentence structures. Words or concepts should therefore be judged not in isolation but in their relation to other words and their use in different contexts. Conceptual analysis gives one a chance to reflect on words or concepts. One should relate a word or concept correctly to other words. Words or concepts can also create an understanding of what someone thinks. My point is that one needs to uncover the meaning of the concept not in isolation but rather in conjunction with other words. Words or concepts can therefore be described as tools to convey information. A person may analyse a concept in order to obtain a clearer meaning and to focus better on what is actually in dispute, such as education and poverty in this study.

1.4.2.2 Proposing the ends or purposes education should achieve

This is the second research method on this study. Lyotard in Usher and Edwards (1996:24) argues that

progress in all areas will emancipate the whole of humanity from ignorance, poverty, backwardness ... thanks to education in particular, it will also produce enlightened citizens, masters of their own destiny.

It seems as if Lyotard suggests that education may be a vehicle or tool to escape from the trap of poverty because he identifies poverty as one of the obstacles that may be reduced or eradicated through education. This is supported by Burbules and Warnick (2003:26), who report on

the ends or purposes education should achieve – either in terms of benefits to the person or to the society, or both. This may include a broader justification in terms of the social, political, or intellectual ideals – or it may be more ‘local’, even personal, in character.

My observation is that people and communities may need to transform in order to reduce poverty, and education plays a key role in this (re)shaping of people’s lives.

According to Papastephanou and Angeli (2007:604), the purpose of education is to transform learners from passive recipients of knowledge to active performers of successful tasks. This means that in order to be successful, learners should develop as critical thinkers. How can learners become successful? Hirst and Peters (1998:38) assert that

educating people suggests developing in them states of mind which are valuable and which involve some degree of knowledge and understanding. Educating people is not done by instant fiat; it takes time, and a variety of different processes of learning and teaching are involved in it.

What I want to propose is that citizens should gain educational knowledge and understanding in order to become critical thinkers. It is through critical thinking that learners can reflect on their circumstances and on how to improve their well-being. The role and purpose of education should create a sense of growth and develop the learners' approach to knowledge and life. If education allows learners to become critical thinkers, the lifestyle of some people of this area may improve, which may in turn allow them to escape from poverty.

In this section I show how the role and purposes of education can be fulfilled and achieved by transforming not only individuals but communities too. I explore how education can be a tool for gaining knowledge and understanding to become critical citizens. It is through reflection that one may improve impoverished circumstances and in this way escape from poverty.

1.4.2.3 Conducting semi-structured interviews

As words or concepts are described as tools to convey information, I conducted semi-structured interviews in order to develop a better understanding of the concept of poverty from the perspective of various participants in the area. I conducted semi-structured interviews (as part of my small-scale study of the local level) in order to get an idea how people in the local area understand the concept of poverty. By using this method, I tried to clarify some (mis)understandings that people may have about poverty in rural schools. From my discussion of conceptual analysis, I think that the

concept of poverty may have significantly different meanings for different people or communities. Listening to the locals assisted me to understand their views about poverty and their strategies to reduce it. Gerson and Horowitz (2003:201) show that

the focus on processes of change, both social and individual, is not accidental. Periods of rapid historical change provide ideal laboratories for uncovering the social bases of relationships and institutions that may remain hidden or seem given during relatively stable historical periods.

Listening to the locals enabled me to develop some understanding of how they deal with their conditions.

Through semi-structured interviews I could listen to narratives from the people about their experiencing and coping with poverty and investigate how policies and strategies could assist these people in fighting poverty. Gerson and Horowitz (2003:201) state that “individual interviews provide the opportunity to examine how large-scale social transformations are experienced, interpreted, and ultimately shaped by the responses of strategic social factors”. It seems as if semi-structured interviews may be a further way of researching the notion of poverty. Questions starting with *how*, *why* and *what* may lead the interviewer to examine and analyse the influence of poverty-reduction policies and strategies applied in a local area. I think that it is important to examine the ways that people are embedded in their social and cultural contexts and how they participate in shaping their worlds in which they live.

In order to gain insight into the ways in which people shape their world, one has to understand that

an interview requires substantial forethought and advance planning ... interviews need to guide respondents through a maze of life experiences in an orderly fashion and within a limited period of time (Gerson & Horowitz, 2003:204).

My intervention, therefore, consisted of semi-structured interviews. Gerson and Horowitz (2003:209) report that the interviewer needs to contact all participants,

travel to unknown places, engage in an intensive process whose goal is to reveal the intricacies of other lives, and then say ‘goodbye’. Repeating this process over and over requires energy, courage, persistence, confidence and unassailable commitment.

It thus seems as if semi-structured interviews involve more than asking questions and listening to answers. To do this requires a great deal of motivation and a strong belief in the value of the research. Dearnley (2005) describes semi-structured interviews as a method of primary data collection. Such interviews were thus useful for the exploration of perceptions and opinions of the respondents in order to obtain more information regarding education and poverty in the area. Semi-structured interviews are described by Whiting (2008:35) as “a method of data collection in which one person (an interviewer) asks questions of another person (a respondent)”. Interviews are semi-structured because they also contain open-ended questions to allow the respondents to express their views more freely. The purpose of an interview is to find out what is in the mind of a person. It is a way of uncovering and exploring meanings that underpin people’s lives, feelings and behaviour. Interviews are therefore an adaptable and flexible way of finding things out. They may open up or reveal what lies behind people’s thinking and actions. It allows all participants to be asked the same questions within a flexible framework. The participants in the study thus shared a common vocabulary and I could probe whether every word had the same meaning for all respondents. Every word might not have had the same meaning for every respondent because not every respondent used the same vocabulary. In these interviews participants were encouraged to talk about their experiences of poverty in the area and how they viewed the role of education in eradicating it.

Semi-structured interviews seem to be a special form of conversation, as they lead to interaction between two parties and a sense of mutual understanding. Holstein and Bubrium (1997:113) argue that “the interview conversation is a pipeline for transmitting knowledge”. Through interaction in the form of questions and answers during the interviews, valuable knowledge may be transmitted to the interviewer to enable him or her to analyse policies and strategies to reduce poverty. Interviews can be one of the research methods to make one aware of more or less accurate

descriptions of the lifestyle of the participants. Listening to narratives enable the interviewer to analyse and verify the research questions.

1.4.3 Research methodology

In this enquiry I used *critical theory* as a research methodology. McLean (2008:8) states that critical theory originated with the Frankfurt School of neo-Marxist social theorists – among them Theodor W. Adorno, Herbert Marcuse and Max Horkheimer – from the Institute for Social Research in 1923 in Frankfurt-am-Main in Germany. According to McLean, critical theory is not a theory of society or a method but it is generally seen as building on Marxist theories by revealing hidden oppressions and by being openly directed towards political action. I deduce from this statement that critical theory leads to a critical understanding of individuals and societies and that it may give individuals a chance to reflect on themselves or their circumstances in order to change them. But how does one reflect? Dant (2003:131) argues that critical theorists engage in the production of thought, ideas and knowledge on how to apply critical theory in the world of lived experience. According to Higgs and Smith (2002:89), “Critical theory has had a great deal of influence on all the human sciences, including education.” It seems to me as if critical theory has made a valuable contribution towards education. By using critical theory, I intended to explain why it was vital to reflect on (or think about) what was happening to people in the community and what could or might be done to improve their circumstances. Nel (1995:128) reports, “Critical Theory recognises the fact that the individual is largely determined by and through social forces. Individuals can therefore only be understood in terms of a theory of society.” I think that individuals need to reflect critically on their circumstances in order to transform their lives. If individuals want to change their lives positively, they may encourage others in their communities to transform as well. For me, critical theory may pave the way for social change as it may lead to possible solutions of problems.

McLean (2008:7) posits that critical theory aims to deepen one’s understanding of the field of education. Hargreaves (2003:182) argues that critical theory can be

largely used in education as a powerful framework for interpreting issues in the domain of educational change for providing a better understanding of its relevance and as a basis for a theory of action towards emancipation.

I assume (from what Hargreaves says) that education may be used as a tool to help fight poverty in order to bring about change in the conditions of impoverished people. Education can help learners or adults to reflect on their circumstances and can encourage reflection on knowledge by questioning that knowledge. Questions are the core of knowledge and by questioning knowledge people can free themselves from domination. This brings me to an important point: freedom or emancipation seems to be a core aspect of critical theory. Hargreaves (2003:182) shows that “knowledge of structure can help people change social conditions”. It is important for individuals to allow themselves to be free to live their lives the way they want to. Impoverished people need to use their knowledge to help themselves in order to change their social conditions. They may be allowed to reflect on their social circumstances to improve their future, which is free from poverty and domination. Hargreaves (2003:182) argues that

knowledge, constitutive interests and communicative action are the main theoretical components supporting the purpose of reconstructing a critical theory of society ... knowledge is grounded in human cognitive interests that guide the process of inquiry and organise our knowledge of reality. Cognitive interests are connected with certain conditions of social life.

My argument is that to improve one's social condition, one needs to reflect on one's circumstances. By gaining knowledge on how and why to change one's condition, one may consider possibilities for change, and this may then lead to action where the knowledge about transformation is applied. I agree therefore with Hargreaves that critical theory can bring change in people's lives and people need to be free from dominating (and oppressive) factors, such as poverty.

Critical theory is supposed to bring freedom, freedom for everybody regardless of age, ability, sex, class or ethnic background. People should therefore not dominate each other but rather accept one another. To accept one another needs a sense of

understanding between the parties. Habermas (1984:287) shows that “reaching understanding is the inherent telos of human speech ... only if we specify what it means to use sentences with a communicative intent”. In my view, acceptance based on communication may lead to understanding. It is my opinion that if people accept each other, they may come to understand each other. Acceptance may also need trust in each other’s thoughts and actions. If people do not trust each other, they will question their fellow humans’ thoughts and actions, and this may be an obstacle in understanding or engaging with one another. For there to be understanding between parties, some form of communication (even sign language) is necessary. The point that I want to make is that people need to engage with each other to reach consensus on certain aspects in life. To engage with one another, mutual understanding is necessary in the form of language. Habermas (1984:288) shows that “language directs understanding”. The speaker and the listener should be on equal terms in order to understand one another.

Critical theory addresses relations between individuals and societies, thought and actions. People are encouraged to engage with knowledge. An understanding of transformation may lead to freedom from being trapped, in this case in poverty. By gaining knowledge through critical reflection, people may generate their own ideas for the future. This may be used as a guidance for people on a macro level (such as the government) or on a micro level (such as school principals, teachers, learners and parents) on how to improve their own condition and work towards finding solutions. McLean (2008:8) notes the point by Horkheimer (cited in McLean, 2008) who proposed a critical theory that attempted to generate knowledge from speculative attempts to understand the interwoven, interdependent nature of the human subject and the objective world. Horkheimer claimed that such knowledge would lead to a critical understanding of society and also be practical by guiding political and social action. My point is that impoverished people should therefore examine their circumstances by questioning them. They should not take poverty for granted but should rather identify the constraints and try to free themselves from these circumstances.

Scholtz (2006:18) states, “Critical Theory is concerned with empowering people.” This statement shows that impoverished people should be empowered to reflect

critically on their circumstances to gain knowledge and to become active performers in order to change their impoverished situation. As a result of poor education, poor people may be excluded from public participation. By reflecting on their own situation, poor people can try to plan escape routes from poverty and they can use education as one of their tools. This will put them in a situation where they can feel free to express their opinions without fear. Higgs and Smith (2002:94) suggest that “steps need to be taken to solve the problem”. My question then is, What steps can impoverished people take to solve their own problems?

I think that poor people may be manipulated through their impoverished circumstances. Social change through education can therefore help them to escape from this severe trap of poverty. Poor people should be directed to what Habermas (1984) refers to as an ideal speech situation whereby they will be able to communicate with others and participate in public debates about their social life. It is by becoming active citizens in their communities that impoverished people can take steps to solve their problems.

In my view, education could be one of the instruments to reduce poverty. Instruments such as social services, including welfare, political organisations, religion, aid relief groups, health and education, may be used in the eradication of poverty. For the purpose of this thesis I shall concentrate only on education as an instrument. By improving the quality of their education, poor people may possibly be helped to be uplifted from their circumstances. According to McLean (2008:10), “Education is seen as a solution to human problems...and to establish human development.” It seems as if education can be of great benefit to help overcome human problems, in this case poverty. Educational institutions should become places where people, learners and adults, are more involved in order to come up with solutions for social problems. Reflections on problems may through discussions lead to strategies to reduce or eliminate social problems. Kamper (2008:1) convincingly argues that effective leadership in schools can lead to reducing poverty. I assume that education can be used as an instrument to overcome poverty by managing and leading the school in such a way that happy and motivated learners are sent out into the world. Good management and leadership skills are crucial for well-functioning schools.

The local public school's Improvement Plan for 2010 and 2011 makes provision for quality education. I argue that it is of the utmost importance to the school and its community to improve the quality of education, and the top structure at the school has to be instrumental in achieving quality of teaching and learning at the school. Currently the principal is busy with workshops with the staff about the school's vision and mission and how to apply them in their everyday work. A positive work environment is at the top of the list. Strategies to improve teaching and learning in language and mathematics are also one of the top priorities. By improving the level of language and mathematics skills of pupils, they may improve their learning abilities for further study.

Through quality education poor people may improve their social conditions. Since poverty as a result of unemployment is one of the main concerns in the area, I am convinced that completing their school education may help the people of the area to find better jobs. The school and the parents should also encourage learners and community members to find bursaries to improve their education. The result may be that through better jobs the citizens of the area may improve their social and economic status.

Critical theory also encourages people to be critical about their situation and to participate in public debates. Inadequate participation from the poor suggests that sufficient opportunities should be given to poor people to be part of social debates. This suggests that poor people should transcend their economic and social condition through actions with the aim of improving their unsatisfactory conditions. Since critical theory is a process of emancipation, it empowers people to think and do things differently. It helps people to achieve knowledge through their actions. I thus conclude that critical theory is an appropriate methodology in this study on poverty.

To sum up, the purpose of critical theory is for human beings to liberate themselves from certain forms of domination, such as being trapped in poverty. The emancipation of humanity from this kind of domination is a huge concern. Impoverished people need to reflect critically on their circumstances in order to improve their lifestyles. Poor people need to gain knowledge on *how* to change their social circumstances and

investigate *why* they want to change them. By realising their responsibility and applying the knowledge gained, they can take action in order to transform themselves and their communities. Hargreaves (2003) shows that knowledge can help people to change their social conditions; it is knowledge that guides people to use critical theory for social change. Poverty is one of the core problems facing many South Africans, and by using critical theory as my research methodology I intend to present a different way of thinking about poverty. In the next section I clarify the key concepts used in this study.

1.5 CLARIFICATION OF KEY CONCEPTS

The three key concepts in this study are education, poverty and inequality. I shall now briefly consider possible meanings of these concepts.

1.5.1 Education

According to the Constitution of the Republic of South Africa (RSA, 1996), education is a basic human right for all the citizens of South Africa. Education gives people a personal choice and control over their environment because education develops people's knowledge, values and skills. It can also give disadvantaged people the tools that they need for full participation in their social life and to bring about social transformation. Thus education enlarges the lives of citizens and it encourages reflection and debate, emphasises lifelong learning and opens up economic, social and political opportunities, nationally and globally.

Pring (2000:13) convincingly shows that "education is concerned with the life of the mind". He indicates that activities that should bring learning with a specific purpose are at stake. The development of the mind (cognitive development) plays an important role through knowledge and experience. Worthwhile learning depends on the contribution of the development of a person. Education is seen as a way to transform the way people see and value aspects in life, and it inspires people to identify problems and to solve them. Pring further suggests that educational experiences transform people and that they do not remain the same because of their educational growth.

Qualities, knowledge, attitudes, understanding and skills help to create people to develop as “educated people” (Pring, 2000:14).

My view is that education provides a ladder out of poverty, and it gives children a chance to improve their living conditions through further studies. If parents realise the value of education, they make sacrifices to ensure the best education for their children and for themselves. Education should also play an important role in the lives of the citizens of South Africa in order to initiate the process of establishing a new political ideology in the country. Educated citizens can therefore empower themselves to contribute to society, the country and the global arena.

1.5.2 Poverty

Poverty is a contested concept and is much more complex than simply income deprivation; it is about a lack of knowledge, empowerment, income and capital. Woolard and Leibbrandt (2001:42) describe poverty as “the inability to attain a minimal standard of living measured in terms of basic consumption needs”. They also indicate that “poverty may be chronic (long term) or temporary (short term)” (2001:54). Poverty can deny citizens the opportunities and choices that humans need in life and can result in a life without health and creativity and without a decent standard of living, dignity and self-esteem. Poverty can deny human beings their identity and exclude them from economic participation. To this end Maarman (2009:317) suggests that one should “move beyond the understanding of poverty and schooling in particular contexts”. Maarman touches on what this thesis is attempting to show. What I contend is that people should not remain trapped in their impoverished circumstances. Through critical reflection, individuals need to investigate an escape route out of poverty.

Although inadequate household expenditure is one of the core components of poverty, a variety of other factors may also arise, such as access to clean water, type of housing, education, employment and access to sanitation. This may indicate that the people of the rural area under investigation, who were poor since the times of slavery and remain poor, can be classified as chronically poor. The low salaries (R500–R800

per month) that the labourers receive from their employers make them more prone to poverty. Notably, the Human Resources Development Review 2008 shows that the number of people who are living below the poverty line of R384 per adult per month has increased by a staggering 4.4 million people between 1999 and 2002 (Woolard & Woolard, 2008:77). A part of the population of the Cape Winelands District Municipality can be included in this figure because many are seasonal workers or some are unemployed as a result of ill health. The urgent need to reduce poverty in this rural area should become a major priority to the South African government. My reading of the literature indicates that education is a key strategy for poverty reduction.

1.5.3 Inequality

Triegaardt (2006:1) reports that inequality is “demonstrated through lack of access to natural resources; a two-tiered educational system; a dual health system; and other socio-economic dimensions”. As poverty and inequality have existed for generations in developed and developing countries, the progress of eliminating it still remains a main concern. Tilak (1989:iii) argues that “education is an important policy instrument that can be looked upon with hope towards improving income inequalities”. It seems as if education may assist in productivity and economic growth and in this way have an impact on poverty and inequality.

In order to reduce inequality, human capital needs to grow. I agree with Tilak that education may transform human beings into productive human capital. Individuals need to be productive in the marketplace as well as in households. By increasing their individual earnings, they may contribute to the economic growth of themselves and the country. The World Bank (1994:17) reports that “investment in people is valuable in itself. Ensuring universal access to health and education alleviates suffering.” Suffering may also be caused by poverty and inequality. Education may open a door for impoverished people in a country where the majority were treated unequally in pre-democratic rulings. This is because education has beneficial and direct effects on human beings. Tilak (1989:29) convincingly shows that “changes in human capital are a basic factor reducing the inequality in the personal distribution of income”. As income has an effect on a person’s life, education may create a more skilled labour

force. Earnings and education are therefore highly related. Tilak (1989: 66) reports that

the higher the level of education of the population, the lower would be the proportion of poor people in the total population, as education imparts knowledge and skills that are associated with higher wages.

It seems as if education may be an important tool to reduce inequality in the standard of living of human beings. The wage level has an impact on the lives of impoverished people. Different levels of education may be related to different levels of inequality. Education may contribute positively to income inequality.

It is my opinion that education may be an important instrument for reducing inequality and poverty in South Africa. The link between education, poverty and inequality remains debatable. Poverty and inequality have coexisted for generations, both in developed and developing nations, and in spite of the multiple interventions, progress in eliminating this problem remains elusive.

1.6 CHAPTER OUTLINE

In Chapter 2 I conduct a literature review about poverty on a broad scale as I focus on strategies for poverty reduction locally and globally. I attempt to review the literature with the aim to develop a better understanding of the concept of poverty in the local area, the Cape Winelands District Municipality. This orientation might help me to explore discourses relating to poverty locally, nationally and globally in a more focused way. Importantly, I shall attempt to discuss the relevance (or relation) of these policies and strategies to the local rural environment that is part of this study.

My aim in Chapter 3 is to analyse various policies and strategies to reduce poverty. I investigate which policies apply to poverty reduction and how they affect the South African context. In addition, I explore what education is supposed to do and the effect that it is supposed to have on all people in South Africa. I therefore investigate what possible contribution(s) education can make in the alleviation or reduction of poverty. I attempt to study local policies on poverty reduction.

In Chapter 4 I conduct a small-scale investigation into policies and strategies, and I discuss the interviews I conducted in a rural area under investigation, namely the Cape Winelands District Municipality. Interviews were restricted only to people who were part of the school community. By listening to some of the narratives of respondents I attempted to find out what local strategies were being implemented or considered in poverty reduction. In this chapter I report on interviews conducted with the principal, two members of the school governing body, three teachers, the social worker, two community leaders and two parents.

In Chapter 5 I consider the results of my research and discuss the findings of the interviews about the policies and strategies of poverty reduction in the Cape Winelands District Municipality. Importantly, I discuss my findings in relation to the literature review, the analysis of policies and the interviews I conducted, and I reflect on strategies concerning poverty reduction. In this chapter I discuss the limitations of this study, make certain recommendations to reduce poverty through education and also make recommendations for further study.

1.7 SUMMARY

In this chapter I briefly outlined the background of a rural area in the Cape Winelands District Municipality and the history of the local government school. I referred to the South African Schools Act 84 of 1996, which provides for the reduction of poverty through education. I mentioned that the South African Constitution assures every citizen of the country of basic equal and quality education. The rationale of the study is to analyse policies and strategies to reduce poverty. By implication it shows how poor citizens can achieve an improvement in social change and democratic citizenship.

I made a distinction between method and methodology and described my various research methods. The research methods included analysing a concept, proposing the ends or purposes education should achieve and conducting semi-structured interviews. It seems as if semi-structured interviews involve more than asking questions and listening to answers. My research methodology focused on critical theory, the purpose

of which is for human beings to liberate themselves from certain forms of domination, such as being trapped by poverty. I assume that poor people need to reflect critically on their circumstances in order to improve their living conditions. They need to gain knowledge on *how* to change their social circumstances and investigate *why* they want to change these circumstances. By realising their responsibility and applying the knowledge gained, they can take action in order to transform themselves and their communities. The three key concepts of education, poverty and inequality were clarified. A more in-depth analysis of the concept of poverty and its consequences follows in the literature review in Chapter 2.

CHAPTER 2

LITERATURE REVIEW: POVERTY

2.1 INTRODUCTION

This chapter assumes that in order to understand poverty one has to gain a clear understanding of what the concept ‘poverty’ means and how it is influenced by education. This research focuses on the way that poverty influences education and the way that education influences poverty. In this chapter I conduct a literature review on poverty by consulting articles, journals and books on the topic in order to explore key debates. Boote and Beile (2005:3) show that a literature review “is the foundation and inspiration for substantial, useful research”. It is my opinion that a literature review develops a better understanding of the research field. The literature review of this thesis refers to poverty in various contexts: locally, nationally and globally. Since the purpose of this study is to analyse various policies and strategies to alleviate or reduce poverty, this chapter aims to develop and deepen an understanding of the concept of poverty.

To this end, I examine the causes of poverty and how poverty relates to education. Maarman (2009:319) reports that “various definitions of poverty exist for various purposes, depending on the objective of the analysis, the nature of the data and the method employed in measuring poverty”, so I undertake a study of the discourses on poverty nationally and globally to present a different way of thinking about poverty in a rural area of the Cape Winelands District Municipality. The reason I chose the Cape Winelands region is that the Unit for Religious and Development Research identified poverty as one of the main problems in the Cape Winelands area (Cilliers & Wepener, 2007:45).

2.2 POVERTY AS ARTICULATED IN THE LITERATURE

Taking Burbules and Warnick’s (2003) statements on analysing a concept (see section 1.4.2.1) as my point of departure, I now attempt to determine how the concept of

poverty is articulated in the literature. The literature indicates that poverty is a complex concept, which means more than income deprivation, and it can have different meanings for different people. These different meanings make it very challenging to conceptualise poverty. It is necessary that people living in poverty have a strong support system in order to help them fight poverty. What does it mean to be poor? According to the World Bank (in Butt, 2006:1),

To be poor is to be hungry, to lack shelter and clothing, to be sick and not be cared for, to be illiterate and not be schooled. But for poor people, poverty is more than this. They are particularly vulnerable to adverse events outside their control. They are often treated badly by the institutions of state and society and excluded from voice and power in those institutions.

It can be argued that poor people lack resources for survival and that they are also vulnerable to being oppressed by richer people. The question arises, How does poverty affect the world and South Africa? According to Van Wyk (2010), for historical reasons there is a very complex relationship between race, poverty and schooling in South Africa. This observation is confirmed by the Studies in Poverty and Inequality Institute in South Africa in a detailed report on poverty discourses (2007). According to some analysts, the most important challenge facing South Africa 17 years after the transition to democracy is breaking the grip of poverty on a substantial portion of its citizens. This poses a moral challenge to all South Africans to work together towards the economic and social integration of the poorer section of our fellow citizens.

Van Wyk (2010) asserts that poverty is a contested concept. Arguments over how poverty should be conceptualised, defined and measured go beyond semantics and academic hair-splitting. It is therefore vital that the concepts, definitions and measurements of poverty as well as being theoretically robust are appropriate to the society in which they are applied. Poverty is also political because it relates to the allocation or distribution of resources and reflects the impact of past and present policy decisions. The ways in which politicians, citizens and experts use the concept of poverty have highly divergent and diverse roots in social, political and philosophical discourses. The present-day poverty discourse draws on complex and sometimes contradictory underlying assumptions about what people are supposed to

need in order to live a minimally human life, about the obligations between individuals and society, about the relation between having and lacking, well-being, ill-being and suffering and about social life and individual agency. These underlying discourses and narratives are not neatly aligned, and this means that the conceptions of poverty in ordinary language have an inherent ‘messiness’ about it. As for education, the relationship is as one would expect: persons with low levels of educational attainment are much more likely to be poor than well-educated ones. Poverty affects 66.3% of those who had no schooling and 59.9% of those who have not completed primary schooling (Bhorat, in Van Wyk, 2010:3).

It is also suggested that poverty and inequality in South Africa result from a complex history of power enforced through colonialism and apartheid. Such history cannot be understood without reference to the impact of race and racism. Given the country’s history, it is unsurprising that race influenced studies of poverty in South Africa. Official statistical categories were combined with racial attitudes and stereotyping in the collection and presentation of data. Important work on poverty in South Africa undertaken by Potgieter since the 1960s, while hugely significant even today, was marred by its apartheid context, its assumptions and its bigotry. To the surprise of many, the defeat of the apartheid political order did not signal a decline or reversal of poverty and its consequent social and economic dynamics of exclusion. In fact, the subsequent increases in the levels of poverty and inequality have led some economists to argue the existence of new dynamics that are aggravating the apartheid dynamics of exclusion and impoverishment (Terreblanche, in Van Wyk, 2010:3).

Cuthrell, Stapleton and Ledford (2010:104) show that “the number of children around the world living in extreme poverty has increased 22% since 2000, reaching almost 5.6 million children”. It seems that poverty is not just a national problem but also a worldwide problem. To illustrate, Olivier, Wood and De Lange (2009:7) report that

poverty is a worldwide phenomenon that permeates all nations. It robs people of quality of life and creates unfavourable conditions: low socio-economic status, vulnerability, isolation, poor housing, limited privacy, deprivation, insufficient nutrition, unsatisfactory living standards, illness, a poor self-concept and demotivation.... A very large portion of the South African

population is affected by poverty.... Many South African learners are trapped in this cycle, resulting in poor orientation towards school and learning.

It seems as if South Africa has a huge poverty problem. Fortunately, the South African government focuses on the reduction of poverty. How does poverty affect South Africans in general and in the area of research specifically?

The effects of poverty on a person refer to deprivation, and being poor prevents a person from doing things immediately or in the future. “The indicators of deprivation usually include lack of access to key services such as electricity, water and sanitation or a lack of decent housing” (Studies in Poverty and Inequality Institute, 2007:10). Cuthrell et al. (2010:105) describe three types of poverty. Firstly, they describe *situational poverty*, “which is caused by specific circumstances, such as illness or loss of employment, and generally lasts for a shorter period”. Secondly, *generational poverty* is an ongoing cycle of poverty in which two or more generations of families experience limited resources. Thirdly, *absolute poverty* equates to a focus on sustenance and the bare essentials for living with no extra resources for social and cultural expenditures.” It is my opinion that the people of this local area of investigation experience generational poverty because their chronic poverty exists through generations. According to Mogale (2005:135),

Apartheid policies have fundamentally distorted and damaged the spatial, social and economic environments in which people live, work, raise families, and seek to fulfil their aspirations.... The apartheid system favoured the white population, giving them a life of opportunity and access to resources to achieve wealth, while the majority of the African and other non-white populations lived in poverty.

It seems as if these circumstances or indicators of poverty were the result of the apartheid laws in South Africa. The following questions may arise, What were the causes of poverty that were enforced by the South African government? Why did it happen?

From my vantage point, it seems as if many people in the Cape Winelands context are still living in the same conditions as their ancestors. Seemingly nothing or very little has changed for them, and they still earn little money and live in similar houses with no basic amenities. In these houses many windows are also broken because they were never fixed by the owner, and with their low salaries these labourers cannot even afford to replace broken windows. Because of what is happening with some of the people in the rural Cape Winelands area, it is obvious that they are trapped in poverty. The low salaries for labourers on farms are one of the main concerns, as the low salaries may give an indication where the labourers on farms are located with respect to the poverty line. What do I mean by the concept 'poverty line'?

2.2.1 Poverty line

Cilliers and Wepener (2007:43) describe poverty as “an economic obstacle based on incomes”. It seems as if a person or family is then considered poor if their income levels fall below a certain minimum standard. Statistics South Africa (2007:1) indicates that

in keeping with practice in many other countries, an official poverty line has been proposed for South Africa to assist in measuring the extent of household poverty and monitoring progress in poverty reduction.

Why is a poverty line such a big issue? A poverty line is necessary in order to ensure a consistent measurement of poverty for statistical, research and analytical purposes in a country. A poverty line can indicate progress in poverty reduction over time and can serve as a useful tool in examining poverty across communities in a country. To illustrate the certain minimum standard, Serumaga-Zake, Kotze and Madsen (2005:156) argue that “R800 per month was the official poverty line for households in South Africa in 1999”. The Studies in Poverty and Inequality Institute indicated that the poverty line in 2004 was R250 per capita per month. The poverty line is also described by Francois Bourguignon (2006:80) as “the US \$1 or US \$2 a day per person minimum which is used by several international organizations”.

Measuring poverty is, however, not a straightforward matter, as it depends on a critical question: What level of income constitutes the poverty line? (Van Wyk, 2010). In public discourse the \$1-a-day level has gained a great deal of prominence. Whilst acceptance of that level helps to popularise notions and keep public debate intense, it is not necessarily an accurate indicator. Firstly, \$1 in the United States of America is not the same in terms of buying power as \$1 in Tanzania. It buys very different quantities of goods and services in those two countries. Applied to South Africa, the \$1-a-day argument would mean that at R8 to \$1, the poverty level in South Africa would be $R8 \times 30 \text{ days} = R240$ per month. At R7 to \$1 it would come to R210 a month. Thus, a stronger rand would mean that the level of poverty would be lower. That is hardly possible. So, for many analysts in South Africa, the \$1-a-day standard is not really useful. For South African purposes, analysts suggest that we accept the minimum living level (MLL) as the cut-off point, below which people live in poverty. In March 2003 this was taken as R1 871 for a household of 4.7 people, as determined by the Bureau of Marketing Research in March 2003 (BMR, Report 3/19). Adjusted to rand values, for 2000, that would imply an income of R1 489 per month per household of 4.7 people.

What is a general measurement of poverty? It has to do with a 'headcount' whereby the proportion of people living below the poverty line is counted. A poverty line is also not a measurement that gives the assurance that people or households have their needs adequately met. It rather indicates what "is required for a household to be able to sustain a basic livelihood comprising minimum food requirements and other essential non-food items" (Statistics South Africa, 2007:9). One should also bear in mind that attention should be given to *how* households spend their income and resources. I assume that if some members of a household spend their income on the basis of personal greed, other members of the household may suffer. This may then lead to a different level of poverty. How does poverty affect some of the citizens in the Cape Winelands District Municipality?

The low salaries that the labourers receive from their employer in some parts of the Western Cape make them more prone to poverty (R500–R800 per month). Interestingly, the Human Resources Development Review 2008 also shows that the

number of people who are living below a poverty line of R384 per adult has increased by a staggering 4.4 million people between 1999 and 2002 (Woolard & Woolard, 2008:77). Some of the population of the Cape Winelands can be included in this total because they are seasonal workers, and some are jobless as a result of ill health or unemployment. During their period of unemployment, seasonal workers rely on family or friends for housing or food. This is of huge concern because they lack basic resources during periods of unemployment. It seems as if their basic needs are not met during this time. I shall now explain why South Africa is in such an undesirable state, which is still a legacy of apartheid.

2.2.2 Historical background

South Africa is known for its apartheid laws during the rule of white minority groups. This was the result of political developments, which were characterised by colonialism and apartheid legislation that divided people on the basis of race. According to Borat et al. (2001:3), political segregation became institutionalised in apartheid policies after 1948. This led to an arrangement whereby living standards in South Africa were related to race. The concept of 'race' indicates that people in South Africa were categorised by white people according to the colour of their skin. This produced four racial categories: white people, coloured people, Indians and Africans. Coloured people, Indians and Africans were generally referred to as black people by the anti-apartheid movements since 1976.

Poverty does not only affect a certain race but is more prevalent among black people in South Africa. Borat et al. (2001) report that black (in this case meaning African) and coloured households may have become poorer between 1995 and 1999, if one keeps in mind the substandard conditions in which they live and their low levels of income. Borat and his colleagues suggest that the poverty problem was caused by discrimination during the apartheid years because of the inequality between races. Borat et al. (2001:4) show that the "government aggressively promoted the employment of whites ... and supported commercial (white) agriculture through a variety of measures". A large number of people in South Africa are poor as a result of the segregation laws employed by the colonial and later apartheid regimes.

I agree with Maile (2008:169), who states that

post-apartheid South Africa inherited an education system characterised by racial inequality and segregation. After 1994 it was necessary to redress past injustices in educational provision, and provide high-quality education to all.

It seems as if it is because of the racial injustices of the past that South Africa is still struggling with an education system that fails to deliver quality education to all citizens. It is my opinion that it is because of the unequal education system and the legacies of racism and colonialism that many citizens, especially black people, coloured people and Indians, are still trapped in poverty. Poverty has a major impact on people's lives.

I think that strategies need to be developed to help people fight poverty, no matter where they live. The whole country is plagued by poverty, as indicated by Serumaga-Zake et al. (2005:143). Although the poor are concentrated in the former homelands like Bophuthatswana (North-West), Ciskei and Transkei (Eastern Cape: 72%), KwaZulu Natal, Lebowa and Venda (Limpopo Province), 74% of the poor live in rural areas. It seems as if 62% of the rural population are poor. According to the 1999 October Household Survey, the Western Cape (32%) and Gauteng (42%) have the lowest rates of poverty (Woolard, 2002:6). These statistics indicate that the Western Cape is one of the provinces with the lowest poverty rate. Although it is one of the least poor provinces in the country, it is still necessary to investigate why poverty affects so many people in the Western Cape.

According to the Human Sciences Research Council (cited in Schwabe, 2004), some of the municipalities with the lowest poverty rates are found in the Western Cape. These include two municipalities: Stellenbosch (23%) and Saldanha Bay (25%). Stellenbosch, Paarl, Wellington and Drakenstein are some of the areas that are included in the municipal districts of the Cape Winelands. This is why my poverty research took place in a certain rural area in the Cape Winelands. I wanted to explore various reasons for the problem of poverty and try to make recommendations to address poverty in this rural area.

2.2.3 Rural areas

In this thesis I focus on one of the rural areas in the Cape Winelands. According to one of the managers at a municipal branch office, the Cape Winelands District Municipality refers to the rural area in this region. According to Fasko and Fasko (1999:92), an area is considered rural if the number of inhabitants in a specific region is less than 5 000. Rural areas are distant or remote from large towns or cities, as in this case where the area of investigation is about 19 kilometres from the closest town. However, a rural area may also include a town. In many cases people who live in rural areas on farms earn a low income or often do not earn enough to have their own transport. The fact of not having their own transport causes considerable stress to poor people in times of need. This can lead to the point where parents sometimes have to hire transport at great expense in order to travel long distances to obtain medical services in the evening.

Many of the citizens in the rural area of the Cape Winelands are chronically poor. According to the Studies in Poverty and Inequality Institute (2007:14), the concept 'chronic poverty' indicates people who experience poverty for extended periods of time or throughout their entire lives. Chronic poverty is likely to be transferred across generations and will probably affect the children of adults currently living in a state of chronic poverty. The concept 'chronic poverty' can also be described as 'generational poverty', which I described in Section 2.2 (cf. Cuthrell et al., 2010), which is an ongoing cycle of poverty for two or more generations experienced by families. The concepts 'chronic poverty' and 'generational poverty' seem to have the same meaning. This description of chronic or generational poverty indicates that many of the citizens 'inherit' their condition of poverty. These impoverished people may have 'accepted' their situation and may never reflect on it by changing their thoughts to improve themselves.

Despite the situation I have described, there are attempts to address poverty.

The post-apartheid ANC government aimed since 1994 to eradicate poverty and to distribute the income more equitable in South Africa. In 1999, it was estimated that around 45–55% of all South Africans live in conditions of poverty (Butt, 2006:1).

This shows that the South African government is trying to improve the circumstances of impoverished people. The reality of poverty, however, still remains, despite the advent of democracy in South Africa. My experience in observing impoverished people in a rural Cape Winelands district is that poverty is a dreadful reality. Some people do not want to talk about it, and some of them don't even want food to satisfy their physical needs. Because of their personal pride they will rather try to struggle on their own to satisfy their basic human needs. To make people aware of their problem concerning poverty can become seemingly unnecessary and unwelcome for them. On the basis of this observation it may be necessary to adopt different approaches to various people living in poverty. Positive approaches may encourage impoverished people to talk openly about their circumstances, and an open space where silenced voices are heard may facilitate the transformation of poor people. Let me try to illustrate in the next section how 'silenced voices' may be emancipated by referring to an example in the United States of America.

2.2.4 Poverty reduction in Kentucky

Many countries globally are struggling with the problem of poverty; for example, the rural area of Kentucky in America was assisted to help fight poverty through education. My literature review this far indicates that education is used almost universally to help lift people out of poverty. With this statement I assume (on the basis of my literature review) that although poverty is found in many countries, the level of poverty may be higher or vary in some countries, for example India, China, New Mexico, Columbia and Brazil. I now turn to an example cited by Fasko and Fasko (1999) on how education played an enormous role in poverty reduction in the rural areas of Kentucky.

Rural children in Kentucky developed a sense of self-efficacy. Bandura (in Fasko & Fasko, 1999:294) describes self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments". By developing self-efficacy or self-esteem, children develop in their own social environment through their experiences. This enabled the children of Kentucky to succeed in life and created a sense of well-being. Children need to have a sense of

belonging and to believe in their own competence. It is recommend that “parental involvement is important too ... rural children are at special risk because they are more likely to be from poor, illiterate families, and hence are at greater risk of school problems or of dropping out” (Fasko & Fasko 1999:295). The support of parents is vital for children living in rural areas, and education may “help people to help themselves from poverty, remediating illiteracy and developing self-efficacy through success experiences are all goals of a successful systemic intervention” (Fasko & Fasko, 1999:296). The more success a child is experiencing in school, the better the sense of self-efficacy is. Families became “empowered, children are learning the value of education and literacy ... children have improved their academic performance, while parents have improved their literacy skills, thus improving self-efficacy” (Fasko & Fasko, 1999:298). The education system of Kentucky emphasises the importance of self-efficacy, and I assume that it led to better self-esteem in the children of Kentucky. Thus, enhancing children’s self-efficacy may be a step in reducing poverty. The development of self-efficacy played an enormous role in the education system in Kentucky because it created a desire to prevent the citizens from falling into or remaining in the trap of poverty. The question arises, How can South Africans nationally and in the rural communities in the Western Cape benefit from the lessons of Kentucky?

2.2.5 Economy and social justice

According to Cilliers and Wepener (2007:44), poverty

can be described as when people are continuously and structurally held at the bottom of the power play.... It is a state of affairs where the absence of material resources, lacking space to enable the formation of trust and identity, as well as the loss of civic skills and collaborative opportunities to further real transformation, impact negatively on one another in a seemingly unstoppable and escalating spiral.

The point that I want to illustrate is that poverty can cause great restrictions in the lives of people. For people living in poverty, this may be part of their daily lives, but an important effect of poverty is that it has an impact on people’s thinking and actions.

Poverty and inequality should no longer be treated as soft social issues as they have contributed to factors such as the dramatic increases in economic inequality in many countries and a growing awareness of the negative individual-level effects of poverty (Grusky & Kanbur, 2006:1–2). This may indicate that poverty has to be dealt with on a broader societal level. I want to illustrate that no person can be an island in the assessment of poverty because individuals are part of a society. A critical understanding of the society is therefore needed. The question arises, What else is needed to understand the effects of poverty?

Amartya Sen (2006:45) argues that

if we want a properly satisfactory measure of inequality or poverty, we cannot define it over the income space alone, but have to supplement the income data by information about social relations between people and about comparison groups whose consumption patterns influence what is taken to be ‘necessary consumption’ in a particular social context. Economic data cannot be interpreted without the necessary sociological understanding.

I agree that the reduction of poverty is a complex issue and it needs to be approached from various perspectives. If education can help to reduce poverty, countries need to address this specifically. Yet a lack of consensus amongst role players may have a negative impact on poverty reduction. Co-ordination and coherence need to be at the forefront in planning and managing policies to reduce poverty. This requires a shift in policy development and implementation to improve the quality of life of all South Africans. Thus policies should focus on human dignity and the equality of human rights and freedom (Maile, 2008:xiv).

It appears to me as if the link between education and poverty is complex and that much debate about this issue is still possible. Sayed (2008:53) concludes that “the lack of education is perhaps the most powerful determinant of poverty, and unequal access is strongly related to poverty”. Sayed (2008:54) shows that

the human capital approach asserts that investment in education leads to the formation of human capital as the key factor in economic growth. Through

education people develop skills and product knowledge which is transformed into increased productivity, resulting in increased earnings and increased economic growth. Growth is thus the end-point of investment in education and education is instrumental in promoting growth and raising earnings.

It seems as if education, as a human right, adds value to the meaning of individuals' lives. This may lead to the point that education as a human right may then give people the freedom and security that is necessary for poverty reduction. The denial of adequate education can therefore also be seen as a denial of human rights.

Sayed (2008:55–56) shows that a significant thinker, Amartya Sen, developed the theory of human capability:

His idea of development as freedom focused attention on development as the expansion of people's freedoms to enhance their valued 'beings' and 'doings'. As a holistic approach to development, it emphasised the intrinsic value of education; as an opportunity, an entitlement and a means for improving life. In this framework poverty can be identified as a deprivation that is intrinsically significant because it reduces a person's ability to give value to their lives by their 'doings' and 'beings'.

If individuals require a range of capabilities, education should improve their well-being in order to give value to their lives. The Studies in Poverty and Inequality Institute argues that each individual should be responsible for moving him- or herself out of poverty (see page 28 of this thesis). Poverty may also occur as a result of unemployment, low-paying jobs or because of the cost of living that is not matched by a low-paying job. It therefore becomes necessary for the structure of societies to change, starting from individuals who want to change themselves. Poverty is thus a denial of social justice. How can education aim for poverty reduction in order to achieve social justice?

John Clark (2006:272) makes the following point: "... social justice can only acquire momentum if citizens of a community, especially its leaders, are committed to it." He states that social justice may be problematic in its application in education. Education

in society may play an important role in attaining social justice because social justice is part of societies. If policies aim at the promotion of social justice, it should be clear what social justice is. Social justice should be reflected in societies through the actions of individuals, and a sense of social justice through community choices should be evident. To achieve this, however, is not simple. Individuals, families and the whole community will be challenged by the task. At school educators should encourage pupils to reflect on their social well-being and to achieve a just society. Youngsters should be morally educated on the importance of social justice. These youngsters need to be reflective and to appreciate the value of social justice because they may be the leaders of the future. In this way they will show their concern for their fellow citizens.

Clark (2006:285) further suggests that

over time, social justice will best be served by orienting the curriculum and organising schools in ways conducive to children learning that they can all make a valuable contribution to achieving this through a personal commitment to social justice and the elimination of social inequalities. Such then, is an education for social justice.

He shows that social justice through education may have a core role in the reduction or eradication of poverty. People are encouraged to reflect on their circumstances and bring about change themselves; this underlines the approach based on critical theory. Penh (2010) points out that the daily struggle to just survive can prevent the poor from effectively organising and advocating against discriminatory policies and practices that contribute to their deprived status. It is therefore important that each citizen, no matter how rich or poor, living in a rural or urban society has a right as a citizen to an education of the kind for which he or she is the best fitted and to the best of his or her abilities. The deprived status of impoverished people needs to be eradicated in order to achieve social justice. Penh (2010) agrees that significant levels of assistance are necessary to lift individuals out of poverty traps. Social justice through education can be one way of assisting impoverished people.

Social justice in education may produce an inclusive society where the rights and interests of all are cared for. In such an education system a just, humane and inclusive

society that opens avenues to learners to realise their fullest potential will be created. The United Nations Human Development Report (United Nations Development Programme, 2006:v) states that

human development is first and foremost about allowing people to lead a life that they value and enabling them to realise their potential as human beings ... it is a condition for building shared prosperity and collective security in our increasingly interdependent world.

This indicates that in order to achieve social justice, human development needs to take place. I therefore contend that education may serve as a tool for human development in an inclusive society in order to reduce poverty.

2.3 CONCEPTUALISATION OF POVERTY FOR THIS STUDY

The literature review indicates the following aspects that are relevant for the meanings of poverty I will work with in this study:

- Poverty is a complex and contested concept, and it is a challenge to conceptualise poverty.
- Poverty is political because it relates to the allocation or distribution of resources.
- Poverty reflects the impact of past and present policy decisions.
- There are different *types* of poverty: (1) *Situational poverty* is caused by specific circumstances, such as illness or loss of employment and generally lasts for a shorter period. (2) *Generational poverty* is an ongoing cycle of poverty in which two or more generations of families experienced limited resources. Chronic poverty, as in the investigation of the local area under investigation in this study, can be categorised as generational poverty. (3) *Absolute poverty* focuses on sustenance and the bare essentials for living with no extra resources for social and cultural expenditures.
- Impoverished people are often treated badly by the state and society, they are excluded from having a voice and have little or no power and they are vulnerable to being oppressed by richer people.

- There is a complex relationship between race, poverty and schooling in South Africa.
- The challenge is to break the grip of poverty on the majority of South African citizens.
- Poverty is a local, national and global problem, and the number of people around the world living in extreme poverty has increased.
- Poverty robs people of quality of life and creates unfavourable conditions. It limits a person from doing things immediately or in the future.

The literature also indicates three ways to reduce poverty: job creation, education and skills development. I will use this conceptualisation to analyse the findings in Chapter 4.

2.4 SUMMARY

In this chapter I conceptualised poverty and described how poverty derives from our country's historical background. I explained why some South Africans, including those in the rural area of the Cape Winelands, are chronically poor and what caused their impoverished condition. I explained what a poverty line is and how it affects impoverished people. I briefly compared the poverty context of South Africa with that of Kentucky and came to the conclusion that it is through critical analysis and reflection that impoverished people can become aware of their social conditions. The literature indicates that poverty can be addressed through provision of educational opportunities. For instance, the World Bank encourages impoverished people to become skilled and schooled in order to escape the trap of poverty. This chapter concludes with the identification of several meanings of poverty.

CHAPTER 3

AN ANALYSIS OF RELEVANT POLICIES

3.1 INTRODUCTION

In this chapter I contend that in order to understand the various policies and strategies to reduce poverty, one has to be aware of what causes poverty and how poverty is conceptualised. In Chapters 1 and 2 I discussed why the majority of South Africans are still living in poverty and how it affects them. The question is, How are policy statements on poverty, specifically from the South African government, addressing the issue of poverty? Mogale (2005:136) reports that the

local government in South Africa is undergoing a process of transformation from apartheid's highly unequal, racially classified local administrative apparatus towards a more integrated, developmental, equitable and sustainable sphere of government.

It seems as if the South African government is trying to reduce poverty. In order to do this, systems, policies and strategies need to be in place. An analysis of relevant policies for reducing or eradicating poverty is one of the main steps in evaluating the process. An analysis is necessary because it is not only South Africa that is struggling with the phenomenon of poverty but it seems as if poverty is a worldwide problem. This worldwide concern with poverty makes it necessary to analyse policies at a global level. Why? Because South Africa is part of the global community, and our policies are influenced by global policies. Worldwide organisations such as the World Bank and the United Nations are institutions that aim to reduce poverty on a global scale. According to Habermas (2001:30), the United Nations was founded after the catastrophes of the Second World War, which promised the international triumph of human rights and democracy. As this statement indicates, human rights and democracy are two goals of the United Nations. How can South Africa benefit from the shared goals of the United Nations and the World Bank?

In this chapter I analyse policies that address the challenge of poverty in South Africa on a global, national and provincial scale. The role of the Department of Education in South Africa with respect to addressing issues around poverty is also discussed. Poverty reduction and poverty eradication are currently the first goal to be addressed by various organisations, such as the Millennium Development Goals of the United Nations and the World Bank. I next explore the policies of these key organisations.

3.2 UNITED NATIONS: MILLENNIUM DEVELOPMENT GOALS

In 2000 world leaders agreed at the United Nations Conference on the Millennium Development Goals that they aim to halve the number of people living in absolute poverty by 2015 (Sayed, 2008:54). According to Migiro (2007:5), “The Millennium Development Goals are the international community’s most broadly shared, comprehensive and focused framework for reducing poverty.” South Africa is fortunate to be one of the United Nations member states. This leads to the point that South Africa can also benefit from the goals of the United Nations. How can South Africa benefit?

In Chapter 2 I discussed how many South Africans are living in poverty. I referred to the many impoverished people who live in chronic poverty. Poverty seems to be a major problem in South Africa. Strategies and policies need to be implemented and monitored in order to address this urgent problem. It is my opinion that South Africa can benefit from these Millennium Development Goals if the country seriously tries to aim to reach these goals of poverty reduction by 2015. In order to achieve these goals, the South African government needs to be actively involved in monitoring and evaluating its plans in poverty reduction. By monitoring and evaluating these goals, South Africa may be one of the countries in the international community to reach this shared goal of the United Nations in 2015, and in this way, the country can also reap the benefits of this worldwide organisation.

At the meeting in 2000 “world leaders pledged to establish national policies and strategies to provide the resources necessary to achieve the goals” (Migiro, 2007:5). The United Nations aims to give countries the support they need in order to achieve

the Millennium Goals; this includes South Africa. The first goal of the United Nations is poverty reduction (www.un.org/millenniumgoals/poverty). Migiro (2007:5) reports that

if the Millennium Development Goals are implemented in time in all parts of the globe, 500 million fewer people will be living in extreme poverty and some 300 million fewer will go hungry, while 30 million fewer children will die before their fifth birthday. About 350 million more people will have access to safe drinking water and a further 650 million more to sanitation. Real economic and social opportunities will open up on an unprecedented scale.

My argument is that it seems as if the United Nations with its Millennium Development Goals may have a huge impact on the plight of poor people around the world. Since this conference, African leaders have tried to address extreme poverty and to create environments conducive to economic development and growth. Their decision making at grassroots level can be seen as a vehicle for development (Maile, 2008:xi). South Africa is one of the countries of the United Nations that has committed itself to face the challenge of poverty reduction. The question is, Why is poverty reduction such a major challenge?

According to a report by monitors in *Reading Today* (2009:31), “The world is not on course for reaching the Education for All goal of universal primary education by 2015. Developing countries are not spending enough on education.” This report indicates that developing countries, such as South Africa, may still be struggling with the process of promoting education. It seems as if countries need to invest more in education (in terms of financial or human capital or both). Another problem may be that countries spend the money that is supposed to uplift the levels of education in the wrong ways. The improving of basic education needs urgent attention from developing countries.

In exploring these Millennium Development Goals in the South African context, I came to the conclusion that the eradication of poverty is one of the government’s main concerns. Migiro (2007:5) reports also that

at the midpoint between the adoption of the Millennium Declaration and the 2015 deadline for reaching the Millennium Development Goals, large parts of the world remain off track.... In sub-Saharan Africa not a single country is on track to achieve the Millennium Development Goals by 2015.

My argument is that it seems as if political leaders in sub-Saharan Africa need to give more attention urgently to the implementation of the Millennium Development Goals in order to reduce poverty, keeping in mind that they have only four years left to reach these goals. On a global scale, countries need to be serious about reducing poverty if they aim to attain social justice. People need to be treated equally.

I believe that education can play an enormous role in the reducing of poverty. A Social Development Report of 28 September 2009 shows that “the number of South Africans living in poverty declined between 1999 and 2007, positioning the country well to meet its target of halving poverty by 2015”. To keep on improving the living conditions of the poor, the South African government has to focus on reaching the goal to halve the number of impoverished people. Another attempt by the government to do this is also the provision of social grants. Development indicators of 2009 by the Presidency’s policy coordination and advisory service unit found that more than 13 million South Africans now receive social grants, compared to 7.87 million in 2004/5. The provision of social grants is also an indicator that the government is serious about fighting poverty. By receiving social grants, citizens may be enabled to improve their lives and to contribute to their own well-being. The current Planning Minister, Trevor Manuel (South Africa.info 2009), suggests that government is “improving people’s quality of life” and that government focuses on intensifying its programmes to take the country onto a higher development trajectory. If the government continues to make improvements in the lives of South Africans, it may challenge the citizens to improve their own lives by working with the government. It seems as if after 17 years of democracy, South Africa still needs to do a great deal about the eradication of poverty on a national and local level, especially in rural areas. It is obvious that many of the coloured and black citizens are still trapped in poverty in the rural areas of the Cape Winelands. The question arises, What is the role of the World Bank, as an international organisation, in poverty reduction?

3.3 WORLD BANK

The World Bank is a key international organisation whose aim is to assist worldwide in the struggle against poverty. This is confirmed by the World Bank (2005:ix), which reports that “the central mandate and corporate mission of the World Bank is to fight poverty”. It seems as if the reduction of poverty on a global scale plays a key role as one of the goals of the World Bank. The purpose of the World Bank (2005:x) is also to “focus on global policy issues that hinder poverty-reducing growth in its client countries”. It became necessary for the World Bank to promote empowerment of the poor by supporting social development activities. The result is that

the Bank focuses more sharply on demonstrating the results of its interventions, so as to ensure that all dimensions of its work – at the global, country, and project levels – are directed at specific, well-defined, and monitorable poverty reductions goals (2005:x).

It is my opinion that the World Bank takes its commitment to its client countries seriously and that it keeps on monitoring its projects to obtain desirable results. One of the Bank’s strategies for assisting with poverty reduction is improved provision of education.

Tarabini (2008:415) reports that since the 1990s, education has played a fundamental role in the global struggle against poverty. After the failure of the Washington Consensus as the main strategy to achieve development, the World Bank has explicitly declared the need for a new development strategy with a broader scope, objectives and instruments. International organisations, national governments and nongovernmental organisations agree on highlighting the virtues of investing in education to reduce the population’s poverty level. Several global agreements have been reached regarding education and poverty in which different role-players agree on what should be done in order to achieve development. Educational targeting has become one of the hegemonic mechanisms in the fight against poverty. Both international organisations and developing countries support targeting as one of the best strategies in order to simultaneously guarantee poverty reduction. Tarabini (2008:416) shows that

the World Bank is the dominant agent in the creation and promotion of the global agenda for development and it has a large influence in defining the educational strategy to fight against poverty both on a global and a national scale.

It seems that the World Bank is an organisation that is concerned about social welfare issues, such as poverty, on a global scale. According to Tarabini (2008:416), the 1990 World Development Report on Poverty suggests for the first time the possibility of implementing strategies that would be complementary to the market-centred development model, which has had an excessively harsh impact on adjustment policies on the poorest sector. Under this 'new model' the struggle against poverty appeared as the World Bank's top priority.

According to the World Bank (2005:39), one of the pillars of the bank's 2001 strategies is to empower poor people to participate in development and to invest in their wellbeing. This pillar has two components:

- *Increasing the capabilities of the poor*, which promotes human capital development through effective delivery of quality education and health services and access to well-designed safety nets.
- *Empowering the poor*, which advocates creating opportunities for empowerment and building social capital for making the poor active participants.

These two components represent a direct link to critical theory and social justice. The reason is that human development is a crucial aspect of critical theory. Critical theory promotes social justice. Impoverished people need to reflect on their circumstances and use education as a tool to better themselves and their circumstances. Impoverished people need development in order to progress in life. By developing skills, they can find better job opportunities and in this way may earn a better salary. It is through earning a decent salary that the reduction of poverty may take place. The two components, increasing the capabilities of the poor and empowering the poor, are therefore necessary dimensions of critical theory, which includes reflection, if it is to promote social justice.

My argument is that it seems as if there is a connection between education and poverty reduction. It seems that if people increase their level of education, it generates important returns to both individuals and societies. This is because individuals may be assets in their societies. Poor people need to invest in education in order to gain the benefit of an escape from poverty. The World Bank (1999:16) states that

education is one important explanation of why some people have higher incomes than others.... Educating the poor is a social, economic, and moral imperative and must be an essential element of any strategy for eradicating poverty and ameliorating social inequalities.

I agree with Tarabini (2008) that investing in education is necessary to reduce or eradicate poverty. To conclude, it is my opinion that the World Bank takes its commitment to its client countries seriously and that it keeps on monitoring its projects to achieve desirable results. One of the bank's strategies for assisting with poverty reduction is improved provision of education. I agreed with Tarabini (2008) that educational targeting has become one of the hegemonic mechanisms in the fight against poverty. My argument is that the World Bank is a key role player in challenging the problem of poverty. Client countries of the World Bank need to implement the goals of this global organisation in order to improve the well-being of their citizens on a national and local level. This argument holds the position that in order for South Africa to reach the goal of poverty reduction by 2015, policies and strategies need to be implemented and monitored on a provincial as well as local level. This strategy of poverty reduction is therefore relevant for South Africa and its rural areas. This goal does apply to the Cape Winelands District Municipality. Impoverished people of this local area of research can benefit by assisting to reach the Millennium Development Goal of poverty reduction. Both international organisations, the World Bank and the United Nations, and developing countries support targeting poverty as one of the best strategies in order to achieve poverty reduction. The World Bank is also one of the best investors in education on a global scale. The question arises, How do African organisations care for the poor? Also, what are the governments in Africa doing to improve social and economic conditions in their own countries? I will investigate the African continent's approaches to poverty reduction next.

3.4 NEW PARTNERSHIP FOR AFRICA'S DEVELOPMENT

According to Kanbur (2001:2), the New Partnership for Africa's Development (NEPAD) was born on October 23, 2001, in Abuja, Nigeria. The opening line of the NEPAD document reads as follows:

This new African initiative is a pledge by African leaders, based on a common vision and a firm and shared conviction, that they have a pressing duty to eradicate poverty and to place their countries on a path of sustainable growth and development.

NEPAD is a vision for Africa that aims to tackle issues such as poverty. It is a project of the African Union (AU), and South Africa, Nigeria, Egypt, Algeria and Senegal are the founding countries of NEPAD. NEPAD (2009) indicates that the previous President of South Africa, Thabo Mbeki, was also a key driver of NEPAD, thus South Africa is at the forefront of the African countries that committed themselves to the reduction of poverty. With the country's vision of improving sustainable growth and development, it gives the impression of an active participant in the growth of the world economy.

Kanbur (2001:3) reports that NEPAD has undertaken the following actions under poverty reduction:

- Require that country plans prepared for initiatives in this programme of action assess their poverty reduction impact, both before and after implementation.
- Work with the World Bank, the International Monetary Fund and the United Nations.
- Ensure that the specific issues faced by poor women are addressed in the poverty reduction strategies.
- Accelerate the adoption of participatory and decentralised processes for the provision of infrastructural and social services.

I think that NEPAD is trying to assist African countries in a caring way in order to reduce or eradicate poverty. The point that I want to illustrate is that impoverished people should also be treated as valuable human beings and that countries need to take

care of their well-being. African countries in particular are in great need of addressing the complex problem of poverty. Impoverished people need the assistance of organisations such as NEPAD, which claims to speak on behalf of the people of Africa. It seems that if South Africa takes the goals of NEPAD seriously, poverty reduction may affect the majority of South Africans in order to improve their lives on a national, provincial and local level. NEPAD (2009) argues that to achieve the Millennium Development Goals, African leaders need to take joint responsibility for the following:

- Strengthening mechanisms for conflict prevention, management and resolution at the subregional levels.
- Promoting and protecting democracy and human rights by developing clear standards of accountability.
- Revitalising and extending the provision of education.
- Restoring and maintaining macro-economic stability.
- Promoting the role of women in social and economic development (Maile, 2008:xiii).

It seems as if the second and third responsibility of NEPAD are concerned with assisting in the causes of poverty and poor education in order to achieve democracy by improving the level of education. Human rights are of great value for the organisation to promote equality and dignity. It is by their human rights being upheld that impoverished people can take care of their well-being. How does the challenge of poverty reduction affect South Africa on a national level? What are some of the main South African governmental organisations to focus on poverty?

3.5 SOUTH AFRICAN ORGANISATIONS AND POLICIES

In this section I discuss various organisations that are committed on a national level to reaching the goal of poverty reduction. These organisations include the African National Congress (ANC) and Statistics South Africa. The ANC has also been the leading political party in South Africa since democracy in 1994. Firstly, I discuss the policy of the ANC, namely the Reconstruction and Development Programme (RDP). Secondly, I discuss Statistics South Africa, and finally I discuss the role of the ANC.

3.5.1 Reconstruction and Development Programme

The ANC has been the ruling political party in South Africa since the achievement of democracy in 1994. It proposed the RDP as an official policy framework of the South African government. The ANC (2001:22) reports that it

took office with the promise of meeting the needs of the majority of the South African people who have been living in poverty and deprived of every opportunity to develop their potential and their share of the wealth that the country has produced.... The RDP is an integrated, coherent socio-economic policy framework. The RDP has been drawn up by the ANC-led alliance in consultation with other mass organisations. The RDP is developed into an effective programme of government. This inclusive approach to developing and implementing policy is unique in South Africa's political history.

It is my opinion that South Africa needs such programmes to assist it with one of the main concerns, namely poverty. The ANC (2001:23) shows that "whole regions of our country are now suffering as a direct result of the apartheid policies and their collapse".

Poverty is a major concern of the South African government because "no political democracy can survive and flourish if the mass of our people remain in poverty, without land, without tangible prospects for a better life" (ANC, 2001:23). This is why the ANC formulated the RDP, which is designed to achieve, sustain and meet the objectives of freedom and improve the standard of living and quality of life for all South Africans. I think that although the goals of the RDP seem positive, the government still faces many challenges on wealth distribution.

Government strategies need to be in place at national, provincial and local levels in order to gain the benefit of the goals of the RDP. These strategies should also be aimed at the people of this local area of research. I think that impoverished people need to develop and shape their own thoughts in order to gain the benefits of the vision of the RDP. They should become active participants in their own well-being. By becoming active participants, citizens can reach their full potential in order to play a

role in the reconstruction and development of their own society. By applying the goals of government, provinces and local areas need to participate through their actions in order for South Africa to reach this main goal of poverty reduction. Participation on the basis of improving knowledge, skills and creativity is vital for transformation. What is the focus of the South African government in order to transform impoverished people?

3.5.2 Statistics South Africa

Statistics South Africa (2000:1) reports that the “reduction of poverty and inequality has been a central concern of South Africa’s government since 1994”. It describes one of the causes of poverty as rising unemployment that worsened poverty and inequality. The measurement of joblessness is a problem in South Africa. Statistics South Africa (2000:53) notes that

statistical measurement of poverty, and ways of monitoring its alleviation, are relatively new fields of endeavour in South Africa. Prior to the first democratic elections in April 1994, nation-wide integrated statistics of this nature were not officially collected.

It is obvious that in order to address poverty, adequate data are needed for planning.

In 1996 the South African government gathered data for a population census to obtain its “first set of baseline statistics on the life circumstances of all South Africans down to the level of small areas” (Statistics South Africa 2000:53). The population census provided a view of what was happening in each part of the country. It gave a report on the level of poverty in order to assist with the monitoring of poverty and education for future improvement. According to Statistics South Africa (2000:53), “South Africa is an upper middle-income country in terms of per capita income, [yet] a large number of the country’s citizens live in poverty.” One of the main goals of the South African government, poverty reduction, needs urgent attention and action. All South Africans must take ownership of reaching the Millennium Development Goal to reduce poverty. South Africans have a responsibility to assist the government by targeting poverty.

3.5.3 African National Congress (ANC)

What are the ANC's strategies on poverty reduction? According to the ANC (2003:3), "Central to the tasks and our strategic goal, is the realisation of the objective of the eradication of poverty ... the masses had fought both for their emancipation from oppression and their liberation from poverty." In this case 'the masses' refers to the oppressed majority of black people, coloured people and Indians during white rule in the South African apartheid system. The ANC wants to transform the country by making use of focused programmes for reconstruction and development. The party also realises that this process may take time and effort to eradicate poverty in the country.

In the Stellenbosch Declaration, which was adopted at the 51st National Conference, the ANC argues that "efforts cannot bear fruit if carried out by government and the ANC alone". The ANC wants to build strong links with "community organisations, trade unions, religious bodies, business organisations, women and youth structures as well as other organisations to ensure that, in practice, South Africans act as their own liberators" (ANC, 2003:3). In order for impoverished people to become actively involved in the reduction or eradication of poverty, they need to become critical, reflective citizens in order to transform their lives. It seems as if all citizens need to be actively involved in the transformation of the country and not only a minor section of the population. Everybody has a role to play in order to achieve social inclusion.

The ANC (2003:24) has committed itself to playing a leading role in the struggle against poverty. It agreed on a resolution to advance unity by the year 2012 by declaring this decade the Year of United Action to push back the frontiers of poverty. The message to reach this goal is the following:

Advance in Unity to the Year 2012!

Victory to the united struggle against poverty and under development!

Forward with People's Power in Action!

It is my opinion that the ANC wants to unite South Africa by 2012, reduce poverty and achieve social inclusion. It is therefore important that the leading political party, the ANC, sustain its poverty-reduction programmes during the entire decade to reach its goal. These are some of the challenges to be addressed (ANC, 2003:4–5):

- Higher rates of economic growth since 1994.
- Proper preparation of the Growth and Development Summit.
- Improve performance with regard to the growth and development of small and medium business.
- Raise the skills level among the masses of our people.
- Community-based public works programme.
- Social welfare system and effective use of poverty-alleviation funds.
- Black economic empowerment.
- Integrated/comprehensive community health care.
- State machinery to fight against corruption.
- Mobilise masses to work in partnership with government.

These challenges indicate that the ANC is serious about the reduction or alleviation of poverty. Citizens need to be educated and skilled on how to be actively involved in transforming the country; this includes the large majority of impoverished people. I think that if people are involved in transforming their lives and their country, they will inspire themselves and others to become actively involved. In this way they will be a part of the struggle against poverty and by so doing promote the process of transformation in South Africa. By doing this, South Africa may become a better country for all. All South Africans, nationally and locally, have a responsibility to better themselves in order to reach these goals. The citizens of South Africa need to be united in the struggle against poverty. They need to be united because poverty affects the majority. What is the government of the Western Cape, the area of investigation, doing about the reduction of poverty? I shall address this question next.

3.6 WESTERN CAPE PROVINCIAL GOVERNMENT (WCPG)

The transition of South Africa into a democratic country enabled it to become involved once again in the global community. The country also became part of the

United Nations and the Millennium Development Goals. In Section 3.2 I gave an explanation of the Millennium Development Goals and discussed poverty reduction as one of the main goals addressed by the United Nations. Although the world is concentrating on reaching these goals, it seems as if the country is still struggling at provincial level (and I focus on the Western Cape) to address them.

According to the Second Draft (April 2005) of the Integrated Poverty Reduction Strategy for the Western Cape Province (Department of Social Services and Poverty Alleviation, 2005), President

Thabo Mbeki committed government in his State of the Nation Address in May 2004 to move decisively towards reducing poverty by half in 2015. The provincial vision and strategic goals should therefore have the capacity to influence the country to achieve the Millennium Development Goals

With this goal in mind, it seems as if provincial governments have a role to play in order to work towards achieving it.

According to Statistics South Africa, the Western Cape is the second richest province in South Africa. The above-mentioned Second Draft of April 2005 points out that

the Western Cape suffers a crisis of unemployment. 23.16% of the Western Cape's economically active population is unemployed.... It became a host province to our neighbours from the Eastern Cape, Northern Cape as well as countries more distant and thus seeks to create an inclusive environment.

Firstly, I think that unemployment plays a huge role in poverty in the Western Cape Province. It seems as if there is a need for youths to be employed. Youths should become an economic benefit to the province and country. They may study further (by receiving bursaries from sponsors or government) or become skilled to earn an income. Youths should make use of opportunities to obtain practical training if they are not academically inclined. Secondly, immigrants from other provinces or other countries should start to take care of themselves or their families financially as soon as possible by finding or creating jobs.

The Western Cape Provincial Government (WCPG) (2005:15) states the following themes as indicators to act as measuring tools to halve poverty in the Western Cape:

- Income, assets and livelihoods.
- Education, human capacity and skills.
- Basic municipal services.
- Housing, land and infrastructural development.
- Transport.
- Health and nutrition.
- Inclusion rights and social protection.
- Employment, opportunity and work.
- Security and peace of mind.

It seems as if the provincial government of the Western Cape is serious about the alleviation of poverty in the province. This report indicates that poverty reduction strategies and policies are relevant on a national, provincial and local level. With the above indicators, the national poverty agreement and a strong relationship between all stakeholders, poverty may be reduced by 2015. Unfortunately, research indicates that the Western Cape is struggling with locating impoverished people and obtaining updated data. The Second Draft of 2005 indicates that the “Social Development Indicators Survey is the only official poverty-measuring instrument based on Core Welfare Indicators”. It seems as if the province is struggling to develop reliable and easily measurable indicators for monitoring poverty. The province needs delivery of services to its people. There is “a lack of data on district municipal level and on municipal level”. The draft further recommends “a profile of the poor which describes what groups are identified as poor, where the poor are located and problems experience by the poor”.

Factors such as unemployment and immigration influence the number of impoverished people in the Western Cape, not only in urban areas but also in rural areas. The provincial government is challenged to give urgent attention to this 40% impoverished people. By making use of various tools and strategies, well-planned programmes and interventions, the Western Cape can become *a home for all*, as indicated by its slogan. I think that the provincial government should take up the opportunity to fight poverty.

There is also a need at national, provincial and local level in this country to monitor and work together to reach the goal of half the number of impoverished people by 2015 in the country. It seems as if strategies and policies are in place in South Africa. What is the Western Cape Education Department (WCED) doing in the fight against poverty?

3.7 WESTERN CAPE EDUCATION DEPARTMENT (WCED)

Unfortunately, I could not find policies relating to poverty reduction by the WCED. In this section I therefore explore the views of two provincial Ministers of Education: Cameron Dugmore (2008) and Donald Grant (2010). This includes their understanding of the role of the WCED in fighting poverty in the province. The assumption is that these Ministers of Education speak about poverty on behalf of their provincial government.

3.7.1 Provincial Minister of Education: Cameron Dugmore (2008)

On 24 June 2008, the Provincial Minister of Education in the Western Cape Province, Cameron Dugmore, addressed a group of about 150 young people from across the province at the annual youth month celebrations of the Western Cape Provincial Legislature. The delegates represented various organisations with the theme “Empowering the youth for poverty eradication”. At this occasion it was clear that education and skills are the keys to youth empowerment for poverty alleviation. Ten practical steps were considered:

- Stay at school and finish matric.
- Go to an FET college.
- Study at an adult education centre.
- Go to University.
- Learnership.
- Start an internship.
- Start a business.
- Join the army or police service.
- Study to become a teacher.

- Volunteer your time.

From the above steps, it is clear that education plays a key role in poverty reduction or poverty alleviation. Youths should therefore take their education seriously in order to become economically beneficial to the province and the country. By becoming financially independent, individuals may transform their lives from being poor into becoming productive citizens. The example that they set in their communities may inspire others to transform their lives also. In this way the community may become indirectly involved in the transformation of the community, the province and the country. It is my opinion that Cameron Dugmore played a role in assisting youths to take education seriously.

3.7.2 Provincial Minister of Education: Donald Grant (2010)

On 1 March 2010 the Minister of Education of the Western Cape Province, Donald Grant, committed himself in the Strategic Plan: Fiscal years 2010–2014 to the principle that

the Western Cape Government will improve the life chances of all its children through the provision of quality education.... There is no quick fix when it comes to improving the quality of education provided in the Western Cape. It is only through a sustained, focused and systematic approach that we will achieve it.

The strategic goals and objectives are to be achieved over the period 2010–2014. It is also the mission of the province

for all learners to acquire the knowledge, skills and values they need to realise their potential, lead fulfilling lives, contribute to social and economic development, participate fully in the life of the country and build communities capable of managing their lives successfully and with dignity.

If one looks carefully at the goals of the Strategic Plan by the WCED, one sees a link between education and poverty reduction in the province. By aiming to improve education, the lives of children may improve by 2014. With more youth finishing

school, their level of education may improve in order to be better qualified adults. By improving their education, impoverished people may stand a better chance to escape the trap of poverty.

The Strategic Plan recognises that access to quality education is a basic human right, entrenched not only within the Constitution, but also in internationally adopted agendas such as the Millennium Development Goals and UNESCO'S Education for All. The Provincial Minister of Education is aware that "the majority of children in the Western Cape are not achieving their academic potential". This may be because poverty plays a huge role in the lives of many children in the Western Cape Province.

The WCED is currently involved in a process to monitor and evaluate the implementation of quality education in the province. It is my opinion that the provincial government is trying to improve the quality of education in the province in order for children to achieve a better life in future so that they may become assets to the province and the country.

To conclude, in this section I discussed the role of two Provincial Ministers of Education in the Western Cape. It seems as if both ministers aim to fight against poverty through education. Both argue that youths should be empowered for the sake of poverty eradication. The current Provincial Minister of Education, Donald Grant, committed himself in the Strategic Plan: Fiscal years 2010–2014 to improving the education of all children in order for them to live quality lives. With the vision of more youth finishing school by 2014, their level of education may allow them to become better qualified adults.

3.8 SUMMARY

In this chapter I attempted to analyse policies and strategies to reduce poverty on a global, national and provincial level. I think this is important in order to gain knowledge about whether the policies or strategies are achieving their goals. Constant monitoring of policies and strategies is necessary to check progress in the fight against poverty.

I analysed the policies of various organisations such as the World Bank, the United Nations, the NEPAD, the ANC, the WCPG and the WCED. I discussed various points of focus of the South African national and provincial governments. It seems as if poverty reduction is a top priority of global, national and provincial organisations. Although the South African government is working hard to fight poverty, much work is still necessary in order to reach the Millennium Development Goals by 2015. Poverty reduction is a top priority of world organisations as well as the South African government. As mentioned in the previous chapter, one should keep in mind that education has an effect on poverty and that poverty has an effect on education. My point is that the analysis of the policies and strategies of different organisations indicates that education is one of the tools to help fight poverty worldwide. With *the right to a basic education* as one of the human rights in South Africa, quality education plays a key role in reducing or eradicating poverty. The reduction or eradication of poverty remains a major concern on a global, national and provincial level. Governments are struggling with the complex problem of poverty. The policy analysis indicates four ways to reduce poverty: empowering the poor, increasing the capabilities of the poor by using education, the challenge of deliberative democracy, and social justice. I will further explore ways to reduce poverty in Chapter 4 by describing the process of interviewing respondents.

CHAPTER 4

POLICIES AND STRATEGIES AT A LOCAL LEVEL

4.1 INTRODUCTION

Further to the literature review and my analysis of policies, I decided to gain more information about strategies and policies at a local level. Therefore, I focused on the Cape Winelands District Municipality. According to a manager at one of the municipality branches, the concept 'Cape Winelands District Municipality' refers to a rural area in the Cape Winelands. For the local level I decided to conduct semi-structured interviews in order to gain information from different role players in this municipality area. As I mentioned in Chapter 1, it seems as if many of the citizens in this area are still living in chronically poor circumstances. With the concept 'chronically poor', I refer to poor living conditions extending over generations. It is obvious that some of these citizens are still living in the same circumstances as their ancestors. It is by observing these conditions that I was motivated to undertake a very small-scale empirical study.

I first tried to obtain policies relating to poverty in the area, but after many attempts to reach a previous mayor of a Cape Winelands District Municipality, I received no replies to my requests. My conclusion is that I doubt whether this local municipality has such policies in place. I then proceeded with my small-scale enquiry.

4.2 INTERVIEW METHODOLOGY

Interview methodology begins from the assumption that it is possible to investigate elements of the social by asking people to talk, and to gather or construct knowledge by listening to and interpreting what they say and to how they say it (Mason, 2003:225).

What I want to illustrate is that I need to question, listen to and interpret the knowledge gained from the respondents. Mason suggests further that

the idea that interviewees may be ‘answering’ questions other than those we are asking them, and making sense of the social world in ways we had not thought of, lies behind many qualitative interview strategies (Mason, 2003:231).

It seems as if one needs to interpret some of the answers in a unique way to understand the interviewee. I assume that I sometimes need to rephrase the question in order for the respondent to understand the question. Asking questions and listening to respondents require dialogue, patience and mutual respect.

Gerson and Horowitz (2003:199) state, “Qualitative research always involves some kind of direct encounter with ‘the world’, whether it takes the form of ongoing daily life or interactions with a selected group.” In this study my qualitative research involved interactions with a selected group in the Cape Winelands District Municipality. Conducting these interviews gave me a chance to interact with individuals who were part of the local school community. Their view of their social world enabled me to examine their approach to their social world. Doing this also helped me to analyse how policies and strategies to reduce poverty in the Cape Winelands District Municipality are applied and to examine whether they have reduced poverty in the area. Exploring the social conditions helped me to understand whether social change has taken place through them or for them during South Africa’s regime changes.

Periods of rapid historical change, both social and individual, are not accidental. Periods of rapid historical change provide ideal laboratories for uncovering the social bases of relationships ... that may remain hidden (Gerson & Horowitz, 2003:201).

South Africa has a history of segregation because of apartheid laws. Since the country became a democracy in 1994, various factors have influenced the government, provinces, communities and individuals, which should allow every citizen to live as a

respected human being without being discriminated against. “To unravel the complexities of large-scale social change, it is necessary to examine the intricacies of individual lives” (Gerson & Horowitz, 2003:201). It was by interviewing the participants that important knowledge was gained from them in order to analyse how and whether the policies and strategies to reduce poverty in the area have been implemented and whether they may have changed lives. What does an interview study involve?

An interview study involves a series of discrete but demanding forays into the lives of strangers. Over and over again, the interviewer must contact and secure the help of others, travel to unknown places, engage in an intensive process whose goal is to reveal the intricacies of other lives, and then say ‘good-bye’. Repeating this process dozens and even hundreds of times requires energy, courage, persistence, confidence and unassailable commitment (Gerson & Horowitz, 2003:209).

For the purpose of this thesis I interviewed 11 participants in order to gain knowledge from them and understand their experiences.

Van Wyk (2004:149) reports that “interviews are one of the most important sources of case study information”. It is by interviewing individuals that a person may gain valuable knowledge and narratives about the circumstances of poverty in the area in order to analyse how policies and strategies to reduce poverty are applied. I think that it is therefore of value to gain first-hand knowledge about education and poverty in this rural area. My rationale is, “The strategy must provide an efficient way to answer large questions with a comparatively small group of people” (Gerson & Horowitz, 2003:204). Why a small group of people?

The purpose of selecting a small group of 11 participants was to open a way of helping the ‘silent voices’ to be heard. Interviews “leave room to discover the unexpected and uncover the unknown” (Gerson & Horowitz, 2003:204) Interviewing the respondents was one way of listening to the stories about impoverished people. Gerson and Horowitz (2003:205) state that in order to uncover the unknown dimensions of different people, “it is ... important to interview people who vary in their social

resources and in their responses to change”. It was by interviewing different members of the school community that I could form an opinion on their different points of view about education and poverty.

Gerson and Horowitz (2003:205) argue that “a successful interview study also depends on the prior construction of a theoretically informed and user-friendly interview schedule”. Therefore prior to the interviews, I discussed with the respondents what the interviews involved. Respondents were aware of factors such as the use of a voice recorder, questions to be asked and the specific day and time of the interview. The specific day and time were selected by the respondent and not by me. They chose a place where they felt comfortable. These prior arrangements were made to make the respondent feel relaxed. The interviews had to be limited because of the time factor. The question arises, How do you organise a schedule for a semi-structured interview?

4.2.1 Semi-structured interview schedule

The rationale of these semi-structured interviews was to analyse policies and strategies to reduce poverty in the Cape Winelands District Municipality. The 11 participants (respondents) were volunteers in this research. They were free to participate or withdraw at any time. The respondents’ privacy was protected. The interviews were therefore confidential and anonymous.

An appropriate date, time and place that suited the respondent were arranged by me. A letter requesting permission for conducting this research was sent to the Head Office of the Department of Education. A confirmation letter from the Department of Education granted permission to start the research. This process was followed by an official letter of participation from Stellenbosch University that was handed to each of the 11 respondents in which the respondent and I agreed on confidentiality. I informed all participants that a voice recorder would be used for the interviews. Three teachers requested the guiding questions well before the interview in order to allow them ample time to prepare themselves. The other respondents did not request the questions prior the interviews and therefore were not aware of what would be asked.

As the home language of all participants was Afrikaans, the interviews with them took place in their language of choice. The interviews took place on an individual basis, which allowed ample time for the respondent to reflect on and answer each question. In addition, to ensure consistency, all respondents were asked the same questions in order for me to reflect on various responses on the same questions.

4.3 INTERVIEW RESPONDENTS

The 11 respondents were part of the local school community and they had various roles: some were active participants in leading the school, while others were the ‘silent voices’. These ‘silent voices’ also needed a chance to be heard. I started with the school principal, followed by two members of the school governing body, three teachers, two community leaders, the social worker and two parents. I next provide a rationale for interviewing these respondents.

4.3.1 Principal

Firstly, in order to gain knowledge from the principal of the school that almost all the impoverished children in the area are forced to attend, I interviewed the principal. As the main leader of the school, he has the power to lead the school effectively towards quality education. The principal of the school was therefore an important participant in this research.

4.3.2 School governing body members

Secondly, the current chairperson is on the school governing body for a second term. He is currently serving his fifth year as chairperson of the school governing body. During his first term it became obvious that his intention was to bring positive change in the quality of the education at the school. The input of the chairperson cannot be underestimated because this educational leader may lead the school governing body to build further on the transformation of the school and society. The second member of

the school governing body had served as a member for two months at the time of the interview.

4.3.3 Teachers

Thirdly, the three teachers who were selected at the school have been teaching at the school for the past 21 years, 16 years and 33 years respectively. I assume that they have a good idea of different circumstances at the school and in the area. One of the teachers is also in charge of dealing with the social problems that may arise with learners at the school. This senior teacher is well aware of certain domestic circumstances of various learners that other staff members may not be aware of.

4.3.4 Social worker

Fourthly, the local social worker visits the school on a weekly basis. She regularly interviews learners, parents and other community members with social needs. Her input in this research was vital because she has worked in the area for the past 11 years.

4.3.5 Community leaders

Fifthly, it appears that the local community leaders have a huge influence on the citizens of this area in the Cape Winelands District Municipality. I chose two prominent community leaders because they are actively involved in social matters affecting this community.

4.3.6 Parents

Finally, the questions were designed to explore and investigate how some of the parents viewed poverty in the area. To gain answers about the living conditions of the inhabitants of the area, I interviewed two parents who live on two different farms in the area. Impoverished people are sometimes not highly educated, but they may well have enough knowledge about education in order to understand whether the policies

and strategies to reduce poverty in this area are having a positive impact. I think that listening to the ‘silent voices’ may open a line of communication and provide further opportunities for reflection. These parents may therefore have had vital knowledge about education and poverty. Some of the parents are single parents or unemployed. The reasons why I chose these parents were that I wanted to hear their views and observe different conditions of poverty in the area in order to try to understand their living conditions as fellow human beings.

4.4 INTERVIEWS

The purpose of the interviews was to explore how poverty is addressed because I wanted to establish whether there is a connection between education and poverty in this particular area in the Cape Winelands District Municipality. The same questions were put to all respondents in order to examine their varying responses.

4.4.1 Interview questions

The questions were divided into two sections: education and poverty. The reason why I chose to make the distinction between education and poverty was that I wanted to examine how the citizens’ lives are influenced by policies and strategies to reduce poverty, in such a way that transformation for them can take place by them. This was done by listening to different respondents. I think that listening to their responses assisted me in my research about analysing policies and strategies to reduce poverty. To accommodate the respondents, the interviews were conducted in Afrikaans, which is their home language. The interview questions are therefore bilingual.

As I have explained in the previous chapter, education plays an important role in fighting poverty. The question is, What role does education play in transforming citizens’ lives? To examine this question, I decided to ask the participants the following questions:

EDUCATION / OPVOEDING

- How are you involved in education?
Hoe is u betrokke by onderwys?
- Is there a connection between education and poverty?
Is daar 'n verband tussen opvoeding en armoede?
- Can education help to alleviate poverty? How?
Kan onderwys help met armoede-verligting? Hoe?
- Are you aware of any educational programmes and policies aimed at alleviating poverty in the district? How do these programmes assist with poverty reduction?
Is u bewus van enige opvoedkundige programme en beleide om armoede hok te slaan in die area? Hoe help die programme om armoede te verlig?

POVERTY / ARMOEDE

- Do you observe any changes in poverty reduction in this area as government has promised? (See the Constitution of the Republic of South Africa, 1996.) Explain.
Neem u enige veranderinge waar in verband met armoede-verligting in die area soos deur die regering beloof is? (Sien die Grondwet van die Republiek van Suid-Afrika, 1996.) Verduidelik.
- What are the social factors contributing to poverty?
Watter sosiale faktore lei tot armoede?
- What can be done to reduce poverty? Do you know of any policies or strategies?
Wat kan moontlik gedoen word om armoede te verlig? Is u bewus van enige beleide?

- Do you know of any success stories regarding poverty reduction (political or social involvement)?

Weet u van enige suksesverhale rakende beleide om armoede te verlig (polities of sosiaal)?

4.5 ANALYSIS OF INTERVIEWS

The responses from the interviews produced valuable information. Some of the responses were given in detail by the respondents. The question then arose, How do I analyse the responses from the participants? I thought the best way to proceed was to look at the responses thematically. In Chapter 2 the literature review indicates three ways to reduce poverty: *job creation, education and skills development*, while the policy analysis in Chapter 3 indicates four ways to reduce poverty: *empowering the poor, increasing the capabilities of the poor by using education, the challenge of deliberative democracy and social justice*. The interview respondents also indicated that these seven ways might have a major influence on their impoverished circumstances. I next analyse the responses in relation to the seven ways to reduce poverty as per the findings of chapters 2 and 3.

4.5.1 Job creation

The school principal argued that education is important in order to find a job. By finding a job, people earn money, and in this way they may overcome poverty. Respondents claimed that many farm owners do not pay their workers a decent salary. It is because of the low salaries that people cannot change their living conditions. My argument is that if people do not earn enough money, their jobs cannot provide for their basic needs. It seems as if farm owners have a responsibility to pay their workers a decent salary for work done on their farms. What I want to illustrate is that if farm workers do good jobs, they deserve a good salary from the farm owners. By finding a decent job and earning a decent salary, a decent lifestyle may be the result. The respondents were convinced that better education leads to better jobs. Jobs then lead to earning a salary. Earning a salary enables people and places them in a better position

to take care of themselves. I conclude that people should be encouraged to make use of opportunities to be skilled and find jobs in order to escape from the trap of poverty.

4.5.2 Education

Respondents admitted that poverty influences the school work of children. Poverty can therefore contribute to the low performance of children. The social worker reported that fetal alcohol syndrome in the Cape Winelands District Municipality is of the highest in the world. Fetal alcohol syndrome occurs when the pregnant mother abuses alcohol during her pregnancy. The drinking problem is then transferred to the unborn baby. According to the social worker, fetal alcohol syndrome babies become alcohol syndrome adults. This pattern then becomes an alcohol cycle. As many of the children in the area may be alcohol syndrome children, this may be one of the reasons for school drop-outs in the area because the child's brain is smaller and not totally developed. This prevents the child from learning, concentrating and progressing. It seems as if the role of parents and adults on farms is of cardinal importance.

Teacher A suggested that an educated child may understand his/her circumstances and may want to change these for the better. She claimed that educated people are good examples for poor people in changing their own circumstances positively. By being educated, poor people's inferiority in relation to others may fade. As Sayed (2008:53) puts it, education promotes growth, and that growth becomes the end-point of investment in education and education is instrumental in promoting growth and raising earnings. The literature review in section 2.3.2 indicated that education increases productivity and earnings and that education reduces inequality. This is because education serves as an asset to future earnings in jobs. This leads to the point that education as a human right may provide people with the freedom and security that are necessary for poverty reduction.

4.5.3 Skills development

The respondents agreed that education serves as a vehicle to escape from poverty, which may then lead to improving their social well-being. To improve their social

well-being, the participants responded that personal development and motivation are needed to uplift impoverished people. They reported that they do have a need to develop their thinking skills in order to help themselves. The respondents admitted that impoverished people should create a conscious idea in their minds to develop and to change positively. They want to feel that they have effected the change themselves. By changing positively, their low self-esteem may vanish and they may become more motivated. The respondents agreed that social problems in harmony with educational institutions can be addressed to sort out problems so that the well-being of the community may improve.

A member of the school governing body suggested that individuals need to believe in themselves and that they should be self-motivated for a positive change. A senior teacher suggested that individuals need a stronger spirit to fight against social problems; she argued that human and skills development are needed.

4.5.4 Empowering the poor

Some of the respondents complained about the low salaries that farm workers earn. They felt that farm owners misuse the workers so that they can get the maximum benefit from them, but they (farm owners) do not pay them decent wages. It also seems as if farm workers do not receive enough support from farm owners. The respondents wanted somebody to train farm workers on how to deal with money matters and to train them how to become more responsible on farms. Farm owners also prefer to reduce staff in order to save money. In this way, the people of this area become unemployed. It is because of their unemployment that people are poor and in desperate need for food or money for food. When some of the children in this rural area are hungry or in desperate need for survival, they sometimes become school drop-outs; they leave school and decide to assist their families to survive financially. This may then force them to steal fruit from the farmers to have something to eat or to survive. Some of the parents are also seasonal workers, employed for only a few months of the year. These workers then struggle to provide for their families during their periods of unemployment. It appears as if these poor people are struggling

financially and that they are in need of government to intervene with farmers to pay them better wages or salaries.

I think that the link between education and skills development needs urgent attention. Developing the thinking abilities of the poor may enable them to reflect positively for a positive change in their well-being. Community worker B suggested that impoverished people need to change positively and that they need to empower themselves. The absence of positive thinking skills may be the reason why the respondents claimed that there are not enough social workers in the area to cope with all the social problems. The social worker reported that the Afrikaans Christian Women Society is busy developing volunteers to assist them to be community leaders and in this way help solve the problems of their own community. Teacher A suggested that there should be at least one full-time social worker on each farm to assist with all social problems. It seems as if there is a need for the poor to be developed and empowered in order to care for themselves.

4.5.5 Increasing the capabilities of the poor by using education

The school principal commented that the motto of most 'coloured' people is, "My child, I can give you nothing more than an education." With this motto, he indicated that parents may show that they may not be rich but they can support their children in obtaining an education. Obtaining an education may help children to develop their mind, skills and attitude and in this way find a decent job. Education assists people to find a job, which helps them to escape from the trap of poverty. All respondents agreed that education is the best way to fight poverty. The chairperson of the school governing body indicated that children can improve no matter what their circumstances are. I think the point that he wanted to illustrate is that improvement depends on every individual. Individuals should decide for themselves whether they want to change positively. Nobody can force people to change their attitudes and mindsets. Impoverished people need, therefore, to be educated in order to transform their thinking skills.

Teacher A suggested that impoverished people need to be trained on how to handle their salaries in a positive way. Impoverished people who spend most of their income on alcohol and drugs need to be trained on how to spend their earnings. They should take responsibility for using their salary wisely in order to change their lifestyle. It is by changing themselves that they can assist other poor people to change. Increasing the capabilities of the poor by using education as a tool may help them to develop in a positive way in order to earn money by finding a job. Impoverished people need to uplift themselves from their impoverished circumstances by making use of education. A significant thinker, Amartya Sen (2006), developed the theory of human capability. Sen focused the attention on development as the expansion of people's freedom to enhance their valued 'beings' and 'doings'. My conclusion is that individuals require a range of capabilities to improve their well-being in order to add value to their lives.

4.5.6 The challenge of deliberative democracy

It seems as if impoverished people do not know how to communicate in a constructive manner with each other; this is a major concern that needs urgent attention. Through education, children may learn from a young age to interact with one another in a socially acceptable manner; they need to learn to communicate properly and not resort to violence to settle disputes. It is through respect and dignity that deliberation can assist people in transforming their lives. Listening to the 'silent voices' may give each individual a chance to become actively involved in deliberation. Impoverished people need to reflect through educational knowledge, be responsible and then act according to their knowledge and responsibility. The policy makers of South Africa should regard the reducing of poverty as one of the most important goals in their developmental policy.

4.5.7 Social justice

Poverty is not a form of social justice. Clark (2006:272) shows that social justice can only acquire momentum if the citizens of a community are committed to it. The school principal agreed that social problems should be addressed to change people in a positive way in order to effectuate social justice. All the respondents were concerned

about the alcohol and drug abuse (dagga, mandrax and tik mostly) in the area. They were worried that although farm workers earn low salaries, most of their money is spend on alcohol or drugs. The rest of their salary (if any is left) is for basic needs. It is because of the alcohol and drug abuse that social problems in this area occur. These social problems are issues such as a lack of food, clothes and blankets, neglect of children, teenage pregnancies, the alcohol and drug cycle (supporting shebeens and then pay off debt), fetal alcohol syndrome and violence. All the respondents wanted the social environment to be addressed. The school principal was concerned about impoverished people who do not always receive enough attention from government in order to address their problems. I think that this assumption needs to be investigated.

All respondents were concerned about social conditions on farms and wanted social justice. They agreed that in order to reach social justice, individuals need to change themselves and then their communities. This is because individuals are part of a community. By changing themselves positively, they may change their communities positively, and in this way they may achieve social justice. All role players need to reach consensus, co-ordination and coherence for social justice. Social justice should be reflected in the way that communities operate.

4.6 SUMMARY

In this chapter I described how I conducted a small-scale empirical study and how I used semi-structured interviews to gather data on ways to reduce poverty in a rural area. The rationale of the semi-structured interviews was to gain information on how poverty is addressed and to establish whether there is a connection between education and poverty in the Cape Winelands District Municipality. Interviews were conducted with 11 members of the local school community. The roles of the participants differed from school leaders to very impoverished parents. It was through my interaction with these selected role players in the local school community that I became more aware of the social problems that can be linked to poverty. I realised what a huge impact alcohol and drug abuse in the area has on poverty and how education is affected by poverty. To gain information is important because Van Wyk reports that “interviews are one of the most important sources of case study information” (Van Wyk,

2004:149). By interviewing the different members of the school community, I had the opportunity to listen to their different points of view about education and poverty.

The findings from my literature review indicate three ways to reduce poverty: *job creation, education and skills development*, while the policy analysis indicates four ways to reduce poverty: *empowering the poor, increasing the capabilities of the poor by using education, the challenge of deliberative democracy and social justice*. I analysed my interviews in terms of these seven ways to reduce poverty. The respondents indicated that these seven ways may have a major influence on poverty in the area. It is my opinion that the analysis of policies and strategies to reduce poverty and the small-scale empirical study indicate that many people in the Cape Winelands District Municipality are still struggling with poverty. I think that the South African government should pay more attention to poor people in rural areas.

CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study is about an analysis of policies and strategies to reduce poverty, and I focus on global, national and local levels. The literature review in Chapter 2 and the policy analysis in Chapter 3 focus on the global and national levels, while the interviews in Chapter 4 focus on the local level. In the previous chapter I reported on my findings of having conducted 11 semi-structured interviews in a certain area in the Cape Winelands District Municipality. In this final chapter I bring my study to conclusion and reflect on the usefulness of my method and methodology. I then discuss the findings of this study and make recommendations for future study. I reflect on the limitations of my study and conclude with an overview.

5.2 METHOD AND METHODOLOGY

In this research I used various research methods and a certain research methodology, and I briefly reflect on the usefulness of these. My research methods included the following:

- Analysing a concept: I analysed concepts such as poverty and education. I tried to explain various meanings of these concepts and tried to connect these with the theme of this thesis. I have found that the multiple meanings of these concepts presented a challenging yet valuable contribution to this research. I used the work of Burbules and Warnick (2003:21–22) to analyse the concepts to gain a clearer understanding of key concepts.
- Proposing the ends or purposes that education should achieve: Burbules and Warnick (2003:26) report that the ends or purposes of education should “benefit

the person or the society, or both”. During my research I have found that people and societies need to transform in order to address and reduce poverty. I came to the conclusion that people need to become critical thinkers to effect a positive change for themselves and their communities. This may then lead to the point where citizens may become active performers of successful tasks, which ensures them that something has been changed positively by them for them. This research indicates that education should create a sense of growth and development for citizens of rural areas and help them to escape from the trap of poverty.

- Semi-structured interviews: Listening to the narratives of the participants about their experiences of education and poverty enabled me to try and develop a deeper understanding of policies and strategies to reduce poverty in this municipality district. In this way I ‘discovered’ some information in the minds of the participants, and I became aware of valuable knowledge that people have, especially the ‘silent voices’. Whiting (2008:35) explains that semi-structured interviews is a “method of data collection”, and the semi-structured interviews was a useful way of letting the participants talk about their experiences of education and poverty.

I used critical theory as my research methodology. By using critical theory, I showed why reflection is so vital for growth and development. I find that critical theory may enable people to find solutions to their problems. In the words of McLean (2008:7), it assisted me to “deepen my understanding of the field of education”. I conclude that education may help to fight poverty and have found that the respondents in the semi-structured interviews also agree that education can help to fight poverty. By people’s critically reflecting on their circumstances, poverty can be addressed through education. Poor people need to become empowered to liberate themselves from poverty in order to become free from the trap of poverty. When people liberate themselves from their situations it can become a benefit to themselves and their societies. I think that critical theory is of vital importance to everybody because people should constantly reflect on their circumstances.

5.3 FINDINGS

During my research I found it quite exciting to write about education and poverty. This is because I had to connect my course work with the thesis part, and this realisation was quite a shock to me. I found that linking theory with practice was challenging and much easier said than done. I was forced to go back to my coursework notes repeatedly during the writing of my thesis. I was also forced to read books and articles about my research method and methodology to start writing. It was by regular consultations with my supervisor, Prof. Van Wyk, that I became more confident in writing. I think that the research became more exciting each day.

During my literature review research about poverty, I found that approximately 40% of South Africans are living in poverty. The Unit for Religious and Development Research identified poverty as one of the main problems in the Cape Winelands Municipality (Cilliers & Wepener, 2007:45). I became aware that the factors that may lead to suffering may also lead to poverty. These factors are basic needs such as food, clothes and/or shelter. I found that the previous apartheid laws had a huge influence on the poverty situation in South Africa; this is why a large number of South Africans are still poor.

Much patience and effort went into conducting the semi-structured interviews in the area, as some of the participators worked extended hours. I had to contact the participants several times. On certain occasions, some of the participants were not available due to other responsibilities. The point that I want to illustrate is that the arrangements for conducting the interviews were not an easy task. However, I think that the patience and effort were worthwhile because valuable information was produced by the participants.

The effects of poverty on a person refer to deprivation, and being poor prevents a person from doing things immediately or in future. “The indicators of deprivation usually include lack of access to key services such as electricity, water and sanitation or a lack of decent housing” (Studies in Poverty and Inequality Institute, 2007:10). Cuthrell et al. (2010:105) describe three types of circumstances where poverty can be

applicable: Firstly, *situational poverty* is described by them as that which is caused by specific circumstances, such as illness or loss of employment, and generally lasts for a shorter period. Secondly, *generational poverty* is an ongoing cycle of poverty in which two or more generations of families experience limited resources (like in this research). Thirdly, *absolute poverty* equates to a focus on sustenance and the bare essentials for living with no extra resources for social and cultural expenditures.

According to Mogale (2005:135),

Apartheid policies have fundamentally distorted and damaged the spatial, social and economic environments in which people live, work, raise families, and seek to fulfil their aspirations.... The apartheid system favoured the white population, giving them a life of opportunity and access to resources to achieve wealth, while the majority of the African and other nonwhite population lived in poverty.

In the context of the Cape Winelands, many people are still living in the same conditions as their ancestors, and nothing or little has changed for them. They still earn little money and live in the same houses, sometimes with no running water or electricity.

The literature indicates that education played an enormous role in poverty reduction in the rural areas of Kentucky, in the United States of America (Fasko & Fasko, 1999). This study shows that people need to believe in their capabilities. By developing self-efficacy or self-esteem, people develop through experiences in their own social environment. I find that education may help people to help themselves to escape from poverty. Education also increases productivity and earnings (Maile, 2008). In my research I explored the role of employment in poverty reduction.

The literature review indicates three ways to reduce poverty: *job creation, education and skills development*, while the policy analysis indicates four ways to reduce poverty: *empowering the poor, increasing the capabilities of the poor by using education, the challenge of deliberative democracy and social justice*. The

interviewees indicated that these seven ways may have a major influence on their impoverished circumstances. I next elaborate on these seven ways to reduce poverty.

5.3.1 Job creation

More sustainable jobs are needed to eradicate poverty. Brown (2009:5) reports that the personal cost to children of jobless parents, who grow up without the positive influence of a working parent to teach them about responsibility and discipline and instil them with a sense of ambition and self-determination, cannot be underestimated.

It seems that parents who have jobs are in a better position to provide for their children's needs. Children may then follow the parents' example of having a sustainable job. Brown (2009:8) also argues that "children who grow up in a jobless family are significantly disadvantaged compared to those who don't". My point is that children are influenced by the jobs that parents have. Jobs are important, and although it may occur that some people may be naturally endowed with certain skills, they may also create their own employment, which can improve their lives.

5.3.2 Education

Barack Obama, President of the United States, indicated in his address to the Muslims in Cairo on 4 June 2009 that "education is the currency of the twenty first century". This implies that education plays an enormous role in people's income. By obtaining quality education, people may obtain decent jobs, which may enable them to have an acceptable standard of living. The World Bank (2008:222) shows that "improving basic education in rural areas is essential to energize the process of rural development". The solution then seems to be education, and Maile (2008) suggests that education increases productivity and earnings. The literature also indicates that enhancing children's self-efficacy may be a step in reducing poverty. The developing of self-efficacy played an enormous role in education in Kentucky because it caused an urge for citizens to escape from the trap of poverty.

People should be encouraged to make use of the opportunities to obtain a quality education in order to escape from the poverty trap. By escaping from the poverty trap they can benefit socially, culturally, politically and economically. By obtaining a quality education, people may obtain decent jobs, which may enable them to maintain an acceptable standard of living. My conclusion is that it seems as if researchers claim that education reduces inequality and also puts people in a better position to be employed. It appears that when a person has a good education, job opportunities may increase. As education is a basic right in South Africa, all citizens should use the opportunity to become better educated. Yes, I agree with the current President of South Africa, Jacob Zuma, that education is a cornerstone for this country in the fight against poverty. The reduction of poverty is complex and needs to be approached from various perspectives. I believe that education can play an enormous role in poverty reduction. It is through education that people develop skills and product knowledge to transform their lives. Sayed (2008:53–54) indicates that “growth is the end-point of investment in education and education is instrumental in promoting growth and raising earnings”. It seems that education as a human right may enable people to gain access to freedom and security to enhance their lives. I assume that the South African government plays a core role in motivating and steering poverty reduction in South Africa.

5.3.3 Skills development

Van der Berg et al. (2007:41) assert that the “key to improving social outcomes for the poor is to improve social delivery”. I assume that improvement in social outcomes may be realised if people are educated and skilled for appropriate jobs. Their skills may empower them to bring change in their own social communities. The World Bank (2008:202) reports that

investments in schooling and training to convert unskilled to skilled labour are essential. Skilled workers can take advantage of better local opportunities or migrate. For those who cannot, only social protection can ease their poverty.

The point that I want to make is that in order to improve their economic circumstances, individuals need to be skilled. Many skills may be acquired by obtaining a decent education. The World Bank (2008:222) shows that

finding and maintaining employment requires broad-based occupational skills or specific job-related skills, acquired in training institutions or on the job. In today's rapidly evolving and globally competitive economy, they increasingly include personal capabilities such as flexibility, resourcefulness and communication.

It is my opinion that education may be necessary for developing skills.

The WCPG (2005:15) listed "education, human capacity and skills" for indicators as measuring sticks to halve poverty in the province. The addressing of skills development was also a focus point by the Provincial Minister of Education, Cameron Dugmore (2008), whereby he indicated that the Western Cape Province should focus on the youth to be skilled in order to eradicate poverty. The current Provincial Minister of Education, Donald Grant (WCED 2010), committed himself in the Strategic Plan: Fiscal years 2010–2014 to the "development of knowledge, skills and values to realise their (learners) potential" in order to lead a fulfilling live.

5.3.4 Empowering the poor

Although there is no magical solution for the eradication of poverty, one needs to bear in mind that transformation starts with the person. I have also found that some of the interview respondents felt that impoverished people do not always appreciate donations. They indicated that impoverished people should have a positive feeling about themselves, not by just receiving but also to change individually in order to provide for themselves and their families. This connects with the point on self-efficacy made earlier. Also, Hopwood (2009:105) agrees with this statement that "external assistance is never the key factor in promoting internal change, and always a blunt weapon in the fight against poverty and violence". I think that Hopwood wants to show that impoverished individuals need to change personally and that they should develop as positive citizens to bring about change themselves. In this case Hopwood

promotes the idea that impoverished people should themselves try to escape from the trap of poverty. In this way they do not only rely on donations but also want to take care of their own circumstances.

5.3.5 Increasing the capabilities of the poor through education

The eradication of poverty will remain a dream for individuals, if transformation does not start with themselves. Although it may be very difficult, each individual should be responsible for moving him- or herself out of poverty; this requires a critical and ongoing serious reflection on the part of such individuals. Individuals, families and communities will have to be serious about social justice so they can promote the rights and interests of everybody in society.

The interviews pointed to several aspects through which capabilities can be increased. Firstly, I found that alcohol and drug abuse is a serious problem in the local area. I think that it is because of the alcohol and drug abuse that most of the citizens in this area are poor. Parents and adults spend too much of their wages or salary on alcohol and drugs; this is why their money go directly to the shebeens to pay off their alcohol debt. I find that it is the children who suffer the most from their parents' misuse of finances. This may be why the children are hungry, are not well clothed or do not have the necessary support from parents to assist them with their education. The social worker, community workers, school principal, teachers and parents are all worried about the parents who do not take good care of their children. They feel that more support, like more social workers or support from government, are needed to assist these parents or other adults in the community. It is my opinion that if adults are trained on how to cope with their finances, this may help them to budget and so increase their capabilities.

Secondly, the community workers, chairperson of the school governing body and teachers believe that farm owners do not support farm workers enough; they feel that more care from farm owners are needed. The school governing members report that some farm owners pay their workers under the breadline. They feel that government do not investigate properly about the policy of the rights and wages of farm workers.

They suggest that government send officials regularly to farms to check on farm owners' actions. This may be an important strategy to increase people's capabilities.

Thirdly, developing the mindset of the impoverished may help them to reflect on their social and financial circumstances to become responsible citizens. I find that the respondents feel that support from farm owners, as well as from government, are needed to help farm workers to develop as positive citizens. They think that developing the mindset of the impoverished may help them not only to become better adults but also to become better motivated citizens and parents in their community and country. The participants want the parents to become more aware of their actions towards themselves and their children. Parents should therefore reflect on their actions and start believing in themselves. This should help them to become self-motivated. The participants also feel that a decent education may improve their social environment; this is why they believe that there is a connection between poverty and education. The school principal believes that education may serve as an educational vehicle to escape from poverty.

5.3.6 The challenge of deliberative democracy

According to Mogale (2005:137),

The White Paper on Local Government (Republic of South Africa, 1998) recognizes the South African local government sphere as being primarily developmental in the sense of being committed to working with citizens and groups within the community to find sustainable ways to meet their social, economic and material needs, and improve the quality of their lives.

How can impoverished people meet these needs? How can they transform their current situation in order to improve the quality of their lives? Deliberation is one of the methods that can be used by schools for transformation. I think that education can be seen as a core agent to develop democratic values and norms. Encouraging learners to become active in developing democratic values and norms may lead to the goal of becoming democratic citizens. Fishker (1991:36) asserts,

Political equality without deliberation is not of much use, for it amounts to nothing more than power without the opportunity to think about how that power ought to be exercised.

I think Fishker wants to illustrate that the exercise of power may not be an obstacle to deliberation. Deliberation may then be used as a route to political equality. In South Africa, which consists of a variety of cultures and races, equality of each citizen is one of the constitutional goals. Deliberation is a mechanism to reach consensus towards equality.

How do you reach consensus in a diverse country? Firstly, to reach consensus, deliberative democracy in schools needs to exist through values, skills and practice to convince people. Again, Fishker (1991:36) argues, “A situation of free and equal discussion, unlimited in its duration, constrained only by the consensus which would be arrived at by the force of the better argument.” Consensus may be reached through a better argument. Various views from various people at schools or in societies may be taken into consideration, and individuals should reflect and debate to reach a better argument. Through deliberation various insights and arguments may arise. These arguments may become positive or reasonable for individuals to adopt, which may then lead to consensus.

Secondly, in a democratic society or school, each individual has the right to be heard. Although this is a constitutional right, some people may feel inferior or unwilling to express their thoughts due to a lack of knowledge or skills. It seems as if different ways to empower individuals, like in this case the impoverished, need to be created so that debates may be open to everyone so that their voices may be recognised. These people are the ‘silent voices’ that should be heard. To illustrate the point: Cuthrell et al. (2010:106) report that “often, children living in poverty give up on school because of low self-esteem”. One reason may be that impoverished children are too shy to speak about their circumstances. Opportunities should therefore be created to give them the chance to tell their ‘story’ (what is worrying them). To achieve this, respect, sympathy and patience are needed for these children from society. Through deliberative democracy, introverted individuals’ or disadvantaged people’s voices may

be heard. Such a positive environment may contribute to the success of impoverished children at school. The role of education should therefore not be underestimated as by creating positive opportunities in class or in society, positive relationships between individuals can be forged, which can affect children or adults in a positive way for the rest of their lives.

Jaspers (in Habermas 2001:31) is convinced that philosophy can foster a way of thinking in order to transform one's life. Education may assist individuals in various ways to transform their lives. Individuals should be empowered through education to overcome obstacles in their lives, like in this case, poverty. Habermas (2001:31) reports that

human beings are supposed to overcome the will to destruction through a will to communication. 'Basic philosophical knowledge' is intended to foster a pacifying mode of communication.

This shows that individuals need to communicate to share their knowledge about certain problems. It can lead to the point where they may find a solution to their problems via communication. I think that it is through the exchange of knowledge that learning can take place. Individuals should not be afraid to open their minds and speak out. Individuals should feel free to make use of their basic human rights in order to achieve democracy. It is my opinion that silent voices may be heard in this way. It is my opinion that the challenge of deliberative democracy should not be underestimated because deliberative democracy has the power to transform people and societies.

5.3.7 Social justice

John Rawls reports that "justice is the first virtue of social institutions...justice denies that the loss of freedom for some is made right by a greater good shared by others" (Rawls, 1999:3). By this he implies that in a just society, equal citizenship is taken for granted. He shows that

the principles of social justice are: to provide a way of assigning rights and duties in the basic institutions of society and define the appropriate distribution of the benefits and burdens of social cooperation (Rawls, 1999:4).

I assume that each person in a society should benefit from fundamental rights and duties and these should be equally shared because they affect each person in a society. Social justice needs to be applicable to a democratic society, as in South Africa. Rawls (1999) explains that “social justice is to be regarded as providing in the first instance a standard whereby the distributive aspects of the basic structure of society are to be assessed”. In each society there should be social cooperation in order to have social justice. Opportunities for each individual should be freely available and not be restricted to certain people, like people with power or money. Social justice will, therefore, be a social ideal in communities. The assigning of rights and duties should be equally shared and not be restricted. Equality means that each individual decides through reflection what is good or bad for him- or herself.

To attain equality, individuals should be treated equally in order to obtain equal opportunities. The problem of poverty may be addressed through the reflection of the concept social justice. Social justice can be seen as one of the important aims for social order. It may lead to reducing or eliminating poverty and cultivate a “long-term expectation of the least favored” (Rawls, 1999:87). In this way all individuals can have a share in the greater economic and social benefits that are made possible by society. People need to help others, like impoverished ones, to aim at achieving social justice.

Self-respect is also vital to accomplish social justice. Let me explain what is meant by this statement. A person who respects and values his or her own life may inspire others to respect and value theirs. By doing this, both parties will share a common idea: self-respect. So, people with a low self-esteem may be inspired to improve their social and economic conditions to be socially included. But to achieve this, consensus between the various parties should be reached. “Conditions to avoid at almost any cost are the social conditions that undermine self-respect” (Rawls, 1999:386).

5.4 RECOMMENDATIONS FOR FUTURE STUDIES

In my research I explored different policies and strategies to reduce poverty. A literature review was conducted and I analysed various policies and strategies globally, nationally and locally. With this in mind, I would like to discuss and recommend the following for further studies:

5.4.1 Development of impoverished people

It seems as if there is a need for impoverished people to be educationally developed. They need to develop their minds (thinking skills on how to reflect on their well-being), actions and attitudes. Developing on these three levels may assist them to become better parents to their children and to become positive citizens in their community and country. Impoverished people need to be motivated to be responsible citizens and in this way add value to their lives. I think that many social problems can be overcome if impoverished people are educated about their well-being. Education can involve the school but can also involve other role players, such as community workers, social workers, church leaders, farm owners and officials from government. More attention from government is needed to assist the impoverished.

5.4.2 Role of farm owners

The participants in this research are concerned about the low wages or salaries from farm owners. Although there have been many official attempts to address the plight of the poor and farm labourers, it seems as if these efforts have not substantially improved the salaries of farm labourers. I suggest that government investigate the practices of farm owners by visiting farms on a regular basis, in order to be more aware of practices such as dismissing farm workers, paying low salaries or wages and withholding decent living conditions from farm workers.

5.4.3 Alcohol and drug abuse on farms

This research indicates that the citizens of this area are seriously concerned about alcohol and drug abuse. I find that farm workers' salaries go directly to shebeen owners because of their alcohol and drug debts; thus, the way in which farm workers spend their income is of great concern. It seems that there is an urgent need for farm workers to be educated on how to handle their finances because some parents do not take care of their children's basic needs such as food and clothing. They need to be aware of how to take decent care of their children and should not put alcohol and drugs first. Alcohol and drug abuse lead to many social problems, to the point where youngsters believe that this alcohol and drug cycle is acceptable. This concern needs urgent attention in order for social development to take place.

5.4.4 Deliberative democracy

This research shows that there is a need for deliberative democracy in rural areas amongst impoverished people. The 'silent voices' of some of the poor people as well as the outspoken ones need to be heard by policy makers. The poor people on farms need to make use of educational opportunities in order to broaden their worlds. Policy makers need to be aware of all citizens in South Africa, in order to accommodate everybody. Keeping in mind my discussion on deliberative democracy, I recommend further research in the local area under investigation.

5.4.5 Social justice

John Rawls refers to social cooperation, assigning of rights and duties, equal treatment, expectations and self-respect in his treatise on social justice. I therefore recommend further studies on how these features of social justice are addressed among poor people. Since poverty is not a form of social justice, further research on how social justice is enacted in poor communities is needed.

5.5 LIMITATIONS OF THE STUDY

Since no study is without limitations, there are several limitations that I identify about his study. Firstly, when I started writing this thesis, I was afraid that I might not be

able to express myself clearly. During the writing of the first chapter, I found it difficult to formulate my thoughts, but as my journey through the thesis continued, I became more confident in my writing ability. I became aware that doing a master's degree is not an easy task. As a result, this research took much effort and careful construction of thoughts. In the middle of this thesis, I became excited after obtaining more and more information about different policies and strategies to reduce poverty. Yes, I found the writing of this research report an enjoyable learning experience.

A major challenge was to connect the course work and the thesis part. When I started with my thesis, I felt that I did not have the necessary theoretical and conceptual understanding to proceed. This was despite the coursework, which helped a great deal. Here I found the assistance of my supervisor, Prof. B. van Wyk, and the librarian, Mrs S. Wilbers, most helpful. They guided me after the coursework in doing my research for the thesis. Also, my computer skills at the beginning of this course were very limited, and Prof. van Wyk and Mrs Wilbers assisted me in improving my research skills on websites. Prof. J. Heystek, our education management lecturer, trained us during our coursework on how to access certain websites for certain information. It is with the assistance of these persons that I became more capable of doing research through the latest technology available to me. I still need to improve my computer skills.

Finally, I was not aware that the arrangements of the interviews would take so much time and effort. I was under the impression that the interviews could have been conducted during one week, but I was totally wrong. The interviews were conducted during a time period of nearly four weeks. Much patience was needed for arranging the interviews, especially with our busy school principal. I had to plead with him on a daily basis for nearly three weeks to finalise a day and time. I am grateful to all 11 participants who participated in the interviews. I believe that this research would not have been so fruitful if it weren't for their inputs. The analysis of the interviews was also a major challenge, and I am not totally confident that my analysis is adequate yet.

5.6 CONCLUSION

In this educational research, I analysed different policies and strategies to reduce poverty. Although poverty is one of the main concerns of the South African government, it seems as if the government is still struggling with the reduction or eradication of poverty. Various South African presidents have addressed poverty reduction since democracy in 1994. South African leaders committed themselves to halving the number of people living in poverty by 2015, according to the Millennium Development Goals of the United Nations (Sayed, 2008:54). The NEPAD (2009) argues that to achieve the Millennium Development Goals, African leaders need to take joint responsibility for them. According to a report in *Reading Today*, it seems that after 17 years of democracy the South African government is still struggling with the eradication of poverty and the provision of quality basic education. I argued in this research that one of the solutions to poverty may be to improve the education levels of South African citizens. Accordingly, Maile (2008) suggests that education increases productivity and earnings.

In this research I analysed different understandings of poverty because poverty is a very complex concept. I examined the role and purposes of education and analysed different policies and strategies to reduce poverty. My research involved a literature review about poverty locally, nationally and internationally. At a local level, I conducted a small-scale empirical study in the form of semi-structured interviews in a region in the Cape Winelands District Municipality.

The literature review indicates three ways to reduce poverty: *job creation*, *education* and *skills development*, while the policy analysis indicates four ways to reduce poverty: *empowering the poor*, *increasing the capabilities of the poor by using education*, *the challenge of deliberative democracy* and *social justice*. The interview respondents indicated that these seven ways may have a major influence on their impoverished circumstances.

By analysing different policies and strategies to reduce poverty on a global, national and local level, I found that individuals need to reflect on their social well-being in

order to transform their lives. Critical reflection by individuals is needed to transform not only themselves but also their communities, and it is by transformation that individuals can bring change in their social communities in order to achieve social justice. A remaining need is for the South African government to focus on the goal to halve the number of poor people by 2015 (according to the United Nations, Millennium Development Goals). I realise that the government has still much work to do in order to reach this important goal.

To conclude, although this research is not the ultimate solution to the eradication of poverty, it has provided me with new ways of thinking about poverty and will certainly benefit me in my role as a teacher in a school that is greatly affected by poverty. Much investigation is still needed on how to effectuate the transformation of the minds of impoverished people. I argue that impoverished people need to change their attitudes and thinking abilities, which may open a way for social justice in their societies. I agree that poverty is a complex concept and that more research is needed because poverty remains one of the main concerns of the South African government.

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APPENDIX

INTERVIEWEE RESPONSES

1. SCHOOL PRINCIPAL

Education

1. “Leader and manager of school. I want to be here at school and be involved in school and community. Want to get systems in place to address social problems and to assist education to get involved in these social problems. Serve on school governing body. Represent Department of Education. Draw policies in order to handle programmes. Need to know what regulations and laws about education. Serve as developing official on school governing body. Investigate needs of community by taking care of it in obvious way to work practically.”

2. “Yes. Those days were not the same as today. Social problems play enormous role in education. People who have money can send their children to best schools. Resources to address Outcomes-Based Education do not exist. Role of parents of cardinal importance. Parents should arrange for help for children. We do not have support. Lack of support to develop learners. Have big classes instead of smaller classes (45–52 children per class). No funds to pay for extra teachers. If you are poor, you always come last.”

3. “Yes. Every child who does not complete education becomes part of poverty culture that is part of our community. Motto of most parents: “My child, I can give you nothing more than education.” Use education to become better person in life. Education gives opportunity for better work. People need to make improvements to overcome poverty. Education is a vehicle to get out of poverty. Unfortunately, the role models of children today are people who are involved in crime. In this way they want to earn money. The least children see how criminals earn their money, the better for them. They need a decent education in order to improve their social environment. They should observe how adults improve. There is definitely a parallel between education and poverty.”

4. “Dilemma in this area. School gets much support. People sometimes do not develop by receiving these gifts. People look at others to receive. They want more. Take it for granted. Not a right but rather a privilege. More development needed. Like ‘friends of

Simondium' who help people to create skills. They need to uplift themselves from poor circumstances. They receive clothes and food. Always want sympathy for children. Need to apply 'tough love' by getting more responsible to get out of poverty. Not others' responsibility. Create thinking abilities and thinking skills. 'Kidz up Project' Library. Nothing more than library. Improve environment. Create model how school and houses should look. No help from department and farmers. They don't care what happens on farms. Need developing strategies. Need to develop people by developing their thoughts."

Poverty

1. "Taught at two schools on Cape Flats, observed poverty there. This area, poverty much more extreme. Feel sometimes to cry. People are poor, without any dreams for a better future. They are without any hope. The local two community workers need more hands, need skilful people to help people here. Newspaper reports about abuse of people's basic needs are at heart of this area. One of the richest areas in country with rich people. Big contrast. Some houses have only a mattress, nothing else. School a target for people who are in search for food. Highest concentration of poor people on farms. Unemployment."

2. "Labour laws, government policy about housing. People can cope without a house but not without work. Will decent housing create a better environment for them? Probably continue the same way they are used to, because they don't know how to live in a decent house. Solution: Rather provide basic needs like food, clothes, water, electricity."

3. "This may lead to the point where impoverished people may help themselves, and feel that they obtain it themselves. Development needed. Create a conscious idea in mind to develop to change. Unemployment. Government does it in the wrong way. Low self-esteem under coloured people. Earlier years, people were more proud. No more self-assurance. Agriculture development. Love for agriculture. Apartheid took part of human dignity away. It created alcohol abuse and a poverty culture. It is now worse. People need to uplift themselves from poor circumstances."

4. "Many people in the area where I live improved in such a way that they can send their children to university. Two are playing for provincial junior rugby teams. Parents are driven to give their children better future. They have a house and a work. Men are stripped from human dignity if unemployed, flee to alcohol. Know a good friend.

Comes from poor circumstances. Wanted to lift himself out of poor circumstances. Does consultation work at universities to get human relations in order. Has his own company. Works with a professor from a university in the country. Did not pay for own studies. Applied for bursary and was positive. He studied and did excellent work. He is from the Cape Winelands District. He believes in social capital by developing people instead of giving money. Asked him to assist this school to develop.”

2. CHAIRPERSON OF SCHOOL GOVERNING BODY

Education

1. “Chairperson of school governing body for the second term. Two children, Gr. 11 and Gr. 5.”
2. “Poverty influences children’s school work and can contribute to low performance. Children can improve no matter circumstances. Need support from school.”
3. “Yes. Teachers need to be sympathetic towards impoverished children. Not discriminate but rather give merits to each child.”
4. “ABET classes for past 12 years in area because parents were not financially able to support children. Churches, Sunday schools give basis for education.”

Poverty

1. “Poverty is a complex concept. Parents not schooled. Work on farms to earn money for living. Owners misuse workers because they are underpaid. Not enough money to provide for household. Farmers pay workers under breadline, which creates more poverty. Government fails in goal. Farm workers should pay enough to their workers. Government should pay attention and send officials to check on owners paying low salaries. Farm owners disregard law. Doing this may contribute to reducing poverty.”
2. “They believe they can achieve nothing. Stay financially behind. Alcohol and drug abuse. Can’t cope with own problems. Not enough support to help them. Some lazy, others just want to receive. Some farmers want to reduce staff in order to save money.”
3. “Organisations must look to broader picture. Create jobs. People become more creative to support themselves financially. Work harder. Own thoughts and motivation. Own entrepreneur. Support oneself.”
4. “Few. Personal friend. Child of single parent, is now director of a municipality. Community worker. Admire him. Is rewarded, well-off. Stayed here. Busy with

further studies in order to make more contributions to communities in Eastern Cape and local area. He visited his grandparents' grave recently because they gave him foundation to support each other to reach goals in life."

3. SCHOOL GOVERNING BODY MEMBER

Education

1. "I serve as a cleaner and assist with the preparation of food for learners. My son is in Grade 6 at the school, while the eldest boy recently finished school. Serve on school governing body. Assist at local rugby club, social services: food and clothes."
2. "Complete school. School dropouts. Drug and alcohol abuse."
3. "Yes. Teachers should get more involved with learners. Investigate absence of learners. Problems."
4. "Yes. A local church. Drug abuse. Talk about drugs. Soup kitchen at a local church."

Poverty

1. "Heartbreaking what it causes to citizens. Children are hungry, are forced to steal for food. Steal fruit from farmers in order to earn money."
2. "Alcohol abuse. Drugs. Unemployment. School dropouts."
3. "Educational talks only in larger towns. More talks and courses in rural areas like flower decorating, needlework, etc. To be more involved in practical activities to help keep the inhabitants busy with positive aspects."
4. "Some teachers at our school who lived previously in this area. Cousin who became a lawyer. Belief in oneself. Be self-motivated."

4. SENIOR TEACHER

Education

1. "Senior teacher. General teaching. Organise activities and development for staff at school. Active in community. Serve on Health Community Committee and Health Community Development Committee. Address health issues like TB, AIDS. Assist with activities on Women's Day, ABET classes at church for dropout children and adults."

2. “Yes. Unqualified people earn little money and struggle with jobs. Voluntary workers earn low salaries. Cannot afford own houses or support children for training at higher education institutions.”
3. “Yes. People better qualified. Get better jobs, better salaries, in order to support themselves.”
4. “At school feeding scheme from government like samp, soy, bread with jam and peanut butter, milk shake. Educational programmes.”

Poverty

1. “Poverty is increasing. Five parents came to school to ask for help for food. No food at home. Parent admits that her clever child is ashamed to ask for food. Seasonal workers. Not enough money to support children with food.”
2. “Not schooled. First example: social needs. Cannot support children. Alcohol misuse. Family abuse by father. Beats children. Children forced to sleep outside or somewhere else when alcohol-abusing father is at home, especially during week-ends. Mother forced to go and look for children somewhere outside. Second example: Children sometimes don’t appear poor. Parents irresponsible to take care of children. Parents do not attend to children at home. They go elsewhere, stay there and leave children at home without adult supervision.”
3. “Use opportunities for getting education. Need stronger spirit to fight against social problems in area. A lot to do with human development. Adult development. Develop thoughts and motivation.”
4. “Feeding scheme helps children to feed physically. Healthy food. Help from farm owners like avocados. Government promised to improve feeding scheme with fruit and vegetables. Municipal aspects like Health Committee provide food for families. Afrikaans Christian Women Society helps needy families with blankets. Teachers at school who stayed previously in this rural area on farms. One is an assistant manager at fire station. His whole family has excellent jobs now, like nursing. A learner who has a job at municipality who can arrange funeral policies for farm workers at a lower price. Another learner who works now at research station. Successful learners become successful adults.”

5. TEACHER A

Education

1. "Post level one, Grade 4 teacher."
2. "Yes. If you are not educated, you have a backward position. Sense of inferiority. Through observation, people cannot work with income. More dependent from others. Bad cycle year after year."
3. "Yes. Education can assist. If a child is educated, he can understand that he doesn't want to live the same way. Better job gives better salary. Stability. Community looks up to educated people. Set a good example. Sense of inferiority fades away."
4. "Health committee means a lot to community. Involved in community. Help people. Social worker donates money, clothes, jackets, shoes to children. Farmers donate fruit to school."

Poverty

1. "If they want to overcome poverty, farmers should take the lead. Suggest that a social worker works on each farm. Train adults to handle their salaries in a positive way, train workers on how to talk to each other. Create a sense of responsibility for implements on farms. One social worker cannot cope with all problems on farms in area."
2. "Alcohol misuse, dagga, tik. Spend money over weekends on alcohol and drugs. Cannot work with money. Leads to other social problems. Parents can't control children. Teenage pregnancies."
3. "Social worker on every farm to address problems."
4. "A medical doctor grew up in this area. Doctor of State President as well as doctor of Athletics South Africa. Rise above poor circumstances. Freed slaves continued to stay on farms. People who are now living on farms are 'immigrants'. They have new ways of life. Families do not assist each other anymore. Don't care much more for each other. Previously people helped each other, although they were poor. Need to assist each other. A secretary at Boland College grew up in area. Some teachers at our own school. Decided to do something about circumstances. Don't want to be trapped in poor circumstances. Give more attention to impoverished people. Some are owners of houses in nearby towns or cities."

6. TEACHER B

Education

1. "Grade 4 teacher. Teaches for 21 years. Assist with national festival activities at school"
2. "Yes. Great disadvantage. In need of basics like clothes and food."
3. "Yes. School nutrition scheme. Get more involved in community to reduce poverty."
4. "Own church. Clothes, food distribution. General police forum."

Poverty

1. "Poverty extreme. Earn under breadline. Unemployment. Cannot afford school fees or donations to school. Poverty influences education."
2. "Unemployment. Many parents addicted to alcohol. Violence on farms. Salaries go to alcohol and not food."
3. "Awareness programmes. Entrepreneurs. Creating job opportunities. Recycling. Think for themselves."
4. "In my home town people help each other with housing and food. Teachers give food and clothes to learners. Teachers sometimes support learners financially to be at school, like giving them taxi fare."

7. COMMUNITY WORKER A

Education

1. "Two stepchildren. Grade 3 and Grade 11."
2. "Yes. Poverty plays huge role in learners' education. Do not feel to come to school. Hungry. No food at home. Walk long distances. No transport."
3. "Yes. Five km radius in order for children to get free transport to school. Government should provide more buses. Many children in large families."
4. "Yes. Afrikaans Christian Women Society involved with providing food like soup and blankets. Health Committee. Soup points on various farms. Community garden to support food services. Soup served in front of churches for children. Provide food on very poor farms."

Poverty

1. "Most people do have work. Some are season workers. Minimal salaries. People should go and look for work. Contract workers who are picked up by employers. They are not employed on the farm where they stay."
2. "Alcohol and drug abuse. Shebeens. Pay back debt at shebeens. Poverty cycle."
3. "Awareness programmes not to abuse alcohol or take drugs. Need to break alcohol cycle. Develop gardening. Live from gardens in order to support family."
4. "Person in neighbouring area lives from own garden and sells vegetables. Some learners become warders at prisons and teachers. Motivated themselves and developed thinking skills."

8. COMMUNITY WORKER B

Education

1. "Serve on school governing body because I believe education plays an important part in community."
2. "Yes. Education and poverty go together in community."
3. "Yes. If there is education, people get information to develop. Education plays an important part in reducing poverty."
4. "Educational programmes: AIDS, TB, Youth Day. I see a difference in people. People need to decide on changing themselves about poverty circumstances."

Poverty

1. "Poverty leaves bitter taste to local community workers. Leaders want to make difference. Lack of funds. Need to continue to fight for success."
2. "Unreasonable discharging of farm workers. No choice for workers. Can get away from poverty. Depends on oneself."
3. "Become more involved in community. Get more funds from stakeholders or municipalities."
4. "No. Success from local leaders. Electricity in area. Electricity at three very poor farms. Residents more happy. It changes people's lives. Leaders believe in success in communities.

People sometimes do not appreciate funds. Have many excuses not to work or to find work. Reach out to impoverished people. Funds need to be appreciated. Acknowledge donors. Change attitude. Should not want just to receive. Empower themselves."

9. SOCIAL WORKER

Education

1. "Assist children with social problems at school and community in local area. Good relation with school. Assess children. Address learners' social problems."
2. "Yes. Most children come from 'bad' houses. Parents' education not good, transferred to children. Life standards become low."
3. "Yes. Education system assists social institutions. Address social problems in harmony with educational institutions to sort out problem in order to improve children's education."
4. "Not aware of educational programmes. Community committee and Afrikaans Christian Women Society busy with programmes to invite community to engage in talks in order to gain knowledge about crime prevention, decent health care and other problems. Parenting skills, alcohol and drug abuse prevention. Assist them to improve social circumstances. Programmes on a yearly programme according to theme of months like AIDS month, women month, etc. Focus on personal and skills development."

Poverty

1. "Severe poverty. Need to develop on higher level. Community bound. Adults prefer to stay with parents with their children. Children can't function outside family circle. Seasonal workers. Need for work. Children stay at home. Can't afford higher education. Prefer then to stay at home. Alcohol abuse culture. Shebeens flourish. Citizens under pressure to pay bills at shebeens. Cannot save or spend salary on food. Salary goes direct to shebeens. Financial cycling problem. Complex answer. This area is one of the highest areas in world with fetal alcohol syndrome. Alcohol syndrome babies become alcohol syndrome adults. Continue alcohol cycle. Bad influence alcohol culture. Parents not able to support children. Alcoholism. Children in hands of alcohol. Need intellectual stimulation. Dropouts from early age."
2. "Geographical aspect. No respect for each other. Aggressiveness in communities. Do not give each other a chance to develop. Lack of vision. Health community do many things. Farm workers are not serious about health. TB and AIDS contribute to poverty factors. Prevention factors to reduce poverty. Municipality, Afrikaans Christian Women Society, school, everybody tries to change circumstances."

3. "Shebeens flourish. Huge defects on community. Shebeens have right of existence. Sustainable through support of community. Money for food that is supposed to go to children goes to shebeens. Malnutrition. Lack of decent clothes and care at home. Enormous poverty problems. Shebeens on nearly every farm. One farm decided not to have shebeens. Drugs: Mandrax, Tik, dagga and alcohol. Empowerment of shebeens: buy own transport to transport alcohol. Huge amount of money goes into shebeens. Poor families' salaries go back to shebeens. A need to combat poverty in area."
4. "Families who show insight in their circumstances. Realised that there is a better life outside alcohol world. Understand it. Want further education. Interviewed bad families who want to change their lifestyle. They decided themselves. Personal commitment. Sustainable. Faith. Influence of church. If they want to change, then their community can change. At moment busy with educational programmes for voluntary community workers to attend to community problems. To reach out to others. Voluntary community workers identify problems in community."

10. PARENT A

Education

1. "Three children: Gr. 9, Gr. 7, Gr.5."
2. "Yes. Education best against poverty."
3. "Yes. More knowledge."
4. "Collect food at a local church: Community member."

Poverty

1. "People impoverished. Low salaries and no support from farm owners."
2. "Unemployment, no food for children. Farm owners chase workers away. Drug and alcohol abuse."
3. "Further studies. Complete school."
4. "No."

11. PARENT B

Education

1. "Two grandchildren. Use pension to support family."
2. "Better work. Education can contribute."
3. "Attend school regularly. Give attention to school work."

4. "Soup kitchen each Thursday after school in front of church. Food for everybody. Community leader, in charge."

Poverty

1. "Alcohol and drug abuse."

2. "Unemployment. Low salary. Season workers."

3. "Municipality should use citizens of own towns or areas to do jobs in area and not others."

4. "Grew up in Graaff Reinet. Made bricks. Helps others by creating jobs. Building contractor in Graaff Reinet."