Introduction to
Community Development Practice
Level 4

- Learner Manual -

The development practice project
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Questions and queries on the project and materials can be forwarded to [info@developmentpractice.org.za](mailto:info@developmentpractice.org.za).
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OVERVIEW

Welcome to this manual on Introduction to Community Development Practice.

This learner manual, accompanied by a facilitated programme of activities, should be followed up by practical ‘on-the-job’ experience and practise (supported by a mentor if possible). Once you have read through this learner manual, done all the exercises, implemented the learnings in your organisation, you will be ready to have your competence assessed, if you choose.

Below follows the Specific Outcomes and Assessment Criteria that this learner manual is based on. This means that at the end of your learning period, you will be able to practice all the points listed below. During the learning period you will be reminded to keep and file proof of your work. This is called a Portfolio of Evidence. It is a collection of evidence to show what was learnt during the course and from past experience, including all other training courses attended. Recognition of prior learning (RPL) is when all your learning is taken into account and acknowledged when assessed for a specific standard. Outcomes are the result of your learning. At the end of each section there is a symbol for you to check your understanding.

Please read the competency standard below carefully.
### SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

<table>
<thead>
<tr>
<th>Specific outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence in this standard means that the learner has clearly shown that s/he is able to...</td>
<td>Tasks and activities completed by the learner contain the following evidence of competence...</td>
</tr>
</tbody>
</table>
| Describe the main approaches to development practice in South Africa today and critically analyse these in specific contexts. | • Candidates are able to distinguish between approaches that provide **relief**, and those that aim to promote **sustainable improvement in human and environmental well-being**.
• Candidates are able to distinguish between intended **outcomes** and organisational **outputs**.
• Candidates are able to describe the main features of different development approaches (as reflected both in theories of development and in the practice of certain development actors) in terms of their
  o intended **purpose** or **outcomes**
  o the **assumptions** behind them and
  o the **strategies** they follow
• Approaches include:
  o Poverty relief activities
  o State provision of infrastructure and services
  o State development policies (RDP, GEAR, ASGISA)
  o BEE
  o Corporate social responsibility
  o Transformative development approaches |
| Express their own personal understanding of and approach to development in a familiar community development context. | • Candidates describe a developmental context that is familiar to them.
• Candidates express a clear vision of what (long term, sustainable) success would look like for them in that context.
• Candidates describe the changes (in conditions, attitudes, values, capacities and relationships) that they would like to see in an identified target group or context. |
**Identify and analyse existing interest groups, perspectives and power relationships within a specific community development context.**

- Candidates can identify key interest groups and role players within an actual or simulated community or context.
- Candidates can analyse the power relationships between these groups.

**Identify and analyse change processes existing within the community context that would influence development.**

- Candidates can plausibly describe and compare the different visions of success of different groups in the community. And identify common features as well as possible differences and/or conflicts.
- Candidates describe what different community groups are *already doing* in relation to their vision of success.

**Suggest and describe plausible developmental strategies that they believe can contribute meaningfully to achieving their vision of success in a specific context.**

- Candidates describe broadly what changes they think need to take place in order to achieve their vision of success.
- Candidates describe activities and interventions that they believe would contribute meaningfully to the vision of success.
- Candidates identify key role players and what each can contribute to the strategies.
- Candidates suggest and describe plausible interventions that build on and enhance existing processes.

**Note:** Tasks may be presented for an actual or hypothetical organisation but must be learner’s original work and not copied from existing documents. Learners should be able to explain and justify their statements.
ACTIVITIES

There are a number of activities in the manual. These are an important part of the learning approach and you are encouraged to complete these activities as part of your learning process. They will become part of your own “toolkit” to help you mobilise resources more effectively. Some of these activities can also be used as part of your portfolio of evidence, which you need to compile if you wish to be assessed for competence in this standard.
Symbols used in this workbook

Important thought

This sign shows an important thought or idea for you to take note of.

Definition

When you see this sign, a term is explained here.

Self-test

This designates a self-test section - this is an opportunity for you to check your understanding and if you are unclear, to discuss with your trainer.
Case study/Example

Case studies or examples will tell you about a practical application of something that has been discussed or covered in the course.

Individual activity

This sign marks an activity – either during the class or as homework. These activities are important to complete – both for your understanding but also as they can be included as part of your Portfolio of Evidence for assessment.

Group activity

This sign means that this activity is a group work activity.
INTRODUCTION

This module introduces community development practice by:

- Looking at the history of development (in South Africa and globally)
- Looking at development theories

By the end of this course you should be able to:

- Define development and community development
- Describe development theory and practice in the South African (and global) context
- Identify the role players and interest groups in development and critically assess the power relationships between them
- Describe the main approaches to development practice in South Africa
- Explain the concepts, principles and theories of transformative development practice and how these are applied in South Africa
- Suggest and describe good developmental strategies for achieving your vision of successful development

In this manual you will find tasks and notes that will help you in learning and thinking about the above ideas. Remember that all the work you do in this course can be used towards a portfolio of evidence. If you don’t know what this is – ask your facilitator. You will be assessed against the specific outcomes and assessment criteria for this course. This is attached at the back of this book, for your interest.
WHAT IS DEVELOPMENT?

Individual activity

Why do you want to do something in your community?

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Let’s start by learning more about your community – we call this your context. Describe your community.

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Describing our communities

We can imagine our communities like a **leaking bucket**. When we pour in the positive things (water), sometimes it pours out of the holes - these are the things that breakdown your community or prevent development – often the negative things. See the example below that describes a community in this way.

**Leaky – A bucket with holes in which water cannot stay**

The Leaky Bucket

You live in a community. The strengths/assets you have are the things that flow into the bucket. For example:

- Strong street and ward committees
- Strong sense of family and cultural belonging
- Lots of CBOs and people volunteering in the community
However, the bucket will also have holes, through which what you put in will flow out again. The holes could for example be:

- Crime - there are a lot of house break-ins and muggings
- Many people are getting sick from TB and AIDS
- Youth increasingly involved in drugs

So how can you make sure the bucket does not run empty?

1. You can either keep pouring many of your strengths into the bucket faster than what comes out through the holes. For example:
   - having more community meetings,
   - get families to watch out for each other,
   - strengthen the CBO’s or

2. You can work on closing the holes. For example:
   - starting a neighbourhood watch,
   - starting after school youth programmes and drug awareness programmes,
   - start an HIV awareness or lobbying for a clinic in your area etc
Individual activity

List a few of the “holes” in your community.

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*Why do you want to do something in your community?*

Often, when not all of our needs are fulfilled, we forget about the things that we do have. This means, we are poverty conscious, instead of asset conscious.
Definition

**Conscious** means to be *aware of* or *to know* about something.

**Poverty conscious** means to only be aware of what you *don’t have*.

**Asset conscious** means to become aware of what you *do have* – the resources and capabilities available.

We need to know what our assets are so that we can use them to build our communities.

Individual activity

List some of the assets in your community.

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____________________________________________________________________
Often the reason we feel passionate about doing something in our communities is because we see the holes in the bucket – we see the problems in the community and we want to find a solution to the problem or a way to address the problem.

**This work is often called development work.**

**Individual activity**

**What is development?**

There are many different definitions and ways of understanding development which we will discuss during the course. What is your definition of development?

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____________________________________________________________________
There are many different types of development too, such as personal or economic development. Can you name a few other types of development?

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____________________________________________________________________
____________________________________________________________________

Different Forms of Development

- Cultural
- Personal
- Technological
- Biological
- Technical
- Economic
- Urban
- Physical
- Human
- Spiritual
- Social

...
If you think about it, even a film can be developed to create photographs!

**Individual activity**

Describe some forms of development that you see happening in your community. Which of the different types of development, would it be?

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All the different types of development are related and influence each other.

**Below are descriptions of two types of development**

### What is economic development?
Economic development refers to an increase in wealth for an individual, a community, a society or the world. Unfortunately, economic development is often driven by greed. This is why it has created a few rich and many poor individuals.

### What is social development?
Social development is about changing society for the better. As development is a natural part of life, we might just decide to let things take its course. But unfortunately we live in a world where wealth, resources and opportunities are distributed unequally. Basic human rights are not upheld for everyone and we therefore need to struggle in order to achieve peace and security.

*(See the end of the manual for a copy of the UN Declaration of human Rights)*
Development is a natural part of life. So why do we need to do development work?

We need to focus on development because many people do not have what they need to develop in their lives. We often call this lack - poverty.

**Poverty**

**Definition**

What is poverty?

Poverty is defined in the dictionary as “in need of the basic necessities in life”.

Poverty is often described as:

- insufficient income/resources
- hunger and malnutrition
- increased mortality
- limited or no access to education and basic services
- homelessness and inadequate housing
- unsafe environments
- discrimination and
- political exclusion

However, poverty is often defined in different ways, because there are different ideas about what “the basic necessities in life” are.
Read the story below and then discuss. What does the story make you think about poverty?

Case study

The Cupidos of Bloekom Street

Dylan and Ricardo Cupido are teenage brothers who live in Bloekom Street in Mitchell’s Plain. Dylan is the eldest and they both go to school close to where they live.

From when they were very little, their mother has had a drinking problem. She goes to work 6 days a week, and when she comes home she drinks. They never knew their father. There was always food in the house, because their mother had a good job at the Spur factory, and she gave them love when she was sober. However, often when she got drunk, she would forget about them and go out. Sometimes their neighbours looked after them.

When Dylan was little, he was abused by one of his mother’s friends, who had been drinking with his mother at home. He has always struggled to make friends because of this, but also because he doesn’t want people to see his mother when she is drunk.

When he entered high school, he began to make friends with some of the cool guys, by bringing some of his mother’s alcohol from home and sharing with them.
(she never notices when he stole it). They would drink together at school and sometimes afterwards they would go and hang out at the local shebeen. When Ricardo got older, he would go with them.

Three Levels of Poverty

From the above story, we can see that there are different types of poverty. Sometimes someone who has the food and income needed to afford an education might be poor in other ways. This is also a kind of poverty.
Individual activity

What do you think is the meaning of “poverty of the...

... mind”?

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... spirit”?

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... stomach”?

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Fundamental Human Needs

When we think about development, we also need to think about what people need as humans to develop. If we have these things, they are often the things that will prevent the poverty of the mind and spirit.

What do we need as people to develop? In groups, discuss what you think are the important things that need to be in our lives so that we can develop?
These needs are sometimes called **the fundamental human needs**. These are some of the needs that are considered fundamental (most basic and important):

<table>
<thead>
<tr>
<th>Protection</th>
<th>Identity</th>
<th>Fuel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affection</td>
<td>Idleness (time to take care of yourself)</td>
<td>Food</td>
</tr>
<tr>
<td>Understanding</td>
<td>Freedom</td>
<td>Water</td>
</tr>
<tr>
<td>Participation</td>
<td>Protection</td>
<td>Shelter</td>
</tr>
<tr>
<td>Creation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is sometimes said that fuel, food, water and shelter are **satisfiers of needs** because they allow people to survive, while the others are fundamental needs that are needed for people to develop as humans.

Some of these fundamental basic needs are protected in the human rights section of our South African Constitution.

_Do you know which ones?_

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____________________________________________________________________
The South African Constitution - Human rights and freedoms

Human rights are given importance in the South African Constitution. Some of the rights protected are those of equality, freedom of expression and association, political and property rights, housing, healthcare, education, access to information, and access to courts.

Individual activity

Which of the fundamental needs mentioned on the previous page do you think need development in your community?

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What is development?
According to Anne Hope and Sally Timmel from Training for Transformation, Development can be defined as follows:

Development is a process in which a community of people strive to make it possible for all its members to satisfy their fundamental human needs and to enhance the quality of their lives.

*Training for Transformation, book 1, p. 86*
Activity sheet 1

Individual activity

Briefly define what you think development is?

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List 3 of the different kinds of development and give an example of a project in each.

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Describe your community context. What are the assets of your community and what are some of the needs?

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Self-test

You should be able to answer the following questions:

- What is development?
- Can I describe my community context including the assets?
- Do I know what some of the fundamental human needs are?

Please ask your facilitator if you are unsure of any of the above.
THE SOUTH AFRICAN AND GLOBAL CONTEXT

Identifying the ‘holes in the bucket’ of our communities or our projects is our first step. Once we have identified what the holes are, we need to know why they are there so that we can fix them. When we work in community development, it is important that we understand our community and its needs (community context), but also what is going on in our country and the world (global context).

*Why is this?* This is because what happens in our country and the world influences what happens in our communities and how we do development. When we are trying to fix a problem, we can see it like pulling out a weed.

*For example if crime is an issues in our communities, we can fix it in different ways.*
(1) We can cut it back  
If we want to cut it back, we can do things like increase the police force, encourage longer sentences.

(2) We can pull out the root or  
If we want to pull out the root, we can try to understand why people do crime and then try and fix this, like working on job creation or wealth distribution.

(3) plant an alternative plant that overgrows it  
Or if we want to plant an alternative, we can create community programmes that offer alternatives to crime such as sports, income generation or cultural activities.

To come up with a good solution, we need to understand why something happens. If you want to work on the root cause of the problem or to come up with an alternative, you need to know what the broader context looks like.
Group activity

What things about South Africa and its history do you think influence the needs in your communities and the areas that need development?

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Development in the South African Context

In South Africa, development has happened on a very unequal basis. Our history of conquest, slavery and racial oppression has enforced the economic interests of the elite whilst the majority have been repressed and exploited.

The liberation movement, led by ordinary civilians and local community structures was a response to a state that violated the rights of the masses and undermined their development needs. It was largely Community-Based Organisations (CBOs) that compensated for gaps in state services and transformed power relations in apartheid South Africa (as described by Wilson & Ramphele in 1989 - page 261).

With the first democratic election in 1994, it was hoped that the abolition of legal racism would lead to true liberation of the country. This proved to be unrealistic, as there was much work to be done to heal the nation and restore social justice. Previously disenfranchised communities had to quickly adapt and grapple with the implications of a new citizenship and instead of initiating resistance and protest politics in the name of freedom, CBOs now faced the challenge of becoming partners in reconstruction and development.

However, it seems as though many community leaders have since been attracted by political and economic power and sometimes become detached from the needs of local people. Globalisation, privatisation and corruption are deepening the gap.
between rich and poor. South Africa in its first decade of democracy, still remains a racially divided and traumatised country.

When thinking about development in South Africa, we need to keep in mind the causes of some of the problems and the things that influence our development projects. Briefly these are:

- South African history;
- The past and current policies and programmes of the Government; and
- The global context

We will look at the policies of the government in more detail in the next section. But first we need to understand more about the global context.

**Development in the Global Context**

Not only does what happened in South Africa influence development, but also what happened and is happening in the world. This is why we need to understand what is happening in the rest of the world as well (the global context).
Individual activity

What are some of the things that have happened or are happening in the world that you think have an influence on your community?

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One of the main influences in the past has been the world history of conquest and oppression and colonialism. Imperialists and colonisers often based their actions on an oppressive and racist ideology. They believed in the ‘survival of the fittest’ no matter what the cost. Their actions were geared at their own development interests that they served by exploiting, controlling and dominating others. The arrogance and cruelty of this system has dehumanised and damaged the world and will continue to affect generations to come.

One of the current main global influences on our community and our country is globalisation.

**Definition**

**What is Globalisation**

Globalisation is a set of economic processes, in which production, marketing and investment are integrated across borders. It creates a single market for goods, technology, services and trade.

The definition above is just one among many. Let us try and understand what that means in our communities.
Individual activity

What changes have you seen in your community in the last 20 years that you think might be caused by South Africa becoming part of an international community?

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Some examples of globalisation

- The price of meat and milk has been increasing in the shops. This is because of greater demand both within South Africa, but also because of the open markets, from world prices and demand for meat.
- Wages and salaries are impacted because of the open labour markets that are part of globalisation. This means that if someone is paid less somewhere else in the world, then companies go there to hire people or offer lower wages here.
- The job losses in the textile industry in Cape Town – this had to do with the cheap clothing imports from the east, which we could not compete with. We lost jobs, but also could buy cheaper clothes.
- Farms can’t export their fruit, because they are competing with European farmers that get government subsidies and so they could go bankrupt.
- Government spending decreases together with global policy – we see cuts to the Health care budget and an impact on hospitals.

Globalisation sometimes has positive impacts – for example South Africa’s improved anti-pollution laws are because of globalisation, and the gender equality in the world has increased as a result of globalisation. However it has also had a lot of negative impacts.

Global institutions such as the International Monetary Fund (IMF) and the World Trade Organisation (WTO) also play an important role. They provide conditional loans and trade agreements, which are designed to support big business. They also
maintain the economic power of first world countries by bringing developing countries into more and more debt.

With globalisation, individual lives become affected not just by their local communities, but by economic, political, and cultural processes or forces that operate worldwide.

In theory, globalisation has the potential of creating one world.

In practice, the impacts of globalisation are often negative.

**Impacts of Globalisation**

- Weakening of governments, as decisions are made by elites and multi-national corporations
- Reliance of developing countries on foreign aid (with conditions)
- Political conflicts (which are resolved’ internationally through ‘democratisation’)
- The world coming together to solve key environmental problems e.g. ozone layer depletions
- Hiring of foreign experts to monitor the on-goings of the economy in developing countries
- Production and dumping of waste (environmental hazards)
- Global scope of the mass media (e.g. C.N.N.) and cultural exchange
- Upgrading of skills and personnel – This is a great incentive to employees,
including local managers and technicians. In response to the shortage of trained personnel, many trans-national corporations (TNCs) have had linkages to universities and polytechnics. TNCs have had a substantial impact on upgrading personnel in many third world countries

- Poor working conditions and limited job security in developing countries
- Technological transfer
- Foreign earnings – Unfortunately, sometimes hard currency is sent to accounts in other countries, instead of being invested in the developing countries where manufacturing is taking place

People have different views about whether globalisation can be changed or not. Generally speaking, the views can be divided into two camps.

<table>
<thead>
<tr>
<th>THINA</th>
<th>THEMA</th>
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<tbody>
<tr>
<td><img src="image1" alt="THINA Image" /></td>
<td><img src="image2" alt="THEMA Image" /></td>
</tr>
</tbody>
</table>

This group argues that globalisation has always existed. For this reason, we should not think that it has a negative aspect, but just accept it.

This group claims that globalisation started in the 17th century or during the industrial revolution. It is driven by the need for economic development and mainly serves the wealthy countries. There could be other ways.
Zwelinzima Vavi, Cosatu General Secretary, in his address to the G8 countries urged the international leaders to confront the challenges of globalisation. "The sustained profits and wealth accumulation of the few is not sustainable in the long run if the basic problems of lack of jobs, housing, food, education and health care are not resolved," he said. Governments of the world in partnership with their people should work towards conquering these setbacks.

He also criticised the interventions of institutions such as the World Bank and World Trade Organisation into the economic affairs of the developing countries. "It is imperative that people decide their destiny rather than it being imposed by unelected officials of the World Bank, IMF (International Monetary Fund) and WTO," he said.

He further said there is a need for a new agenda that fosters mutual benefit for countries of the north and the south. He said the agenda must recognise the inequalities that exists between the two parts of the world created by uneven economic development and the unfair terms of trade facing many developing countries.
Activity sheet 2

Individual activity

Why is it important to understand the South African and global context? Give an example from the local (community) level.

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Briefly describe how you think South Africa’s history influences our community needs?

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Picture from Training for Transformation

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Give an example of the effect of globalisation in your community.

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Self-test

You should be able to answer the following questions:

- What is globalisation?
- Why is this important to know about?
- Do I know what a root cause is?

Please ask your facilitator if you are unsure of any of the above.
DEVELOPMENT THEORIES

Julius K. Nyerere, Tanzania’s first president said this about development:

“Freedom and development are as completely linked together as are chicken and eggs! Without chickens you get no eggs; and without eggs you soon have no chickens. Similarly, without freedom you get no development, and without development you soon lose your freedom…”

“Development brings freedom, provided it is development of people. But people cannot be developed; they can only develop themselves. For a while; it is possible for an outsider to build a person’s house, an outsider cannot give the person pride and self-confidence in themselves as human beings. Those things people have to create for themselves by their own actions. They develop themselves by what they do; they develop themselves by making their own decisions, by increasing their own knowledge and ability and by their full participation – as equals – in the life of the community they live in…”

“People develop themselves by joining in free discussions of a new venture, and participating in the subsequent decisions; they are not being developed if they are herded like animals into the new venture. Development of people can, in fact, only be effected by the people.”

Julius K. Nyerere, Freedom and Development, Oxford University Press,
Dar es Salaam, 1973, pp. 58 & 60
Reference taken from Training for Transformation, book 1, p.82
Group activity

Discuss in groups what the text above means to you.

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There are a number of different ways to do development. These have changed over time. They were not always participative or empowering as Nyerere describes above, for example, colonisation that was mentioned in the previous section.

These different approaches to development over the years have all had a different set of power relationships between government, business and civil society (local people).
Currently we consider there to be four different types of development:

- Welfare/Relief
- Development
- Liberation
- Transformation

Group activity

What do you understand by these four concepts – discuss in groups and share.

Welfare/Relief

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Development

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Liberation

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Transformation

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There are some more detailed descriptions of these below.

Welfare

Welfare and charity work has been practiced throughout history. It is rooted in most of the world’s religions. This approach to development aims to help the poor and relieve suffering through charity work.

Churches and missionaries have played a major role and some countries have even adopted a welfare system (such as the UK). Welfare
however can be a paternalistic system where people are ‘looked after’ and often become dependent. They can weaken opposition to the status quo (i.e. one cannot ‘bite the hand that feeds you’). Most programmes do not critically look at the reason why people are poor, but simply respond to the symptoms of poverty.

This is sometimes also described as a relief approach – rather than one that aims to promote sustainable improvement to human and environmental well-being.

**Development**

Since the 1950s, development has more and more been about ‘helping people to help themselves’.

This approach focuses on economic development and technical training to develop self-reliance and raise production. The measure of success is increased profits or job creation. This approach sometimes however benefits big business more than it benefits local people. Although people may get employed through this approach, they may still lack the means and opportunity to improve their quality of life. In its extreme form, this approach has been used to justify ‘structural adjustment’.

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Liberation

Here the development of people, leadership, capacity and consciousness are the measure of success rather than simply financial profit.

Transformation

The development of people is still the main focus, but the understanding is that we need alternative economic, political, legal and education structures as there are inadequate structures and values in our society.

This is a participatory approach which involves building shared responsibility and empowering the community to recreate their environment. Examples of this are cooperatives and new forms of management and education.
In this training course, we support people-centred development – and particularly transformative development (see next section for more detail).

Case study

The Imfino Soup Kitchen (part 1)

MaKhosi lived in Site B, Khayelitsha and was an active church member. She had lived there for the last 10 years, and in that time had noticed how the needs and issues in her community had not changed much. Her children went to school there and used to benefit from the school feeding schemes. When this stopped, she worried about how all the poor children in the area were going to get fed.

So she spoke with the pastor of the church and organised to start a feeding scheme to help the poorer children and their families. She got donations from the local Metro supermarket and began to offer a soup kitchen twice a week to the community. It was a great success. Many people came, and before long the queue was so long that they often couldn’t feed everyone who needed it.

People were disappointed when they could not get food, and started to complain in the community about the soup kitchen. MaKhosi realised that this was a problem but she didn’t know what to do. She spoke to a number of people, and eventually one of her friends suggested that she start a food garden to grow more vegetables.
“What a great idea!” she thought. She sent in a proposal to the local government and got some funding to pay a stipend for volunteers. She got some of the soup kitchen women to volunteer, and they started a food garden. She felt, so proud as some of the women were now involved in the project and earning a little money to support their families! They were also able to make more soup and cater to more people. She got ideas from the women about how better to do the soup kitchen and the community seemed much happier with the service.

What happened to this community-project? What kind of development do they do? Has that changed and why?

Summary of the four approaches to development:

<table>
<thead>
<tr>
<th>Causes of problems</th>
<th>Welfare</th>
<th>Development</th>
<th>Liberation</th>
<th>Transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circumstances beyond control of local people</td>
<td>Low standard of living</td>
<td>Exploitation</td>
<td>Inadequate structures and values in Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of resources</td>
<td>Domination</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Oppression</td>
<td></td>
<td></td>
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<tr>
<td>Goals</td>
<td>Relieve suffering</td>
<td>Raise production</td>
<td>To challenge and overcome exploitative structures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subdue nature</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Build alternative economic, political, education and legal structures</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Welfare</td>
<td>Development</td>
<td>Liberation</td>
<td>Transformation</td>
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<tr>
<td>------------------</td>
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<td>----------------------</td>
</tr>
<tr>
<td>Charity work</td>
<td>Globalisation</td>
<td>Conscientisation</td>
<td>Capacity-building</td>
<td></td>
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<tr>
<td>Relief work</td>
<td>Technical</td>
<td>programmes</td>
<td>Cooperatives,</td>
<td></td>
</tr>
<tr>
<td>Refugee centres</td>
<td>training</td>
<td>Community</td>
<td>new forms of</td>
<td></td>
</tr>
<tr>
<td>Children’s</td>
<td>Job creation</td>
<td>action</td>
<td>education and</td>
<td></td>
</tr>
<tr>
<td>Homes</td>
<td>Home industries</td>
<td></td>
<td>management</td>
<td></td>
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<td></td>
<td>(SMME)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Authoritative</th>
<th>Consultative</th>
<th>Shared by delegation from authority</th>
<th>Participatory Shared responsibility</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Inspiration</th>
<th>Help the poor charity</th>
<th>Help people help themselves</th>
<th>Social justice</th>
<th>Building a new world</th>
</tr>
</thead>
</table>

**Individual activity**

Development in your area.

Describe a development project in your area.

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What kind of development do you think it is and why?

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Have you noticed any government development initiatives in your area?

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The South African Development Initiatives

The South African government has launched three main development initiatives:

1. **Reconstruction and Development Programme (RDP)**
2. **Growth, Employment and Redistribution (GEAR)**
3. **Accelerated Shared Growth Initiative for South Africa (AsgiSA)**

<table>
<thead>
<tr>
<th></th>
<th>RDP</th>
<th>GEAR</th>
<th>AsgiSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduced</td>
<td>1994</td>
<td>Early 1996</td>
<td>2006 (still to be refined)</td>
</tr>
<tr>
<td>Developed by</td>
<td>Tripartite Alliance (ANC, COSATU, SACP)</td>
<td>Department of Finance (17 technical experts)</td>
<td>Task Force led by Deputy President</td>
</tr>
</tbody>
</table>
| How was it developed? | ● Broad consultative process  
● 8 drafts commented on publicly  
● Accessible and user friendly language | ● Written by technical experts  
● Declared non-negotiable  
● Includes technical and economic calculation models which are not easy to understand | ● Discussions were held with ministers and their departments, business and labour, religious leaders, youth and women in various groupings and forum, domestic and international experts.  
● Consultation and discussion will continue as AsgiSA is implemented.  
→ AsgiSA = national shared growth initiative, rather |
<table>
<thead>
<tr>
<th>Purpose</th>
<th>RDP</th>
<th>GEAR</th>
<th>AsgiSA</th>
</tr>
</thead>
</table>
| • Redress imbalances in a post Apartheid South Africa by bringing a fundamental restructuring.  
• It was thought that without transformation, the cycle of poverty would continue and wealth would remain in the hands of a small elite.  
• The government was to play an active role in the economy to give a new direction and a new structure to it. | • Build investor confidence by reassuring that the South African government was committed to a harsh, growth-centered business-friendly economic policy.  
• The immediate economic context within which GEAR emerged was a falling Rand, and a ‘lack of confidence’ in the South African economy | • The South African Government was mandated in 2004 to reduce poverty to less than 1/6th of households and unemployment to below 15% by 2014 (→ Millennium Development Goals)  
• To provide sustained and strategic economic leadership from government, and effective partnerships between government and stakeholders such as labour and business |

<table>
<thead>
<tr>
<th>Role of the State</th>
<th>RDP</th>
<th>GEAR</th>
<th>AsgiSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strong state which facilitates reconstruction and development through transforming the public service, meeting basic needs and job creation through public works programmes</td>
<td>• Growth driven by the private sector; state plays a supportive role through privatisation policies</td>
<td>• See GEAR</td>
<td></td>
</tr>
<tr>
<td>Government spending</td>
<td>RDP</td>
<td>GEAR</td>
<td>AsgiSA</td>
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</tr>
<tr>
<td><strong>Increase expenditure on social services</strong></td>
<td><strong>Reducing budget deficit by cutting back on government expenditure</strong></td>
<td><strong>Spending 370 billion rand over the next 3 years on public works, mainly infrastructure</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Pillars**

**RDP**
- Meeting basic needs of the poor
- Building human resources
- Bringing ‘fundamental restructuring’ of the economy
- Democratising the state and society and programmes which support the successful implementation of the RDP

**GEAR**
- Create a stable environment for private investment
- High interest rates & fighting inflation, rather than reducing unemployment
- Export-oriented growth
- Removal of exchange controls (= control how much money is allowed to flow in and out of the country)
- Address the state budget deficit and government saving, increase government expenditure on infrastructure, and avoid tax increases
- Moderated wage increases which do not increase faster than productivity
- Downsize & streamline the public service

**AsgiSA**
- Improvement of infrastructure
- Investment in industry, particularly tourism and business process outsourcing\(^1\)
- Education and skills development
- Eliminating the second economy
- Develop and improve macro-economic issues
- Minimise public interventions

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\(^1\) Business process outsourcing refers to the worldwide trend, especially in countries where labour is costly, to locate back-office activities such as accounts or claims processing or front office activities like call centres in countries where labour is cheaper, such as in South Africa.
<table>
<thead>
<tr>
<th>RDP</th>
<th>GEAR</th>
<th>AsgiSA</th>
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</thead>
</table>
| **Target** | • At least 1 million houses in 5 years → not achieved  
• Redistribute 30% of agricultural land in 5 years → not achieved  
• Supply clean drinking water  
• Supply adequate sanitation  
• Redistribute health services  
→ The Ministry of RDP was abolished in 1996  
  Corruption, not enough finances and too little priority given by the government caused its failure | • Need for improved education and training  
• Privatisation  
• Growth in the gross domestic products (GDP) (e.g. 6% for 2000 → not achieved) | • Average annual growth rate of 4.5% between 2004 and 2009 and 6% between 2009 and 2014 of gross domestic product (GDP)  
• Halving poverty and unemployment by 2014 (see Millennium development goals later) |
# Individual activity

What do you see as the advantages and disadvantages of RDP, GEAR and AsgiSA?

<table>
<thead>
<tr>
<th></th>
<th>Advantages</th>
<th>Disadvantages</th>
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<tbody>
<tr>
<td><strong>RDP</strong></td>
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<td><strong>GEAR</strong></td>
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<tr>
<td></td>
<td>Advantages</td>
<td>Disadvantages</td>
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<tr>
<td>AsgiSA</td>
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</table>

**Which of the four models of development do RDP, GEAR and AsgiSA fall under?**

**RDP:**

**GEAR:**

**AsgiSA:**
A Global Development Initiative: The Millennium Development Goals

Globally there are also different development initiatives. One of these is the Millennium Development Goals.

**Definition**

What are the Millennium Development Goals?

At the Millennium Summit in September 2000 the largest gathering of world leaders in history adopted the UN Millennium Declaration.

The declaration

- Commits their nations to a global partnership to reduce extreme poverty.
- Sets out a series of time-bound targets, which have to be reached by 2015.

These targets that have become known as the Millennium Development Goals (MDGs).
The Eight Millennium Development Goals:

1. Goal 1: Eradicate Extreme Hunger and Poverty
2. Goal 2: Achieve Universal Primary Education
3. Goal 3: Promote Gender Equality and Empower Women
4. Goal 4: Reduce Child Mortality
5. Goal 5: Improve Maternal Health
6. Goal 6: Combat HIV/AIDS, Malaria and other diseases
7. Goal 7: Ensure Environmental Sustainability
8. Goal 8: Develop a Global Partnership for Development

Kofi Annan, previous head of the United Nations, called the Millennium Development Goals a blueprint for building a better world in the 21st century.

To achieve the Millennium Development Goals, all sectors need to work together:

- Poorer countries in the world, which are often faced with corruption and other forms of poor governance, have agreed to adhere to principles of good governance. They also promised to invest in their people through health care and education.
- Richer countries have assured to support poorer countries through aid, debt relief and fairer trade.
Individual activity

What progress, if any, have you seen in your communities in any of the 8 millennium development goals?

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At the moment, sub Saharan Africa has made the least progress in reaching the Millennium Development Goals, whereas Asia has made the most progress.

In 2005, two key events took place:

- **The G8 Gleneagles Summit**
  In July 2005, G8 leaders agreed to double aid to Africa by 2010 and eliminate debts for the poorest countries.

- **The 2005 World Summit**
  This summit was the largest gathering of world leaders in history. From 14-16 September, more than 100 Heads of State met at the United Nations to develop an action plan for promoting international security and for achieving the Millennium Development Goals by 2015.

Governments together with civil society organisations now need to develop an action plan to work towards the achievement of the Millennium Development Goals in their own countries. They also need to monitor that planned activities take place.

Despite these activities, much criticism has been raised. For instance, civil society was not consulted when the Millennium Development Goals were developed.

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2 The G8 are the eight most industrialised countries in the world. They are the USA, Japan, Germany, France, Italy, the United Kingdom, Russia and Canada.
Some also feel that the rich countries are not doing enough to support poorer countries.

You can find more information on the Internet on www.unmillenniumproject.org

Transformative Development

What is transformative development?
Transformative development is about fundamental change in a person.

It takes place when a person’s way of thinking, feeling and acting changes so that s/he sees the world in a different way.

It is based on the idea that true development comes from within.

People are responsible for their own development and although we can give nurturance and support, development is not something that one person can do for another.
Case study

The Imfino Soup Kitchen (part 2)

For a year MaKhosi ran the vegetable garden from the church in Site B. The soup kitchen was always well-attended and the garden grew lots of vegetables that they could use for cooking. However there was always the risk that funding for the stipends would stop.

She began to notice that the volunteers, who were largely women, were not as committed, and some left because they got jobs elsewhere. They struggled at home, because they did not earn enough or had problems with their spouses and they started to ask her for advice and support. She started informal counselling which helped build some self-esteem but then realised that this was not enough. They needed empowerment and skills to support themselves. She met with all the volunteers and together they came up with a plan.

They decided that they needed to build self-sufficiency. They divided up the tasks amongst them so that they could all participate and learn new skills. Then they partnered with a NGO to learn about starting small vegetable gardens in the communities. Then, with the help of MaKhosi, each volunteer identified an area where they could start a vegetable garden and together they began negotiations with the schools and council to do this.

Slowly they began to set up gardens that the women could run and benefit from.
MaKhosi, together with some of the women, started to advocate and lobby the council for the use of empty land in the community to set up food garden collectives.

**Group activity**

Discuss this project. What do you think the principles of this approach are?

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**Key concepts of Transformative Development**

**Development is about people** – it is about supporting and strengthening people so they can sustain themselves. It is an experience of freedom as people make decisions and design their own path.

**Development is an awakening process** – a way in which people see themselves and become conscious of their rights and responsibilities. People have strengths as a result of their experiences and knowledge and these can be drawn on as a resource.

**Development builds transformative knowledge** – transformative knowledge is formed as people together struggle to change their situation. This is the type of knowledge needed within a community if they are to become the authors of their own history.

**Development builds conscious action (praxis)** - real learning and radical change takes place when people continuously reflect on their circumstances and their experiences and then take action. In this way they are more empowered to respond in ways that are transforming.
**Development builds Organisation** – people must continue to organise themselves in ways which sustain development in their communities. Establishing links with others and promoting co-ordination bring broader participation and bargaining power to the grassroots level.

**Development builds solidarity** – development takes place as liberated people build in unity with others. As we advance, we can either become selfish and oppressive ourselves or build solidarity by supporting others. We recognise that our own humanity is dependent on the liberation of others as well.
Activity sheet 3

Individual activity

Describe a development project in your area. What kind of development do you think it does? Why do you say that?

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Explain one of the government initiatives (RDP, GEAR, AsgiSA or another) that you have seen active in your community. What do you think the advantages and or disadvantages are? (If you haven’t seen any, explain one in another community).

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Describe 2 principles of transformative development in your community.
Self-test

You should be able to answer the following questions:

- What are the three types of development?
- Describe some government development initiatives?
- What are the principles of Transformative development?

Please ask your facilitator if you are unsure of any of the above.
What is a Community?

We are all part of a community. A community can be understood in different ways:

- As a ‘physical’ place (geographic community, e.g. Guguletu)
- As people with something in common (social interest community, e.g. the elderly)
- As a way of life defined by common values and interests (e.g. vegetarian)

A community can also be a combination of all these elements, e.g. an area where people who have common interests live and develop shared values.

The stronger people feel about their community, the deeper will be their common values and their feeling of responsibility to developing that community.

*We know what development is and now we know what a community is - but what is community development?*
**Individual activity**

What do you think community development is?

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*Here is another definition of community development.*

**Definition**

**What is community development?**

It is about developing the social, economic, political, cultural, physical, environmental, and personal or spiritual aspects of a community.

The purpose is to create an environment where care and human dignity is experienced and human needs and aspirations are met.
The aim is to increase people’s power (empowerment) so the community drives its own development rather than relying on welfare or ‘handouts’. It should be people-centred, and focus on creating sustainable, transformative development.

The Community Development Process

So often when doing community work, we just react to the demands or needs of people without really thinking about what we are doing, why it is important and how it could be done differently. We need to develop tools to make our work easier. The community development process shows the different stages that we need to follow, if we want to effectively do community work.
In this manual, we will be touching on the first three stages (Conceptualising, Community Profile and Vision, Mission and Goals). The content covered so far in the module is intended to help you to conceptualise, in other words, it should have assisted you in gaining a better understanding of the world.

The remainder of this module looks at the second stage, i.e. the community profile. We will be introducing one tool to you, which you could use to start with this second stage of the Community Development Process.

The second module “Your role in Community Development” focuses on the third stage in the process: Your own personal vision, mission and goals.

**Community Profiling**

**Community Mapping**

In previous sections, we began by describing our community context. Another way of doing this is by mapping – this is a process of drawing a ‘map’ of your community showing all the various stake-holders organisations and structures.

Start by drawing a basic map of your community. Remember to include all the elements of your community, as they help to understand your environment but also show possible assets and holes.
Power relations in community development

Once we have a map of our community, we then need to see who the stakeholders in our community are. As mentioned before, the history of social and economic development in the world and in South Africa is often about power and power relationships between people (civil society), governments and business.

All stakeholders both inside and outside of the community, are important, like the legs of a potjie pot that all need to be considered in any community development initiative and a tool to help us do this is called an environmental scan.

Environmental Scan

In order to effectively work in our communities, we need to have a clear understanding of the context we work in.

Earlier in this course we looked at your community, and the global and national context of development. Now it is time to look at the development context in your community. This means, you need to understand the different role-players in
development and the power dynamics between them. To do this we use the environmental scan.

**Definition**

**What is the environmental scan?**

It...

...is a tool to identify, who an organisation could network with

...describes the environment around your organisation

...describes your relationship with others in the sector

...helps your organisation to identify resources and support networks, which are (or should be) linked to your organisation
Example for an environmental scan:

The three circles represent different environments that make up the development sector. There are some stakeholders within the development sector who work on a local level. These are named in the inner circle, which describes the local environment.

Some stakeholders work on a national level, such as some NGOs and the government. They are captured in the middle circle.
Finally, there are some stakeholders who work on an international level, but still influence our community work. The World Bank or the International Monetary Fund for example, mainly support economic development on a larger level through loans.

**Community based organisations** are situated on the local level. They play a vital role in developing their community, as they understand the community’s needs much better than organisations that work on a national or international level.

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### Definition

**What are Community Based Organisations (CBOs)?**

- CBOs are organisations that emerge from the communities and do their work in the community.
- They are usually formed by local residents who are passionate about a particular issue or need, which they try to address.
- CBOs are largely informal 'voluntary associations' and non-profit in their orientation.
- They work at a grass-roots level and are not only in direct contact with the community, but part of it as well.
**Individual activity**

Why do you think CBOs might be important role-players in the development sector?

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CBOs have played an important role in the liberation of South Africa - organising, informing and mobilising communities against the apartheid government. They actively responded to the brutality of the state and addressed gaps in services through community development programmes. CBOs are thus able to kick-start, manage and co-ordinate development processes.
In the ‘new South Africa’, CBOs are faced with the following opportunities and challenges:

<table>
<thead>
<tr>
<th>Opportunities for CBOs</th>
<th>Challenges for CBOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- CBOs are instrumental in community mobilisation</td>
<td>- CBOs lack support (financial, community support)</td>
</tr>
<tr>
<td>- They can facilitate the participation of civil society in local, national and global</td>
<td>- CBOSs get too little recognition</td>
</tr>
<tr>
<td>agendas</td>
<td></td>
</tr>
<tr>
<td>- With that, they play an important role in governance and democratic development</td>
<td>- CBOs often cannot meet donor requirements for funding, as they do not have the</td>
</tr>
<tr>
<td>(e.g. lobbying, policy-making)</td>
<td>formal structure</td>
</tr>
<tr>
<td>- For NGOs, development agencies and government institutions CBOs are important entry</td>
<td>- They struggle to compete with NGOs, who are often larger and more able to meet</td>
</tr>
<tr>
<td>points to the communities (‘gatekeepers’)</td>
<td>these requirements</td>
</tr>
<tr>
<td>- CBOs are well positioned to take the reconstruction and development of the country</td>
<td>- Many CBOs have become multi-purpose and reactive – responding to crises and</td>
</tr>
<tr>
<td>forward and can provide vital services within the areas of education, welfare, art,</td>
<td>opportunities rather than having a clear vision and direction of where they want</td>
</tr>
<tr>
<td>culture, recreation and health</td>
<td>to go</td>
</tr>
<tr>
<td>- As they are based within communities, they often have more insights into the situation</td>
<td>- Most are not staffed but run by unemployed volunteers that cause a high turnover of</td>
</tr>
<tr>
<td></td>
<td>members</td>
</tr>
<tr>
<td>- They possess indigenous knowledge, which helps them to respond to real needs</td>
<td>- CBOs have also been affected by the loss of their leadership, when many community</td>
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<td></td>
<td>activists shifted into government structures</td>
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</tbody>
</table>
As they often don’t have access to resources or technical support, their approaches might be very creative and innovative, as they try to achieve their objectives with little or no support from outside.

Some CBOs also lack professionalism in their work and tend to have a centralised leadership where 1 or 2 people are doing most of the work. This carries the danger that skills will not be transferred to others or that individuals may manipulate projects for their own gain.

**The Role of CBOs**

Within a people-centred approach to development, CBOs have the potential to:

- Empower people to decide, plan and take action to meet their needs
- Organise communities
- Involve people in issues which affect their lives
- Promote self help
- Research and understand community needs and lobby for policies, laws and actions to meet these needs
- Improve the effectiveness of services and make them accessible
- Promote justice and equality (in terms of resources, knowledge, power, benefits and influence)

“real democracy lies in communities organising and speaking for themselves”

(Kagiso Trust, 1994)
Activity sheet 4

Individual activity

Explain the steps in the community development process?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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What would be a vision of success in development in your community?

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Attribution Non-commercial Share Alike
What is an enviro-scan?

Do an enviro-scan for your community (see the detailed task sheet handout).
Self-test

You should be able to answer the following questions:

- Can I do an Enviro-scan?
- Can you describe some Community development processes?
- Do I know what a CBO is? What are the challenges for a CBO?

Please ask your facilitator if you are unsure of any of the above.
UNIVERSAL DECLARATION OF HUMAN RIGHTS

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights, the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

Below follows a simplified version of the 30 basic Human rights. The South African Bill of Rights contains these rights, but also includes many more, and is worth knowing.

Pre-amble (Introduction)

The General Assembly recognizes that the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, human rights should be protected by the rule of law, friendly relations between nations must be fostered, the peoples of the UN have affirmed their faith in human rights, the dignity and the worth of the human person, the equal rights of men and women and are determined to promote social progress, better standards of life and larger freedom and have promised to promote human rights and a common understanding of these rights.
A summary of the Universal Declaration of Human Rights

1. Everyone is free and we should all be treated in the same way.
2. Everyone is equal despite differences in skin colour, sex, religion, language for example.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone your slave.
5. No one has the right to hurt you or to torture you.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone, it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your own country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until guilt is proved.
12. Every one has the right to ask for help if someone tries to harm you, but no one can enter your home, open your letters or bother you or your family without a good reason.
13. Everyone has the right to travel as they wish.
14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property and possessions.
18. Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.
19. Everyone has the right to say what they think and to give and receive information.
20. Everyone has the right to take part in meetings and to join associations in a peaceful way.
21. Everyone has the right to help choose and take part in the government of their country.
22. Everyone has the right to social security and to opportunities to develop their skills.
23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living and medical help if they are ill.
26. Everyone has the right to go to school.
27. Everyone has the right to share in their community's cultural life.
28. Everyone must respect the 'social order' that is necessary for all these rights to be available.
29. Everyone must respect the rights of others, the community and public property.
30. No one has the right to take away any of the rights in this declaration.