

**THE IMPACT OF INTEGRATED RURAL DEVELOPMENT
STRATEGY IN SELECT SITE IN THE BUFFALO CITY
MUNICIPALITY**

by

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DECLARATION

I, Ayanda Given Bambiso declared that this dissertation is my own original work. It was submitted at the University of Fort Hare.

Signature:

A handwritten signature in black ink, appearing to be 'Ayanda Given Bambiso', written over a dotted line.

DEDICATION

I dedicate this research work to my lovely children, Nkwenkwezi and Mhylaani. With this piece of work I pray that you may as well be inspired to carry on where I left off and diligently develop yourselves academically.

ACKNOWLEDGEMENT

The Bible says “Unless the Lord builds the house, they labor in vain who build it;” I want to thank God that indeed I did not labor in vain for I have allowed the Lord to lead and guide me throughout this project until its finalization. Yes I have fought a good fight of faith with patience and perseverance trusting the Lord my God that all things will work together for good for all those who love and trust Him. I am indebted to many individuals and institutions, but I can acknowledge only a few by name. The first in the list is my supervisor Professor Rahim, I would like to express my sincere gratitude to him for his patience untiring expert guidance throughout this project. Without his meticulous and methodical supervision this study could not have been completed. My thanks to Mrs Isi Ile for her initial support and guidance for the project.

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ABSTRACT

This study analyses the impact of integrated rural development in underdeveloped communities disorganized by colonialism and apartheid. The focal point is on the impact of development initiatives by the grass-roots support towards integrated rural development, i.e. development from below.

The study has shown that for a sustainable integrated rural development to be realizable and acceptable to local people that they need to be capacitated through the establishment of local institution of empowerment. This will facilitate an effective and efficient participation.

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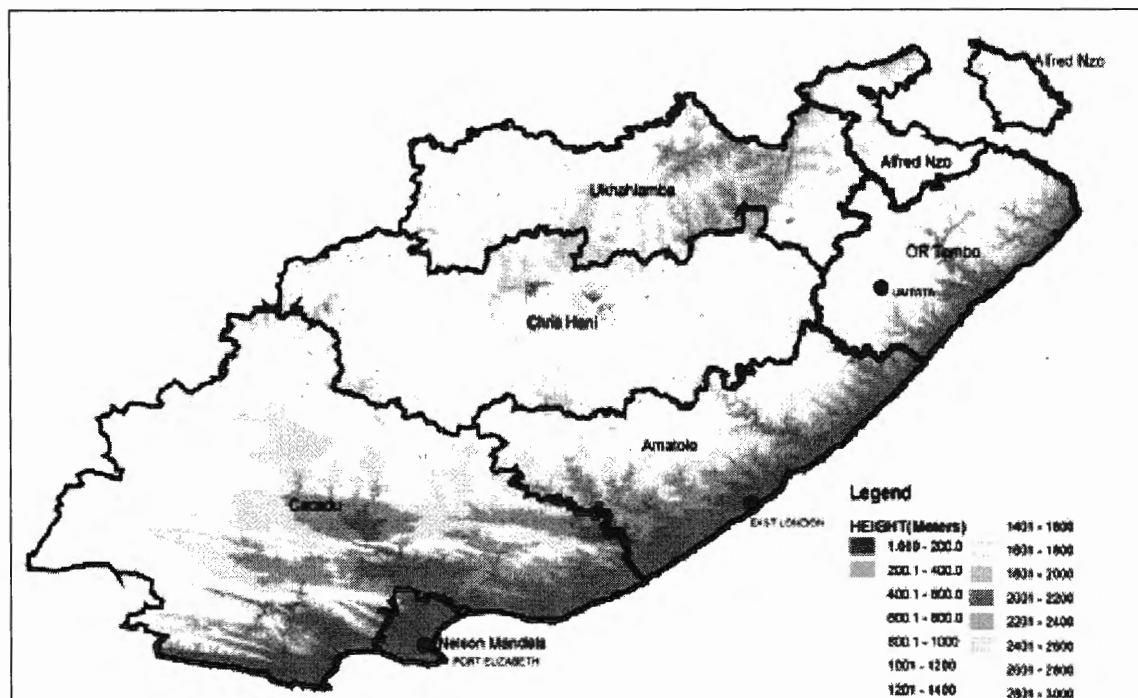
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CHAPTER 1

INTRODUCTION

THE CURRENT BASE DEVELOPMENT INDICATORS OF THE EASTERN
CAPE

The province of the Eastern Cape is located in the south-eastern part of South Africa. The north-west part of the province borders with the Free State and Northern Cape province touching the southern tip of the Drakensberg range. The province is the third most populous province in South Africa following KwaZulu Natal and Gauteng. It has a population density of 38,2 people per square kilometer and occupies 169 580 square kilometer of land, making the province to cover 14% of the total land of the country. And according to estimates based on the 2001 census Report the province is home to some 14,4% of South Africa's total population.



Source: Statistics South Africa 2001. Census (2001:15)

In breaking down the provincial percentage population, approximately 70% live in rural areas, giving the Eastern Cape a predominantly rural character. Africans constitute 87%, Coloureds 7%, Whites 6% and Indians fewer than 1% of the population as shown in figure I (<http://www.stats.gov.za>).

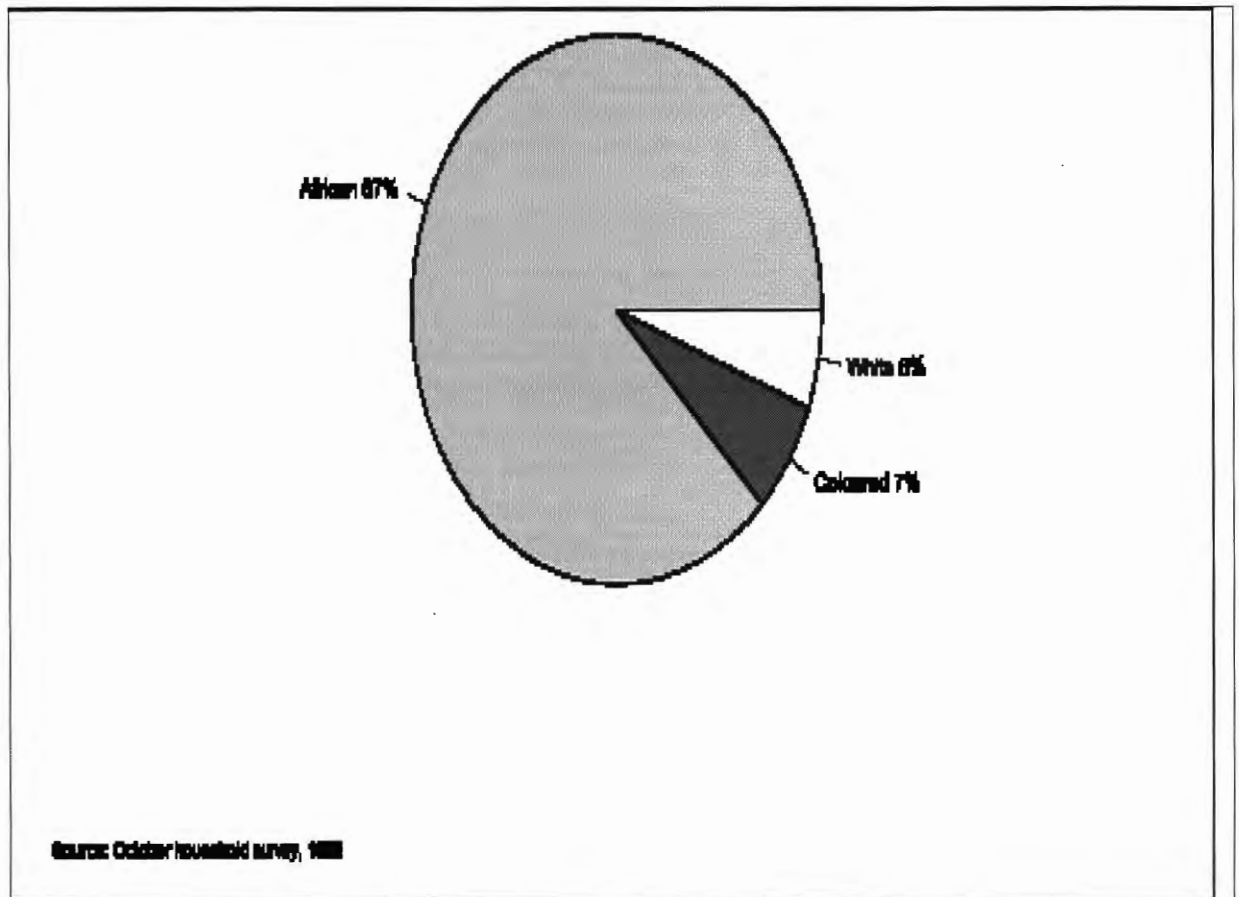


Figure 1: Population of Eastern Cape by population group

Source: Statistics South Africa. 1995- October Household Survey, (1995: 7)

Figure II indicates that a large proportion of the African population (73%) lives in non-urban areas of the Eastern Cape, as compared to 63% of the African population in the country as a whole. This shows that in the Eastern Cape there are more Africans than the whole of South Africa. Both nationally and provincially, the majority of the

African population is found in non-urban areas, while the majority of the Coloureds and White population lives in urban areas as shown in figure II.

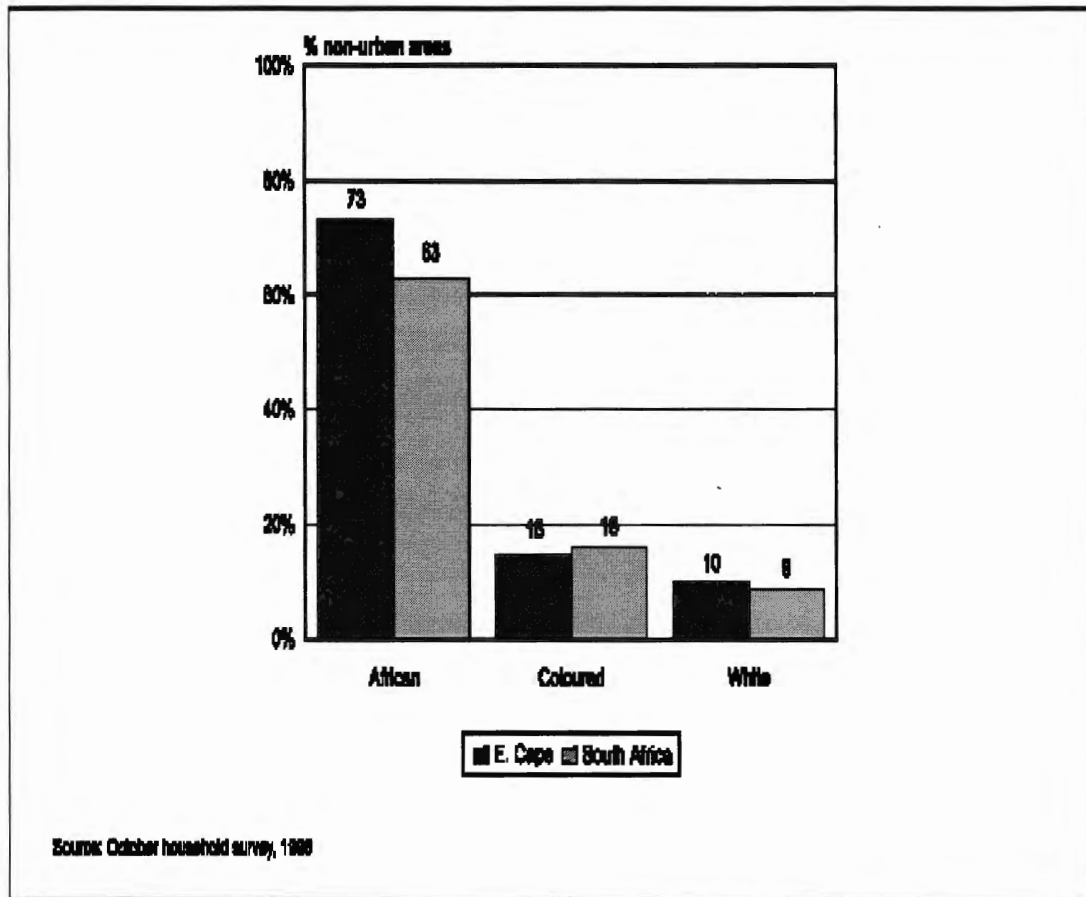


Figure II : Percentage of the population of Eastern Cape in non-urban areas by population group compared with South Africa as a whole

Source: Statistics South Africa. 1995- October Household Survey, (1995:9)

The low education level of inhabitants living in non-urban areas of the province threatens the existence of income generating or employment opportunities that are more often that not fewer or non-existent. 15% of African males and females, 11% of Coloured males and 13% of Coloured females in the province have never attended school. In the country as a whole and in Eastern Cape, relatively fewer Africans and Coloureds compared to Whites have completed standard 10 or obtain higher qualification.

In the Eastern Cape 55% of people aged 15 years or more are economically active. Of the economically active in the province, 14% were recorded as being unemployed using the expanded definition as compared to 29% nationally.

According to the 1995 October Household Survey figures the rate of unemployment in the Eastern Cape is higher than the national rate. Of all the provinces in the whole of South Africa the Eastern Cape has the highest unemployment rate of 49% in its non-urban areas. Comparing the level of unemployment between the non-urban areas of Eastern Cape and the non-urban areas nationally the Eastern Cape's non-urban areas is considerably higher as indicated in figure 3.

The Eastern Cape's urban area unemployment rate of 34% is the second highest in the country whereas the provincial formal sector has evenhandedly fewer people (45%) than in South Africa as a whole, which is 59%, while 14% work in the informal sector, compared to the national figure of 12%.

African households in non-urban areas are unlikely to have access to electricity, tap water, flush toilets or telephones. In fact among African households in the province, there are noticeable urban and non-urban differences as far as access to electricity for lighting is concerned.

The source of energy frequently used for lighting in African households is paraffin, which is 49% while fetching wood and carrying water are important non-urban life-sustaining activities. As such, work is not necessarily waged work, and householders may be involved in such activities as subsistence agriculture, exchange of goods and services or fuel gathering.

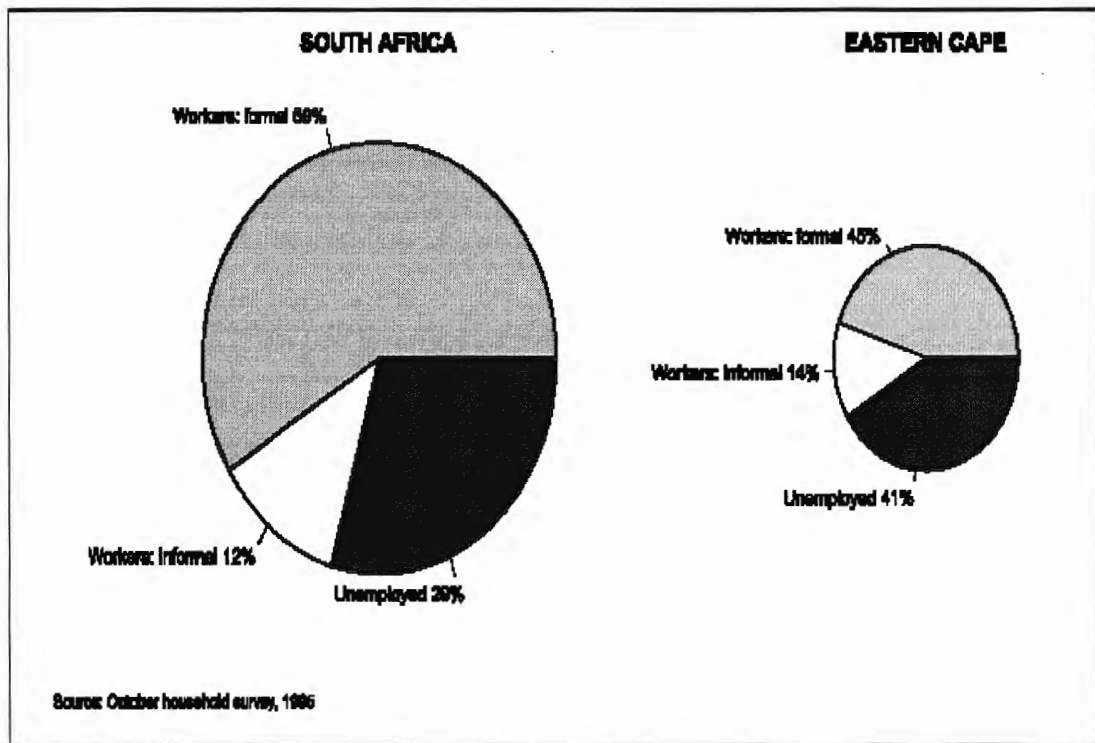


Figure 3 The employment status of the economically active population in South Africa and Eastern Cape

Source: Statistics South Africa. 1995- October Household Survey, (1995:16)

The Eastern Cape has been and is highly affected by the migrant labour system where proportionately more people are moving out of the province than other provinces. Of those who have left the province, the largest proportion has migrated to the Western Cape followed by Gauteng and KwaZulu Natal. This indicates the underdeveloped nature of the Eastern Cape about which we will discuss in the following pages.

THE POLITICAL ECONOMY OF THE EASTERN CAPE

The legacy of colonialism and apartheid has created an unequal society accompanied by uneven development in South Africa. Its effect became most intense in the ex-homelands, that is Ciskei and Transkei. These homelands were established under

apartheid as suppliers of migrant labour. As a result there has been little economic development and social infrastructure in rural South Africa. Consequently, the post apartheid social transformation has encountered a variety of social and political problems with a rural based economy (Igodan, 1998:4).

A large section of population in the Eastern Cape resides in the rural areas where there is extreme poverty and overall hardships. Of the total population, almost 70% live in rural areas, and within that percentage women constitute about 53% of which 64% of individuals live below the poverty line. Summarily, in non-urban areas of the province the largest proportion of the population is constituted by young African children, women and older people than men.

The other devastating factor is that the province has high rate of unemployment, which is estimated to be almost 60%. The socio-economic realities of the Eastern Cape continually refer us back to the historical processes of underdevelopment, which have shaped the current development challenges.

Historically, the Eastern Cape has played a role in South Africa's industrial development under apartheid quite profoundly as a labour reserve for the mining sector. This has locked the Eastern Cape economy, particularly the economies of the former homelands into a dependent status. The challenges brought about by the pervasive poverty and high patterns of social inequality in this province are indeed aggravated by the inclusion of the former homelands, Transkei and Ciskei, which were the most under-developed and largely unconsolidated within its borders. (<http://www.stats.gov.za>)

The legacy of apartheid indeed has been and is a significant impediment to the country's future development. It has created a particular history of inequality and underdevelopment in South Africa's rural areas. (<http://www.stats.gov.za>)

The people, known as Nguni who settled in the Eastern Cape in the 16th Century practiced subsistence farming and cattle raising. These people appreciated the value of land and property. For them, then, land is synonymous with security. The byproduct of such underdevelopment was that the economy of the Eastern Cape became unsustainable (Bundy, 1988: 25).

The peasant lifestyle was disrupted in the latter half of the 19th century, by developments on the eastern frontier of the Cape. The colonialist by destroying the peasant power, annexed their territory, and in the process eroding their institutions with Christianization, education and finally with industrialization and urbanization. In actual fact, the British created modern South Africa. They opened up the country economically where the Afrikaners had merely penetrated it physically, bringing with them the spirit of a new age (Sparks, 1991:46).

They did that by turning subsistence farmers into wage labourers depended on white capitalists. With the subsequent discovery of diamonds and gold, the full-blown industrial revolution began and thousands of Blacks who were left destitute and landless after the wars of dispossession had to search for work for whatever pittance wages they could get. From then on, and for their first time in the immemorial history of the black tribes, a working class emerged among them that grew in response to the labour needs of the developing white economy until eventually it was to encompass the entire black population. This was an attempt to force more and more blacks onto

the labour market while still keeping them socially and politically apart. It was the end of black independence and the beginning of black servility and exploitation (Sparks, 1991:66).

Coupled with the introduction of the most notorious land Act, the Native Land Act of 1913, under which 88% of the land in South Africa was reserved for the exclusive use of whites who constituted only 20% of the population, of which the remaining 12% was established as a series of native reserves for the Africans. And thousands of independent African pastoral and agricultural farmers were displaced from their traditional homes and lands and from the white-owned farms as a result of this Act (Boahen, 2003:184).

The Act aggravated the situation quite intensely in that it also forbid blacks to further purchase the land, disallowed them the tenant and sharecropping systems, in that way removed the foothold of independence from blacks, and in the process assisted in pouring nearly a million blacks back into the captive labour pool. According to Sparks (1991) this was the beginning of the most wide-ranging system of labour coercion on a racial basis that has been devised since slavery (Sparks, 1991:122):

The psychological impact on the blacks was enormous, the successive blows of military defeat, then of servitude. As they lost their land so, too, did their institutions begin to collapse, for the land was the most important foundation on which social life was built. Without land there was no room for the cattle, which were of such importance to the tribal way of life. And as the power of the chiefs faded so did the strength of traditional religious belief and ritual in which they played such an important part (Bundy, 1988: 116-117).

Hence Bundy's view on the destruction of the peasantry as well as the collective responsibility gave a way to the patronage system imposed by the colonialist. This

system distorted and weakened the social institutions and contributed to the present intricate status quo of the Eastern Cape where servitude and racial denigration, sense of inferiority and an attitude of submissiveness upon blacks became the order of the day. As the whites looked down on them, they began to look up to white (Sparks, 1991: 122).

The legacies of colonial rule were distinctively destructive and largely harmful to development and as such development of colonies did not feature as an important point on the agenda of the colonizers. According to this view, this means that it was not within their interests to improve the lives of the people but their primary motive was economic gain and in the process ruthlessly exploiting and extracting raw material for the sole benefit of the colonial powers and their mercantile, mining and financial companies in the metropolitan countries at the expense of the poor . This has led to an extreme form of dependency, and uneven development (Bundy, 1988:54).

Therefore the impact of the economic changes that occurred in South Africa in form of the discovery of minerals led to the development of the distorted form of capitalism. The demand for labour created by the discovery of diamond, thus, had a destructive impact on the Eastern Cape.

Thus, the people of the Eastern Cape were deliberately and systematically excluded from benefiting from the mineral resources of their country. Subsequently, a series of legislative measures were introduced to give monopolies to imperialist interests and it became illegal for the African to be found in possession of minerals without a license. This development of underdevelopment was achieved at the expense of the non-white

peoples of South Africa. According to Bundy (1988: 223) it created a reservoir of unskilled labour at the disposal of South African capitalists without any responsibility.

Black people were compelled to leave their farms and places of birth for labour migration to the mines and other centres of South Africa only to come back when they have retired from work or when they are sick and about to die. Most of them were not permanent but rather migrant or seasonal labourers. They were therefore compelled to spend their lives shifting back and forth between work on the white portions and the Natives reserves (homelands) (Bundy, 1988: 238).

The migrant labour system led to the intensification of the dependency on the migrant labour system, where most Nguni families have witnessed social disorganization characterized by broken families, illegitimate children and underdevelopment due to lack of balance in the population perpetuated by the continued absence of a large number of able bodied men. This system has hindered rural socio-economic development in the Eastern Cape Province quite severely, resulting in the massive marginalization of black tribes from prime lands into homelands and black spots (Beneit and Bundy, 1987: 21).

With effect to colonialism the Nguni peasants were denied their most fundamental and inalienable rights as they lost their sovereignty and independence, the right to shape their own destiny, plan their own development, determine their own strategies and priorities and borrow freely from the outside world at large. In short, colonialism deprived the Ngunis the right of liberty (Boahen, 2003: 330).

In this context, South African Africans herders were subjected to a Trust system where they were strictly expected to have a limited number of livestock per household at a given period. Things were also made worse by the scraping of an old African tribal communal ownership of land and the introduction of individual ownership of land. This was introduced in the pretext that this will in turn help to improve the living standards of the Africans.

From the foregoing discussion it correct to draw a conclusion that, on the eve of apartheid, South Africa was already characterized by the politics of socio-economic inequalities, racism, exploitation and oppression, by mass poverty in the midst of minority affluence and supremacy. Economically, the homelands turned out to be modern versions of the old African reserves, characterized by overpopulation, overstocking, erosion, underdevelopment, unemployment, poverty and despair (Mazrui, 2003: 255).

South Africa, since colonialism to the years of the union of South Africa (1910) to the years of the National party 1948 when the apartheid policy was legislated has experienced a lot of socio-economic and political changes. These changes had a direct and negative socioeconomic and political impact especially to the black majority. During those years the black majority did not enjoy any rights in the country of their birth. The objective of the policy of apartheid was to divide the country into two, with whites in the one, and all the natives in the other.

Apartheid in its most basic form involved the forced removal of blacks from areas deemed to be for the occupation on enjoyment of the White population. This often resulted into forced removals which equally occurred throughout the parts of the

country. Apartheid was thus conceived as a policy with noticeably geographical consequences. Lines were drawn on maps at various scales and people were evicted and resettled to fit the lines. State partition became the official aim by the 1970's, with South Africa fragmented into a series of homelands, but without weakening the position of the White state. Industrial development, transport planning and regional planning were all undertaken with the goal of creating a new, smaller, but whiter, South Africa (Christopher, 1994:3).

The history of South African local government structures has been impaired badly by apartheid that created and perpetuated local separation and inequality of communities. Through the Group Areas Act permanent presents of black people in urban areas was restricted and a viable municipality revenue base was reserved for whites by separating townships and industrial and commercial development. With the passing of the Bantu Authorities Act and the Promotion of the Homeland system informed by the Sauer Commission, Bantustans were created where racially motivated truncated development that took place resulting in black rural communities being disadvantaged (Local Government: Municipal Structures Amendment Act, No.58 of 1999).

With the emergence of a new political dispensation after 1994 in South Africa, new government structures, new legislation and new systems came into the fore. A new system of local government informed by the constitution of the Republic of South Africa, 1996 was created. The constitution commits the government to take reasonable measures, within its available resources, to ensure that all South Africans have access to adequate housing, health care, education, food, water and social security (basic needs). (Constitution of the Republic of South Africa)

PROBLEM STATEMENT

The disorganisation of rural communities perpetuated under colonialism and apartheid had impacted negatively on their development. Rural underdevelopment manifesting itself in the form of poverty, deprivation and isolation from services and opportunities is the single greatest burden of South Africa's people, and is the direct result of colonialism and apartheid. The underdevelopment of the local economy and the gap between the white population and black population has been a direct result of apartheid as well. The rural areas indeed were merely transformed into hinterlands producing cheap labour. Therefore, the hypothesis of this thesis is that by integrating local economy through local participation, the rural underdevelopment in the Eastern Cape can be overcome.

It is vital to understand that underdevelopment is not a natural process rather it is as a result of capitalist relations of production sustained by uneven development. It is against this background that one believes the problems of the rural poor are the creation of uneven development.

Dalal-Clayton and Bass (1999:8) note people in rural areas suffer from a lack of access to social services, energy supplies and infrastructure. Their ability to develop their potential economic assets is also hampered by lack of access to resources. Hammer et al (1997: 3) assert that the persistence of poverty and inequality continues to be one of the most problematic issues in rural development today and South Africa is not exceptional. There is a gap between developments that has occurred in towns (urban areas) as compared to the rural development. In order to overcome this unproductive activity the promotion of sustainable agricultural activities are required.

The fundamental aim of rural development should be to improve the earning capacities of farmers and off-farm workers and also to provide services and living conditions which are better adapted to their needs (Taylor and Mackenzie, 1992: 126).

According to Kiros (1985) most scholars attribute the failures of the rural development programme to a large extent to the absence of effective popular participation, which is a fundamental requirement in development generally. Therefore, the argument of this thesis is that sustainable rural development is intrinsically intertwined with the productive activity in the rural areas.

THE JUSTIFICATION OF THE STUDY

THE OBJECTIVES OF THE RESEARCH

The main purpose of this study is to reflect on problems with regard to practical implementation of development and social upliftment programmes in rural areas and to determine the extent to which the quality of life of all people in the targeted rural areas have been improved. To establish whether the local government is adequately equipped to fulfill the constitutional developmental mandate. The White paper on local government states that the question of transformation of local government should be a point of departure in redressing past imbalances.

The objectives of this study being:

- To examine the challenges brought forth by the local government developmental strategy to the rural communities.
- To assess how the integrated rural development strategy has been used as a tool to realize rural development.
- To propose possible solutions to problems encountered in the implementation of the rural development plan.

- Most importantly to suggest to Policy makers how to make rural development sustainable?

The study therefore, intends to reflect on the difficulties, problems and various challenges in the vision of developmental local government in ensuring constitutional obligations of bringing about sustainable, effective and efficient municipal services, promoting social and economic development, encourage a safe and healthy environment, and subsequently, in the process the study has to establish why the status quo is still the same.

RESEARCH METHOD

Research methodologies refer to a variety of techniques for collecting data and the processing thereof within the framework of the research. This research work is based on quantitative as well as the historical method of critically interpreting and analyzing primary materials and examining a range of secondary sources. Furthermore, the near contemporary nature of the topic demands the extensive collection of oral testimony through face-to-face personal interviews, particularly to rural local communities.

The exploratory nature of the study warrants both a quantitative research design, following various data collecting techniques such as reviewing and scrutinizing relevant literature; setting up questionnaires with different questions for both people in rural areas and people in urban areas (councilor) respectively.

The use of interviews as one method of data collecting will be an added advantage because a researcher will have a chance to explain the questions if the respondents are not clear on what was asked. The researcher will have a chance to probe deeper following the answer of the respondent (Brynard & Hanekom, 1997:32). In a

situation where questionnaires have been used the advantage is that respondents will have time to think about the answers to questions in the questionnaire. Moreover, a large number of respondents distributed over a large geographical area can be reached.

DELIMITATION OF THE STUDY

The research work covers a wide area in the Peelson Administrative area of the Buffalo City Municipality and the sampled villages are scattered from each other- this poses as a challenge for getting an access to these villages on demand.

Due to lack of funds field workers won't be used for the collection of data, but this will not in any way affect the research work because sufficient and efficient data collecting research designs and techniques other than field workers will be used. High level of illiteracy on the part of the rural people and lack of access to information, might affect the research work which may not provide accurate information on the ground.

CONCLUSION

In the foregoing discussion it has been established that uneven development, social inequality and abject poverty in South Africa generally and in the Eastern Cape in particular are as a result of the legacies and the ravages of the processes of colonialism and apartheid. This has unfortunately had a great deal of negative effect on the rural poor of the Eastern Cape and subsequently with its racial discrimination and spatial laws the processes have affected mostly the rural areas of South Africa more than any other areas. Rural people have become poor and marginalized because

they were subjected to various social ills during colonialism such as poverty, inequality, underdevelopment and unemployment.

In the following section an attempt will be made to review the literature on integrated rural development. By relying on such a review a theoretical framework will be developed to explain rural transformation in the Eastern Cape.

CHAPTER II

LITERATURE REVIEW

INTRODUCTION

In the foregoing chapter an allusion has been made to the nature of underdevelopment in the Eastern Cape, which has an accumulative effect. The segregation and its impact engineered by the colonial and apartheid laws wrought in on the local people which was accompanied by social segregation and inequality that ultimately led to the systematic deprivation of African's rights as citizens of South Africa. The pre-colonial formation was severely weakened, destroyed and re-organized into changed formations relying on different modes of domination and the majority of Africans were incorporated into the new colonial capitalist order as wage labours.

In this chapter, the ensuing discourse critically reviews the literature related to development of underdevelopment. In the process, a critical review will be provided on integrated rural development, relying on participatory development. It also evaluates how local development can be implemented to overcome underdevelopment in the Eastern Cape.

It is expected that by reviving local economy through local participation, the Eastern Cape would be able to achieve sustainable development. The literature survey seeks to assist the researcher to place the project into a correct perspective by so doing a theoretical framework will be developed that is to be useful in the collection and analysis of data and in supporting the elementary thrust of the research. The whole exercise aims at finding out a functional theory of local participatory rural development based on basic human needs approach.

THE CONCEPT OF DEVELOPMENT

Development is a multi-faceted and a more complex process. The concept of development has diffused meanings. Kothari and Minogwe (2002:2) note that development is ridden with paradoxes. More often than not the notion of development has been distorted and exaggerated to an extent that what most people say about development is the opposite of what they want to convey.

For instance, development has become a tool of marginalizing and disempowerment of rural poor, especially in the hands of powerful people. The contradictions reflected by the balance sheet of human development highlights that while progress has been made in some social development spheres for some people, for others there have been increased deprivation and inequality in the distribution of benefits.

Development has been reduced to economic growth, where it consisted simply of growth in the income per person in economically underdeveloped areas, reflecting the mainstream emphasis on economic growth, which permeated the whole field of development thinking. In contrast McMichael (2002:3) argues for an integrated change of social institutions that enhance growth and distribution.

Development contains the central notion of an organic process of evolution towards positive change from a less desirable to a more desirable kind of society. The concept 'development' always implies a favourable social change, a step from the simple to the complex, from the inferior to the superior, from worse to better. This indicates that the society is advancing towards a desirable goal (Rist, 1997:21-25). For Dudley Seers development is a normative concept, a synonym for improvement. For Rahim it refers as value judgments and values have a universally acceptable aim: the

realization of the potential of human personality by fulfilling physical necessities.

(Rahim: 861)

The notion of development should imply a process of economic and social transformation where the reduction or elimination of poverty, inequality and unemployment becomes a fundamental objective towards empowering people. Most importantly the primary objective of development should be to raise people out of poverty and to simultaneously provide a platform where people create their own basic needs.

According to Rodney (1981:9) the notion of development is a many-sided societal process. To an individual level, it should imply increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being. To a social group level, development should encompass an increasing capacity to regulate both internal and external relationships.

Clark (1997) also maintains that the notion of development is a process of improving society, a process of change that enables people to achieve their aspirations and take charge of their own destinies realizing their full potential. The South Commission Report, produced under the chairmanship of Julius Nyerere, agrees with the assertion by Clark (1997) and Seers that defines development as a process which enables human beings to realize their potential, build self-confidence and lead lives of dignity and fulfilment. A process of healthy growth and application of the creative faculties which frees people from the fear of want and exploitation. It views development mainly as a movement springing from within the society that is developing in essentially free from political, economic and social oppression (Rist 1997:8-9).

From the above perspective development means to be humanistic, holistic and all encompassing, essentially a social rather than an individual phenomenon, so is rural development. Development is not about the development of an area or of things such as roads and railways, but it is a total life transformation seeking to develop human. De Beers and Swanepoel (2002: 73).

What this simply means is that the notion of development should not be seen as simply material change, but an evolution of the totality of people's life. The basic fundamental idea of development is that it is a phenomenon that as it takes place should have an impact on people's lives and therefore be meaningful to those affected by it (Kotze, 1984: 10).

Sachs (1993: 9-10) supports the idea that development has to be the development of a people where human should be taking a central stage in influencing the development process which should be an integrated kind of development, a total multi-relational process that seeks to include all aspects of life of a collective, of its relations with the outside world and of its own consciousness.

The entire development process has a human and emotional quality and function (Cohen and Uphoff, 1980:16), and development must entail the liberation of human beings as its end product (Oakley and Marsden, 1984: 97). Kiros (1985) agrees with De Beers and Swanepoel (2002:73) that the whole purpose of development should not only be to develop things but to develop human. Human beings have basic needs; like food; shelter; clothing; health; education. This leads us to the emphasis of idea of human and his/ her needs being the main purpose of development, focusing on satisfying basic needs of the poor as the core fundamental of the development process.

Kiros (1985) maintains that the correct development approach is the one that recognizes poverty as an institutionalised phenomenon, and that the conditions of the poor are shaped not by economic factors alone but also by extra-economic factors as well. Lipton (1977) puts emphasis on the importance of agriculture in the development programme of every country. He argues that some countries develop and the explanation of that lies in the condition or state of agriculture which in the early stages of development was the sector which must provided the purchasing power over industrial goods for a significant industrial sector.

According to Gsanger (1994:1) the emphasis is on the notion of development as a process that attaches a considerable importance to development cooperation that seeks to achieve a lasting and self-sustaining improvement in the living conditions of the poor majority of the rural population.

In the same vein Rahim argues that development is about enhancing people's potential. By so doing Rahim putts people at the center of development.

It unboundedly helps them to regain their political, economic and social autonomy to make a difference where there were none before. If the goal of development is making things happen for, by and of the people, development is a people driven struggle. This implies people are hardly passive beings; rather they are active agents of social transformation: the self-motivated advocates of social change that can efface passivity, dependency, and estrangement. By taking such responsibility both men and women may decide when and how to act and when not to act. (Rahim, 862)

This view of autonomous notion of development is also recorded by Rist (1997) in the following words that "each society should regain the right to organize its existence as

it sees fit, outside the system now in place, by limiting the role of economics, giving up the accumulation of material goods, encouraging creativity and ensuring that decisions are taken by those directly concerned.” (Rist, 1997: 244)

“This may be described as “a right-led process rather than the growth-mediated process”. For Rahim it means development does not have to function through rapid economic growth, though growth is important and the absence of it will have a negative effect on development. It can work through a program of skilful social support networks-education, health care, women’s agencies, land reform and other relevant social arrangements.” (Rahim (2006: 862)

Therefore the object of development is human being. From this perspective development is a multi-sectoral phenomena and people owned. This multi-sectoral arrangement which consists both growth and distribution that improve the well-being of all. In the following section, a variety of approaches will be discussed which will be followed by an integrated approach of development

THE MODERNISATION SCHOOL

The modernization school which evolved following the end of the second World War proposes that modernization of human values from the traditional ones would usher in a new kind of society. This new society would be a prototype of Western society. Modernization is the process of change towards those types of social, economic and political systems that have developed in Western Europe and North America. Apter (1965: 43) maintains that modernization first occurred in the West through the twin processes of commercialization and industrialization.

The idea of modernization is primarily an American idea that developed after the 2nd World War. It claims that all societies are converging towards a common destination dictated by the technical and organizational imperatives of advanced industrialization, in which the less developed countries would shift from traditional patterns of life to become developed industrial societies, where societies were driven by the demanding logic of industrialism (Preston, 1997: 172).

According to Long (1992:18) the modernization school sees development as a progressive evolution towards technologically more complex and integrated forms of western based modern society. Industrialization, the transition from subsistence agriculture to cash cropping, and urbanization are all key elements to this process. According to the Modernization school of thought countries are visualized as being at different stages of a linear path which leads ultimately to an industrialized, urban and ordered society (Gardener and Lewis, 1996: 12).

THE CRITIC OF THE MODERNISATION THEORY

In rural development the modernization paradigm has been unsuccessful on a number of counts and has proved mechanical and rigid. In many countries it has failed to eradicate poverty nor did it preserve valuable social and environmental resources and therefore it is incapable of promoting sustainable development. (Shepherd, 1988:2). It appears that modernization is an inherently optimistic concept, for it assumes that once countries attain economic growth, the whole population will eventually be benefited. It ignores the fact that poverty levels commonly remain the same, or get worse even in regions of considerable economic growth (Mosley, 1987:155).

This assertion is supported by Hill (1986) when he argues that modernization does not differentiate between different groups within societies for it assumes these to be homogeneous, because it believes that eventually all enjoys the benefits of growth. Hill (1986) maintains that this is catastrophic for the poorest or for some minorities. “The reality is that communities which are at the receiving end of development plans are, however, composed of a mixture of people, all with different amounts of power, access to resources and interests.”(Hill, 1986:16-29). For Hill then the theory of modernization is relatively class-orientated.

The modernization school further assumes that local cultures and peasant’s culture and traditional values are an impediment to development. Long (1992: 18) forcefully points out that this assertion is baseless. He purports that communities in poor countries are receptive to change especially when such a change will be favourable towards their interests. Long further argues that local communities often know far much better than development planners in strategizing to get the best from difficult circumstances, unlike modernization strategies, which ignores or fail to regard local knowledge and culture, instead treat them as a constraint (Gardener and Lewis 1996: 15).

Modernization also overlooks the political implications of growth on the micro level. The most fundamental criticism of modernization school is that they fall short to understand the real causes of underdevelopment and poverty. Instead the theories of modernization assume that all countries are on the same linear path, and that in the process completely disregard historical and political factors that have made the playing field very far from level (Gardner and Lewis, 1996:15).

In light of the above discussion, it is assumed that modernization model is criticized for its ethnocentric, deterministic, and linear nature. Thus it neglects the reality of what is going on in the less-developed countries (Simmons, 1988:13). On the contrary, modernization theory perpetuates a myth that by adopting Western ideas, values and technology, developing countries in the long run will achieve the characteristics of the developed world.

Furthermore and in view of the above construct, the modernization theory is found to be inappropriate and impractical for an integrated rural development, where the approach is envisaged to be participatory where people begin from below to conceive, initiate and make decisions based on their knowledge and needs towards their development plan. Coupled with this approach is a priority to improve the well being of the people by ensuring the availability of food, access to education and health care services, clean and safe physical environment and lastly creating employment opportunities, instead of focusing on industrialization and technology as propounded by the modernization theory.

The increased use of highly sophisticated technology or fast growing GNP does not necessarily eradicate poverty, illiteracy or homelessness, although it may well alter the ways these ills are experienced (Gardner and Lewis, 1996: 7). From this perspective development is viewed as fulfilling the basic needs.

THE BASIC NEEDS APPROACH

The basic needs approach is a theoretical framework that underpins this study, and in its view the approach is based on self-reliance, indigenous strategies and people centered development seeking to place the people who are involved in development in

the center and further acknowledges that the program of development must relate to the people involved in it, in all possible respects. This approach put emphasis on the identification and provision of basic human needs simultaneously in raising up the level of living of the masses of the people and most importantly to provide all human beings with the opportunity to develop their potential (Wilber 1986:30).

This approach proposes, as its premise that human beings should benefit from the resultant fruits of development and that sustainable growth through popular participation (to be dealt with later under the subtopic: Towards a Theory of Participatory Development: A bottom up approach) should be an integral part in the design and implementation of development programs.

The notion of popular participatory approach allows the decentralization of power and authority and also enables people to act without fear, to choose from available alternatives courses of action in mapping out a way forward for their development programmes. This simply means each individual should have an opportunity to participate fully in community decisions and actually becomes the conceiver, designer and actuator of development programs with relevance to the needs and ultimately enjoys human, economic and political freedoms, instead of being inactive waiter for development handouts from what may be in insensitive central administration (Rist, 1977:9).

Popular participation, as it has been alluded, therefore, becomes one important pillar of basic needs approach that helps to remove dependency on the central government, creates a pool of self-reliant local expertise and fosters sustainable learning-through-experience. Popular participation in the conception, design, implementation,

monitoring and evaluation of development programs is seen here as a strategy for the real development of the people (UNDP Human Development Report, 1991:70).

From this perspective it means that meeting the basic needs is a primary objective of development since the basic needs approach is fundamentally concerned with removing mass deprivation, an interest that has always been at the heart of development. The basic needs approach therefore embraces the very notion of development required to address rural development, where the eradication of poverty, the creation of employment through small-scale industries, redistribution with sustainable growth, the removal of barriers which restrain people from achieving their full potential will be achieved (Moyo, 1992:24).

First, and most important, the basic needs concept is a reminder that the object of the development effort is to provide all human beings with the opportunity for a full life. It is therefore an approach that seeks to development attempts, ways and means to provide the opportunities for the full physical, mental, and social development of the human personality and then derives the ways of achieving this objective (Streeten, 1981: xi-xii).

Streeten (1981) asserts that a serious desire to meet basic needs must be to ensure a structure of production and an organization of the system that will meet the demand of the poor people. To drive a point home, the basic needs approach should be taken to imply that the needs of the most deprived should be given a priority (Stewart, 1985:5).

This basic needs approach spells out in considerable detail human needs in terms of health, food, education, water, shelter, transport, energy, simple household goods, as

well as non-material needs such as participation, cultural identity and a sense of purpose (Moyo, 1992:24).

“At the heart of this approach lies a desire for social justice and welfare based on a concern that the material resources of a society should be distributed more evenly throughout the population. For rural regions this new approach stresses the need for land reform to make land available for poorer farmers, opening up new farmland and making cheap loans or grants available to the rural households.” (Webster, 1988:35).

In other words, the basic needs approach suggested that a priority of development objectives should be the satisfaction of the basic needs of the people. This implies that the basic needs approach seeks to define development objectives from the people’s point of view and what they need as expressed by the people themselves, rather than turn to secondary objectives such as growth, industrialization, increased trade, and so on.

This means that people themselves should decide on the scope, content and priority of their own basic needs, and that a basic needs strategy should include mass participation both in defining basic needs and in the decision taken to meet the basic needs.

By “basic” one implies focusing on the most disadvantaged people, and concentrating on development efforts which are aimed at meeting the core basic needs of the poorest, like food, water, health, shelter, education, freedom, equality, security and participation, furthermore if a development approach is under discussion, everybody and all economic sectors should be included.

However, it should be kept in mind that, meeting the core basic needs is the first step in meeting the human needs of people. The precise definition of basic needs is not as important as knowing who the poor are and what are the processes that keep them poor. These processes are a result of an unequal distribution of income and unequal access to centrally provided services-and the consequent concentration of the fruits of economic growth in a relatively few hands.

According to Chambers (1983:10) it stands to reason that in order for the poor to benefit from development efforts, a more equal distribution of assets or the factors of production- land, capital, education and technology are very crucial.

THE ESSENCE OF INTEGRATED RURAL DEVELOPMENT

Development is about improving the socio-economic life chances and well being of individuals and households, particularly the rural poor who have been left behind in the process of economic growth. Rural development work generally relies on people's own initiative in terms of investment, institutional development, and knowledge.

It is a set of activities and actions of diverse actors such as individuals, organizations and groups, collectively leads to progress in rural areas. It involves extending the benefits of development to the poorest among those who seek a livelihood in the rural areas. Since rural development intends to reduce poverty it must be designed to increase production and raise productivity.

Rural development is therefore not only about providing relief to the poor, but it is about the total eradication of poverty. This simple means that rural development

should be viewed as a strategy to bring about improvement in the economic and social life of the rural people with poverty eradication as the primary objective.

Gsanger (1994: 51) upholds the notion of rural development and further argues that for an effective and efficient rural development to take place, rural development needs effective local self-administration where there is an increased access of the rural poor to the social services, facilities, technology, and infrastructure needed to improve health, nutrition, literacy, and family planning- thereby increasing the productivity of individual workers, raising the overall standard of living in rural areas, and stemming the tide of rapid rural-to-urban migration.

Shepherd (1988: 90) asserts that the ultimate aim of rural development should be to provide basic services and living conditions which are better adapted to people's needs and also improve the earning capacities of farmers and off-farm workers.

For Everatte and Zulu (2001) integrated rural development is about people, balance and equity. Integrated development primarily recognizes that the most fundamental task of any development strategy is to create meaningful opportunities for people to empower themselves, to pursue their interests and achieve meaning in the acts of economic production, realizing their political voice, expressing cultural production and attaining self-actualization through self elected systems of belief.

An integrated rural development requires strong central coordination with clear-cut objectives which are not restricted to any single department but spread over several, and the resultant mix services to raise agricultural output, create new employment, improve health and education, expand communications, provide housing, and so on.

This implies that development cannot be sectoralized. A person who has a need for health services invariably also has a need for other basics such as a balanced diet, shelter, employment and education. In the same breath development cannot address several needs separately, as if they are separate entities, it has to be an integrated kind of an approach.

The success of integrated rural development relies on the creation of a strong network of local institutions to support and implement projects and programs (Kohli, 1986). Integrated development should recognize the fundamental need for balance between the economy, environment and social systems of communities. (Asthana, 2003)

The Integrated Development Plan (IDP) of the Buffalo City Municipality, which advocates a vision that purports a people-centred opportunity where the basic needs are met such as a safe, healthy and sustainable environment. The municipality maintains that this scenario can only be achieved through popular participatory planning process driven by political and technical visionaries and informed by the community.

This integrated development plan is premised on the vision of a development plan that will create a caring and accountable municipality characterised by peace and prosperity.

The advent of integrated development planning has constituted a major watershed for local authorities in South Africa. It is indeed being regarded by the national legislature as the key tool to re-orientation and refocuses the vision and the mission of local authorities as they prepare to manage a new developmental role.

Perkins and Yusuf (1985: 4-5) support a rural development strategy that is based on the policy characterised by giving to the poor a large share of the benefits of whatever programmes are implemented, and where a commitment to serve the rural poor becomes fundamental to a wide range of policies. This will necessitate the enhancement of the government's capacity to implement village-level programmes where the land reform is carried out in a way that ensures that the poorest people in the rural areas receive most of the benefits, in an effort to counter urban bias and excessive migration from the countryside that is so common to the developing world.

TOWARDS A THEORY OF PARTICIPATORY DEVELOPMENT: A BOTTOM UP APPROACH

Gran (1983: 327) defines the concept of participatory development as “ the self-sustaining process to engage free men and women in activities that meet their basic needs and, beyond that, realize individually defined human potential within socially defined limits”.

The notion of participatory development is best defined in terms of the aspirations and values of the local people in their own social context. This connotes that local participation development should be seen as a local (community) based coordinated self-managed, self-reliant grass roots initiated action. It is an alternative view of development that rejects the notion that development can be delivered from above. It is indeed appropriate to state that the critical aspect or end product of local participatory development should be to meet the practical basic needs of everyday life.

This implies above all as it has been already alluded to, that local participation development is premised on human centeredness, reaffirming a commitment to an

internally generated self-reliant process of development putting emphasis on a popular participatory approach will be brought to the center stage. Taylor and Mackenzie (1992:233) stress a commitment to an internally generated self-reliant indigenous process of development, thereby ensuring sustainability and empowerment of local people by developing new institutional structures.

Premised from the alternative view of development which rejects the notion that development can be delivered from above, a less top-down, and more bottom-up participation approach becomes a key component of development from below, where effectively collective involvement of ordinary people, especially at the village level, in the decisions that directly affect their lives is encouraged (Mackenzie and Taylor, 1992:52).

This concurs with the notion of development from below where there is visibility of authentic participation and control of all subsequent stages of action of the process by local people. Seleti (2004:77) argues that the poor must change their situations themselves by means of a process that they can understand and in which they can participate fully.

Some proponents see local (community) participatory development as a collective effort by the people concerned in an organized framework to bring about desired change, others saw local (community) participatory development as a process in which local community take the initiative to formulate objectives involving changes in their conditions of living. Community development is also seen as an educational process by which people change themselves and their behaviour, acquiring new skills and confidence through working in cooperation (Brokensha and Hodge, 1969: 48)

The notion of popular participation supported by Rahman (1993:150). He argues that participation is an essential and necessary condition for a grass roots development from below and can be defined as an organized effort by the concerned community that is stimulated by their own thinking and deliberation to increase effective control over resources. Participation should therefore be seen as both a goal and a means; it is the exercise of people's power in thinking and in acting, operating primarily at the local community. It is not induced from above but is generated from below by the people themselves, controlling the process of action (Mackenzie and Taylor, 1992:236-237).

This implies that development from below recognizes the importance of community and as such development from below depends upon direct and spontaneous participation and that the local people must enter the participation process at the first stage and be in control of all subsequent stages of action (Goulet, 1989: 175).

Burkey (2000: 56) concurs with Taylor and Mackenzie (1992: 26) that the essence and the focal point of local participatory development should be to engage ordinary people in a process through which people are empowered to take charge of and assume greater control over their own lives, solving their own problems and making communities more responsible for their development, and to make governments listen to their people. This implies that participatory development at the local level means a people centered, a people-driven approach that promotes participatory development. It is a self-sustaining process, controlled by the community itself, engaging free men and women in activities that meet their basic needs and actually help individual to realized his or her human potential within socially defined limits. (Gran, 1983: 327)

Cernea (1995:xiv) also maintains that the basic tenet of participatory development is that people are and should be the starting point, the center, and the end goal of each development intervention, and as such, the people, as beneficiaries of development should have a say in implementation. Authentic bottom-up participatory approach is a necessary condition and therefore becomes the key to development from below, although it is not sufficient in itself. Participation, or some active role-playing by intended beneficiaries, is an indispensable factor of all forms of development. It is the nature and quality of participation that largely determine the quality of a nation's development pattern (Goulet, 1989:175).

In order to achieve basic needs oriented and equitable development, Stohr and Taylor (1981:1-2) argue that, development policies should be responsive directly to the problems of poverty, and must be motivated and initially controlled from the bottom. Development from within strategies should be basic-needs oriented, labour-intensive, small-scale, regional resource-based, often rural-centered, and argue for the use of appropriate rather than highest technology. Sachs (1993:8) also emphatically suggests a development initiative that rests from the bottom-up approach in place of a strategy based on a top-down design that fails to reach its explicitly stated objectives.

Most importantly participatory development should aim to increase the personal and institutional capacities of communities in order to mobilize, manage and take control over resources towards meeting basic needs. This is an approach where the poor are envisaged to manage and control their own development process, gain self-confidence and through social learning, learn to have faith in their own abilities (Liebenberg and Stewart, 1997: 27).

From this perspective it is important to note that participation and empowerment constitute a central component of sustainable development. The program envisages a people-driven approach in which local communities will participate in planning and making decisions in their own future to stimulate their participation in the development projects. They are going to be directly affected by the process, and therefore, they must be in the front, shaping and determining the direction of their own development agenda.

Through participation people acquire self-confidence, self-reliance, pride, initiative, creativity, responsibility, cooperation and other skills, which enable them to act more effectively both as individuals and as members of the community. This indicates that participation is essentially part of human growth. The participation of members of the local communities in self-help projects helps people to learn how to take charge of their lives and solve their own problems.

Participation is seen as both a goal and a means; it operates primarily at the local community level in the first instance. This is not only the essence of development but also dispel the once pervasive sense of apathy and dependency in their midst (Burkey, 2000: 56).

Peoples' participation forms the basis of local development as a popular development approach that seeks to address the felt needs of the people. It is the people themselves who must define their needs and not the government or any other government agency. It is therefore appropriate to note that participatory development represents a sophisticated bottom-up approach involving the empowerment of local people and requiring a long-term comprehensive strategy. (Bergdall, 1993: 9-11)

This bottom up approach is a practical initiative to development and according to Chambers (1993: 22) it embodies reversals, by putting the last first, giving priority to those who are more deprived, the poor, physically weak, vulnerable, isolated, powerless and marginalized to help them change their conditions.

The central thrusts of the participatory paradigm here is decentralization and empowerment. The emphasis is on a local decentralized grassroots initiative and community based self-managed projects, echoing the development objectives of the notion of development from within. For Chambers (1993:11) decentralization means that resources and discretion are devolved; turning back the inward and upward flows of resources and people, instituting pluralistic institutional structure of the devolution of authority from central to local government and through closer linkage with non-governmental organizations.

Taylor and Mackenzie (1992:247) hold the view that centralization, as oppose to decentralization stifle local initiative and based on this suggest that the non-governmental structures should be encouraged to serve as a link between the state and community in their development efforts since NGO's are closer than government to the rural communities.

Empowerment means that local people and the intended beneficiaries, especially the poor, are enabled to take more control over their lives, make them more responsible for their development and secure a better livelihood with ownership and control of productive assets as one key element. Decentralization and empowerment enable local people to exploit the diverse complexities of their own conditions, and to adapt to

rapid change. This subsequently brings us to the notion of capacity building that rests on the premise that people can lead their own change processes. Making those who used to be the objects and recipients of development to become the masters of their own development (Chambers, 1993: 11).

By so doing the importance of involving the local people has been stressed. This has broadened the view of participatory development which simultaneously encourages local initiatives in order to improve problem identification, resource mobilization, and project design and implementation. (Bergdall 1993:149)

This study upholds a similar view with the Local Economic Development draft Policy Paper, June 2001, that of an explicitly pro-poor method of achieving local development seeking to prioritise basic needs of the community and promoting socio-economic development of the community by providing an enabling environment that will allow the participation of local rural people in conceptualizing, implementing and managing their development programmes. This bottom up theory therefore supports a development agenda that puts more emphasis on human orientation, participation by the poor masses as an imperative, and lastly on sustainable development as an important element.

CONCLUSION

The foregoing discussion focused on the central theoretical approaches to development, with a particular reference to integrated rural development and participative development (development from within). The notion of development as it has been explained is a process through which the potentialities of an object or organism are released, until it reaches its natural, complete, full-fledged form. In this

context an emphasis is in essence on locally driven and participatory planning process towards achieving an integrated rural development strategy for people to attain their own objectives and most urgently addressing the peoples' basic needs rather than a process driven primarily by professional expects.

The key guiding principle and an end product should be the improvement of quality of peoples' lives with the development process being locally owned. The concept of basic needs as an underpinning theory of this study, reflects a developmental approach that is not centred on the possession of commodities, but, the one that purports and concerns itself with providing all human beings, particularly the poor and deprived, with the opportunities for a full life.

Contrally to the economists view on development which tend to treat people as almost residual elements, being preoccupied with saving and investment, exports and imports and gross national product this approaches discussed in the study recognise the contribution of human beings as a means of development and people as an end of development.

It is critically important to give high priority to the development of human potentials, the provision of employment opportunities and meeting the basic needs and to effect structural change, which favours a development strategy that activates all sectors of the population to participate in the development process.

CHAPTER III

RESEARCH METHOD

INTRODUCTION

The purpose of this chapter is to reflect on various methods that were adopted to collect data for this research study. This chapter also attempts to give a clear description of how the research was carried out and simultaneously scrutinizing in depth the research design. The chapter will also reflect in details as to how the format and the structure of the questionnaires have been developed.

It is crucial that when interpreting the results the reader should consider the delimitations of this study. With regard to the relatively small sample size used in this research project caution is called for in the generalizability of the results that are obtained. Due to the financial and time constraints a larger sample was not used in this research project.

The researcher covered a wide area and interviewed about 140 households from the villages selected- from each household respondents were randomly chosen irrespective of their social stratification. A few respondents were not willing to give their personal information, which they viewed confidential. Hopefully other researchers with more time and financial resources could cover the entire area and replicate this study on a larger scale. Another considerations that should be noted is that in interpreting the results every fourth household in-between from each village out of six villages were used for the research.

Although the scope of analysis of this research embraces the whole of the Peelton administrative area, the sample of households was drawn from three villages in

Peelton according to the systematic sample used. Although this may not mean the actual results of the whole Peelton area, these three villages were a reflection of the entire Peelton area. And therefore, the results, which are presented in this research, make it possible to generalize observed trends in relation to the main theory that is adopted for this study to explain patterns of underdevelopment. The statistics, which are presented in this report, are for the purpose of drawing conclusions in relation to the main theory adopted and should not be regarded as absolute.

POPULATION AND SAMPLE SELECTION

The exploratory nature of the research project warrants that both qualitative and quantitative methodologies be employed. Sampling refers to systematic methods of selection. In social research, it is used to select subjects to be studied. The logic of using a sample of subjects is to make inferences about some larger population from a smaller one- the sample (Baker, 1988: 142).

As it is difficult and impractical to try to use the entire population, a sample, which is part of a larger population, had to be selected to be representative of the larger population. In this research the type of sample that was used is non-probability sampling because it has the advantages of convenience and economy. The rationale for choosing this setting is that the area is conveniently nearer to the researcher, quite easy to access it and moreover it is representative and symbolic of the rural setting in the Buffalo City Municipality area.

Moreover, the appropriate people are likely to be available. McNeil (1990:14) defines representativeness as “the question of whether the group of people or the situation that we are studying is typical of others”. The three villages chosen for this study were

expected to be representative of the kind of other villages in the Peelson administrative area. If the chosen sample is typical of the population, then according to McNeil (1990:14), what is true of this group is also true of others. It will then become possible to generalize on the basis of the sample that will be studied, the result of the entire population (Fihla, 2003).

The select area of Peelson Administrative area that the study has covered is relatively wide, with a population of six villages. The Sampling procedure will be a systematic sampling. The villages will be given numbers from 1 to 6 and the sampling will be determined by the multiples of 2, meaning every village that falls in the even number will be chosen. This means that the sampling will always skip every village that falls on the odd number.

For example:

1	2	3	4	5	6
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In the examples (given above) the shaded numbers will be chosen to represent the sampled villages. According to the sample selection to be followed in the research project out of six villages, three villages will be sampled out because it will be impractical to select all the six villages due to the size of each village.

In order to collect information the face-to-face interviews will be conducted in each household. Most families in these villages are predominantly women and the sickly elderly men pensioners, young men are very few due to a migrant labour system. The criteria to choose households from each village will be the same with the one used to choose villages. With respect to households, the multiple of five will be used,

meaning that from the first household we jump four households and then pick the fifth one until the end.

The second set of the respondents will be the Ward Councillor attached to the ward area of research in the Buffalo City Municipality.

A SURVEY RESEARCH METHOD

Method refers to collecting relevant information based on scientific principle framework within which the facts and numbers are placed so that their meaning may be seen more clearly. The research method thus focuses on the process of collecting information and the decisions, which the researcher has to take to execute the research project (Brynard and Hanekom 1997: 28).

A survey is an empirical and logical study involving the systematic and impartial collection of data from a sample of cases as well as the statistical analysis of the findings (Frey, 1970). Backstrom and Hursh– Ceaser (1981) define survey as a formal procedure; a method by which information is obtained that is more or less isolated from the values, convictions and presuppositions of the researcher and the client / reader. Baker (1988: 172) maintains that a survey research is a method of collecting data in which a specifically defined group of individuals are asked to answer a number of identical questions. In order to obtain reliable information a survey research method in the form of interview questionnaire and statements was employed.

Schnetter (1989) asserts that survey research is necessary to ensure that conclusions about the aspects of reality under investigation have a logical, empirical and objective base. He further argues that survey research is reasonably free from the personal bias of the researcher client or reader. It provides data, which is more reliable, credible and

objective than personal assumptions prejudices. In a typical survey the researcher selects a sample of respondents and a standardized questionnaire to them.

For the purpose of the present work both qualitative and quantitative methods will be used to extract information from the relevant respondents.

QUALITATIVE METHOD

In the human science qualitative research design is a basic methodology for collecting data and can be defined as a methodology where the data are in the form of words. According to Brynard and Hanekom (1997: 29) qualitative methodology refers to research which produces descriptive data- generally people's own or spoken words. The fundamental theme of qualitative research is a phenomenological one, where the actor's perspective is the empirical point of departure. It is a focus upon the real-life experience of people.

QUANTITATIVE METHOD

In the case of quantitative research the aim is to understand educational phenomena by isolating the phenomena, observing them and formulating laws (in numbers) to describe them. Statistical methods are especially useful in this regard. The data in quantitative research method are in the form of numbers and the data is evaluated by means of statistics.

Mouton (1983: 128) maintains that quantitative research is associated with analytical research, and its purpose is to arrive at a universal statement. In quantitative research the researcher assigns numbers to observations. This methodology requires methods such as experiments and surveys to describe and explain phenomena. The methods

could include techniques such as observation, pilot studies, quantitative analysis and questionnaires (Brynard and Hanekom, 1997: 29).

DATA COLLECTION TECHNIQUES

INTERVIEWS

In order to obtain reliable information interviews are the most appropriate instrument for this research project, particularly in the village communities where both literate and illiterate respondents will be afforded an opportunity to answer questions in his or her mother tongue. In such cases a researcher will have to translate the answers after the interview session. The method was used to obtain information verbally as the interview can be defined as an oral questionnaire (Best, 1981:164).

According to Berg (2004:57) interviews may be defined simply as a conversation with a purpose to gather information where a collaborative communication is occurring between researchers and respondents. Interviews will most probably be used more frequently in the chosen households. This will be the case because interviewing as a method of collecting data allows the researcher to explain his or her questions if the respondent/ interviewee is not clear on the issues involved. It also allows the researcher to probe deeper following the answer of a respondent (Brynard and Hanekom, 1997:32).

The advantage of such an interview is that respondents, who are unable to read and write, can communicate verbally. It also helps the interviewer to explain the purpose of the investigation and the kind of information that is required. The interviewer may also be able to evaluate the sincerity and insight of the interviewee. To check the

truthfulness of the responses, it is also possible for the interviewer to seek the same information in several ways at various stages in the interview.

The face-to-face interviews, though a useful and adequate research technique by which valuable material can be secured, may be intimidating to the respondents and make them feel unsure and uncomfortable to talk openly due to cynicism or distrust about the aims of the research. To guard against this the researcher will try to find a place where the respondent will feel relaxed and free. For example, the home of a respondent will be a suitable environment.

QUESTIONNAIRE

Structured questionnaires will be the most appropriate method of data collection specifically in this research project for the ward councilor. The nature of questions in the questionnaire require some thinking, and the ward councilor will also need to be given enough time to think about answers before completing the questionnaire. Hence, questionnaires are used particularly in this context. The reason for choosing questionnaires in this study is its reliability.

The advantages of questionnaires are that the researcher has an opportunity to establish a rapport, and can also easily explain the main purpose of the study and the meaning of items related to the study that may not be clear (Best, 1981:167). Using questionnaires also makes it possible to economize on time and to avoid unnecessary expenses. However, the danger of the respondent giving biased answers, and lies cannot be ruled out (McNeil, 1990).

With regard to the use of questionnaires the respondent's level of literacy can hinder the objectives of the questionnaires and its effectiveness in obtaining the required and correct information. To guard against this scenario the researcher will try to formulate short, unambiguous and clear questions using simple language. In some instances the respondents' language will be used as well. Another disadvantage is that the researcher will not be there to explain uncertainties, which may result in biased or distorted answers by the participants. Lack of access to some other local government documents and confidentiality to government sources pertaining the development programs can be a hindering factor.

THE ADMINISTRATION OF THE QUESTIONNAIRE

In this regard the researcher approached the manager in the strategic support section of the Buffalo City Municipality for permission to go ahead with the administering of a questionnaire and conducting a research project.

The questionnaires were hand delivered by the researcher and therefore there were no address required.

DATA ANALYSIS

The methods and techniques that were used in the analysis of data were by summarization of the information that was collected by describing the situation and the interpretation of the findings of the research. In data analysis a hypothesis can be tested. It is the way to present the result of a study in an understandable and convincing form. Using statistical analysis of data greatly helps to further the overall goal of understanding a social phenomenon. It is a way of interpreting how the data looked by means of analyzing the range of scores.

When data is analyzed to explain and to predict an event, it establishes e.g. relationship among the social variables. If there is a relationship between the variables, then various statistics can be used. In this data analysis, data sheets were used to enter question items from which it was easy to establish the number of respondents who identified a particular aspect. For easy assessment of data a graph or a table is provided showing the possible aspects, the number of respondents who participated in the collection of data and their responses to each aspect.

This was done by collecting information from the answer sheets. The data that was collected was tabled to determine the results and their significance in the research. Conclusions were then drawn from numerical information. To be able to answer the research questions on the impact of integrated rural development, a number of tables are provided with appropriate headings relying on information provided by the respondents. This is identified by using a numerical value that is assigned for each aspect and also by judging a number of responses.

PROBLEMS ENCOUNTERED

Problems were encountered during the fieldwork that have a bearing on the methodology of investigation. The major problems that were encountered in this research were the financial constraint, long distance and the low level of education of the respondents. The financial constraint dictated the number of samples that could be used. However, the size of the sample collected in the process was adequate for addressing the issue at hand. Kenneth and Bailey (1982) define a sample as “a subset or portion of the total population” and they also argue that “the sample should always be viewed as an approximation of the whole rather than as a whole in itself”. However size alone does not necessarily guarantee accuracy, as a small sample may be

representative of the target population when collected rigorously and methodically. Consequently, the researcher made sure that all interviews were done appropriately to meet the requirements of scientific methods.

CONCLUSION

In this chapter an effort is made to justify the methodology adopted in the study. In the process, issues such as type of study, instruments, the population, the sample, data collection and analysis techniques, reliability and validity were discussed. The problems, which were likely to be encountered in this research, were identified and discussed. Other researchers using different techniques may come up with different results. The results as they are presented in the next chapter should be interpreted in the light of the problems as discussed above. The data presented in the chapter is both qualitatively and quantitatively as a way of trying to present a picture of the score that was under investigation.

The findings in this research are likely to be a partial reflection of the situation in Peelson Administrative area, but a true representative of the factors that affect integrated rural development. The first part of the next chapter presents a reformulation of the research questions and the related hypothesis. Results for households of each village are presented first, followed by a consolidated analysis of the contrasting features of each household in relation to the main outcome variables identified for the study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF FINDINGS

INTRODUCTION

This chapter focuses on the presentation, analysis and interpretation of the main findings of the research. The data in this research was derived from interviews and from questionnaires administered to selected respondents from twelve households of three out of six villages such as men, women and children and also a municipal ward councilors. The respondents gave their views on the impact of rural development in their area.

The chapter begins with a restatement of the research problem, followed by a description of the environment of each of the three villages that constitute the case study. Detailed analysis of the relationship between identified dependent and independent variable will follow. The results that are presented in this report should be regarded as tentative as a larger sample could yield different results. However, useful and important inferences can be made on the basis of these results.

PROBLEM RESTATED

As it has been alluded to, the disorganization of rural communities perpetuated under colonialism and apartheid has led to underdevelopment, which manifests itself in the form of poverty, deprivation and isolation that resulted in poor service deliveries and opportunities. This study intends to give a highlight on the difficulties, problems and challenges that the rural local community faces in accessing effective and efficient municipal services in promoting sustainable social and economic development. Subsequently, the study has to establish as to why there has been no substantial

change in the status of the rural areas. To investigate the above proposition, the study seeks to answer the following related questions:

1. What has contributed to underdevelopment that the rural communities are experiencing now?
2. What are the principal factors that hinder the development process in the rural areas?
3. Is the local economy viable enough to overcome rural underdevelopment in the Eastern Cape?

The objectives of this study being:

- To examine the challenges brought forth by the municipal integrated development strategy in the rural communities.
- To assess how the integrated rural development strategy has been used as a tool to realize rural development.
- To propose possible solutions to problems encountered in the implementation of the rural development plan.
- Most importantly to suggest to Policy makers how to make rural development sustainable?

VILLAGE 1 PROFILE

This is a rural village with 120 households and a population of about 235. Its existence can be traced back to the apartheid Native land Act, 1913 and Bantu Authorities Act, which preceded the conception of the so called 'Bantu reserves'. In this village women and the sickly elderly men pensioners predominantly constitute families, young men are very few due to a migrant labour system. Most households

members in this village are struggling to make ends meet, virtually living in abject poverty as most community members live on remittances and government social grants. The majority of unemployed young people exacerbate the problem.

Very few households practice subsistence farming; household gardens, small projects and livestock and no meaningful agricultural activities since most of their fields are not cultivated. Very few households have cattle; sheep; goats and horses. There is no proper infrastructure. The houses are made of mud and few others are made of concrete bricks. There is only 1 high school that caters for children from other villages as well.

The gravel road leading to and inside this village is appalling such that on rainy days it becomes virtually impossible for vehicles to travel. The community is struggling to get transport because the public transport is reluctant to travel on such roads and drops stranded on the way at approximately 2km away from their homes. They had to resort on using the wheelbarrow to carry their glossaries and luggage home.

VILLAGE 2 PROFILE

This is also a rural village with 134 households and a population of 978. Its existence is as a result of apartheid Native land Act, 1913 and Bantu Authorities Act, which preceded the conception and the creation of the so-called 'Bantu reserves'. There are similarities between these villages. Village 2, consists of households that are predominantly constituted by women and the sickly elderly men pensioners, young men are very few due to a migrant labour system. Some households are headed by children and in other households, primary school going children are staying with their grandmothers. Most households members in this village are struggling to make ends

meet, living in abject poverty since most community members live on remittances and government social grants. The number of unemployed young people is exacerbating the situation.

Very households practice subsistence farming; household gardens, small projects and livestock and no meaningful agricultural activities since most of their fields are not cultivated. Very few households have cattle; sheep; goats and horses. There is no proper infrastructure. The houses are made of mud and few others are made of concrete bricks. There is only 1 junior primary school, which caters for children from other villages as well. The gravel road leading to and inside this village is appalling and as such on rainy days it becomes impossible for vehicles to travel. The community is struggling to get transport because the public transport is reluctant to travel on such roads.

VILLAGE 3 PROFILE

This is a black rural village with 221 households and a population of 1752. Its existence is as a result of the apartheid Native land Act, 1913 and Bantu Authorities Act, which preceded the conception and the creation of the so-called 'Bantu reserves'. As is the case in the Village 2, in this village families are mostly constituted by women and the sickly elderly men pensioners, young men are very few due to a migrant labour system. Some households are headed by children and in other households primary school going children are staying with their grandmothers. Most household members in this village are struggling to make ends meet, virtually living in abject poverty as most community members live on remittances and government social grants. The majority of unemployed young people exacerbate the situation.

Only a handful of household practices subsistence farming; household gardens, small projects and livestock and no meaningful agricultural activities since most of their fields are not cultivated. Very few households have cattle; sheep; goats and horses. There is no proper infrastructure. The houses are made of mud and few others are made of concrete bricks. There is only 1 high school that caters for children from other villages as well. The road leading to this village is appalling and as such on rainy days it becomes virtually impossible for vehicles to travel. The community is struggling to get transport because the public transport is reluctant to travel on such roads. They had to resort on using the wheelbarrow to carry their glossaries and luggage home.

OBSERVATIONS

Bernstein (1992: 123) paints a particular picture of a rural setting when he maintains that a vision of a rural area is one where agriculture is an important and probably dominant, component of peoples' livelihoods. He further asserts that accompanying this notion of the predominance of agriculture is one of rural areas as greener, less built up, having less infrastructure, and with lower human population densities than urban areas.

Contrarily to this ideal rural setting, the situation in the Eastern Cape (Buffalo City Municipal area) as observed, is different, rural areas are characterized by a high human population densities, settlements are often large and sprawling; infrastructure is frequently non-existent, arable land is scarce and one is often struck by environmental impoverishment rather than greenness. Rural households in these areas also have markedly lower incomes than urban households or their commercial farming neighbours, with many falling below the minimum living level.

As a result people are forced to seek employment elsewhere in the towns and cities, thus creating strong urban linkages and dependencies for the majority of households. These areas have the lowest level of services and the greatest average distance to the nearest service points. However, this picture of high human population densities, declining resource availability and high migrancy rates, has resulted in a tendency to understate the role of agriculture and natural resource harvesting as important attributes of rural livelihoods in South Africa.

The poor and inadequate infrastructure in the form of bad road conditions, scarcity of transport from one village to another, non-availability of recreational facilities, inaccessibility to quality service and lack of opportunities for income generating especial for the youth adversely degrades human living conditions. In as far as the delivery of services like electricity, the indigent policy covers a lot of unemployed people. Water is reticulated in the RDP standard, 200 m apart, away from each household.

There is a number of unutilized agricultural or maize growing fields that were once used to grow maize that sustained these communities. The majority of households have now neglected those fields, very few are engaging in that activity and as such most households are living in abject poverty. The state of affairs compels the locals to depend on buying food from the shops in the nearby town.

FINDINGS

FIGURE 1: FREQUENCY OF GENDER COMPOSITION

Number of households in Villages 1 and 2: N = 30

Number of Household in Village 3: N=50

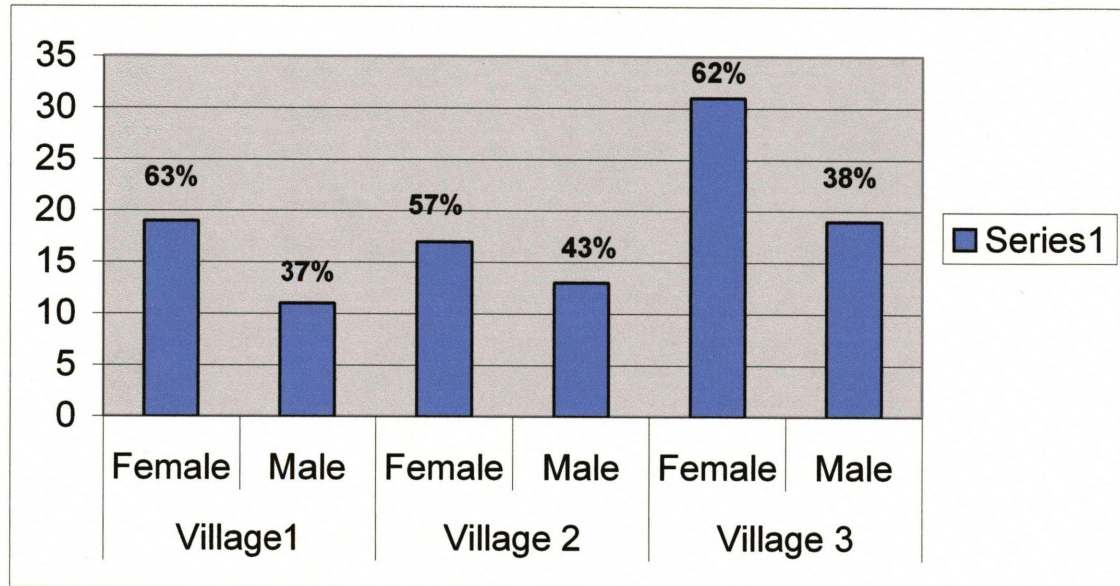


Figure 1 reflects the number of respondents who participated in the research interview. The respondents were household heads from three villages. This figure shows that in all the villages there are more females than males. Village 1 is 63%, village 2 is 57% and village 3 is 62%. Village 2 has got fewer females as compared to village 1 and 3, whereas village 2 has got more male percentage than in village 1 and 3. This reflects the effects of historical colonial disorganization of black communities where rural black men have been affected as victims of the exploitation perpetrated by a migrant labour system and the majority of these males are coming back very ill and die early before their wives. This figure shows therefore that most households have women as heads of the family.

FIGURE 2: FREQUENCY DISTRIBUTION OF THE AGE OF THE RESPONDENTS

Villages 1 and 2: N = 30

Village 3: N=50

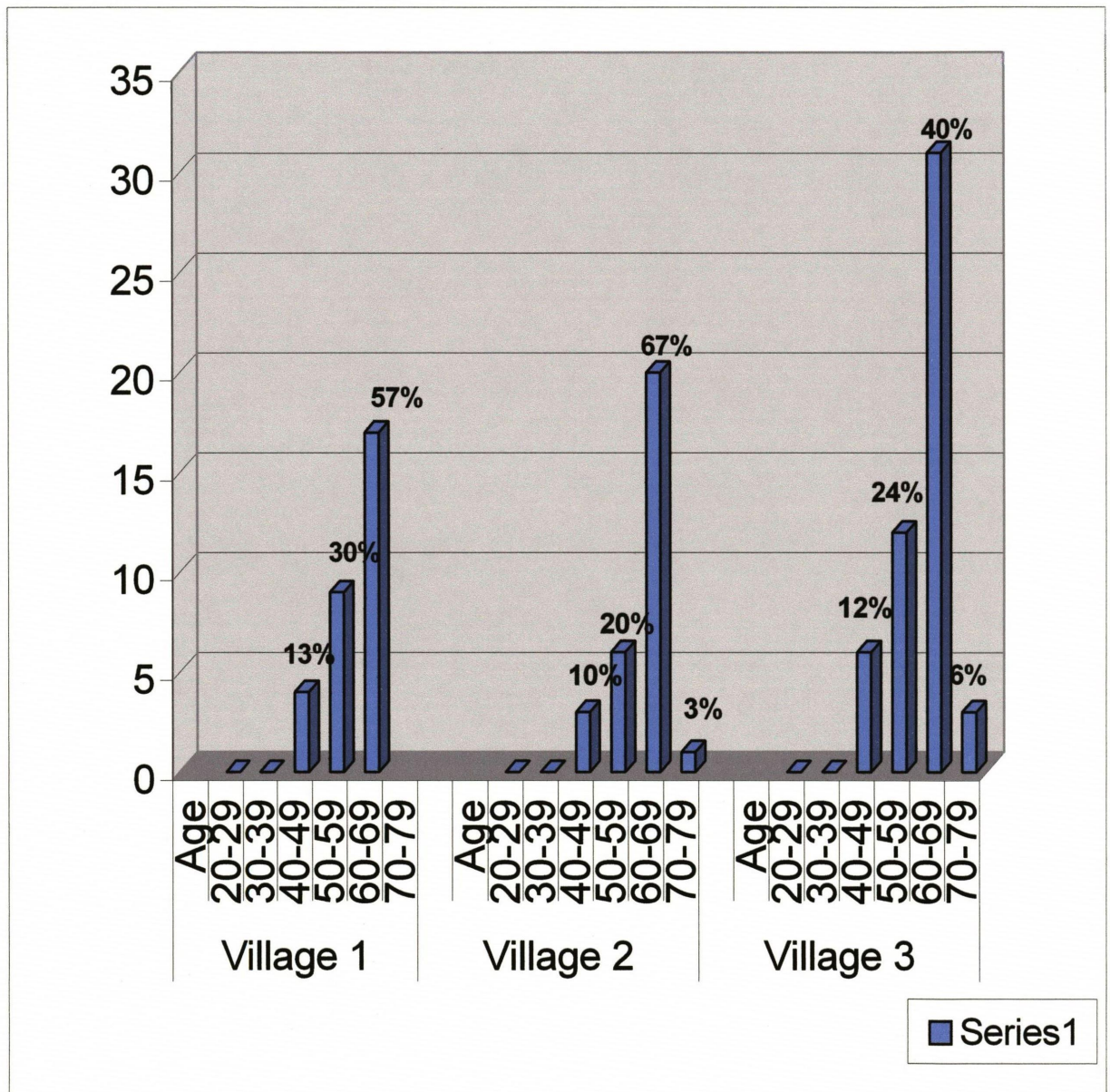


TABLE OF FIGURE 2

Interval of Age	Village 1 N=30		Village 2 N=30		Village 3 N=50	
	Frequency	%	Frequency	%	Frequency	%
20 - 29 yrs	0	0	0	0	0	0
30 - 39 yrs	0	0	0	0	0	0
40 - 49 yrs	4	13%	3	10%	6	12%
50 - 59 yrs	9	30%	6	20%	12	24%
60 - 69 yrs	17	57%	20	67%	20	40%
70 - 79 yrs	0	0	1	3	3	6

Figure 2/ table 2 reflects the ages of the respondents from villages 1,2 and 3. This figure indicates that the respondents who participated in this interview were old people starting from the ages between 40-49 and 70-79. In this figure village 1 does not have the ages between 70-79, whereas in village 2 there is 3% of the respondents falling between the ages 70-79 and 6% of the respondents are between the ages 70-79 in village 3.

The figure also shows that many respondents are between the ages 60-69. In village 1 there is 57%, in village 2 there is 67% and in village 3 there is 40%. This means that village 2 has a larger percentage in the ages between 60-69 than the other two villages and lower percentage in ages between 40-49 which is 10% and in ages between 50-59 which is 20% as against 13% of the ages between 40-49 and 30% of the ages between 50-59 of village 1. Village 3 has got 12% of the ages between 40-49 and 24% of the ages between 50-59. This could mean that from all the three villages the majority of the respondents are pensioners solely dependent on government social grants. The

other remaining percentage in the age groups of the three villages is unemployed and this could be the reason for the excessive rate of poverty in the three villages.

FIGURE 3: VILLAGES 1, 2 and 3

MARITAL STATUS OF THE RESPONDENTS

Villages 1 & 2 : N = 30

Village 3: N=50

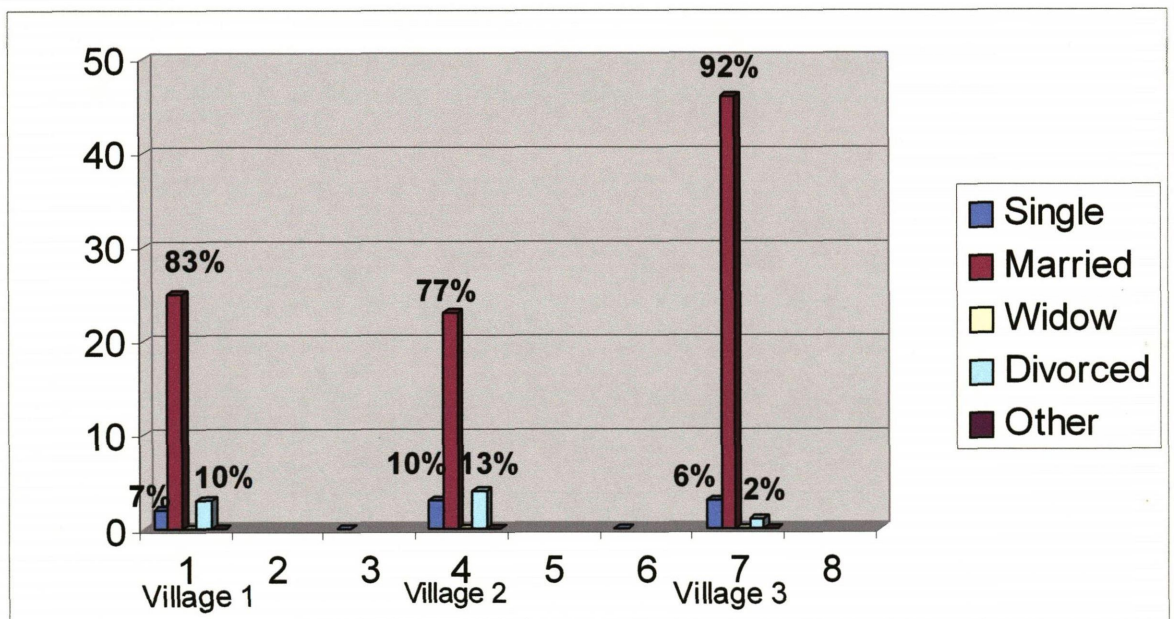


Figure 3 shows that in the three villages there are more households with married husbands and wives than those that are single, widowed or divorced. In village 1, 83% is married as against 7% single and 10% divorced. In village 2, married couples constitute 77% as against 10% single and 13% divorced. In village 3, 92% is married as against 6% single and 2% divorced. This high percentage of married couples heading a household could have a significant bearing on social stability and cohesion that upholds family foundational values. Hence there is a very high percentage rate of co-operation and friendliness among the families of his community.

TABLE OF FIGURE 3: MARITAL STATUS OF THE RESONDENTS

	Village 1 N=30		Village 2 N=30		Village 3 N=50	
Status	Frequency	%	Frequency	%	Frequency	%
Single	2	7%	3	10%	3	6%
Married	25	83%	23	77%	46	92%
Widow	0	0	0	0	0	0
Divorced	3	10%	4	13%	1	2%
Other	0	0%	0	0%	0	0%
TOTAL	30	100%	30	100%	30	100%

**TABLE 4: VILLAGES 1, 2 & 3
NUMBER OF YEARS LIVING IN THE AREA**

Villages 1 & 2 : N = 30

Village 3: N=50

NUMBER OF YEARS LIVING IN THE AREA	NO. OF HOUSEHOLDS IN VILLAGE: 1		NO. OF HOUSEHOLDS IN VILLAGE: 2		NO. OF HOUSEHOLDS IN VILLAG: 3	
	N=30		N=30		N=50	
	N=	%	N=	%	N=	%
	Less than 0- 5 yrs	0	0	1	3	1
Less than 5-9	0	0	0	0	0	0
Less than 10-29 years	0	0	1	3	1	2
Between 30-40 years	0	0	1	3	1	2
Between 50-99 years	30	100	27	90	47	94
Between 100 – 199 yrs	0	0	0	0	0	0
Between 200- 499	0	0	0	0	0	0

This table reflects that the majority of the respondents have been living in these villages for many years- approximately between 50-99 years. In village 1, 100% has been living in the village between 50-99 years, in village 2, 90% has been living in the village between 50-99 years, and 94% in village 3 has been living in the village between 50-99 years. This figure has a significant bearing on the nature and quality of answers given by the respondents because of the number of years the respondents have been living in these villages. This means that their answers do not only constitute knowledge of the area but also their life long experiences.

THE FOLLOWING ASPECTS REFLECT THE QUALITY OF LIFE AND THE QUALITY OF SERVICES DELIVERED IN THESE VILLAGES

FIGURE 5: DEPICTING THE QUALITY OF LIFE IN VILLAGES 1, 2 AND 3

Villages 1 & 2 : N = 30

Village 3: N=50

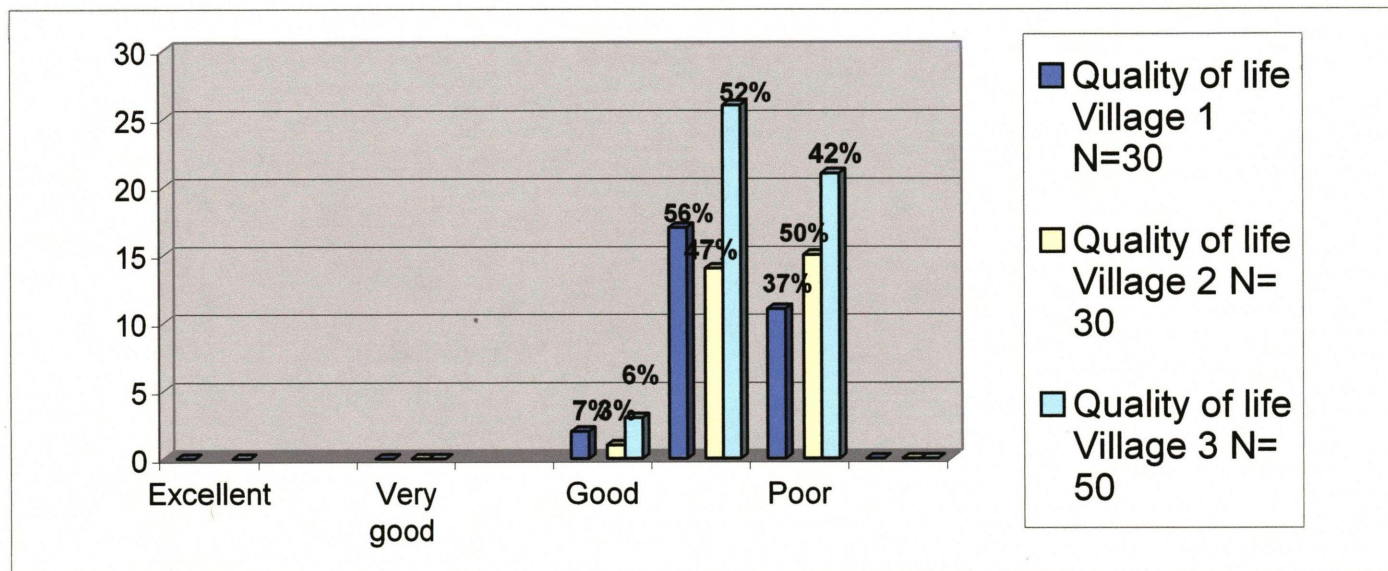


Table of figure 5

QUALITY OF LIFE	NO. OF HOUSEHOLDS IN VILLAGE 1 N= 30		NO. OF HOUSEHOLDS IN VILLAGE 2 N= 30		NO. OF HOUSEHOLDS IN VILLAGE 3 N= 50	
	FREQUENCY	%	FREQUENCY	%	FREQUENCY	%
Excellent	0	0	0	0	0	0
Very good	0	0	0	0	0	0
Good	2	7%	1	3%	3	6%
Fair	17	57%	14	47%	26	52%
Poor	11	37%	15	50%	21	42%
Don't know	0	0	0	0	0	0

Figure 5 reflects the responses of the household respondents from the three villages on how do they view the quality of life in their respective villages. No respondents from any of the three villages view the quality of life neither as excellent nor very good. Only 7% of the respondents from village 1 view the quality of life as good, 3% of the respondents from village 2 view the quality of life as good and 6% of the respondents from village 3 view the quality of life as good. Out of the total number of the respondents who took part in the interview from all the three villages these percentages indicate that very few view the quality of life as good.

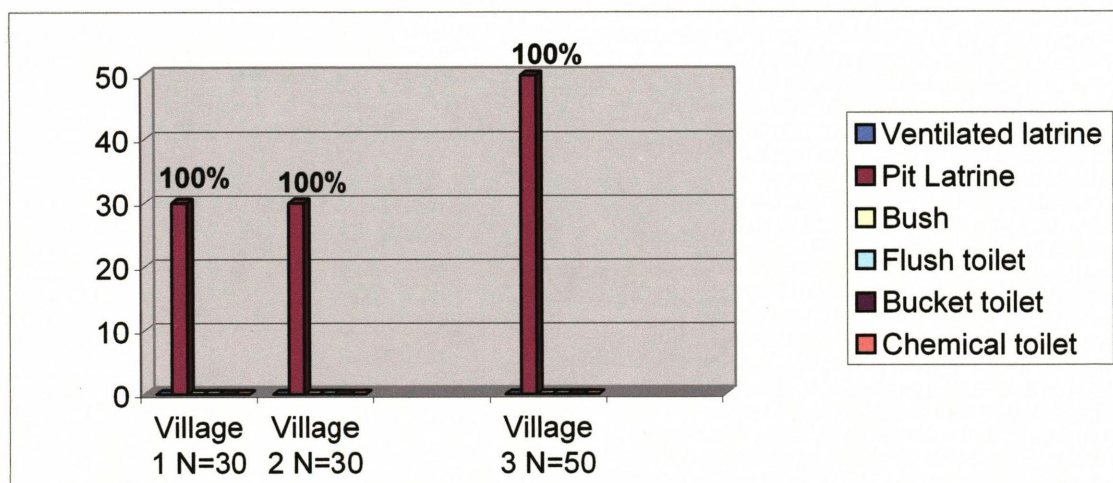
Relatively a handful of respondents view the quality of life from all the three villages as fair. In village 1, 57% of the respondents view the quality of life as fair. In village 2 47% of the respondents view the quality of life as fair. In village 3, 52% of the respondents view the quality of life as fair. This could either mean that the quality of life in the three villages is not good or not bad. In village 1, 37% of the respondents view the quality of life as poor, in village 2 50% of the respondents view the quality of life as poor and in village 3 42% of the respondents view the quality of life as poor.

Only in village 2 that the majority of respondents (50%) view the quality of life as poor as against 47% of the respondents from the same village who view the quality of life as fair. Both in village 1 and 3 the majority of the respondents (57% in village 1) and (52% in village 3) view the quality of life as fair as compared to 37% of those in village 1 who view the quality of life as poor and 42% of the respondents in village 3 view the quality of life as poor. It is clear from this figure that the quality of life is not the one that people can call it neither good nor excellent but as it is reflected most respondents view it as fair and poor to some extent.

FIGURE 6: GRAPHIC SHOWING RESOURCES AND SERVICE DELIVERY RATE: TYPES OF TOILETS USED

Villages 1 & 2 : N = 30

Village 3: N=50



This figure reflects the types of toilets used in the three villages under study. The figure indicates that all the households from the three villages (100%) are using Pit Latrine toilets. There are neither ventilated latrine nor flush toilets, chemical toilets or bucket toilets. This reflection augments the fact that the quality of life is not good and this evident in the type of toilets they use and the unhygienic nature of the pit latrine toilets.

FIGURE 7: GRAPHIC SHOWING TYPES OF WATER RESOURCES USED

Villages 1 and 2: N = 30

Village 3: N=50

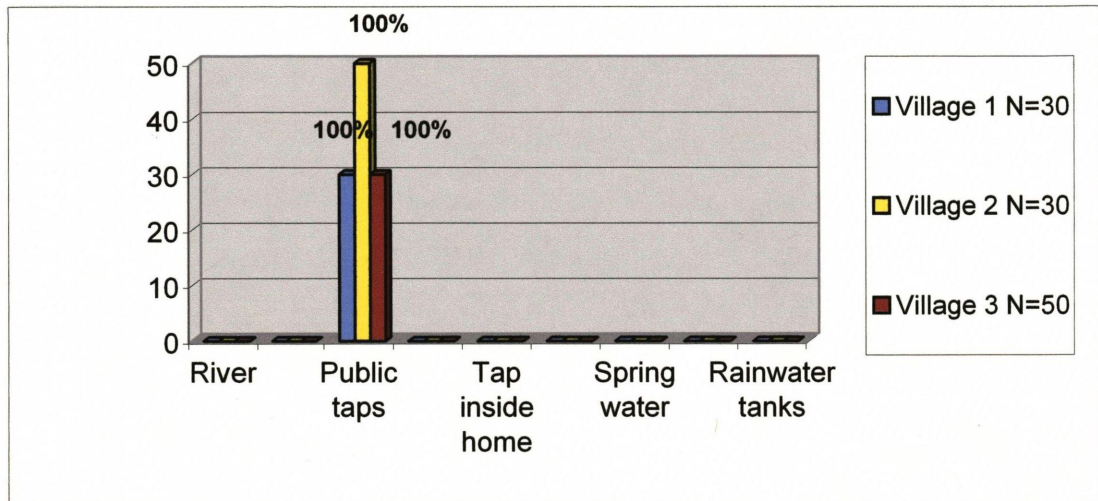
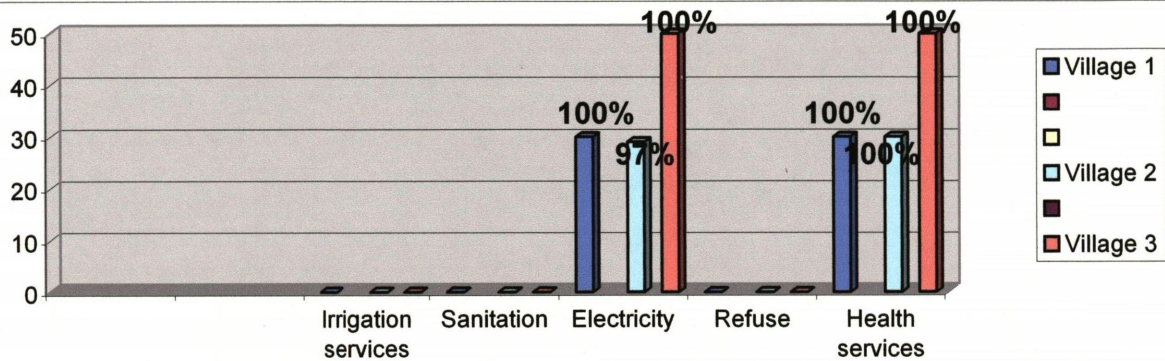


Figure 7 reflects the types of resources used for water. The figure indicates that all households from all the three villages (100%) are using public taps both for drinking and irrigation purposes. From this figure and from the answers given by the respondents as they were interacting with the questions it is also clear that no water for sanitation is available since they are using pit latrine for toilets.

FIGURE 8: SERVICES ACCESSIBLE TO THE THREE VILLAGES

Villages 1 and 2: N = 30

Village 3: N=50



This figure reflects the services that the respondents of these villages are accessible to. The figure shows that almost all the households from the three villages have access to electricity except for village 2 which is 97% as compared to village 1 and 3 which is 100% respectively. The other service that the respondents have access to is health services which is 100% to all the villages. The figure also reflects that no irrigation services are being rendered, no sanitation and no refuse collection takes place. This could mean that due the unavailability of such services in the community conditions are not conducive for a quality life in spite of the availability of basic needs such as health services, water, and shelter.

TABLE 9: BUILDING MATERIAL AND ROOFING**Villages 1 and 2 N=30****Village 3 N=50**

This table reflects the material that the houses of the respondents are made of. In

BUILDING MATERIAL AND ROOFING	VILLAGE 1 NO. OF HOUSEHOLDS = 30		VILLAGE 2 NO. OF HOUSEHOLDS =30		VILLAGE 3 NO. OF HOUSEHOLDS =50	
	FREQUENCY	%	FREQUENCY	%	FREQUENCY	%
Blocks	26	86	19	63	37	74
Mud	2	7	10	33	10	20
Zinc	2	7	1	3	3	6
Wood	0	0	0	0	0	0
Plastic	0	0	0	0	0	0
Stone	0	0	0	0	0	0
Concrete	0	0	0	0	0	0
Thatch	1	3	1	3	1	2
Tiles	0	0	0	0	0	0
Corrugated iron	29	97	29	97	49	98
Asbestos	0	0	0	0	0	0
Wood	0	0	0	0	0	0
Plastic	0	0	0	0	0	0

village 1 86% of the houses are made of blocks, in village 2 63% is made of blocks and 74% in village 3. Only 7% of the houses in village 1 are made of mud, 33% in village 2 and 20% in village 3. in village 1 7% of the houses is made of zinc, 3% in village 2 and 6% in village 3.

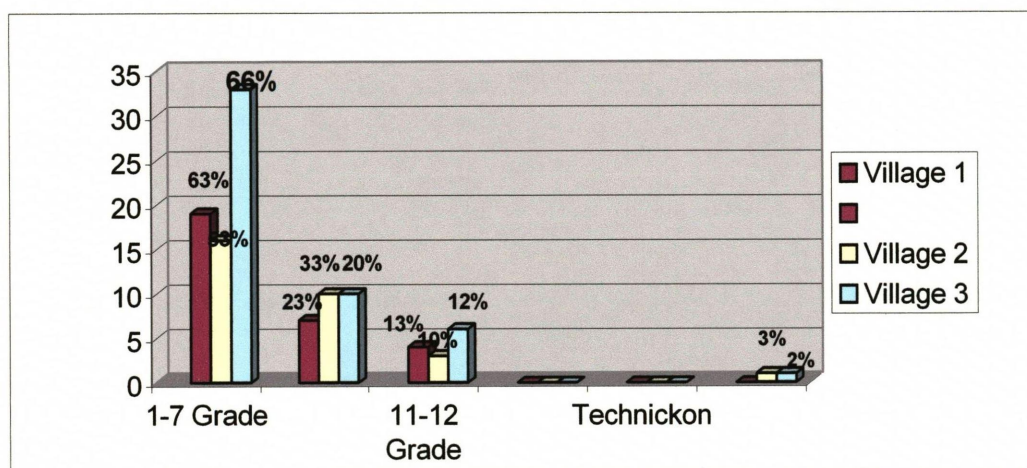
The figure reflects that the roof of most houses is made of corrugated iron, which is 97% in village 1 and village 2, 98% in village 3. Only a few houses with thatched roofing which is 3% in village 1, in village 2 also 3% and in village 3 is 2%. This could mean that there is no household with tile roofing, asbestos, wood or plastic roof.

FIGURE 10 AND TABLE: EDUCATION LEVELS OF HOUSEHOLDS

MEMBERS

VILLAGE 1,2 N=30

VILLAGE 3 N=50



	Village 1		Village 2		Village 3	
	NO. OF HOUSEHOLDS =30		NO OF HOUSEHOLDS = 30		NO OF HOUSEHOLDS = 50	
	FREQUENCY	%	FREQUENCY	%	FREQUENCY	%
1- 7 Grade	19	63	16	53	33	66
8- 11 Grade	7	23	10	33	10	20
11- 12 Grade	4	13	3	10	6	12
Technical education	0	0	0	0	0	0
Technickon	0	0	0	0	0	0
University	0	0	1	3	1	2

The figure reflects the education level of the respondents. In village 1 63% of the respondents have 1-7 grade level of education, 53% in village 2 and 66% in village 3. The next level of education is 8-11 grade is 23% in village 1, 33% in village 2 and 10% in village 3. Only 13% of the respondents in village 1 have 11-12 Grade level of education, 10% of the respondents in village 2 have the same grade level and 12% of the respondents in village 3 have achieved grade 11-12.

Only 3% of the respondents in village 2 have a university education, and 2% of the respondents in village 3. This indicates that the majority of respondents have the lowest grades between Grade 1to Grade 7 and they are not highly educated. It is rare to find a technical education level especially among the youth. This could be the main cause of the unemployed youth.

FIGURE 11: SHOWING POVERTY RATE

Village 1 and 2 N=30
 Village 3 N=50

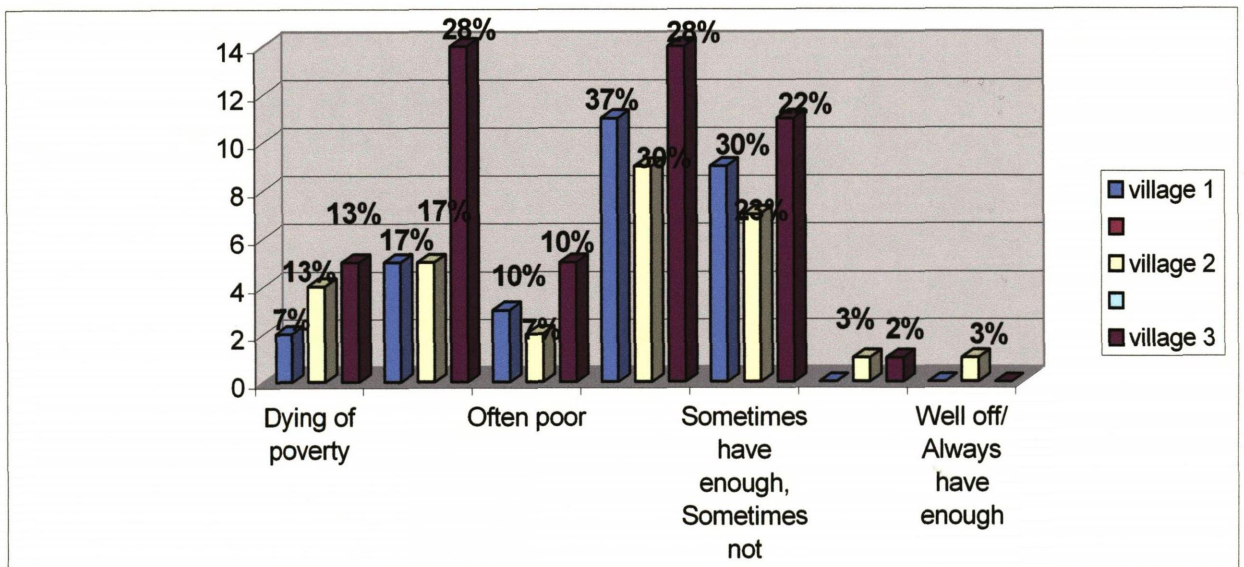


TABLE OF FIGURE 11

	Village 1		Village 2		Village	
	NO OF HOUSEHOLDS =30		NO. OF HOUSEHOLDS = 30		NO. OF HOUSEHOLDS =50	
RATE OF POVERTY	Frequency	%	Frequency	%	Frequency	%
Dying of poverty	2	7%	4	13%	5	10%
Very poor	5	17%	5	17%	14	28%
Often poor	3	10%	2	7%	5	10%
Sometimes poor	11	37%	9	30%	14	28%
Sometimes have enough, Sometimes not	9	30%	7	23%	11	22%
Mostly have enough	0	0	1	3%	1	2%
Well off/ Always have enough	0	0	1	3%	0	0
Borrowing food	23	77%	24	80%	22	44%

Figure 11 reflects the rate of poverty in the three villages. In village 1 7% of the respondents is dying of poverty and 13% of village 2 is also experiencing extreme poverty whereas in village 3 it is 10% who are dying of poverty. Both in village 1 and 2 17% is very poor whereas it is 28% of the respondents in village 3 who are very poor. In village 1 and 3 10% of the respondents is often poor whereas village 2 has 7% of the respondents who are often poor.

In village 1 37% of the respondents is sometimes poor, village 2 has 30% of the respondents who are sometimes poor and 28% of the respondents in village 3 is sometimes poor. 30% of the respondents in village 1 sometimes have enough sometimes not and in village 2 and 3 is 23% and 22% respectively. Only 3% in village 2 of the respondents mostly have enough and 2% of the respondents in village 3

mostly have enough. Only 3% of the respondents in village 2 always have enough. 77% of the respondents in village 1 do borrow food, 80% of the respondents in village 2 borrow food and 44% of the respondents in village 3 borrow food.

TABLE 12: OCCUPATION OF THE RESPONDENTS

Village 1 and 2 N=30

Village 3 N=50

OCCUPATION OF RESPONDENTS	VILLAGE 1 NO. OF HOUSEHOLDS =30		VILLAGE 2 NO. OF HOUSEHOLDS =30		VILLAGE 3 NO. OF HOUSEHOLDS =50	
	Frequency	%	Frequency	%	Frequency	%
	30		30		50	
Don't work	23	77%	24	80%	40	80%
Crèche Employee	2	7%	1	3%	2	4%
Labourer	0	0%	0	0%	3	6%
Educator	2	7%	2	7%	2	4%
Nurse	1	3%	1	3%	1	2%
Housework	8	27%	7	23%	17	34%
Casual Worker	2	7%	2	7%	2	4%
Own business	0	0%	0	0%	0	0%
Business partly owned	0	0%	0	0%	0	0%

This figure reflects that most respondents do not good occupations to support their households. Few respondents can be rated under the middle class. Typical occupations include teacher, nurse as indicated in the figure above. Both village 1 and 2 have 7% of the respondents respectively who are teachers and 4% in village 3. Both village 1 and 2 have 3% of respondents respectively who are nurses as compared to 2% of the

respondents in village 3. This means respondents' occupations are higher in village 1 and 2 than in village 3. The rest of the respondents' occupation can be rated under the low type of occupation. By low type of occupation means occupation requiring less than a high school certificate.

In village 3 6% of the respondents are labourers. 7% of the respondents in village 1 are crèche employees. In village 2 there is 3% of the respondents who are crèche employees and in village 3 4% with 7% of the respondents as casual workers both in village 1 and 2 respectively as against 4% in village 3. 77% of the respondents in village 1 do not have work. Villages 2 and 3 have 80% of the respondents respectively who do not have work. This means that the rate of unemployment in these villages is high and most are doing housework. This table shows that it is hard for the respondents to make ends meet in their families hence they rely mostly on government social grants.

TABLE 13: SHOWING AGRICULTURAL ACTIVITIES**Village 2 and 2 N=30****Village 3 N=50**

	VILLAGE 1 NO. OF HOUSEHOLDS =30		VILLAGE 2 NO. OF HOUSEHOLDS =30		VILLAGE 3 NO. OF HOUSEHOLDS =50	
Agricultural Activities	30		30		50	
	Frequency	%	Frequency	%	Frequency	%
Maize Production (Fields)	0	0%	0	0%	10	20%
Maize growing (Home garden)	27	90%	24	80%	32	64%
Growing Grains	0	0%	0	0%	0	0%
Growing Vegetable	30	100%	30	100%	50	100%
Growing Fruit	0	0%	0	0%	0	0

This table reflects the agricultural activities that the respondents do in the three villages. In village 3 the percentage of maize production in the fields is high (20%) as compared to (0%) in the other two villages. The table shows that respondent from village 1 and 2 substitute maize production in the fields with the home garden maize production which is (90%) and (80%) respectively as compared to 64% of village 3. The table also shows that 100% of the respondents are growing home garden vegetables. The table also reflects that none of the three villages grow grains or fruit.

TABLE 14: SHOWING FARMING ACTIVITIES**Village 1 and 2 N=30****Village 3 N=50**

	Village 1		Village 2		Village 3	
	NO. OF HOUSEHOLD =30		NO. OF HOUSEHOLDS =30		NO. OF HOUSEHOLDS =50	
	Frequency	%	Frequency	%	Frequency	%
Farming Activities						
Cattle	17	57%	16	53%	29	58%
Sheep	1	3%	3	10%	15	30%
Goats	9	30%	6	20%	8	16%
Horses	4	13%	4	13%	1	2%
Chicken	12	40%	30	100%	20	40%
Ducks	0	0%	2	7%	1	2%
Pigs	18	60%	17	57%	14	28%

Figure 14 reflects the farming activities that the respondents do. The table shows that the percentage of village 3 (58%) respondents is who own cattle higher than the percentage of the respondents in village 1(57%) and 2 (53%). Again the percentage of the respondents who own sheep in village 3 (30%) is higher than the percentage of the respondents in village 1(3%) and 2 (10%). Only 30% of the respondents in village 1 have goats, 20% in village 2 and 16% in village 3. The table shows very low percentages of respondents who own horses in all the villages. Village 1 and 2 have at least 13% of the respondents and village 3 have only 1%. The table shows that the percentage of the respondents in village 2 is higher (100%) than the percentage of the respondents of village 1 (40%) and 3 (40%). The table shows only 2% of the

respondents in village 3 own ducks and 7% in village 2. As for pigs village 1 reflects 60% of the respondents followed by 57% of the respondents in village 2 and 28% in village 3.

CONCLUSIONS AND SUMMARY OF THE MAIN FINDINGS

This chapter presented the main findings of the research and these are analyzed. From the data presented in the chapter, the following observations can be made:

1. There are commonalities between the three villages
2. Prominent in these commonalities is poverty and inadequate infrastructure.
3. Inaccessibility to quality service that degrades human living conditions.
4. Roads need to be upgraded
5. Transportation facilities from one village to another needs to be improved.
6. Ensuring the availability of recreational facilities can enhance productive unemployed youth.
7. The creation of opportunities for income generating (employment) can improve the quality of life.
8. The elderly and the sickly struggle to access life sustaining resources such as water because public taps are reticulated in the RDP standard, 200 m apart, away from each household.
9. The availability of inside home taps in each household can improve the quality of life.
10. Non-availability of a sanitation system and collection of refuse by the local municipality adversely affect the quality of life.
11. Subsistence activities like home gardens can help to lessen the rate of poverty
12. Deserted and unutilized maize growing fields are a source of deep-seated poverty in these villages.

13. Maize growing fields can be utilized as a sustainable tool to overcome poverty in these communities.
14. The state of affairs compels the local community to depend on buying food from the shops in the nearby town.
15. The lowest level of education by the majority and the scarcity of highly educated men and women by and large exacerbate the problems facing these villages.
16. Education should be the bed-rock of development and should be structured in such a way that the poor benefits through the curriculum that serves the interests of the people.
17. Equitable share inn the distribution of basic services and resources could help to improve quality of human living conditions in the area.

In the next chapter a summary is presented of the findings and various recommendations suggested which may assist practitioners in enhancing the impact of integrated rural development strategy in select site in the Buffalo City Municipality.

CHAPTER V

INTRODUCTION

In the foregoing chapter data has been presented which supports the hypothesis advanced earlier in the thesis that by reviving local economy through local participation, sustainable growth and distribution, the Eastern Cape would be able to make sustainable development.

The study has highlighted the nature and quality of human living conditions in the three villages. The study also, has traced the uneven development trend, the disorganization and the inhumane socio-economic conditions of rural communities perpetuated under colonialism and apartheid, which has negatively affected and undermined local economic development and the province's current development status. This manifested itself in the form of social inequality, poverty and marginalization of the rural communities gradually transform them into cheap labourers depending on master servant migrant labour system. (Reddy, 2000:42-45)

In the same breath the impact of social segregation and inequality engineered by the colonial and apartheid laws and the severe weakening and destruction of formerly independent African institutions has ultimately led to the systematic deprivation of African's rights as citizens of South Africa. In the light of this scenario, the study aims to find out and reflect on problems with regard to practical implementation of development and social upliftment programmes in rural areas and to determine the extent to which the quality of life of all people in the targeted rural areas have been improved. And thirdly to establish whether the local government is adequately equipped to fulfil the developmental mandate.

In line with the hypothesis, practical implementation of development and social upliftment programmes focusing on reviving local economy and improving the quality of life of the people in rural areas can be realized through local participation, sustainable growth and distribution. This simple means that the notion of integrated rural development should be viewed as a strategy that implies a process of economic and social transformation where the reduction or elimination of poverty, inequality and unemployment becomes a fundamental objective to empower people. Most importantly a primary objective of this development strategy should be to raise people out of poverty and to provide basic needs simultaneously.

The success implementation of an integrated rural development relies on the creation of a strong network of local institutions to support and implement projects and programs where the locals design and take charge of these programmes in the context of development from below (Kohli,1986). This internally self-generated development approach views people as beneficiaries of growth and distribution of resources, which enables them to contribute and participate in developing local economy.

This implies that the needs of the most deprived should be given a priority (Stewart, 1985:5). In other words an approach that put emphasis on the identification of basic human needs in raising up the level of living of the masses of the people and to provide all human beings with the opportunity to develop their potential should be adopted (Wilber, 1986: 30). It is this approach that emphasizes that man should benefit from the resultant fruits of development and growth through popular participation in the design and implementation of national development programs. The popular participatory approach permits the decentralization of power and authority and enables people to act without fear, instead to enjoy the freedom to articulate their

ideas being part of the decision making process in society choosing from available alternatives courses of action in the solution of their development problems. (Dube, 1988: 53)

This transcends the notion of development from above where the locals become passive actors in their development process and only the non-governmental organizations become active role players in the development process. And in that way compromising the acknowledgement by locals of their basic needs. Subsequently the local economic development, sustainable growth and distribution become irrelevant to the needs of the local people and not for the interests of the locals. Whatever growth or distribution that occurs under this notion of development will not be for the benefit of the locals. In this case growth and distribution if it is to yield positive results, it should imply that local people are actively involved from the initial stages of development process.

This implies that an integrated rural development strategy should be based on the policy characterised by giving to the poor a large share of the benefits of whatever programmes that are implemented, and where a commitment to serve the rural poor becomes fundamental to a wide range of policies. This will necessitate the enhancement of the government's capacity to implement village-level programmes where the poorest people in the rural areas receive most of the benefits, in an effort to counter urban bias and excessive migration from the countryside that is so common to the developing world (Perkins and Yusuf 1985: 5).

HOW THE INTEGRATED RURAL DEVELOPMENT PLAN HAS BEEN USED AS A STRATEGY TO REALIZE RURAL DEVELOPMENT

The area of operation of the integrated sustainable rural development programme is at local government. It focuses on building houses, providing water and sanitation, road construction, sports facilities, clinics, crime reduction and creating a climate conducive to local economic development. The local municipality set up nodal points which are centers where most of these initiatives are to be concentrated. The local communities set up their Integrated Development Plan Representative forums. These Representative forums have to come up with their needs that inform their Integrated Development Plan. These needs are communicated to the provincial and national government where budget is then informed by these needs.

CHALLENGES FACING THE IMPLEMENTATION OF AN INTEGRATED RURAL DEVELOPMENT STRATEGY

The integrated rural development strategy faces various challenges that cause much delays in its actualization. The ward councilor acknowledges that the main problem that is facing local government in the implementation of an integrated rural development programs is the fact that, most of the villages are remote areas and sparsely populated.

According to the White paper on Local Government, the local government is the institution that is supposed to drive the process of rural integrated development to create and sustain humane, equitable and viable human settlement by so doing placing the people involved in the center and perhaps acknowledges that the problem of development must relate to the people involved in it in all possible respects. On that

score, the councilor admits that this is one area amongst others that they still need to improve.

The challenge is that the municipality is not adequately equipped and capacitated to deliver and facilitate service delivery in rural areas and in this case the ward councilor is not residing in the area. It is possible that the councilor is not familiar with the nature of everyday problems the villagers are facing. The problem is exacerbated by the bureaucratic system inherited from apartheid. Furthermore the very nature of municipal Integrated Development Plans do not really assist to enhance adequate rural development because they are conceived, designed and implemented by outside experts as against an internally generated initiative through constant consultation with the local communities of the rural areas.

INFRASTRUCTURE BACKLOG

The current reality in these areas is the infrastructure backlogs and scarcity and non-availability of resources, non-existence of basic essential services like roads, sewerage, sanitation and food. This is the case because for a long time rural areas have been neglected and without provision of sustainable development. The white paper on local government acknowledges this reality that many of our communities are still divided. It is a current that most people in the three villages according to the data collected live in dire poverty, isolated from services and opportunities.

The municipality has a challenge of managing viable and environmentally sustainable rural systems where there are skewed settlement patterns that are functionally inefficient and costly, a conspicuous huge backlog in service infrastructure; dense rural settlements with large population that have minimal access to services, and little

or no economic base. The inability to leverage private sector resources for development has been a limitation to a rural integrated development strategy.

RECOMMENDATIONS

The failure by the previous regime to creating municipal institutions which recognize the linkages between urban and rural settlements make things very difficult especially for rural development. Entrenched modes of decision-making, administration and delivery inherited from municipalities geared for the implementation of urban and rural apartheid creates problems for the realization of rural development. The reality is, rural areas have little or no pre-existing institutional foundations to build on.

The local municipality has to acknowledge that it faces immense challenges in developing sustainable settlements that meet the needs and improve the quality of life of local rural communities. To meet these challenges, municipalities will need to develop a vision and strategies for realizing and financing that vision in partnership with other stakeholders. The Integrated Development Plan should be linked to financial planning. The financial planning should show how the priorities in the budget change over the five-year period in order to achieve the developmental goals set out in the Integrated Development Plan document.

The failure of the local government transformation is due to a larger extent to the neglect of community support and local participation of women and the involvement of youth organizations. Local government municipality should begin to utilize the communities by supporting individual and local level community initiatives and direct community energies into sustainable projects and programmes.

Most importantly will be a strategy to harness the creative energy of citizens and seek to promote the local level participation of marginalized and excluded groups, as opposed to a view of not involving community and instead begin to adopt an inclusive approach so as to determine positive effects of local government transformation and integrated rural development. The devolution of power from the local municipal authorities down to the rural people is a critical problem that needs attention. A participation in the economic and social development of rural communities by rural people can be good for the fast tracking of rural development.

The white paper on local government supports the creation of the enabling legal framework, laws and policies that will promote the establishment of developmental local government transformation. Creation of new municipal institutions is a vital point in the transformation process. An intensive support programme that seeks to develop municipal training and capacity building programmes; increasing financial certainty, improve management of finances, developing performance management systems, support improved service delivery, develop a coherent planning framework for the Integrated Development Plan and to coordinate decentralization of powers to local government.

Most importantly there needs to be a proper consultation with the communities when the municipality development plans are done. The key is to begin to realize the importance of indigenous knowledge contribution towards an effective development process.

There is a need to build institutions of empowerment to ensure access to information so as to enlighten, empower and increase the capacity of rural people to counter brain

drain. For this to be realizable education should be the bedrock of development, and the curriculum should be structured in such a way that the poor may benefit, that is, the curriculum in the rural schools should serve the interests of the people and help to strengthen the rural poor to do things for themselves. If people are not conscious, development may mean nothing.

LAND USE MANAGEMENT IN RURAL AREAS

The Eastern Cape has a long history of colonial injustice and extreme racial inequality in land holding. Land reform can make a significant contribution to a sustainable use of the environment and in fighting to eradicate poverty. With access to land, rural people will have access to shelter, food, employment and improved livelihoods. Access to land by rural people should be seen as a human right. People who live in rural areas that have inadequate access to land tend to go hungry hence the land-issue can be used to overcome poverty in rural areas.

The land reform aims to contribute to economic development, both by giving households the opportunity to engage in productive land use and by increasing employment opportunities through encouraging greater investment. It envisage land reform which results in a rural landscape consisting of small, medium and large farms; one which promotes both equity and efficiency through a combined agrarian and industrial strategy in which land reform is a spark to the engine of growth.

Land is the most basic need for rural dwellers and therefore a backbone of the rural economy. Apartheid policies pushed millions of black South Africans into overcrowded and impoverished reserves, homelands and townships. In addition, capital-intensive agricultural policies led to the large- scale eviction of farm dwellers

from their land and homes. It is in this context that this study recommends that a national land reform programme is central and a driving force in rural development programme.

Rural remittances come mainly from old-age pensions, child support grants and social welfare. In the former homelands, landlessness is over 70%. Conditions of overcrowding, soil erosion and overgrazing are prevalent. Land that has become almost totally degraded is one of the challenges that require redress. Today a high percentage of people are without livestock and this has an impact, not only on their livelihoods, but also on their ability to plough the land. (Andrews, 2002: 55)

Apartheid has created a dual agricultural system, one for white commercial farmers, focused on export orientation, heavy subsidization and sophisticated extension and technical support; the other, in the African homelands, was based on communal land ownership, under the authority and management of tribal authorities on the payroll of the apartheid government. So, while some studies suggest that 70% of the rural population have access to communal land, the land size of 50% of this sector is less than 1 ha, most of which is of poor fertility. (Andrews, 2002: 55)

The problem of landlessness has been exacerbated by waves of job losses in the agricultural sector as a result of continued mechanization of commercial agriculture and the impact of trade liberalization.

THE CONSTRAINTS

While access to land may be an important condition for supplementing the livelihoods of rural poor and providing a welfare safety network, there has also been the problem

of sidelining women, an act that contradicts the fact that women are among the intended beneficiaries. This however does not sit comfortably with the fact that women are among the most active groups when it comes to land use for the purpose of poverty eradication evident at the level of communities

On the ground women are the leading groups in the area of land use. This can be seen at community level when an examination of the formation and composition of land use commodity groups is made. But what is sad about this enthusiasm is the fact that in most cases women scratch the little homestead gardens mainly as the only land they can access.

CONCLUSION

Several conclusions from this study on the impact of integrated rural development strategy may be drawn. Integrated rural development strategy according to this study can be realizable through reviving local economy where local people benefit from the resultant fruits of development and growth through popular participation in the designing and implementing national development programs. The popular participatory approach permits the decentralization of power and authority and enables people to act without fear, to choose from available alternatives courses of action in the solution of their development problems.

To achieve this end, rural areas need to develop a strategy to harness the creative energy of citizens and seek to promote the participation of marginalized and excluded groups, as opposed to a view of not involving community and instead begin to adopt an inclusive approach so as to determine positive effects of local government transformation and integrated rural development. Most importantly a primary

objective of this development strategy should be to raise the level of living of the masses of the people out of poverty and to provide all human beings with the opportunity to develop their potential giving priority to the basic needs of the most deprived simultaneously.

To achieve this end, developers should take into consideration the creation of a strong network of local institutions in rural areas to support and implement projects and programs where the locals design and take charge of these programmes in the context of development from within.

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APPENDIX A

A RESEARCH QUESTIONNAIRE:

INTERVIEW GUIDE FOR RURAL HOUSEHOLDS PARTICIPANTS

Biographical Data:

1. Sex of Respondent

Male.....	1
Female.....	2

2. How old were you on your last birthday?

20- 29.....	1
30- 39.....	2
40-49.....	3
50- 59.....	4
60- 69.....	5
70- 79.....	6

3. What is your marital status?

Single.....	1
Married.....	2
Widow	3
Divorced.....	4
Other (specify).....	5

4. Were you born here?

Yes.....	1
No.....	2

5. How many years have you lived in this area?

Less than 0- 5.....	1
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Less than 5- 9.....	2
Less than 10- 29.....	3
Between 30- 40.....	4
Between 50- 99.....	5
Between 100- 199.....	6
Between 200- 499.....	7
More than 500.....	8

6. Do you feel comfortable in Peelson?

Comfortable.....	1
Uncomfortable.....	2
Mixed feeling.....	3
Don't know.....	4

7. Would you like to live here the rest of your life or would you prefer to live somewhere else?

Live here	1
Live somewhere else.....	2
Don't know.....	3

8. How would you describe the quality of life?(access to water, transport, electricity etc)

Excellent.....	1
Very Good.....	2
Good.....	3
Fair.....	4
Poor.....	5
Don't know.....	6

9. How would you describe the people who live here? Would you say that they are

All friendly.....	1
That most are.....	2
That about half are or.....	3
Not friendly and helpful.....	4

10. Of the ten families live closest to you, how frequently did you interact with them?

Most frequently.....	1
Frequently.....	2
Not frequently.....	3
Not at all.....	4

11. Do most of the people who live in this area share the same language?

Yes	1
No	2
Half do.....	3
Do not know.....	4

12. How is your home made of? (i.e. the building material)

Concrete	1
Stone	2
Blocks.....	3
Mud.....	4
Wood.....	5
Plastic.....	6
Zinc.....	7
Other.....	8

13. What is the roofing of main home made of?

Thatch.....	1
-------------	---

Tiles.....	2
Corrugated iron.....	3
Wood.....	4
Plastic.....	5
Asbestos.....	6
Other.....	7

14. Is your home: *(Please indicate all categories)*

Waterproof (susceptible to water damage)	1= Yes	2=No	
Windproof (susceptible to wind damage)	1= Yes	2=No	
Fireproof (susceptible to fire)	1= Yes	2=No	
Having ceiling	1= Yes	2=No	
Having electricity	1= Yes	2=No	
An RDP house	1= Yes	2=No	
Is your electricity pre-paid or metered?	1=PP	2=M	3=N/A
Electricity cut off/ blocked	1= Yes	2=No	3N/A

15. If electricity/ water was cut off/ blocked, why? *(Please indicate all categories)*

Electricity bills not paid	1=Yes	2=No
Water bills not paid	1=Yes	2=No
Owe money to council (other than for electricity and water bills)	1=Yes	2=No
We have no money to buy pre-paid electricity	1=Yes	2=No

16. Do you own a house?

Yes..... 1

No.....	2
17. If no, do you rent?	
Yes.....	1
No.....	2
Other (specify).....	3

Linguistic, cultural and educational qualifications

18. How important do you feel your cultural and linguistic identity in your personal life?

Extremely important.....	1
Important.....	2
Somewhat important.....	3
Not that important.....	4
Not at all important.....	5

19. Grade that you have completed

1- 7 Grade.....	1
8- 11 Grade.....	2
11- 12 Grade.....	3
Technical education.....	4
Technickon.....	5
University.....	6

Productivity Activity

20. Are you employed in a full-time job?

Yes.....	1
No	2

21. Do you have more than one job?	
Yes.....	1
No.....	2
22. Are you doing housework or are you unemployed, a student or what?	
Housework.....	1
Unemployed.....	2
Student.....	3
None of the above.....	4
23. What is your main occupation? What kind of work do you do?	
Your own business.....	1
Self employed.....	2
Casual worker.....	3
None of the above.....	4
24. Do you work for the government?	
Yes.....	1
No.....	2
25. Do you work for:	
The Federal government	1
The Provincial government	2
A Regional or Municipal government.....	3
None of the above.....	4
26. Do you work in ...	
Your own business.....	1
In a business you partly own.....	2
In a business partly owned by a member of your family.....	3

None of the above.....4

27. Are you the main wage earner in this household?

Yes1

No.....2

28. If unemployed, how long have you been unemployed?

One week 1

2- 3 weeks..... 2

One month..... 3

1- 3 months..... 4

3- 6 months..... 5

6- 12 months..... 6

More than a year..... 7

None of the above..... 8

If less than a week, code as 00

29. You are unemployed because

Jobs are scarce.....1

Location may be improper.....2

Physical handicapped3

Language handicapped.....4

Retrenched.....5

Other (Specify6

None of the above.....7

30. Now I would like to ask you some questions about the main wage earner?

Husband	1
Mother.....	2
Son.....	3
Daughter	4
Father-in-law.....	5
Mother –in- law.....	6
None of the above.....	7
Other(specify).....	8

31. How much did she/he earn from her/ his job or business per month?

R100 –R500.....	1
R500- R800.....	2
R800- 1500.....	3
R1500- R2000.....	4
R2000 –R4000.....	5
R5000- R 10 000.....	6
R10 000 – R15 000.....	7
More than R15 000.....	8
None of the above.....	9

32. How long does it usually take to get to work? (for the main bread winner)

Less than 10 minutes.....	1
0-30 minutes.....	2
31-60 minutes.....	3
1-2 hours.....	4
More than 2 hours.....	5

A day or more.....	6
Don't know.....	7
None of the above.....	8

33. How many members do you have in your family?

1- 2.....	1
2- 3.....	2
3- 4.....	3
4 -5.....	4
5- 6.....	5
More than 6.....	6

Family life, social and psychological, problems

34. Do you feel that the overall conditions in this province are conducive to family happiness?

Certainly.	1
Somewhat.....	2
A little.....	3
Not at all.....	4
Don't know.....	5

35. On each of the following factors listed below, would you say you are

(1) completely satisfied, (2) satisfied, (3) not satisfied, (4) not at all satisfied

A. The situation is now

.....	1
.....	2
.....	3
.....	4

B. The type of work you do

-1
-2
-3
-4

C. Your salary/ or your husband's salary

-1
-2
-3
-4

D. Your family life

-1
-2
-3
-4

E. Your husband/ or children

-1
-2
-3
-4

36. What do you like most about your family?

- Closeness..... 1
- Warmth..... 2
- Affection..... 3
- None of the above.....4

37. Are you happy with the family life that you are leading now?

- Very happy..... 1
- Happy..... 2
- Somewhat happy.....3
- Not happy.....4
- Don't know.....5

38. Comparing your situation to other women from your own community, would you say your situation is : (1) much better, (2) better, (3) somewhat better, (4) about the same, (5) somewhat worse, (6) much worse

- Much better.....1
- Better.....2
- Somewhat better.....3
- About the same.....4
- Somewhat worse.....5
- Much worse.....6

39. Does your household have anything of the following in working order? (Please indicate all categories)

Refrigerator	1=Yes	2=No
Radio	1=Yes	2=No
Television	1=Yes	2=No
Coal stove	1=Yes	2=No
Electricity	1=Yes	2=No
Primus stove	1=Yes	2=No
Flame stove/ Gas stove	1=Yes	2=No
Microwave oven	1=Yes	2=No

Telephone (landline)	1=Yes	2=No
Cellular phone	1=Yes	2=No
Vehicle/car	1=Yes	2=No
Other	1=Yes	2=No

40. How many of the following livestock does you household have? Please indicate all.

Cattle			00=We do not have
Sheep			00=We do not have
Goats			00=We do not have
Horses			00=We do not have
Donkeys			00=We do not have
Pigs			00=We do not have
Chicken			00=We do not have
Geese/ ducks			00=We do not have
Other			00=We do not have

41. Does your household grow mealies?

- Yes 1
- No 2
- Half do..... 3
- Do not know..... 4

42. If yes for what purpose? (Please indicate all categories)

Household use only	1=Yes	2=No
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Household use and to sell some	1=Yes	2=No
Household use and trade some	1=Yes	2=No
Household use and to give some away	1=Yes	2=No
Other	1=Yes	2=No

43. About how much is harvested in 50 kg per year?

- Less than 1 bag..... 1
- 1-5 bags..... 2
- 6-10 bags..... 3
- Other..... 4
- Don't know 5

44. What else does your household grow, and what is the main purpose? (Please

indicate one category only)

	1=Own use	2=To sell	3=To trade with	4=to give away	5=N/A
Grains	1	2	3	4	5
Vegetables	1	2	3	4	5
Fruit	1	2	3	4	5
Other	1	2	3	4	5

45. Does your household have debts?

- Yes 1
- No 2
- Half do..... 3
- Do not know..... 4

46.If yes, for what purpose did you borrow money?

To buy food	1=Yes	2= No
To pay rent	1=Yes	2= No
To pay for schooling	1=Yes	2= No
To pay for medical services	1=Yes	2= No
To pay for a vehicle	1=Yes	2= No
To set up business	1=Yes	2= No
To pay for feats, wedding, burial etc	1=Yes	2= No
Other debts for agricultural purposes	1=Yes	2= No

47. How many months in a year do you rely on bought maize-meal?

- Each month per year..... 1
- 2 months per year..... 2
- 3-5 months per year.....3
- 6-8 months per year.....4
- 9-11 months per year all year.....5
- None of the above.....6

48. Last year was there a time when you and your household had little to eat?

- Yes 1
- No 2
- Half do..... 3
- Do not know..... 4

49. What did you do when your household had very little to eat?

Borrowed food	1=Yes	2=No
Asked for credit at the store	1=Yes	2=No
Worked for food	1=Yes	2=No
Could not do anything	1=Yes	2=No
Collect food from the rubbish bin/ rubbish dump	1=Yes	2=No
Other	1=Yes	2=No

50. How many meals did the adults in your household have yesterday?

- Once..... 1
- Twice..... 2
- Three times..... 3
- Four times..... 4
- Five times..... 5

51. How many meals did children (0-6) in your household have yesterday?

- Once..... 1
- Twice..... 2
- Three times..... 3
- Four times..... 4
- Five times..... 5

52. How long does it takes to get to the nearest store to buy most of your food?

- Less than 30 minutes..... 1
- 30 minutes..... 2
- 1 hour- 2 hours..... 3
- More than 2 hours..... 4
- Other 5

53. Do you have access to medical care/ clinic?

- Yes 1
- No 2
- Half do..... 3
- Do not know..... 4

54. How long does it take to get to doctor/ clinic?

- Less than 10 minutes..... 1
- 10-30 minutes..... 2
- 31-60 minutes..... 3
- 1 hour- 2 hours..... 4

More than 2 hours.....	5
Other	6

55. How do you get to the clinic/ doctor?

Walk.....	1
Lift.....	2
Bus.....	3
Bicycle.....	4
Taxi.....	5
Train.....	8
Other.....	9

56. Is education important?

Yes	1
No	2
Small extent.....	3
Large extent.....	4
Don't know.....	5

57. How long does it take for the youngest school going child to get to school?

Less than 10 minutes.....	1
10-30 minutes.....	2
31-60 minutes.....	3
1 hour- 2 hours.....	4
More than 2 hours.....	5
A day or more.....	6
Other	7

58. How does the main breadwinner get to work?

Walk.....	1
Lift.....	2

Bus.....	3
Bicycle.....	4
Taxi.....	5
Train.....	6
Other.....	7
None of the above.....	8

Social Integration

59 Where do you get drinking water most of the time?

River	1
Stream.....	2
Public tap.....	3
Hand tap at home.....	4
Tap inside home.....	5
Borehole	6
Spring.....	7
Dam or pond.....	8
Rainwater tank.....	9

60. If you use municipality water, are you pleased with the quality of water being provided in the area?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

61. Do you think the taps you have in your area are enough for the households in the area?

Yes.....	1
No.....	2
Half do.....	3

Do not know..... 4

62. Does the current water provisioning cater for sanitation?

Yes..... 1

No..... 2

Half do..... 3

Do not know..... 4

63. What type of toilet do you use?

Ventilated pit latrine..... 1

Pit latrine..... 2

Bush..... 3

Flush toilet..... 4

Bucket toilet..... 5

Do not have..... 6

Other..... 7

Chemical toilet..... 8

64. If you do have a toilet at home, does every member of the family use the toilet?

Yes..... 1

No..... 2

Adults use it, children do not use it..... 3

Children use it, adults do not use it..... 4

Other..... 5

65. How are children's waste disposed?

You burn it..... 1

You discard it in the latrine..... 2

It is eaten by pigs, dogs or chicken..... 3

Other..... 4

66. What happens with most of your refuse/ rubbish

You dump it outside somewhere.....	1
You burn it.....	2
You bury it	3
Removed by local authority once per week.....	4
Removed by local authority once per month.....	5
Other.....	6

67. Do you also use the water for irrigation purposes?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

68. How do you deal with broken taps and burst pipes? Listed below are a few examples of things that people do when this occurs.

a) The community collectively repairs the pipes themselves.....	1
b) The community hires a plumbing company to repair the damaged pipes.....	2
c) The municipality repairs the damaged pipes.....	3
d) The pipes are left unattended for a long time and nobody cares.....	4
e) The youth often does the job.....	5

69. Do you get any notification about the activities that will result on water cuts.

Yes.....	1
No.....	2
Sometimes.....	3
Do not know.....	4

70. Do you have access to electricity?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

71. Do you get electricity on daily basis?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

72. Is this electricity able to carry out all household functions?

Yes.....	1
No.....	2
Small extent.....	3
Large extent.....	4
Do not know.....	5

73. Do you get any notification about the activities that will result on electricity cuts?

Yes.....	1
No.....	2
Sometimes.....	3
Do not know.....	4

74. What fuel do you mostly use for cooking?

Wood.....	1
Coal	2
Paraffin.....	3
Gas.....	4
Electricity.....	5
Other.....	6

75. What fuel do you mostly use for heating?

Wood.....	1
Coal.....	2
Paraffin.....	3
Gas.....	4
Electricity.....	5
Other.....	6

76. What fuel do you mostly use for lighting?

Wood.....	1
Coal.....	2
Paraffin.....	3
Gas.....	4
Electricity.....	5
Other.....	6

77. What could be the cause of lack of access to services ?

No proper planning by the municipality.....	1
Mismanagement of funds by the municipality.....	2
Rural development being not prioritized by the municipality.....	3
People uninformed about their right to access of basic services.....	4

78. Is there enough information on the provision of basic services?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

79. Generally how do people feel about the provision of services by the municipality?

Very happy	1
------------------	---

Somewhat happy.....	2
Unhappy.....	3
Very unhappy.....	4
Mixed feeling.....	5
Do not know.....	6

80. Is there an equitable share in the distribution of basic resources in the area?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

81. How often have you gone without clean water in your household?

Never.....	1
Rarely.....	2
Sometimes.....	3
Don't know.....	4

82. How often have you gone without enough to eat in your household?

Never.....	1
Rarely.....	2
Sometimes.....	3
Don't know.....	4

83. How often have you gone without fuel for heating or cooking in your household?

Never.....	1
Rarely.....	2
Sometimes.....	3
Don't know.....	4

84. How often have you gone without adequate shelter?

Never.....	1
Rarely.....	2

Sometimes.....	3
Don't know.....	4

85. How would you rate your household at the moment?

We always have enough/ we are well off	1
We mostly have enough.....	2
We sometimes have enough, sometimes not.....	3
We sometimes do not have enough / we are sometimes poor.....	4
We often do not have enough/ we are often poor.....	5
We never have enough/ we are very poor.....	6
We are almost dying of poverty.....	7
I don't know.....	8

86. Over the past five years have things:

Got a lot better for you household.....	1
Got a bit better for your household.....	2
Stayed about the same.....	3
Went up and down but no real change for your household.....	4
Got a bit worse for your household.....	5
Got a lot worse for your household.....	6
Don't know.....	7

87. What do you and your household need most at the moment to improve your life?

Government Assistance.....	1
Community assistance.....	2
Assistance form relatives.....	3
Self.....	4
Employment	5

88. Do you think your household will be better or worse off in five years time?

Better off.....	1
Same as now.....	2

Worse off.....	3
Don't know.....	4

APPENDIX B

A RESEARCH QUESTIONNAIRE:

INTERVIEW GUIDE FOR RURAL HOUSEHOLDS PARTICIPANTS

Biographical Data:

1. Sex of Respondent

Male.....	1
Female.....	2

2. How old were you on your last birthday?

20- 29.....	1
30- 39.....	2
40-49.....	3
50- 59.....	4
60- 69.....	5
70- 79.....	6

3. What is your marital status?

Single.....	1
Married.....	2
Widow	3
Divorced.....	4
Other (specify).....	5

4. Were you born here?

Yes.....	1
No.....	2

5. How many years have you lived in this area?

Less than 0- 5.....	1
---------------------	---

Less than 5- 9.....	2
Less than 10- 29.....	3
Between 30- 40.....	4
Between 50- 99.....	5
Between 100- 199.....	6
Between 200- 499.....	7
More than 500.....	8

6. Do you feel comfortable in Peelson?

Comfortable.....	1
Uncomfortable.....	2
Mixed feeling.....	3
Don't know.....	4

7. Would you like to live here the rest of your life or would you prefer to live somewhere else?

Live here	1
Live somewhere else.....	2
Don't know.....	3

8. How would you describe the quality of life?(access to water, transport, electricity etc)

Excellent.....	1
Very Good.....	2
Good.....	3
Fair.....	4
Poor.....	5
Don't know.....	6

9. How would you describe the people who live here? Would you say that they are

All friendly.....	1
That most are.....	2
That about half are or.....	3
Not friendly and helpful.....	4
10. Of the ten families live closest to you, how frequently did you interact with them?	
Most frequently.....	1
Frequently.....	2
Not frequently.....	3
Not at all.....	4
11. Do most of the people who live in this area share the same language?	
Yes	1
No	2
Half do.....	3
Do not know.....	4
12. How is your home made of? (i.e. the building material)	
Concrete	1
Stone	2
Blocks.....	3
Mud.....	4
Wood.....	5
Plastic.....	6
Zinc.....	7
Other.....	8
13. What is the roofing of main home made of?	
Thatch.....	1

Tiles.....	2
Corrugated iron.....	3
Wood.....	4
Plastic.....	5
Asbestos.....	6
Other.....	7

14. Is your home: *(Please indicate all categories)*

Waterproof (susceptible to water damage)	1= Yes	2=No	
Windproof (susceptible to wind damage)	1= Yes	2=No	
Fireproof (susceptible to fire)	1= Yes	2=No	
Having ceiling	1= Yes	2=No	
Having electricity	1= Yes	2=No	
An RDP house	1= Yes	2=No	
Is your electricity pre-paid or metered?	1=PP	2=M	3=N/A
Electricity cut off/ blocked	1= Yes	2=No	3N/A

15. If electricity/ water was cut off/ blocked, why? *(Please indicate all categories)*

Electricity bills not paid	1=Yes	2=No
Water bills not paid	1=Yes	2=No
Owe money to council (other than for electricity and water bills)	1=Yes	2=No
We have no money to buy pre-paid electricity	1=Yes	2=No

16. Do you own a house?

Yes..... 1

No.....	2
17. If no, do you rent?	
Yes.....	1
No.....	2
Other (specify).....	3

Linguistic, cultural and educational qualifications

18. How important do you feel your cultural and linguistic identity in your personal life?

Extremely important.....	1
Important.....	2
Somewhat important.....	3
Not that important.....	4
Not at all important.....	5

19. Grade that you have completed

1- 7 Grade.....	1
8- 11 Grade.....	2
11- 12 Grade.....	3
Technical education.....	4
Technickon.....	5
University.....	6

Productivity Activity

20. Are you employed in a full-time job?

Yes.....	1
No	2

21. Do you have more than one job?	
Yes.....	1
No.....	2
22. Are you doing housework or are you unemployed, a student or what?	
Housework.....	1
Unemployed.....	2
Student.....	3
None of the above.....	4
23. What is your main occupation? What kind of work do you do?	
Your own business.....	1
Self employed.....	2
Casual worker.....	3
None of the above.....	4
24. Do you work for the government?	
Yes.....	1
No.....	2
25. Do you work for:	
The Federal government	1
The Provincial government	2
A Regional or Municipal government.....	3
None of the above.....	4
26. Do you work in ...	
Your own business.....	1
In a business you partly own.....	2
In a business partly owned by a member of your family.....	3

None of the above.....4

27. Are you the main wage earner in this household?

Yes1

No.....2

28. If unemployed, how long have you been unemployed?

One week 1

2- 3 weeks..... 2

One month..... 3

1- 3 months..... 4

3- 6 months..... 5

6- 12 months..... 6

More than a year..... 7

None of the above..... 8

If less than a week, code as 00

29. You are unemployed because

Jobs are scarce.....1

Location may be improper.....2

Physical handicapped3

Language handicapped.....4

Retrenched.....5

Other (Specify6

None of the above.....7

30. Now I would like to ask you some questions about the main wage earner?

Husband	1
Mother.....	2
Son.....	3
Daughter	4
Father-in-law.....	5
Mother –in- law.....	6
None of the above.....	7
Other(specify).....	8

31. How much did she/he earn from her/ his job or business per month?

R100 –R500.....	1
R500- R800.....	2
R800- 1500.....	3
R1500- R2000.....	4
R2000 –R4000.....	5
R5000- R 10 000.....	6
R10 000 – R15 000.....	7
More than R15 000.....	8
None of the above.....	9

32. How long does it usually take to get to work? (for the main bread winner)

Less than 10 minutes.....	1
0-30 minutes.....	2
31-60 minutes.....	3
1-2 hours.....	4
More than 2 hours.....	5

A day or more.....	6
Don't know.....	7
None of the above.....	8

33. How many members do you have in your family?

1- 2.....	1
2- 3.....	2
3- 4.....	3
4 -5.....	4
5- 6.....	5
More than 6.....	6

Family life, social and psychological, problems

34. Do you feel that the overall conditions in this province are conducive to family happiness?

Certainly.	1
Somewhat.....	2
A little.....	3
Not at all.....	4
Don't know.....	5

35. On each of the following factors listed below, would you say you are

(1) completely satisfied, (2) satisfied, (3) not satisfied, (4) not at all satisfied

A. The situation is now

.....	1
.....	2
.....	3
.....	4

B. The type of work you do

-1
-2
-3
-4

C. Your salary/ or your husband's salary

-1
-2
-3
-4

D. Your family life

-1
-2
-3
-4

E. Your husband/ or children

-1
-2
-3
-4

36. What do you like most about your family?

- Closeness..... 1
- Warmth..... 2
- Affection..... 3
- None of the above.....4

37. Are you happy with the family life that you are leading now?

- Very happy..... 1
- Happy..... 2
- Somewhat happy.....3
- Not happy.....4
- Don't know.....5

38. Comparing your situation to other women from your own community, would you say your situation is : (1) much better, (2) better, (3) somewhat better, (4) about the same, (5) somewhat worse, (6) much worse

- Much better.....1
- Better.....2
- Somewhat better.....3
- About the same.....4
- Somewhat worse.....5
- Much worse.....6

39. Does your household have anything of the following in working order? (Please indicate all categories)

Refrigerator	1=Yes	2=No
Radio	1=Yes	2=No
Television	1=Yes	2=No
Coal stove	1=Yes	2=No
Electricity	1=Yes	2=No
Primus stove	1=Yes	2=No
Flame stove/ Gas stove	1=Yes	2=No
Microwave oven	1=Yes	2=No

Telephone (landline)	1=Yes	2=No
Cellular phone	1=Yes	2=No
Vehicle/car	1=Yes	2=No
Other	1=Yes	2=No

40. How many of the following livestock does you household have? Please indicate all.

Cattle			00=We do not have
Sheep			00=We do not have
Goats			00=We do not have
Horses			00=We do not have
Donkeys			00=We do not have
Pigs			00=We do not have
Chicken			00=We do not have
Geese/ ducks			00=We do not have
Other			00=We do not have

41. Does your household grow mealies?

- Yes 1
- No 2
- Half do..... 3
- Do not know..... 4

42. If yes for what purpose? (Please indicate all categories)

Household use only	1=Yes	2=No
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Household use and to sell some	1=Yes	2=No
Household use and trade some	1=Yes	2=No
Household use and to give some away	1=Yes	2=No
Other	1=Yes	2=No

43. About how much is harvested in 50 kg per year?

- Less than 1 bag..... 1
- 1-5 bags..... 2
- 6-10 bags..... 3
- Other..... 4
- Don't know 5

44. What else does your household grow, and what is the main purpose? (Please

indicate one category only)

	1=Own use	2=To sell	3=To trade with	4=to give away	5=N/A
Grains	1	2	3	4	5
Vegetables	1	2	3	4	5
Fruit	1	2	3	4	5
Other	1	2	3	4	5

45. Does your household have debts?

- Yes 1
- No 2
- Half do..... 3
- Do not know..... 4

46.If yes, for what purpose did you borrow money?

To buy food	1=Yes	2= No
To pay rent	1=Yes	2= No
To pay for schooling	1=Yes	2= No
To pay for medical services	1=Yes	2= No
To pay for a vehicle	1=Yes	2= No
To set up business	1=Yes	2= No
To pay for feasts, wedding, burial etc	1=Yes	2= No
Other debts for agricultural purposes	1=Yes	2= No

47. How many months in a year do you rely on bought maize-meal?

- Each month per year..... 1
- 2 months per year..... 2
- 3-5 months per year.....3
- 6-8 months per year.....4
- 9-11 months per year all year.....5
- None of the above.....6

48. Last year was there a time when you and your household had little to eat?

- Yes 1
- No 2
- Half do..... 3
- Do not know..... 4

49. What did you do when your household had very little to eat?

Borrowed food	1=Yes	2=No
Asked for credit at the store	1=Yes	2=No
Worked for food	1=Yes	2=No
Could not do anything	1=Yes	2=No
Collect food from the rubbish bin/ rubbish dump	1=Yes	2=No
Other	1=Yes	2=No

50. How many meals did the adults in your household have yesterday?

- Once..... 1
- Twice..... 2
- Three times..... 3
- Four times..... 4
- Five times..... 5

51. How many meals did children (0-6) in your household have yesterday?

- Once..... 1
- Twice..... 2
- Three times..... 3
- Four times..... 4
- Five times..... 5

52. How long does it takes to get to the nearest store to buy most of your food?

- Less than 30 minutes..... 1
- 30 minutes..... 2
- 1 hour- 2 hours..... 3
- More than 2 hours..... 4
- Other 5

53. Do you have access to medical care/ clinic?

- Yes 1
- No 2
- Half do..... 3
- Do not know..... 4

54. How long does it take to get to doctor/ clinic?

- Less than 10 minutes..... 1
- 10-30 minutes..... 2
- 31-60 minutes..... 3
- 1 hour- 2 hours..... 4

More than 2 hours.....	5
Other	6

55. How do you get to the clinic/ doctor?

Walk.....	1
Lift.....	2
Bus.....	3
Bicycle.....	4
Taxi.....	5
Train.....	8
Other.....	9

56. Is education important?

Yes	1
No	2
Small extent.....	3
Large extent.....	4
Don't know.....	5

57. How long does it take for the youngest school going child to get to school?

Less than 10 minutes.....	1
10-30 minutes.....	2
31-60 minutes.....	3
1 hour- 2 hours.....	4
More than 2 hours.....	5
A day or more.....	6
Other	7

58. How does the main breadwinner get to work?

Walk.....	1
Lift.....	2

Bus.....	3
Bicycle.....	4
Taxi.....	5
Train.....	6
Other.....	7
None of the above.....	8

Social Integration

59 Where do you get drinking water most of the time?

River	1
Stream.....	2
Public tap.....	3
Hand tap at home.....	4
Tap inside home.....	5
Borehole	6
Spring.....	7
Dam or pond.....	8
Rainwater tank.....	9

60. If you use municipality water, are you pleased with the quality of water being provided in the area?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

61. Do you think the taps you have in your area are enough for the households in the area?

Yes.....	1
No.....	2
Half do.....	3

Do not know..... 4

62. Does the current water provisioning cater for sanitation?

Yes..... 1

No..... 2

Half do..... 3

Do not know..... 4

63. What type of toilet do you use?

Ventilated pit latrine..... 1

Pit latrine..... 2

Bush..... 3

Flush toilet..... 4

Bucket toilet..... 5

Do not have..... 6

Other..... 7

Chemical toilet..... 8

64. If you do have a toilet at home, does every member of the family use the toilet?

Yes..... 1

No..... 2

Adults use it, children do not use it..... 3

Children use it, adults do not use it..... 4

Other..... 5

65. How are children's waste disposed?

You burn it..... 1

You discard it in the latrine..... 2

It is eaten by pigs, dogs or chicken..... 3

Other..... 4

66. What happens with most of your refuse/ rubbish

You dump it outside somewhere.....	1
You burn it.....	2
You bury it	3
Removed by local authority once per week.....	4
Removed by local authority once per month.....	5
Other.....	6

67. Do you also use the water for irrigation purposes?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

68. How do you deal with broken taps and burst pipes? Listed below are a few examples of things that people do when this occurs.

a) The community collectively repairs the pipes themselves.....	1
b) The community hires a plumbing company to repair the damaged pipes.....	2
c) The municipality repairs the damaged pipes.....	3
d) The pipes are left unattended for a long time and nobody cares.....	4
e) The youth often does the job.....	5

69. Do you get any notification about the activities that will result on water cuts.

Yes.....	1
No.....	2
Sometimes.....	3
Do not know.....	4

70. Do you have access to electricity?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

71. Do you get electricity on daily basis?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

72. Is this electricity able to carry out all household functions?

Yes.....	1
No.....	2
Small extent.....	3
Large extent.....	4
Do not know.....	5

73. Do you get any notification about the activities that will result on electricity cuts?

Yes.....	1
No.....	2
Sometimes.....	3
Do not know.....	4

74. What fuel do you mostly use for cooking?

Wood.....	1
Coal	2
Paraffin.....	3
Gas.....	4
Electricity.....	5
Other.....	6

75. What fuel do you mostly use for heating?

Wood.....	1
Coal.....	2
Paraffin.....	3
Gas.....	4
Electricity.....	5
Other.....	6

76. What fuel do you mostly use for lighting?

Wood.....	1
Coal.....	2
Paraffin.....	3
Gas.....	4
Electricity.....	5
Other.....	6

77. What could be the cause of lack of access to services ?

No proper planning by the municipality.....	1
Mismanagement of funds by the municipality.....	2
Rural development being not prioritized by the municipality.....	3
People uninformed about their right to access of basic services.....	4

78. Is there enough information on the provision of basic services?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

79. Generally how do people feel about the provision of services by the municipality?

Very happy	1
------------------	---

Somewhat happy.....	2
Unhappy.....	3
Very unhappy.....	4
Mixed feeling.....	5
Do not know.....	6

80. Is there an equitable share in the distribution of basic resources in the area?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

81. How often have you gone without clean water in your household?

Never.....	1
Rarely.....	2
Sometimes.....	3
Don't know.....	4

82. How often have you gone without enough to eat in your household?

Never.....	1
Rarely.....	2
Sometimes.....	3
Don't know.....	4

83. How often have you gone without fuel for heating or cooking in your household?

Never.....	1
Rarely.....	2
Sometimes.....	3
Don't know.....	4

84. How often have you gone without adequate shelter?

Never.....	1
Rarely.....	2

Sometimes.....	3
Don't know.....	4

85. How would you rate your household at the moment?

We always have enough/ we are well off	1
We mostly have enough.....	2
We sometimes have enough, sometimes not.....	3
We sometimes do not have enough / we are sometimes poor.....	4
We often do not have enough/ we are often poor.....	5
We never have enough/ we are very poor.....	6
We are almost dying of poverty.....	7
I don't know.....	8

86. Over the past five years have things:

Got a lot better for you household.....	1
Got a bit better for your household.....	2
Stayed about the same.....	3
Went up and down but no real change for your household.....	4
Got a bit worse for your household.....	5
Got a lot worse for your household.....	6
Don't know.....	7

87. What do you and your household need most at the moment to improve your life?

Government Assistance.....	1
Community assistance.....	2
Assistance form relatives.....	3
Self.....	4
Employment	5

88. Do you think your household will be better or worse off in five years time?

Better off.....	1
Same as now.....	2

Worse off.....3

Don't know.....4

APPENDIX C

A RESEARCH QUESTIONNAIRE:

INTERVIEW GUIDE FOR RURAL HOUSEHOLDS PARTICIPANTS

Biographical Data:

1. Sex of Respondent

Male.....	1
Female.....	2

2. How old were you on your last birthday?

20- 29.....	1
30- 39.....	2
40-49.....	3
50- 59.....	4
60- 69.....	5
70- 79.....	6

3. What is your marital status?

Single.....	1
Married.....	2
Widow	3
Divorced.....	4
Other (specify).....	5

4. Were you born here?

Yes.....	1
No.....	2

5. How many years have you lived in this area?

Less than 0- 5.....	1
---------------------	---

Less than 5- 9.....	2
Less than 10- 29.....	3
Between 30- 40.....	4
Between 50- 99.....	5
Between 100- 199.....	6
Between 200- 499.....	7
More than 500.....	8

6. Do you feel comfortable in Peelson?

Comfortable.....	1
Uncomfortable.....	2
Mixed feeling.....	3
Don't know.....	4

7. Would you like to live here the rest of your life or would you prefer to live somewhere else?

Live here	1
Live somewhere else.....	2
Don't know.....	3

8. How would you describe the quality of life?(access to water, transport, electricity etc)

Excellent.....	1
Very Good.....	2
Good.....	3
Fair.....	4
Poor.....	5
Don't know.....	6

9. How would you describe the people who live here? Would you say that they are

All friendly.....	1
That most are.....	2
That about half are or.....	3
Not friendly and helpful.....	4
10. Of the ten families live closest to you, how frequently did you interact with them?	
Most frequently.....	1
Frequently.....	2
Not frequently.....	3
Not at all.....	4
11. Do most of the people who live in this area share the same language?	
Yes	1
No	2
Half do.....	3
Do not know.....	4
12. How is your home made of? (i.e. the building material)	
Concrete	1
Stone	2
Blocks.....	3
Mud.....	4
Wood.....	5
Plastic.....	6
Zinc.....	7
Other.....	8
13. What is the roofing of main home made of?	
Thatch.....	1

Tiles.....	2
Corrugated iron.....	3
Wood.....	4
Plastic.....	5
Asbestos.....	6
Other.....	7

14. Is your home: *(Please indicate all categories)*

Waterproof (susceptible to water damage)	1= Yes	2=No	
Windproof (susceptible to wind damage)	1= Yes	2=No	
Fireproof (susceptible to fire)	1= Yes	2=No	
Having ceiling	1= Yes	2=No	
Having electricity	1= Yes	2=No	
An RDP house	1= Yes	2=No	
Is your electricity pre-paid or metered?	1=PP	2=M	3=N/A
Electricity cut off/ blocked	1= Yes	2=No	3N/A

15. If electricity/ water was cut off/ blocked, why? *(Please indicate all categories)*

Electricity bills not paid	1=Yes	2=No
Water bills not paid	1=Yes	2=No
Owe money to council (other than for electricity and water bills)	1=Yes	2=No
We have no money to buy pre-paid electricity	1=Yes	2=No

16. Do you own a house?

Yes..... 1

No.....	2
17. If no, do you rent?	
Yes.....	1
No.....	2
Other (specify).....	3

Linguistic, cultural and educational qualifications

18. How important do you feel your cultural and linguistic identity in your personal life?

Extremely important.....	1
Important.....	2
Somewhat important.....	3
Not that important.....	4
Not at all important.....	5

19. Grade that you have completed

1- 7 Grade.....	1
8- 11 Grade.....	2
11- 12 Grade.....	3
Technical education.....	4
Technickon.....	5
University.....	6

Productivity Activity

20. Are you employed in a full-time job?

Yes.....	1
No	2

21. Do you have more than one job?	
Yes.....	1
No.....	2
22. Are you doing housework or are you unemployed, a student or what?	
Housework.....	1
Unemployed.....	2
Student.....	3
None of the above.....	4
23. What is your main occupation? What kind of work do you do?	
Your own business.....	1
Self employed.....	2
Casual worker.....	3
None of the above.....	4
24. Do you work for the government?	
Yes.....	1
No.....	2
25. Do you work for:	
The Federal government	1
The Provincial government	2
A Regional or Municipal government.....	3
None of the above.....	4
26. Do you work in ...	
Your own business.....	1
In a business you partly own.....	2
In a business partly owned by a member of your family.....	3

None of the above.....4

27. Are you the main wage earner in this household?

Yes1

No.....2

28. If unemployed, how long have you been unemployed?

One week 1

2- 3 weeks..... 2

One month..... 3

1- 3 months..... 4

3- 6 months..... 5

6- 12 months..... 6

More than a year..... 7

None of the above..... 8

If less than a week, code as 00

29. You are unemployed because

Jobs are scarce.....1

Location may be improper.....2

Physical handicapped3

Language handicapped.....4

Retrenched.....5

Other (Specify6

None of the above.....7

30. Now I would like to ask you some questions about the main wage earner?

Husband	1
Mother.....	2
Son.....	3
Daughter	4
Father-in-law.....	5
Mother –in- law.....	6
None of the above.....	7
Other(specify).....	8

31. How much did she/he earn from her/ his job or business per month?

R100 –R500.....	1
R500- R800.....	2
R800- 1500.....	3
R1500- R2000.....	4
R2000 –R4000.....	5
R5000- R 10 000.....	6
R10 000 – R15 000.....	7
More than R15 000.....	8
None of the above.....	9

32. How long does it usually take to get to work? (for the main bread winner)

Less than 10 minutes.....	1
0-30 minutes.....	2
31-6- minutes.....	3
1-2 hours.....	4
More than 2 hours.....	5

A day or more.....	6
Don't know.....	7
None of the above.....	8

33. How many members do you have in your family?

1- 2.....	1
2- 3.....	2
3- 4.....	3
4 -5.....	4
5- 6.....	5
More than 6.....	6

Family life, social and psychological, problems

34. Do you feel that the overall conditions in this province are conducive to family happiness?

Certainly.	1
Somewhat.....	2
A little.....	3
Not at all.....	4
Don't know.....	5

35. On each of the following factors listed below, would you say you are

(1) completely satisfied, (2) satisfied, (3) not satisfied, (4) not at all satisfied

A. The situation is now

.....	1
.....	2
.....	3
.....	4

B. The type of work you do

-1
-2
-3
-4

C. Your salary/ or your husband's salary

-1
-2
-3
-4

D. Your family life

-1
-2
-3
-4

E. Your husband/ or children

-1
-2
-3
-4

36. What do you like most about your family?

- Closeness..... 1
- Warmth..... 2
- Affection..... 3
- None of the above.....4

37. Are you happy with the family life that you are leading now?

- Very happy..... 1
- Happy..... 2
- Somewhat happy.....3
- Not happy.....4
- Don't know.....5

38. Comparing your situation to other women from your own community, would you say your situation is : (1) much better, (2) better, (3) somewhat better, (4) about the same, (5) somewhat worse, (6) much worse

- Much better.....1
- Better.....2
- Somewhat better.....3
- About the same.....4
- Somewhat worse.....5
- Much worse.....6

39. Does your household have anything of the following in working order? (Please indicate all categories)

Refrigerator	1=Yes	2=No
Radio	1=Yes	2=No
Television	1=Yes	2=No
Coal stove	1=Yes	2=No
Electricity	1=Yes	2=No
Primus stove	1=Yes	2=No
Flame stove/ Gas stove	1=Yes	2=No
Microwave oven	1=Yes	2=No

Telephone (landline)	1=Yes	2=No
Cellular phone	1=Yes	2=No
Vehicle/car	1=Yes	2=No
Other	1=Yes	2=No

40. How many of the following livestock does your household have? Please indicate all.

Cattle			00=We do not have
Sheep			00=We do not have
Goats			00=We do not have
Horses			00=We do not have
Donkeys			00=We do not have
Pigs			00=We do not have
Chicken			00=We do not have
Geese/ ducks			00=We do not have
Other			00=We do not have

41. Does your household grow mealies?

- Yes 1
- No 2
- Half do..... 3
- Do not know..... 4

42. If yes for what purpose? (Please indicate all categories)

Household use only	1=Yes	2=No
--------------------	-------	------

Household use and to sell some	1=Yes	2=No
Household use and trade some	1=Yes	2=No
Household use and to give some away	1=Yes	2=No
Other	1=Yes	2=No

43. About how much is harvested in 50 kg per year?

- Less than 1 bag..... 1
- 1-5 bags..... 2
- 6-10 bags..... 3
- Other..... 4
- Don't know 5

44. What else does your household grow, and what is the main purpose? (Please indicate one category only)

	1=Own use	2=To sell	3=To trade with	4=to give away	5=N/A
Grains	1	2	3	4	5
Vegetables	1	2	3	4	5
Fruit	1	2	3	4	5
Other	1	2	3	4	5

45. Does your household have debts?

- Yes 1
- No 2
- Half do..... 3
- Do not know..... 4

46.If yes, for what purpose did you borrow money?

To buy food	1=Yes	2= No
To pay rent	1=Yes	2= No
To pay for schooling	1=Yes	2= No
To pay for medical services	1=Yes	2= No
To pay for a vehicle	1=Yes	2= No
To set up business	1=Yes	2= No
To pay for feats, wedding, burial etc	1=Yes	2= No
Other debts for agricultural purposes	1=Yes	2= No

47. How many months in a year do you rely on bought maize-meal?

- Each month per year..... 1
- 2 months per year..... 2
- 3-5 months per year.....3
- 6-8 months per year.....4
- 9-11 months per year all year.....5
- None of the above.....6

48. Last year was there a time when you and your household had little to eat?

- Yes 1
- No 2
- Half do..... 3
- Do not know..... 4

49. What did you do when your household had very little to eat?

Borrowed food	1=Yes	2=No
Asked for credit at the store	1=Yes	2=No
Worked for food	1=Yes	2=No
Could not do anything	1=Yes	2=No
Collect food from the rubbish bin/ rubbish dump	1=Yes	2=No
Other	1=Yes	2=No

50. How many meals did the adults in your household have yesterday?

- Once..... 1
- Twice..... 2
- Three times..... 3
- Four times..... 4
- Five times..... 5

51. How many meals did children (0-6) in your household have yesterday?

- Once..... 1
- Twice..... 2
- Three times..... 3
- Four times..... 4
- Five times..... 5

52. How long does it takes to get to the nearest store to buy most of your food?

- Less than 30 minutes..... 1
- 30 minutes..... 2
- 1 hour- 2 hours..... 3
- More than 2 hours..... 4
- Other 5

53. Do you have access to medical care/ clinic?

- Yes 1
- No 2
- Half do..... 3
- Do not know..... 4

54. How long does it take to get to doctor/ clinic?

- Less than 10 minutes..... 1
- 10-30 minutes..... 2
- 31-60 minutes..... 3
- 1 hour- 2 hours..... 4

More than 2 hours.....	5
Other	6

55. How do you get to the clinic/ doctor?

Walk.....	1
Lift.....	2
Bus.....	3
Bicycle.....	4
Taxi.....	5
Train.....	8
Other.....	9

56. Is education important?

Yes	1
No	2
Small extent.....	3
Large extent.....	4
Don't know.....	5

57. How long does it take for the youngest school going child to get to school?

Less than 10 minutes.....	1
10-30 minutes.....	2
31-60 minutes.....	3
1 hour- 2 hours.....	4
More than 2 hours.....	5
A day or more.....	6
Other	7

58. How does the main breadwinner get to work?

Walk.....	1
Lift.....	2

Bus.....	3
Bicycle.....	4
Taxi.....	5
Train.....	6
Other.....	7
None of the above.....	8

Social Integration

59 Where do you get drinking water most of the time?

River	1
Stream.....	2
Public tap.....	3
Hand tap at home.....	4
Tap inside home.....	5
Borehole	6
Spring.....	7
Dam or pond.....	8
Rainwater tank.....	9

60. If you use municipality water, are you pleased with the quality of water being provided in the area?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

61. Do you think the taps you have in your area are enough for the households in the area?

Yes.....	1
No.....	2
Half do.....	3

Do not know..... 4

62. Does the current water provisioning cater for sanitation?

Yes..... 1

No..... 2

Half do..... 3

Do not know..... 4

63. What type of toilet do you use?

Ventilated pit latrine..... 1

Pit latrine..... 2

Bush..... 3

Flush toilet..... 4

Bucket toilet..... 5

Do not have..... 6

Other..... 7

Chemical toilet..... 8

64. If you do have a toilet at home, does every member of the family use the toilet?

Yes..... 1

No..... 2

Adults use it, children do not use it..... 3

Children use it, adults do not use it..... 4

Other..... 5

65. How are children's waste disposed?

You burn it..... 1

You discard it in the latrine..... 2

It is eaten by pigs, dogs or chicken..... 3

Other..... 4

66. What happens with most of your refuse/ rubbish

You dump it outside somewhere.....	1
You burn it.....	2
You bury it	3
Removed by local authority once per week.....	4
Removed by local authority once per month.....	5
Other.....	6

67. Do you also use the water for irrigation purposes?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

68. How do you deal with broken taps and burst pipes? Listed below are a few examples of things that people do when this occurs.

a) The community collectively repairs the pipes themselves.....	1
b) The community hires a plumbing company to repair the damaged pipes.....	2
c) The municipality repairs the damaged pipes.....	3
d) The pipes are left unattended for a long time and nobody cares.....	4
e) The youth often does the job.....	5

69. Do you get any notification about the activities that will result on water cuts.

Yes.....	1
No.....	2
Sometimes.....	3
Do not know.....	4

70. Do you have access to electricity?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

71. Do you get electricity on daily basis?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

72. Is this electricity able to carry out all household functions?

Yes.....	1
No.....	2
Small extent.....	3
Large extent.....	4
Do not know.....	5

73. Do you get any notification about the activities that will result on electricity cuts?

Yes.....	1
No.....	2
Sometimes.....	3
Do not know.....	4

74. What fuel do you mostly use for cooking?

Wood.....	1
Coal	2
Paraffin.....	3
Gas.....	4
Electricity.....	5
Other.....	6

75. What fuel do you mostly use for heating?

Wood.....	1
Coal.....	2
Paraffin.....	3
Gas.....	4
Electricity.....	5
Other.....	6

76. What fuel do you mostly use for lighting?

Wood.....	1
Coal.....	2
Paraffin.....	3
Gas.....	4
Electricity.....	5
Other.....	6

77. What could be the cause of lack of access to services ?

No proper planning by the municipality.....	1
Mismanagement of funds by the municipality.....	2
Rural development being not prioritized by the municipality.....	3
People uninformed about their right to access of basic services.....	4

78. Is there enough information on the provision of basic services?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

79. Generally how do people feel about the provision of services by the municipality?

Very happy	1
------------------	---

Somewhat happy.....	2
Unhappy.....	3
Very unhappy.....	4
Mixed feeling.....	5
Do not know.....	6

80. Is there an equitable share in the distribution of basic resources in the area?

Yes.....	1
No.....	2
Half do.....	3
Do not know.....	4

81. How often have you gone without clean water in your household?

Never.....	1
Rarely.....	2
Sometimes.....	3
Don't know.....	4

82. How often have you gone without enough to eat in your household?

Never.....	1
Rarely.....	2
Sometimes.....	3
Don't know.....	4

83. How often have you gone without fuel for heating or cooking in your household?

Never.....	1
Rarely.....	2
Sometimes.....	3
Don't know.....	4

84. How often have you gone without adequate shelter?

Never.....	1
Rarely.....	2

Sometimes.....	3
Don't know.....	4

85. How would you rate your household at the moment?

We always have enough/ we are well off	1
We mostly have enough.....	2
We sometimes have enough, sometimes not.....	3
We sometimes do not have enough / we are sometimes poor.....	4
We often do not have enough/ we are often poor.....	5
We never have enough/ we are very poor.....	6
We are almost dying of poverty.....	7
I don't know.....	8

86. Over the past five years have things:

Got a lot better for you household.....	1
Got a bit better for your household.....	2
Stayed about the same.....	3
Went up and down but no real change for your household.....	4
Got a bit worse for your household.....	5
Got a lot worse for your household.....	6
Don't know.....	7

87. What do you and your household need most at the moment to improve your life?

Government Assistance.....	1
Community assistance.....	2
Assistance form relatives.....	3
Self.....	4
Employment	5

88. Do you think your household will be better or worse off in five years time?

Better off.....	1
Same as now.....	2

Worse off.....3
Don't know.....4

APPENDIX D

INTERVIEW GUIDE FOR A WARD COUNCILOR

1. Were you born here?
2. How would you describe the quality of life in the area? (access to water, transport, electricity etc)
3. Do you feel the overall conditions in this province are conducive to family happiness?
4. Do you think poverty is a problem in Peelton?
5. Are there any development initiatives that take place in the area?
6. What kind of development?
7. Does this development change the lives of the people?
8. In the process of these development initiatives are people given an opportunity to make input?
9. What could be the cause/ reason to fail to deliver services and improve infrastructure by the municipality?
10. Is there enough information given to the locals on the provision of services?
11. Is there an equitable share in the distribution of basic services and resources in the area?
12. Are you, ward councilors, accountable to the community about issues of development?
13. How often do you account concerning development to the community?
Not frequently
14. What are the challenges faced by the municipality in its execution of development programmes in the area?
15. Is there a municipal plan in place to redress the imbalances and social inequalities

of the past as they manifest themselves in rural areas?

17. Do you think an integrated development approach is feasible in this area?

18. How does the municipality plan to enhance human development in this area?

19. Do you have a plan to eradicate poverty for the area?

20. Do you have a plan to improve infrastructure backlogs that compromise service delivery in the area?

21. If yes, what kind of a plan do you have?