REVIEW

The great divide:
inequality
and poverty

HSRC
Human Sciences
Research Council

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Cover image: Johnny Miller/Millefoto
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Notes from the Guest Editor

Dr Liapeng Matsau

UNPACKING THE CONCEPT OF 'POVERTY': the HSRC's new strategic direction

Every second year the HSRC organises a conference to showcase the work of both young and seasoned researchers, as was the case in November 2016. The theme, *Poverty and Inequality: Diagnosis, Prognosis and Responses,* profoundly resonates with the HSRC.

Under the new CEO's leadership, the HSRC has embarked on a new strategic direction, focusing on poverty and inequality. This was born largely out of a need to respond to the most pertinent of social changes facing South Africa today, in terms of the HRSC's mandate. As outlined in the key strategic documents, 'Poverty and inequality provide the macro-determinants against which the issues of deprivation, and their opposite, the capacity to flourish, play themselves out' in the HSRC's Annual Performance Plan of 2016/17.

This strategic direction is also very much in line with the imperatives outlined in the National Development Plan, following and encouraging the HSRC to play a vital role in providing the necessary research to inform meaningful, evidence-based intervention and policy.

In considering poverty and inequality, the meaning and definition of poverty is often taken for granted and more work needs to be done to unpack the concept in order to effect efficient policy interventions. We often rely on money-metric measures which fail to consider other indicators, such as education, and access to services and health, as stated in the 2010 World Bank report. Indeed, several areas require further exploration, including the root causes and dimensions of poverty. How is poverty measured? What drives it? How is it reproduced? Why is it so resilient?

The 2016 HSRC Social Research Conference tried to address, explore and answer these questions, concentrating on the HSRC's new strategic direction and how it can positively impact and meaningfully address the issues of poverty and inequality in the South African context. It also explored new indicators and methods to tackle this critical issue facing South Africa.

Four key themes emerged from the conference:

- The importance of exploring households as a unique and fruitful unit of analysis;
- New methods that could capture the nuanced and complex issues relating to poverty;
- Exploring other inequalities apart from looking through a racial lens, such as gender, disability, class, religion, language and age; and
- The importance of human dignity when doing research, which can be formulated as an obligation to recognise and foster a full sense of dignity of all people, which also include addressing patronising and paternalistic attitudes.

We believe that the HSRC researchers and staff have managed to answer the call to interrogate poverty and inequality, as supported by the article on page 18. It was particularly exciting to have so many young researchers engaging with these problems and looking to become active forces in the transformation of society.

Dr Liapeng Matsau is the deputy director, Office of the Deputy CEO: Research, HSRC.

News roundup

TIMSS 2015: Early learning a recipe for success

'Results from the Trends in International Mathematics and Science Study 2015 (TIMSS 2015) show a clear correlation between early learning experiences and future educational success,' says Dr Vijay Reddy, principal investigator of the grade 5 study and an executive director at the HSRC.

The South African results were released on 29 November 2016, following the release of the TIMSS results by the International Association for the Evaluation of Educational Achievement (IEA) headquartered in Amsterdam.

TIMSS was conducted at the grade 5 level for the first time in South Africa in 2015. Forty-eight countries participated at the grade 4 or 5 level in TIMSS 2015.

Reddy said TIMSS 2015 provided an opportunity for South Africa to estimate its achievement in relation to other countries and establish the baseline for South African mathematics achievement. It also reported on pre-grade 1 educational activities and its influence on achievement.

The top five ranked countries were from East Asia: Singapore, Hong Kong SAR, Republic of Korea, Chinese Taipei and Japan. The five lowest performing countries were Jordan, Saudi Arabia, Morocco, South Africa and Kuwait – countries from Africa and the Middle East.

The Western Cape, Gauteng and Mpumalanga were the three highest provincial performers and North West, Limpopo and Eastern Cape performed lowest. The difference between the highest and lowest performing provinces was 100 points for mathematics.

South African achievement continues to remain highly unequal with only one quarter of learners at public no-fee schools (quintiles 1, 2 and 3) achieving mathematics scores above the minimum level of competency.

As with the assessment at grade 9 (also read the next article), Reddy said it is encouraging to note that 1.3% of South African mathematics learners scored at the Advanced level of achievement – globally 6% of learners achieve at this level.

'We must support this group of high performing learners to improve their achievement scores,' stated Reddy.

Past and current research has shown that socio-economic indicators such as parents' level of education and the number of books in the home are positively related to learner achievement: those with more resources have higher mathematics scores. But what parents do matters alongside what parents have: many features of the early educational environment experienced by learners have also been shown to improve performance, including engagement

Dr Vijay Reddy, Principal investigator of TIMSS 2015 and an HSRC executive director.

in early literacy and numeracy activities and having parents with high educational expectations.

The results also showed that starting educational activities early influences mathematics achievement, such as playing with alphabets, number of toys, building blocks or shapes. Children from households where parents often read books to the child score 35 points higher than if the parents never read to their children.

Learners started grade 1 with different levels of school readiness and this difference widens as the learner proceeds through the school system. For this reason, good quality preschool settings are an important boost for learners.

And although almost nine out of every ten learners have some form of schooling prior to grade 1, the quality of preschool education available to those who go on to quintile 1-3 schools was not as high as that available to those who subsequently attend fee-paying and independent schools.

Quality investment in early years is crucial for those most in need. It appears that the quality of pre-school education that learners receive is far from equal, failing the most disadvantaged and most in-need learners.

News roundup

TIMSS 2015: South African learners show **improvement** in mathematics and science scores

South Africa has shown the highest mathematics and science score improvement from TIMSS 2003 to 2015, according to Dr Vijay Reddy, principal investigator of TIMSS 2015 and an HSRC executive director.

Thirty-six countries participated at the grade 8 or 9 level in TIMSS 2015. The 2015 study provides an opportunity for South Africa firstly, to estimate its achievement in relation to other countries and secondly, to monitor changes in educational achievement from 2003.

The top five ranked countries were from East Asia – Singapore, Republic of Korea, Chinese Taipei Hong Kong SAR and Japan. The five lowest performing countries were Botswana, Jordan, Morocco, South Africa and Saudi Arabia – countries from Africa and the Middle East.

While South Africa continued to perform at the lower end of the rank order, its score improved from TIMSS

2011 to TIMSS 2015 by 20 points for mathematics and 26 points for science. This means that from 2003 to 2015 South Africa improved by 87 points for mathematics and 90 points for science. Of the 25 countries which participated in both TIMSS 2003 and 2015, South Africa showed the biggest improvement and this improvement is equivalent to increasing the average performance by just over two grade levels.

'Educational change is possible, but the pace of change, especially in no-fee schools, must be accelerated if we are to have the requisite skills and capacities to meet the societal and economic needs of the future,' Reddy said.

Gauteng, Western Cape and Mpumalanga were the three highest provincial performers. The three lowest performing provinces are Limpopo, North West and Eastern Cape. All provinces, except the Western Cape, increased their achievement scores from 2003 to 2015. The Western Cape scores decreased by 23 points for mathematics

and 33 points for science from 2003 to 2015.

As in the grade 5 study, the TIMSS results show that South African achievement continues to remain highly unequal: Approximately 80% of learners attending independent schools, 60% of learners at public fee-paying (quintiles 4 and 5) and 20% of learners at public no-fee schools (quintiles 1, 2 and 3) achieved mathematics scores above the minimum level of competency. An acceleration of pro-poor strategies is required to improve the home and school conditions for learners in no-fee schools.

It is encouraging to note that 1% of South African mathematics and 1% of science learners achieved mathematics and science scores at the Advanced level of achievement – globally 5% of learners achieve at this level and none of the other five lowest performing countries achieved at the Advanced level.

The TIMSS grade 9 highlights report appears on the TIMSS-SA website (www.timss-sa.org.za).

Prestigious Fulbright Grant awarded to **investigate widening land inequalities**

Dr Peter Jacobs, chief research specialist in the Economic Performance and Development research programme.

Dr Peter Jacobs, a chief research specialist in the Economic Performance and Development research programme (EPD), has been awarded the prestigious 2017 Fulbright Grant for research scholars. The grant allows him to consolidate more than a decade of his studies on land reform into a manuscript for a book. For the duration of the fellowship, which began in January 2017, he will be based at Johns Hopkins University in Baltimore.

Jacobs said he will focus his research on trends in the land question and the irretrievable restructuring of the economy

that have made pro-poor land reform an outdated policy choice. Emergent land policy studies probe how committed governments are in carrying out land reforms that benefit social classes.

'In summary, widening land inequalities are behind contemporary land policies and demands for land of social movements,' Jacobs says.

Jacobs said he is looking forward to strengthening cooperation with leading scholars at Johns Hopkins University, especially colleagues studying global land and labour issues at the Arrighi Center for Global Studies.

Strengthening HSRC's role in South Africa's green economy transition

Dr Andreas Scheba from the Economic Performance and Development programme has been awarded a British Academy Newton Mobility Grant to collaborate with Dr Amber Huff from the Institute of Development Studies/STEPS Centre in the UK on a new exciting research/capacity building project on the green economy.

The project, entitled 'Addressing South Africa's sustainable development paradox: towards a multidimensional framework for assessing and enhancing social, economic and environmental benefits of South Africa's Green Fund projects', integrates policy analysis, social science and participatory methods to develop an assessment framework for evaluating green economy initiatives in the country, specifically those associated with the Green Fund.

Over the course of one year, commencing in March 2017, Scheba and Huff will

implement a number of carefully planned research, exchange and capacity building activities involving researchers from the two organisations, policy makers and green economy project stakeholders.

The purpose of the project is to facilitate knowledge exchange; strengthen the skills among HSRC researchers to engage in complex and interdisciplinary sustainability research; and foster a long-term research partnership on sustainable development in South Africa.

The HSRC will benefit from IDS/STEPS Centre's extensive experience in bringing the concerns of poor and marginalised groups of society into sustainability debates and contributing to policy strategies that can integrate objectives of environmental protection with the need to achieve inclusive economic growth and poverty eradication.

Dr Andreas Scheba, from the Economic Performance and Development programme.

The project will contribute to economic development and social welfare in South Africa by using evidence from this novel research to develop tools for policymakers, industries and practitioners engaging with South Africa's green economy transitions.

New land use and needs **assessment** project

The Belgian Technical Cooperation Committee is funding the HSRC to undertake research into a tool that could provide better information about local land uses and needs.

Explains Dr Peter Jacobs of the HSRC's research programme on Economic Growth and Development: Land in rural areas is still mainly used for growing crops and grazing livestock. But this is changing. Cycles of droughts or floods, for instance, occur more often and are forcing farmers and policymakers to seek climate-friendly farming methods. But climate change is disrupting older farming habits and is making affected lands unfit for traditional farming methods.

The government wants rural land users to adopt fit-for-purpose land use practices, yet there is mounting pressure to use farmland for satisfying the expanding non-farming needs in rural areas, such as decent housing, often changing farmland into vast settlements of shacks; shopping malls and other property agencies are also competing for land in rural areas.

Balancing these competing demands requires, for example, that the best farmland be used – with care – for crop and livestock farming into the distant future. A recent law, the Spatial Planning Land Use Management Act (2015), sets out the rules for ideal land uses. But it is not clear how many rural land users are following the prescripts

of this law. Policy-relevant evidence is needed to fill this information gap and this is what the study will try to achieve by developing a land use and needs assessment tool.

This tool will be tested in a sample of 10 district municipalities, spread over five provinces. The Department of Rural Development and Land Reform can use the results for better land administration and spatial planning and district land reform committees (DLRCs) would rely heavily on this information to fulfil their core mandate.

To fully exploit this tool, members of DLRCs will need customised training in its use, which forms a major part of this project, which is expected to conclude in July 2017, says Jacobs.

News roundup

What works' in HIV and AIDS and the world of work

The HSRC is currently developing a niche research area, in partnership with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), related to wellness in the workplace with a special focus on HIV and AIDS in sub-Saharan Africa.

Professor Nancy Phaswana-Mafuya, a research director in HIV/AIDS, STIs and TB programme at the HSRC, explained that a 10-African country study by the International Labour Organisation (ILO), in which South Africa participated, provided verifiable, quantifiable and measurable documented evidence of 'what works' in running successful HIV and AIDS workplace programmes across the 10 participating countries. But because only eight South African workplaces were included, it was considered necessary to expand the South African component of this study.

The current three-year study (2015 – 2017) targets a total of 40 workplaces. The aim is to provide lessons derived from the successful experiences of workplaces (large and small, formal and informal, public, civil and private sectors, across various economic sectors) that can be adapted and transferred to benefit other workplaces.

These lessons can become instructive in how workplaces could become more effective and efficient in their response to HIV and AIDS within their own particular and unique situations. Documenting and disseminating good workplace practices will provide the basis for policy development, recommendations for scalable interventions and publications in peer-reviewed journals.

The Department of Labour (DoL) is a collaborating partner in this research project. The Final Report documenting the results of these projects will be presented during the second half of 2017.

Categories	Frequency (n=25)
Years of operation	
1-10 years	4
11-20 years	2
21+ years	14
Unknown	5
Size of workplace	
Small	3
Medium	2
Large	20
Type of workplace	
Public	3
Medium	2
Large	20
Type of sector	
Manufacturing	8
General government services	5
Personal services	4
Agriculture, forestry and fishing	2
Transport, storage and communication	2
Mining and quarrying	1
Construction	1
Wholesale, retail and motor trade; catering and accommodation	1
Finance, real estate and business services	1
Provinces	
Gauteng	8
KwaZulu-Natal	8
Eastern Cape	6
Northern Cape	2
Free State	1
Length of workplace programmes	
1-5 years	3
6-10 years	2
16-20 years	4
20+ years	2
Unknown	14
Type of workplace programmes	
Wellness/comprehensive/inclusive approach	19
HIV programme only	6
Programme implementation	
Use of both internal and external consultants	18
Use only external consultants	7

How the SABC failed the public in its coverage of the 2016 local government election

Protests against the SABS's editorial policies.
Credit: Tariro Washinyira/GroundUp

The coverage of the 2016 local government election by the South Africa Broadcasting Corporation (SABC) failed the public, say *Tula Dlamini, Sarah Chiumbu* and *Lien Molobela,* who have analysed the SABC news reporting from a period of four weeks leading up to the election on 3 August 2016.

The analysis concluded that the SABC's coverage was characterised by overwhelming bias in favour of accredited national leaders at the expense of local candidates and the electorate; a greater focus on personalities and conflict rather than electoral issues; poor representability of women actors; and a glaring urban/rural divide.

Our study examined the extent to which the SABC fulfilled its mandate as outlined in its Editorial Charter and in regulations by the Independent Communications Authority of South Africa (ICASA).

The basis for the study

The SABC Editorial Charter enjoins the public broadcaster to offer a plurality of views and a variety of news, information and analysis. ICASA's role is to keep the SABC in check and evaluate whether the broadcaster is fulfilling its public service responsibilities and complying with its charter.

The study evaluated the content of the broadcasts in terms of journalistic norms, values and practices that are rooted within the public sphere notion. The concept of the public sphere popularised by Jurgen Habermas (1989) was used as shorthand to analyse processes of media participation and deliberation in democratic societies.

In this situation, public service media, ideally operating between market and state, become an important site for deliberation and participation. Conceptually, the SABC – owing to its public service broadcasting (PSB) mandate – must be considered in terms of the public sphere notion.

Drawing on findings from a quantitative and thematic content analysis of news bulletins covering a four-week period leading up to the local government elections on 3 August 2016, the study concluded that the SABC failed to meet this public service obligation in several areas.

Specified categories that appeared in the sampled SABC news bulletins were coded quantitively, revealing which issues were highlighted or ignored, while the qualitative method used thematic content analysis to interpret meaning from the content of text data and to extract some key themes and frames from the news bulletins. Particular attention was paid to the daily main evening 18:30 news on SABC 3.

> The work of journalism, particularly public service broadcasting, ought to go beyond the mere reproduction of events, and focus on constructing the news in a way that speaks to public good.

Key findings

Elite dominance and exclusion of local candidates

The SABC, as a public broadcaster, is expected to play a key role in profiling candidates running for office and providing the audience with information on these candidates. However, the SABC gave prominence to the national political leaders of the three main parties – Jacob Zuma (African Nation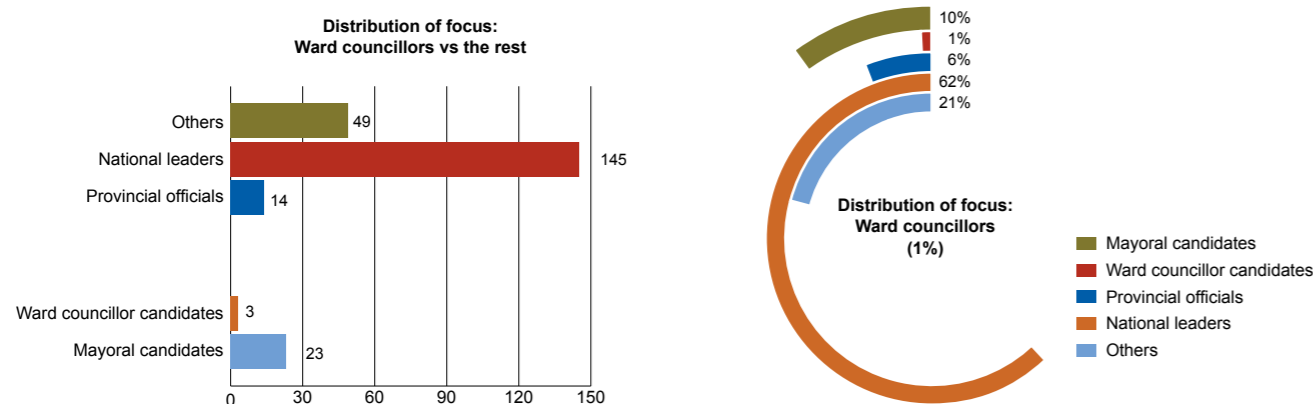al Congress), Mmusi Maimane (Democratic Alliance) and Julius Malema (Economic Freedom Fighters) and mayoral candidates of the major metros – thereby limiting exposure of rank and file members, specifically the contesting ward councillors, the actual focus of the local elections.

There was also an absence of information and frames for understanding what the election was about. In a number of reports, the quoted news bite was no more than a call to vote for one political party rather than the other; and, worse, the stories lacked contextualisation of the merits or demerits of the choices on offer.

This was a fundamental defect, for the work of journalism, particularly public service broadcasting, ought to go beyond the mere reproduction of events, and focus on constructing the news in a way that speaks to public good. Figure 1 shows that 62% of news coverage was given to national leaders, with only 1% going to councillors, the most important people in local democracy and service delivery.

Fig 1 Dominance of national leaders at the expense of local candidates
Source: HSRC, 2016

Distribution of focus: Ward councillors vs the rest

- Others: 49
- National leaders: 145
- Provincial officials: 14
- Ward councillor candidates: 3
- Mayoral candidates: 23

Distribution of focus: Ward councillors (1%)
- Mayoral candidates: 10%
- Ward councillor candidates: 1%
- Provincial officials: 6%
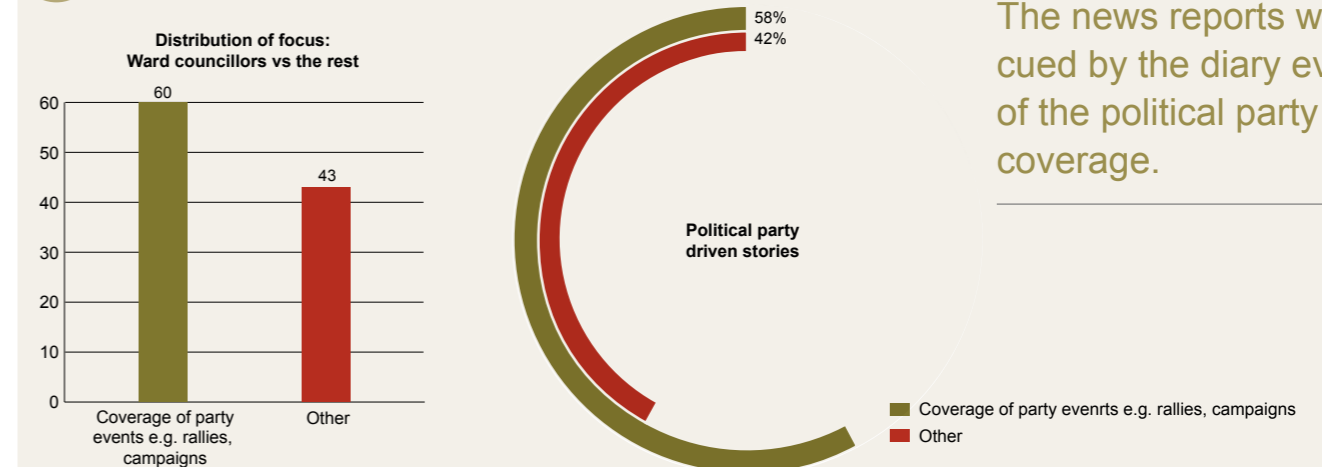- National leaders: 62%
- Others: 21%

Dominance of politically driven stories

The ICASA Act discourages broadcasters during elections from relying on political parties as their sources for information; calling on them rather to 'actively seek out information'. ICASA argues that a 'failure to do so will give parties with greater resources inequitable amounts of news coverage'. However, of the 103 sampled bulletins, nearly two-thirds (58%) of the news stories (see Figure 2) featured party-political events such as rallies, campaigns and press conferences. In other words, the news reports were cued by the diary events of the political party in coverage.

Fig 2 Political party driven stories
Source: HSRC, 2016

Distribution of focus: Ward councillors vs the rest
- Coverage of party events e.g. rallies, campaigns: 60
- Other: 43

Political party driven stories
- 58%
- 42%

Legend:
- Coverage of party evenrt e.g. rallies, campaigns
- Other

> The news reports were cued by the diary events of the political party in coverage.

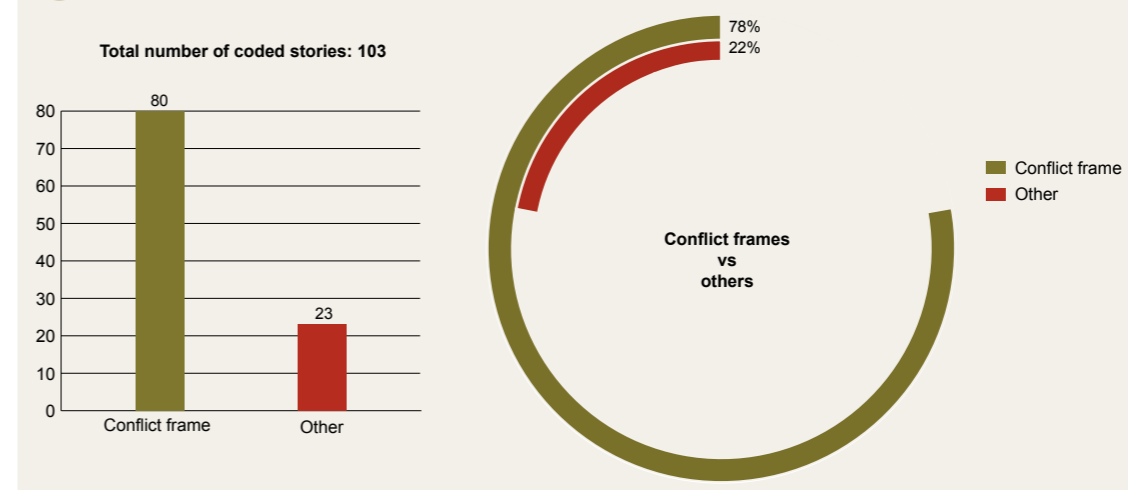#### Personalisation and conflict frames

Election campaigns are among the most contentious events in the political life of a democratic country and over the years they have undergone significant changes. Scholars describe these transformations using concepts like *personalisation* and *spectacularisation*. The phenomenon is often intertwined with commercial broadcasting. This is not the main responsibility of public service journalism during elections.

Public media are expected to transcend the logic of journalism in which competition and conflict news values are the dominant blueprint and it is their responsibility to scrutinise the political leaders and hold them to account for their statements.

The study found that the SABC was preoccupied with the search for conflict, characterised by a focus on winning, contention and disagreement. When presented with an opportunity to choose a 'news bite' from a source, in most cases the broadcaster favoured the conflict frame. Of the total 103 sampled SABC news bulletins, only 22% did not contain the conflict frame (Figure 3).

Fig 3 Conflict frames
Source: HSRC, 2016

Total number of coded stories: 103
- Conflict frame: 80
- Other: 23

Conflict frames vs others
- 78%
- 22%

Legend:
- Conflict frame
- Other

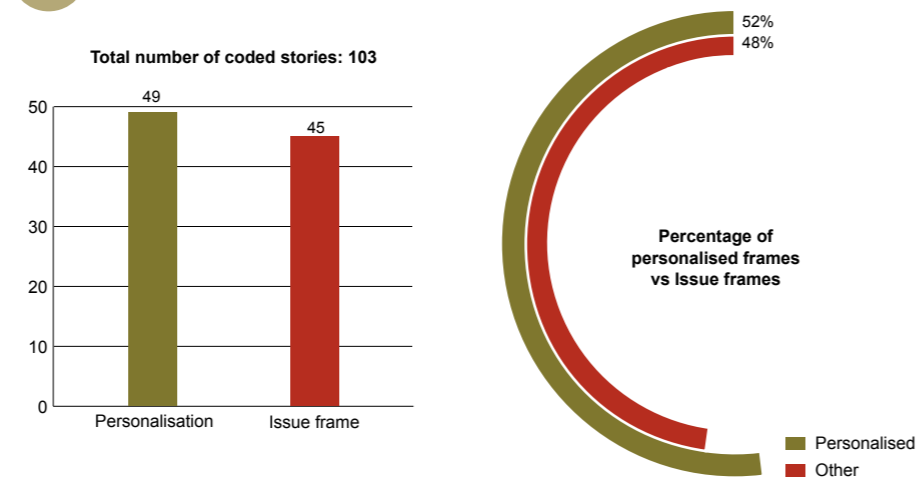As Figure 4 shows, the majority of stories focused on personalisation at the expense of issue-based stories.

The findings in this study reveal a worrying urban/rural divide with respect to the SABC's news coverage.

Fig 4 **Personalisation frames**
Source: HSRC, 2016

Total number of coded stories: 103

Percentage of personalised frames vs Issue frames

52%
48%

■ Personalised
■ Other

'A view from the suburbs': Marginalisation of rural areas

Well-known political analyst, Stephen Friedman, has argued that South African media frame issues from what he calls a 'view from the suburbs', meaning that the media appropriates a middle-class view of politics. This was evident in the analysis of SABC news, which failed to fully represent election events in rural and peri-urban locations.

The SABC is mandated to the principle of universal coverage in terms of diversity of content, public and, indeed, geographic locations. An emerging
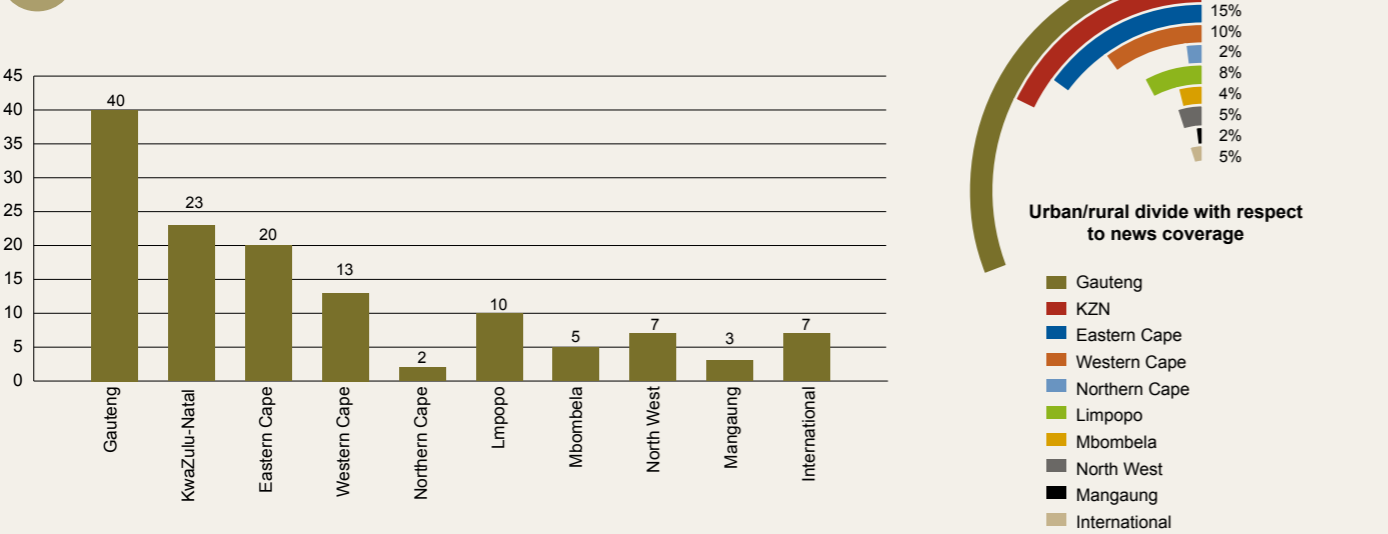
democracy, such as South Africa, cannot afford to develop and view itself only through the eyes of the elite and urban dwellers.

Indeed, the findings in this study reveal a worrying urban/rural divide with respect to the SABC's news coverage (Figure 5). It should be noted, however, that the geographic distribution pattern of the SABC's election news coverage was relatively reflective of the population sizes of South African provinces, as recorded by Statistics South Africa (2011). For instance, the province of Gauteng, though the smallest

geographically, has the largest number of people living in it – about 23.7% of the total SA population.

In the sampled bulletins, Gauteng accounted for 31% of the coverage. The second biggest population size, 18%, is located in KwaZulu-Natal. This province received the second most coverage in the sampled bulletins. The least coverage (2%) was from the Northern Cape, the province with the smallest population of 2.2% of the total SA population.

Fig 5 **Urban/rural divide with respect to news coverage**
Source: HSRC, 2016

Urban/rural divide with respect to news coverage

31%
18%
15%
10%
2%
8%
4%
5%
2%
5%

■ Gauteng
■ KZN
■ Eastern Cape
■ Western Cape
■ Northern Cape
■ Limpopo
■ Mbombela
■ North West
■ Mangaung
■ International

The SABC has the important role of mediating pluralist politics, clarifying issues relating to all candidates during an election and simplifying the choices for the electorate.

Conclusion

Owing to its public service mandate and its own news editorial policies, the SABC has the important role of mediating pluralist politics, clarifying issues relating to all candidates during an election and simplifying the choices for the electorate. Only when the electorate understands the electoral process, how political parties function and how they fit into the governmental structure, can they fully appreciate how a candidate becomes the party's official nominee. Without the media and the SABC, in particular, the electorate would have to find its way through the confusing clutter of issues, candidates and government actions.

In other words, the SABC is one of the key vehicles by which the electorate are informed of their candidates, choices or issues. While on paper the mandate of the SABC is clear and democratic, in practice the broadcaster has often been accused of acting contrary to its mandate and obligations.

Furthermore, the SABC has faced numerous challenges over the years. Institutionally, these challenges relate to the legal and funding model of the broadcaster, which compromises its

editorial independence. Politically, the broadcaster has faced numerous accusations of censorship and political interference in its editorial decisions. In the weeks preceding the local government elections in 2016, for example, the SABC came under fire for censorship when its chief operations officer Hlaudi Motsoeneng, instituted a policy directive that visuals of violent protest action should be excluded from television news bulletins. Journalists who questioned this decision were slapped with charges of insubordination, sparking widespread criticism from the media fraternity and media freedom institutions. The negative developments at the SABC culminated in a parliamentary inquiry which has yet to be concluded.

Representing the generality of the public by addressing the broadest possible range of views, topics and actors, in a more or less equitable manner, is not an easy call for the SABC to make. The broadcaster has to grapple with complexities arising from its contentious PSB normative model,

which, on the one hand, prioritises development and other humanistic values while, on the other, the SABC must ensure its sustainability and financial lifeblood through advertising, driving audience numbers; guaranteeing the 'public interest' agenda and its obligation to citizens who keep the institution afloat through the regulated licence fee funding model.

Authors: Tula Dlamini , senior lecturer, Journalism at Monash South Africa; Dr Sarah Chiumbu, African research fellow, Human and Social Development (HSD) research programme, HSRC; Lien Molobela, MA intern, HSD.

Politically, the broadcaster has faced numerous accusations of censorship and political interference in its editorial decisions.

INNOVATION IN INFORMAL SETTINGS:
we have **much** to learn

What can we learn about the nature of innovation in informal settings, and how can that help to inform policy making to encourage inclusive development? *Glenda Kruss, Isabel Bortagaray* and *Gerard Ralphs* consider these questions.

When the latest data on South Africa's research and experimental development (R&D) are published in 2017, the R&D performance of firms, universities, NGOs, government departments and research councils will once again come under the spotlight.

From the spend on R&D as a proportion of GDP to the breakdown of the R&D workforce by gender, these data provide policy makers, investors, university leaders and civil society advocates with essential information for agenda-setting, campaigning or investment planning.

The data will also form an integral part of larger regional and multinational comparative repositories of R&D statistics, which are used by a range of actors, such as the African Union and Nepad or the OECD, in regional or even global agenda-setting conversations.

As Kofi Annan famously said in 2015: 'Governing without data is like driving without a dashboard'.

Critical as they are, R&D data show just a fragment of science and technology activities leading to innovation – defined, for the purpose of this article, as the development of a new or improved product or service. Certainly, they do not reflect the full picture of how knowledge and technology contribute to socio-economic development. They also do not tell us about innovative activities going on outside of the formal sector.

In turning their attention increasingly to the specificities of economies and societies across the developing world, scholars, funders and policy makers in recent decades have recognised that informal settings are a crucial and yet underexplored and under-theorised domain in global development discourse.

Scholars, for example, have only recently begun to develop the conceptual frameworks and empirical tools to start to respond to this lacuna. In the domain of innovation, the picture is evolving but remains unclear.

Informal settings are a crucial and yet underexplored and under-theorised domain in global development discourse.

Research to fill the innovation gap

As researchers from South Africa and Uruguay working within what we would call a broad framework of innovation for inclusive development (IID), we want to contribute to filling this gap by building a research agenda that will help us to learn more about the nature of innovation in informal settings, and to help to inform policy making through new evidence.

There are three key points we want to make about evolving this agenda from the perspective of the global south.

We urgently need to build a common understanding about what innovation actually means in the particular informal settings of our countries.

First, we urgently need to build a common understanding about what innovation actually means in the particular informal settings of our countries. Textbook definitions of innovation as applied in the formal sector, while useful, consider very specific criteria when it comes down to firm level measurement (such as product or process innovation, marketing or organisational innovation). In the context of informal enterprises or value chains, new criteria clearly need to be devised if we are to develop a novel set of data-collection methods and eventually indicators.

Second, innovation in the informal sector requires us to think about the nature of informality and knowledge itself. If we understand innovation as the application of knowledge in the development of a new product or service, as it is sometimes defined, what types of knowledge are implied in innovation that takes place in the informal sectors? In what ways are formal and informal knowledges and markets similar and different? How do these similarities and differences impact on the innovative capabilities of firms/enterprises that service these markets? What is the nature of the exchanges within these markets that derive from innovative enterprises?

Third, we need to expand our suite of research tools – the language we use and the theoretical frameworks we apply – to encompass these complex dynamics. Hard methodological questions need to be answered, too. Do we need to think of a new population to survey? Or do we use current surveys in new ways? Who – and what – should be included or excluded?

Beginning to understand – and eventually measure and pinpoint – innovation in the informal sector has significant potential for shaping our national policies on key issues such as poverty, inequality and unemployment.

Innovation in the informal sector has significant potential for shaping our national policies on key issues.

How so?

For a start, the evidence base will help us to establish if there are policy tools that need to be put in place to foster more innovation, or to assist with linking innovative activities within the informal and formal sectors.

*Paper collection at Jetline Printing.*

Durban, KwaZulu-Natal province: Beaded craftwork for sale at the beachfront.
Photo: Graeme Williams, MediaClubSouthAfrica.com

The evidence base will also help us to know if we are exercising policy options that might already be creating harmful or unintended consequences if we aspire to goals of inclusive development.

Positively, there is an emerging community of scholars and practitioners in our countries and around the world who are already advancing work in this area. Our hope and expectation is that, by working together, we can find more of the right questions to ask and maybe even some of the answers.

Authors: Glenda Kruss, deputy executive director, Centre for Science, Technology & Innovation Indicators (CeSTII), HSRC Isabel Bortagaray, adjunct professor, Institute of Sustainable Development, Innovation and Social Inclusion, Universidad de la República, Uruguay; Gerard Ralphs, programme manager and policy analyst, CeSTII.

Fig **1** A possible representation of formal versus informal innovations in the formal and informal sectors

Formal sector

Formal innovation Informal innovation

Formal innovation

Informal innovation

Informal sector

Formal innovation Informal innovation
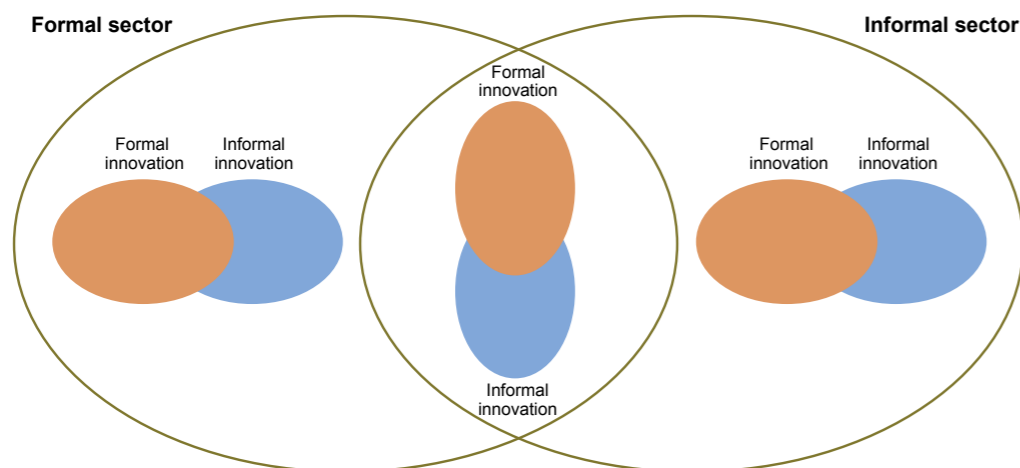
'OPENING THE WALLS OF LEARNING':
Rethinking educational transformation

We cannot expect to produce an equitable social order through 'raising educational standards', if the prejudices, inequalities and social injustices existing in the broader society remain unresolved, writes *Adam Cooper* in this think piece on how language and dialogue shape perceptions and create walls between social groups.

The all-encompassing perspective of the South African education system

When I tell people that I conduct educational research, the response almost always involves someone telling me a story; a sensational tale that my interlocutor has heard about a school in a poor area where the students are illiterate, the educators rarely teach and the buildings consist of dilapidated carcasses left to rot in the post-apartheid era.

These accounts are proclaimed with a passionate sense of injustice for the nameless learners, justifying the teller's belief that inequality in South Africa is actually the result of negligence, corruption and laziness, things of which my imaginary storyteller is not guilty.

While these depictions are not wholly untrue, they are the single, almost unchallenged narrative spoken or written about the South African education system.

Let me be clear: I am not saying that literacy, attendance and educator content knowledge are not systemic challenges. These are serious issues that we ignore at our great peril. However, this all-encompassing perspective of the South African education system prevents other simultaneous truths from emerging.

Furthermore, the dominant educational discourse problematically implies that education can be extrapolated, in policy and practice, from the society in which it is located. It implores us to 'go back to basics' and focus all of our attention on fixing the classroom, healing the toxic mix that plagues knowledge transmission within its borders, to use common metaphors that circulate in the education sector and amongst its experts.

It is implied that the efficient transmission of knowledge from the curriculum and textbook into the head of the learner will ensure that students become educated and grow up to secure middle-class jobs, eradicating the poverty and inequality that exists in the country. It is imagined that other troubles will naturally be ameliorated by resolving the 'education crisis' in this manner. I believe that this view is flawed.

Challenging the narrative

In my book, *Dialogue in Places of learning: Youth Amplified from South Africa*, I try to shift the educational Rubik's cube by presenting a different but parallel pedagogical reality.

The research ventures within and beyond the school walls, using multi-site ethnography (the systematic study of people and cultures) to explore educational sites in one poor Cape Flats community created during the apartheid era. I argue that education cannot be understood in isolation from the various contexts – including the society – in which it takes place.

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Language is central to the dissemination of knowledge... but it is also bound up in communicating to learners how they are positioned in the society in which they live.

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My focus is on language and dialogue because language is central to the dissemination of knowledge between teachers and students in classrooms, but it is also bound up in communicating to learners how they are positioned in the society in which they live and what they can expect in terms of social mobility; the prospects of an upwards movement or change in social status relative to others within a given society.

Through the ways in which we speak – our accents, word choices and pronunciation – others position us in the social hierarchy and make assumptions regarding our level of education, upbringing, moral conduct and likely futures.

How schools reinforce inequalities

The young people in my study spoke an informal version of Afrikaans that emerged historically through the mixing of the colonising Dutch and British, indigenous peoples like the Khoi and San and slaves imported from East Africa and Asia.

Their language differed from standardised Afrikaans that is inscribed in the school curriculum and which is a product of the white, Afrikaner political project. At the school teachers often dismissed student's linguistic resources, saying things like:

'The biggest problem is that learners come with a cultural deficiency… no books at home. The only proper English or Afrikaans they hear is from the teachers. Their oral tradition is good, but we need to get them studying and reading. It's the basis of education. Once they have good command of the language, they will be fine.'

Should it be a surprise then that this kind of disparaging teacher attitude resulted in that particular school having 400 grade 9s and only 60 matrics in 2012 – a 400% dropout rate?

A different set of linguistic norms and values existed among the young hip-hop crew that I encountered while working in this community. A number of the crew worked for a local NGO and the entire group performed their rap lyrics publicly in the community. One of the young men in the group said that:

'When I'm at home I write better. When I'm at school I can't write because there's no activity or place for me to do that kind of stuff.'

The hip-hop group provided him and his peers with a space to use their language unashamedly, engage with ideas about their community and society and to explore their heritage. The group used ideas like 'conscious lyrics' and 'keeping it real' from international hip-hop, the biggest youth sub-culture globally. They also referenced the human rights discourse that was prominent in the NGO sector. Through dialogues amongst themselves and with relevant others the group reflected, critically, on themselves and their society.

While working in this neighbourhood I wondered how the youth would relate to an alternative curriculum, one that engaged directly with issues like social justice and inequality.

Juxtaposing three educational places illustrated how South African schools subtly reproduce inequalities through the ways in which they sort students into hierarchies of worth.

I put this idea into practice by establishing a youth radio show at a local radio station, inviting students from this school and peers from three other schools, to attend on Saturday mornings. At the radio station, we watched documentaries, read Biko and interviewed the junior mayor of Cape Town, before each participant generated 10 questions. An hour-long discussion would follow, live on air.

During these sessions, the youth from the two well-resourced schools transported colonial-era ideas about standards and proper conduct, including linguistic ideologies, broadcasting these perspectives on the radio show and causing a fair amount of conflict.

Juxtaposing these three educational places, the school, hip-hop crew and radio show – sites that all involved young people from one neighbourhood – illustrated how South African schools subtly reproduce inequalities through the ways in which they sort students into hierarchies of worth.

Educational transformation is more than 'raising educational standards'

As in schools elsewhere, this sorting process and young people's learning endeavours are intimately linked to assessments of language use. Word and language choices, accents and pronunciations, give clues to people's social status.

For poor young people in the global era many of their linguistic expressions are treated as evidence of cultural mixings that occurred during colonialism, slavery and, more recently, patterns of mass migration. While no way of speaking or language is inherently superior or more scholarly and sophisticated than another and all languages contain mixtures of words that originate from a variety of sources, some students' linguistic and cultural resources are interpreted as evidence of inferiority.

These kinds of prejudices are particularly common at schools, as these formal educational sites usually only approve of standardised forms of language. Young people are experts at creatively using a wide range of words from different sources to assert their identities and ideas, however these practices are validated differently in a range of contexts. The radio show illuminated how informal places may also be oppressive in certain instances, as places are made up of the people who inhabit them, individuals who move through other sites and carry with them dominant ideas that circulate in society.

Places of learning are constructed historically and are shaped by relationships that exist inside and beyond their borders. This has implications for educational transformation, a topic widely discussed globally.

Educational transformation is usually associated with calls for efficient and regular assessment practices and more sophisticated standardised tests. Time on task, teacher attendance and content knowledge, literacy, numeracy and matric results. While these are all crucial indicators of high-quality education, we cannot expect to produce an equitable social order through 'raising educational standards' if the prejudices, inequalities and social injustices that exist in the broader society remain unresolved. Educational sites are produced by and connected to these wider contexts. If we would like to use education to catalyse social justice it is crucial to understand how educational institutions, policies and personnel may contribute to the reproduction of existing power relations, as well as how they may arm students with powerful forms of knowledge.

We cannot expect to produce an equitable social order through 'raising educational standards' if the prejudices, inequalities and social injustices that exist in the broader society remain unresolved.

Young learners at school.
Photo: Paul Weinberg, Africa Media Online

Author: Dr Adam Cooper, post-doctoral fellow, Human and Social Development, HSRC.

STARTING EARLY:
Innovations in **HIV prevention**

There is growing evidence that children uninfected by the HI-virus and living with HIV-positive parents may be at increased risk of psychological and social problems. *Tamsen Rochat* describes a pioneering intervention for such families with primary school-aged children.

As HIV-exposed and affected children enter adolescence in poverty-stricken communities where violence is rife… these children are more at risk of abuse, early sexual debut and ultimately, HIV infection.

The literature identifies three groups of children as affected by parental HIV, including:

- *HIV-exposed* children who are exposed to HIV in utero or during breastfeeding, but who remain HIV-negative themselves;
- *HIV-affected* children, who are HIV-uninfected, and who were not directly exposed to the virus, but whose parents may have become HIV-infected during the course of their childhood. This latter group may also include children who have an HIV-infected father, or an HIV-infected caregiver who is not their biological parent; and
- *HIV-unexposed* children born to HIV-uninfected mothers, not directly exposed to the virus, and whose mothers remain uninfected throughout their childhood. However, there is increasing concern that very few *HIV-unexposed* children remain *HIV-unaffected* at a familial or community level, in particular where HIV prevalence is high.

There is growing evidence that these HIV-exposed and affected children may be at increased risk of psychological and social problems. As they enter adolescence, in poverty-stricken communities where violence is rife, evidence shows that these children are more at risk of abuse, early sexual debut and ultimately, HIV infection. Some of the potential pathways to these risks are illustrated in Figure 1.
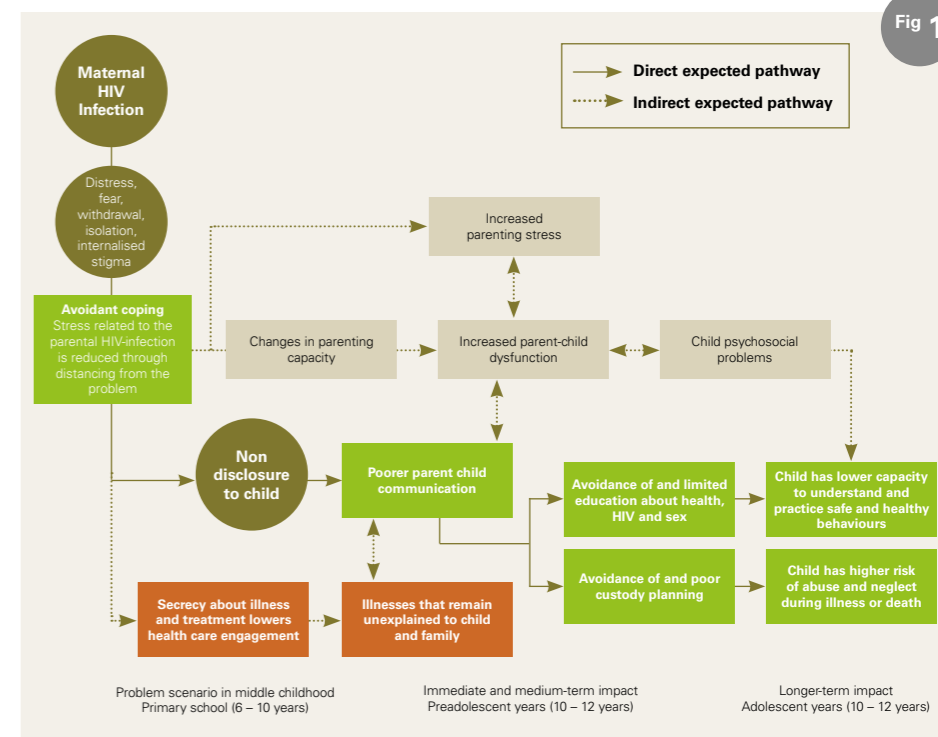
South Africa has made tremendous strides in advancing access to HIV prevention and treatment. As a result, most children born to HIV-infected parents are HIV-uninfected themselves. At least a third of children are being raised by an HIV-infected parent, most often a mother, in sub-Saharan Africa; and this number is probably higher in areas with high prevalence.

In South Africa, given the success of our HIV treatment programmes, these HIV-positive parents have access to life-saving treatment and are surviving to nurture and care for their own children. But in this new treatment era, different challenges arise for these parents, their children and families.

Fig 1

The *Amagugu* (meaning 'treasure') intervention is a six-session home-based intervention, delivered by lay counsellors.

The intervention focuses primarily on supporting disclosure of the mother's HIV to her HIV-uninfected children, which has been shown to have benefits for mothers, children and families.

The intervention aims to strengthen the parent-child relationship and empower the parent to teach children aged 6-10 years about their health, about viral infections and treatment processes, health promotion and ensuring that care and custody plans are in place for their children's safety during periods of illness.

Although there is evidence suggesting that parent-led health and sex education is beneficial in reducing adolescent health and reproductive risks, most parents report concerns about how to approach this process with younger children. In response to this the intervention provides parents with a developmentally sensitive storybook to help them begin the conversation about reproductive health with their children early.

In a peer-reviewed publication in *Frontiers in Public Health*, we outline the risk pathways HIV-exposed and affected children may face, the intervention conceptual model. We describe the intervention steps in detail, presenting evidence from our formative and evaluation work and the literature to support the proposed mechanisms by which the intervention aims to disrupt risk pathways and strengthen parenting skills and the parent-child relationship.

The intervention is designed to be used at the required scale in low-resource setting. Lay counsellors deliver training and counselling to mothers during the six sessions of home visits and mothers lead the intervention activities with children independent of the counsellor. This intervention is a fundamental principle as it encourages the parents (and not external home visitors) to be the hero in the child's life. The parent is the consistent person in the child's life and the child begins to learn that the parent is a reliable source of information on health.

Fathers and other family members can and are encouraged to become involved if they wish. A key part of the intervention is a user-friendly materials package which includes story books, board and card games, stickers and charts to help parents tackle discussion with young children in a child-friendly developmentally sensitive way.

The intervention is strongly informed by established psychological theory and child development research in the human and social sciences and brings this evidence to bear in the context of parenting with HIV.

The intervention proposes that HIV education and prevention should start at home, should be led by parents and should start in the pre-adolescent years. A good platform of parent-child communication is critical to achieving this and the focus of this

Talk and play reminders

Step 1: Being Prepared

Have I chosen a quiet place?	
Have I chosen a good time?	
Have I got all my materials ready?	
Have I practised my activities?	

Step 2:
Sharing our family story

Step 3:
Learning about staying healthy

Step 4:
Keeping our stories safe

Step 5:
Reading together

This intervention… encourages the parents (and not external home visitors) to be the hero in the child's life.

middle childhood intervention is to establish and strengthen the parent-child relationship, so that as the child reaches adolescence, both children and parents have a good foundation to build on.

The intervention has been tested widely in a pilot study and in a large scale uncontrolled evaluation with 281 families in rural KwaZulu-Natal. The intervention resulted in increased HIV disclosure to children, improvements in mental health for mother and child and improved health-care engagement and custody planning for the child.

Discussing HIV, health and the possibility of illness or death had no immediate negative mental health effects for children. Longer-term follow-up of the evaluation study participants has also recently been completed. The HSRC is funding a two-year follow-up of the RCT participants.

The intervention model demonstrates the feasibility, acceptability and potential for disclosure interventions to include pre-adolescent HIV education and prevention for primary school-aged children. The researchers hope to demonstrate over time that supporting parents to provide health education and health promotion in middle childhood has protective effects for children's reproductive health as they enter adolescence.

Author: Dr Tamsen Rochat, chief research specialist, Human and Social Development research programme, HSRC.

AN OVERVIEW: The shape and character of poverty and inequality in South Africa

The HSRC recently held a conference under the theme *Poverty and Inequality: Diagnosis, Prognosis and Responses*, which is also the organisation's main research agenda for the next five years. What is the nature of the problem? What symptoms or indicators to we have to examine? *Liapeng Matsau* deliberates about complexities that surfaced during the discussions and presentations.

Despite making great strides in transformation and development in the last two decades, South Africa continues to be plagued by poverty and inequality. More than half of the country's citizens live in poverty.

One of the main reasons for this is the slow growth of the economy, which in turn is caused by both global and national issues. Locating the cause of poverty with economic growth issues only addresses one of many interlinking aspects of the problems of poverty and inequality.

The use of the medical terminology in the conference theme, *Poverty and Inequality: Diagnosis, Prognosis and Responses*, is apt in two ways. On the one hand, it alludes to a nation that is ailing, one that is suffering from poverty and inequality; on the other it suggests that this nation is a complex organism with dozens of deeply entwined systems, the mechanisms of which preclude easy answers.

What is the nature of the problem? We know that between 45.5-53.8% (depending on the definition) of South Africans live in *poverty*. What symptoms or indicators do we have to examine? The country suffers from very low levels of income, high unemployment, poor sanitation and water, and not enough housing; these symptoms do not affect everybody equally and are connected to each other. How do we diagnose inequality and what is the nature of the problem?

South Africa has one of the highest levels of *inequality* in the world. What are the symptoms at hand? The country is characterised by vast income inequality and unequal access to education, health, and housing to name a few. Indeed, South Africa has often been described as being two nations in one, one for the rich and privileged, and one for the poor and disenfranchised.

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The prognosis refers to the expected outcome, or the trajectory of a condition. Is the expected outcome good or poor? What can be done to improve the prognosis? Will South Africa's vision of inclusive growth and development lead to a narrowing inequality gap and a reduction in poverty? Will poverty and inequality increase and lead to escalating challenges to social cohesion? In many ways, the conference, in its recognition of the challenges faced by the nation, was at heart optimistic, or at least hopeful.

What then do we mean when we talk about responses to poverty and inequality? This refers to key strategic interventions that can be made to mitigate poverty and inequality. How will the HSRC respond? What interventions will it recommend to government? What new directions in research will it embark on? And how can the country be transformed?

The role of research in mitigating poverty and inequality

We know that research alone cannot effect change. However, policy-oriented research, which is broadly defined as research that has an audience outside academia, plays a crucial role in enabling policy that makes a difference.

Policy-oriented research is more narrowly defined as 'research aimed primarily at affecting choices made by governments or other institutions whose decision are embodied in laws, regulations, or other activities that generate benefits and costs for people who are affected by those governments or institutions'.

While it is true that research cannot in and of itself alleviate poverty or inequality, it certainly provides the information and tools to make the necessary interventions at policy level

and evidence-based research is vital to this endeavour. But how can and should research help us to deal with problems – problems of inequality, problems of poverty, problems of vicious cycles and seemingly insurmountable mechanisms of reproduction?

The spectrum of research involvement is broad and it is relevant to spend moment where social sciences can impact policy, either directly by providing evidence, or indirectly by building the tools needed to produce innovative research:

Unpacking, updating and formulating the key concepts: there is no straightforward answer to the question 'what constitutes poverty and inequality', and the definitions of what constitutes poverty or what instances of inequality are problematic have been changing, often to reflect changes in society.

This is particularly the case with the rapid changes introduced by modern technologies, access to which increasingly plays a part in the reproduction of poverty and inequality.

Develop methods to address these questions

Besides the conceptual questions regarding poverty and inequality, any attempt at providing a detailed and appropriately complex description of the extent of the problem requires the appropriate measures and indicators.

Taking stock of the problem: it is crucial to identifying the underlying mechanisms to first account for the details of the problem by analysis measures and indicators, especially in connection to other relevant variables and measures.

Explaining and understanding: knowing how dire a problem is, is not yet sufficient to propose answers; it is critically important to understand social, economic, historical and psychological forces that make poverty and inequality persistent.

Intervention assessment: a clearer understanding of the causes of poverty or inequality – which is then evidenced and

Research is crucial in defining the problem, establishing the extent of the problem and the processes by which it persists or arises to inform possible intervention, and then assessing the effectiveness of the treatment.

drawn upon to formulate policy which is enacted – does not mark the end of research involvement, since the catalogue of tools and definitions available to gain this initial understanding also plays a crucial role in assessing the efficacy of specific policy approaches, allowing policy makers access to evidence-based learning regarding policy effectiveness.

Crucial role of research

Research is crucial in defining the problem, establishing the extent of the problem and the processes by which it persists or arises to inform possible intervention, and then assessing the effectiveness of the treatment, to return to the medical metaphor.

It is also crucial to note that policy intervention is itself a well-spring of information and potential insight that, in turn, might innovate new conceptual understandings, methodologies and measures to employ, and explanatory approaches.

Research not only stands to effect change by informing policy, but also, in doing so, can progress through the outcomes of the policy implementation. It might even be worth noting that researchers have a tendency to lament policy decision that did not draw on evidence-based research, but rarely do they openly speak of the impact of evidence on policy as somewhat experimental, that is, as the best projected intervention to address complex issues giving no guarantees.

Given the wealth of ways in which research can participate in the fight against poverty and inequality, it is important to note that South Africa needs to solve the problem of poverty and inequality by moving beyond simply identifying problems (diagnosis), and instead trying to innovatively unpack, describe, understand, address and reassess the problem at hand.

Author: Dr Liapeng Matsau, deputy director, office of the deputy CEO: Research, HSRC.
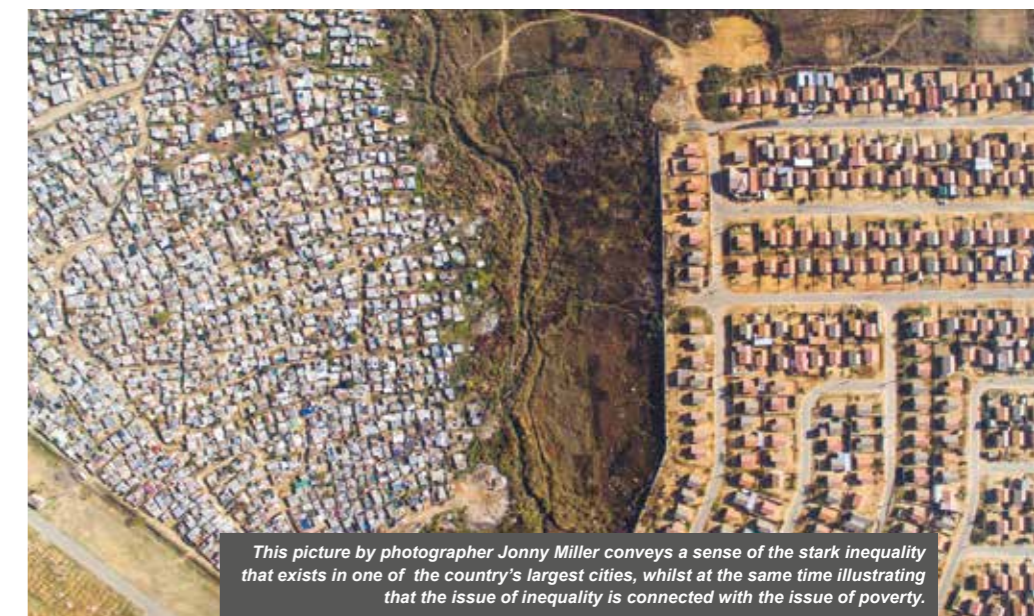
This picture by photographer Jonny Miller conveys a sense of the stark inequality that exists in one of the country's largest cities, whilst at the same time illustrating that the issue of inequality is connected with the issue of poverty.

SOCIAL RESTITUTION: Addressing South Africa's **burning questions**

How to make things right for South Africa's past history of injustice? These are some of the questions addressed in a new book by Sharlene Swartz, *Another Country: Everyday social restitution.* Launch participants of the book tell us why.

The screens have been torn down, said former Truth and Reconciliation commissioner and a founding member of the Black Sash, Mary Burton, jumping right in. Events of the past two years have shown the depth and extent of rage felt by those that have not experienced any sense of benefit from what was meant to be a new and transformed society.

'Many of us, mostly those who are white, have been protected, first under apartheid itself and then by the ongoing effects of privilege. Some would like to deny benefit while others recognise it but don't know what to do about it – this book is going to help us with that,' she said.

We are haunted by poverty and inequality and the unfair distribution of benefits and opportunities. Even those that reject the opportunity to be drawn into discussion about restitution do indeed have a longing to be a part of a reconciled South Africa. 'They know in their hearts the relief, even the joy, that this would bring.'

Even those that reject the opportunity to be drawn into discussion about restitution do indeed have a longing to be a part of a reconciled South Africa.

And while some have tried various ways of responding, they feel incapable of making a real difference. '*Another Country* provides some answers, and provokes thought and discussion about finding more answers.'

How do we define and address restitution?

What are those answers? Admitting his scepticism about white South Africans writing about restitution, Tshepo Madlingozi, chair of the Khulumani Support Group and a lecturer in law at the University of Pretoria, said Swartz 'is not a m0ral justice entrepreneur. Instead, this book is a manifesto that grapples with the issues. The author does not claim that she's seen the light and is therefore bringing enlightenment for all of us. The book holds up a mirror to white South Africans about unearned privilege and amnesia about the past, but also says to black people, talk to white people about anger… you are allowed to be angry and you must tell us what we should do'.

The legacy of apartheid is still very much present, Madlingozi said. Decolonisation has failed and this is what students are saying. In the book, Swartz argues that restitution should be bi-focal; both backward looking and forward looking.

'It should be about becoming post-colonial, not merely punishment. It helps us to remember the past and rethink our way past our location as fractured colonial subjects. *Another Country* reminds us of

Mahmood Mamdani's very deep question: How do settlers become native? How do we build a society where we are all human beings?'

'How do white people stop being settlers? A settler is someone who comes to someone's land, dispossesses them of the land, and then refuses to take any moral responsibility. Such a person will always be a settler. I think this book is about how we get through this binary of settler-native and how we come to live in a society where all of us can become human beings.'

Don't *say* sorry … *do* sorry

Paballo Chauke, a recent master's graduate from the University of Oxford and former UCT student, spoke of 'the plaster of the rainbow nation that we used to cover up our ills that has finally come off. The volcano has erupted.'

He summarised the ways in which this book contributes towards providing non-superficial solutions.

'I read the multiple stories of white and black people in *Another Country* with a sense of familiarity. I saw myself; I saw my mother, my friends and acquaintances in these accounts. This is our story. We may not all be responsible for the atrocities of this country –

apartheid, colonialism and slavery – but I believe we are all responsible for making sure that we fix it because South Africa needs to work for all of us.'

For social restitution – the key thesis of the book – to work, we need everyone to be involved, Chauke said. Even those who are screaming 'we want blood, we want war, we want to destroy everything'.

He stopped counting the times he had to comfort, unfriend (on social media), teach or shut down white people who cry and say 'I'm sorry, I'm sorry about apartheid. I'm sorry about colonialism'.

'It's okay to feel bad and be sorry but the point is *you* cry, *you* say sorry and *I* go back to my shack in Khayelitsha and *you* go back to your nice house in Rondebosch. As such, I think it is really important to *do* sorry instead of say sorry. This book is the perfect way to begin this *doing*. Included in this doing is that we all have to constantly work on our socially learned and endorsed superiority and inferiority complexes'.

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Last speaker Jessica Breakey spoke about how reading about white people's racism in *Another Country* is petrifying but real and that white South Africans need to be more open in admitting both complicity with the past and ongoing racism.

She drew attention to the way in which *Another Country* speaks about time: 'White people are living in a different time to black people. This idea that time is linear and that in 1994 we entered into a new period of time is completely false. This idea that time moves forward and doesn't stay in a moment of pain, oppression and privilege is false and this book deals with this clearly'.

Ending the discussion, Breakey, highlighting restitution as a quest for humanity, especially for white South Africans, said: 'White people… need
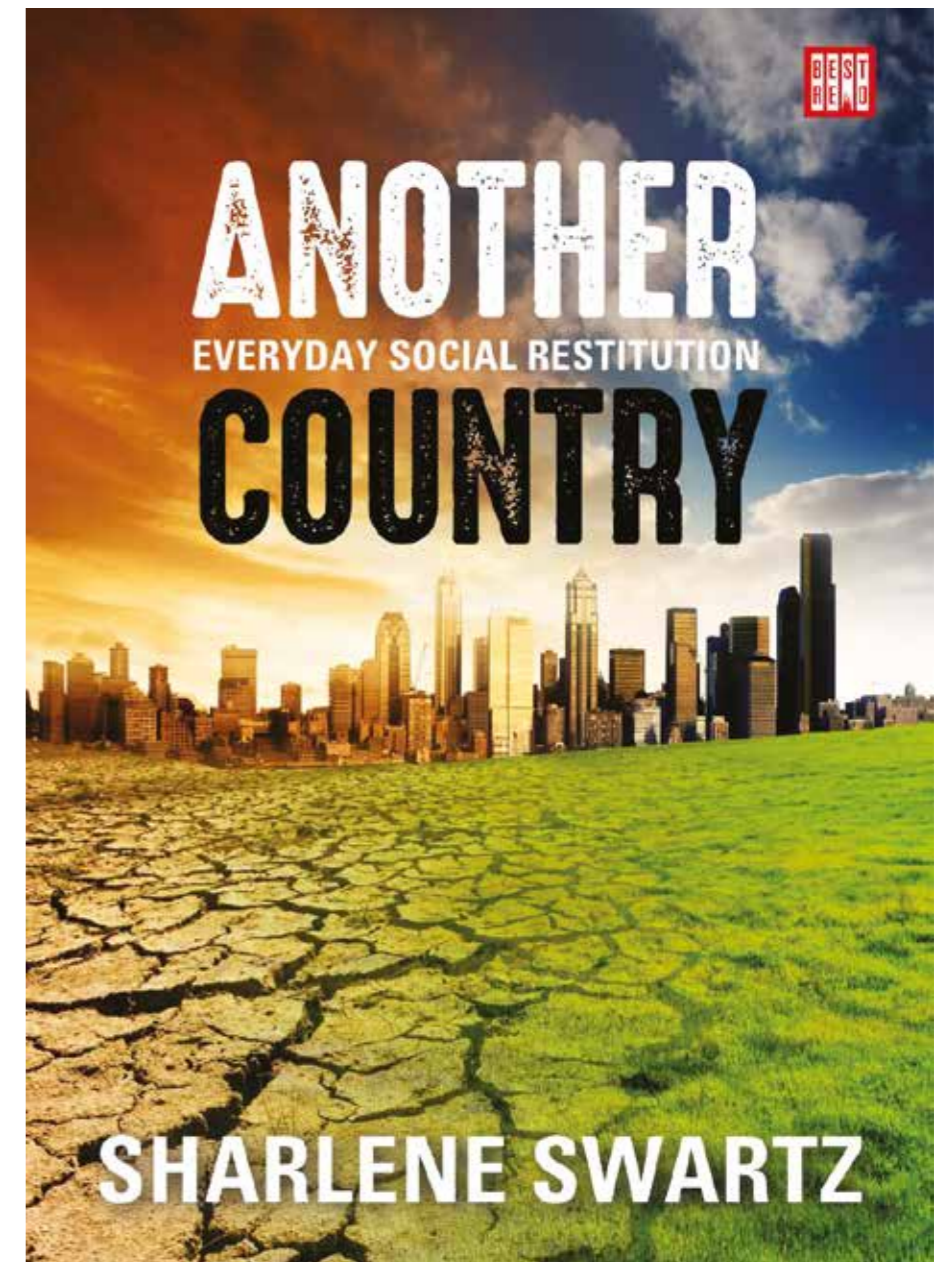
to stop feeling guilty and be more reflective about the past. Only then can we see what is happening around us as oppression, which in turn can lead us to restitution. We are in a moment of fire and everything is burning around us. I think that many people are realising their privilege and so the how and the what question is very important as we move forward'.

Another Country: Everyday Social Restitution by Sharlene Swartz, Publisher: Best Red, HSRC Press. A free discussion guide for the book under the same name is available for Apple and Android phones.

Another Country reminds us of Mahmood Mamdani's very deep question: 'How do settlers become native? How do we build a society where we are all human beings?'

SOMETHING FOR EVERYONE: Locating restitution in the South African context

Restoration is an integral part of healing and transformation. Healing in our country should be emotional, psychological, economic and political.

An inaugural Restitution Conference, the first of its kind, aimed at bringing to the fore the difficult but necessary discussion on restitution in South Africa. *Parusha Naidoo* reports.

'The past few years, along with the events of recent months, have shown us that we are not the rainbow nation we once envisaged. Increasing protests, racism, inequality, poverty and political contention tell us that there is still much more to be done' noted conference co-chairs Prof. Sharlene Swartz (HSRC), and Zinzi Mgolodela and Dr Lionel Louw (both from the Restitution Foundation) in their welcome letter to participants.

Under the conference theme of *Something for Everyone*, the HSRC, Restitution Foundation and the Castle of Good Hope, along with 12 partners, brought together 520 participants from over 46 institutions and organisations, practitioners, academics and ordinary South Africans from across different sectors.

We are not the rainbow nation we once envisaged.

In a bid to go beyond previous and current discussions on charity, reconciliation and development, the aim of the conference was to present restitution as the paradigm through which issues of justice and redress can be approached.

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Taking place at the Castle of Good Hope, the conference coincided with the commemoration of its 350th year of existence, with its historical significance as a place of enslavement, oppression and dispossession. Acknowledging this symbolic importance, the Castle's CEO, Calvyn Gilfellan, said that the conference provided a 'momentous opportunity to re-imagine the Castle as a catalyst for restitution'.

The first day began with a Restitution Pilgrimage led by Azola Mkosana (Castle of Good Hope) and Rev. René August (The Warehouse). Sites were mapped out throughout the Castle, with each site recalling contentious aspects that shape the past and present: land, labour, law, faith and business. Participants were invited to reflect, discuss and read at each of the sites, enabling an understanding of how space is tied to historical meaning.

Prior to the conference, intergenerational dialogues on the role of restitution had been held at the Groote Kerk and St George's Cathedral in Cape Town. The evening of the conference formed part of this series of dialogues, with a distinguished panel of South Africans: Nomonde Calata, whose husband, Fort Calata, was one of the Cradock Four murdered by apartheid security agents, and her son Lukhanyo Calata; Leon Wessels, a South African lawyer, politician and 'verligte' minister in the National Party government during the apartheid years, with his daughter Erika Wessels; and former Public Protector Thuli Madonsela and her daughter Wenzile Madonsela, a member of the EFF.

Panel members related their personal experiences and engaged with topics of redress and accountability. Speaking specifically about the role of education and the importance of access to learning, Adv. Thuli Madonsela and Wenzile Madonsela provided a lens to view the current climate of tertiary institutions. Concluding the first day of the conference, participants were invited to engage with the panel through discussion groups where they interrogated the insights provided and debated ideas on how restitution can be realised.

The second day began with a plenary on institutional responses to the past featuring: Zinzi Mgolodela, head of transformation at Woolworths, Archbishop Thabo Makgoba of the Anglican Church, Dr Max Price, vice-chancellor and principal of the University of Cape Town; and Professor Sabelo Ndlovu-Gatsheni, head of the Archie Mafeje Research Institute at UNISA. The session highlighted the work that has been done and remains to be done by universities, corporates and faith communities.

With efforts of transformation in tertiary education and business particularly falling under scrutiny, the plenary session became an important learning opportunity for participants to make sense of the call for decolonisation across all areas of the education system and to understand the prevailing conditions in the private sector that continue to hinder access to opportunities and growth for black South Africans. A key response to these sessions included a plea to focus on the ways in which Khoisan communities have been dispossessed and ignored in debates about transformation.

Following this, concurrent paper sessions consisting of almost fifty presentations were held. Topics ranged from subject areas of identity, land, education, to theology, trauma and peace-building. While some sessions aimed to explore and discuss the underpinnings of restitution, others attempted to make sense of what practical approaches towards restitution might look like or how to understand current attempts at restitution. In discussing practical models for restitution, Nicole Joshua from Common Change SA explained that 'Restoration is an integral part of healing and transformation. Healing in our country should be emotional, psychological, economic and political'.

In the closing plenary of the conference, Drs Marje Jobson (Khulumani) and Deon Snyman (Restitution Foundation) presented the work of their respected organisations and reflected on what still needed to be done. Youth respondents were given the platform to reply to these reflections and voice their views on the failures, successes, blind spots and disappointments of restitution in South Africa.

The conference drew to a close with the recognition that much work lies ahead in creating deep-rooted changes. Despite this difficult reality, there was further acknowledgement that long-term commitment was necessary to fulfil the responsibility of restitution across generations, sectors and for all dispossessed groups.

During 2017 a proceedings book detailing the outcomes of the conference will be published and further topic specific seminars will be held. It is envisaged that two further conferences on restitution will be held in 2018 and 2020 to chart civil society progress and to focus on institutional responses to restitution.

Author: Parusha Naidoo, researcher, Human and Social Development programme, HSRC.

Reflection and discussion formed a central component of the inaugural conference on Restitution at the Castle of Good Hope.

DECODING HOMELESSNESS:
Building understanding in Durban

Who are the people living on the streets of Durban, how many are there, where do they come from and how did they land up in this desolate situation? *Candice Rule* and *Furzana Timol* address the plight of homelessness in the city.

'I do not have [a] mother and father and I give up on life. Sometimes we take life for granted. I was staying with my stepmother and things were not too easy, so I just gave up. She was mistreating me and I just felt that I am useless. So, I just saw there is no hope. The only hope is the streets, so I went on the streets. I have been staying on the streets for a long time!' says Mhambi (not her real name), relating how she came to make the streets of Durban her 'home'.

Mhambi is among the 4 000 people defined as 'homeless' who participated in a large research project to establish the nature and extent of homelessness in Durban. Homelessness is more than the absence of a home. In this exploratory study, we present some of the findings of the project.

This study, entitled i*Khaya Lami: Understandings of homelessness in Durban*, was a collaborative initiative between the HSRC and eThekwini Municipality. It aimed to inform local and provincial decision-making around issues of homelessness.

Who is the homeless community?

Given the structural and economic challenges that exist in Durban, we included only those people who classified themselves as living on the street or who live in shelters; thus, anyone we found sleeping on the street, in parks, on the beach, or any other outdoor area, as well as people living in 'formal' shelters. 'Formal' shelters include public spaces with optional private accommodation for which people pay and receive a receipt, but exclude abandoned buildings, overcrowded flats, and other spaces rented out daily.

We employed various methods, including interviewing participants on their life history over time and conducting focus group discussions.

The face of homelessness in Durban

The study showed that there were roughly 4 000 homeless people in Durban at the time of the study. Approximately 50% of this population could be classified as 'primary' homeless – sleeping on the streets – and 50% as secondary homeless – shelter living. Notably, in the week preceding the census, 41% reported that they spent all nights in unsheltered locations and 42% spent all nights in shelters.

> 41% reported that they spent all nights in unsheltered locations and 42% spent all nights in shelters.

A smaller proportion (15%) reported transitioning between these two locations and only 1% reported that they had spent at least one day a week at home. The proportions of primary and secondary homeless persons on the streets of Durban thus appear to be similar. In terms of gender, we found

Fig 1 Total number of homeless individuals in Durban

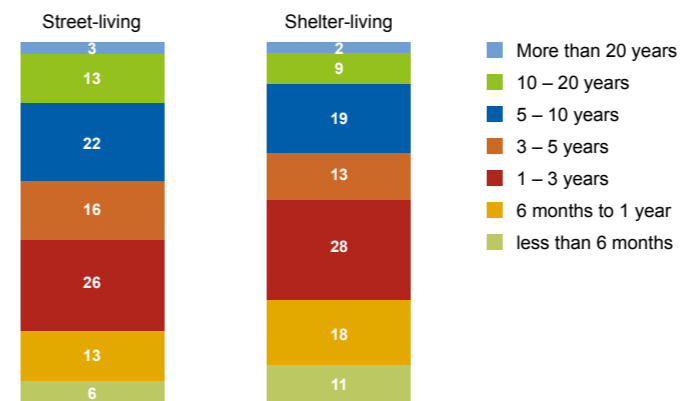| 50% Street-living (n = 1974)	50% Shelter-living (n = 1959)
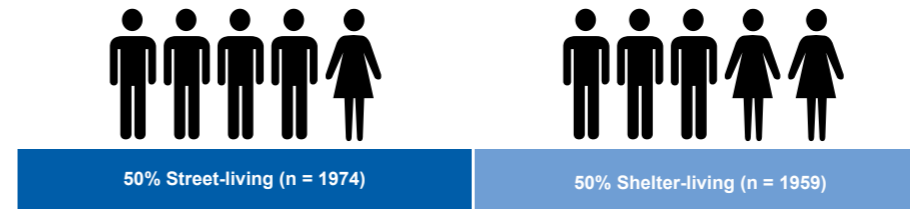
significantly more homeless males than females on the streets (88%) and in shelters (80%) with the majority between the ages of 19 and 34 years.

To determine patterns of homelessness, we assessed the participants' current length of stay on the streets or in shelters. For both street and shelter-living populations, the largest proportion reported episodic to chronic levels of homelessness of between one and three years (see Figure 2 below).

Fig 2 Length of current homelessness episode

Street-living: 3, 13, 22, 16, 26, 13, 6
Shelter-living: 2, 9, 19, 13, 28, 18, 11

- More than 20 years
- 10 – 20 years
- 5 – 10 years
- 3 – 5 years
- 1 – 3 years
- 6 months to 1 year
- less than 6 months

Homelessness does not discriminate

Our findings revealed that the homeless community of Durban is not a homogeneous group of substance abusers, thieves or criminals – a common misconception among the general population. Rather, people's reasons for becoming homeless were varied and included challenges such as poverty, joblessness, experiences of family violence, abuse and neglect, and individual substance abuse.

Many of the homeless persons also indicated that they had come to the city of Durban in pursuit of a 'better life' which unfortunately failed to materialise. Given their inability to find a job, they were unable to pay for transport back to their home communities.

Helping people out of homelessness

Based on our findings, Durban's landscape of homelessness appears to be a combination of people who are episodically and chronically homeless, with fewer temporarily homeless persons. The findings reflect an equal proportion of primary and secondary homeless individuals.

The information presented here is important for the development of strategies to support individuals to move out of homelessness. The needs of people who are newly homeless are likely to differ from the needs of those who have spent a substantial portion of their lives on the streets/in shelters. A newly homeless person, for example, may require assistance in keeping their identification documents safe, while someone who has spent many years on the street may require assistance in obtaining a replacement identification document.

Besides the 'time' element of homelessness, we also need to recognise that there are a range of factors that contribute to homelessness and that 'the homeless' is not a homogeneous group. Prevention and interventions efforts for the homeless should thus include strategies that take into account not only the levels and patterns of homelessness but also the drivers of homelessness. It is only through such multi-level interventions that the plight of homelessness can be addressed.

People that are newly homeless were more likely to end up in shelters. Of those living in shelters, 21% reported episodic homelessness, having been homeless for less than one year. A substantial proportion of street-living people report being chronically homeless, where 22% indicated that they have been homeless for between 5 and 10 years, 13% report being homeless for between 10 and 20 years and 3% report being homeless for more than 20 years.

Authors: Furzana Timol, researcher, Human and Social Development (HSD) research programme, HSRC; Candice Rule, PhD intern and project manager, HSD

To read more: http://www.hsrc.ac.za/en/research-outputs/view/8181

> A substantial proportion of street-living people report being chronically homeless, where 22% indicated that they have been homeless for between 5 and 10 years.

TAKING CONTROL OF OUR OWN:
Global recognition for **African** knowledge

In conversation with Professor John H Stanfield

Professor John H Stanfield

It is time for continental Africans to organise, mobilise, institutionalise and transform to do their own thing.

The time is now

Africans on the continent must begin to more vigorously find their own voices and raise them in the most powerful corridors of global public policy-oriented social sciences and humanities knowledge creation, production, and applications.

In this critical sense, it is *time* for continental Africans to organise, mobilise, institutionalise and transform to do their own thing. They should be heard and listened to and respected as global knowledge brokers.

It is high time Africans in policy-oriented sciences and humanities have their theories and concepts globally embraced and utilised for the betterment of humankind. This advocacy points to knowledge transformation being hotly discussed these days in African public spheres, such as decolonisation, indigenisation, and liberation of African knowledge in the policy sciences and humanities.

Lived experiences in knowledge production

Even more important than crucial intellectual and technical know-how is that African state and civil society policy-making leaders must begin to create sustainable knowledge reward infrastructures far more aggressively and utilise their own national – and, more importantly – continent-wide criteria to establish norms and legitimacy for the acknowledgement of sciences and humanities.

Such 'home rooted' knowledge creation and reward infrastructures would more adequately fit the lived experiences of government and civil society leaders and everyday citizens and residents. To do otherwise is to continue the well-sustained imperialist and colonial knowledge creation, production, and utilisation legacy.

This legacy of imperialist knowledge imposition involves using Western-derived knowledge, which may or may not be entirely relevant, and tends to ignore human and material resources of social sciences and other sciences and humanities knowledge production in their own lands or in other areas of the continent.

Learning from other continents

This speaks of the urgent need for African state and civil society (e.g. university, media, faith, corporate) policy-making leaders in sciences (behavioural, physical and social) and humanities to investigate, as models of inspiration and strategic planning, the fascinating digital age innovations of their Asian and Latin American peer leaders.

These Asian and Latin American policy-making leaders in the sciences and humanities, in the government and civil society alike, are harnessing emerging global digital-age information technologies to establish and globally integrate their own national, regional and continental peer-review norms and resources into mainstream knowledge accumulating and citation indexes, such as journals and publishing houses.

Latin-American knowledge producers and brokers in the sciences and humanities are moving from being the excluded and the peripheral to becoming core sustainable global knowledge brokers…

Through these bold moves, Latin-American knowledge producers and brokers, in the sciences and humanities especially, are moving from being the excluded and the peripheral to becoming core sustainable global knowledge brokers. They are doing so while maintaining the cultural identity basis of their local cultures, nations, regions and continent and enriching the core global webs of sciences and humanities knowledge accumulation and citation with needed diversity and inclusion.

The time is ripe for continental Africans to also embark on this digital age trail. Traditional pockets and systems of Western resistance to non-Western ways of viewing the world are increasingly effectively challenged. This is more than apparent in the 'critiques from the south', indigenous knowledge and dialogues of knowledge diversity and inclusiveness being displayed as themes at major annual conferences worldwide. This is also apparent at African social sciences, humanities, area studies and interdisciplinary associations.

The same goes for special editions of flagship disciplinary and interdisciplinary journals, which attempt to diversify their ways of thinking and making their interpretations of humanity more inclusive.

Much of this push has to do with the changing demographics of scholars with policy clout within and outside academic venues. It also stems from sciences and humanities policy thought-leaders, no matter their demographic background, who realise the world needs the most relevant knowledge possible to address the chronic quality of life challenges in nations and in the general world, which no longer fit into the Western frame of reference, no matter how well intended.

The above points to the need for African points of view in sciences and humanities to be globally accepted and cited across the continent rather than external knowledge accumulation and citation structures. The burning question is 'how?'.

How do we shift knowledge legitimacy?

The most compelling reason why this is the time for African social researchers to get mobilised and move assertively on this matter of shifting knowledge legitimacy from outside to inside the continent, arises from the 25-years open access and digitalisation movements.

These movements are dramatically transforming how we human beings do business as knowledge creators and preservers. Both movements have found their way into the hearts of the most elite academic and non-academic public policy design and implementation circles in the world.

They have allowed populations, networks, institutions, and communities historically excluded or marginalised, to astutely formulate strategies in creating their own open access with peer-review criteria and digital platforms. And in so doing, African scientists have begun to penetrate and become integrated into main global knowledge aggregation, dissemination and citation.

The most powerful inspiration for Africans to follow the same path is SciELO (Scientific Electronic Library Online), the South American sciences source aggregator and citation index originating from Brazil.

SciELO, established in 1997 through a partnership between the Sao Paulo Research Foundation and the Latin American Centre for Information in the Health Sciences, is by 2017, with at least 1 million hits, well integrated into so-called mainstream global citation indexes, journals and books, readily ignored or overshadowed by North American and European domination

SciELO as a movement has become the decolonising knowledge backbone for the distinguished 2017 annual Latin American Studies Conference that will focus on 'Dialogues of Knowledge', reflecting the shift of the demographics of membership from outside the region to within growing global legitimacy of South-South interpretations of realities, especially about their own region.

Africans can organise and mobilise to build an African, peer-reviewed, open access and citation index platform for the sciences and humanities… let's call it AfriKNOW.

Africans can similarly organise and mobilise to build an African, peer-reviewed, open access and citation index platform for the sciences and humanities. For the sake of the argument, let's call it AfriKNOW.

It can be built through the continent's official regional organisations, public and private university libraries, and science and technology ministries, sciences and humanities associations and continent-wide organisations (the African Union).

In building AfriKNOW, collaborative partnerships can be drawn from emerging non-profit sectors and university offices on the continent, focused on intellectual property issues and using digital knowledge processing and storage to mine and to archive indigenous knowledge and vetted Western and Eastern outsider knowledge.

Such partners could include: OPEN AIR, American University in Cairo's Access to Knowledge for Development Centre and Kenyan Strathmore University's Centre for Intellectual Property and Information Technology Law.

A serious weakness in Latin America's SciELO is its dependence on government (public funds), making it vulnerable to regime changes and to politicisation. To avoid this, the AfriKNOW emphasis would be on seeking future endowment, building funds through individual donors and socially responsible corporations, mainly on the continent but also worldwide. However, AfriKNOW advocates would certainly lobby African heads of state and their ministers of science and technology for public sector funding.

AfriKNOW speaks of a vital aspect of building sustainable African democracies and could be incubated in a research programme of the HSRC, led by a team of established and emerging researchers within and outside HSRC. Let's get moving!

Author: Professor John H Stanfield, distinguished research fellow, Democracy, Governance and Service Delivery research programme, HSRC

The **new urban agenda** and **rights** to the city

There is growing pressure around the world to formalise human rights in urban policy. *Ivan Turok* and *Andreas Scheba* analyse South Africa's experience of the right to housing to identify the pitfalls in a legalistic approach and caution against a too general definition of rights that bear no relationship to state capacity to fulfil them.

Right to housing: Elizabeth Gqoboka, one of several speakers during a community meeting in the Methodist Church in Sea Point. They came to argue that affordable houses should be built on the nearly two hectare Tafelberg property, the last sizeable state-owned land in the suburb.
Credit: Ashraf Hendricks/GroundUp

In the negotiations leading up to the Habitat III in Ecuador in October 2016, the 'right to the city' was one of the main sticking points that almost derailed the New Urban Agenda (NUA) – the new framework for managing urbanisation across the world.

Civic activists argued that the right to the city should be the broad principle for shaping urban growth because it would bring about cities that are just, equitable and accessible to everyone. Many governments resisted this, fearing that people would make unrealistic and unaffordable claims. They also said that the meaning of the right to the city was unclear and ambiguous.

The right to the city was therefore replaced by the vague slogan 'cities for all' as the overarching goal of the NUA. The right to the city is mentioned only once, although human rights principles still feature prominently throughout:

> '*We aim to achieve cities and human settlements where all persons are able to enjoy equal rights and opportunities, as well as their fundamental freedoms, guided by the purposes and principles of the Charter of the United Nations.*'

The idea that governments can cut poverty and build inclusive cities through a human rights-based approach has become prominent in academic and policy circles in recent years. It has also been accompanied by a growing recognition that local authorities have a vital role to play through the provision of universal basic services. Pressure groups advocate a human-rights approach as a moral and ethical platform from which to challenge neoliberal policies blamed for causing urban poverty and social exclusion through real estate speculation and gentrification.

Housing is a cornerstone of the human-rights approach to the city. This reflects the importance of decent, secure shelter for human wellbeing and dignity. The shortage of adequate, affordable accommodation has been heavily criticised by human-rights groups and urban scholars. Roughly a billion people worldwide occupy makeshift structures within crowded slums. Homelessness and evictions of vulnerable people from unauthorised squatter settlements are serious concerns.

Despite widespread support for strengthening human rights, evidence to justify this approach is limited. Discussions about rights are often abstract and theoretical in nature, without spelling out how they can be implemented in practice. This is a major drawback bearing in mind the myriad pressing social needs that exist in fast-growing cities and conflicting ideas about which are most important. There is also little consideration of the detailed norms and standards surrounding specific rights, such as what the right to 'adequate' housing actually means in reality.

South Africa's experience

South Africa's Constitution included the right to adequate housing as a fundamental principle aimed at redressing the history of urban exclusion and segregation for the poor majority. However, the pursuit of a rights-based approach over the last two decades has not produced the anticipated benefits. This is partly because the housing right was expressed in very general terms, with no indication of the location, minimum standards or time horizons that citizens could look forward to.

The right to housing was formalised into a national housing programme that has proved too narrow, prescriptive and ultimately unattainable given the economic situation. A single inflexible, expensive model has been unresponsive to conditions on the ground. Instead, a range of more pragmatic solutions could have been adapted to different local needs and circumstances.

As a result, the national policy has failed to reduce the housing shortfall in the major cities. It has also had damaging effects of its own creation. These include building sterile dormitory settlements which reproduce segregation and worsen exclusion from economic and social opportunities.

Among the growing population of shack dwellers, the promise of a free house has been dashed by the government's inability to deliver at a sufficient scale to match the level of need. The state has become enmeshed in a housing supply regime that is arguably more of a liability than an asset. It is underpinned by the weight of popular expectations, malfeasance and extensive patronage relationships that benefit the few, not the many. Bold leadership will be required to extricate public authorities from this problematic system.

Wider implications

One of the implications for countries implementing the NUA is that human rights need to be defined in more specific ways to give them real meaning and to develop practical pathways to realisation. Careful consideration needs to be given to ensuring that the norms and standards are appropriate to national circumstances, and that the level of provision is fair and achievable.

> Discussions about rights are often abstract and theoretical in nature, without spelling out how they can be implemented in practice.

> The state has become enmeshed in a housing supply regime that is arguably more of a liability than an asset… underpinned by the weight of popular expectations, malfeasance and extensive patronage relationships that benefit the few.

Nowezile Nkunyana enjoys her new 2 bedroom home, a vast improvement on the shack she lived in for almost 10 years.
Credit: David Larsen/Africa Media Online

Timescales are important to frame citizen expectations and to hold governments to account. It may be necessary for the content of each human right to vary between cities, towns and rural locations to ensure relevance to local needs. The specification may be ratcheted up from time to time as progress is achieved.

Another implication is that rights should be defined in a collaborative exercise involving civil society and other stakeholders. Collective agreement on the specific content of a right can test its feasibility and strengthen its legitimacy. Popular involvement can build support and shared responsibility for implementation.

Different parties should hold each other to account. There are limits to state paternalism based on taxation and welfare transfers to a passive citizenry. Empowering communities through a participatory approach can harness energy and know-how that is otherwise unavailable. It can also equip people with practical skills and organising abilities that could improve their livelihood prospects.

A third implication concerns the role of the private sector. Many private enterprises benefit from supporting the right to housing. Employers gain a more productive workforce and developers and landowners enjoy higher land values

from better planned, more functional cities. Investors gain reassurance from a more stable and cohesive civil society.

Rights to the city should therefore place responsibilities on private enterprises to contribute to urban development through, for example, inclusionary housing schemes that set aside a proportion of market-related housing for social purposes. There are also good reasons for limiting the ability of well-off groups to insulate themselves from shared urban obligations by creating exclusive residential and business precincts.

Finally, it is essential for human rights to incorporate a local, spatial dimension. Localities are where the benefits from aligning sectoral policies are greatest, such as the value of proximity between housing, schools, health facilities and jobs. They are also where glaring mistakes from disjointed actions are most apparent, such as bottlenecks in infrastructure and urban sprawl.

Sustainable urban development depends upon coordinated decisions based on local knowledge and coherent institutions. Pursuing rights-based policies at the local level also encourages active citizenship and stakeholder involvement, thereby increasing accountability and improving outcomes.

Capacitated city governments have a valuable role to play in providing creative leadership and orchestrating alliances among different interests to achieve more equitable and prosperous cities and towns.

In summary, inclusive cities cannot be built by prescribing a particular model of social delivery irrespective of economic conditions, institutional capabilities and community resources. There is a shared responsibility on civil society and private enterprise to support the state in creating better cities.

Authors: Professor Ivan Turok, executive director, Economic Growth and Development research programme (EPD), HSRC; Dr Andreas Scheba, post-doctoral fellow, EPD.

> Pursuing rights-based policies at the local level also encourages active citizenship and stakeholder involvement, thereby increasing accountability and improving outcomes.

Ubuntu as a basis for **moral education**

The Constitution of Namibia (1990) guarantees the freedom to practise any religion, a sentiment also expressed in the Education Act (2001) for state schools and further emphasised in the National Curriculum for Basic Education, which aims to develop respect for and tolerance of other people's religions, beliefs and cultures. But how does this manifest in practice? *Olga Bialostocka* conducted a study to find out.

In the curriculum, social sciences, represented by subjects such as environmental studies, social studies, life skills and religious and moral education (RME), are indicated as the main medium of ethics and citizenship education. The approach adopted for religious education is described as inter-faith, promoting 'the spiritual and religious well-being of the learner with due regard to the diversity and freedom of beliefs'. With this idea in mind RME is meant to revolve around common moral values and shared traditions within the religious diversity of the country and of the world, focusing on life orientation and citizenship education rather than religious instruction.

Policy vs practice

RME is taught throughout the entire primary school – from grades 1 to 7. The RME syllabus states that the teachers' approach must not be dogmatic but ecumenical in terms of Christian beliefs, and inter-faith in relation to other religions and value systems. Accordingly, teachers are to adapt lessons to the views represented in their classrooms. Looking more closely at the programme, it is quite clear that RME is strongly influenced by Christian religion, while a glimpse at how it functions in practice reveals that some schools promote a hidden curriculum.

African traditions, beliefs and value systems (including the philosophy of *ubuntu*), which the government identified as an important factor in the school programme, form part of RME only in grade 6 (minor references are also made in grades 3 and 4). For the rest, different life oriented topics are most often tackled from the point of view of Christianity or, to a lesser extent, Judaism, while occasionally examples are drawn from Islam.

Study method

A qualitative study in three state primary schools in Kunene, the north-western region of Namibia, hints at the extent to which Christianity pervades schooling. The schools were chosen using cluster sampling, based on the educational cluster-circuit system in place in Namibia.

RME is strongly influenced by Christian religion, while a glimpse at how it functions in practice reveals that in some schools a hidden curriculum is being taught.

The research was designed to understand people's lived experiences with multiculturalism in the educational setting. Data was collected through observations in classrooms, studying the natural behaviour and reactions of teachers and learners; focus group discussions with learners to obtain a general view of learners' thinking and realities; and in-depth interviews with teachers and headmasters to understand individual perspectives and experiences.

Prior to the interviews, teachers were asked to complete a questionnaire with open-ended questions. The study established that the current moral education curriculum for primary schools is in some instances implemented as a Christian-focused, inter-faith-'wrapped' religious course, instead of being used as a space for discussion on ethical and philosophical dimensions of religious systems globally, the purpose for which the subject was designed.

Educators' own beliefs influenced the way they taught moral education.

Some of the teachers interviewed did not understand the reasons behind the inclusion of world religions in the school curriculum. The study showed that educators' own beliefs influenced the way they taught moral education – from complete rejection of religions and value systems other than Christianity, to speaking of God without specifying his characteristics but with a clear preconceived view of who this God is.

Christian faith was shared with learners of two of the schools studied during daily prayers in the classrooms or at an obligatory weekly assembly, where scriptures from the Bible were read to the gathering without taking into account the children's beliefs and religious practices.

Teachers' meetings in two schools also began with group prayer, and Bible references were also used in other non-religious contexts.
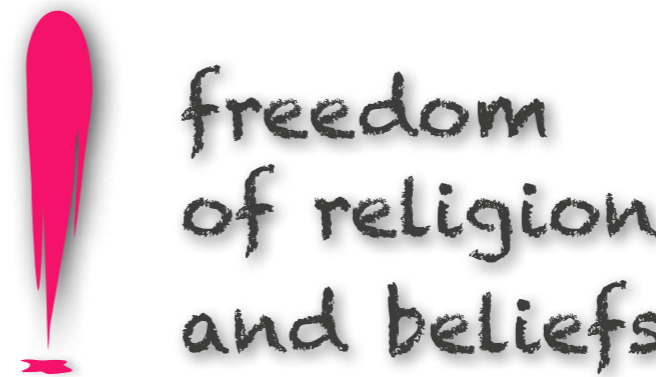
Teachers in the third school demonstrated a radically different approach, including neither prayers nor Bible teachings and showing a far more liberal attitude towards other beliefs and traditions.

Considering the multicultural character of the Namibian context, the positioning of Christianity as an overarching principle in the development and teaching of moral education in Namibia is inconsistent with the inter-faith approach prescribed for RME. The African concept of *ubuntu* seems a more relevant tenet for the teaching of ethics.

Moral education for social cohesion

Emile Durkheim, the French sociologist and philosopher, considered education to have a social function of transmitting cultural and societal knowledge to ensure continuity of the society united based on collective consensus. For the scholar, society stood above the individual, whom it shaped according to the agreed moral ideal.

John Dewey, conversely, regarded an individual as an agent who negotiated morality through experience acquired in a particular socio-cultural context. He believed the individual and the society to be two inseparable elements of one entity. The moral self was constructed in relation to others, with whom the individual 'experienced' life through dialogue and varied interactions. Both scholars believed that the aim of schooling was to strengthen social cohesion in the society through moral education; yet each saw the source of morality elsewhere.

Dewey's suggestion that morality is located in the experience of learners within the social setting of their community (school) seems better suited for pluralistic societies, such as in Namibia, as it recognises social and cultural embeddedness of people and acknowledges social construction of one's identity. It does not prioritise the self over the society and speaks of 'social cohesion and mutual understanding of diverse individuals (…) [being] achieved through dialogue and critical engagement'.

Dewey's model thus advocates for unity in diversity, which is not only more feasible in the Namibian context but also ethically more acceptable. Grounded in dialogue between social individuals, it correlates with the ideals of traditional communitarian societies that prevail on the African continent; as well as with the African communitarian philosophy of *ubuntu*.

Ubuntu as the dialogue with the other

At the core of *ubuntu* lies appreciation and respect for an individual who participates in the creation of self and the others as part of a community (other individuals and the community as a whole), reciprocally. *Ubuntu* does not put the community above an individual, nor does it seek uniformity or consensus. It is founded on dialogue as a mode of interaction between individuals and communities, enriching both sides during the exchange.

The idea of the self being constructed through dialogue with the other also constitutes the very basis of the philosophy of dialogue. Philosopher Martin Buber recognises that all sides to the dialogue are equal, resulting in a mutually beneficial encounter.

Yet *ubuntu* introduces an additional quality to this dialogue, as argued by historian Michael Onyebuchi Eze – it opens up the possibility of a non-consensual approach to difference;

It is founded on dialogue as a mode of interaction between individuals and communities, enriching both sides during the exchange.

in other words, an option to agree to disagree.

For the multicultural Namibian context, this approach is particularly important as it enables teachers and learners to participate in the sharing of experiences and views without categorising them into 'right' and 'wrong', and without the need to establish one as dominant.

As a genuinely African value system, not a religion, based on the social structure of African societies, *ubuntu* seems to represent a suitable foundation for moral education in Namibia. It recognises the internal pluralism of African cultures and, exposed to other value systems, remains open to a creative dialogue with other traditions, religions, beliefs; in this sense, contends Eze, *ubuntu* holds a promise of 'revitalising African traditions through interculturality'.

Author: Dr Olga Bialostocka, research specialist, Africa Institute of South Africa (AISA), HSRC

Ubuntu seems a more relevant tenet for the teaching of ethics… [as it is] founded on dialogue as a mode of interaction between individuals and communities, enriching both sides during the exchange.

Considering ethical questions
emerging from new forms of data

An expert group of the Organisation for Economic Cooperation and Development (OECD) considered ethical issues arising from research use of new forms of data, including so-called 'big data'. It provided a set of high-level recommendations that could underpin a system for the ethical governance of research. *Christa van Zyl* outlines the results.
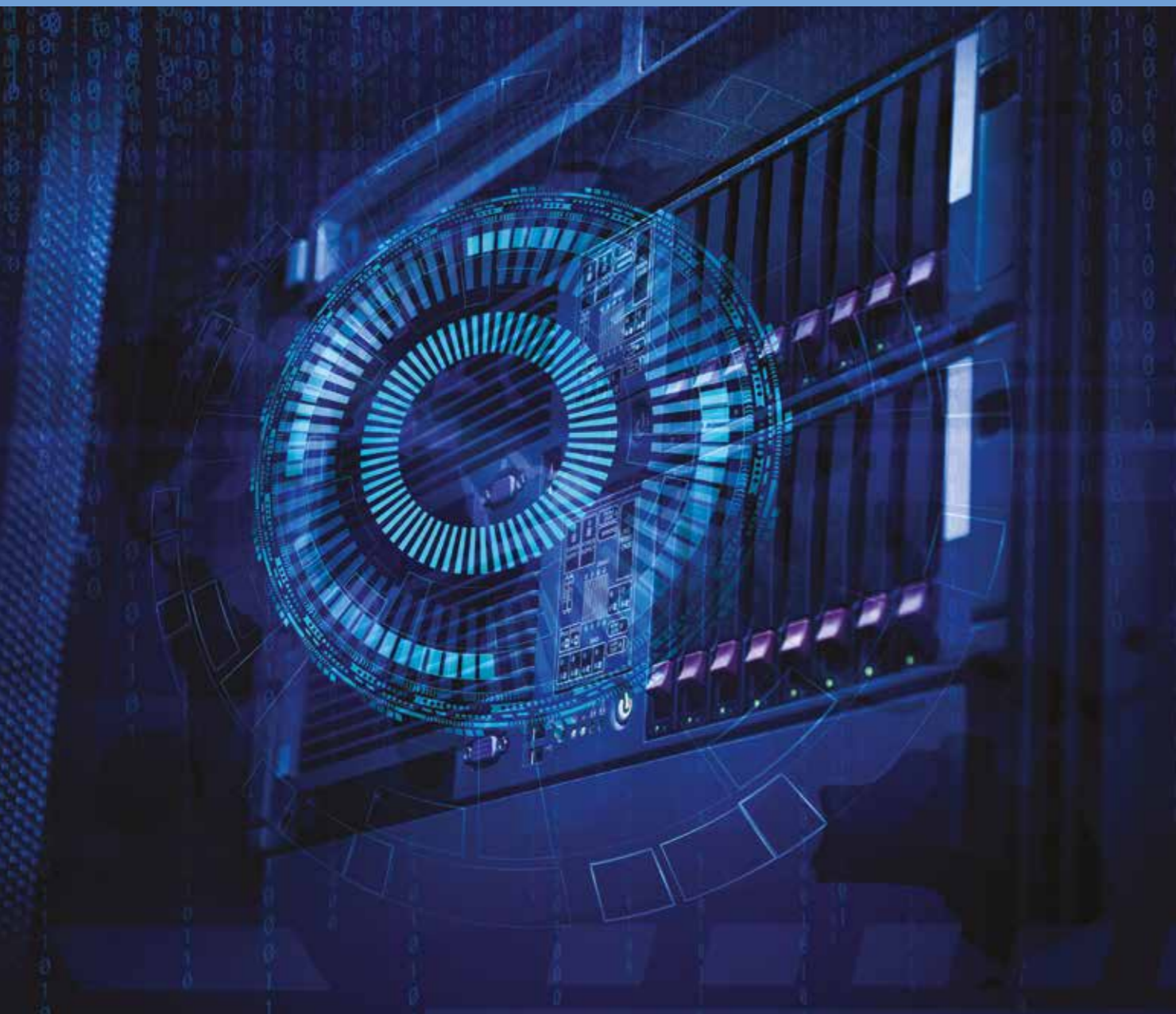
These days, everything we do in electronic format leaves a digital trace. Transactions that are carried out, administrative information and even our movements can be collected and stored in ways that such little bits of information – or data – can be further processed, organised and interpreted.

This kind of analytical work can help researchers to uncover patterns of behaviour, systematic neglect, or rapid change that had not been noticed before. The benefits can be remarkable, but in the course of such research, personal, sensitive and potentially damaging information can be uncovered.

Whereas many countries have legislation to protect personal information – in South Africa, for instance, we have the Protection of Personal Information Act (4 of 2013), which promotes the protection of personal information by public and private bodies – there are also provisions that allow for exceptions, such as when data involving personal information are used for research.

This kind of exception, in the interest of good and useful research, implies that there is an expectation that researchers will be responsible and take into account ethical considerations when dealing with information of a more personal nature. But it cannot be taken for granted that researchers will always know how to anticipate and deal with ethical issues that may emerge when dealing with new forms of data as part of their research.

This was the issue of concern of the expert OECD group, who developed a high-level set of guidelines and recommendations for the ethical management of research, set out in a report entitled *Research ethics and new forms of data for social and economic research*.

Why 'new forms of data'?

The expression 'new forms of data' was deliberately chosen over the term 'big data', which is related but not entirely similar. 'New forms of data' may include data that are 'big', such as data from internet usage, tracking data, satellite and aerial imagery. It may

also include many other forms of data that had not necessarily been generated or collected with a research purpose in mind but have tremendous research potential in terms of further research and analysis. Examples include government transactions, registration records and commercial transactions.

> New forms of data may include forms that had not been generated or collected with a research purpose in mind but have tremendous research potential.

In its report, the expert group identified various role players who can help to establish and strengthen an environment where research involving new forms of data is encouraged, but in a context where there is due consideration for, and adherence to, ethical principles.

The recommendations also address various role players, including researchers proposing to use new forms of data for social research; those who control access to new forms of data with research potential; those who employ researchers; and those who fund researchers; as well as entities at the national level with responsibility for the oversight of research ethics.

What could research organisations do?

To provide some guidelines for researchers and research organisations, the report recommends the following:

- Applying for research funding – national and multi-national research funding agencies should ensure

that researchers have shown in their research plan that they are cognisant of the relevant legal frameworks that may impact upon their access to and use of personal data for research; understand the adequacy of such legislation to protect the privacy of data subjects; and understand their legal responsibilities in relation to data collection, storage, processing, and sharing.

- Institutional control – a suitable constituted ethics review body (ERB) to ensure that their policy and practice can cover the assessment of respect and privacy issues in proposals for data access and sharing where existing legal frameworks may not provide adequate protection for the data subjects, or where the data and/or research cross national boundaries.

- The responsibility of researchers – researchers should produce a brief statement to explain the general purposes and motivations for the research that evaluates the potential risks to individuals or groups associated with the data; the wording of the consent sought for data collection should be such that future research projects can use the data; and where research is deemed vital but consent is impossible, make available the proper information to those concerned before the research goes ahead.

- Understanding consent – data controllers, research funders, ethics review bodies and researchers should carefully consider the nature of consent obtained or required for the processing of personal data for research (has it been obtained? Is it valid for the specified research? If not, can it be obtained?).

- Non-consented research use – where consent for research use of personal data is not possible or would impact

> It cannot be taken for granted that researchers will always know how to anticipate and deal with ethical issues when dealing with new forms of data.

severely upon potential research findings of crucial societal importance, ethics review bodies should evaluate the potential risks and benefits of the proposed research. If the proposed project is deemed ethically and legally justified without consent being obtained, ethics review bodies should ensure that public information is made available about the research and the reasons why consent is not deemed practicable and impose conditions that minimise the risk of inadvertent disclosure of identities.

• Individuals described to remain anonymous – research funding agencies should encourage further research on the development of statistical methods and software to provide anonymisation techniques.

• Public engagement – institutions that handle data should make available

complete information about how and where the data is gathered or bought and to what other agencies, if any, data is sold or made available; and

• Building and monitoring trust with the public – research funding agencies and other national and international agencies should consider building public awareness and legitimacy concerning the use of new forms of data in social science research.

The report concludes by stating that some readers may view the recommendations as creating obstacles, inhibiting research based on new forms of data. On the contrary, the recommendations in this report are intended to be useful for all those involved in social science research, whether as researchers, reviewers, funders, data controllers/holders, publishers or policy makers.

The intention is to highlight the kind of support that is available to help avoid pitfalls even before they are encountered.

'Social scientists conduct their research in an atmosphere of trust, and trust will be eroded if there is a perceived misuse of personal data by some within the research community. An overarching aim for the recommendations presented in this report is to uphold this trust relationship between social scientists and the public.'

Author: Dr Christa van Zyl, Office of the DCEO: Research in the HSRC; a member of this OECD Global Science Forum expert group.

The full report of the expert group can be accessed at http://bit.ly/2l0co5d

Credit: EFT Supply Chain and Logistics Business Intelligence

Data controllers, research funders, ethics review bodies and researchers should carefully consider the nature of consent obtained or required for the processing of personal data for research.

KHANYISA: Community-based interventions to **increase** HIV testing and treatment uptake among MSM

Men who have sex with men (MSM) are at high risk for HIV acquisition and transmission and face significant barriers in gaining access to health-care services. *Nancy Phaswana-Mafuya, Stefan Baral* and *Travis Sanchez* are leading a team of investigators embarking on an implementation science study that aims to improve HIV care outcomes of South African MSM living with HIV infection.

A range of evidence-based interventions aimed at improving the general health and wellbeing of MSM is available but their optimal implementation within existing service provision settings has not yet been demonstrated. Moreover, much of the programming and research to date has focused on the prevention of HIV acquisition with less attention to strategies to better support MSM living with HIV.

Implementation science is the study of methods to promote the integration of research findings and evidence into healthcare policy and practice. '*Khanyisa*: A new HSRC collaborative study to leverage community and peer-based approaches to impact the HIV treatment cascade among men who have sex with men in South Africa' uses community-based approaches and other MSM to ensure that those on antiretroviral therapy (ART) adhere to treatment and achieve viral load suppression. *Khanyisa* means 'light' in Xhosa.

Khanyisa seeks to contribute to improvement of HIV care outcomes of South African MSM living with HIV infection by:

• implementing a package of interventions that reach MSM living with HIV infection, linking them to health services, initiating them on ART and supporting them in

remaining in care and being adherent to their treatment regimens; and

• assessing uptake, feasibility, acceptability, and coverage (implementation science effectiveness trial) at each stage of the HIV continuum of care and treatment cascade that will ultimately be scalable within sub-Saharan African HIV care settings

Khanyisa's methods

Khanyisa examines the effectiveness of the service package among MSM aged 18 years and older in six sites, namely: Port Elizabeth, Cape Town, Moloto, Pietermaritzburg, Springs and Letsitele. The project kicked off in June 2016.

MSM receive a service package that is staggered (single-step wedge design). A stepped-wedge trial is a form of randomised controlled trial that involves sequential but random rollout of an intervention over multiple time periods. The package includes point-of-care (POC) with medical diagnostic testing at *Khanyisa* 'non-clinic' sites, HIV testing, CD4 testing, treatment initiation and peer-navigation services.

Three sites, called immediate intervention sites, based in Port Elizabeth, Cape Town and Pietermaritzburg, are receiving immediate POC. The three delayed intervention sites, based in Moloto, Limpopo and Springs, currently receive

POC HIV testing, linked to local clinics for standard care.

The delayed intervention sites will receive the comprehensive package six months later. All participants will be followed passively through National Health and Laboratory Services (NHLS) and clinic records for a period of 12 – 24 months after enrolment to determine the study's primary HIV care outcome, which is suppressed HIV viral loads below 40 copies/ml within six months of initiating treatment).

Enrolment started in June 2016. Since inception the team has screened 1 123 MSM, tested 1 023 for HIV and identified 184 (18%) MSM living with HIV. Among MSM living with HIV, 133 (72%) were newly diagnosed.

The Centres for Disease Control and Prevention (CDC) funds the HSRC to conduct this study. The study is led by researchers from the HSRC, Johns Hopkins University, Emory University, National Institute of Chronic Diseases and the Desmond Tutu HIV Foundation.

Author: Professor Nancy Phaswana-Mafuya, research director, HIV/AIDS, STIs and TB research programme, HSRC; Dr Stefan Baral, associate professor, Johns Hopkins Bloomberg School of Public Health; Dr Travis Sanchez, associate professor, Rollins School of Public Health, Emory University, USA

SIBANYE: It's in the pack, a comprehensive HIV **prevention programme** for MSM

In this study, *Nancy Phaswana-Mafuya* and a team evaluated the acceptability and uptake of a combination package of biomedical, behavioural, and community-level interventions that focused on HIV prevention and services for men who have sex with men (MSM) and trans-women who have sex with men in South Africa.

Efforts were made to mobilise communities to improve health literacy and uptake of prevention services among MSM and trans-women.

The prevention package offered to MSM throughout the 12-month follow-up period included condom choices with an assortment of styles, sizes, features, and condom-compatible lubricant choices with discreet packaging.

It also contained risk reduction counselling, couples voluntary HIV counselling and testing (CVCT), individual HIV counselling and testing, sexually transmitted infection (STI) screening and treatment, linkage to care for persons living with HIV infection, and pre-exposure prophylaxis (PrEP) for eligible persons. Participants could choose which services to use from this package, except for individual HIV/STI screening, which were mandatory for participation. The uptake of these services was tracked over 12 months.

Throughout the study, post-exposure prophylaxis (PEP) for HIV-negative men with an exposure at high risk for HIV transmission was available as standard of care.

Healthcare providers received training to do community-level interventions. The providers delivered sexual health services to MSM and lesbian, gay, bisexual and transgender (LGBT) persons. Health workers and study staff were made aware of the sensitive nature of the study and efforts were made to mobilise communities to improve health literacy and uptake of prevention services among MSM and trans-women.

Study visits occurred at the onset (baseline) of the study and again at three, six and twelve months. The 12-month study visits were conducted at the Desmond Tutu HIV Foundation's research clinic in Cape Town and at three public clinics in Port Elizabeth. Participants who were on PrEP also had additional visits.

Study sample

The study population was male at birth, aged 18 years and older, who self-reported that they had anal intercourse with a man in the past year; were current residents of Port Elizabeth or Cape Town; were willing to provide contact information; and had a phone.

Participants were recruited through community events, at venues where MSM and trans-women are known to congregate, online, and by participant referral.

Participants were to be followed for one year and approximately 20% of those were to be living with HIV infection. Any additional participants who were living with HIV at the onset of the study completed the baseline visit and were referred for care if necessary, but did not attend any follow-up visits. The study was designed to enrol and follow 200 MSM and trans-women: 100 each in Cape Town and Port Elizabeth.

Study design

This pilot study was a longitudinal cohort study of MSM and trans-women, with a prospective follow-up period of one year for each participant. Following consent, a baseline visit included a self-administered survey, a clinical exam including an assessment for circumcision and STIs, and testing for HIV and other STIs, creatinine, AST/ALT and phosphorus levels, and drug screening.

Outcomes

The primary study outcomes were enrolment and retention in the cohort, the uptake of the prevention interventions, and incident HIV/STI infections. Retention in the cohort was measured by tracking the proportion of enrolled participants who attend all subsequent study visits.

The uptake of prevention interventions, such as PrEP, was measured by calculating the proportion of the MSM and trans-women eligible for intervention who choose to initiate or use it. Incident HIV/STI infection was defined as seroconversion during follow-up among those who are uninfected at a previous visit. Seroconversion is the time period during which HIV or other infections develop and become detectable in the blood.

Results

Enrolment at the Cape Town (CPT) site began in February 2015 and at the Port Elizabeth (PE) site in May 2015. Overall, 292 participants were enrolled at baseline with a mean age of 26 years.

Of the 292 enrolled baseline participants, 167 (80 in CPT; 87 in PE) were HIV negative and 34 (20 in CPT; 14 in PE) were HIV-positive and were followed over time. The remaining 91 were living with HIV infection during their first visit and were not followed afterwards. Of the group that were followed over time, 165 identified themselves as black African, 32 were coloured, and four were white.

There were 178 participants who identified as male, 8 as female and 7 as transgender. HIV prevalence among those enrolled, including those not followed over time, was 43% (30% in CPT; 51% in PE).

Among the 167 HIV-negative participants, 135 (60 in CPT; 75 in PE) were eligible for and interested in PrEP, 82 (45 in CPT; 37 in PE) started PrEP, and 68 (35 in CPT; 33 in PE) continued PrEP until the study closed.

Ninety-six percent (96%) of participants requested additional condoms after their baseline visit with 23 641 condoms distributed over the study period. Four participants utilised couples voluntary counselling and CVCT services, and three utilised PEP services. Among those living with HIV at their baseline visit, the percentage on antiretroviral therapy increased from 35% at baseline to 82% at the 12-month visit.

Of the 201 participants in the prospective cohort, 88% completed 3-month visits, 86% completed 6-month visits, and 87% completed 12-month study visits, with no significant difference in retention by site. Nine new HIV infections were identified among participants in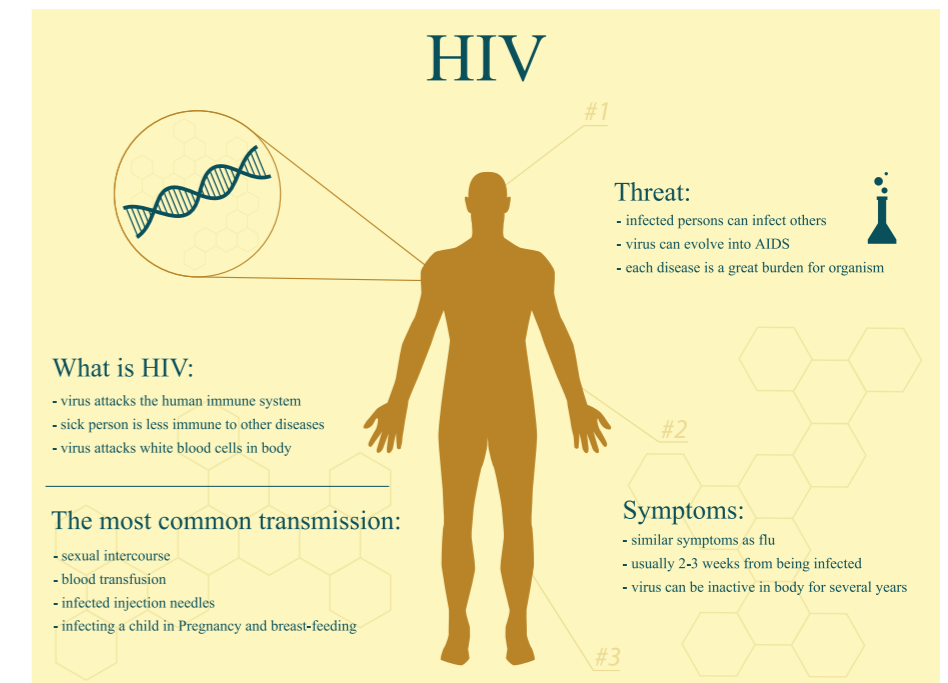 the prospective cohort: six in Cape Town (8.75 infections per 100 person-years) and three in Port Elizabeth (4.03 infections per 100 person-years).

The results showed that participants found the package acceptable and demonstrated the feasibility of recruiting and retaining a cohort of MSM in public health settings in South Africa.

Author: Professor Nancy Phaswana-Mafuya, research director, HIV/AIDS, STIs and TB research programme, HSRC. Other members of the research team are Patrick Sullivan, Emory University, USA; Linda-Gail Bekker, Desmond Tutu HIV Foundation, South Africa; Stefan Baral, Johns Hopkins University, USA; Travis Sanchez, Emory University; Lesego Kgatitswe, HSRC; Karen Dominguez, Desmond Tutu HIV Foundation, Ryan Zahn and Rachel Valencia, Emory University.

SEXUAL HEALTH

HIV

What is HIV:
- virus attacks the human immune system
- sick person is less immune to other diseases
- virus attacks white blood cells in body

The most common transmission:
- sexual intercourse
- blood transfusion
- infected injection needles
- infecting a child in Pregnancy and breast-feeding

Threat:
- infected persons can infect others
- virus can evolve into AIDS
- each disease is a great burden for organism

Symptoms:
- similar symptoms as flu
- usually 2-3 weeks from being infected
- virus can be inactive in body for several years

#1

#2

#3

TEST AND WIN: Using lottery incentives to motivate workers to test for HIV

There is a controversial debate in South Africa about the use of lotteries as an incentive for people to participate in HIV testing. Could lotteries be a real solution to increasing uptake of HIV testing and counselling, or is this a spurious way of motivating people without real benefits for the individual? *Martin Weihs* examines this question.

Lotteries are organised in such a way that anyone who tests for HIV is entered into a draw in which he or she can win attractive prizes.

Supporters argue that such lotteries considerably increase HIV testing uptake because people find them attractive. However, opponents argue that people should HIV test because they care about their health and not to win prizes. Lotteries are claimed to be 'coercive' as they put undue pressure on people to participate in HIV testing, especially those in desperate need of extra income.

South Africa's workplaces could significantly contribute to testing more South Africans; however, workplaces seldom have HIV testing uptake rates higher than 45% due to fear of stigma and discrimination and denial.

In South Africa, an estimated 6.4 million people lived with HIV in 2012 and only 44.8% were aware of their HIV status: thus, many are not yet seeking treatment. South Africa's workplaces could significantly contribute to testing more South Africans; however,

Lottery incentives significantly influenced HIV testing behaviour through anticipation of stronger social support and encouragement for participating in HIV testing from partners, friends, colleagues and the company.

they seldom have HIV testing uptake rates higher than 45%, due to fear of stigma and discrimination, and denial. Lotteries seem to be an option worthy of exploration, taking cognisance of the way in which lotteries influence employees' HIV testing behaviour.

Germany's support to HIV testing at the workplace

The Multi-Sectoral HIV and AIDS Prevention Programme of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), in collaboration with the Automotive Industry Development Centre Eastern Cape (AIDC EC), have supported the implementation of HIV and AIDS workplace programmes in South African automotive supplier companies over the past nine years. The programme succeeded in motivating many thousands of employees to be tested, which corresponds to participation rates of more than 80%. Lottery incentives were offered as incentives for HIV testing – and were challenged by those opposing them, as shown above.
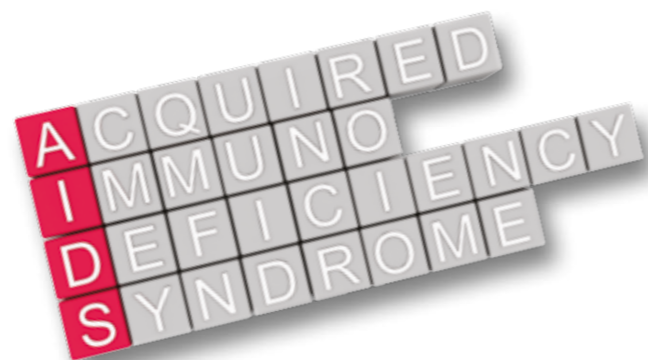
A study about how lotteries influence employee's HIV testing behaviour

It is for this reason that GIZ and the AIDC EC decided to conduct a rigorous study to better understand how lottery incentives influence employees' HIV testing behaviour. With these findings, the partners aimed to better understand, predict and support employees' HIV testing behaviour at the workplace and to help resolve the continuing debate about the use of lottery incentives for HIV testing.

A post-test only quasi-experimental, explanatory mixed method approach was used. Quantitative data for the experimental studies were first collected at four automotive companies (514 participants) followed by 33 in-depth interviews two weeks after the HIV testing events. The study was supported by the University of KwaZulu-Natal and the Human Sciences Research Council.

Lotteries facilitate social support

The study revealed that lottery incentives significantly influenced HIV testing behaviour through anticipation of stronger social support and encouragement for participating in HIV testing from partners, friends, colleagues and the company rather than by tempting them to HIV test just to win a prize.

Furthermore, incentives provided an opportunity to openly discuss HIV testing without being discriminated against or stigmatised and allowed HIV testing to become socially accepted and seen as part of a collective effort.

Test and win

On the basis of these findings, the study recommended that, in the design and implementation of lottery incentives, there should also be a focus on social/cultural contexts and on family rather than only on individual behaviours.

Furthermore, lottery prizes, date of prize-giving, and entry conditions need to be communicated to employees well in advance to allow sufficient time for excitement, self-talk, group discussions, and social support to develop. During this period, peer educators, posters and leaflets play an important role in reminding workers about the lottery so as to increase excitement and anticipation.

HIV testing should be organised as a short and intensive know-your-status initiative on the company's premises as it is important that many colleagues are seen to participate at the same time.

Finally, it is important that all workers benefit from HIV and AIDS workplace programmes and that all are informed about all possible implications of a positive test result, their rights, as well as how to access treatment and care.

Author: Dr. Martin Weihs, senior researcher, Social Aspects of HIV/AIDS Research Alliance (SAHARA), HIV/AIDS, Sexually Transmitted Infections and TB (HAST) research programme, HSRC.

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Out of History
Re-imagining South African pasts

Volume editors:	Jung Ran Forte, Paolo Israel and Leslie Witz
Pub month and year:	September 2016
ISBN soft cover:	9780796925152
Format:	NC (240 x 168 mm)
Extent:	284 pages
Rights:	World Rights

About the book

Out of History brings together exciting and innovative work in History and the Humanities. Drawing upon papers which have been presented at the South African Contemporary History and Humanities Seminar at the University of the Western Cape, the book reflects upon how this space fashioned new histories of the South African past over the last twenty years. Written by leading scholars in fields of visual history, public history, heritage, linguistics, oral history and postcolonial studies, the contributions address critical questions about the production of academic knowledge and the status of the Humanities in the post-apartheid present. Through offering a critique of nationalist narratives, the chapters explore the limits of historical representations, providing new paths to rethink memory, the archive, creative writing, disciplinary methodologies and the legacies of colonialism.
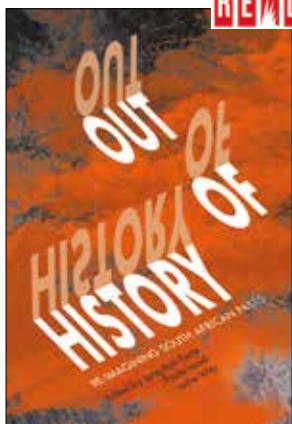
Price **R320,00**

Philanthropy in South Africa
Horizontality, ubuntu and social justice

Volume editors:	Shauna Mottiar and Mvuselelo Ngcoya
Pub month and year:	January 2017
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Extent:	200 pages
Rights:	World Rights

About the book

Dominant narratives of philanthropy often portray Africans as recipients of aid, usually from well-endowed, Western almoners – the West distributing charity to impecunious Africans. The contributors to this volume turn this argument on its head and ask: what about the beneficent spirit of multitudes of Africans whose acts of generosity sustain millions of their compatriots?

This volume illuminates philanthropy in Africa through case studies and ethnographic material across a number of themes: cycles of reciprocity among black professionals, social justice philanthropy, community foundations, as well as ubuntu and giving in township and rural settings. Leading thinkers on normative aspects of philanthropy in Africa also critically explore the theories, perspectives and research on philanthropy. *Philanthropy in South Africa* will be an invaluable resource to foundations, civil society organisations, researchers, policymakers and students of giving patterns in South Africa.
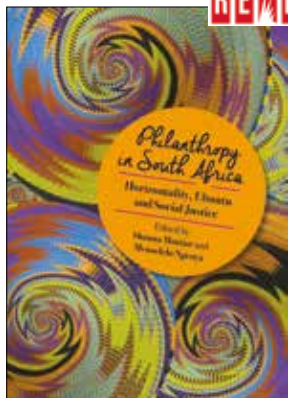
Price **R250,00**

## In and Out of the Maasai Steppe
Re-imagining South African pasts

Author:	Joy Stephens
Pub month and year:	September 2016
ISBN soft cover:	9781928246121
Format:	A5 (210 x 148 mm)
Extent:	268 pages
Rights:	World Rights

About the book

In and out of the Maasai Steppe looks at the Maasai women in the Maasai Steppe of Tanzania. The book explores their current plight – threatened by climate change – in the light of colonial history and post-independence history of land seizures.

The book documents the struggles of a group of women to develop new livelihood income through their traditional beadwork. Voices of the women are shared as they talk about how it feels to share their husband with many co-wives, and the book examines gender, their beliefs, social hierarchy, social changes and in particular the interface between the Maasai and colonials.
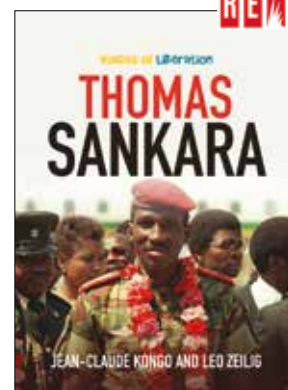
Price **R295,00**
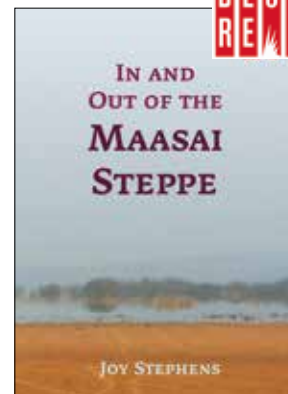
Voices of liberation
Thomas Sankara

Authors:	Jean-Claude Congo and Leo Zeilig
Pub month and year:	November 2016
ISBN soft cover:	9780796925176
Format:	A5 (210 x 148 mm)
Extent:	288 pages
Rights:	World Rights

About the book

Sankara's legacy, unclear as it may be, still lives and he remains immensely popular. If you travel through Africa his image is unmistakable. His picture, with beret and broad grin, is pasted on run-down taxis and is found on the walls of local bars. Internationally Sankara is often referred to as the 'African Che Guevara' and like his South American counterpart; it is his perseverance, dedication and incorruptibility that appeal to the imagination.

Voices of liberation: Thomas Sankara starts with a comprehensive timeline covering Thomas Sankara's life and major events in the history of the continent and region. His Life section provides the most critical and fraternal assessment of the 1980s radical experiment within the broader history of the country, the region and continent. His Voice section succinctly provides a selection of Sankara's speeches, broadcasts and interviews and gives us insight to his outlook on the world. His Legacy section combines an almost poetic tribute to the flawed through heroic period of Sankara's 'revolution' with an incredibly relentless and honest analysis. This is done through the story of last year's uprising against Compaoré – with haunting lessons for South Africa.

The Postscript is an indispensable update to the extraordinary events in Burkina Faso during 2015, chiefly the resistance to the coup in September. The authors look at Sankara's influence on the popular movements and its wider significance for Africa.

Price **TBC**