

Opportunities for development

There are many development programmes all over the world. There are projects that aim to improve conditions of trade. Other projects explore alternatives to industry and focus on agriculture. Many development programmes ask: can this project take both people and our planet towards a positive future?

New words

- **equity** – fairness
- **equitable** – reasonable, fair

More equitable trading relationships

You have learnt about how unequal trade keeps some countries poor and makes other countries rich. This is largely because raw materials such as foodstuffs and minerals are sold for much lower prices than manufactured goods. Many of the poorer countries export raw materials and import manufactured goods.

Groups of people in the developed countries of Europe, North America and Australia thought about the problem of poverty in less developed countries. Many were giving money to charities to help people in these countries. Some realised that a better way to help the less developed countries could be to pay more for the raw materials they produced. They started alternative trading organisations. Their aim was to create more **equity** or **equitable** trading relationships in international trade.



Don't buy my
harvest cheaply
and then offer me
charity.

Fair Trade is an example of an organisation that works towards supporting farmers and workers in less developed countries.

Fair Trade products have a special label that tells the buyer that the products have been produced and traded under fair conditions. This means the workers who produced the product worked in a healthy and safe environment. They were paid a fair wage and the product was bought for a fair price. Fair Trade products may cost a little more than other products on the shelves. But some people prefer to buy them because they know that they are helping poorer countries without just giving money to charity.



Products that have this label have been approved by Fair Trade.

The World Trade Organization is much bigger than Fair Trade. It is different in that it is not only concerned about the price of raw materials or supporting developing countries. It deals with global rules for trade between countries and tries to make sure that trade runs smoothly. It could have the power to help build more equitable trading relationships in future.



World Trade Organization Logo

Activity 3.1

1. Look at the picture on page 80 and answer the questions below.
 - a) Use your own words to explain what the woman is saying.
 - b) Who do you think she is talking to?
 - c) What could she be asking them to do?
 - d) In what way is the organisation called Fair Trade listening to her?
2. Notice that the two logos on this page both have a global theme.
 - a) Give two possible reasons why so much trade takes place between countries today.
 - b) Suggest two rules you think the World Trade Organization should consider to have more equitable trading relationships in the world today.

Alternatives to industrialisation

On pages 76 and 77 we looked at industrialisation as a factor affecting development. The richer, more developed countries are mostly the more industrialised and technologically advanced countries.

We also looked at some of the problems that can come with industrialisation. To quote a paragraph from page 77:

Industrialisation is not always the solution to a country's problems. Factories are expensive to build and modern technology needed to equip these factories can force them to take loans from other countries and banks. This can lead to debt.

Developing countries and communities today are looking for alternatives to industrialisation to develop further. Some see development as a healthy, educated population where people can find simple jobs or create their own work. Their view of development is not one where big industries employ workers for low wages or where the rich get richer.

Keys to development include:

A. Good infrastructure

One way to develop an area is to build good roads. Roads provide access to towns and places where farm produce can be transported and sold. Build a road and traffic will use it. Communities along the road can start small businesses. Villages will grow and develop.

B. Health and education

This hand pump is a simple-to-operate, energy-efficient piece of technology which ensures that the people of this village in Kenya have safe drinking water. Polluted water is the cause of 80 per cent of child deaths in developing countries. Adults also suffer from using polluted water. Good health means that people can be strong and productive.

Education is also essential to development. People who are educated are far more able to find work or start their own small businesses than those who are not.

C. Employment

For many people, some job is better than no job at all. Some countries, including Madagascar and South Africa, have **labour-intensive** policies. This means that rather than using expensive machines to do things like make roads, people must be employed. As one road-builder in Madagascar said: 'It makes some money for my family and helps my country too'.



Labour-intensive road building (Madagascar)

D. Co-operatives and credit unions

Credit unions are member-owned financial co-operatives which help people save money and give them loans. Credit unions are different from banks because they are owned by community members who do not aim to make a profit. They have made a big difference to groups in developing countries. They help people to save money so that they can start their own businesses and buy the things they need. Many have education projects that help members to develop useful skills.



Women's credit union

New words

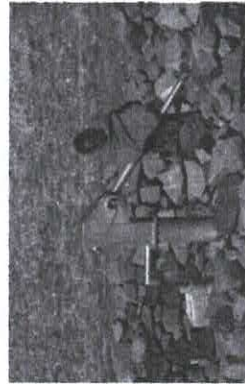
- **labour-intensive** – using many people to do the work rather than using than machinery
- **credit unions** – organisations which act as a savings bank for their members; combined savings help them to take out affordable loans; similar to stokvels

Activity 3.2

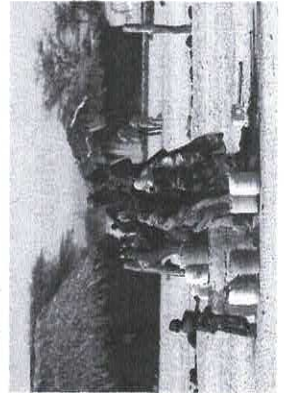
1. Read and discuss each of the keys to development (A, B, C and D) on these two pages.
2. Which of these key factors have the following theme?
 - a) 'Helping people to help themselves.'
 - b) 'Development is about supporting communities.'
 - c) 'Small is better than big.'
 - d) 'Modern technology is not always a positive thing.'
3. Write a paragraph starting with the words:
I think that a country is developed when ...
Your paragraph should be about four sentences long.



A road under construction in a rural/farming area



Hand pump



Hand pump in Kenya

Sustainable development

Sustainable development is a way of living that meets the needs of people today but which does not damage the situation or possibilities for future development.

There are three important parts to making sure that developments are able to keep going into the future:

- Economic – they must not use up all the financial resources and they must be able to earn money into the future.
- Social – they must bring people together and not cause conflict.
- Environmental – they must make sure that the planet's resources are well managed for future generations.

Case study of a development project in Free State

There is a small town in Free State called Botshabelo. It is between Bloemfontein and Thaba 'Nchu. Many people here are poor and live in tiny shacks. We in the community got together ourselves and asked the Department of Housing to help make things better here. Everyone, we say, has the right to a safe and healthy place to live.



The Department of Housing advised us to start a democratic organisation with a trust fund. Then they could give us money to build houses and know that we would spend it correctly.

The community did this and Botshabelo Housing Support Centre was born. We elected a project manager. The government gave us enough money to build 100 houses of 45 square metres each. We were very excited.

- The community got together and decided on 100 families who should get houses. (We call these families 'beneficiaries'.)
- Together the beneficiaries drew sketches of the houses they wanted. The architects who drew the final plans used their ideas.

This is what we did.

The beneficiaries helped to build the houses. This gave them work and taught them some skills. There is good clay in the area so we could make the bricks from local materials. The problem was that we did not know how to make bricks or how to build them into strong walls.

So we ...

- ... asked an old man who has lived here for years to teach us how to make bricks. We started a brick-making project that employed six women and 12 men.
- ... used some of our funds to employ bricklayers who live in Botshabelo. The beneficiaries were their helpers. The bricklayers taught them how to mix cement, handle bricks and build walls.

What next?

Next we needed wooden window and door frames. A local carpenter volunteered to teach carpentry skills. We gained carpentry skills for these houses and for houses in the future. Now we can build more houses and teach other people!

Now we want to build more houses. One thing we want to do differently for our new project is to start a crèche to look after the children of the beneficiaries while they work. This will help more women to join our project.

Activity 3.3

1. What do you think were the two main aims of the project at Botshabelo?
2. In what way is this project economically sustainable?
3. In what way may it not be economically sustainable?
4. What helped to make this project socially sustainable?
5. What social improvement has the project decided on for its work in future?
6. What building materials does this project use?
7. Evaluate the sustainability of these resources.
8. Suggest ways that a building project such as this one could work towards environmental sustainability. Consider building materials as well as ways of meeting household energy and water needs.