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**EXPLORING THE HUMAN CAPABILITIES OF FAMILIES LIVING IN A
RESOURCE-CONSTRAINED COMMUNITY IN CALVINIA, SOUTH AFRICA:
IMPLICATIONS FOR CHILDREN**

Nicolette V. Roman¹

Vulnerable families are often those at-risk for potentially having a compromised quality of life but often they may not have the opportunities to improve their quality of life if their environments are not conducive to assist in the provision of opportunities. The South African National Development Plan (NDP) has broad goals to eradicate poverty and reduce inequality to attain social cohesion by 2030. Capabilities underpin the goals of the NDP in the belief that the capabilities of people should be developed or enhanced if we are to achieve active citizens, eradicate poverty and ultimately achieve social cohesion. Capabilities are developed in interaction with the social, economic, familial and political environments. A person's capabilities are significantly shaped by their environmental and social circumstances both past and present. It is not in the DNA for example Children who grow up in poverty are at greater risk of a wide range of adverse outcomes including reduced physical and mental health, educational attainment, victimisation by crime as well as criminalisation for anti-social or offending behaviour. As a first study understanding the role of the family in the current and subsequent development of capabilities, this study conducted an exploration of Nussbaum's framework in a rural area in South Africa. A qualitative study was conducted with 23 adults representing their families. An interview schedule was used with the main question: What makes a humane life? These questions were asked in relation to the person and how this was 'transferred' to the child in the home. Face-to-face interviews were conducted and the data was thematically analysed. The results indicated the following: A lack of funds significantly reduces bodily health and owning property. Being safe meant having your children with you rather than somewhere else. Making decisions was constrained by family and culture. In terms of emotion, participants did not easily express their emotions and did not speak about emotions to or with their children. For planning, participants only planned for the day ahead for food in terms of what they will eat for the following day or for personal growth. Participants had a

¹ University of Western Cape. E-mail: <nroman@uwc.ac.za>.

sense of community and valued others but there was no infrastructure available in the community for recreation, leisure and play. With regard to transferring to children by teaching, training or communication, everything revolved around the school age child. In other words, stimulation, conversations about the value of education and school, emotions, planning, politics, being involved in the community, etc. only occurred when the child started school at age 5-6 years. In terms of wellbeing of participants, there are clear challenges but more concerning is the limitation of human flourishing and development in the next generations, which potentially holds the families and communities in a cycle of poverty.