Tutorial Letter 202/2/2018

Development Planning
DVA3704

Semester 2

Department of Development Studies

IMPORTANT INFORMATION:-
This tutorial letter contains important information about your module.
Dear Student

FEEDBACK ON ASSIGNMENTS FOR DVA3704

This tutorial letter contains feedback on assignment questions 2 – 7 set for DVA3704.

If you have any questions or if you experience problems with this module, kindly contact your lecturers as soon as possible.

Important:
The prescribed articles are intended to provide you with basic readings on each topic. As a matter of fact, you are expected to read widely beyond these. Again, you are strongly urged to constantly refer to Tutorial Letter DVAALLD/301 which provides an explanation of the technical aspects of writing an essay. Your attention is further drawn to the fact that the University of South Africa (UNISA) does not tolerate plagiarism.

Best wishes with your studies.

Kind regards

Zamatolo Mtolo
Academic Administrator
ASSIGNMENT NUMBER 2

Give an overview of past, present and possible future concerns of development planning in countries of the South as discussed in study unit 1.

Read/watch the following:

- Study unit 1 in your study guide
- Watch Ghana's Long-Term National Development Plan (2018 - 2057) at https://www.youtube.com/watch?v=8sDH8Ft9u9U

How to approach this question:

Start by reading the prescribed sources attentively. Note key concepts pertaining to development planning, gender and minorities, globalisation and sustainability. Look up the meaning of these concepts and note how their definitions might have changed over time.

The focus of the question is on the history and evolution of development planning, since the 1940s and present and future challenges. To adequately cover the scope of the question, the concept of development planning should to be outlined, and the description and discussion of its history should form about 60% of your answer. The remaining 40% of the answer should be dedicated to discussing development problems facing development planning in the present and how they are likely to determine the future of development planning.

The history of development should be divided into specific periods, for example:

- 1940s: Experiences of the World War II (Marshall Plan/ Policy of containment and reconstruction of Europe)
- 1950s and 1960s: Economic growth and industrialisation (modernisation theory)
- 1970s: Basic needs approach (projectisation of development), people-oriented views plus equitable and sustained development alongside active popular participation
- 1980s: Structural Adjustment Programmes (SAPs), with the emphasis on decentralised planning especially in low income countries
- 1990s: Globalisation, localisation and further support for decentralised planning.

Sustainable local level planning is part of Agenda 21
1990s–Post 2000: A growing recognition that development planning is a complex and continuous process that should be based on a learning process so that planners (in cooperation and consultation with the local population) can adapt plans, projects and programmes to changing circumstances. The role played by the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs) in development planning.

After outlining the changes over time in the approaches to development planning, your discussion should move to describing the current nature of development in poor countries. The current situation is one masked by political instability, decreasing production, growing debt burden, poor infrastructure and increasing poverty. In your discussion you should attempt to show how these factors may impact on development planning.

The final part of your essay requires you to choose one of the following and show how it is likely to impact on development planning: gender, minority issues, globalisation or issues of sustainability.

Women and minorities
Should you choose gender, a discussion on the women’s movement and its role in highlighting the negative outcomes of development policies and planning for poor women in countries of the South should take centre stage. Pay attention to the inherent gender bias in macroeconomic analysis, policy formulation and planning and gender-blind macroeconomic statistics that ignore the sexual division of labour or the invisible labour of women (Elson, 1991:39). Also distinguish between the three kinds of public policies in terms of their effect on women or prevailing gender relations. Firstly, those aimed directly at women. Secondly, those that govern relations between men and women, and finally those that are supposedly gender-neutral, yet have a different impact on men and women as summarised by Wylam (1996:13). You may also refer to the measures to advance women’s equality in the SA National Development Plan (NDP) as part of your discussion.

It is important for you to note that the challenges of development and equality are not limited to gender but include ethnicity, age and other socially constructed categorisations, which can render certain groups marginal. Please refer to Reading box 1.1 on page 14 of your study guide on how overcoming poverty of minorities improves overall human development.

Issues of sustainability/ Importance of sustainability
Pay specific attention to the ideas that development planners should keep in mind when formulating strategies that are based on sustainable development as suggested by Coetzee (1992:33). Further consider the feasibility of the United Nations (UN)’s seventeen Sustainable Development Goals


(SDGs), following the Millennium Development Goals (MDGs). Pay particular attention to goals which deal with human rights and gender equality across the various dimensions of sustainable development on page 19 of your study guide. The SA National Development Plan (NDP) further lists strategies aimed at sustainable development, which you can include in your discussion.

**Globalisation**

Consider the complexity of globalisation which means that development planning takes place in a turbulent, but interconnected world. For Lech (2016:5-6) this global interconnectedness also means that hazards arising in one part of the world have the potential to affect all people and places, albeit in very different ways.

**Indicators for marks allocated:**

**50% - 59%**: Although there was an indication that you understood the nature, focus, scope and new challenges for development planning, you merely summarised the prescribed readings without demonstrating insight or your own view. Referencing was done correctly and used consistently.

**60% - 74%**: A demonstration of everything discussed above PLUS integration of arguments, examples were provided and the arguments followed logically.

**75% and more**: A demonstration of everything discussed above PLUS demonstration of understanding of the relevant issues in the form of a critical discussion. Furthermore, sound conclusions were drawn linked to future projections of suggested improved development planning regarding gender and minorities, poverty, sustainability issues and globalisation.
ASSIGNMENT NUMBER 3

Development planning should address people’s problems as they experience them instead of how planners might imagine them. Critically discuss this statement by looking at:

a) The role of development planners in general
b) The role of development planners in participatory development

Read:

- Study unit 2 in your study guide
- It may also benefit you to read the article by Binns and Nel (2002) entitled “Devolving development: integrated development planning and developmental local government in post-apartheid South Africa.”

How to approach this question:

First do a close reading of the prescribed sources and note concepts pertaining to development planning, including top-bottom and bottom-up approaches to development planning.

The focus of this question is on the role of development planners, specifically those in participatory development.

Dedicate the first part of your answer to explaining what development planners are, their role as well as advantages and disadvantages associated with employing them. Take note that development planning can be undertaken by individuals, groups or organisations and in most instances this is done under the guidance of professional planners. While professional planners can act as free agents, consultants often belong to a planning agency (i.e. United Nations). These individuals possess the skill set required for a specific kind of planning. This means that the background of the planner determines the level of planning they will be suitable for since they hail from many disciplines (i.e. Development Studies, Health Sciences etc.). By reading Conyers and Hills (1984:321-322) (Reading box 2.2), you will see that the role of development planners can be grouped into three categories. That is:

1. facilitator- who guides those involved (individuals, organizations) on the purpose and nature of planning.
2. coordinator- who ensures that all interest groups, individuals and organisations are involved in planning.
3. negotiator-one who resolves conflicts between the interest groups, individuals and organisations to reach decisions in line with set requirements.
The employment of professional planners has both its advantages and disadvantages, which you must unpack. Consider (Reading box 2.1) where Conyers and Hills (1984:230-231) hold that using professional planners is favourable because:

- they facilitate communication between various parties
- they possess skillsets to create plans, coordinate and make decisions

While arguments levelled against the use of professional planners include:

- the limited knowledge planners may possess on a specific site or situation
- the very involvement of planners may also hinder or slow down the planning process

Bear in mind that when development plans fail, planners are often blamed.

The second part of the question should be dedicated to discussing the role of development planners in participatory development.

The main arguments for participatory development or bottom-up approaches lie in the fact that they enable input by communities, on the local challenges facing them. These challenges may often be overlooked by outsiders when they conceptualise development plans. Davids, Theron and Maphunye (2005:114) also state that ‘through public participation, the efforts of people and governmental authorities can be combined to ensure improvements in the economic, social and cultural conditions of communities’. An example of integrated participatory development in South Africa is the IDP, which attempts to reverse the legacy of separate development of the past and moving away from top-down approaches, towards more consultative or participatory development. Consider some critiques, which have been levelled against the IDP, specifically those relating to:

- the inability or unwillingness by some local councils to accept ownership of consultant prepared IDPs and to use them in directing budgeting processes
- poor linkages between IDPs and broader spatial frameworks,
- the limited capacities of local authorities, limited sharing and spreading of development experience, and the limited learning culture at local levels

Can you already see some complexities that are associated with bringing development planners into participatory development?

The article by Binns and Nel (2002) examines the IDP process in the cities of Cape Town, Grahamstown and Tshwane. Reading this article closely specifically some challenges experienced
will further aid your evaluation of the opening statement.

**Indicators for marks allocated:**

**50% - 59%:** Although there was an indication that you understood the role of development planners, you merely summarised the prescribed readings without demonstrating insight or your own view. You must also master the technical aspects of referencing and assignment writing.

**60% - 74%:** Demonstration of everything discussed above PLUS logical flow, balanced presentation of arguments and the inclusion of relevant examples, with reference to the IDP as implemented by the South African government.

**75% and more:** To achieve a distinction you should provide a convincing argument that reflects your own views and shows that you are able to synthesise ideas. You should include practical and relevant examples to strengthen your argument.

**ASSIGNMENT NUMBER 4**

You are appointed as the Director of Development Planning in a country characterised by mass poverty, political and economic instability and weak administrative capacity. One of your first tasks is to decide which single planning mode or combination of planning modes will be best suited to this situation. Write an essay in which you explain and defend your choice of mode or modes.

**Read:**

- Study guide, unit 3
- The article by Yirenkyi-Boateng (2010) entitled “Development plans and the sustainable development agenda in Africa
- The article by Jin Lee, Jae Moon and Kim (2017) entitled “Insights from experiments with duopoly games: rational incremental decision-making

**How to approach this question:**

Study the prescribed material and, make sure that you understand the content of the reading and the core concepts, definitions and theories.

Each categorisation of planning is based on a different interpretation of the goals of development or, indeed the “structure of reality” according to Forss (1985:27). Nevertheless, your tuition material differentiates between two main types of planning, namely learning-process planning and blueprint planning, according to (Dale 2009:43). Each planning mode has its own merits and demerits. For instance, Korten (1980:480-511) notes that process planning or learning-
process planning follows an approach geared at empowerment, learning and the incremental setting up of plans. Moreover, priorities and operational details for the planning process are regularly re-examined and changed. By contrast, blueprint planning follows a rigid process whereby all plans are prepared prior to implementation.

Dale (2004:4) holds the view that blueprint planning in its extreme, rigid or pure form is when detailed plans are prepared for action before any work is implemented. Blueprint planning originated from civil engineering. This type of master plan was very successful in solving the many problems (for example town planning and sanitation) that faced communities after the Industrial Revolution. The main task of a planner who works according to the blueprint planning method is to draw up a plan. According to Friedmann (1984:189), blueprinting means to devise a design for the future that is carried out by a central authority according to a specific programme. Formal deviations from the design are permitted, but it must be duly noted in the plan itself which, in its remaining parts, is then adjusted to preserve its structure as an integrated whole. Essentially a form of advanced decision-making, blueprinting involves a central determination of the public purpose. It must be comprehensive in its coverage and rational in the disposition of its instruments (Friedmann, 1984:189). Blueprint planning is frequently applied when planning projects and has so far had mixed results. It is very successful in planning major physical projects that rely heavily on capital investment and are undertaken in a stable environment where the effects and impact are fairly predictable. One of the criticisms against this type of planning is that the failure of some projects can be directly attributed to the inflexibility of blueprints.

Rondinelli (1983:viii) believes that the problems that accompany a rigid blueprint planning mode can be decreased by using “an adaptive approach that relies on adjunctive and strategic planning, on administrative procedures that facilitate innovation, responsiveness and experimentation, and on decision-making processes that join learning with action”. A planning mode that meets these requirements and can provide an alternative to the blueprint mode is the learning-process planning mode. According to Dale (2004:44), process planning basically means that plans are not fully finalised or specified prior to the start-up of implementation. Its premise is that there is little certainty about which techniques will work in the long term for a specific country, region, community or group of people. Learning-process planning “is designed to generate feedback to impinge directly on action; flexibility is the dominant concern. The planning document itself becomes far less significant and may not even exist at all” (Forss,1985:29). In this type of planning, it is part of the planner's task to set long-term objectives and indicate ways of achieving them. However, no specifics on the implementation are determined in advance. In learning-process planning, “the plan will never be complete but is built up along the way, adjusted to
changing circumstances, new threats or opportunities” (Forss, 1985:29). Moris (1981:21) points out that in terms of the learning-process mode, a project is regarded as a reactive organism capable of modifying its structure and outputs in response to changing circumstances.

Potts (2002) and Dallago and Kovacs (1990) identify another four types of planning, namely direct planning; indirect planning; regulative planning and indicative planning. Direct planning involves the administrative allocation of resources while indirect planning is when the government controls certain parameters (e.g. interest rates, taxes and exchange rates) and uses them to influence the decisions of enterprises in a desired direction. On the other hand, regulative planning is used not only to allocate state resources and to coordinate public-sector activities but also to influence the activity of the private sector through incentives and regulations to cooperate in plan implementation. Lastly, indicative planning involves forecasting the development of the economy and indicating expected government and state sector expenditure. These differences alone are an indicator of how each of these modes will affect any national development plan in a different way.

A final factor to consider is how each of these planning modes would apply to the scenario given in the question. Keep in mind that the scenario references mass poverty, political and economic instability and inadequate administrative capacity. Your choice of planning mode (or combination of modes) should thus reflect the suitability of your decisions for these characteristics as well as be sustainable.

Indicators for marks allocated:

50% - 59%: To obtain marks within this range, you must provide a basic description the main features and characteristics of each of the six planning modes. You must present a logical conclusion based on those descriptions for the most suitable planning mode or combination. You should integrate relevant sources and correctly reference sources.

60% - 74%: A demonstration of all of the above PLUS a critical evaluation offering reasons as to why the facts and issues you have identified are the most important ones applicable to the complex planning scenario. You must present a logical argument.

75% and more: A demonstration of all the above PLUS a clear exposition of the merits and demerits of each planning mode. You must provide examples to illustrate a sound grasp of the issues.
ASSIGNMENT NUMBER 5

Critically discuss whether decentralised development planning offers an alternative to centralised development planning. Substantiate your answer with relevant examples.

Read:

- Study unit 4 in your study guide

How to approach this question:

Study the prescribed material and ensure that you understand the core concepts of centralised and decentralised development planning.

In your essay you should define centralised development planning and decentralised development planning. Keep in mind that development planning is an overall strategy for the proper planning for an area or country and often informs policymaking. Centralised development planning may include (but is not limited to) decision making by a central authority, the head of an organisation or the head of government. Sub-governmental bodies or branches implement decisions or take orders from the centre. Decentralised planning on the other hand may include (but is not limited to) the distribution of power from the central authority to lower tiers. White and Smoke (2005), Olowu (2001), and Hoyos and Uys (2008) tell us that there are three types of decentralisation. These types increase in terms of the intensity of decentralisation. Thus, deconcentration - as the weakest form - merely redistributes decision making powers and responsibilities among different levels of government. Delegation implies the transfer of decision making powers to semi-autonomous organisations that are held accountable to the government. Devolution is the transfer of decision making powers to units of local government with corporate status. You should account for these differences in your explanation of decentralisation.

You must then assess the differences between centralised and decentralised development planning by paying attention to the pros and cons of these two spatial planning levels. Calmfors (1993:161-191) and Anderson (2006:1-8) hold that centralisation makes it easier to:

- develop uniform policies and practices
• identify key persons exercising real power
• avoid duplication
• ensure greater regional equality since government regulates the distribution of resources amongst regions
• strengthen national unity.

The following disadvantages are associated with centralisation:

• should emergencies arise, lower levels would lack decision making authority to act quickly
• the centralised executive may not understand the needs of the lower level spheres
• it is possible for a single individual to yield most of the decision-making power, which may lead to corruption
• delays may occur when subordinates require approval even for minor for decisions.

The advantages of decentralisation include:

• improved spending since subnational governments become responsible for planning and financing economic activities such as physical infrastructure and collecting taxes from businesses
• relieving pressure on the government to deliver certain services
• increased legitimacy, transparency and accountability since local governments are regarded as local representatives of the citizens, therefore, closer to the needs of the people
• improved participation and decreased political separation.

While decentralisation can play an important role in development, take note that development planning is not straightforward. It is rather challenging and messy just like decentralisation. This is particularly true for poor countries. For example Korten (1984:301) states that ‘decentralisation operates with certain preconditions including supportive polices and changes in the attitudes and behaviours of central government officials’. Ndlovu and Makoni (2014) discuss this further and illustrate the dependence on foreign models for local and decentralised strategies.

While disadvantages of decentralisation include:

• limited participation by a small number of privileged elites
• it becomes difficult to implement national policy and coordinate sectoral activities especially when they do not coincide with national policy
• it can stimulate more demand for resources and as a result it can be more difficult to control resources from the main centre.
Use examples to arrive at a sound conclusion whether you agree or disagree with the opening statement – **whether or not decentralised development planning offers a real alternative to centralised development planning**. The New Guinea and Botswana case studies from your study guide show how decentralisation can sometimes be a reaction to the threat of secession in one part of a country. For example, like the provincial governments that were established in Papua New Guinea. Similarly consider the implementation of the Accelerated Rural Development Programme (ARDP) in Botswana, prior to the 1974 elections. Together with the Tribal Grazing Land Policy (T.G.L.P), the ARDP led to the displacement of people, exclusion of poorer farmers and did nothing to attend to the so-called urban bias in development planning. You can also make use of any other relevant examples to support your argument.

**Indicators for marks:**

**50% - 59%:** To obtain marks within this range, you must mention if decentralisation offers a real alternative to centralisation, with some relevant examples. You must also present a logical conclusion. You should integrate relevant sources and correctly reference sources.

**60% - 74%:** Demonstration of the above PLUS extensive use of relevant examples. Presentation of a logically flowing argument.

**75% and more:** Demonstration of the above PLUS a critical assessment of the concepts of decentralisation and centralisation and the issues arising from the case studies in your readings.

**ASSIGNMENT NUMBER 6**

Critically discuss the extent to which conditions of good governance and democratisation tied to foreign development aid have an impact on development planning in countries of the South.

**Read:**

- Study unit 5 in your study guide
- Read the article by Elayah (2016) entitled “Lack of foreign aid effectiveness in developing countries between a hammer and an anvil”.
- Read the article by Jubilee South, Focus on the Global South, AWEAPON and the Centro de Estudios Internacionales (2001) entitled “The World Bank and the PRSP: Flawed thinking and failing experiences”
Read the article by Williamson (2009) entitled “Exploring the failure of foreign aid: The role of incentives and information

How to approach this question:

Study the prescribed material and ensure that you understand the core concepts of good governance, democratisation and foreign aid conditionality or aid selectivity. Note that good governance as referred to in your tuition material deals with the processes of making and implementing sound decisions about public institutions and managing public resources in a country. Moreover, good governance claims to be participatory, consensus-oriented, accountable, transparent, responsive, effective and efficient. Although many definitions of democracy exist, the notion of democratisation as used in your study material in general refers to the transition from authoritarianism or minimalist democracy to substantive democracy. You should note that good governance, in the sense of control over corruption, political stability, sound institutions and civil liberties, can be induced or rewarded by making it a condition for receiving foreign aid. Democratisation is the movement to a more democratic political system. You should consider whether good governance and democratisation as conditions for receiving foreign development aid, would have positive or negative consequences for the recipient countries. Would good governance and democracy in an aid receiving country lead to better development outcomes and better use of the aid received?

Foreign aid is referred to as the international transfer of capital, goods or services from a country or an international organisation to benefit a country that needs assistance. This need for assistance could arise for various reasons. Among these is the need for economic assistance, or a natural disaster. Foreign aid is provided in the form of cash, expertise and to influence development planning a country. Foreign aid is a post-World War II phenomenon which is as much about donating knowledge and expertise as it is about money. Riddell (2008:18), states that in practice “development aid has been defined (in general terms) as that part of foreign aid whose purpose is to contribute to human welfare and development in poor countries. It is a definition based on intentions the intentions of those giving the aid, the donors, rather than those using it, the recipients”. This definition is donor-driven and is to a great extent based on agreements that are made by the major donor countries. According to Riddell, it has over the years not really been contested: “Just as it has been the donors who have always decided how much to give, and the form in which it is to be given, it has also been the donors who have decided how development aid should be defined” (Riddell, 2008:18). The main aim of foreign aid is to reduce poverty and this aim has, at times, been spectacularly successful. Examples of countries that have moved from crisis to rapid development include Botswana and the Republic of Korea in the 1960s,
Indonesia in the 1970s, Bolivia and Ghana in the late 1980s, and Uganda and Vietnam in the 1990s. Foreign aid played a significant role in transforming each of these countries by helping them to develop policy, training policy makers, financing support reform and expanding public services (Braitham, 2000:5).

In you answer; you should provide a brief background of foreign aid and use some examples of countries that have received aid. Note that notwithstanding the potential benefits to the recipient countries, aid is conditional. Some donor countries for example impose structural adjustment programmes (SAPs) on recipient countries. Conditions for aid may be regarded as ways to incentivise the governments of recipient countries to actually implement effective policies that will alleviate the problems and will increase the effectiveness of the aid (read more about this in the article by Hermes and Lensink, 2001).

You must discuss the impact that foreign aid has on development planning in countries of the South. Remember that an impact can have advantages and disadvantages, and it is essential that you give a balanced view on both. Your study guide (pages 75-79) mentions foreign aid and popular participation, foreign aid and structural adjustment, and foreign aid and aid dependence. Your assignment should include a discussion of these.

**Indicators for mark allocation:**

50% - 59%: To achieve a pass mark, you should be able to answer the question adequately and references must be provided. You must master the technical aspects of referencing and assignment writing.

60% - 74%: Demonstration of all the above PLUS logical flow, balanced presentation of arguments and the inclusion of relevant examples.

75% and above: To achieve a distinction you should provide a convincing argument that reflects your own views and shows that you are able to synthesise ideas. You should include practical and relevant examples included to strengthen your argument.

**ASSIGNMENT NUMBER 7**

Discuss the effects of disease, migration, populism and the quest for sustainable livelihoods on development planning.

**Read:**

- Study unit 6 in your study guide.
How to approach this question:

You should begin your assignment by reading all the prescribed literature. You may also use other sources of information.

Development planning is a complex and intricate process that has to take a number of factors into consideration. This is inclusive of the practical implementation of plans and the elements that improve the prospects of the planning process. There are several factors that could have adverse effects in development planning if they are not dealt with. Here we consider disease, migration, populism, and the quest for sustainable livelihoods.

You must discuss how diseases can pose as a threat to development planning (for instance HIV/AIDS and TB have high infection rates in Africa and this in some way poses as a challenge in development planning since development planners depend on estimations such as population size that are not entirely accurate). Furthermore, you should include how diseases do not only impact upon development planning with regards to population estimates but also with regards to resources. An example of this is the contestation between using land for a burial site or for housing in an urban area.

This then leads to the discussion flowing in the relationship between diseases and migration. There are several reasons that result in people migrating from one location to another (these include better employment opportunities, health, education, lack of resources, climate change, conflict and civil unrest). You should name at least a few of these reasons. Immigrants have not been well received in some countries such as the UK as seen in the Brexit referendums and in xenophobic attacks in South Africa. While the advantage of migration could be the sending and receiving of remittances, there is an added administrative and planning burden in the areas to which most of the people migrate. The areas from which people migrate also suffer from brain drain and economic leakages. Migration has an impact on several other development concerns, such as economic growth, human development, the environment and governance. These, in turn, involve concerns such as child rights, gender, HIV/AIDS, capacity building, empowerment and food security (du Plessis et al 2017:87). When studying all these concerns, we notice that migration is also linked to some MDGs (Lucas, 2008:5-6). Development planners therefore have to be cognisant of migration related issues. These include coordination among national and cross-border ministries; remittances to support children versus children without parental care; planning the locations of public infrastructure; the effects of national plans on neighbouring countries; incentives to draw migrants back home, and migrants who return home to retire (Lucas cited in du Plessis et al 2017:87).
Populism also poses a challenge to development planners, since they are usually put in tough situations when faced with communities that have been allured by populists. In populism, the fears and vulnerabilities of people are used to fulfil certain agendas and interests. “Populism trades on beliefs, fears and suspicions, it cannot deliver in a real way. This leads to an unhappy voter base and – in the extreme – social unrest” (du Plessis et al, 2017:88). Populist movements can come out of nowhere and cause unprecedented changes in a country. Development planning often requires an evaluation of trends and an informed guess (or projection) about what lies in the future. However, these movements defy trends and there is little indication of where they may lead. Populism and popular movements are of great concern in contemporary development planning (du Plessis et al, 2017:88). You must show that you have an understanding of what populism is and in what way it is a problem for development planning. This you do by using examples where populist leaders or movements have made promises and failed to deliver, for example, the Trump administration in the US.

Lastly, development planners have to ensure that the plans made and projects implemented lead to sustainable livelihoods. You should provide an understanding of sustainable livelihoods and briefly discuss the role it plays in development planning. “When planning for development, it is essential to understand how the project will affect the livelihoods of the people in a particular area. If it is not planned properly development can seriously disrupt people’s lives and their livelihoods. In simple terms: people’s livelihoods consist of sources of food, social networks, human development activities, land, employment, equipment and culture” (du Plessis et al, 2017:89).

Indicators for mark allocation:

50% - 59%: To achieve a pass mark you should be able to answer the question adequately and references must be provided. You must master the technical aspects of referencing and assignment writing.

60% - 74%: Demonstration of the above PLUS logical flow, balanced presentation of arguments and the inclusion of relevant examples.

75% and above: To achieve a distinction you should provide a convincing argument that reflects your own views and shows that you are able to synthesise ideas. You should include practical and relevant examples to strengthen your argument.