USING GEOGRAPHIC INFORMATION SYSTEM (GIS) PEDAGOGY AS A CATALYST FOR COMMUNITY ENGAGEMENT

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Why is it that after 20 years of being liberated more than half of South African’s are living in poverty?

The ANC has …

• **Doubled the middle class**
• Drastically **reduced illiteracy**
• Built 2 million new **low income houses**
• Created a **social grant system** that supports 16 million people

However according to a Unicef study (2011):

• 11.9 million **children in South Africa live in poverty**
• Almost 1.4 million live in households that **rely on streams or rivers as their main source of water**
• 1.5 million live in houses that have **no toilet** at all
• Sadly 1 400 mothers **die in their neonatal period** annually,
• 22 000 **neonatal deaths a year** – 43% were probably avoidable
South Africa has a **social fabric that is very thinly knit**

**Apartheid** was a massive social engineering project that lasted nearly 60 years

The ANC government needs to acknowledge that its bureaucratic machine cannot handle the **redistribution demands of its electorate**

The problem in South Africa cannot be resolved within the **current service delivery limitations** of provincial or local government in particular

Government needs to create **massive public-private partnerships (PPPS)** run by the private sector in areas which require urgent attention

To unleash unprecedented prosperity we must create a sustainable country wide **mixed income urban housing model** that will reverse apartheid – but what about informal settlements?

(Hlumelo, Biko 2013)
It is believed that a tri-sector partnership could benefit the informal sector by ensuring equity of economic growth and prospects for better living conditions, which are sustainable for all the partners (CHE, 2006:93).

Post-Apartheid reconstruction of South African Higher Education system includes Community Engagement as one of the core responsibilities of higher education, alongside Teaching, Learning and Research (Hall, 2010:2)
CPUT - Community Engagement is in its academic plan in response to challenges of transformation in Higher Education (Lazarus et al, 2008:66).

Service Learning Project: Flamingo Crescent Informal Settlement – re blocking (enumeration and mapping)

Re-blocking in informal settlements - moving physical structures to facilitate a more practical layout to improved living conditions, provide basic services, adjust movement routes and to improve spaces for community activities. These minimal adjustments can mostly be done by residents themselves once a layout plan has been approved by the relevant local authority.
Partnerships:

TRP - Department of Town and Regional Planning
SDI/ISN – Slum Dwellers International/Informal Settlement Network
CORC – Community Organisation Resource Centre
AAPS – Association of African Planning Schools
Goals

— Improve community-led mapping (measuring) of the site
— Provide 2D/3D printouts of the ‘as built’ plan for display in the community office
— Confirm floor areas of existing shacks with community measured plans
— Attend site meetings with partners and the City of Cape Town
— Facilitate a more practical layout of the settlement