

Discussion session

Building conversations for community adaptation

Practitioner, researcher and community perspectives
on processes that build capacity to respond to uncertain futures

Taryn Pereira (EMG), Nokwanele Mamkeli (Lesseyton),
Ian Schaffers (Goedverwacht), Georgina Cundill (Rhodes)

- Outline:

- Social learning approach (Georgina and Nokwanele)
- Assets based approach (Taryn and Ian)
- What was common, and what have we learned?
- Open discussion – what does this mean for how we think about the purpose and practice of participatory approaches to CC adaptation?

Social learning for adaptation

a descriptive handbook for
practitioners and action researchers



- Tested over 3+ years
- 2 communities in the Eastern Cape
- Social learning groups participated in and helped shape the process
- NGOs gave critical feedback

Georgina Cundill
Sheona Shackleton
Lawrence Sisitka
Monde Ntshudu
Heila Lotz-Sisitka
Injairu Kulundu
Nick Hamer

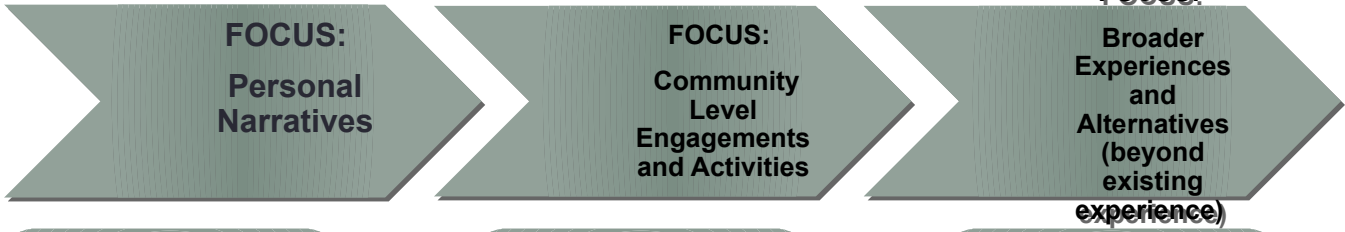
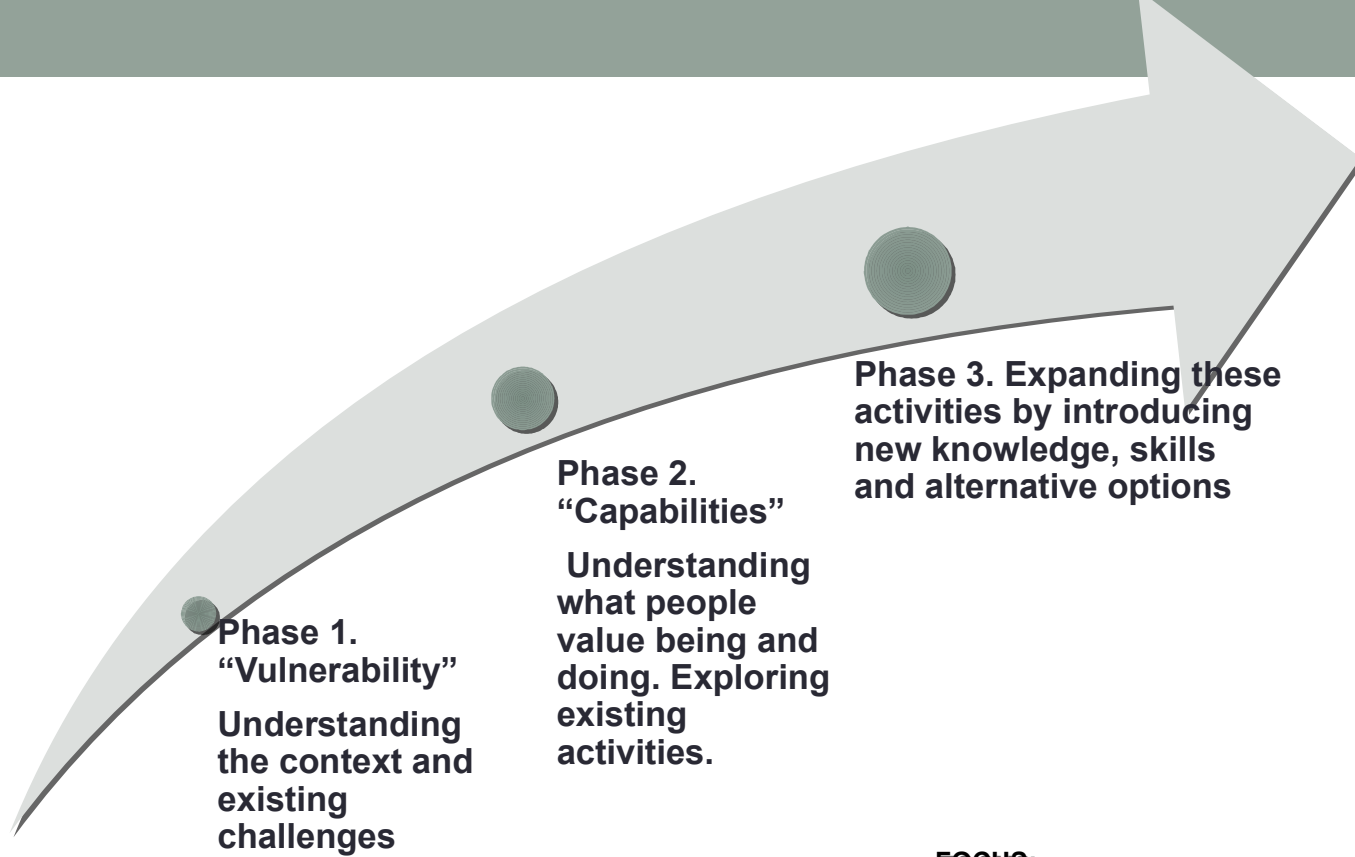
How is a social learning approach different to traditional participatory approaches?

Change in understanding, moves beyond individual, social interaction

1. Implies a **broader agenda** for social change
2. **Intention** for change in understanding to move **beyond a core group**
 - planning for long term, sustained relationships, knowledge exchange beyond core group
3. All participants co-develop the process, therefore premised on reflexivity and creating spaces for reflection on process and learning

Why support human agency in addition to technological fixes?

- A social learning approach by definition means focusing on people: **what they think, value and do.**
 - requires a focus on social contexts that enable or constrain actions
- Equally important to understand what they **value doing and being (capabilities/aspirations)**, and how they might want things to change (or not)
- Innovations/change/new ideas are only sustained when they are congruent with people's values, histories and ways of seeing the world



Phase 1: Co-developing an understanding of the context

I like living in my community because...
My community is a risky place to live because...

Weaving stories

What aspects of vulnerability can and can't we do something about?

Share stories widely





Following the workshops & questions we developed with Rhodes University, we came back with these responses...

Phase 2: Understanding existing activities, aspirations and strengths

- My role in my community (invisible actions)
- What groups in my community do to help deal with challenges (community based research)
- Share stories widely: “Community Colloquium on Vulnerability and Coping Strategies in the Eastern Cape”



NGXUTYANA JUNIOR SECONDARY SCHOOL NUTRITION PROJECT - WILLOWVALE



PRINCESS MHLATI

Isizathu sokuqala iproject ?

yagqisa ngo1995 emisekela kubandakanya ukuba abantwana abazi mabandakanyi kuzingqongolo ukutya.

Lombutho ubaxhasa ngantoni abahlali?

Uncanda kakhulu kuba abanye abantwana bakufanele emabandakanyi kubo base ngabantu emabandakanyi



Iingxaki zeiproject

Ukungabandakanyi kakhulu kubandakanyi ngabandakanyi Ukungabandakanyi ngokungabandakanyi ngokungabandakanyi

Umntu esinokuhakamshelana naye: Miss N Samka

Impumelelo

- Umbutho uyahlala indlela ebandakanyi
- abazazi kubandakanyi kabanekile
- abantwana bakufanele kabanekile



Izidingo zombutho

Ukuthembeka nokubandakanyi ngokubandakanyi

Unyango Lwemfuyo: Ncedani Project Willowvale



By Nkhosho Mawusi

Uqale nini lo mbutho ?

Uqale ngo 2002. Inkomo sizidi ziliphila ngomali yakho oyikhu phi leyo inkomo nganye yi R10. kwafumaniseka ukuba Siyasura kwathiwa abahlali mabandakanyi ingxowamali yokuqincedisa kungakho i uncedoloku zicenda kwatsho Dr Adams

Lo mbutho ubaxhasa njani abahlali okanye amalungu awo?

Istitofu kugqala Desfengwa ngo R25 (1/3 mmke Dr Mosekela. Ukuqincedisa lo nto kwatsho inkomo yi R10 nganye.

Zintoni umbutho ozifunayo ukuze wenze umsebenzi wazo kakuhle

Ipal i zedeep, neDams liyoma liyavuzi Generator, sisebenzisa amabucket ukuthutha amanzi eDeep kubiywe.

Zinto zini eziphunyezwe ngulombutho ?

Iinto eziphunyezwe ngulombutho kukuba inkomo zethu zintleka kakhulu

Zeziphi ingxaki othelombutho wajamelana nazo ?

Urulument wayebanika iDeep engugubo i Triyitex lo mbu tho wathetha noRahulumente satsho safumana iDeep ekuthiwa Delete Exs yi yona isiphatha kakuhle emfuywini yethu.



Ungaqhagamshelana no:

Mhlekezzi Njomana Hluphekile Cell 0837608985

Zintoni eziphunyezwe ngulo mbutho? Kukuba inkomo zitha zityiba zintle kakhulu.

Zenzele Garden Lesseyton



By SZWELANI

Yaqala nini?

Yaqala ngo 1989 injongoye Zenzele Garden sasifuna ukutya thina nentsapho zethu sithengisele abantu abangalimanga



Ibaxhasa njani abantu?

Ibaxhasa ngokuba siyabathengisele nabo bakwazi ukutya

Yintoni impumelelo?

Impumelelo kwakungekho ndlela sasihlutha yilegadi

Zintoni emizifunayo nileliqela?

Sifuna ucingo lulungiswe amanzi sifakelwe itepu nezidhobo zokusebenza

Zeziphi ingxaki elithe lajamelana nazo eliqela?

Kukubelwa ngabantu ebusuku ukutya kwethu namacingo bawaqhawule nokungavani kwethu

Ungaqhagamshelana no:

Nazuko Ngqeme 0767372099

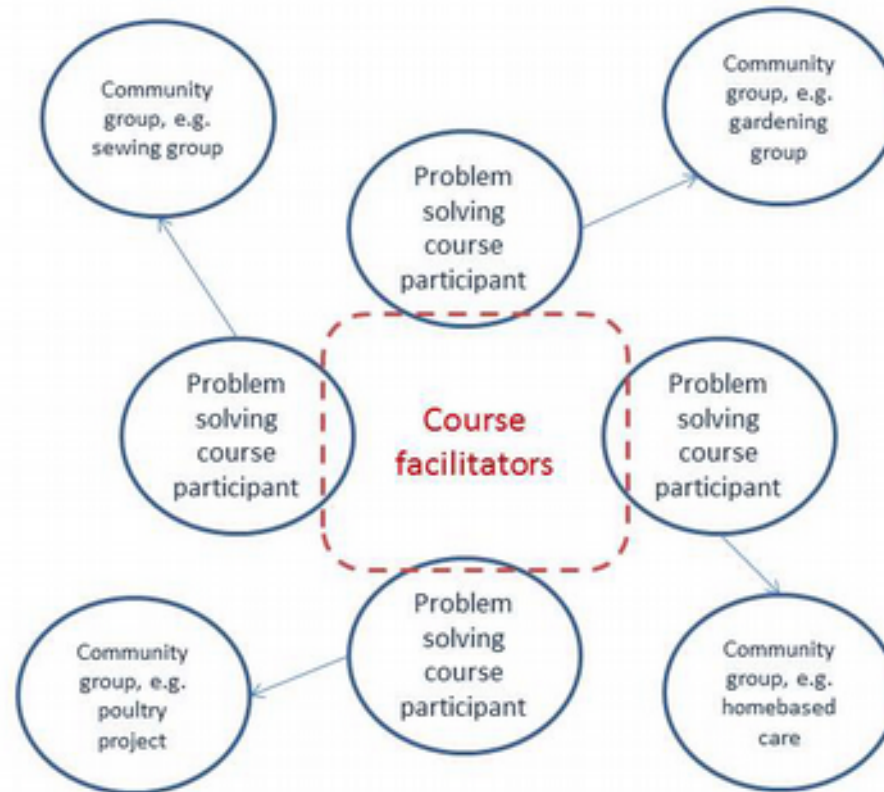
I Learned...

- “I learned some **basic computer skills** and that was very exciting.”
- “I learned some **fundraising methods from the other community group.**”
- “I learned that there are **different ways to make projects succeed** and that similar projects can be run differently.”
- “For gardening projects to succeed, I learned that **the proximity of the members to the actual garden is important** in order to safeguard it and take better care of it.”
- “I gained confidence in **public speaking**, something that I was never good at.”
- “Meeting up with the other community members taught me **that life is different for different people and in different places.**”
- “I learned about the **livestock farming methods of the other community** and how they take care of their livestock.”

Building on community strengths and breaking down barriers to adaptation

- How could we support further learning in the community and expand agency, knowledge and aspirations?
- Since the social learning groups were mandated to share learning with the broader community, how could we support them to do this?

Problem solving course



What was common among approaches?

- Recognition of social context, and multiple stressors
- A focus on building on EXISTING activities, recognising what was valued by participants, and therefore possible
- A focus on problem solving skills (for an uncertain future)