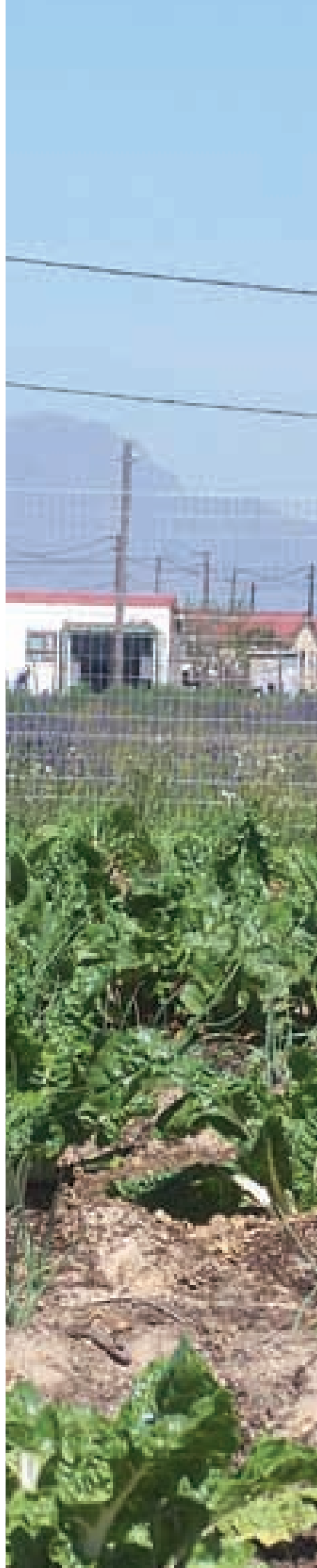


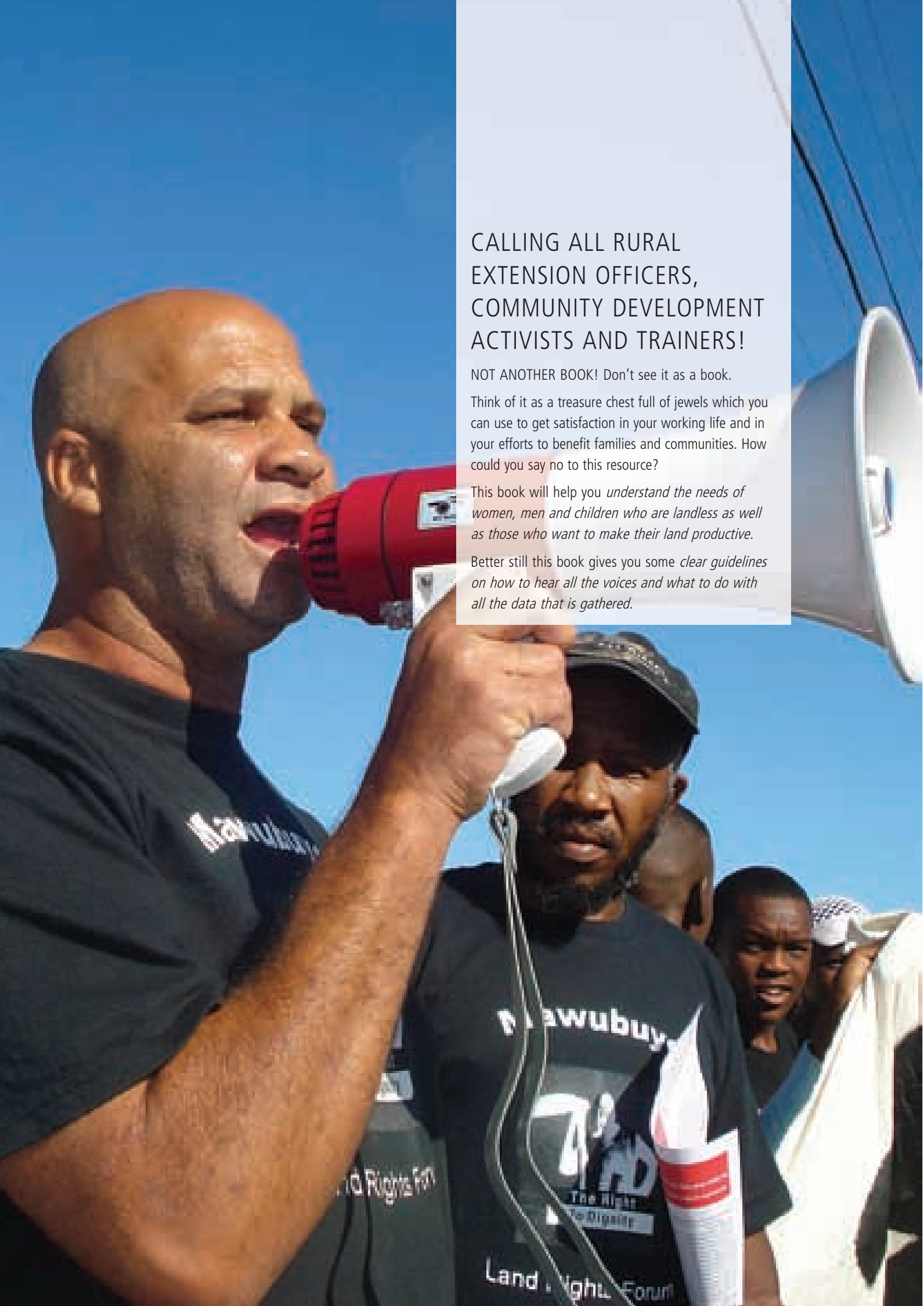
We also want land

A PAR and Land Use
Workbook



TRUST FOR COMMUNITY OUTREACH AND EDUCATION





CALLING ALL RURAL EXTENSION OFFICERS, COMMUNITY DEVELOPMENT ACTIVISTS AND TRAINERS!

NOT ANOTHER BOOK! Don't see it as a book.

Think of it as a treasure chest full of jewels which you can use to get satisfaction in your working life and in your efforts to benefit families and communities. How could you say no to this resource?

This book will help you *understand the needs of women, men and children who are landless as well as those who want to make their land productive.*

Better still this book gives you some *clear guidelines on how to hear all the voices and what to do with all the data that is gathered.*

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Acknowledgements:

TCOE wishes to acknowledge the contributions of all those who helped to make this workbook possible. In particular, we would like to thank:

- ▶ Jan Webster who was responsible for drafting the workbook
- ▶ The Mawubuye Steering Committee members and community researchers who worked so tirelessly to complete the research;
- ▶ The TCOE staff who edited made inputs and gave feedback;
- ▶ All the communities who participated so wholeheartedly in the research process.

INTRODUCTION TO TCOE

The Trust for Community Outreach and Education (TCOE) is a national organisation that operates mainly in the rural areas of South Africa. Founded in 1983, the key underpinnings of TCOE's work today is based on the belief that poor communities have:

- ▶ to be unified in order to strengthen their voice;
- ▶ the potential and knowledge to make decisions about their lives;
- ▶ the capacity to plan, strategise and access resources to satisfy their needs and aspirations;
- ▶ to promote women's empowerment and direct involvement at all levels;
- ▶ to self-organise as this is a cornerstone of building people's organisations;
- ▶ to involve a range of different stakeholders in an integrated approach to local development.

Over the past five years TCOE has joined hands with local communities and grappled with land issues, both at the level of understanding and engaging with policy makers, as well as through practice. In the process, the organisation has assisted in building and strengthening farmer associations, and fishing and women's groups in more than 250 villages across SA. Assisting the rural poor to organise themselves in order to access, manage and use of land for food security and sustainable livelihoods is the key focus of TCOE's work. This includes the introduction of more affordable and environmentally sound natural farming techniques and methodologies as well as water conservation and harvesting techniques.

TCOE also focuses on local government, as the sphere of government that is closest to the people. Improved service delivery, access to municipal land and other resources and the creation of an enabling environment for small-scale farming are the main pillars of this work. Rural people are now actively participating in the Integrated Development Planning (IDP) and review processes as one way of pressurising local government to fulfill its obligation to create livelihoods, promote food security and develop the local economy for the benefit of all.

In the Breede River Valley in the Western Cape, TCOE used Participatory Action Research (PAR) methodologies to strengthen the voice of the rural poor to influence the current land reform process and the willing buyer, willing seller approach on which it is based.

Mawubuye Land Rights Forum

"Our vision is of another countryside where there is no hunger, poverty and where our people live with dignity as equals, able to give full expression to their humanity. This requires complete economic transformation including the transformation of existing landownership. The land must be redistributed to those who want and need land for housing, production and recreation." (Excerpt from the Mawubuye vision)

The launch of the Mawubuye Land Rights Forum in November 2005 was a culmination of months of organising in the Breede River and Overberg municipal districts. Over the past two years, Mawubuye has grown from strength to strength. Today, the organisation has more than a thousand members, drawn from nine towns in the two municipal districts. Each town has an established local land rights forum or group which then feeds into the Mawubuye collective.

The organisation's slogan "We speak for ourselves" captures its key aim of mobilising and unifying small-scale farmers, agricultural groups, co-ops, and landless people so that they themselves are able to voice their needs and aspirations and influence the current land reform process. The right to food security and sustainable livelihoods are the key focus areas of the organisation. This, it believes, can be achieved through equitable access to land and other natural resources (particularly water), as well as the development of an alternative pro-poor agrarian model as part of a restructured rural economy.

BACKGROUND TO THE WORKBOOK ON PAR

This book attempts to capture the approach, methodology and processes that were used to conduct Participatory Action Research in the five towns of Robertson/Nkqubela, Ashton/Zolani, McGregor, Bonnievale and Montagu, in the Breede River Valley. We selected the Breede River Valley because of its economic centrality in the Western Cape, as a key wine and fruit growing and exporting region and tourist attraction. Yet amidst this growing wealth, there co-exists grinding poverty and landlessness. Furthermore, despite government's promise to change the spatial divisions and landholding patterns of apartheid, limited land has been redistributed to date.

The participatory action research process started off, as all research processes do, with questions that we were grappling with. We started off by asking: "Why has so little land reform happened in the Breede River and how can things be done differently?" This led us to another set of questions: "What are the real obstacles and blockages to land reform and what are the linkages between land, rural livelihoods and poverty?" But, as the organisation worked alongside the Mawubuye Land Rights Forum in their struggle for access to land and land use support, another question began to emerge: "How do we find the answers to these questions in a way that also builds and strengthens the voice and organisational capacity of Mawubuye?" For it was becoming clear to us that these issues were inextricably connected. We were beginning to realise that pro-poor land reform would not take place unless people were organised and unified – unless they themselves actively claimed their land rights and held government accountable for its promises.

The organisation's decision to use Participatory Action Research (PAR) was therefore based on the need to involve local organisations directly in mobilising around local needs and problems. It was also linked to creating greater public awareness of rights and unlocking self-organisation based on concrete demands and a common vision of an alternative countryside. PAR was seen as a strategy through which TCOE and the membership of Mawubuye could clarify concrete demands, engage local officials, and speak both from experience and with the authority that comes from the research and from being rooted in the community.

In conducting the research we used a range of participatory tools. These included household surveys, focus group discussions, interviews with government officials and commercial farmers, policy review, visioning exercises, advocacy, community report-backs and developing strategies for mobilisation, as well as organising regular meetings for unlocking a public dialogue and debate.

It is our hope that by sharing our experiences, we will contribute to strengthening the voice of the rural poor so that they are able to influence national policies and strategies and change the unequal distribution of resources in our country.

We therefore dedicate the book to all rural people who creatively manage their lives every day.



About the Workbook

This workbook is not a list of instructions. It requires the reader to engage with its contents. It challenges those of us who support community development to be aware that good development practice means that the people who live with the problem on a daily basis are the “experts”. It asks each and every one of us to lay aside our assumptions and to think about communities not as beneficiaries, but as active and resourceful participants in their own future.

To enable the reader to engage in these processes the book is arranged in four sections. Short readings provide simple texts to provoke discussion, encourage the sharing of experiences and to motivate people to become involved in processes such as Participatory Action Research.

Overview of the four sections

SECTION 1: LAND ISSUES IN SOUTH AFRICA

This section gives the reader some facts about the challenge of landownership, redistribution, restitution, security of tenure and land use in South Africa. It also discusses the role of the municipality’s Integrated Development Plan (IDP). It deals with questions like:

- ▶ Why we need to address land issues?
- ▶ What are the difficulties we face about landownership, use and long-term stewardship?
- ▶ What does land mean to those who work and live on it, and those who can’t access it?

SECTION 2: PARTICIPATORY ACTION RESEARCH

This section is designed to explain what Participatory Action Research is and how it works. It will help the reader understand the difference between PAR and more established methods of working. Questions covered in the section include:

- ▶ What is PAR and how does PAR help us reach our aims?
- ▶ Why does a ground-up answer lasts longer and who has to be mobilised to ensure it happens?

SECTION 3: PAR IN ACTION

In this section the reader will find a step-by-step account of the Mawubuye PAR process, including all the tools that were used. In addition the key outcomes of the research as well as the obstacles encountered and lessons learnt are explored.

SECTION 4: PAR TOOLKIT

This section is a toolkit that contains activities that can be used in a PAR process. However, it is important not to use the toolkit without first understanding the context and approach, as this will inevitably undermine the sustainability of the outcome. The activities will help you to explore questions such as:

- ▶ Who am I as a researcher?
- ▶ Who is the community?
- ▶ What is the issue?
- ▶ What questions do we ask?
- ▶ How do we analyse information?
- ▶ How do we plan for change?
- ▶ What do we do when we hit problems?

SECTION 1

Land issues in South Africa



WHY WE NEED TO ADDRESS LAND ISSUES

In this section you will learn about:

- ▶ the extent of poverty in rural areas;
- ▶ who owns the land and profits from it;
- ▶ government's attempt to redistribute the land and the problems in the current approaches;
- ▶ some alternative options for land reform;
- ▶ who actually makes decisions about how land is used;
- ▶ gender differences on the land;
- ▶ the motivation and hopes of some of the men and women who live and work on the land.

Access to land and its use are critical issues for South Africa. Poverty, unemployment, food insecurity (see p.17) and income inequality are worsening, and conflicts are beginning to flare up. These could be solved if the control of land and land use management were in the hands of rural dwellers. Yet today, most of the viable agricultural land in South Africa is still privately owned by mainly white commercial farmers. Subsistence and sub-subsistence farming (family farming) makes use of only about 14 % of the land. Statistics tell us that:

- ▶ The former homelands ("communal areas") comprise of 17 112 800 ha or 13.9% of the land.
- ▶ "Former white" SA uses 105 267 300 ha or 86.1% of the total land area of 122 320 100ha.
- ▶ The remaining land is made up of large areas of nature conservation land and a small percentage of state owned land.
- ▶ 70.4% of cultivated land is used by commercial ("almost exclusively "white owned") agriculture ¹.

This skewed land-holding pattern means that poor people in rural areas have very few options for food security and livelihoods, as land is the basis of the rural economy. This is especially true given the deteriorating working and living conditions and the ever-decreasing wages of those who work on commercial farms. In 2005 a report in *Business Day* stated that during the ten-year period, 1995–2005, the income of commercial farmers increased by over one third, but the wages of the workers fell by 13.9%². It is not just declining wages that is causing problems for farm workers; their contractual living and working arrangements on farms have also changed. Key concerns are discussed below and on page 9.

Casualisation of the workforce

More and more rural people are not formally employed on farms all year. Only 15% of rural dwellers now live and work solely on farms, with many becoming casual and seasonal workers. This results in less job security and a lower overall annual wage. This pattern has not come about through choice – many farm workers have been forcibly evicted from farms they have lived on for generations.

Illegal farm evictions

A 2005 study by the NGO, Nkuzi, found that about 1.7 million farm workers had been displaced in the past two decades. The vast majority of these evictions were illegal. The study highlights the potentially explosive land issue in South Africa.

The government has tried to guarantee security of tenure (see Box 3) after five years of residence and requires evictions to be sanctioned by a court. However, the Nkuzi report shows that evictions continue, with more than 900 000 farm workers and their families leaving farms since 1994. "Only just over one per cent of farm evictions have followed any legal process," says the 228-page report entitled "Still searching for security". The report shows that government is failing to meet its goal of addressing the inequalities between owners and occupiers and that legal safeguards are doing little to shield farm dwellers. It argues, "For a farmer getting lawyers to go to court is easy because they have money. For farm workers whose literacy level is low ... it's difficult to ask a farmer: Do you have a court order to evict me?"³



BOX 1

What the Constitution says about land and property rights

25. Property

1. No one may be deprived of property except in terms of law of general application, and no law may permit arbitrary deprivation of property.
2. Property may be expropriated only in terms of law of general application
 - a. for a public purpose or in the public interest; and
 - b. subject to compensation, the amount of which and the time and manner of payment of which have either been agreed to by those affected or decided or approved by a court.
3. The amount of the compensation and the time and manner of payment must be just and equitable, reflecting an equitable balance between the public interest and the interests of those affected, having regard to all relevant circumstances, including
 - a. the current use of the property;
 - b. the history of the acquisition and use of the property;
 - c. the market value of the property;
 - d. the extent of direct state investment and subsidy in the acquisition and beneficial capital improvement of the property; and
 - e. the purpose of the expropriation.
4. For the purposes of this section
 - a. the public interest includes the nation's commitment to land reform, and to reforms to bring about equitable access to all South Africa's natural resources; and
 - b. property is not limited to land.
5. The state must take reasonable legislative and other measures, within its available resources, to foster conditions which enable citizens to gain access to land on an equitable basis.
6. A person or community whose tenure of land is legally insecure as a result of past racially discriminatory laws or practices is entitled, to the extent provided by an Act of Parliament, either to tenure which is legally secure or to comparable redress.
7. A person or community dispossessed of property after 19 June 1913 as a result of past racially discriminatory laws or practices is entitled, to the extent provided by an Act of Parliament, either to restitution of that property or to equitable redress.
8. No provision of this section may impede the state from taking legislative and other measures to achieve land, water and related reform, in order to redress the results of past racial discrimination, provided that any departure from the provisions of this section is in accordance with the provisions of section 36(1).

BOX 2

What the ANC said in the draft Bill of Rights

The ANC's initial position on property rights was articulated in the ANC's Bill of Rights for a New South Africa. In terms reminiscent of the Freedom Charter, Article 12 (1 & 2) unequivocally stated:

The land, the waters and the sky and all the natural assets which they contain, are the common heritage of the people of South Africa who are equally entitled to their enjoyment and responsible for their conservation. The system of property rights in relation to land shall take into account that it is the country's primary asset, the basis of life's necessities, and a finite resource.

GOVERNMENT ATTEMPTS TO REDRESS LAND INEQUALITIES

The democratic government in 1994 opted for a three-pronged land reform policy to redress the historical injustice of land dispossession, denial of access to land and forced removals. In Box 3 you can read more about the three pillars of land reform. Box 4 outlines the main provisions of the Land Redistribution for Agricultural Development (LRAD) programme, which is the key programme for land transfer under land redistribution.

BOX 3

Land reform legislation

1. Land restitution

Under the Land Restitution Act of 1994, persons or communities who lost their property as a result of apartheid laws or practices after 1913 were invited to submit claims for restitution (return of land) or compensation (usually financial). The cut-off date for lodging restitution claims was set as December 1998. Although the minister has set a deadline of March 2008 for the settlement of all restitution claims, most rural claims have not yet been finalised. Most urban claims have been settled through financial compensation.

2. Land redistribution

Land redistribution is about making land available for:

- ▶ agricultural production
- ▶ settlement and
- ▶ non-agricultural enterprises.

The main aim of this programme is to address the skewed landownership patterns in the country. Initially the Settlement and Land Acquisition Grant (SLAG) was the key vehicle for land transfers under Redistribution but in 2000 this was changed to the Land Redistribution and Agricultural Development (LRAD) programme.

3. Land tenure reform

Laws were introduced after 1994 to give people (especially farm workers and labour tenants) security of tenure, over houses and land where they work and stay. Different laws protect people who own land as individuals; or as collectives (communal ownership), and there are laws that protect the rights of people who rent land.

The following laws were introduced to give people security of tenure:

- ▶ Land Reform Act 3 of 1996: protecting the rights of labour tenants who live and grow crops or graze livestock on farms – they cannot be evicted without an order from the court, or if they are over 65 years old.
- ▶ Extension of Security of Tenure Act 62 of 1997: this protects the tenure of farm workers and people living in rural areas, including their rights to live on the land, and provides the guidelines for other rights such as receiving visitors, access to water, health, education and so forth. The Act also spells out the rights of owners, and protects against arbitrary evictions.
- ▶ Prevention of Illegal Occupation of Land Act (1998): This Act puts in place procedures for the eviction of illegal occupants and prohibits illegal occupations.
- ▶ Communal Land Act: This Act was finalised in 2004, despite numerous objections from communities, academics and land sector activists. It aims to give people living on “tribal communal” land security of tenure. The Act puts in place various administrative procedures in an effort to ensure that communities living on the land are involved in decisions about the development and selling of communal land.

BOX 4

The Land Redistribution for Agricultural Development (LRAD) programme

LRAD was introduced in 2000 to:

- ▶ help previously disadvantaged people to become effective farmers on their own land;
- ▶ help black and poor people in rural areas to improve their living standard by enabling them to access and use land productively;
- ▶ decongest overcrowded former homeland areas; and
- ▶ expand opportunities for women and youth in rural areas.

How does LRAD work in practice?

Applicants (individuals or groups) identify land they wish to buy. Applicants must:

- ▶ be previously disadvantaged;
- ▶ be must be serious about agricultural production; and
- ▶ have the ambition to make a success of their farming operations;

The applicant(s) must approach the Department of Land Affairs for a grant. To qualify for a minimum grant of R20 000, the applicant(s) must make an input of R5 000. The applicant's contribution can be in kind (livestock or machinery), cash or labour. Successful farmers who want to expand may apply for further grants, but the total may not exceed R100 000.

Local officers from the Department of Land Affairs will help the applicant with buying her/his land and with the legal requirements. Once the farm is in operation, the extension officers from the Department of Agriculture will be available to advise the farmer/s.

In addition to individual grants to buy farms or land for agriculture, the following types of projects can also be catered for:

- ▶ Food-safety-net projects: communities may use the grant to get land to produce food or livestock for household food security. This can be done on an individual or group basis.
- ▶ Equity schemes: individuals can apply for the grant to buy into an agricultural enterprise as owners and co-workers.
- ▶ Commercial agricultural ventures: participants can apply for the grant and combine it with loans from normal banks.

Agriculture in communal areas: many people living in communal areas already have access to communal land, but may not have the means to make use of the land for productive use. People in these areas can also apply for the grant to make investments on the land such as infrastructure or land improvements. The grant can therefore be used:

- ▶ to buy land;
- ▶ to make improvements to the land or add infrastructure (e.g. irrigation);
- ▶ for short-term expenses, e.g. stock, seeds, machinery.

HAVE LANDOWNERSHIP PATTERNS CHANGED?

Land reform has been extremely limited and people are becoming frustrated. A process that depends on people who own the land being willing to sell it is not likely to work, particularly if it also expects those who want to buy the land to have enough money to pay a market price for it. What is more, government has not sufficiently budgeted for land redistribution. Current budget allocations by the national treasury fall far short of even government's own target of 30% of white-owned agricultural land to be transferred by 2014.

Despite all the obstacles, many rural poor people have submitted claims under the land reform programme but most of these are still outstanding. Part of the problem is red tape, incompetence and limited budgets for land reform. Like most arms of government, the Department of Land Affairs is short of trained officials and resources. The government, for its part, accuses farmers of inflating land prices and stalling on negotiations. But there are other deeper reasons like the power of the highly organised white agricultural sector, the Property Clause in the Constitution that protects existing landownership patterns, and government's reluctance to expropriate land (to take property away from an individual for the public good).

In the 2005 National Land Summit, organised by the Ministry of Agriculture and Land Affairs, government acknowledged for the first time that the current land reform programme, based on a market-driven, demand-led policy framework, had yielded only minimal results. At the time, government admitted that the willing buyer, willing seller approach to land reform had delivered just under 4% of land in a decade.

The current approach to land reform is not substantially improving the lives of the rural poor. In fact, their situation is deteriorating and dynamic new ways of understanding the problems and mobilising communities to address the situation at all levels of decision making is urgently needed.

Main learnings

- In rural areas land reform and appropriate land use support is the key to poverty eradication.
- The land reform process is currently not working.
- The willing seller, willing buyer approach is too limited.
- Land redistribution will fail if it is implemented in an ad-hoc way and there is not enough backup support for new farmers.
- The tenure security legislation does not protect the rights of farm workers.

Points of reflection

- Can the situation of the rural poor change without major land redistribution?
In what way?
- Is a law enough to protect the most vulnerable?
- What is the government doing to change the situation?
- How can we ensure there is gender equity in this process?
- How can we protect and access the rights that we gained in the new SA?
- Why are there many more land evictions than before democracy?



THINKING ABOUT THE WAY WE USE LAND

“What good is land if it is overgrazed, polluted or dry? Land is alive, dirt is dead”

What goes on, in and around the land makes a difference to its survival and health. Only if the land is healthy can the people break free from the cycle of poverty, which is linked to poor nutrition, unhealthy water supplies and lack of income. Key questions to consider include: What state is the land in? Who decides what should happen to it? Is it being well managed at the moment? Let’s look at some of these issues.

What kind of farming do we want?

There is no shortage of land on the market. About 5% of farmland has been up for sale every year, which in theory makes the 30% target look easily attainable. In KwaZulu-Natal, black farmers have actually bought as much land on their own as the government has redistributed. But there is often a mismatch between the farms for sale, usually quite large ones, and what would-be farmers can buy with the small government grants they receive. By law, supposedly to preserve efficiency, farms may not be subdivided. And though exceptions can be made, getting permission for them is rare.

The result is new farms owned by dozens of people pooling their resources, often with poor results. The new owners may have different ideas about how to run the farm, or whether to farm at all. Many lack the experience or money to make things work: most transferred or restituted farms fail.

South Africa’s white-owned farms were built up over many decades, with massive government support. But subsidies and trade barriers have vanished over the past decade, so commercial farmers have been leaving. From 60 000 in the early 1990s, there are 40 000 today. Successful farms have become larger, with machines replacing labour. Many of these are now owned by large companies. There is also an increasing shift away from food production to game reserves, golf courses, etc. or more recently to the production of agro-fuels. As a result, hundreds of thousands of farm workers are losing jobs and food prices are increasing.

The government seems unclear about what sort of farming it wants. New and inexperienced farmers are unlikely to survive on large-scale farms that even experienced white farmers struggle to keep profitable. A new and more creative vision and plan is urgently needed.



Water for life, health and wealth

Signs of water stress are clear in South Africa. Every year we see pictures on TV of dead animals and wasted crops due to chronic droughts, over-pumping of underground water and dry season scarcity of water. Experts in predicting water scarcity say that South Africa is one of the countries in southern Africa that will face severe water shortages. By 2025, Lesotho, Malawi, Zimbabwe and South Africa will experience absolute scarcity.

Competition for water will also affect how our neighbours in Africa treat us because although we only have one tenth of the water resources, we use up four fifths of the region’s water ... so conflicts could occur over this precious resource.

Secondly, the incapacity of municipalities to provide public services such as sanitation, water supply and health care worsens the problem. When there are floods water becomes polluted and people get sick. A sick person is unable to work and be really productive.



So, it is really important that land use takes into account how water is used and kept pure. For the sake of their children and grandchildren rural people must take control – they are truly the keepers and stewards of the earth.

Soil fertility and productivity is declining

A major blow to agricultural productivity is poor soil fertility. We now know that reliance on commercial farming of cash crops such as maize depletes soils of essential nutrients, unlike crops such as groundnuts or mixed crops which add food to the soils.

Despite this there is a big push to continue to grow cash crops, particularly for the export market, and in recent years to use genetically modified (GM) crops, which give higher yields on less land. There are real problems with these crops:

- ▶ You are not allowed to plant from existing seed but have to buy new seed each time! This means that the most natural process of seed collection and planting is being removed from the rural poor.
- ▶ There are only a few types of crops and the danger exists that we will lose the variation in the types of crops (biodiversity) that we have in South Africa. This makes us vulnerable if the GM crops are attacked by insects or diseased in any way.
- ▶ The crops depend on high levels of pesticides and fertilisers that we would have to buy from big companies – chains of slavery come in many different guises. Recycling organic material into the soil alone is not enough. The use of fertilisers is costly and just not available to the majority of small-scale farmers. In addition, increased use of pesticides have bad health effects when sprayed indiscriminately and can pollute the soil and water for many years

Loss of people to the cities

Increasing numbers of people are leaving the rural areas for the cities. Reasons for the increase in migration to the urban areas include land pressure, slow rate of rural development, declining agricultural productivity, droughts and famine, as well as high hopes of a better life in the cities. This migration has an impact on food security in rural areas and the amount of cultivated land and the potential yield (amount produced per acre), as it is often the most able-bodied who leave. It also creates increased pressure on our urban areas. Is it not better to create conditions in rural areas that encourage people to stay, than to increase the already massive housing and unemployment problems in the cities?

HIV/AIDS will further reduce productivity of the current agricultural labour force (those living with the disease) as well as reduce the total numbers of available labour. This reduction will be most pronounced in rural areas where subsistence farmers reside. In addition, there

What the SA Constitution says about our environment

24. Environment

Everyone has the right

- a. to an environment that is not harmful to their health or well-being; and
- b. to have the environment protected, for the benefit of present and future generations, through reasonable legislative and other measures that
 - i prevent pollution and ecological degradation;
 - ii promote conservation; and
 - iii secure ecologically sustainable development and use of natural resources while promoting justifiable economic and social development.

BOX
5

will be an increase in child-headed households throughout the region due to AIDS-related deaths of their parents. Poor nutrition resulting from food shortages in the southern African region is likely to contribute to an increase in AIDS-related deaths. The high incidence of AIDS further undermines poor household's capacity to cultivate for food and livelihoods and increases their vulnerability, especially when migrant workers "come home to die" or be looked after by the community.

Trade liberalisation

The South African government has chosen an economic path that holds the view that deregulation (taking away protective measures which helped farmers) is critical for investment and investment is critical for stable economic growth.

Why should we be concerned about trade policy?

The South African government's trade policy (guidelines for the way they operate) can make an impact on poverty through the way it influences growth (of the country's wealth) and income distribution (how much of this wealth is shared and with whom).



Many argue that countries that have more open trade regimes (allow trade without too much protection) together with good financial management and accountability have enjoyed higher growth rates than those countries that try to restrict trade. However, the situation in South Africa is more typical of the experience of developing countries: negotiations on trade agreements between South Africa and Europe were started shortly after South Africa's transition to democracy. South African negotiators had to deal with the powerful European Union (EU) agricultural lobby and despite being the financially weaker party in the agreement, South Africa has had to liberalise (open up) more to imports from the EU than it has achieved space for South African exports. The agreement that was concluded was not what SA was hoping for. It covers about 74% of SA agricultural exports to the EU. This includes products such as canned fruits and flowers, cheeses, juices and wines ⁴.

The trouble with liberalisation is that although a developing country can control how fast it can open up to imports, it cannot decide by itself how fast its exports grow. This means South African producers face more foreign competition for local markets, yet struggle to achieve their own targets for exports.

The top fifth of the world's people in the richest countries enjoy 82% of the expanding export trade while the bottom fifth barely more than 1%. Clearly, current trade practice is unfair and skewed to benefit the already rich and powerful nations and their elite privileged ⁵.

It is clear that under these conditions it will be extremely difficult for resource-poor farmers to compete with more established commercial farmers. One way to overcome this problem is to use low-input farming methodologies, and to focus on farming for household food security and the local market.

Food insecurity

Almost half (45%) of the population of South Africa lives in rural villages. Despite this, rural development has been neglected and the rural poor have become forgotten people who live on the margins of SA society. Even though South Africa is a relatively wealthy nation, millions of poor people go to bed hungry every night. It is estimated that in South Africa today:

- ▶ 43% of households suffer from food poverty,
- ▶ 1.5 million South African children are malnourished,
- ▶ 44.8% of the population lives on an income of less than \$2 a day ⁶.

How is this possible? Does the Constitution (Chapter 2, section 27.1b) not guarantee the right to food for all its citizens? Did SA not commit itself to the Millennium Development Goal that aims to halve hunger by 2015?



The problem is not the country's ability to produce enough food for all its citizens (SA is more or less food self-sufficient at a national level), but the unequal way in which food is produced, distributed and sold. This makes it difficult for the poor to gain access to enough safe and nutritious food to meet their daily requirements. At the heart of this problem lies the fact that food in SA, like elsewhere in the world, is produced for profit and not for need.

Many different factors impact on food security. Key amongst these are:

- ▶ Landlessness and lack of land use support means that the rural poor are forced to rely on purchasing food, rather than on producing their own food.
- ▶ Rising food prices and the lack of employment in rural areas further impoverish the poor, who currently spend 50% of their income on food
- ▶ Reductions in trade and tariff protections have opened up SAs markets to agricultural imports, while it has become more difficult to access export markets. This makes it difficult for new entrants to enter the market, for smaller producers to remain competitive, and increases unemployment (as farmers try and cut costs).
- ▶ The removal of food subsidies and price control mechanisms (especially on staple foods) make it more difficult for the poor to access food.
- ▶ The nature of large-scale, highly mechanized commercial farming that is oriented to cash cropping and leads to the degrading of arable land, overuse of pesticides and fertilizers, shrinking water supplies, and controversial technological solutions such as genetically modified seeds.
- ▶ Contradiction in policy and the failure to implement existing policies (like the Integrated Food Security Strategy) means that little has changed despite 14 years of democracy and the introduction of progressive legislative and policy frameworks.

Main learning points

- We cannot look at just one aspect of land – landownership, land use, movement of people and trade issues are interlinked.
- Health issues are interlinked with land issues.
- HIV/AIDS is ravaging our productivity and threatening our food security. Our lack of food security and clean water makes an increase of AIDS-related deaths more likely.
- New farmers need support for a long time, as white farmers had in the past.

Points for reflection

- What is more important for the country? Another golf course that needs a lot of water and promises a few jobs for the seasonal tourist trade, or water being available for small farmers, homes and businesses?
- Why are people not more informed about genetically modified crops?
- What can we do to change the disadvantage in trade agreements?

THE ROLE OF LOCAL GOVERNMENT

“A key can open or close a door” The municipality is the key

In the apartheid times planning was very skewed in that most resources benefited a minority group. Given this failure, focus has now been shifted to the importance of local government in redressing the imbalances of the past and promoting local development.

Local government is believed to be the best positioned to be able to understand the local context and to ensure both efficient and effective governance. The local authorities have been given a major role in ensuring that all areas are brought into the mainstream of development, particularly those communities which were historically disadvantaged.

In terms of Chapter 5 of the Municipal Systems Act (Act 32 of 2000) all local authorities are tasked with the formulation of a participatory and needs-based Integrated Development Plan (IDP), which serves as a development guideline for their areas. IDPs have to overcome the legacy of our apartheid past, including the skewed spatial divisions (the way land is used). They make provision for infrastructure requirements (like roads and services) as well as any

**BOX
6****Key characteristics of the Integrated Development Plan**

- ▶ IDP is a participatory process. It aims to promote effective, sustainable development through improved cooperation, coordination and integration across a broad range of stakeholders.
- ▶ IDP integrates the various strategies required for development - economic, sectoral, spatial, social, institutional, environmental and fiscal (economic) development.
- ▶ IDP has to ensure that clear development objectives and priorities are set and that scarce resources are allocated between sectors and geographical areas and across the population, in a manner that provides sustainable growth, equity and empowerment of the poor and marginalised.
- ▶ IDP involves all spheres and sectors of government and demand synchronisation
- ▶ (well coordinated and working together in harmony) between the activities of government.

projects that the municipality intends to implement. The IDP is a five-year plan that guides the municipality as to when and where the budget should be spent. .

Every year the municipality is meant to conduct a review of the IDP. The main aim of the review is to increase community participation and ownership and to make any adjustments that are needed.

Unfortunately many municipalities have not explored the reorganisation of existing land use planning to overcome skewed patterns of ownership. Instead we have seen IDPs that are not developed to meet local conditions and that have been designed without the involvement of smallholder plots, small-scale farmers or land rights groups and Land Development Objectives (LDOs) were meant to be incorporated into the IDPs, but local government dropped the LDOs, further distancing land reform and land use planning from municipal planning. This prevents the poor being placed at the centre of any local economic development strategy or IDP.

Main learnings

- Developmental local government has been tasked with the responsibility of developing the local economy, creating jobs and overcoming the legacy of apartheid at the local level, including the skewed spatial divisions.
- The IDP is the key mechanism for local planning and budgeting.
- There is an opportunity for rural people to have more resources allocated to them through the Integrated Development Plan but many IDP reviews show no resources in rural municipalities.
- In general, public participation in the drafting of IDPs and the review process is limited.

Points for reflections

- Rural people feed the country – how can they be invisible and not appear in the plans for our country?
- What mechanisms have your municipality put in place to ensure public participation in the IDPs? Are these sufficient? What are the constraints to the poor's participation in IDPs and how can these be overcome?
- Do you feel that the IDP in your area caters for the needs of the poor? Why/why not?



ARE THERE OTHER OPTIONS?

South African rural dwellers need to control and manage their land well. We need sustainable agriculture which is sensitive to the environment, but that is NOT what is happening now. We need to preserve our precarious water supply and liberate farmers from the threats of reducing crop diversity and being tied into an economic system that will dictate to them the crops they can grow and how much they can charge.

A coherent rural development strategy is needed

Government has promised to change the skewed landownership and spatial patterns in the country. It has promised to eradicate poverty and ensure that all citizens are food secure and have equal opportunities. Land and agrarian reform is the key to restructuring the rural economy. Under the right conditions and with appropriate support land use can improve the living conditions and food security of the rural poor. A coherent rural development strategy (and the necessary budgetary allocations) that has large-scale land redistribution and land-based livelihoods at its centre is urgently needed. Such a strategy needs to ensure that land redistribution and land use support takes place in a systematic way with clear incentives and targets so that it guides the work of the different government spheres and departments

Expropriation
To take property or money from somebody, legally, for the public good

Expropriation of land

The Constitution provides for the expropriation of land with just and equitable compensation. (payment for loss). Nevertheless, in practice government has only used expropriation in a very limited number of cases. The government could overcome the blockages in the land market through the use of expropriations.

Size of farms and ownership of farms

The government can also change the market by:

- ▶ promoting the principle of "one farmer one farm";
- ▶ changing the current large-farm-size culture;
- ▶ regulating foreign ownership;
- ▶ imposing a land tax

An alternative vision for agrarian reform

We cannot afford to continue to promote a model of agriculture that relies on large-scale, highly mechanised, high input-based (fertilisers, pesticides, fast growth feed, etc.) that is aimed mainly at the export market. Not only is this type of farming out of the reach of the majority of the poor. but it is environmentally unsustainable. We need to rethink the farming model and develop a vision for small-scale farming that is based on low inputs, mixed farming, and more environmentally sound practices. Such a model needs to be aimed primarily at household food security and the local market. Other initiatives that need to be considered include:

- ▶ the development and upgrading of linkages between towns (roads, transport, etc.).
- ▶ setting up of small industries for value adding;
- ▶ putting in place facilities that support small-scale farming (storage, abattoirs, etc.);
- ▶ facilitating the development of cooperative arrangements for bulk buying, collective marketing, transport, etc.

Support for small-scale farmers

Incentives for small-scale farming could include:

- ▶ scrapping of restrictions on subdivision of land;
- ▶ recognition of small-scale farming as a sector with the same benefits and protections that commercial farmers enjoy;
- ▶ extensive support and incentives for small-scale agriculture;
- ▶ regulating land use to optimise social benefit;
- ▶ utilising state land and commonage for small-scale farming;
- ▶ setting up alternative pro-poor institutions (for credit, insurance, research, etc).

Ensuring water rights and management

Small-scale farmers can gain access to water for agriculture, business and consumption by:

- ▶ restricting up-river drain of water by commercial farmers;
- ▶ control the use of pesticides and fertilisers which impact on water quality;
- ▶ encouraging the planting of appropriate crops (that do not cause a drain on water supply);
- ▶ putting in place incentives for responsible water usage, water harvesting, etc.

Cooperative action of government agencies

There is no centralised institution that coordinates the services that are needed for beneficiaries of land programmes. Land reform cannot happen in isolation of other socio economic rights. Security of tenure is another area of land reform that demands the cooperative interaction between different government agencies. There are many state role-players such as the DLA, police, court prosecutors, magistrates, and social workers, amongst others that need to work together when confronted with an eviction that has occurred.

Local government needs a vision and a plan for small-scale farming

Rural local government has a constitutional obligation to develop the local economy and create livelihoods, and yet it does not consider land and agrarian reform as part of its mandate. The result is a complete absence of a vision and a plan for land access and land-based livelihoods by the rural poor. This situation has to change. Land and agrarian reform has to be integrated into the role of rural local government and its capacity and budgets need to be extended to make this a reality. As a starting point the land needs of small-scale farmers and would-be farmers have to be incorporated into the municipality's Integrated Development Plans.

Main learnings

- A new vision and strategy for land and agrarian reform is urgently needed.
- Local government does not have a clear role in supporting land redistribution.

Points for reflection

- What should be the main components and outcomes of a rural development strategy?
- Why has expropriation not been used more widely in South Africa?
- What else should be done?

GENDER INEQUALITY

Men and women work and live on the land – but are they treated equally?

Unfortunately, the gaps remain wide between the rich and poor in land tenure and use of the land. However, even within our marginalised communities there are further divisions – there is a difference between the rights of men and the rights of women in agriculture and land tenure.

Inequality amongst men and women in the agricultural sector persists today. Women have traditionally been largely responsible for subsistence agricultural and casual and seasonal labour while men control and work in the cash crop sectors.

Another problem is the use of policies that allowed male household heads to keep financial control over resources at the expense of females in the home. In addition, women have little security in their own right as farm workers, but continue to rely on their husbands to gain access to housing and employment.

All this is made worse when the inequalities come into the household with women facing domestic violence and abuse which impacts on their health and employment status and their ability to join any development process freely.

The negative effect that violence or the threat of violence has on the nature of women's participation in development processes is captured in the quote below:

"It affects their capacity to assume positions of authority, and it influences whether they benefit directly from development programs and actually increase their access to resources, or simply act as conduits that direct resources to male members of the household." (Baden 1999)

Within the South African context of gross poverty Bennett warns that "gender-based violence must be seen as – at best – a challenge; at worst, a complete barrier to developmental success".

Main learnings

- Our Constitution gives every South African citizen equal rights. However, men and women do not have access to the same rights.
- In our development process we have to make sure we do not just repeat the inequalities of the wider society – we seek to transform the way we work and live on the land.
- Abuse of women and children is not only terrible in itself but also limits their freedom to fully join and contribute to our societies – and we all suffer as a result.

Points for reflection

- Have I verbally verbally, emotionally or physically abused a child or a woman?
- Are women fully contributing at our meetings or in our committees?
- Do we consciously create conditions which allow women to participate in development activities?
- Are women encouraged to be leaders?
- What can I do to stop domestic abuse in my community?

WHAT DOES LAND MEAN TO THOSE WHO WORK IT, LIVE ON IT OR CAN'T ACCESS IT?

“Land is a very emotional issue, not just a spade of soil”

Blood has been spilt on South African land, children have been buried in it, sweat and tears have watered it and strength of will has made it productive. Yet, so often the contribution of poor people to its story gets lost in the telling. This is because the storytellers in the formal media tend to be the educated middle class.

Yet, stories are still told in rural homes and around fires about family histories where close bonds have been created with the land, the soil. Some of those bonds were shredded with forced removal and healing still has to take place. There is passion about the land and people want to be part of its future, not just its history.

In the stories below listen to that passion – see the multitude of things people are involved in to survive in a rural area and what their hopes and dreams are.

Jeffrey Tise Mpingelwane:

“I am born a farmer, [Jeffrey bangs his chest and his eyes are on fire]. My father had cattle and goats and I grew up in a house that had cattle goats and pigs. From there I was a shepherd ... that is my feeling ... now I have 24 cattle, 13 goats, 10 pigs and 48 chickens on a piece of land. I don't own land, – we have 1 hectare for use which 38 people share ... that we received from the municipality. This is the first time we have moved from our backyards – it is too small.”





Mbuyiselo Innocent Klaas:

"I believe land access is very important in terms of land reform. We can feed those living in our houses, give to those who don't have, we can take our children to school – you can do business on land.

Here in Zolani small-scale farmers do not have land to graze their cattle and our cattle stray on to the national road and cause accidents. We were given a farm but it has no water and is unprofitable. The municipality does not seem capacitated to help us."

David Mason:

"I want training to farm better ... it's inside me and I've got a dream and I've got a vision and that's one of the things that makes me survive at the moment ... because the land we are farming now is not enough for our livestock – but you must make a plan for your survival."

Miriam Tako:

"As young women we are now beginning to make garden plots in our back yards. We got that spirit from Mawubuye."

Yandisa Ntlalombi:

"The land is very expensive nowadays but most people need land for farms and business. If I had land I would build and open a beauty salon."

Nolusindiso Kwinana:

“I need to learn something in every step I take. If I owned land I could take the street children and stay in one house together.”

Ntomibekhaya Nonginza:

“I feel land is very important. I have been dreaming about having my own Bed and Breakfast ... I’ve been dreaming so that other people can come and experience different things. I don’t have my own house ... we could be kicked out at any time.”

Clearly entrepreneurship is alive and well in rural areas. So often it is stifled by no commitment or half commitments – what good is a farm without water, how can farmers grow their businesses without training and an understanding of markets, how can small business thrive without access to credit and business planning? Will the dreams work? Are they feasible? The rural poor are beginning to realise that their interests, issues and concerns will continue to be ignored and marginalised unless they build their voice and become organised and empowered to actively participate in national and local policy debates.

Key questions that need to be answered in the process of organising are:

- ▶ What opportunities exist for small producers beyond basic food security and survival?
- ▶ What is the best organisation forms for these land-use and land-rights groups to begin to protect their gains and continue to access the resources and support they need?
- ▶ What constitutes a sustainable, integrated rural livelihood?

Change in the countryside will only come about through large-scale redistribution of land and financial and political support to build another way of life and livelihood for the majority of rural dwellers. Part of this political support is to listen to the ways people are presently surviving and support them to use their skills and community structures to creatively solve this issue at a local, provincial and national policy level.

Participatory Action Research is a tool that helps communities to do this.



REVISION AND MAIN LEARNING POINTS

SOME QUESTIONS ABOUT THE INFORMATION IN THIS CHAPTER	TRUE	FALSE	REAL STORY/EXAMPLE FROM MY OWN EXPERIENCE
Land is used for many things, not just farming.			
Most people who live in rural areas work or live on farms.			
Commercial farming is struggling to survive.			
Farm workers have secure jobs.			
Land is being quickly handed over to the poor.			
Willing seller- willing buyer means that people are willing to sell their land.			
Generally, people have enough food to eat in this country.			
Poor people are creative in finding ways to survive.			
The people who profit from the land are the people who own it or control decisions about its use. If this is true, who are they?			
The Integrated Planning Framework is targeted to help small-scale farmers.			
There is a clear plan for how HIV impacts on the livelihoods of people living in the rural areas and how it can be addressed.			

SECTION 2

Participatory Action Research



PARTICIPATORY ACTION RESEACH

In this section you will learn about:

- ▶ research;
- ▶ Participatory Action Research principles;
- ▶ a case study of a PAR process;
- ▶ possible steps of a PAR process.

The word “research” sounds very grand. However, we all do research every day. When we ask how much a cake costs to make, including all the work that went into it, we are researching the cost of production. If we ask where the best place would be to sell it, and who would be interested in buying it, – we are conducting market research. If we ask about the cleanliness of the water that is used in the bakery, we are conducting environmental research and if we ask if the person selling the baked goods, makes a profit we are doing financial research.

Some research asks us about numbers and facts - about things that anyone can check. Quantitative research wants to find answers to questions like: How many cakes are sold per week?

Other research asks us about our beliefs and opinions, e.g. “Do you trust the baker? Are the profits shared fairly in your opinion?” This is called qualitative research.

Participatory Action Research (PAR) is a special way of gathering information that can help us make a plan or make decisions using reliable information from the people who know best about the situation. Its main emphasis is empowering the people to take ACTION.



PAR is based on the following beliefs:

- **All** people have valuable knowledge, and **all** people have the potential to control their own lives
- We treat each and everyone with respect, tolerance, patience and flexibility.
- We know that people with high ranks from positions of power do not necessarily have the wisdom to use that power wisely, and need to be held accountable and helped to do so in a way that helps the poor and oppressed.
- Presently, society is unjust; it is based on profit, not need. This leads to oppression, exploitation and environmental degradation (ruin).
- We have a vision of a society that is set up to satisfy needs – a society that is cooperative, includes everyone and allows people to make decisions about their own lives.
- **Interference** from the outside causes stalemate and disempowerment – **intervention** is when people’s own wisdom and creativity is supported to take **ACTION to address concrete problems.**
- We cannot just struggle against injustice within communities – we must also take action against the oppressive ways of the broader society such as racism, sexism, and colonial mindsets.

Main learnings

- We do research every day, we just do not call it that.
- Research can be about facts and be measurable (quantitative) or it can be about how people view and feel about a situation (qualitative).
- Participatory Action Research leads to action to change the situation through the reflection and decisions of the community, not outside forces.

Points for reflection

- Do I really believe that answers come from the community most impacted on by the problem? If not, why not?
- How have I felt when I have been included in decision-making that involves my future?
- Who is often over looked when opinions are sought?

THE MAWUBUYE/TCOE/PLAAS PILOT IN ROBERTSON PARTICIPATORY ACTION RESEARCH IN PRACTICE

Let us look at the Participatory Action Research experience in the town of Robertson to see if we can draw lessons for our own practice.

Background

TCOE and Mawubuye Land Rights Forum organised a meeting with the Department of Land Affairs, and the Department of Agriculture to discuss the concerns and problems experienced by small-scale farmers and landless people in the district. At the meeting members of Mawubuye raised numerous concerns. Access to water, land and land use support as well as the non-cooperation and involvement of municipalities in land matters were the main issues highlighted. For its part the government departments outlined their plans and proposals and appealed for a partnership between all stakeholders to ensure that the 30% target is reached. From the discussion in the meeting it became clear that government vision for pro-poor land reform in the district did not extend beyond the delivery of ad hoc projects.

It was after this meeting that TCOE and Mawubuye began to discuss how to develop a concrete alternative model for land reform that places local government at the centre, leads to increased land access for production, and contributes to transforming the rural economy. After reaching agreement that Participatory Action Research would be needed to help communities examine their own situation and to plan solutions which are sustainable and which are ACTION oriented, the research institution PLAAS (Programme for Land and Agrarian Studies) based at the University of the Western Cape, was approached for support.

The process

The first step was to hold meetings with various community structures on the intended research and to allow input from the community.

In a Mawubuye meeting agreement was reached on the criteria (the means for making a decision) for choosing the community researchers (10–15 from each community). Criteria included the ability to read and write; gender balance; fluency in the local language; preparedness to complete the training and to conduct the research; land commitment to the interests of the poor.

Then these researchers were trained in a four day workshop. In this training the researchers explored the history of land dispossession, the current land reform policies, the situation people faced in the countryside, and what participatory research methodology was all about, and they were introduced to the role of the Household Survey (in this case, researchers were trained to visit people in their homes and ask them about how they were living, and working, and their survival strategies). Researchers also discussed and selected the areas in which the research sample would be conducted.

The local researchers then went out into the homes in the community accompanied by more experienced researchers until they felt confident to do the job. Further support was provided in weekly meetings where problems and difficulties were discussed and resolved.

Surveys, focus groups and reviews

The information collected in these surveys needed a special tool that would help to make it easier to understand and process. People were trained to capture the data (information) in an easy-to-read way.

In addition to the household survey, four focus group discussions (where people with similar profiles get together to discuss their specific situations) were held with farm workers, youth, women and small-scale farmers. Interviews were also conducted with commercial farmers and local councillors, respectively.

At the same time there was:

- ▶ a survey to find out what the land-based livelihood strategies were – if they were involved in small-scale agriculture, livestock keeping and other land-based incomes they received or created;
- ▶ review of water and other natural resources in the district;
- ▶ review of the local and district economy – examining exports and imports;
- ▶ review of all the local, district and provincial policy documents and plans, especially those involved in land access, agriculture and rural development.

Then a big public seminar (meeting where people discuss findings of research together) was held and was attended by many of the groups who were involved in the process as well as representatives from government departments and the municipality. This was a great opportunity not only to hear the initial findings and plot the way ahead but also to look at the method of working and improve it if necessary.

Reflecting on the methodology

The public meeting helped to refine the methodology and administration of the research process. These lessons were then integrated into the PAR process in the other towns of the



Breede River Valley. Changes made included:

- ▶ restructuring the questionnaires used in the household and livelihood surveys;
- ▶ more training for the data capturers;
- ▶ extending the household survey to the farm workers/farm dwellers living on the farms in the district;
- ▶ selecting a team to work as a reference group and to think up new ways of working when things got stuck;
- ▶ deciding to work more closely with the municipalities especially around the IDPs and the local economic planning;
- ▶ lastly – everyone found out that to truly involve people takes time, money and patience.

The way forward

A vision workshop was held where local organisations, the Mawubuye leadership and those closely involved in the research came together to envision what they see as an alternative. This is the start of planning the ACTION TO MAKE A DIFFERENCE.

Mawubuye and TCOE also began to:

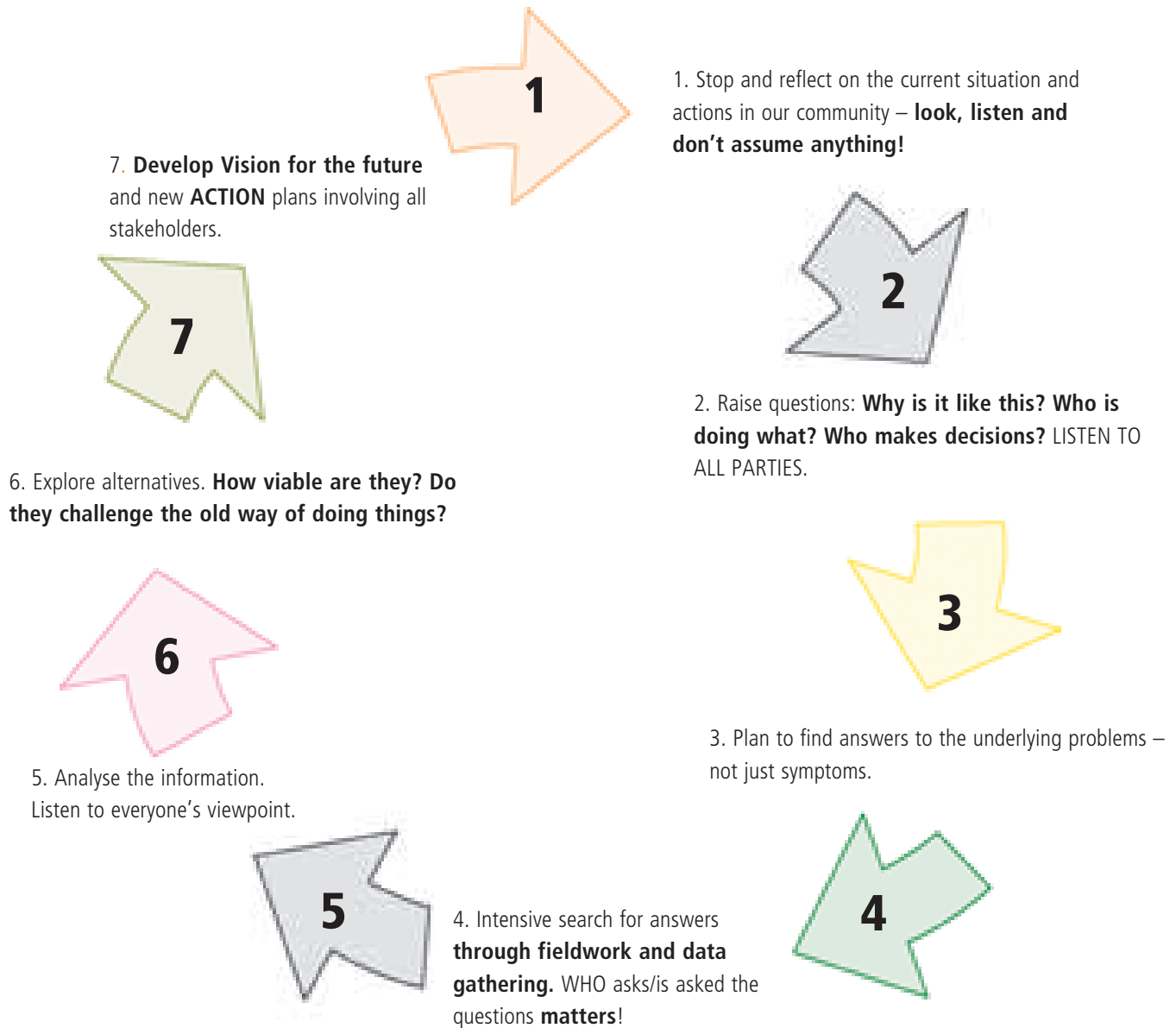
- ▶ Discuss policy interventions;
- ▶ Look at the role of local government and other government departments in order to increase and ease access and democratic control through people's participation;
- ▶ Brief government and other stakeholders to make sure they see this as a contribution to sustainable rural life;
- ▶ Spread the word through press, seminars and discussions.

Most importantly the small-scale farmers, agricultural groups and landless people who are organised under the umbrella of Mawubuye have begun to develop a set of demands and a programme of engagement based on

- ▶ CLEAR INFORMATION gathered from households and policy documents;
- ▶ AGREED ANALYSIS of the situation – the problems and issues, and resources available;
- ▶ AN INSPIRING VISION of a new way of doing things which empowers the poor and marginalised and which values a society in which the land is protected, human rights are respected and growth and development is pro-poor;
- ▶ A STAKEHOLDER AGREEMENT of how to work together;
- ▶ A CLEAR PLAN of how to take the vision forward practically.

THE STEPS IN PARTICIPATORY ACTION RESEARCH

In this section we examine the steps in Participatory Action Research more carefully. The diagram below summarises the main components of any PAR process.



Can you see that the Robertson research followed the approach and these basic guidelines?

- ▶ At every stage the answers lie in the hands of the people who live and work in their communities; "experts" are there to be consulted but not to control the outcome.
- ▶ New ideas come from allowing new questions to be asked by people who have never had the public voice or power to do so before.
- ▶ Solutions developed this way will be more sustainable because they will have considered more of the realities of the current situation and encouraged people to be fully part of the solution.

DEFINING PARTICIPATORY ACTION RESEARCH

Now that we know more about the methodology and its underlying principles, let us try to develop a definition of PAR.

Before you read the definitions below, try to develop a working definition for yourself. Then compare your definition with how community activists and researchers in South Africa and from other parts of the world define Participatory Action Research.

Definition 1

Arturo Escobar's⁷ definition of PAR is based on his experience of working with the methodology in the Campesino's of Mexico during the 1980s.

Participatory action research or PAR is a way of asking questions about important issues in the life of a group or community. It is a way of uncovering and building new answers to those questions and taking action together. Ordinary people involved in PAR combine investigation, education and community action to create empowering movement for personal and social transformation. Often in partnership with outside "activist-researcher" or community development worker, a group or community develops their capacity to express and analyse matters of concern together. They explore alternative solutions, create a living body of knowledge and uncover their collective strength for change and development. People in PAR take collective action to change their current situation and improve their lives.

Definition 2

The second definition comes from Patricia Maguire's book entitled: *Participatory Research: a Feminist Approach*⁸. The book captures her experiences of doing PAR with a group of battered women in New Mexico.

Ms Maguire defines PAR as: "an integrated activity that combines three collective processes: investigation, education and action". She then goes on to define PAR in terms of each of these three processes. She says:

PAR is a method of investigation of problems, involving the participation of poor oppressed and marginalised people in problem posing and problem solving.

PAR is an educational process for the outside community development worker and the local participants in the research process, who analyze the root causes of identified problems through collective discussion and interaction.

PAR is an ongoing process of taking collective action to bring about change.

On the basis of working in many rural and peri-urban villages throughout SA, TCOE has identified the following PAR goals as being critical.

- ▶ PAR aims to find solutions to concrete problems and conflicts. It offers a way for poor and oppressed communities to investigate their current situation and to build a deeper understanding of their problems in order to bring about fundamental change to their situation.
- ▶ PAR aims to bring about change and improvement with, rather than for, oppressed people. This involves maximizing participation by the people concerned in all aspects of the action research process
- ▶ PAR aims to build the capacity of marginalised communities for achieving self determination and human emancipation. By participating in PAR, men and women develop a critical understanding of their problems, and prepare themselves for the decision making roles they need to adopt in order to take control of their lives and to transform their situation.

THE DIFFERENCE BETWEEN PAR AND CONVENTIONAL RESEARCH

This table illustrates the seven-step process as an alternative to the “usual research methods”, which can disempower those it tries to help.

PROCESS	OLD WAY	PARTICIPATORY ACTION RESEARCH	HOW COULD WE ACHIEVE THIS?
1 PREPARING FOR RESEARCH	Send researchers in from outside to explain to the community what is going to happen, when and where	<ul style="list-style-type: none"> ▶ Learn about the community prior to entering. ▶ No preconceived ideas about the solution ▶ Interested in hearing more than the obvious 	<ul style="list-style-type: none"> ▶ Researcher enters community ▶ Makes contact with different groups and stakeholders ▶ Clarifies roles and identifies key individuals and groups ▶ Establish a local steering committee ▶ Find a team of co-researchers ▶ Train co-researchers
2 STOP AND REFLECT	The researcher decides on what is to be investigated. Those being researched make little input	<ul style="list-style-type: none"> ▶ Establishes who needs to be heard to ask what is happening ▶ Establishes the resources, issues and needs of the community. ▶ Helps people to distinguish between symptoms and deeper problems. ▶ Helps people prioritise issues 	<ul style="list-style-type: none"> ▶ Researcher hears all voices. ▶ Help to get consensus about what the main problem/main problems are. ▶ Ask probing questions to help people move beyond the symptoms. ▶ Provide additional information to allow people to get a broader view.
3 Raise a Question	The researcher formulates the questions	<ul style="list-style-type: none"> ▶ The research questions are arrived at collectively. Participants are actively involved in finding answers for issues like: <ul style="list-style-type: none"> ▶ What question do we want to ask? ▶ What will we achieve by asking this question? ▶ Whose concern is this question and why? 	<ul style="list-style-type: none"> ▶ Define the research questions collectively. ▶ Notice the power relationship to the question – who may be threatened by such a question?
4 Plan to Find Answers	How will we find the answers? (research design)	<ul style="list-style-type: none"> ▶ Who will do the asking? ▶ How do we ensure maximum information which people will be able to work with themselves? 	<ul style="list-style-type: none"> ▶ Involve those who face the issue in the design and delivery of the research
5 SEARCH FOR ANSWERS	Field work or data from existing statistics is collected by outsiders or “experts”	<ul style="list-style-type: none"> ▶ Those affected conduct the research themselves. ▶ A range of different methods like individual interviews, household surveys and focus groups are used to make sure no one is intimidated and everyone is heard 	<ul style="list-style-type: none"> ▶ Make sure that those chosen to do the research understand what is expected and are properly prepared and have the confidence to do the task. ▶ Important to establish different focus groups women, landless, owners etc. ▶ Other methods include observation, walks, etc.
6 REFLECT/ ANALYSE	Experts sort out the answers and what it all means	<ul style="list-style-type: none"> ▶ Community members are supported to analyse field work information AND information that may come from outside the community 	<ul style="list-style-type: none"> ▶ Analysis must also take into account power relations in the group or “old solutions” will be reused. Needs to look at information outside the community too
7 NEW VISION AND PLANS FOR ACTION	Plan to do it differently without the involvement/ knowledge of local people. People rarely benefit directly from the research	<ul style="list-style-type: none"> ▶ All stakeholders work together to sort out the answers. Those who work and live on the land are seen as the experts of their own situation. They also agree on a desired VISION and plan and engage in action to do it differently. Action can be directed at policy engagement or intervention; improved access to land; improved delivery from service providers; increased capacity building or training; increased access to credit/ finance; new forms of organisation 	<ul style="list-style-type: none"> ▶ Vision needs to be inspiring ▶ Values need to be clearly stated ▶ Planning that differentiates between short-, medium- and long-term goals ▶ Action is based on concrete, lived experience ▶ People need to own the process

The benefits of community participation

The biggest difference between PAR and conventional research methodologies is that those who are affected by the problem, and will benefit most from its resolution, are involved in all stages of the investigation. This leads to:

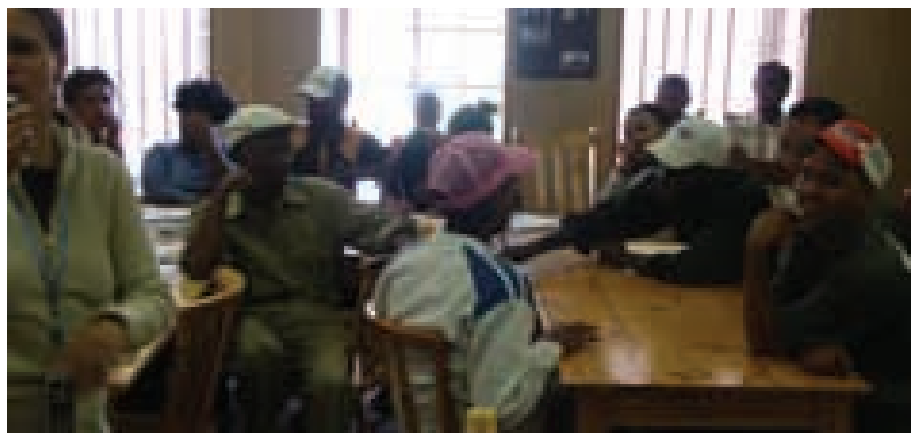
- ▶ improved relevance of the inquiry to those who share in the problem;
- ▶ greater cultural and gender sensitivity;
- ▶ sharper focusing of the research questions;
- ▶ enhanced relevance of the inquiry to those whose jobs are to do something about the problem (NGO, government department, donors, etc);
- ▶ increased effectiveness of the research design (what is asked, by whom, of whom, when, where and how);
- ▶ improved meaningfulness of the information thus gained;
- ▶ increased accuracy and depth of understanding of the problems;
- ▶ greater relevance, creativity and effectiveness of the new actions decided on;
- ▶ commitment to observing the new actions and acting on and researching them further.

Main learnings

- We do research every day we just do not call it reasearch.
- Research can be about facts and be measurable (quantitative) or it can be about how people view and feel about a situation (qualitative).
- Participatory Action Research leads to action to change the situation through the reflection and decisions of the community, not outside forces.

Points for reflection

- Do I really believe that answers come from the community most impacted by the problem? If not, why not?
- How have I felt when I have been included in the decision making that involves my future?
- Who is often overlooked when opinions are sought?



SECTION 3

PAR in action –

tools and processes used
in the Breede River Valley
research



PAR IN THE BREEDE RIVER VALLEY

This section deals with the TCOE, PLAAS, Mawubuye PAR process in more detail. You will learn about:

- ▶ how it all started;
- ▶ the methodology and tools that were used;
- ▶ the main findings and lessons;
- ▶ the alternatives that are beginning to emerge;
- ▶ the actions that followed.

THE SEED IS SOWN

The seeds of TCOE's search for alternatives can be traced back to the Tribunal on Landlessness that took place in Port Elizabeth in 2003. At this forum, landless communities, beneficiaries of land reform, land claimants and academics submitted evidence that clearly indicated that, in its current form, the land reform programme will not meet its objectives or contribute significantly to resolving land hunger and rural poverty in South Africa. The Tribunal marked the beginning of a journey that continues to this day. Over the years TCOE has organised a photographic exhibition and public dialogue that was aimed at placing the needs and aspirations of the rural poor on the national agenda. The TCOE was also centrally involved in the National Land Summit and has become an active member of ALARM, an alliance of land and rural people's organisations. In the course of this journey, it has become clear that there is an urgent need for the rural poor to develop their own alternatives to the current land reform programme.

Meeting between Mawubuye/TCOE and DLA

In the end, the impetus for the research process came from the outcomes of a meeting between Mawubuye Land Rights Forum, TCOE and representatives of DLA, and the Department of Agriculture. At this meeting Mawubuye representatives pointed out that they viewed land use as a means of putting food on the table and as a way of creating livelihoods, given the high unemployment rate. They expressed surprise at the fact that government provided so little support for a programme that could help to eradicate poverty, and made repeated references to unfulfilled promises. The project-based approach of government was also criticised, with farmers arguing that an integrated rural development process that placed land access and use at its centre was needed rather than sporadic, adhoc projects. Problems, difficulties and challenges raised by various representatives included:

- ▶ access to land and insecure tenure;
- ▶ a range of problems with the LRAD grant process;
- ▶ inadequate supply of water while commercial farmers irrigate massive lands;
- ▶ impounding of stock who roam onto roads because of a lack of fencing and poor grazing;
- ▶ access to vet services and medicines;

- ▶ failed land reform projects;
- ▶ uncooperative municipalities who lack transparency, refuse to divulge landownership information, and favour the interests of commercial farming;
- ▶ poorly equipped extension officers;
- ▶ access to credit and financial support;
- ▶ access to appropriate training.

Department of Agriculture CDLA representatives responded to the issues raised by acknowledging the problems and indicating that the new land implementation strategy should help to resolve many of the concerns. The DLA also suggested that Mawubuye hold meetings with the municipality in each area, attend IDP meetings, and apply to participate in the DAC (District Assessment Committee) as these forums could assist in resolving many of the issues raised.

By the end of the meeting, Mawubuye agreed to work together with the two departments to speed up land reform. In addition, Mawubuye promised to hold a meeting with its membership to review the discussion and draw up a proposal for taking the issues forward.

Mawubuye and TCOE agree on a joint research process

As a follow-up to this, Mawubuye and TCOE held several meetings to work out the best way to take the outcomes of the meeting forward. In the end a two-pronged strategy was agreed on.

- ▶ Mawubuye would organise and mobilise its membership to pressurise the municipality and government departments to fulfil its promises and provide access to land and land use support.
- ▶ Mawubuye and TCOE would embark on a joint research project to develop an alternative to the current land reform programme.

Much time was spent on conceptualising the research. In the end it was agreed that the main focus of the research would be to develop alternatives that can contribute to greater land access for the rural poor and play a key role in the pro-poor transformation of the rural economy, while in the process democratising rural local government. More specifically the research would focus on the following questions:

- ▶ How can a people-driven land reform process be pursued, in which the state is proactive in a manner that is responsive to both expressed and unarticulated land needs?



- ▶ How can land redistribution and sustainable agriculture become the main driver to restructure the rural economy in favour of the poor?
- ▶ What role can local governance play in facilitating new land-based rural development initiatives?
- ▶ How can the state (both local and national government) in partnership with the landless, determine which land is to be acquired, where, for whom, and for what purpose?
- ▶ What new institutional and support arrangements are needed to facilitate land-based production aimed at food security and the creation of sustainable livelihoods?

As the Mawubuye members expressed an eagerness to be active participants and felt strongly that the research process should also be aimed at strengthening the organisational capacity and membership of the Mawubuye Land Rights Forum, it was decided that a participatory action research process would provide the best platform for fulfilling these objectives.

The Programme for Land and Agrarian Studies (PLAAS) was later approached to participate in the research.

GETTING STARTED

The first step taken was to brief various local structures on the intended research and to allow input from the community. This also laid a foundation for selecting the people who would undergo training as researchers. At the same time preparations began for organising a workshop that would serve as the first public engagement with other stakeholders.

Right at the outset the following three pillars of government policy were identified as being key:

- ▶ All citizens in a local district municipality have the right to participate in the local Integrated Development Plans (IDP) of the municipality to determine the priorities and needs of the local people;
- ▶ The Department of Land Affairs (DLA) has to deliver 30% of white-owned agricultural land to historically disadvantaged people using market-driven land reform policies (and in particular LRAD) by 2014;
- ▶ After the National Land Summit, the DLA introduced Area Based Planning (ABP)⁹ and a Pro-Active Land Acquisition Strategy (PLAS) as new vehicles to assist the Ministry to speed up the land reform process in the country.

These pillars informed the design of the household surveys, the selection of the researchers, the capacity building programme as well as the action plans of Mawubuye.

The kick-off workshop

The kick-off workshop brought together key stakeholders (government, academics, small-scale farmers, NGOs) to discuss the conception and shape the process of the intended research. In many ways the workshop can be viewed not only as the launch of the research project, but also as a means of bringing together a group of people who could walk with us on the journey.



Refining the research process

After the kick-off workshop, the difficult task of refining the research process and methodology was undertaken. Over a period of two months, the organisations involved spent time refining the conception and developing the tools required. It was clear that a range of methodologies and tools would be required. Discussion and debate led to the following framework for the process:

- ▶ The research would cover the towns of Robertson (including Nqkubela), Ashton (including Zolani), Bonnievale, McGregor and Montagu.
- ▶ The research project would be piloted in Robertson, after which the process would be reviewed and refined before moving on to the other towns.
- ▶ Members of the Mawubuye Executive would make up a research steering committee, which would take joint responsibility with TCOE for driving the process.
- ▶ At critical moments a broader stakeholder forum would be convened to give input and feedback and assist in the development of alternatives.
- ▶ Data would be collected through:
 - ▶ a household survey in each area conducted by community members who would be selected by the steering committee and trained and supported by TCOE and PLAAS;
 - ▶ focus group discussions with different sectors (women, youth, farmworkers, small-scale farmers) to ensure that the voices and perspectives of different interest groups were taken into account.

- ▶ interviews with commercial farmers and local government councillors;
- ▶ a livelihood survey that would be conducted by the Mawubuye leadership;
- ▶ a desktop study would look into the political economy of the Breede River Valley;
- ▶ additional information would be accessed through cross-sectional walks and discussions and documentation of the histories of the communities.

Developing the tools

Once these decisions had been taken, the tools were developed. Draft household and livelihood survey questionnaires were developed, discussed and refined. Once agreement was reached on the content, they were translated into the local languages.

Discussions were held on the aims and objectives of the focus group discussions and interviews and frameworks for these discussions were drawn up.

Selecting the researchers

The next tasks were to ensure that the steering committee understood their role and to select and train the community researchers.

A workshop was held with the Steering Committee where participants collectively defined and discussed their role and agreed on the key tasks for the Robertson pilot study. As one of the first tasks of the Steering Committee was to select the community researchers, a framework and criteria for selecting these researchers were developed. As part of the framework it was agreed that:

- ▶ Researchers would primarily be selected from the community in which the household survey was being conducted. This, it was felt, would build the capacity of a new layer of people in each town, and in so doing assist in broadening interest in Mawubuye's vision and aims and extending the organisation's base. The implication of this decision was that training programmes for community researchers would have to be conducted in each town.
- ▶ Three members of the Mawubuye Steering Committee would participate in conducting the household surveys in all the towns. These Mawubuye researchers would act as a link between the Steering Committee and the household data collection process, and take responsibility for guiding the local researchers and for solving any disputes or problems that arose. They would also provide continuity, thus enabling lessons from one town to be transferred into the process in the next town.
- ▶ Local researchers would be paid a small stipend as the interviews would entail intensive full-time work over a short period of time.
- ▶ Contracts would be developed to ensure that there was absolute clarity about the nature of the task and to bind the local researchers to fulfilling their obligations.

In addition, the following set of criteria was developed for selecting the local researchers:

Criteria for selecting the researchers

- ▶ have in-depth knowledge of the community
- ▶ be trustworthy and respected in the community

- ▶ have some experience of the land issue
- ▶ be committed to furthering the interest of the poor
- ▶ must speak the local language
- ▶ have time available/ be prepared to complete the process
- ▶ not be shy or afraid to go out and speak to people
- ▶ be able to read and write.

Training the researchers

The first group of community researchers from Robertson were then prepared for the process that lay ahead. The training covered the history of land dispossession, the current land reform policy environment, the situation in the countryside, the purpose of the research, the research methodology and the role of the household survey. A total of 25 people participated, of which 20 agreed to conduct the door-to-door survey in the historically marginalised communities of Nqkubela and Bo/Onderdorp. After completion of the pilot study in Robertson, training programmes were conducted in each of the other five towns. By the end of the process, a total of 120 community researchers had been trained.

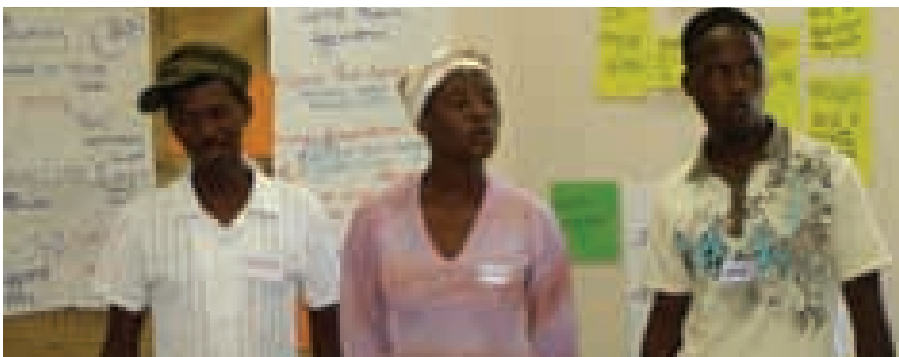
In each town the household survey was conducted not more than five days after the completion of the training programme. This not only helped to maintain the momentum of the training and reduce drop-out rates, but also meant that we could refine the workshop design as we learnt lessons from actual experience.

COLLECTING THE DATA

Conducting the household survey

Before conducting the door-to-door interviews, a one-day workshop was held with each team to finalise logistics and take decisions on how the team would operate. Debriefing sessions were held at the end of each day and the PLAAS/TCOE facilitators checked the survey forms overnight so that feedback could be given before the local researchers set off the next morning. The skills-base of researchers was further developed through half-day debriefing sessions that were held every three-five days. These sessions were extremely useful, not only because they helped the researchers to share ideas about how to approach more sensitive issues and to deal with difficult responses but also because they assisted Mawubuye to identify issues and common trends that were beginning to emerge. The latter helped to inform the action plans that Mawubuye was beginning to develop in parallel to the research.

Town	Sample	%
Ashton	605	23
Bonnievale	349	13
McGregor	285	11
Montagu	549	21
Robertson	880	33
TOTAL	2 668	100



The farm worker survey

One of the outcomes of the Robertson pilot study assessment, and discussions with other stakeholders was that the voices of farm workers were not being adequately reflected in the research process. As a result it was decided to conduct a farm worker survey in addition to the household survey. The local researchers undertook this task after completing the household survey in each area. Because of the difficulties involved in interviewing farm workers on farms, many of the interviews were completed on Saturday mornings when farm workers come to town.

The focus group discussions

The focus group discussions that were conducted with farm workers, youth, women and small-scale farmers in each town sparked lively and animated dialogue that proved to be an important source of information. They provide important insight into how different sectors of the poor view their marginalisation, and illustrate clearly the depth of feeling and the high levels of frustration that lie just beneath the surface.

Focus groups were organised by the local researchers and the research steering committee who together with TCOE helped to conduct the discussions. TCOE facilitated several discussions to prepare the group for the task, and to monitor progress made in setting up the groups. All in all approximately 500 people participated in these discussions. Although questions were adapted to suit the particular group, they followed a similar pattern:

- ▶ What are the key problems with land reform in the area?
- ▶ What has changed in the past period in the area?
- ▶ What must change/what are the needs?



The livelihoods survey

Another important aspect of the research was the documentation of the livelihood strategies of people who are already involved in small-scale agriculture and livestock rearing. This exercise has produced a wealth of very useful information about the extent of dependence on small-scale agriculture and the skills already available in our rural communities.

The Mawubuye leadership took a decision to collect this data themselves as it would give them the opportunity to develop a data base of all agricultural activities in each town and also to encourage small-scale farmers to join the organisation. However, because the leadership has a host of other responsibilities, these interviews took much longer to complete than the other surveys.

Structured interviews, desktop study and other processes

Information was also derived from structured interviews with councillors, commercial farmers and key political figures. This provided insight into the differing perspectives, needs and aspirations of these sectors that could then be compared to the perspectives of poor communities.

In addition to the interviews, a desktop study of the political economy of the Breede River was completed. The information obtained from these sources enabled the team to develop an understanding of the local economy including aspects such as the nature of commercial agriculture, trade, upstream and downstream linkages, the land market, etc. Taken together, these provided useful insights into the power relations in the area. Finally a study of relevant government policies was completed and the local researchers gathered information of the histories of selected areas.

TOWARDS DEVELOPING ALTERNATIVES

Analysing the outcomes

PLAAS took overall responsibility for capturing the data obtained from the household and farm worker surveys into the computer programme that was used for analysis. A TCOE staff member was trained to assist with this task and several data capturers were contracted. PLAAS also agreed to conduct and analyse the interviews with commercial farmers. The data collection and analyses of the other processes were coordinated by TCOE. All the data was then consolidated and discussed in the public forums, the PLAAS POLAR Conference, as well as with the Mawubuye membership who used it as a basis for developing an action plan.

Public seminars

The public seminars were envisioned as vehicles for sharing the outcomes of the research, refining the research process and, more importantly, for creative thinking about a new way forward. The first public seminar was held at the beginning of April 2007 to share and discuss the preliminary findings of the Robertson pilot study. The seminar was well attended by representatives from DLA, agriculture, municipalities, commercial agriculture as, the Mawubuye leadership, other land sector activists and NGOs. This engagement led to several adjustments to the research process as well as a decision to establish a task team to work on the development of alternatives and to act as a reference group for the next phase of the research.

A second public engagement was held in September 2007 after the completion of the data collection in the other five towns of the Breede River Valley. This seminar enabled us to test the outcomes of the research and to discuss their implications. The rigorous debate and discussion in both public seminars helped to identify the gaps in both process and content and contributed enormously to shaping the alternatives. In addition to this TCOE presented the findings of the case study to the POLAR conference that was organised by PLAAS to explore alternatives to the existing land reform programme.



INSIGHTS AND LESSONS FROM THE PAR

The PAR process has been an exciting and challenging journey, which has highlighted the shifting policy environment in which we work today. We have learnt many lessons along the way, about research processes, about organising, and about the impoverished communities in which we work. While the findings of the research will be published in more detail in a separate publication, we have summarised the key lessons and insights derived from the research below.

Food insecurity

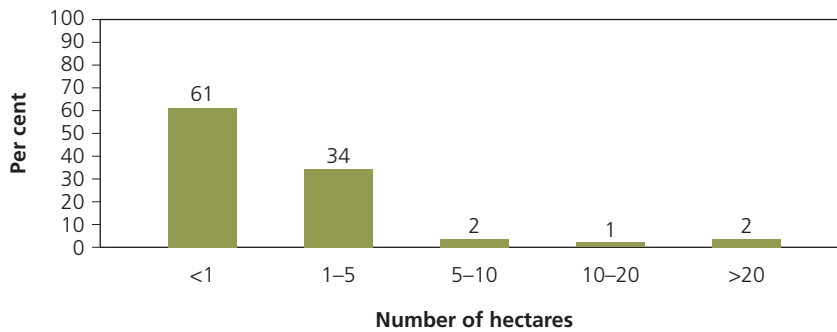
Trends and insights gained from the household survey provided valuable and useful information. It showed the growing wealth gap between the large white landowners and the poor. It highlighted that in this “district of plenty” people are going hungry and living on the margins of society. Most startling is the fact that the demise of apartheid has not changed the conditions on the farms for many farm workers and farm dwellers, nor has it transformed living conditions in dusty shack villages that stand alongside lush green vineyards and hectares of peach and apricot orchards. Moreover, many households are still dependent on remittances and small grants from the state. In addition, data from the household survey showed that of those surveyed:

- ▶ 72% indicated that there have been times in the past year when they have not had enough to eat.
- ▶ The periods when there is not enough to eat confirm the seasonality of income and therefore of hunger¹⁰.

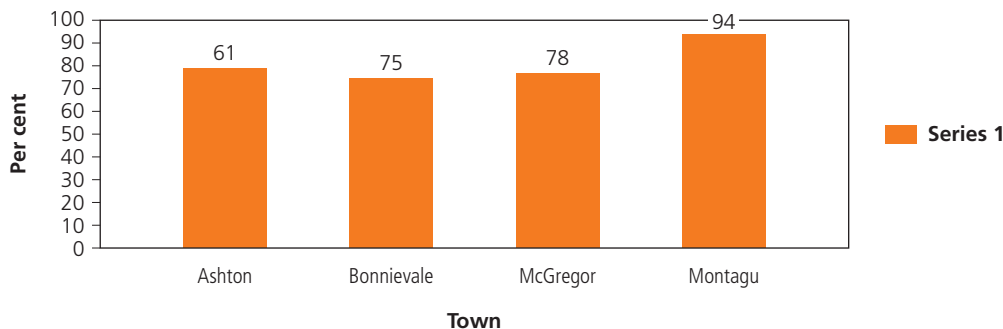
“We are poor, we want land”

One of the most important trends made visible through the research (as shown on the graphs below) is the expressed demand from ordinary poor households for land to support their livelihoods. Over 70% of those interviewed in the survey said they needed between one and five hectares of land. Also important is the amount of land that is being demanded by ordinary citizens. Despite having been historically dispossessed and living in abject poverty, their demands are simple and modest: “We want only small manageable tracts of land.” They are not demanding land for trade or exchange on the market or so that they can become big exporters and wine-makers. They simply want a piece of land that they can till or on which they can raise their livestock to enhance household food security and to sell on the local market.

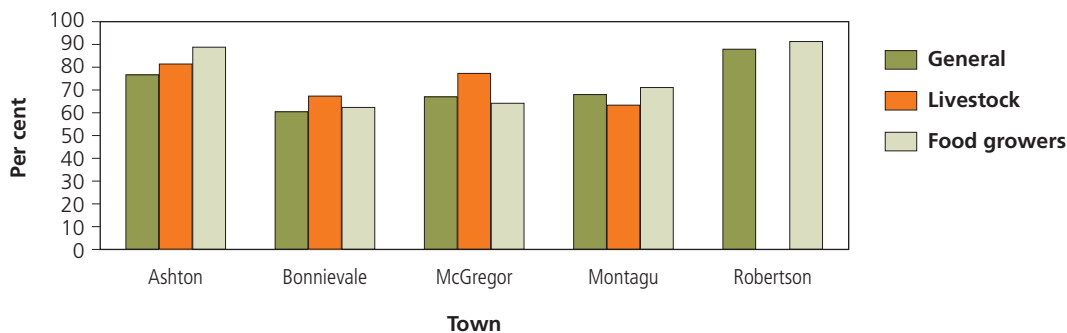
Percentage of those who expressed need for land



How much land is needed



Need for land among food growers & livestock owners, compared to average



The related issue that complements this land need is the fact that a significant percentage of households are already involved in small-scale production and livestock keeping. Many are growing crops in backyard gardens and keeping livestock in precarious places. Yet this reality is not recognised as a legitimate land need. Perhaps “land need” as defined by the government only implies large-scale commercial agriculture and not small household production. This competing vision of land need is central to the way in which the land reform policy is currently being conceptualised.

Community voices

“Ons vra net vir hulle om in ons te glo en om ons by te staan ... Ons het ook drome.”

Oom John Adries

The focus group discussions both confirm and add other dimensions to the data obtained in the more structured surveys and interviews. In particular, the following trends can be reported:

- ▶ Key problems are poverty, unemployment and food insecurity.
- ▶ All sectors involved (including the youth) viewed access to land for production as a means for overcoming poverty and food insecurity, providing that adequate support mechanisms were put in place.
- ▶ Training/education opportunities were viewed as an important vehicle for access to the job market and for creating livelihoods. Much criticism was levelled at the school system that did little to cultivate an interest in or develop skills for land-based production. Government training programmes too came in for some criticism. Although many appreciated the effort, it was felt that the training programmes were not suited to the realities on the ground, where people had little opportunity to use the skills



developed, because of obstacles like lack of access to land and water, start-up capital, implements, etc.

- ▶ All groups raised concerns about the youth. These revolved around the lack of access to opportunity – education, employment, recreation, etc. Many expressed concern about the impact of substance abuse on social life in the area.
- ▶ The view that racism was still a feature of the district was expressed over and over again.
- ▶ The levels of frustration of those who were trying to produce from the soil through gardening and livestock rearing was tangible, with many reporting exasperation at the unfulfilled promises and lack of cooperation on the part of the municipality and different government departments.

The invisible economy

The research in general, and in particular the livelihood survey and focus group discussions, challenged many of our assumptions and helped us to ask new questions about the nature of and obstacles to land-based smallholder agriculture. One of the issues that was highlighted was the importance of water access and rights to the success of any venture – whether this is a household food garden or a commercial farm. We have also begun to see how little attention is paid to conserving and preserving this precious resource. There seems to be little consideration of water usage, let alone water harvesting or management, in any of the existing or proposed plans of either the Department of Agriculture or the commercial farming sector.

Local government

The structured interviews with rural municipal officials suggest that very few appear to have a vision and an interest in smallholder agricultural production and development. The lack of expertise and capacity to support smallholder agriculture is another major obstacle to the re-visioning of agriculture and livelihood development.

What was also confirmed was that local government and the municipal LED (local economic development) strategy in rural towns do not see land reform as a key vehicle for economic restructuring or as a redistributive mechanism for overcoming poverty¹¹. Despite the promise of land reform, this is not reflected in the budgets or the land targets of local municipalities. Instead, land reform is seen as a poverty alleviation strategy, “providing small, survival projects” for the rural poor.

The research also highlighted the contradiction between the two dominant views of the role of agriculture. Whilst it is true that commercial agriculture contributes substantially to the economy of the Western Cape and significantly in the Breede River Valley, it is also striking that commercial agriculture signifies extreme social inefficiency. Western Cape farmers are heavily indebted, and there are high levels of unemployment and poverty in the countryside (Nkqubela is the fourth poorest township in the Western Cape). Trends such as the casualisation of the work force, farm evictions and ongoing violations of labour laws speak to the need to keep profits high through the super-exploitation of farm labour and the rural poor.

ORGANISING FOR ACTION

Participatory Action Research, above all else, is aimed at increasing the capacity of the poor to self-organise – to take control of their own lives and struggle for the right to live a good life with dignity. The methodology attempts to break down the myth that research and, by implication, information is the preserve of the fortunate few. In the final analysis, therefore, the success of the research in the Breede River Valley must be measured by the extent to which it has enhanced the capacity of Mawubuye and the broader community to struggle in their own interest.

Today we can say with certainty that although the PAR process was extremely intense and time-consuming, this has been more than compensated for by the gains that Mawubuye has made as a direct result of its active involvement. The process has contributed significantly to deepening understanding of the local and wider context as well as in developing the capacity of a broad layer of community leaders. The public meetings, focus group discussions and the door-to-door surveys in particular were effectively used to build the organisation's profile and created an awareness of the importance of remaining accountable to both the Mawubuye membership and the community.

Mawubuye can now confidently say that it has contributed to placing the issue of a new vision and model for land and agrarian reform firmly on the national agenda. It has gained the respect of the communities in the different towns where we conducted the PAR, as well as of both provincial and local government. Furthermore, the process has facilitated the development of partnerships with other organisations and academic institutions that will last far beyond the ambit of the research. Most importantly, the research process and associated activities have helped to further stimulate amongst the Mawubuye membership the importance of being organised and the need to develop a common platform of demands that will enable the organisation to contest existing power relations and challenges.

One of the highlights of the way in which Mawubuye utilised the process was the "road





show” and protest through the streets of Robertson in 2007. This was an attempt to create awareness in the town of the fact that no land redistribution had taken place in the district, and that instead the commercial farmers were entrenching their hold on all the arable land in the valley. Drawing on the lessons of the Robertson road show, Mawubuye organised a second protest march in April, 2008 that involved all the towns in the Breede River Valley. This march, which was organised on Freedom Day, was aimed at highlighting the urgent need for land and agrarian reform as a means for overcoming food insecurity and the lack of livelihoods. These events, which culminated in mass meetings and the presentation of memoranda of demands to the Provincial Minister of Land and Agriculture and the Mayor of the Breede River/Winelands district respectively, were important moments for Mawubuye in that they established its profile as a militant, rural organisation with a big membership that is able to make demands on government.

Mawubuye has further consolidated the gains made in the protest march in 2008 by organising community public meetings to review the march and to discuss how to take the momentum forward. These public meetings have allowed the organisation to draw in more members and to involve them directly in organising.

Other activities spearheaded by Mawubuye were the active participation in the local municipalities’ public review of the Integrated Development Plan (IDP) where Mawubuye mobilised their members to attend IDP community meetings and to ask questions about land redistribution, support for smallholder development, and how the municipality intended to use its budget to redress the legacy of apartheid. The usefulness of this exercise was further enhanced through workshops that the local members of Mawubuye had to attend to enable them to understand the legislation and to review the decisions and plans of local government in preparation for the public meetings.

Political actions also included direct participation in public hearing of the South African Parliament where members presented their stories on the inertia of the Ministry of Land and Agriculture in delivering land grants, farm evictions, the unequal distribution of water

resources, and the lack of response from municipalities to legitimate questions of access to commonage and other municipal land. In many of these initiatives Mawubuye and TCOE teamed up with ALARM and COSATU, the trade union federation in the province, in an effort to build greater linkages between urban and rural struggles.

The research also opened up space for the development of a relationship with both the Departments of Agriculture and Land Affairs, and has proved to be an effective way of finding allies and accessing useful information and resources. Engagement with the municipalities has proved more difficult, however, and although the organisation has engaged the municipalities at all levels it has not had much success. A recent meeting with the Deputy Director-General of provincial local government has shown some promising signs of preparedness to deal with the limited capacity and lack of strategy for smallholder support at municipal level.

Perhaps the most exciting activity that was undertaken as part of the research process was the development of a common vision and "re-creation of another countryside". Leaders from the local associations, popular organisations including youth and women's groups, came together in a small village resort for three days to discuss the PAR, the problems of poverty, landlessness, violence and despair that are evident in the towns, villages and on the farms where they live. Together they explored solutions and looked at alternatives for organising their communities and the district. These strategies and re-imagining resulted in a vision statement, which includes the following lines:

Our vision is of another countryside where there is no hunger and poverty and where our people live with dignity as equals, able to give full expression to their humanity. This requires complete economic transformation including the transformation of existing landownership. The land must be redistributed to those who want and need land for housing, production and recreation¹².

ANOTHER COUNTRYSIDE IS POSSIBLE

Through PAR, we were able to gain insights into the complex web of political power relations in the rural towns, where little has changed since the demise of apartheid – land holding patterns have not been altered, nor have the chasms left by the spatial divides of the old apartheid towns and commercial agricultural zones¹³. The power of white commercial agriculture¹⁴, white business and tourism in the rural economy remains intact and dominant, and there is no clear strategy from local, central and provincial governments to regulate and transform the existing way in which the rural economy functions.

The research underlines the fact that rural poverty is structural and stems from "unequal land distribution and the uneven power system"¹⁵. Land reform will not be successful without a fundamental transformation of the rural economy and the dualism in agriculture that exists today. "Agrarian reform, by restructuring the agricultural economy, is translating land reform into economic development"¹⁶. This will not be possible, however, for as long as the Department of Agriculture and other government officials continue to describe commercial agriculture as the "golden egg".

The Ministry of Land and Agriculture is in the process of revising policies and introducing strategies such as Area-Based Planning and Proactive Land Acquisition without any debate or acknowledgement that land and agrarian reform has to be coupled with political and economic reform and cannot be left to the market. In the absence of this, any new strategies and new "mechanisms" amount to little more than technical solutions to deep-rooted problems that do not stand much chance of significantly improving the lives of the poor.



Our recent experience suggests that any area-based planning model should include the following guidelines:

- ▶ a planning model should start from people's needs
- ▶ A high level of self-organisation is a critical ingredient if area-based planning is to be driven and controlled from below. The municipalities, commercial agriculture and other power structures will be slow to transform land-holding patterns unless they are continually challenged and pressurised.
- ▶ An area-based planning model has to be located at a district level, should be directly linked to district economic plans, and must take local economic dynamics into consideration.
- ▶ It should accommodate multiple and varying land needs, be aimed primarily at overcoming food insecurity and be based on promoting food sovereignty.
- ▶ Production should be aimed at the local market.

It is our view that the existing policies, structure and capacity of the Ministry of Land and Agriculture are inadequate to drive and develop smallholder agriculture and land redistribution. There is an urgent need for a new perspective and approach that incorporates the components below.

Land for redistribution must come from the state and different mechanisms such as taking over underutilised private land, introducing land ceilings and land taxes should be introduced to make land more freely available.

A new approach is needed for landholding arrangements so that private ownership is not the only option open to the landless. Providing secure tenure on a long-term basis is well suited to smallholder production and has the added advantages of encouraging maximal usage, and of preventing redistributed land from being put back on the market.

Four systems of land tenure should be made available as options:

- ▶ long leases for small food plots of one hectare, which could be made available as extended commonage. Grazing land that is accessible and open to all small-scale stock-holders should be included in this option;
- ▶ small family or cooperative farms of between 2–7 ha. These farms, which should be on state-owned land and leased to families or collectives on a long-term basis, could be conceptualised as semi-commercial ventures with a percentage of the yield being used for consumption and food security;
 - ▶ 8–15 ha farms that are commercial and part of the land market.
 - ▶ large-scale commercial enterprises.

The unbundling of agricultural processing is an urgent part of restructuring and rebuilding local rural economies. KWV is an example of what is possible. There is a need for small cooperative processing units for diary, fruit processing, marketing, etc.

In order to effect this, we propose that a facility is set up that combines land redistribution and agriculture as well as local economic development. This facility should be located at district municipal level and be staffed by extension officers and other skilled and technical expert who can support the training, research, institutional and other needs of new farmers and associations, as well as the restructuring of the rural economy.

These proposals are the first thoughts for a new way forward. Over the next period we intend to develop these elements, together with other stakeholders, into a more comprehensive vision and strategy for pro-poor land and agrarian reform.

“Unless we settle the land question, we do not have a country. If we handle it badly, we tear South Africa to pieces. If we manage it well, we create the foundations for a truly united nation¹⁷”

Main learnings

- Participatory Action Research has proven to be a useful tool for building the Mawubuye Land Rights Forum and encouraging self-activity.
- Poor households in the Breede River Valley have indicated a need for land to increase food security and support their livelihoods.
- The involvement of a wide range of stakeholders (academics, government departments, other NGOs) has strengthened the research process and the development of alternatives.
- Land reform has to accommodate multiple and varying land needs. A one-size-fits-all strategy will not work.

Points for reflection

- Can land reform be successful without accompanying political and economic reform?
- Do the research findings in the Breede River Valley reflect the aspirations and needs of your town or district?
- What are the obstacles to land reform in your area and how do you think these can be overcome?



SECTION 4

Toolkit of activities

CAPACITY BUILDING ACTIVITIES

You may want to use the activities contained in this section to develop the capacity of community researchers and to conduct participatory action research processes. It is important to remember that these activities should serve as a guide only. When we are working with communities, it is critical that we listen and take into account the impulse of participants rather than sticking to a preconceived agenda.

The toolkit covers activities that have been designed to deepen understanding of land issues, the communities, PAR, the researchers themselves and their relationship with the community. For easy reference the toolkit has been divided into four parts:

- 1 Attitude of researcher
- 2 Knowledge of researcher – understanding the community
- 3 Developing the action research skills base of the researcher
- 4 Planning for action

SELF UNDERSTANDING AND ATTITUDE

In this section we ask community researchers to reflect on their own attitudes, feelings, hopes and fears, as a way of developing team spirit and exploring the factors that help or hinder developing a relationship with the community.

1. Who am I as a researcher – what baggage do I bring?

Introduction

Ntomibekhaya, a community researcher, had this to say about her experience:

“Going to meet different types of people was so good. I’m normally a quiet person but I will try my best. Some people are always angry, but I did learn to accept whatever with patience”

To be a good researcher we have to know what will stop people opening up to us. Sometimes it is something in the community, but it may be because of who we are. This section helps us to explore these issues. Questions raised include:

What biases or prejudices might I have? How could that impact on the research? What are my fears? What are my hopes? Who can I share my difficulties with?

Materials needed

- ▶ brown paper
- ▶ different coloured koki pens

Time required

1 hour

Activity outline

- ▶ Draw an outline of yourself on a big piece of paper.
- ▶ Write inside and outside this body all the advantages it has as a community researcher – health, age, gender, education, language, ability to speak up, mobility, literacy, money, class, etc.

- ▶ Then write down the things you know about that cause this body difficulty.
- ▶ In a group, or imagining the people you are going to work with, fill in what you think other people see in you that you would not normally notice.
- ▶ Now explore the question: What do I assume about myself (and others) because I am this body? Then complete the sentence below:

Because I am (name), I assume about myself,
and about community members.

Questions for discussion

- ▶ Have you learnt anything about yourself that you didn't know before?
- ▶ What did you notice that could stop people feeling free and open to share things with you?
- ▶ What baggage do you need to be careful of or leave behind?

2. Hopes and fears

Introduction

This activity will assist you to think about and share your expectations and fears about the research process. It is important to be conscious of the expectations that you and other researchers may hold. This will help to clarify any misconceptions and provide you with tools to deal with disappointment. Similarly, a discussion of the fears will help to direct and focus the capacity-building process and could provide useful guidelines for the design of the research.

Materials needed

- ▶ different coloured cards or paper
- ▶ khaki pens

Time required

1 hour 30 mins

Hopes

I hope that
women will be
heard in the
community ...

Fears

My fear is that
people won't
want to talk to
me ...

Activity outline

Spend a few minutes thinking about your hopes and fears. Write these down on coloured card or paper. Write one item per card.

- 1 On one colour: What am I hoping to get out of this research and why?
- 2 On another colour: What do I fear about this research and why?

Now divide into small groups. Pin up the individual hopes and fears and then discuss each. Remove any repetition. Place those that are similar together and provide a heading for each cluster.

Gallery walk

Invite other groups to read all the responses in a gallery walk.

Questions for discussion

- ▶ What will happen if your hopes get blocked?
- ▶ What will happen if your fears become reality?
- ▶ Who will you go to for support?

Developing a team charter

To conclude the activity, discuss and write up a charter of the way the research team is going to work together.

3. My relationship to the land**Introduction**

This activity will help you to reflect on your own experiences and relationship to the land. It will also enable you to begin to reflect on why you relate to the land in the way that you do. Land is an emotional issue, not just a fact-finding journey, so be prepared for your own emotions and those of people you speak to coming to the fore.

Materials needed

- ▶ Koki Pens
- ▶ Sheets of newsprint for reporting back
- ▶ Copies of the "relationship with land" diagram

Time needed

3 hours

Activity outline

Read and reflect on the "relationship with land" diagram and then plot your own relationship to the land by responding to the questions in each circle.

Make notes as you go along.

Now divide into small groups and share your responses by:

- ▶ Comparing the similarities and differences
- ▶ Discussing why these similarities and differences exist
- ▶ Noting down any questions or issues you need to clarify or that you wish to explore more.

Plotting your relationship with the land



KNOWLEDGE OF THE RESEARCHER -UNDERSTANDING THE COMMUNITY

The activities that follow have been designed to assist community researchers “see their community” more broadly and help them involve those who would normally not have a voice. It is important to get to know the community, the people, how they understand their world and how they relate to others internally and externally.

1. The history of the community

Introduction

This activity will assist you to understand your communities more deeply. Knowing how people lived in the past, where they stayed, how they made a living and why things have changed not only helps us to understand the causes of the problems and obstacles we face but can also provide pointers for how we can begin to resolve some of the problems. Knowledge of our history helps us to understand the present and to shape the future.

Materials needed

- ▶ sheets of newsprint
- ▶ koki pens

Time required

2 hours

Activity outline

In groups, put together all the knowledge that you have about the history of the community.

You may want to think about:

- ▶ The land – who owned it in the past and who owns it now? What changes have occurred in the way that people use the land? Why did the changes take place?
- ▶ The people – did they always live here? Where did they come from? What caused them to migrate?
- ▶ How did your grandparents/great-grandparents make a living? How do people make a living today?
- ▶ What role has the church, business institutions, educational facilities, factories, etc. played in your history?
- ▶ What other changes have taken place over the years?

As a follow-up to this activity:

- ▶ Ask participants to interview one or two old people in the community.
- ▶ Divide participants into teams to discuss and clarify any information that is vague or unclear.

2. Social mapping**Introduction**

Like road maps or aerial maps, social maps tell us about the layout of our communities – where the houses, roads, facilities and infrastructure can be found. But unlike other maps, social maps can also tell us about the conditions in communities and the services that are provided. We should be able to see the different kinds of housing, the conditions of the roads, available land, levels of service provision, etc. Exploring social maps can also deepen our knowledge of the problems in our areas and help us to understand why these exist.

Materials needed

- ▶ large sheets of card or brown paper
- ▶ different coloured koki pens, crayons, paint
- ▶ glue
- ▶ bits of wool, string, bottle tops, etc. (participants can also collect these outside)
- ▶ magazines for cutting up

Time required

Approximately 3 hours

Activity outline

In groups from the same community create a social map of the community in which you live or work. Maps should show all the major institutions, facilities, resources, community gathering places, workplaces, housing, agricultural areas and anything else that is important to the life of the community. Use the koki pens, paint and scrap material to make your map interesting.

Write down basic information about the community next to the map, e.g. size, population, key problems, etc.

Share the social maps with others, allowing those viewing them to ask questions and to probe and explore the maps. Add any additional information that arises from the questions.

Then explore issues like:

- ▶ what the land is being used for and by whom;
- ▶ service delivery – electricity, sewerage, garbage collection, water supply, etc.;
- ▶ where people work or how they make a livelihood;
- ▶ who makes the decisions;
- ▶ differences and similarities with other communities.

Once the maps have been thoroughly discussed, use them to clarify research questions such as:

- ▶ Which sections of the community should be sampled with the household survey?
- ▶ What would be a good sample?
- ▶ How will the researchers organise themselves to complete the interviews?

3. Preparing for the research**Introduction**

Before entering the community or becoming involved in an intervention, do external factual research – find out the laws that govern landownership, previous contacts with land-based structures, who the contacts are in the municipality, and what the integrated development plan for the area is. In addition it is important to get to know the community through observation and listening.

3.2 Observing and listening**Introduction**

This activity is an open-minded process with no judgement about right and wrong. If you begin to tell people “It shouldn’t be like that” they will withhold information from you.

Yandisa says, *“This taught us how to participate in our communities as young men and women.”*

Materials needed

- ▶ notepaper and pen
- ▶ village guide booklet materials – magazines, glue, crayons, koki pens, etc.

Time required

Several days

Activity outline

- ▶ Visit the recognised leaders and structures. Explain what you are doing and find out how they view the community – what are the concerns, difficulties and problems?
- ▶ Be present in the living situation as much as possible.
- ▶ Be open about who you are and what you are doing.
- ▶ Be accessible to people: be open about yourself and your own values ideals hopes, fears – establish a trusting relationship. Be careful with confidences and avoid appearing to take sides in any disputes.
- ▶ Observe the patterns of the day: who does what, where problems appear, and who seems influential
- ▶ Try to identify the power issues and the ways in which decisions are made

Now make a colourful “Village Guide” for yourself, explaining all you have learnt and noticed.

ACTION RESEARCH SKILLS**1. Choosing a research steering group****Introduction**

It may be a good idea to select a research steering committee to oversee, coordinate and guide the community research process. This activity will assist the organisation or broader community to make informed choices about who should serve on such a committee.

Materials needed

- ▶ newsprint
- ▶ koki pens

Time required

Approximately 3 hours

Activity outline

- ▶ Lead a discussion about the need for a group who can coordinate and steer the research process.
- ▶ Raise the importance of representivity in such a group.
- ▶ Discuss what could go wrong if everyone’s voices were not heard
- ▶ Help design guidelines for this research steering group. These should include:
 - ▶ purpose of the research steering group;
 - ▶ the qualities, attitudes, knowledge and skills base of committee members;
 - ▶ how many people and who should be on it;

- ▶ what their responsibilities are;
- ▶ how it will be accountable to the larger group;
- ▶ what will happen if disputes arise.

2. Selecting researchers

Introduction

This activity will help the research steering committee to develop a framework that can guide the selection of community researchers.

Materials needed

- ▶ newsprint
- ▶ koki pens
- ▶ colour stickers

Time required

Approximately 4 hours

Activity outline

Reflect in pairs on the qualities, attitudes, values, knowledge and competencies you should have to be a good researcher. Then complete the following sentences:

I need qualities, values and attitudes to be a good community researcher.

I should have some knowledge of

I need to be able to

My research team can help me by

Share the responses and discuss. Now draw up a common set of criteria for selecting community researchers. Prioritise the criteria by asking each participant to place a sticker on the three most important criteria and agree on the minimum criteria that researchers have to have to qualify for selection.

3. Community “interest” mapping

Introduction

Even though we stay in the same community, our living standards and needs are not always the same. Communities are not one unified mass of people – some people are poorer than others and different sectors (youth, women, children, etc.) have different interests. A good research process has to reflect the differing interests of the people who stay in communities. This activity can assist in helping researchers and research steering group members understand differing needs and perspectives and to be sensitive to these. The activity can be used to introduce and discuss the concept of focus groups and why these are important.

Materials needed:

- ▶ big sheets of brown paper
- ▶ koki pens and crayons
- ▶ magazines, scissors and prestick
- ▶ cards

Time required

Approximately 4 hours

Activity outline

- ▶ Write or draw or speak about a “groups” in your community.
- ▶ Draw a diagram that maps out the different “groups” in the community.
- ▶ Give each group a title and a symbol.
- ▶ Paste the maps onto the wall and discuss the differences and similarities.
- ▶ Now ask those present to “sign up” for the group where they feel most comfortable.
- ▶ Once the groups have sorted themselves out, ask each group to put together a collage that reflects their needs, issues and concerns.

Some questions for discussion

- ▶ What are the differences and similarities between the collages?
- ▶ Why do these differences/similarities exist?
- ▶ What are the implications of this for the research process?
- ▶ Which sectors or groups will we select as focus groups in this research process?
- ▶ How will we do this?

4. Identifying issues for the research**Introduction**

This activity may assist community researchers to think through what information is needed for the research and the different ways in which the data can be gathered. Once the framework is in place a few people can be chosen to develop the questionnaires and other tools that are needed.

Materials needed

- ▶ planning matrix on big sheets of paper on the wall
- ▶ koki pens
- ▶ prestick

Time required

2 hours

Activity outline

- ▶ In groups, identify the most important land access and land use problems in your community and why you think these problems exist.
- ▶ In addition, discuss why you think it is important for the poor to access land and to resolve land use problems.
- ▶ Now explore what information you will have to gather to prove that this is so (you might find out new reasons when you ask people in an interview or focus group).
- ▶ Then complete the matrix below:

What info do I want?	Why do I want it?	From whom will I get it?	How do I collect it?

- ▶ Discuss the responses and agree on the framework for the research. As part of the discussion, decide on what kind of information can be collected through a household survey, focus group discussions, interviews, desktop research, and any other methods that have been agreed on.
- ▶ Select task teams who can help to design the different tools that are needed.

5. The household survey

The following activities will prepare community researchers to conduct the household survey. It is important that the researcher understands the questionnaire and feels comfortable about asking the questions. These activities can help to build confidence and open up space for researchers to ask questions and clarify areas and issues that require more information or deeper knowledge.

5.1 Why people are reluctant to share information**Materials needed**

- ▶ different coloured card
- ▶ koki pens

Time required

1 hour 30 minutes

Activity outline

- ▶ Write down on cards why you would NOT be prepared to share information, if you were being interviewed.

The list might include issues such as:

- ▶ No one told me why they were asking the questions.
- ▶ They didn't tell me who they were and where they came from.
- ▶ They didn't tell me what the information would be used for.
- ▶ They asked me personal information that I thought they might gossip about.

- ▶ I thought they might use the information against me.
- ▶ They came when *The Bold and Beautiful* was on TV/ I was bathing my baby/ I was on my way to work.
- ▶ They spoke in long words/They didn't use my language.
- ▶ They hurried.
- ▶ They took too much time.
- ▶ Now, on another set of cards, write down ways in which you can minimise these problems

Some answers might be:

- ▶ When introducing yourself, clearly state your role and the purpose of the interview.
- ▶ Ask permission to talk to people and to record information.
- ▶ Check that the time is convenient for an extended discussion.
- ▶ While interviewing people, listen to them; show that you are interested in what they are saying. Make notes, but do not spend all the time writing every word they say. Make eye contact.
- ▶ If you want to capture someone's exact words ask the person if it is okay. If answers are vague and unclear, ask for clarity, ask " Why? What did you mean by ...? Did I understand you correctly when you said ...?"
- ▶ Don't impose your own ideas or points of view or make comments that seem to judge what the person is saying. Listen and ask questions. Don't cut off the person in mid-answer. If they are going off the point, politely rephrase the question.

5.2 Testing the questions

Here is what some researchers had to say:

"At the beginning the older people would say, 'No, my dear, you can answer these questions on your own'"

'Other people asked: "You want to know what's in my pocket? I learnt to ask questions in a way that did not offend people'

Materials needed

- ▶ Copies of the questionnaire that will be used for the household survey

Time required

3 hours

Activity outline

- ▶ Read through the list of issues and the ways of resolving these that were generated in the previous activity.
- ▶ In pairs, role-play an interview from the point of knocking on the door until you leave the household. Go through all the questions and notice when you get stuck, or feel awkward or uncomfortable.

- ▶ Now switch roles so that the other person becomes the interviewer. If time is limited, change persons half way through the process.
- ▶ Ask a third person to act as an observer and to note down all the strengths and weakness or potential problems areas that she or he observed.
- ▶ Ask the observers to share their observations and then have a general discussion. In particular, focus on the following:
 - ▶ Did the surveyor make a good impression? How sensitive was the surveyor to the fear and feelings of those being interviewed? Did they listen?
 - ▶ What made you uncomfortable and why?
 - ▶ Which questions need to be changed/clarified?
 - ▶ What additional information is needed?
 - ▶ How you can solve your difficulties?
- ▶ Now go out and test the survey with one or two households and then come back and share the lessons from your experiences.
- ▶ Listen for the common themes and trends in what different people are saying. If an issue keeps coming up which you aren't directly asking about, it's worth following up – it is probably very important to the community.

6. Data analysis

Introduction

This exercise should not be rushed as it forms the basis of understanding the need for action and how that action should take place.

Materials needed

- ▶ cards, koki pens, newsprint

Time required

Dependent on the amount of material to be analysed

Activity outline

Sorting and labelling the data

- ▶ Number all the response sheets to make sure no data gets lost
- ▶ Sort it into sub-sections – these may be geographical or linked to specific questions

Summarising the data

- ▶ Split into a few groups and take some questions each and summarise the main findings on newsprint.
- ▶ Also summarise the findings from the research done outside the community in the same way.
- ▶ Imagine you are writing a newspaper article and only have a few words. What would be critical to get across to the community?

Comparing data

Notice where there are similarities and differences in the same area or in different areas. Why do you think this is the case?

Finding patterns and themes

Notice what comes up time and time again or seems to be an underlying story beneath all the information. Write the theme up on a big piece of paper and group all the statements under it that refer to that theme

How can the issues be addressed?

- ▶ Now divide the information into categories.
- ▶ Discuss what is positive in the responses and can be built on, and what needs to be changed in order to ensure a better life for all.
- ▶ Using the table below, explore what can be done to bring about change.

The economic aspect	The political aspect	The beliefs and values of the community
<ul style="list-style-type: none"> ▶ What can we do? ▶ What should others do? ▶ How do we organise ourselves to ensure that these things happen? ▶ Who should be approached about this? 	<ul style="list-style-type: none"> ▶ What can we do? ▶ What should others do? ▶ How do we organise ourselves to ensure that these things happen? ▶ Who should be approached about this? 	<ul style="list-style-type: none"> ▶ What attitudes, values and, beliefs can hinder or help us to bring about change? ▶ What can we discuss or confront in our own way of being/working?

PLANNING FOR ACTION

1. Vision building

Introduction

When people have analysed the problems they are facing, they need to decide on what they really want. Envisioning the future is an important part of helping people to do this. It also contributes to restoring people’s faith in their potential to create a better life.

Materials needed

- ▶ a real tree or large branch, or a cut-out tree with leaves made out of cardboard
- ▶ newsprint
- ▶ koki pens

Time required

4 hours

Gather participants into a circle around a small tree that is placed in the middle of the room. Now ask them to reflect on the outcomes of the research, their lives and their aspirations.

After a while, hand out sheets of paper and ask everyone to choose a quiet corner to think about, and write down, their hopes for the future. Then invite participants to place the folded sheets of paper into the tree. Once everyone has completed this, ask if there are any volunteers who would like to share their hopes with the bigger group.

Here are some of the contributions that emerged in an actual activity during the research process:

- ▶ My hope is that, as youth, we will change our mindsets. Young people today see everything as a problem – we have given up hope. We are stuck.
- ▶ We must stop making women and children victims of rape and crime.
- ▶ I never had an education. I grew up without a mother and when my father remarried, I went to work in Cape Town, where I was little more than a slave. Then I went to sing in Durban – I had a hard life but I promised myself that my children would have an education. In our community, there are so many school dropouts – young girls invite boys into their houses while their mothers are at work. We need to work hard to overcome these problems ... children no longer listen to their parents.
- ▶ I want to be empowered to help our township – it is fragmented – people don't work together.
- ▶ In SA – in our communities there is little hope. We are told we live in a free SA – but how true is this? In the old days there was hope –what do people fight for today?

Activity outline

Draw a large tree on newsprint. Explain that the leaves and fruits on the tree symbolise the gains and victories that we have achieved in our struggle for a better life. The roots of the tree are the anchors – show the factors that have helped us to make gains – those things that have led to our success.

Ask groups or individual participants to draw a picture or symbol of an image that depicts another or a different countryside and to discuss or explore the factors that will anchor the image or vision.

Creating a common vision

Invite the groups or individuals to share the outcomes of their discussions in the larger group. Summarise the inputs by asking participants to pick out the common words or phrases that occur in the various reports. Then ask them to go back and use these words and phrases to construct a common vision. Paste up the different responses and discuss, focusing particularly on the differences and similarities and the points of disagreement. Once consensus has been reached, select a small team to bring together the different contributions into a single vision for the whole group.

2. Developing action plans

Introduction

While it is important to have a vision, to see the future, this on its own will not bring about change. We need to develop the vision into a plan of action that guides our activities. Our vision will only become a reality if we organise ourselves for action.

Materials needed

- ▶ newsprint
- ▶ koki pens
- ▶ a planning grid, drawn on a big sheet of brown paper

Time required

half day

Activity outline

Ask participants to join up with those who come from the same area and then to discuss their goals for the year. You could provide questions like those below to provide a framework for the discussion.

Keeping in mind the vision that you have agreed on, what do you believe you can achieve in the next 12 months? You may wish to consider the following:

- ▶ What victories can be achieved?
- ▶ What would people (broader community and the leadership) know that they did not know before?
- ▶ Who belongs to the local organisation?
- ▶ How many registered members do these local organisations now have?
- ▶ What information has the forums collated?
- ▶ How are youth, women and farm dwellers involved in the activities of the organisation?
- ▶ What value has the district/regional/national structure added?

Once groups have completed the task, pin up all the responses and discuss these in the bigger group after everyone has had a chance to read all the responses. Together with the bigger group, pick out all the commonalities and differences, and the strengths and weaknesses in the group responses.

Now ask the groups to go back and refine their goals, drawing on the ideas from other groups, and then to discuss how they will ensure that the goals they have set are achieved. Take report-backs and discuss. Make a summary of the commonalities in the reports and then, together with the participants, discuss the elements of a common plan.

Pin up a grid like the one below and write down all the activities, why they are important, and the different tasks that are involved. Then select a coordinator to take responsibility for ensuring that each task is completed and agree on time-frames.

Activity	For what? (Purpose)	Tasks	Who coordinates?	By when?

Appendices



APPENDIX 1: EXAMPLES OF WORKSHOPS AND SEMINAR OUTLINES

Training for the PAR researchers

Objectives

1. to deepen understanding of the rationale, phases and aims of the pilot study;
2. to explore and draw lessons from the history of Ashton;
3. to reflect on the current land reform policy with a view to analyzing its potential for poverty eradication, food security and the creation of land-based livelihoods;
4. to engage with the concept, rationale and methods of Participatory Action Research (PAR);
5. to draw lessons from the process and results of the household survey in Robertson;
6. to collectively determine what information is needed and how this information can be accessed;
7. to test and refine the household survey tool.

Process outline

Day 1

Time	Activity
10h00–11h30	Introductions, teambuilding, hopes, fears, questions
11h30–12h00	Input on the research Why the pilot study—what do we hope to achieve? Outline of the phases and roles of the different stakeholders
12h00–13h00	Reconstructing Ashton's history
14h00–16h00	Discussion of the social map – why do conditions exist? How can the problems be overcome? Extent to which land reform can contribute to poverty eradication Role of Mawubuye
16h30–18h00	What is PAR? Qualities of a PA Researcher Do's and don'ts

Day 2

Time	Activity
8h30–09.00	Summary of the previous day's work
09h00–13h00	The data collection process: <ul style="list-style-type: none"> • Robertson Case study – discussion of lessons • What kind of information do we need? • Different ways in which we can collect information
14h00–15h30	Engaging with the household survey Do's and don'ts of interviewing
16h00–18h00	Testing the survey in the community

Day 3

Time	Activity
08h30–09h00	Summary of the previous day's work
09h00–11h00	Discussion of the field trip <ul style="list-style-type: none"> • Observations • Difficulties • Areas of the questionnaire that are unclear/need revision/refining
11h00–13h30	Planning the way forward, wrapping and closure

Seminar programme: Robertson case study

“Looking beyond the vine”

Objectives

1. To discuss and explore the main features of the Robertson political, social, economic and environmental context with a view to identifying potential for satisfying the needs of the poor;
2. To present and explore the research findings in order to determine:
 - ▶ synergies with the government's vision and plans;
 - ▶ possible policy changes that are needed;
 - ▶ implications and gaps;
3. To explore possible alternative strategies for redistributing land in the area;
4. To discuss and agree on the way forward.

Programme outline

Day 1

Time	Activity
09h00–10h00	Registration and coffee
10h00–10h30	Welcome and overview of the project/workshop Brief introduction of TCOE, Mawubuye and PLAAS
10h30–11h00	Introductions of participants
11h00–11h30	Outlining the history and objectives of the pilot study (discussion and questions)
11h30–13h00	<ul style="list-style-type: none"> • Panel input – overview of Robertson • Presentation of the land reform/agricultural department's development programmes in the area
13h00–14h00	Lunch
14h00–15h00	Plenary discussion and questions on the previous two sessions
15h00–16h30	Presentation of the research to date: <ul style="list-style-type: none"> • Household surveys • Focus group discussions (farm workers, small farmers, women and youth) • Interviews with farmers and government
16h30–17h00	Tea break
17h00–18h00	Plenary and discussions

Day 2

Time	Activity
08h30–09h00	Summary of the outcomes of day one
9h00–10h00	Presentation of the IDP of Robertson, LED plans, Robertson Initiative
10h00–11h00	Plenary – identifying the synergies or the lack of synergies between people's needs, poverty, land needs and existing economy
11h00–11h30	Tea
11h30–12h30	Panel discussion Alternative strategies for redistributing land in the area
12h30–13h15	Discussion and plenary
13h15–14h15	Lunch
14h15–16h00	Strategies to concretise a model for redistributing land
16h00–16h30	Tea
16h30–17h00	Summary of the proposals and the next steps

Strategy think-tank programme

Land and agrarian reform in the Breede River Valley

Objectives

1. Present an overview of the PAR research in the Breede River Valley;
2. Highlight insights and trends gained from the PAR;
3. Explore obstacles/hindrances to land redistribution in the region;
4. Develop alternatives.

Programme outline

Time	Activity	
08h45–09h15	Coffee and Registration	
09h15–09h30	Welcome and introduction to the seminar	
09h30–09h45	Background to the research/methodology/process to date	
09h45–10h45	Presentation of the key findings, insights	
10h45–11h15	Tea	
11h15–11h45	Discussion/questions	
11h45–12h30	Input: Policy shifts Thinking in Dept of Land Affairs; Dept of Agriculture; Local Government	
12h30–13:h00	Plenary	
13h00–13h45	Lunch	
13h45–15h30	Developing alternatives Building on the people's vision Developing strategies for livelihoods Changing IDPs/LED for Agriculture	Group work
15h30–16h30	Report-backs, discussion/summary Way forward	

Mawubuye visioning and planning workshop outline

Objectives:

1. to develop a common critique of existing agricultural markets;
2. to develop a common understanding of the challenges/obstacles faced by the poor in relation to accessing land – at all levels (government/elites/skills);
3. to build unity amongst leadership of Mawubuye;
4. to create a vision of another countryside – whilst exploring interim demands/plan of action;
5. to agree on outcomes and plans at local level and for Mawubuye;
6. to discuss roles and responsibilities of the task teams and the Mawubuye leadership.

Programme outline

Day 1 (Visioning)

Time	Activity
12h00–13h00	Arrival/registration and settling into accommodation Lunch
13h00–13h30	Welcome and introductions Activity with string – creating a web
13h30–14h15	Area groups recreating a field map of each town to illustrate what land is being used and for what Show landownership
14h15–14h45	Gallery walk Discussion: What are the trends?
14h45–15h00	Tea
15h00–17h00	Input on the economy Questions and discussion
17h00–18h30	Case study: Use Robertson case study findings as introduction How would you solve problems in your town? (Group work in areas) <ul style="list-style-type: none"> • Poverty/crime • Landlessness/hunger • Unemployment • Inequality
18:30-19:00	Report-back Summary of the day Poetry/music

Day 2 (Visioning)

8h30–9h00	Welcome back Reflections Tree of hope exercise
9h00–9h30	Mystica: sharing our wealth with others Seeds/plants/vegetables, etc. (Each one brings and shares) Music
9h30–11h30	Bonfire activity <ul style="list-style-type: none"> • How we see/imagine another Breede River • What can link us together? • How do we see the "land"/ production? • What can we bring to change the process? (Create drawings/explanation/common vision)
11h30–12h00	Declaration of the common vision Praise poetry/music
12h00–13h00	Lunch

Day 2: (Planning)

Time	Activity
13h30–14h00	Given the vision, what are your hopes and fears for Mawubuye?
14h00–15h00	Inputs/reports from each area: Highlights and lowlights, issues that you are grappling with Summary of on-going Mawubuye work DoA//Research//Dept of Social Services
15h00–16h30	What goals are you setting for your area over the next year (up to June 2008)? <ul style="list-style-type: none"> • Issues and campaigns • Building LRF Discussion—drawing out the commonalities
16h30–17h15	How will you achieve your goals: <ul style="list-style-type: none"> • Who will you work with? • What will you do? • How will you do it? • How will what you do contribute to building the local land rights forum? • What are your expectations of Mawubuye?
17h15–18h00	

Day 3: (Planning)

Time	Activity
09h00–10h00	Reports of previous day/discussion/summary
10h00–13h00	Developing a plan of action for Mawubuye Outcomes for the year Broad strategies Roles and responsibilities of the leadership Capacity building
13h00–13h30	Lunch

Mawubuye planning workshop outline

Objectives

1. To assess the strengths and weaknesses of Mawubuye/TCOE and develop a framework for 2008;
2. To share the outcomes of the research process, land policy workshop, Limpopo gathering and to discuss the implications of the outcomes of these for Mawubuye;
3. To agree on the roles and responsibilities of the steering committee and the TCOE fieldworkers.

Programme outline

Day 1

Time	Activity
09h00–09h30	Welcome, introduction to the programme
09h30–10h30	Buzz groups: <ul style="list-style-type: none"> • Expectations of the workshop • Expectations of Mawubuye in the new year • Expectations of TCOE
10h30–11h30	Input: Overview of the activities in 2007 Lobbying government <ul style="list-style-type: none"> • Research into alternatives • Capacity building • Agricultural support
11h30–13h00	Small group discussion and report-backs Assessing Mawubuye's progress in relation to engaging/influencing government; building Mawubuye's profile and membership; consolidating our local areas; role of the Mawubuye steering committee; role of TCOE <ul style="list-style-type: none"> • What went well? • What did not go so well? • What are the gaps?
14h00–15h00	Consolidation and plenary discussion of lessons and trends: What do we do to overcome the problems?
15h00–17h00	Outcomes of the research – household survey/livelihood survey, etc. Discussion Way forward
17h00–18h30	Land policy workshop outcomes and Limpopo resolutions

Day 2

Time	Activity
08h30–09h30	Rounding off the discussion on the above events Implications for Mawubuye
09h30–12h00	Plans for the next period What campaign?/How do we do it? Way forward for the research How do we build Mawubuye into a strong, independent organisation? Roles and responsibilities of the steering committee members Partnerships/National farmers association
12h00–13h30	Pulling together the threads/evaluation/closure

APPENDIX 2: CONTRACT FOR THE LOCAL RESEARCHERS

Contract for local research conducting the household survey

This contract is between the Trust for Community Outreach and Education (TCOE) & Mawubuye Land Rights Forum and ...

1. Personal details of research:

Full names:

I.D. no.:

Address:

.....

2. Terms of reference

Honorarium: R20.00 per completed questionnaire

Duration of contract:

Commencement date: 2007

Termination date:2007

The areas designated to you for this research project are:

.....

The contract may be terminated with (THREE) days notice being given by either party.

Notice of termination date:

3. Supervision

Immediate supervisors: Yvette, Pilane, and Moses

4. Conditions of service

1. All information is private and confidential.
2. You will ensure that no fewer than ten households participate in the research process.
3. You will ensure that no fewer than ten questionnaires are filled in at these households.
4. You will ensure that each questionnaire is filled in accurately and completely.
5. You will participate in review meetings.
6. You will participate in organising focus group activities, history project, the trans-sectional walk, and also will be part of the seminar analysing the data and information collected from the household surveys.

Signatures: Local researcher: Signature: TCOE:

APPENDIX 3: SURVEY TOOLS

Excerpt from the household survey

Unfortunately space does not allow us to publish the complete survey tool. We have therefore selected excerpts from each of the survey questionnaires as examples of the tools we used. As the farm worker questionnaire was merely an adaptation of the household survey, we have selected only the last section of this tool for publication. Full versions of the forms may be obtained from the TCOE office.

Land and poverty research questionnaire for households

NB – Questionnaire adapted from PLAAS (UWC) and the Chronic Poverty Research Centre

INTRODUCTION

(Read this out to the person you will interview, or use your own words if you prefer)

Hello. My name is and I am from
 I am working with the Mawubuye Land Rights Forum. We are doing research with an NGO from Cape Town called TCOE and the University of the Western Cape. Our research is to find out what problems other people in our communities have.

I would like to interview you for this research. If you agree, I will take no more than an hour of your time. I can promise you that your answers will be confidential and only used for this research. I can also promise you that your answers will help us, the NGO, the university, and our municipality make decisions about future development in our area. Will you agree to be interviewed?

Thank you very much.

Questions		
A.1. Name of fieldworker:		
A.2. Where do you live? Please circle one, or specify under "Other".		
McGregor: Bodorp	McGregor: Onderdorp	McGregor: On a farm
Bonnievale: Town	Bonnievale: Mountain View	Bonnievale: Plakkerskamp
Bonnievale: Happy Valley	Bonnievale: On a farm	Other
A.3. Date:		
A.4. Sex of respondent (male or female):		
A.5. Age of respondent:		
A.6. Home (first) language of respondent:		

HOUSEHOLD AND HOUSING

Explain: Our first group of questions is trying to understand how people in this area live, and whether they are rich or poor.

1. What type of house does the respondent live in (tick one only)?	
RDP house	1
Wooden shack	2
Zinc shack (corrugated iron)	3
Other formal house	4
Old council house	5
Other (please specify what kind of house)	6

2. How many people live with you here, including yourself (provide numbers for each category)?	
Women (18 and older) women
Men (18 and older) men
Girls (under 18 years) girls
Boys (under 18 years) boys

3. How many adults in this household have a regular or permanent job (provide numbers)?	
Women women with jobs
Men men with jobs

4. Tell me about your house. Do you:	
Own it	1
Rent it	2
Squat	3
Other (please specify)	4
Live on a farm with the permission of the owner	5

6. a) Do you have electricity in your home?	Yes	No
--	-----	----

6. b) How much do you pay for it per month?	R
--	---

6. c) If you do not have electricity, how do you cook and heat water, provide warmth and so on for the house?

6. d) How much does this cost you every month?	R
---	---

7. Where do you get drinking water most of the time (tick one)?	
River	1
Stream	2
Public tap	3
Hand tap at home	4
Tap inside home	5
Borehole	6
Spring	7
Dam or pond	8
Rainwater tank	9
Other	10

8 Municipal water is (tick one)	On	Off	Drip	Don't have municipal water
--	----	-----	------	----------------------------

9. How much do you pay each month for water?	R
---	---

Excerpt from the farm worker survey

Land and poverty research questionnaire for farm households July 2007

FARM LIFE

12. Have you lived on this farm all your life?	Yes	No
---	-----	----

13. If no, for how many years have you lived on this farm? years

14. Where did you live before you came to live here?

15. Did you come here (please indicate only one choice)	
because there was no work where you were living before?	1
because you heard wages were better?	2
because you wanted to see new things?	3
Other (please specify)	4

16. How many people in your household, including yourself, work for the farmer?
..... people

HOUSEHOLD & ELECTIONS

17. Has your household had to support people from other households or taken in any children of relatives or friends who died or became terminally ill during the last five years?	
Yes	No

18. Did you vote in the last elections?		
Yes	No	Don't remember

VISION

19. What do you and your household need most at the moment? In other words, what could other people, the community, or the government, do to help you and your household to improve your life?

20. How do you think poverty in this area/on the farm should be addressed?

21. Do you think that having access to land would contribute to solving this problem? Why?

THANK YOU VERY MUCH FOR YOUR TIME AND FOR SHARING THIS INFORMATION WITH ME!

Excerpt from the livelihood survey

Mawubuye small-scale farming survey

Mawubuye Boerdery Opname Date/Datum

1. Personal Details/Personlike Besonderhede

AREA

Ashton (town)	
Ashton (Zolani)	
Barrydale	
Bonnievale	
McGregor	
Montagu	
Robertson (Bodorp)	
Robertson (Nkqubela)	
Suurbraak	
Swellendam	

2. Name, address and contact details of farmer

.....

.....

Profile

3. Are you a member of Mawubuye?	Yes	No
4. Are you interested in joining?	Yes	No
5. Are you currently involved in farming?	Yes	No

6. If you are not involved in farming give reasons

7. How long have you been a farmer?.....

8. Do you farm part time or full time (give details)?

.....

.....

9. What other sources of income do you have?

.....

.....

10. Do you farm alone or as part of a group?

Alone	Part of a group	Name of group	Size of group

FARMING DETAILS

11. Do you farm with stock? Yes No

12. Type and number of stock (complete if applicable)

Type	Existing number	Did your stock increase or decrease over the last three years?	Why do you think it increased or decreased?
Pigs			
Goats			
Sheep			
Cattle			
Chickens			
Other			

APPENDIX 4: COMMUNITY PUBLIC MEETINGS

Conceptualising the Public meeting

Definition

A public meeting is an open forum, a community gathering organised by a particular group or groups for a particular purpose that is of fundamental relevance to the affairs of the community in question. With regard to Mawubuye, the public meeting that each town has agreed to hold must speak to the objectives of the organisation and must unlock a process of furthering the aims of Mawubuye.

Objectives of public meetings organised by Mawubuye

The visioning workshop resolved that the public meeting must achieve the following:

1. Open space for the Mawubuye leadership to raise awareness about the Mawubuye Land Rights Forum within the broader community – what it stands for, what activities it undertakes, how people can become members and how they can benefit from being part of the organisation.
2. Define the role Mawubuye can play in protecting and extending the rights of land-users and contributing to the struggle for food security and livelihoods at a local level.
3. Report back to communities the findings of the Mawubuye, TCOE and PLAAS research.
4. Sensitise the community to issues relating to land reform, agriculture, environmentally friendly farming strategies and wider issues of sustainable development.

The programme

The framework for the programme is as follows:

- ▶ a welcoming address from the Mawubuye leader who serves in the local forum;
- ▶ address by Mawubuye executive member. (This item can be combined with the one above.) The address should give an overview of Mawubuye, its activities, successes and achievements);
- ▶ a report of the research findings, including insights from the household and livelihood survey (TCOE) as well as the Mawubuye vision and ideas for how to take the process forward (drawing up a land needs list, etc.);
- ▶ plenary (inputs and questions from the floor);
- ▶ consolidation and closure.

Preparation

1. The local forum in each town must submit dates of their public meetings to the executive committee member mandated to facilitate the process (Klaas). The executive will then assist the local forum to organise and publicise their event.
2. Each local forum must arrange a preliminary meeting where they can further conceptualise the meeting in their own area. This includes detailed planning of the event, the logistics and, most importantly, the theme for the meeting. Task teams can be elected to take responsibility for the various aspects of organising the event. A small coordination team can also be chosen to drive and coordinate preparations.
3. For a successful public meeting, the following steps must be taken:
 - ▶ inviting community organisations;
 - ▶ inviting and briefing speakers;
 - ▶ inviting the broader community (door-to-door visits; distributing fliers/pamphlets; putting up posters; announcements in churches, etc.)
 - ▶ preparing information materials for display;
 - ▶ logistics/preparing the hall/announcing the meeting.

Poster to advertise the meetings

MAWUBUYO LAND RIGHTS FORUM

Land • Food Security • Livelihoods

*Do you struggle to put food on the table, to find a way
to make a living, to live a life of dignity?*

Public Meeting

DATE:

TIME:

VENUE:

**Come and join us. Hear all about what
Mawubuye has been doing and what it has
planned for the rest of the year.**

Come and make your voices heard.

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