

# ARA Workshop Report

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## 1. Introduction

<https://www.youtube.com/watch?v=kT6V86sDb7U> (English)

<https://www.youtube.com/watch?v=VpHH2Aq9aW0&t=2s> (isiXhosa)

## 2. Background

To account for the positionality of community members, and of the facilitators/coordinating organisations, a brief summary of stakeholders is provided in the subsequent sections.

### 2.1. *Hlankomo Community*

Hlankomo Village is located in Lower Tsitsana, Qhubong, Elundini Local Municipality, in the Eastern Cape Province of South Africa. The Lower Tsitsana area is situated on the border of the former Republic of Transkei – which existed as a semi-autonomous Bantustan during the time of Apartheid governance from 1976 to 1994. The area is now predominantly under the governance of traditional councils, which include *iinKosi* (traditional leaders), headmen and sub-headmen. Following South Africa's transition to national democracy in 1994, democratic governance structures have been established in parallel with traditional structures. This has resulted in tension, uncertainty, and ultimately an erosion in the effectiveness of local and regional governance<sup>1</sup>.

The last national census was conducted in 2011. At that time, Lower Tsitsana had a population of 326 people and 94 households, which implies an average household size of 3.5 people<sup>2</sup>. 53% of this population was female. In 2011, Lower Tsitsana had a young population, with 36% of people being under the age of 15. The dependency ratio was 86% at that time but has likely decreased since. In 2011, 83% of Lower Tsitsana's population reported speaking isiXhosa as their first language, with a further 14% speaking Sesotho, and the remainder speaking a combination of English, Sepedi and Sign Language.

Land-use in the area is dominated by livestock grazing and crop farming. The extent of land that is farmed tends to vary with seasonal changes in rainfall, the availability of inputs and the degree to which support is provided by government in the form of agricultural extension services. However, crop farming used to be much more prominent, and played a more important

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<sup>1</sup> Cockburn, J., Palmer, C.T.G., Biggs, H. and Rosenberg, E., 2018. Navigating multiple tensions for engaged praxis in a complex social-ecological system. *Land*, 7(4), p.129.

<sup>2</sup> Statistics South Africa (StatsSA). 2012. Census 2011. StatsSA, Pretoria

role in terms of providing income and contributing to food security<sup>3</sup>. The most widely grown crop is maize, although vegetable gardens are also present with people farming cabbage, spinach, potatoes, beetroot, green mealies (vegetable maize), pumpkins, and beans. Vegetable produce is used for supplementary home consumption and is in some cases sold in local markets.

As with much of the Eastern Cape, unemployment is high in Hlankomo Village, particularly amongst youth and women. A lack of economic opportunity combined with poor service delivery, for example in the provision of education and health services, results in a transitory dynamic whereby people migrate seasonally between rural and urban areas. These migration patterns reflect movements during the Apartheid era, when families were forced to live in the former Transkei Republic while working-age individuals travelled back and forth between urban 'townships' in search of employment and income earning opportunities. This persistent social dynamic underlies the structure of much of South Africa's economy, and the failure of subsequent governments to bring about transformation in rural and small town economies has contributed to the continued legacy of systemic poverty and social deprivation.

While the socio-economic challenges faced by the people in Hlankomo Village are numerous and varied, the community continues to demonstrate resilience and resourcefulness. Community members work to maintain and in some cases to gradually improve the stock of collective assets, which include the following.

- Hlankomo Clinic
- Lower Tsitsana Junior School
- Lower Tsitsana Comprehensive School
- An Early Childhood Development Centre
- Several churches, including the Tsitsana Methodist Church
- Lower Tsitsana Community Hall

In addition to the physical assets listed above, the people of Hlankomo Village continue to foster their resilience through institutions such as informal markets, stokvels (savings associations), and livestock associations.

Burning issue from proposal: Pastoralist communities in the former homelands of South Africa face multiple, intersecting baseline vulnerabilities, following centuries of colonial and Apartheid policies. These include high unemployment and poverty rates; poor educational attainment; limited municipal services including energy, water and food insecurity; and limited economic opportunities. Climate change exacerbates these vulnerabilities, resulting in disproportionate negative impacts to the increasing frequency and intensity of droughts, floods, heat waves, and rainfall variability. These drivers additionally result in the proliferation of invasive alien plants,

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<sup>3</sup> Van Tol, Johan J., W. Akpan, D. Lange, C. Bokuva, G. Kanuka, S. Ngesi, K. M. Rowntree, G. Bradely, and A. Maroyi. Conceptualising Long-term Monitoring to Capture Environmental, Agricultural and Socio-economic Impacts of the Mzimvubu Water Project in the Tsitsa River: Report to the Water Research Commission. Water Research Commission, 2014.

degradation of grassland ecosystems, reduced agricultural output from extensive livestock systems, increased frequency and severity of crop failures, increased conflict between crop and livestock farmers, reduced water security, and increased frequency and intensity of wildfires. Addressing these parallel and intersecting barriers to adaptation, development and restoration requires holistic, coordinated and novel interventions that will achieve transformative outcomes through ensuring sustainable and enduring climate, environmental and social resilience. Although there are discrete projects and activities targeting aspects of this issue nexus, the challenge remains in how to coordinate and innovate to effectively intervene at a systemic level. The objective is to produce strategic cooperation amongst stakeholders and partners in these communities to bridge gaps, break silos, and maximise complementarity and cost efficiency.

## 2.2. *Meat Naturally (and associates/consultants)*

Meat Naturally (MNP) was founded to address environmental degradation in South African rangelands being devastated by the spread of non-edible invasive plants, poor grazing management and disruption of the predator-prey balance through killing of predators. MNP observed that communal farmers lack market accessibility, supplying only 5% of the meat market while owning roughly 50% of the livestock. This provided an opportunity for reconciling ecological restoration and rural economic development through a sustainable farming model, creating economic and ecological balance. Meat Naturally collaborates with NGOs (like Lima Rural Development Foundation (LIMA)) to offer rural farmers formal training on regenerative grazing techniques, rangeland restoration practices, cattle management, stock theft patrol, and predator control, as well as organizing mobile auctions and abattoirs to provide small-scale farmers with the opportunity to reach new markets. In exchange for training, equipment and market access, farmers commit to preserving rangelands and providing quality meat products that are sustainably produced.

Meat Naturally's specialised '[Herding for Health](#)' (H4H) modality offers a framework and entry-point to grapple with the climate-development-degradation nexus, through a community-driven suite of interventions spanning ecosystems, livelihoods and stakeholders in pastoralist communities. H4H uses the synthesis and interconnectedness of markets, governance and human-security outcomes to promote landscape restoration and resilience, while the feedback loops of a 'conservation market' sustain operations and encourage scalability.

The Meat Naturally team/facilitators consisted of:

- Ruan de Wet, Technical Director (M)
- Nompandolo "Pesh" Mgwali, Implementation Coordinator (F)
- Keneilwe Mathaba, Learning Associate (F)

The Meat Naturally team were further supplemented by consultants procured to support the process of obtaining VCS and CCB accreditation in the broader Drakensberg Sub-Escarpment Project Instance.

- These consultants included:

- Emma Jones-Phillipson, Gender, Policy and Adaptation Specialist (F)
- James Kinghorn, Environmental Economics Researcher (M)
- Rosanna McLean, Climate Change Project Developer with Gender and Communications Focus (F)

From Proposal “Action Focus”: applying this modality effectively and appropriately requires a nuanced characterisation of burning issue dynamics within the local context, for a holistic understanding of how baseline and climate drivers manifest and impact local communities. In turn, this contributes to the co-creating possible actions with relevant national and local actors to identify intervention levers, dependencies, and associated costs and trade-offs beyond the H4H modality. Embedding co-creation and learning processes into the systems of local and national systems for sustainability, replicability and scalability requires such identification and development of tools and case studies. Since local actors lack resources to systematically address the burning issues and national actors have competing demands and systemic barriers to effectively support local communities, this process will also help inform further action to reallocate existing resources and unlock additional investments.

### *2.3. Lima Rural Development Foundation (LIMA)*

Lima Rural Development Foundation (LIMA) is a non-governmental, non-governmental organisation, engaged in a broad range of rural and urban development interventions throughout South Africa.

The LIMA team/facilitators consisted of:

- Christopher Jackson, Project Manager (M)
- Chumani Majikya (F)
- Bonisiwe Dlamini (F)
- Boniwe Ngesi (F)
- Masibulele Dyido (M)

## **3. Methodology**

This section provides a review of the pre-, during and post-fieldwork processes undertaken during this research assignment. The methodology was centered on a co-creation approach, and this approach was applied to both the way in which the research team engaged with each other (internal) and the way in which field participatory workshops were designed and run (external). This methodology therefore includes a description of both the internal and external processes.

## *5.1. Preparatory co-creation processes*

Following project proposal and acceptance, the team had a kick-off video call to meet and share initial views about considerations for the project going forwards. During this session, members noted some preliminary aims: i) to divide tasks according to each member's strengths, ii) to ensure representation and inclusivity in the workshops; and iii) to be deliberate about the communication formats during engagement, so that participants could communicate with the project team throughout the research process and during the workshops. Following this meeting, some members of the team attended the ARA Micro Grant Global Workshop session in which co-creation methods were discussed.

In subsequent planning meetings, the team took some time to: i) determine fieldwork dates and which members would join the workshops; ii) note any potential additional team members from Lima and MNP who could assist in conducting the workshops; iii) set up travel arrangements; and iv) figure out how to balance a collaborative and democratic co-creation planning process with a results-oriented, more structured approach to planning the research.

### ***Literature reviews and information sharing meetings***

Next, members of the team conducted desktop literature review and, after a period, a member proposed an academic-style research work plan centered on wellbeing and ecosystem services, making ecosystem services more explicitly defined as inputs to decision-making; and understanding the continuum of well-being and poverty.

A document hub was set up in early February and the aforementioned academic-style workplan was proposed as the primary working document. However, it soon became evident that a wellbeing focus was not the best option for this engagement as the intention was to gather information related to climate change vulnerability. This was because initiating the discussion with a focus on wellbeing would likely impact the research by confining climate change discussion within a wellbeing framework. It was also apparent that a less structured working document, discreet from the academic-style workplan document, was most conducive to facilitating open-ended contributions within the research team. This was evidenced by a conceptual and communication slow down during which there were a few contributions to the workplan document, and questions were raised about whether to delay the fieldwork or not.

Following this slow-down, another member proposed an approach that was then agreed to by the team. Underlying their proposal was the view that entering the field with an established conceptual framework would likely result in: i) workshop participants trying to fit their answers into that framework, which is undesirable for many reasons and ii) researchers starting with a set framework and carrying an (un)conscious confirmation bias among the team in which the team goes looking for/only notices information that fits a pre-set framework. The member suggested that it would therefore be more appropriate and desirable for community members to drive the workshop more than the researchers, given the pre-existing (historically rooted) imbalance in power relations. The member also shared that they were cognisant that co-creation requires all participants feeling empowered to contribute, but in this context there has already been a

historical process in which participants have been disempowered. Alongside this, some team members noted the need to find a balance between establishing an open, participant-driven engagement and creating an overreliance on participants to drive everything (i.e. putting the burden back on the community members to do the work). This balance was a key element grappled with within the research team and the role of the Lima team was apparent due to their ground-level rapport and ability to manage context-specific dynamics.

Team members then agreed that this approach would work, and a Miro board was introduced to enable the active and simultaneous participation among all members, who were all working with different levels of capacity. From then on, members were able to contribute to the Miro board and/or email - which may have played a large role in group collaboration and motivation, as the board is widely accessible<sup>4</sup>, colourful, includes multiple input format options and entirely editable - which promoted an open and flexible dynamic in the team. During meetings, a few members verbalised these benefits. See the Miro board, attached as Image 1 below.

In early February, the Lima team members presented information into the whole team regarding: i) the state of knowledge about the current in-field context; ii) past work/engagements conducted by Lima's Tsitsa project; and iii) the baseline and future climate conditions that may inform the impacts and vulnerabilities experienced by communities. The presentation included:

- An overview of the history of the Tsitsa Project
- Objectives, stakeholders, processes involved in the project history
- Methods of engagement and some key insights and lessons about the challenges and successes
- Some discussion on these actions' relevance in this ARA project

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<sup>4</sup> however, is dependent on access to WiFi

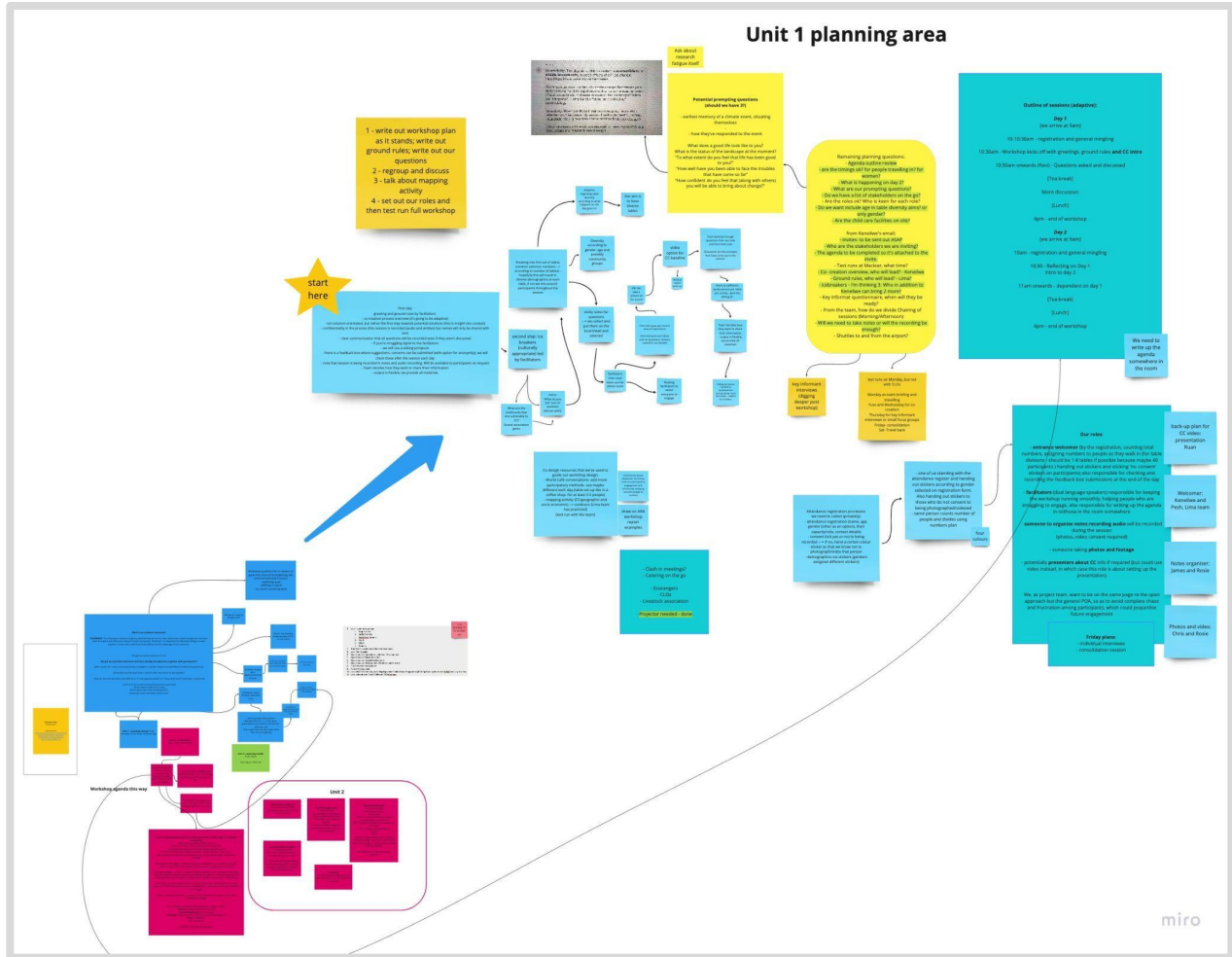


Image 1. Planning processes in the team Miro board.

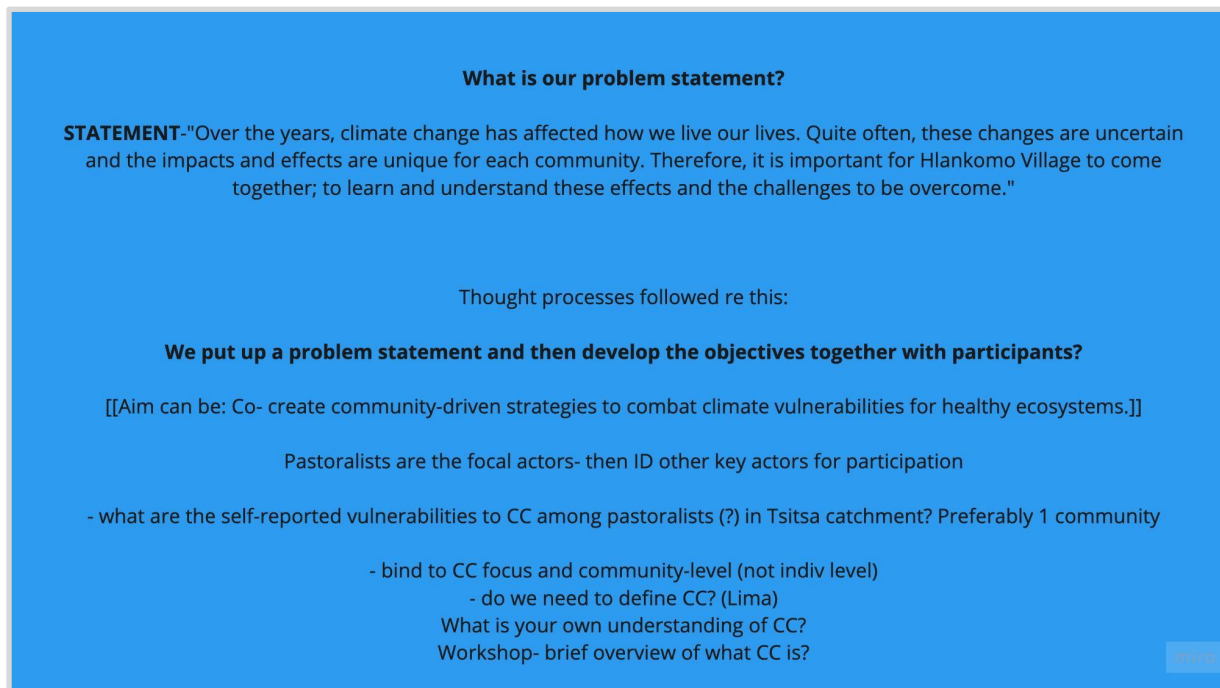
The preferred approach involved the team dividing into task-oriented units, to break the planning work into manageable outputs. These units were:

**Unit 1:** responsible for designing the workshop processes. The overall agenda, the order of activities on the day, ground rules, facilitation roles, facilitation tools, communication formats, all with inclusivity, diversity and representation in mind. This unit was also responsible for determining the participants to be invited. These were determined to be: i) local community groups directly impacted by climate change; as their livelihoods and safety being central to this concept; ii) traditional leadership structures are the primary points of contact for external organisations and for local community groups. They constitute the primary governing institution on the ground and require support to address the burning issue; and iii) local NGOs, schools and ECD centres who all operate within the system that is impacted by the burning issue and therefore have unique insights and opportunities to share and explore. With consideration of power dynamics in the room (determined by members who are actively engaged in communities at the moment) some stakeholder groups were not invited to this workshop due to several systemic barriers that would need to be overcome, they included: i) the local municipality; ii) various government departments; and iii) fire protection associations.

**Unit 2:** responsible for arranging practicalities including workshop venue, means of communicating with participants before, during and after the workshops, designing and sending out invitations to workshop participants, organising catering, and providing stationary. This group also included the coordination of facilitators and translators as the workshops were run in isiXhosa and most researchers are not fluent in isiXhosa; ii) stationary, such as flip charts, sticky notes, markers and pens; iii) recording devices and note-taking plans; and iv) an option for anonymous input, such as a feedback box somewhere in the room.

Prior to breaking into units, the team opted to have a whole group meeting to define a problem statement - see Image 9 below - which was fundamental to both units. After much deliberation the statement became: *“Over the years, climate change has affected how we live our lives. Quite often, these changes are uncertain, and the impacts and effects are unique for each community. Therefore, it is important for Hlankomo Village to come together; to learn and understand these effects and the challenges to be overcome”.*

After establishing the overall problem statement, the team divided into the units and the Miro board, SharePoint folder and bi-weekly team meetings were set-up to facilitate consistent communication among all members despite the team’s temporary division into units.



**Image 9.** Problem statement planning on the Miro board.

Next, invitations were sent out to all potential workshop participants (Annex 10.3). The team aimed to set an inherently empowering tone through the invitations, to aid in facilitating an open-ended, co-creation space during the workshops. It was important that all participants were aware

that they had agency to 'want' from the engagement, as opposed to being providers of information in a one-way data collection exercise. The invite was therefore a point of discussion during the preparatory phase and, following discussions, strategically included the broad problem statement along with an invitation to participants to bring their own questions to the workshop session. The intention behind this invite for questions was to set an inherently empowering tone in which everyone is aware that they have agency to want things from the engagement, as opposed to a one-way data collection exercise. Another important element of this invitation process was determining the best method for contacting invitees given: i) the remoteness and therefore limited options for rapid and widespread communication; ii) varying levels of literacy among invitees, particularly women, who have disproportionately low literacy rates in the area due to unequal access to education. The research team therefore relied heavily on Lima's local network and ability to coordinate on site.

The final steps of preparatory work were conducted in-person, once all team members had traveled to the project area. Team members spent one day prior to the workshop clarifying the agenda for each day - attaching more specific time allocations to activities and shuffling activities around. This final planning day was originally intended to be a run-through process to ensure all members were on the same page, but it became a more intensive planning process. Again, the team initially broke off into task-oriented units to clarify i) the flow of the workshops; ii) the ground rules; iii) the climate change briefing. The team then regrouped and fed back to each other. Notably, once the entire team re-joined, the planning became far less co-creation orientated than previous sessions. It was clearly led by only two or three individuals<sup>5</sup>, with many members not contributing or being encouraged to contribute at all and it was, therefore, not inclusive. Some members set the agenda far more than others. Nevertheless, the key outcome of the day was the Work Plan table - attached in Section 10.2.2 below - which includes a writeup of activities adjusted to enable a different flow of events, and to allow for some members, who had other capacity constraints, to join the fieldwork.

### **In-field processes**

The in-field processes were divided into three days and were largely conducted in line with the Work Plan (Table 10.2 below) - which details the processes followed for each day. Day 1 and 2 (group co-design sessions) were held in the Hlankomo Methodist Church and day three (deep-dive discussions) was held in the Traditional Leadership Hall. Some adjustments were made on each day according to the flow of discussion and time constraints. For example, the first day's proceedings were delayed as the local community member responsible for opening the Community Hall was delayed. The team therefore adjusted to make time for the rest of the day's activities. Additionally, on day two, the team removed the mapping exercise after agreeing that most of the information shared wasn't necessarily spatial in nature and so continuing the already meaningful group discussions was more valuable than trying to map them in the landscape.

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<sup>5</sup> within the team of eleven

## 4. Results

<https://docs.google.com/spreadsheets/d/1wF1pNkrwnRfp4CdufkW05THoIVhbBcFDIc-f59J8Kcg/edit#gid=0>

# votes	TOPIC	DRIVERS	IMPACTS	ADAPTATIONS	BARRIERS
33 (24M, 9F)	Fire*	<ul style="list-style-type: none"> <li>* "Green flush" - burning rangeland with intension of promoting fresh growth - NOTE</li> <li>* "Rights" - community members (unfounded/invalid) 'right' to burn their own land if they want to</li> <li>* Historically, communities relied more on ecosystems - so had a greater vested interest to better manage/protect it</li> <li>* Fires are amplified by high winds, and compound damage there of</li> <li>* Neighbors/neighboring villages - fire starts elsewhere, not from within community</li> </ul>	<ul style="list-style-type: none"> <li>* Buildings/homes - damage, destruction (mostly of already abandoned buildings), loss of building materials (thatch)</li> <li>* Productive Assets - Loss of livestock (particularly sheep), rangeland condition (38ha burnt in 2021) (knock-on implications for livelihoods, poverty etc.)</li> <li>* Health - death (esp. disabled and elderly - can't run), smoke pollution (incl. death), (children left orphaned/without Guardians); psychological trauma</li> <li>* Cultural Assets - loss of resources for traditional medicines; loss of environment for initiation schools (in mountains, are vulnerable); no longer able to fish and hunt in some areas due to fire</li> <li>* Finances - All contribute to already high levels of financial strain</li> <li>* Conflict - Fires started on neighbouring land is hard to control and conflict arises around responsibility and liability. The loss of food when crops and livestock are burnt also leads to conflict. Extends into GBV (stress and loss of assets leading to domestic violence)</li> </ul>	<ul style="list-style-type: none"> <li>* Clear firebreaks around homesteads in winter</li> <li>* Greater reliance on grants</li> <li>* Take up piecework (esp women) or EPWP</li> <li>* Youth without assets particularly vulnerable</li> <li>* Use blankets, cold clothes and tree branches to smother]</li> </ul>	<ul style="list-style-type: none"> <li>* Lack of enforcement</li> <li>* Not/no longer "united" as community (because of democracy? NOTE)</li> <li>* No fire management capacity (plans, training or equipment) or initiative ("men don't take initiative to address fires anymore [unless there is reward]")</li> <li>* Past vs present NOTE</li> <li>* Very little support from Government - need to address themselves</li> </ul>
4 (2M, 2F)	Heavy Rains*	<ul style="list-style-type: none"> <li>* Climate change, but impacts further exacerbated by development drivers</li> </ul>	<ul style="list-style-type: none"> <li>* Health - death (lightning or drowning); increase of water borne diseases; increase of pests (ticks etc.) and vector borne diseases</li> <li>* Infrastructure - Loss of roads, bridges; cracks and erosion in roads (large crevices and gullies)</li> <li>* Mobility - Children cannot attend school (because of access, or if schools are closed from damage); women exposed; cannot access hospital/healthcare</li> <li>* Household - loss of homes</li> <li>* Soil erosion - women particularly concerned (rel. to men, facilitators hypothesised due to male predominance of livestock related concerns rather)</li> <li>* Productive assets - loss of crops/livestock (by lightning or drowning); soil erosion (loss of productive land)</li> </ul>	<ul style="list-style-type: none"> <li>* (Some) harvest water when too much rain</li> </ul>	<ul style="list-style-type: none"> <li>* No disaster management committee and limited support from Municipality</li> </ul>
12 (8F, 4F)	Storms*				
5 (4M, 1F)	Floods*				

20 (15M, 5F)	Drought*	* Climate change, but impacts further exacerbated by development drivers	<ul style="list-style-type: none"> <li>* Productive Assets - Cannot irrigate crops; increase in locust</li> <li>* Health - Increase in diseases like cholera; kidney and liver disease from heat stress; required to share water sources with animals; develop skin issues and outbreaks from lack of washing/hygiene. Having to boil unclean water to improve its cleanliness requires electricity, which is costly. Health concerns linked to walking long distances for water.</li> <li>* WASH - No/small supply of water for cooking and washing - won't wash for a week; need to buy water or travel long distances to collect; required to boil water (but may not have fuel to heat)</li> <li>* Human-Wildlife - animals come closer to communities, looking for water</li> <li>* Economy - Prices increase (fertiliser, food)</li> <li>* Food security - cannot forage (red potatoes)</li> <li>* Youth - Education "cannot send kids to school hungry"; engage in crime and transactional sex</li> <li>* Conflict - over water, with communities/neighbours and some engage in arson (fire) in retaliation. Also, people have no where else to go to escape the</li> </ul>	<ul style="list-style-type: none"> <li>* Purchase supplemental feed (some provided/promised by government/Dept. of Agriculture, but not close to enough)</li> <li>* Poverty - Subsistence farmers with no alternatives driven into poverty and crime; women (youth esp.) driven into transactional sex to meet needs - increases exposure to STDs and pregnancy; stress leads to increases in violence, esp GBV</li> <li>* Inappropriate measures implemented in some places - govt supplying JoJo tanks when there is no rainwater</li> </ul>	<ul style="list-style-type: none"> <li>* Health - Liver stress is a serious concern linked to limited clean water sources. although clinics are good at treating diseases rel. to drought, they need to serve a large community and transport and access can sometimes be an issue</li> <li>* Market - although there is an external maize off-taker, prices are poor</li> <li>* (not drought specific) Often, money/income will only come from one person in a household - very insecure</li> </ul>
19 (16M, 3F)	Black Wattle*	<ul style="list-style-type: none"> <li>* Economy for wattle - wood used for fuelwood, roof, fencing and building building materials, brushpacking and rehabilitation to reduce erosion; plants used for rain and windbreaks (CC tie in)</li> <li>* "Intergeneration wealth"</li> <li>* "Wattle farmers"</li> <li>* No 'business areas' ringfenced for productive/sustainable wattle off-take, and those farming it are not managing stands to reduce spread/address impact on water systems</li> </ul>	<ul style="list-style-type: none"> <li>* Water Resources - Associated with reduced/stopped flow from streams and springs (and associated impacts on hygiene etc. discussed above under drought). Also associated with reduced water quality as some community members dump their rubbish behind wattle and this waste ends up in water sources. People downstream are getting sick as a result</li> <li>* Household Infrastructure - Roots cause damage to household foundations and roofs</li> <li>* Productive assets- Encroaching into crop and rangelands; wattle worm kills livestock</li> <li>* Safety and Security - Contributes to crime - criminals hide themselves or stolen stock in wattle, or attack/assault, including rape. "We can no longer walk freely" and people are scared to clear the wattle for fear of being attacked (that's where the criminals hide)</li> <li>* Human-Wildlife - Wattle provides habitat for wild animals, now closer to communities</li> <li>* Health - waste gets caught in wattle in waterways</li> <li>* Infrastructure - biomass accumulation in rivers contributes to flooding impacts/damage to bridges etc.</li> <li>* Ecosystem - less indigenous species observed</li> </ul>	<ul style="list-style-type: none"> <li>* Some members are using wattle as wind breakers, some are using wattle for fencing, some are selling wattle as firewood. Example of a piggery owner using wattle</li> </ul>	<ul style="list-style-type: none"> <li>* Community coordination</li> <li>* Limited responsibility taken for control - dept of agriculture not aiding effectively, some community members are benefiting from wattle through economy for wattle and/or other household uses. Some cannot control it due to fear of being near the wattle due to wattle-located crime</li> <li>* Cattle won't eat black wattle, but goats will</li> <li>* (not black wattle specific): No vet in Maclear/Nqanqarhu; only one animal technician in Mitatiele</li> </ul>
11 (6M, 5F)	Soil Erosion	* Drought and heavy rain/storms etc, but impacts further exacerbated by development drivers			
7 (6M, 1F)	Water-borne Diseases				
2 (2M, 0F)	Land management				
2 (2M, 0F)	Ozone Layer				
0 (0M, 0F)	Livelihoods (diseases)				

## 5. Discussion

From proposal “Thematic Focus”: In order to foster strategic cooperation amongst stakeholders and partners in the targeted communities to bridge gaps, break silos, and maximise complementarity and cost efficiency, the thematic focus of this project will include water resources, agriculture, environment, education, livelihoods, gender and governance. For instance, the H4H modality could be applied as a co-creation tool to enable community development that seeks to promote conservation outcomes while supporting rural livelihoods and the ecosystem services and goods they depend on. Under this modality, villagers would be empowered to restore and manage their degraded grazing lands and improve their livestock production and health through planned grazing. Additionally, a strong group of collaborators would be established to provide a future blueprint for co-creation of knowledge within multi-functional landscapes such as rural areas. The nurturing and mobilisation of various stakeholders in the communities would also improve co-production of knowledge between various user groups hence moving towards more transformative governance options and building better theories of change for transformation.

### 5.1. Youth

The disengagement of youth was a central theme in discussions around climate change. Participants reported that when the community was mobilising to respond to climate-related hazards like fire, youth were too often absent or disinterested in responding. Similarly, older participants expressed concern that youth were not interested in helping with crop cultivation or other traditional forms of livelihood and were therefore not engaged in the activities seen as central to resilience-building. Several interrelated reasons were suggested for the phenomenon or detached or disengaged youth. These are outlined below.

Some community members reported that youth were involved in drug abuse. After focus group discussions, it emerged that youth were using drugs as a way of dealing with the harsh realities of living in rural poverty, in a community where opportunities to work and earn income are scarce. Drug abuse was also seen to be the result of an erosion of traditional values. Use of drugs amongst youth led to their becoming ostracised, with this alienation creating a cyclical trend of further drug abuse, anti-social behaviour, marginalisation, and in some cases with youth having no access to income or food and turning to housebreaking and theft to sustain their needs.

Migration was seen to be a mediating factor in the growing divide between youth and elders. Some elders reported that youth were first introduced to drugs when they were sent to attend school in urban centres. Youth would then reportedly return to Hlankomo with drugs and promote their use in the community, as well as the anti-social behaviour that seems to go with drug abuse. In other cases, youth who were originally from Hlankomo, but who were living with their parents in urban centres would be caught using drugs and as a punishment would be sent back to Hlankomo alone and without any money to sustain themselves. These youth would then

engage in crime as a means to generate income and take drugs as a means to cope with their alienation from the wider community.

Cycles of drug abuse, eroding respect for discipline and traditional values, crime, and resulting alienation of youth were reported to be fracturing Hlankomo's social fabric, coming between youth and elders. With youth marginalised and apathetic, they were not able to engage in traditional means of sustaining livelihoods, or in the work of resilience-building more broadly. During times of climate hazards, such as during drought or fire, youth were absent from community efforts to respond to immediate needs, for example through firefighting.

Both youth and elders recognised the need to break the negative cycles affecting youth. One youth member attested to the power of being given a chance to engage in productive work. This person had been afforded the opportunity to become an eco-ranger under the Meat Naturally Herding for Health Programme. This entailed being entrusted with responsibility and translated to a feeling of acceptance and a recognition of his value to society. Another elder attested to the power of reaching out to youth and inviting them to be given a platform to voice their opinions. Several members of the community recognised these as important insights, and further expanded on the need to engage youth, to bring them into communal discussions around climate change and other issues, to involve them in discussions of governance and to invite them to participate meaningfully in efforts to strengthen community resilience.

## *5.2. Gender*

Considering that pastoralism is traditionally and conventionally male-dominated, it was important to ensure that this initiative was (and remains) proactively gender-responsive to achieve the systemic objectives of the burning issue. Therefore, the gender-responsive approach throughout this research was focused on incorporating strategies and safeguards to ensure the free, empowered and intersectional participation of men, women and non-binary participants. Therefore, although there were only eight women (of 43) present on the first day and four women (of 33) present on the second day, the workshops were designed to produce sex-disaggregated outputs. The individual voting processes, in which men and women (no non-binary participants attended), were especially incorporated in the design to ensure this sex-disaggregation of results. Refer to the Tabular Workplan under Section 10.2 for an overview of this voting process and image 10 below, which photographically displays these processes.



Rosanna McLean (Cape Climate Collective)



**Image 10.** Day 1 and 2 voting processes in which men and women used their different coloured stickers to vote for their three priority areas within each climate impact<sup>6,7</sup>.

Images 11 and 12 below display the sex-disaggregated voting outcomes from day 1. As shown, men and women held some different perceptions about the village’s most pressing climate impact concerns. As shown in Table 1 below, day 1 results showed that both men and women prioritised fire (9 votes from women, 24 votes from men). Men also prioritised wattle (16 votes) and drought (15 votes) whereas women prioritised fire (9 votes), soil erosion (5 votes) and

<sup>6</sup> Previously identified in a whole-group session.  
<sup>7</sup> Photos by Rosanna McLean.

drought (5 votes). No women prioritised land management and ozone layer whereas men did (at 9 and 2 votes respectively)<sup>8</sup>.

**Table 1.** Results from the day 1 voting processes on discussion points. Each participant could cast three votes.

Discussion point	Women (8 participants)	Men (35 participants)	Comparison (proportional) <sup>9</sup>
Fire	9	24	W 9/24 M 24/105
Wattle	3	16	W 3/24 M 16/105
Storms	4	8	W 4/24 M 8/105
Soil erosion	5	6	W 5/24 M 6/105
Drought	5	15	W 5/24 M 15/105
Heavy rains	2	2	W 2/24 M 2/105
Floods	1	4	W 1/24 M 4/105
Water-borne disease	1	6	W 1/24 M 6/105
Livelihood loss (linked to diseases)	0	0	None
Land management	0	9	Only M
Ozone layer	0	2	Only M

Table 2 below shows results from day 2 voting process. *Income/livelihood loss linked to drought* was ranked as the highest priority among participating women (4 votes) whereas *Death linked to fires* was ranked as the highest priority among participating men (21 votes).

Following this women's priorities were, in order of number of votes:

- Death linked to fire (3)
- Less water linked to wattle (3)
- Less productive land linked to heavy rains (2)
- Education attainment loss linked to heavy rains (2)
- Education attainment loss linked to drought (1)
- Poverty linked to drought (1)

<sup>8</sup> These results may reflect the widely held perspectives of women in the village but there were notably fewer women than men in the workshops and therefore is not a representative sample.

<sup>9</sup> Note: three votes per participant

- Less land linked to wattle (1)
- Loss of income linked to fire (1)
- Death of livestock and humans linked to heavy rain (1)

In contrast, men's next priorities were, in order of number of votes:

- Income/livelihood loss linked to drought (17)
- Less productive land linked to heavy rains (11)
- Crime linked to wattle (10)
- Less water linked to wattle (10)
- Death of livestock and humans linked to heavy rains (7)
- Health concerns linked to drought (6)
- Less land linked to wattle (4)
- Income loss linked to fire (2)
- Loss of traditional medicine linked to fire (2)
- Water collection challenges linked to drought (2)
- Loss of education attainment linked to heavy rains (2)
- Destroyed crops linked to heavy rains (2)
- Damage to homes (1)
- Waste disposal linked to wattle (1)
- Infrastructural damage linked to wattle (1)
- Poverty linked to drought (1)

**Table 2.** Results from the day 2 voting processes on elements under each climate impact category. Each participant could cast three votes.

Climate impact		Women (4 participants)	Men (29 participants)	Comparison (proportional) <sup>10</sup>
Fire	Income	1	2	W 1/12 (0.83) M 2/87 ((0.02)
	Traditional medicine	0	2	Only M
	Building materials	0	0	None
	Death	3	21	W 3/12 (0.25) M 21/87 (0.24)
	Initiation schools	0	0	None
	Fires from neighbouring villages	0	0	None
	Air pollution	0	0	None
Wattle	Less water	3	10	W 3/12 (0.25) M 10/87 (0.11)

<sup>10</sup> Note: three votes per participant

	Less land	1	4	W 1/12 (0.08) M 4/87 (0.05)
	Crime	0	10	Only M
	Waste disposal	0	1	Only M
	Infrastructural damages	0	1	Only M
	Loss of indigenous species	0	0	None
Drought	Income/livelihoods	4	17	W 4/12 (0.33) M 17/87 (0.20)
	Health	0	6	Only M
	Education attainment loss	1	0	Only W
	Fires	0	0	None
	Water collection	0	2	Only M
	Poverty	1	1	W 1/12 (0.08) M 1/87 (0.01)
Heavy rain	Less productive land	2	11	W 2/12 (0.17) M 11/87 (0.13)
	Damage to homes	0	1	Only M
	Death of livestock and humans	1	7	W 1/12 (0.08) M 7/87 (0.08)
	Education attainment loss	2	2	W 2/12 (0.17) M 2/87 (0.02)
	Destroyed crops	0	2	Only M

Venues, facilitators and facilitation techniques were centered on inclusiveness and opportunities for equal participation during the sessions. Facilitators were actively aware of the aim to foster equal participation from both genders, and that women were likely to be (and did end up being) underrepresented. Therefore, encouraging women's participation was a focus point throughout and facilitators actioned this by being intentional about asking for women's input in the breakout groups and in the larger feedback sessions. The team also actively pointed out the feedback box, in which participants could share their thoughts in writing. This was incorporated as an additional means creating a safe space for all participants regardless of their interaction style.

In line with the team's aim to surpass the consideration of intersectional gender issues from only a 'risk-based' perspective and towards a more proactive, 'opportunities-based' approach, the team highlights these opportunities which emerged during engagements, that could be incorporated into solutions focused on delivering inclusive and transformational climate action:

- Climate change champions within the community with equal gender representation prioritised (e.g. one women and one man)
- Revision and enforcement of local and community by-laws, ensuring that the nexus between gender and climate change and gender-responsive actions are incorporated fully into these revisions
- Additional workshops to "sit down and think deeply"<sup>11</sup> as a community, with equal gender representation within workshops and other decision-making spaces actively required, as a matter of urgency<sup>12</sup>
- Producing Climate change communication programmes and materials that are, potentially, led by climate change champions, and includes specific segments on the types of climate action that will benefit and empower both men and women equally

### *5.3. Institutions, past and present*

A recurring theme of discussion that was also noted as a driver/contributor to the underlying problem statement, was that of community institutions, or the lack thereof. This was particularly compared to such institutions in the past, and their subsequent erosion or transformation. Such institutions include both tangible (such a tribal/customary authorities, or government extension services) and abstract (customs, relationships, norms) structures. These institutions would/should/could contribute to community practices and behaviours, including land management and (re)distribution, conflict resolution, cooperation, social protection, risk management (including fire fighting/management) etc.

Several participants made comparisons to how these processes/behaviours have changed (generally for the worse) - "men don't take initiative to address fires anymore [unless there is reward]". One male participant remarked that the democratisation process (post 1994, and associated reduction in the power of customary authorities) meant that the community was no longer "united". Another participant raised that this breakdown of institutions may be attributable to communities no longer relying as much on ecosystems, and the services they provided, as they did historically - thus having a lesser vested interest to better manage/protect these ecosystems.

Such inflexible and sensitive institutions, once subjected to changes in circumstance or shocks, fail to adapt and are difficult to repair or restore once lost. These collective appear to generally be replaced by more individualistic and competitive behaviours and processes (risking a 'race to the bottom') rather than community- or collective-oriented. These institutional threats are further

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<sup>11</sup> This was expressed by a workshop participant.

<sup>12</sup> Not doing so risks excluding women from climate action in Hlancomo.

reinforced (and mutually reinforcing) by increasing impacts of climate change, as well as developmental shocks, withdrawals/unfulfilled expectations of government services etc. Such breakdown of abstract institutions is evident in the evolving dimensions of intergenerational knowledge/custom transfer, and livelihood preferences, as discussed above in 'Youth'.

## 5.4. *Co-creation Process*

There were multiple benefits to mobilising a co-creation approach during this research, these included: i) creating a flexible, open and collaborative tone for all stakeholders; ii) actively making space for dynamism and creativity, which is key to finding innovative ways of taking climate action; iii) engaging all stakeholders throughout the workshops; iv) working to stakeholders strengths such that people could contribute according to what they're skilled at and enjoy doing; v) drawing the research team back to the primary aim of prioritising community participant's inputs alongside researcher's inputs; and vi) fostering rapport, a sense of empowerment and agency, especially among ground-level participants.

In addition to these benefits, several challenges related to co-creation were identified. First, there were immediate concerns raised about the ethics involved in eliciting information from the local community members. There were doubts about whether community members would share information with external researchers given the history of social conflict and exploitation in the region and country. It was noted among the team that it would have been problematic for the whole project for the researchers to emerge on site for the workshop, gather information, and then leave without having mechanisms for sustainable two-way dialogue in place for post-fieldwork engagement between workshop participants, researchers and potential solution-oriented groups in the future. To navigate this dynamic, the facilitator's long-standing relationship and trust foundation was relied on heavily. Lima has far more insight into the context and pre-established rapport than what this research team could have possibly built up during time on site. Therefore, the facilitators were fundamental to enabling engagements during the workshops and post-workshop through acting as channels for feedback if new thoughts and ideas emerge down the line.

Second, team coordination proved challenging at times. Initially, a group of three or four members took to coordinating meetings and proposing steps. However, these members were working within other capacity constraints and could not and/or did not want to drive the planning process with their own agendas. Much of this limited interest in taking on more directive leadership roles was due to i) the contradiction between that approach and the underlying attachment to seeing out the practice of co-creation; and ii) limited capacity in the team. This challenge was quite organically resolved as various individual's took on leadership roles whenever they could, depending on their interests and capacity. However, this subsequently resulted in some members being far less active in the research process than others.

Third, the act of developing the problem statement required a relatively drawn out process to reach consensus, which is noted not as a limitation but rather as a consideration for future co-

creation processes. The challenge that the team found in developing the problem statement was primarily due to the nature of co-creation, in which the team recognised that boundaries for workshop discussions needed to be established to initiate a conversation relevant to the research, but that it was important to avoid a situation in which the researchers' perspectives, implicit in the problem statement, drive workshop conversations. This was summed up as the interplay between “establishing a baseline versus co-creating indicators and the nuances of what the climate change adaptation ‘burning issue’ is”. A lot was therefore hanging on this leading problem statement, and it was also one of the most time-constrained tasks for this phase of the research project as it was a primary element of the participant invitations, which were to be sent out weeks ahead of the fieldwork.

### *5.4.1. Facilitator Reflections*

Among the facilitators, the co-creation process was seen as successful and a positive experience. Facilitators expressed that workshop participants – who they regularly engage with – were noticeably more motivated, engaged in the process, and talkative in comparison to previous meetings. The facilitators attributed the increased engagement to the workshop design and flow, which was different to previous lecture-style engagements in which some members are reportedly lethargic and disassociated from the process. Additionally, facilitators noted that some workshop participants praised the use of the [video introducing climate change](#) during the workshops. They found it informative, interesting and easy to understand. In line with this, some participants expressed their desire to continue the conversation in the community by, for example, initiating a local radio programme to share climate change knowledge.

Finally, facilitators shared their desire to replicate this type of engagement in future meetings, and to scale up climate change awareness through ‘training the trainers’ and assigning community champions as well as conducting awareness-raising initiatives such as climate change focused radio programmes and Book Dash, which would entail providing children with climate change focused books in local languages. However, facilitators will require resources to replicate and scale up these and any additional next steps.

## 6. Annexes

### 6.1. Registration forms

**DAY 1**

Adaptation Research Alliance, Community Workshop  
 March 2022, Methodist Church, Hlankomo 10h00-16h00

Name	Surname	Contact number	Gender (male, female, other)	I consent to being photographed and videoed (yes/no)	Signature
1	Sonwabile				
2	Khuselo				
3	Simnikile				
4	Lebohany				
5	MACINIKHAYA				
6	DiDeKa				
7	Nonkosithandi				
8	Neliswa				
9	Majigole				
10	Mzwanele				
11	mziwaake				
12	Siphosethu				
13	Baais				
14	Imzeli, le				
15	Wilson				
16	Zithethole				
17	Malamlele				
18	Khimbali				
19	Mungane				
20	Thembu				
21	Letu				
22	Liziwe				

**DAY 1**

Adaptation Research Alliance, Community Workshop  
 March 2022, Methodist Church, Hlankomo 10h00-16h00

Name	Surname	Contact number	Gender (male, female, other)	I consent to being photographed and videoed (yes/no)	Signature
23	N.W				
24	Nkoomzi				
25	Nyagisile				
26	Alberta				
27	Sizakele				
28	Nkosinathi				
29	Kwanele				
30	khayolakhe				
31	Bh, de kile				
32	Mkhanyiseli				
33	Xolani				
34	Nyagisile				
35	Velile				
36	A.D				
37	Tejana				
38	Nonceba				
39	Sakhumzi				
40	Mabisa				
41	Zuki Swis				
42	Vumbi				
43	Innocent				

Image 11. Day 1 registration forms.

DAY 2  
Adaptation Research Alliance, Community Workshop  
03 March 2022, Methodist Church, Hlankomo 10h00-16h00

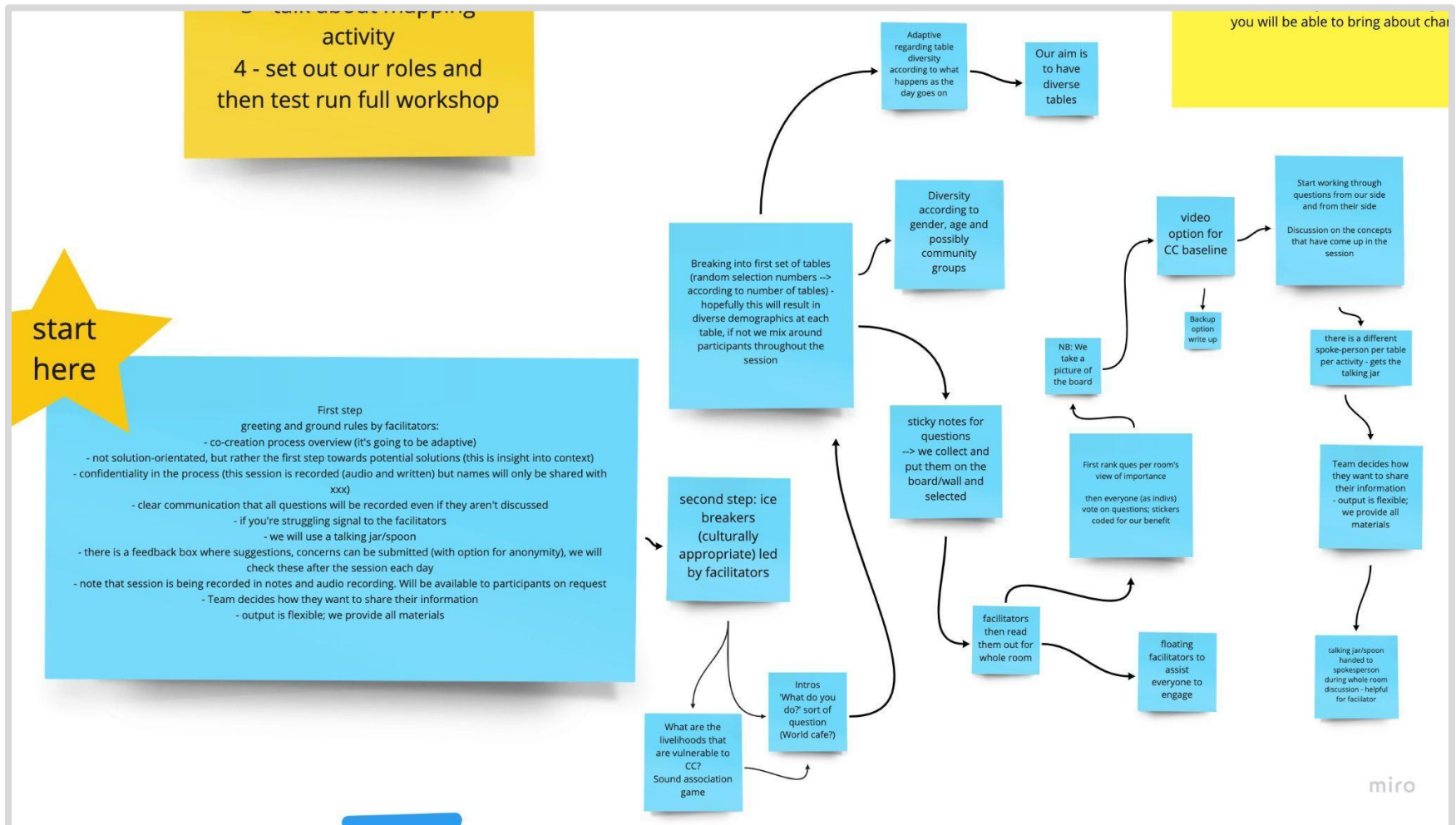
Name	Surname	Contact number	Gender (male, female, other)	I consent to being photographed and videoed (yes/no)	Signature
1	Thembu				
2	Wilson				
3	Jansen				
4	Vumbi				
5	Benjamini				
6	Boyi'si				
7	Nathendokile				
8	Lebohlang				
9	T				
10	James				
11	Mayizole				
12	TE				
13	Sibuka				
14	P. J				
15	Ngcini Khaya				
16	Siphosethu				
17	Khuselo				
18	Sonwabile				
19	Mzwanele				
20	Masibelele				
21	Bon.s. we				
22	Nzpendule				

DAY 2  
Adaptation Research Alliance, Community Workshop  
03 March 2022, Methodist Church, Hlankomo 10h00-16h00

Name	Surname	Contact number	Gender (male, female, other)	I consent to being photographed and videoed (yes/no)	Signature
23	Bonwe (HMA)				
24	Vuyisile				
25	P				
26	X				
27	Sinnikile				
28	Mziwanku				
29	Lizwe				
30	Nanseba				
31	Mabhuhi				
32	NW				
33	Kavabe				
34	ANathi				
35	y				
36	Puntu				
37	Eliote				
38	Keneilwe				
39	Rosanna				
40	James				
41	Christopher				

Image 12. Day 2 registration forms.

## 10.2.1. Miro Board Plans



**Outline of sessions (adaptive):**

**Day 1**

[we arrive at 9am]

10-10:30am - registration and general mingling

10:30am - Workshop kicks off with greetings, ground rules **and CC intro**

10:30am onwards (flexi) - Questions asked and discussed

[Tea break]

More discussion

[Lunch]

4pm - end of workshop

**Day 2**

[we arrive at 9am]

10am - registration and general mingling

10:30 - Reflecting on Day 1  
Intro to day 2

11am onwards - dependent on day 1

[Tea break]

[Lunch]

4pm - end of workshop

We need to write up the agenda somewhere in the room

report prep workshop)

Tues and Wednesday for co-creation  
Thursday for key informant interviews or small focus groups  
Friday: consolidation  
Sat: Travel back

Attendance registration processes:  
we need to collect (privately):  
- attendance registration (name, age, gender (other as an option), their capacity/role, contact details)  
- consent (tick yes or no) to being recorded => if no, hand a certain colour sticker so that we know not to photograph/video that person  
- demographics via stickers (genders assigned different stickers)

- one of us standing with the attendance register and handing out stickers according to gender selected on registration form. Also handing out stickers to those who do not consent to being photographed/videoed  
- same person counts number of people and divides using numbers plan

four colours

**Our roles:**

- **entrance welcomer** (by the registration, counting total numbers, assigning numbers to people as they walk in (for table divisions / should be 1-8 tables if possible because maybe 40 participants) handing out stickers and sticking 'no consent' stickers on participants) also responsible for checking and recording the feedback box submissions at the end of the day

- **facilitators** (dual language speakers) responsible for keeping the workshop running smoothly, helping people who are struggling to engage, also responsible for writing up the agenda in isiXhosa in the room somewhere

- **someone to organise notes recording audio** will be recorded during the session (photos, video consent required)

- someone taking **photos and footage**

- potentially **presenters about CC** info if required (but could use video instead, in which case this role is about setting up the presentation)

We, as project team, want to be on the same page re the open approach but the general POA, so as to avoid complete chaos and frustration among participants, which could jeopardise future engagement

**Friday plans:**

- individual interviews
- consolidation session

back-up plan for CC video: presentation Ruan

Welcomer: Kenellwe and Pesh, Lima team

Notes organiser: James and Rosie

Photos and video: Chris and Rosie

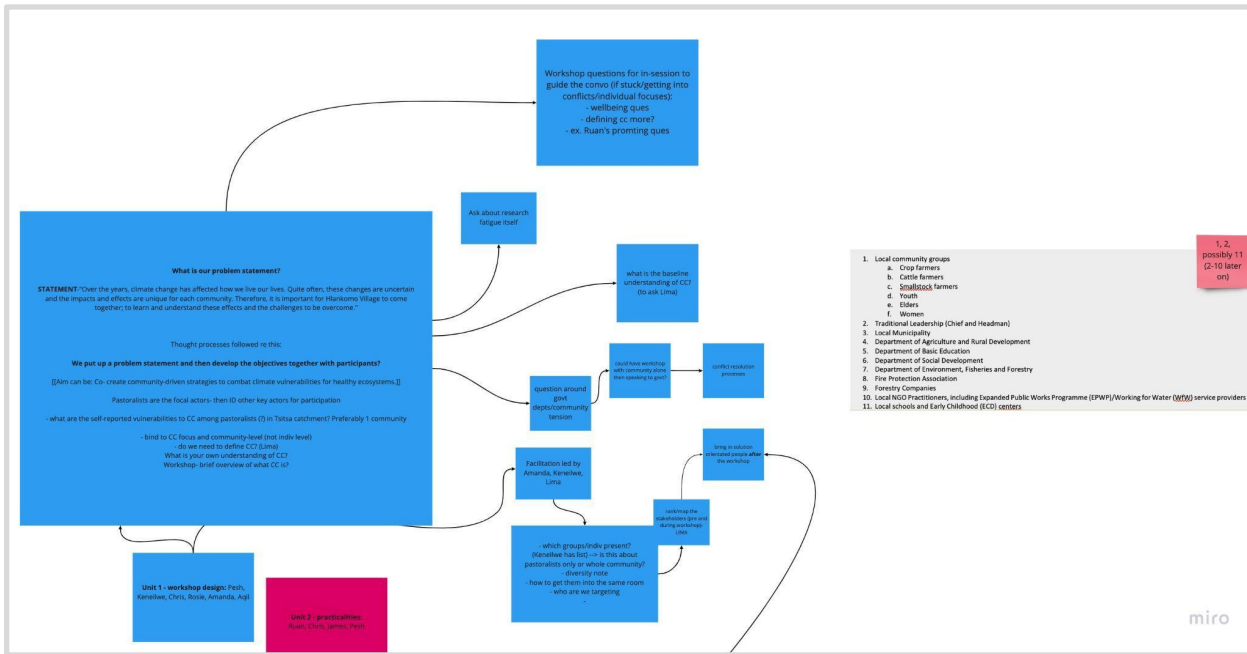


Image 2. Unit 1 - workshop design on the Miro board.

- 1 - write out workshop plan as it stands; write out ground rules; write out our questions
- 2 - regroup and discuss
- 3 - talk about mapping activity
- 4 - set out our roles and then test run full workshop

Ask about research fatigue itself

**Potential prompting questions (should we have 3?)**

- earliest memory of a climate event, situating themselves
- how they've responded to the event
- What does a good life look like to you?
- What is the status of the landscape at the moment?
- "To what extent do you feel that life has been good to you?"
- "How well have you been able to face the troubles that have come so far?"
- "How confident do you feel that (along with others) you will be able to bring about change?"

**Vulnerability:** The degree to which a system is **susceptible to, or unable to cope with,** adverse effects of climate change, including climate variability and extremes

Framing/situating in context of climate change: Remember your first/most memorable experience with an extreme weather event (flood, drought etc. - climate change) in this landscape? When did it happen? - using Sarah's "stand on the timeline" methodology

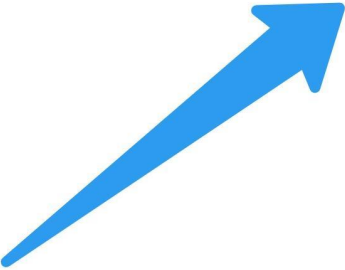
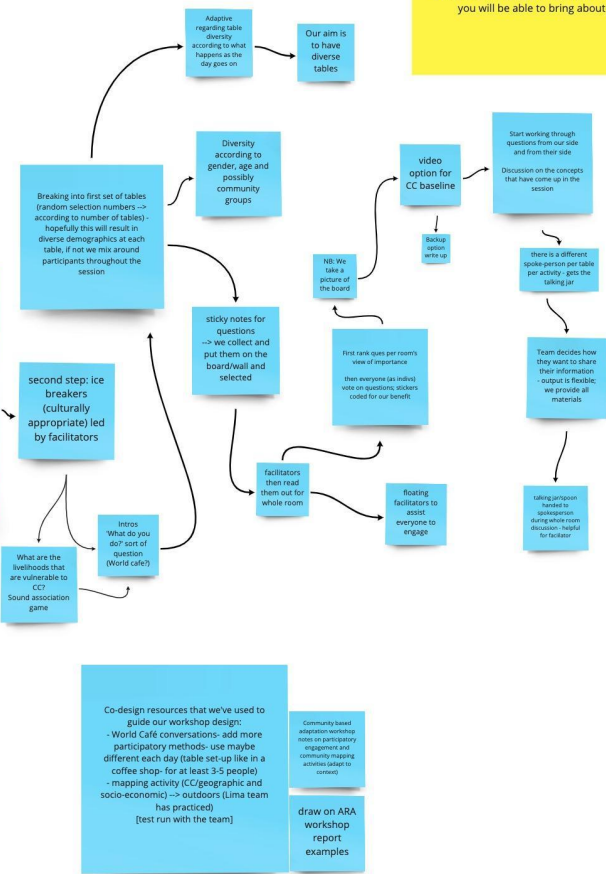
Sensitivity: How have these instances (droughts, floods etc.) affected you? (across all dynamics - livelihoods, health, income, household etc.) group discussions and feedback (sex disagg?)

Adaptive capacity: How did you respond to these impacts? Group discussions and feedback (sex disagg?)



**First step**  
greeting and ground rules by facilitators:

- co-creation process overview (it's going to be adaptive)
- not solution-oriented, but rather the first step towards potential solutions (this is insight into context)
- confidentiality in the process (this session is recorded (audio and written) but names will only be shared with xxx)
- clear communication that all questions will be recorded even if they aren't discussed
- if you're struggling signal to the facilitators
- we will use a talking jar/room
- there is a feedback box where suggestions, concerns can be submitted (with option for anonymity), we will check these after the session each day
- note that session is being recorded in notes and audio recording. Will be available to participants on request
- Team decides how they want to share their information
- output is flexible; we provide all materials



**Co-design resources that we've used to guide our workshop design:**

- World Cafe conversations- add more participatory methods- use maybe different each day (table set-up like in a coffee shop- for at least 3-5 people)
- mapping activity (CC/geographic and socio-economic) -> outdoors (Lima team has practiced) [test run with the team]

Community based, adaptation-oriented notes on participatory engagement and community mapping activities (adapt to context)

draw on ARA workshop report examples

Image 3. Unit 1 - workshop design on the Miro board.

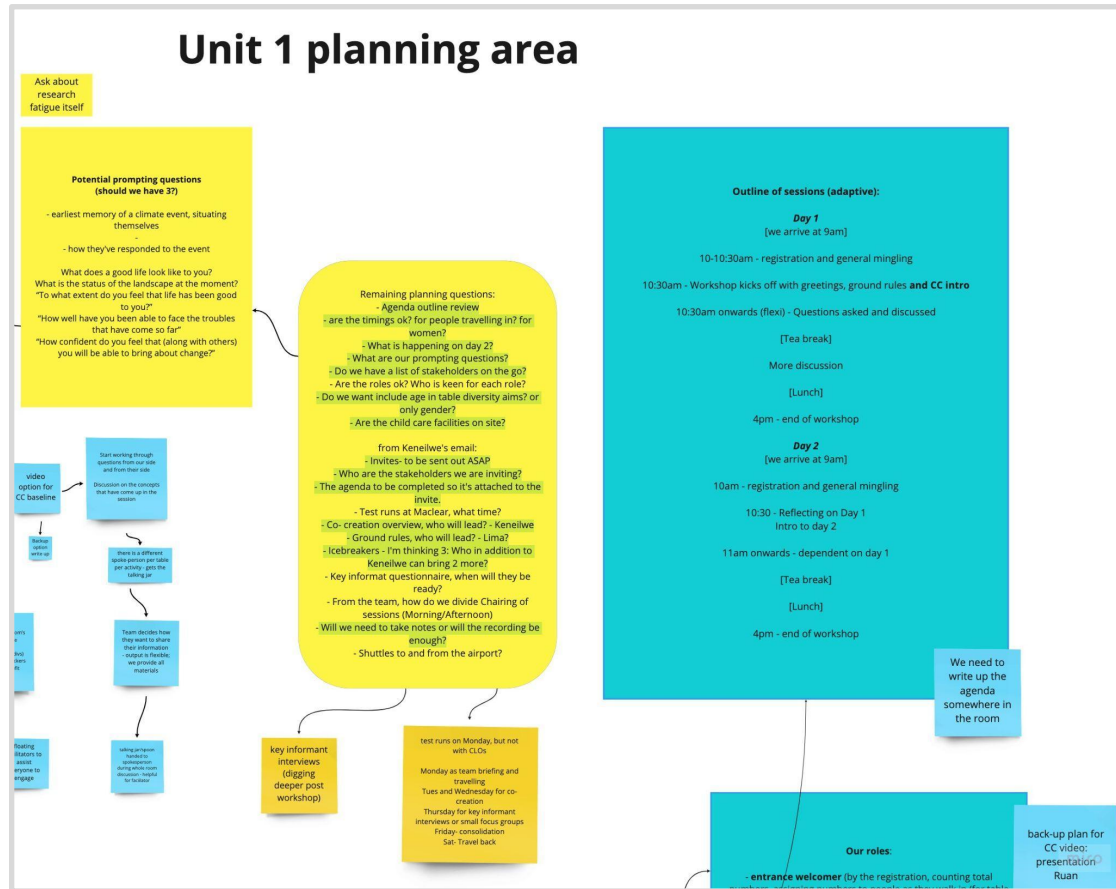


Image 4. Unit 1 - workshop design on the Miro board.

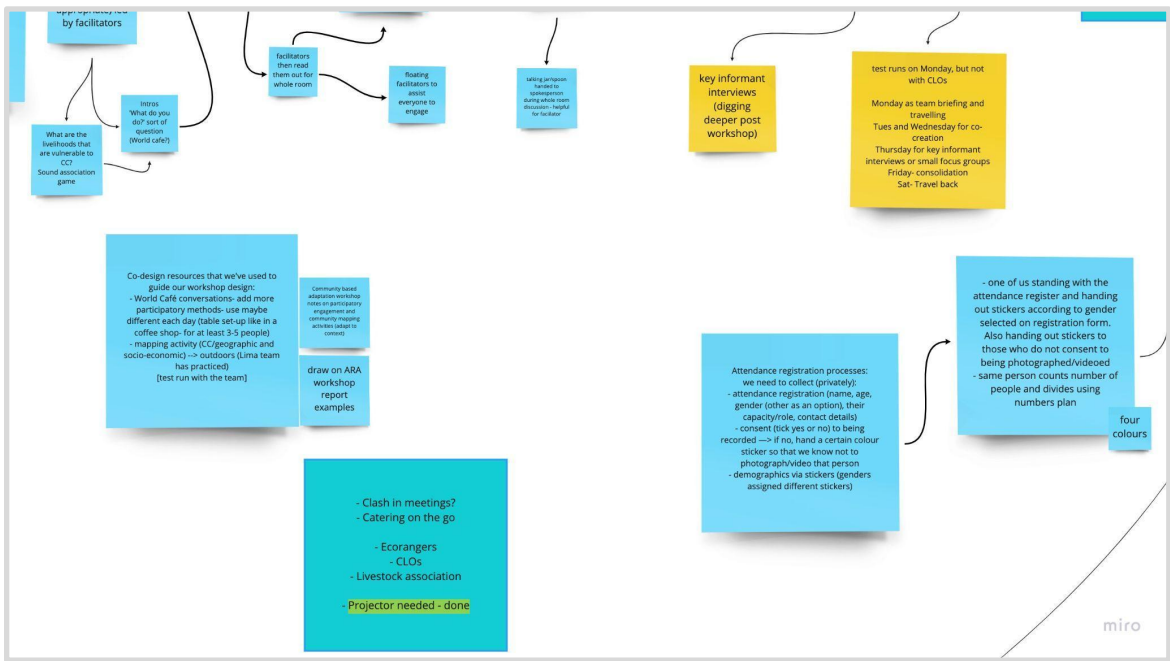


Image 5. Unit 1 - workshop design on the Miro board.

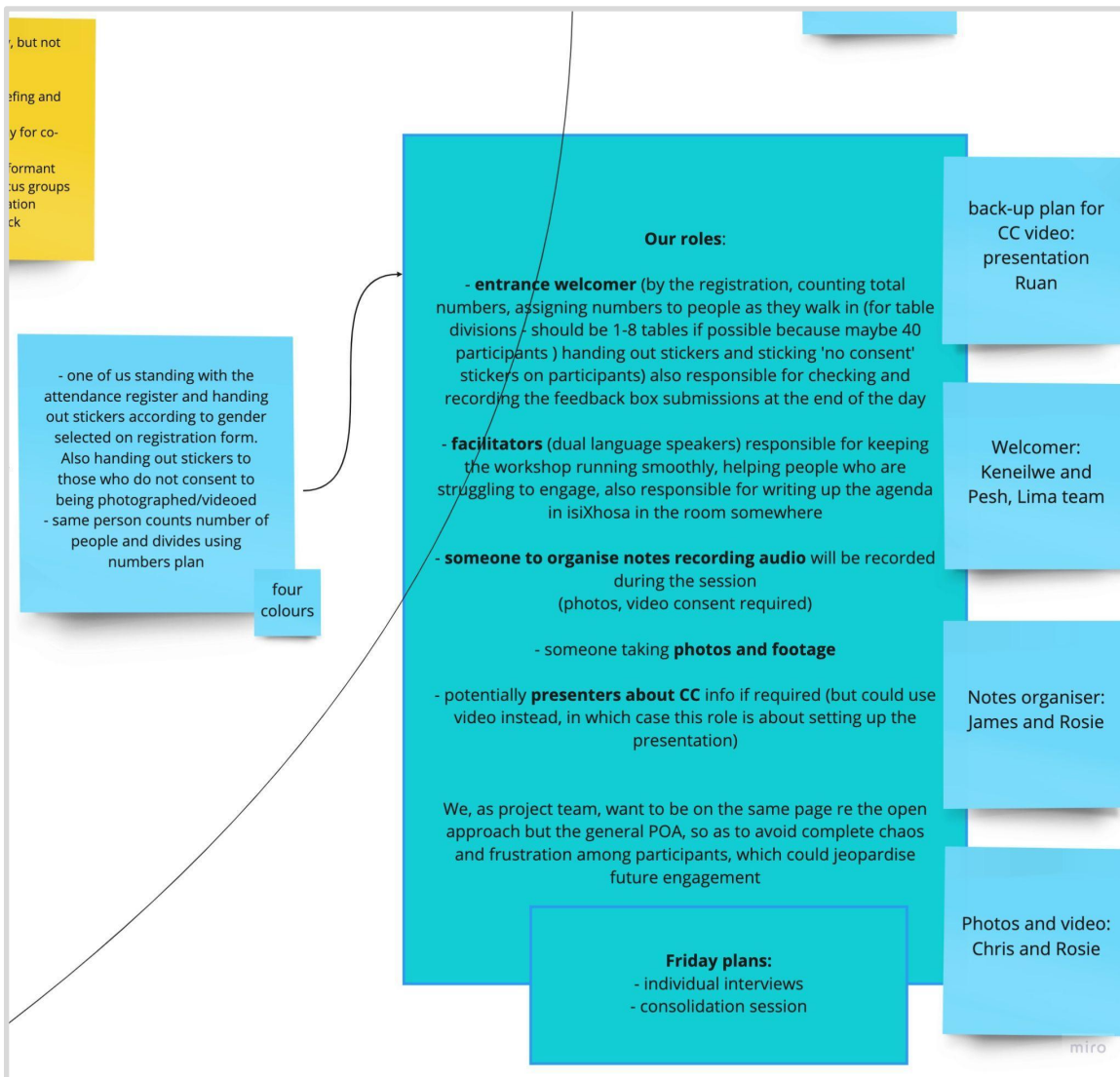


Image 6. Unit 1 - workshop design on the Miro board.

1, 2,  
possibly 11  
(2-10 later  
on)

1. Local community groups
  - a. Crop farmers
  - b. Cattle farmers
  - c. Smallstock farmers
  - d. Youth
  - e. Elders
  - f. Women
2. Traditional Leadership (Chief and Headman)
3. Local Municipality
4. Department of Agriculture and Rural Development
5. Department of Basic Education
6. Department of Social Development
7. Department of Environment, Fisheries and Forestry
8. Fire Protection Association
9. Forestry Companies
10. Local NGO Practitioners, including Expanded Public Works Programme (EPWP)/Working for Water (WfW) service providers
11. Local schools and Early Childhood (ECD) centers

miro

**Image 7.** Unit 1 - workshop design on the Miro board.

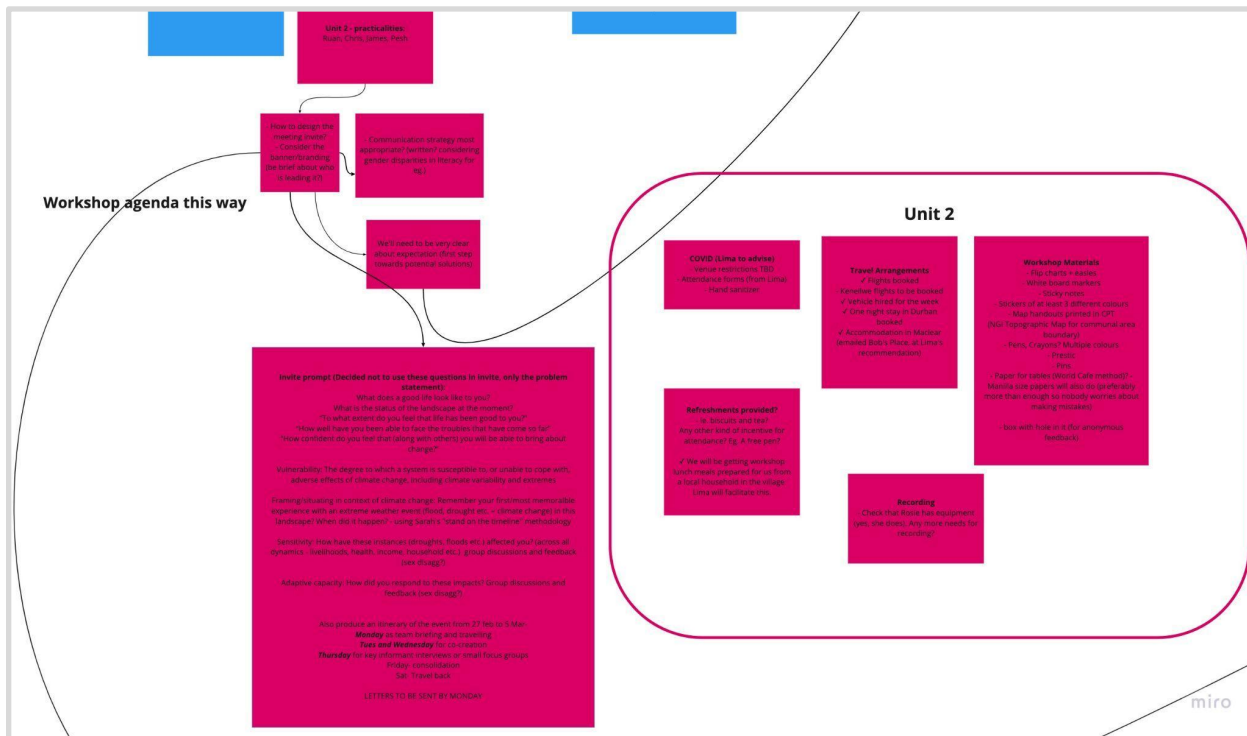


Image 8. Unit 2 - fieldwork practicalities on the Miro board.

## Tabular Workplan

Note: highlighted elements are elements that were adapted on each day according to unforeseen events and the flow of the workshops.

### Day 1

Time	Item	Description	Equipment	Group/plenary	Host(s)
09h00-10h00 (delayed)	Registration	<ul style="list-style-type: none"> <li>• <a href="#">Sign register</a> (name, contact #, gender, occupation)</li> <li>• Receive 3 stickers each (men-yellow, orange-women, purple-non-binary) - this enables sex-disagregated results</li> <li>• Consent for video/photos (pink sticker-no consent)</li> </ul>	<ul style="list-style-type: none"> <li>• Register</li> <li>• Stickers</li> <li>• Name tags</li> </ul>	n/a	Keneilwe Chumani
10h00-10h10	Welcome(s)	<ul style="list-style-type: none"> <li>• Opening prayer, introduction/welcome from traditional leader, thanking everyone for their time</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	Plenary	Traditional Leader(s) Chumani
10h10-10h30	Overview	<ul style="list-style-type: none"> <li>• Explain the letter/<a href="#">invitation</a> (and a summary of what we're going to be doing) <ul style="list-style-type: none"> <li>◦ Also explain why people may not have seen the letter. Everyone welcome!</li> </ul> </li> <li>• Explain what the "co-creation" idea is all about <ul style="list-style-type: none"> <li>◦ Expand on how this is relevant and valuable for the community (what are they getting from this?)</li> </ul> </li> <li>• Breakaway groups etc</li> <li>• Feedback box</li> <li>• Start recording session,</li> <li>• Reminder about photos etc</li> <li>• Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda written up on flipchart</li> </ul>	Plenary	Pesh Chumani Keneilwe

10h30-10h50	Ground Rules	<ul style="list-style-type: none"> <li>● Respect time (don't have to repeat points, small breaks but please come back soon)</li> <li>● Respect each other's views (No right or wrong answers)</li> <li>● Use proper language (no vulgar language or swearing)</li> <li>● Use home language that you are comfortable with (e.g. IsiXhosa)</li> <li>● Free to ask questions or make comments (to seek clarification etc) <ul style="list-style-type: none"> <li>○ Raise hands</li> </ul> </li> <li>● Invitation for additions to ground rules</li> <li>● Questions</li> </ul>	<ul style="list-style-type: none"> <li>● Ground rules written up on flipchart</li> </ul>	Plenary	Bonisiwe
10h50-11h00	Break into groups	<ul style="list-style-type: none"> <li>● Count 1-5, split off into groups STAY IN ROOM</li> <li>● If groups look uneven wrt gender, age etc - reshuffle</li> <li>● 1 isiXhosa language facilitator /group with umlungu assistant</li> </ul>	<ul style="list-style-type: none"> <li>● None</li> </ul>	Plenary -> Groups	Pesh Group facilitators: Pesh Chumani Bonisiwe Masi Boniwe

11h00-11h10	Intros	<ul style="list-style-type: none"> <li>Name, what you do, what makes you wake up in the morning? (as few words as possible)</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	Groups	Facilitators
11h10-11h30	Initial reflections on problem statement	<p>In circles:</p> <ul style="list-style-type: none"> <li>Do you have any initial questions or topics you want to discuss today, in response to the problem statement: <i>“Over the years, climate change has affected how we live our lives. Quite often, these changes are uncertain, and the impacts and effects are unique for each community. Therefore, it is important for Hlankomo Village to come together; to learn and understand these effects and the challenges to be overcome”.</i></li> <li>Give to the facilitator (facilitator gives to operations, to add to flipchart boards)</li> <li>NOT an opportunity for discussion, just a quick survey of pre-prepared points for discussion</li> </ul>	<p>Per group:</p> <ul style="list-style-type: none"> <li>Post-Its OR flipchart page</li> <li>1 marker pen</li> </ul>	Groups	Facilitators
11h30-11h45	BREAK	<p>5-10 minute stretch break Please come back timeously!</p>	<ul style="list-style-type: none"> <li>Oros and water</li> </ul>	n/a	Pesh
11h45-12h05	Climate change understanding	<ul style="list-style-type: none"> <li><a href="#">Watch climate change introductory video</a></li> <li>Two climate change slides</li> <li>Questions</li> </ul>	<ul style="list-style-type: none"> <li>Video</li> <li>Projector</li> <li>Computer</li> </ul>		Chumani (with support from Ruan)

12h05-12h25	Climate change timeline exercise	<p>Framing/situating with a climate change context</p> <ul style="list-style-type: none"> <li>• Think about your first/most memorable memory of an extreme climate event (drought, flood, landslide, unexpected wild fire, extreme heat etc.) in this landscape/community - when did it take place?</li> <li>• Place yourself on the timeline</li> <li>• Say your event and the year/period (e.g drought in 1970)</li> <li>• Any reflections? Do we share memories?</li> <li>• Are the events more clustered recently?</li> </ul>	<ul style="list-style-type: none"> <li>• Stickers/labels on floor</li> <li>• markers</li> </ul>	Plenary	Boniwe (with support from Emma)
12h25-12h30	Reform groups			Plenary -> Groups	Pesh
12h30-13h00	Group discussions	<ul style="list-style-type: none"> <li>• Based on what you've heard so far, what topics/questions/themes would you like to discuss today?</li> <li>• After lunch, we'll report back to the broader group and vote on which topics/questions/themes to discuss together</li> </ul>	<p>Each table:</p> <ul style="list-style-type: none"> <li>• 1 flipchart page or Post-Its</li> <li>• Pen/marker</li> <li>• Table spoon/jar</li> </ul>	Groups	Facilitators
13h00-13h45	Lunch	"30-minute" lunch		n/a	
13h45-14h15	Reconvene & report back	<ul style="list-style-type: none"> <li>• One person from each group to report back on which issues their group came up with</li> <li>• Facilitator to record/rewrite onto flipchart (cluster by themes?)</li> </ul>	<ul style="list-style-type: none"> <li>• Flipchart on board/wall for recording</li> <li>• Marker</li> </ul>	Plenary	Pesh w. support from Keneilwe
14h15-14h30	Vote on top 3 topics	<ul style="list-style-type: none"> <li>• Each person will come up (all at once) and use their stickers to indicate their top 3 topics to discuss - can be from their own group or from other groups</li> </ul>	<ul style="list-style-type: none"> <li>• Each person must have 3 stickers in their colour</li> </ul>	Plenary	Pesh w. support from Keneilwe

14h30-14h40	Top 3 selection	<ul style="list-style-type: none"> <li>Facilitators review to identify the top 3-4 topics and report back to group for validation</li> <li>Write up top 3 topics on page</li> <li>Split back into same groups</li> </ul>	<ul style="list-style-type: none"> <li>Flipchart on board/wall for recording</li> <li>Marker</li> </ul>	Plenary	Pesh
14h40-15h20	Group discussion and reflection	<ul style="list-style-type: none"> <li>PART 1: Discuss top 3 – (facilitators recording responses)</li> <li>PART 2: Reflections on day (facilitators recording responses) <ul style="list-style-type: none"> <li>I liked</li> <li>I learnt</li> <li>I would change</li> <li>I'm looking forward too</li> </ul> </li> </ul>	Each table: <ul style="list-style-type: none"> <li>1 flipchart page or Post-Its</li> <li>Pen/marker</li> <li>Table spoon/jar</li> </ul>	Groups	Facilitators
15h20-15h50	Report back (time permitting)	Reconvene and report back (or cut for time) <ul style="list-style-type: none"> <li>One person per topic from each group to report back</li> <li>Facilitator to record/rewrite onto flipchart (cluster by topic)</li> </ul>	<ul style="list-style-type: none"> <li>Flipchart on board/wall for recording</li> <li>Marker</li> </ul>	Plenary	Pesh w. support from Keneilwe
15h50-16h00	Thanks and close	<ul style="list-style-type: none"> <li>Point out feedback box (anonymous feedback)</li> <li>Overview of Day 2</li> <li>Thanks</li> <li>Close</li> </ul>		Plenary	Chris
16h00-17h00	Results capture	Capture and translate all notes and inputs: <ul style="list-style-type: none"> <li>Topics to discuss (full list)</li> <li>Notes from discussions of top 3</li> <li>Reflections</li> </ul>	n/a	n/a	Full Team
Evening	Consolidation	<ul style="list-style-type: none"> <li>See intended outputs below</li> </ul>	n/a	n/a	Bob's place team

All day	Notes organisation	Notes organisation	n/a	n/a	James, Rosie
All day	Capture	Video and <a href="#">photos</a>	n/a	n/a	Rosie, Chris
All day	Operations	Driving, stationery, tech/IT	n/a	n/a	Ruan, Emma

## Day 2

Time	Item	Description	Equipment	Group/plenary	Host(s)
09h00-10h00 (delayed)	Registration	<ul style="list-style-type: none"> <li>• <a href="#">Sign register</a> (name, contact #, gender, occupation)</li> <li>• Receive 3x2=6 stickers each (men-yellow, orange-women, purple-non-binary)</li> <li>• Consent for video/photos (pink sticker-no consent)</li> </ul>	<ul style="list-style-type: none"> <li>• Register</li> <li>• Stickers</li> <li>• Name tags</li> </ul>	n/a	Keneilwe Chris Masi
10h00-10h05	Welcome(s)	<ul style="list-style-type: none"> <li>• Opening prayer</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	Plenary	Traditional Leader(s) Bonisiwe
10h05-10h15	Overview	<ul style="list-style-type: none"> <li>• Intro and agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda written up on flipchart</li> </ul>	Plenary	Pesh w. support from Keneilwe
10h15-10h45	Recap	<ul style="list-style-type: none"> <li>• Presentation of yesterday's results with dominant themes</li> <li>• Critical concerns wrt reflections (from session and feedback box)</li> <li>• Questions or AOB</li> </ul>	<ul style="list-style-type: none"> <li>• Recap written up on flipchart?</li> </ul>	Plenary	Pesh w. support from Keneilwe

10h45-11h00	Break into groups	<ul style="list-style-type: none"> <li>As per climate timeline e.g. drought group, flood group etc.</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	Plenary -> Group	Pesh
11h00-11h20	Group discussion	<p>Group discussion of impacts</p> <ul style="list-style-type: none"> <li>How do these events (drought, flood, landslide, unexpected wildfire, extreme heat etc.) affect: <ul style="list-style-type: none"> <li>You</li> <li>Your family and household</li> <li>Your health</li> <li>Your livelihoods</li> <li>Your crops and animals</li> <li>Your home</li> <li>Your community</li> <li>Local infrastructure</li> <li>Crime and violence</li> <li>Anything else</li> </ul> </li> </ul>	<p>Each table:</p> <ul style="list-style-type: none"> <li>1 flipchart page or Post-Its</li> <li>Pen/marker</li> <li>Table spoon/jar</li> </ul>	Groups	Facilitators
11h20-11h45	Reconvene and report back	<ul style="list-style-type: none"> <li>One person from each group to report back on which issues their group came up with</li> <li>Facilitator to record/rewrite onto flipchart (cluster by event type)</li> <li>Discussion of overlaps</li> </ul>	<ul style="list-style-type: none"> <li>Flipchart on board/wall for recording</li> <li>Marker</li> </ul>	Groups -> Plenary	Pesh w. support from Keneilwe
11h45-12h00	Voting and break	<ul style="list-style-type: none"> <li>On your way out to break (5-10 minutes) vote using your stickers on which 3 impacts are the most devastating/impactful</li> </ul>	<ul style="list-style-type: none"> <li>Each person must have 3 stickers in their colour</li> <li>Oros &amp; water bucket</li> </ul>	Plenary	Pesh w. support from Keneilwe
12h00-12h05	Reconvene to groups	<ul style="list-style-type: none"> <li>Break into SAME groups</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	Break -> Groups	Pesh

12h05-12h30		<p>Group discussion of adaptive capacity</p> <ul style="list-style-type: none"> <li>● When faced with these events and the impacts <ul style="list-style-type: none"> <li>○ How do you respond?</li> <li>○ What do you need to do to cope?</li> <li>○ What did you change?</li> <li>○ Did you get any help from neighbors, community, local NGOs, government etc?</li> </ul> </li> </ul>	<p>Each table:</p> <ul style="list-style-type: none"> <li>● 1 flipchart page or Post-Its</li> <li>● Pen/marker</li> <li>● Table spoon/jar</li> </ul>		Facilitators
12h30-12h55	Reconvene and report back	<ul style="list-style-type: none"> <li>● One person from each group to report back on which issues their group came up with</li> <li>● Facilitator to record/rewrite onto flipchart (cluster by event type)</li> <li>● Discussion of overlaps</li> </ul>	<ul style="list-style-type: none"> <li>● Flipchart on board/wall for recording</li> <li>● Marker</li> </ul>	Plenary	Pesh
12h55-13h00	Voting	<ul style="list-style-type: none"> <li>● On your way out to lunch, vote using your stickers on which 3 impacts are the most <u>useful</u> or <u>effective</u></li> </ul>	<ul style="list-style-type: none"> <li>● Each person must have 3 stickers in their colour</li> </ul>	N/a	Pesh
13h00-13h45	Lunch	"30 min lunch"	<ul style="list-style-type: none"> <li>● None</li> </ul>	N/a	
13h45-14h15	Plenary discussion	<p>Open discussion re. adaptive capacity top 3-5</p> <ul style="list-style-type: none"> <li>● General reflections?</li> <li>● What are the barriers to these top strategies?</li> <li>● Are they all sustainable in long term? <ul style="list-style-type: none"> <li>○ If you've adapted in X way before, do you think that same approach is working and will continue to work for you? (for example)</li> </ul> </li> <li>● Break to groups</li> </ul>	<ul style="list-style-type: none"> <li>● Flipchart on board/wall for recording</li> <li>● Marker</li> </ul>	Plenary	Boniwe (w support from Emma)
14h15-14h45	Reflections	<ul style="list-style-type: none"> <li>● PART 1: Reflections on day 2 (facilitators recording responses) <ul style="list-style-type: none"> <li>○ I liked</li> </ul> </li> </ul>	<p>Each table:</p> <ul style="list-style-type: none"> <li>● 1 flipchart page or Post-Its</li> </ul>	Groups	Facilitators

		<ul style="list-style-type: none"> <li>○ I learnt</li> <li>○ I would change</li> <li>● PART 2: Reflections on CO-CREATION specifically (facilitators recording responses) <ul style="list-style-type: none"> <li>○ I liked</li> <li>○ I learnt</li> <li>○ I would change</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Pen/marker</li> <li>● Table spoon/jar</li> </ul>		
14h45-15h00	Next steps and thanks and close	<p>What next? What was the benefit?</p> <ul style="list-style-type: none"> <li>● Build case for area</li> <li>● Communicate needs in clear way</li> <li>● What would communities want?</li> <li>● Interviews invitation</li> <li>● Thanks</li> <li>● Close</li> </ul>	<ul style="list-style-type: none"> <li>● None</li> </ul>	Plenary	Chris
15h00-16h00	Mapping (activity was removed in favour of continuing group discussions)	<ul style="list-style-type: none"> <li>● On the ground mapping of impacts</li> </ul>			Chris w. Bonisiwe
16h00-17h00	Results capture	<p>Capture and translate all notes and inputs:</p> <ul style="list-style-type: none"> <li>● Topics to discuss (full list)</li> <li>● Notes from discussions of top 3</li> <li>● Reflections</li> </ul>	n/a	n/a	Full Team
Evening	Consolidation	<ul style="list-style-type: none"> <li>● See intended outputs below</li> </ul>	n/a	n/a	Bob's place team

All day	Notes organisation	Notes organisation	<ul style="list-style-type: none"> <li>Recorders</li> </ul>	n/a	James, Rosie
All day	Capture	Video and <a href="#">photos</a>	n/a	n/a	Rosie, Chris
All day	Operations	Driving, stationery, tech/IT	n/a	n/a	Ruan (Emma?)

### Day 3

Time	Item	Description	Equipment	Group/plenary	Host(s)
TBD	Interviews	Interviews with identified key stakeholders	<ul style="list-style-type: none"> <li>Recorders</li> </ul>	n/a	Keneilwe Chris Masi

## 6.2. Invitation sent to workshop participants

22 February 2022

The Community Leader

**Name of the village**

Tsitsa Catchment

Dear .....

### **RE: INVITATION TO A CO-CREATION WORKSHOP – 1- 2 MARCH 2022**

LIMA and its partners would like to invite you and other key stakeholders in the village to attend and participate in a co-creation workshop that will be held at .....on **1-2 March 2022**, from **10am to 4pm**. The co-creation workshop is meant to assist the ....village members to generate ideas, approaches and clarity on pertinent community concerns.

In preparation for this discussion, we would like you to take note of the following statement and bring along any reflections, questions and inputs you may have to the workshop. These reflections, questions and inputs will be discussed with other community members who will be participating.

*“Over the years, climate change has affected how we live our lives. Quite often, these changes are uncertain, and the impacts and effects are unique for each community. Therefore, it is important for Hlankomo Village to come together; to learn and understand these effects and the challenges to be overcome”.*

Please be advised that the meeting will strictly observe all COVID-19 protocols.

Should you need any further information about this meeting, please contact ..... at.

Yours sincerely,

Manager

### 6.3. Presentations Made

6.4. Day 1 Climate Change Video - <https://www.youtube.com/watch?v=i6uFwwVvE6g>

6.5. Day 1 Climate Change Slides - <https://docs.google.com/presentation/d/1omgKKYlwCVg6GxS53c3D3lfJw3M9S-Yh/edit?usp=sharing&oid=106222930691390048429&rtpof=true&sd=true>

6.6. Day 2 Recap of previous day - <https://docs.google.com/presentation/d/1-wK1r7ZdrcvxHkMDTNLDu05sbYj9vfJC/edit?usp=sharing&oid=106222930691390048429&rtpof=true&sd=true>

### 6.7. Photos

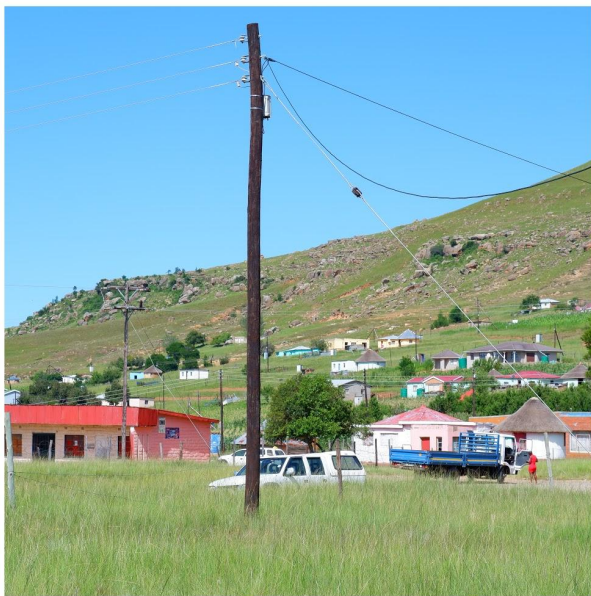
6.8. Workshop photos



Roseanna McLean (Cape Climate Collective)



**Image 13.** Day 1 and 2 voting processes.<sup>13</sup>



**Image 14.** Day 1 and 2 location.<sup>14</sup>

<sup>13</sup> Photos by Rosanna McLean.

<sup>14</sup> Photos by Rosanna McLean.



**Image 15.** Day 1 and 2 breakout groups.<sup>15</sup>

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<sup>15</sup> Photos by Rosanna McLean.



**Image 16.** Day 1 and 2 speakers<sup>16</sup>.

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<sup>16</sup> Photos by Rosanna McLean.

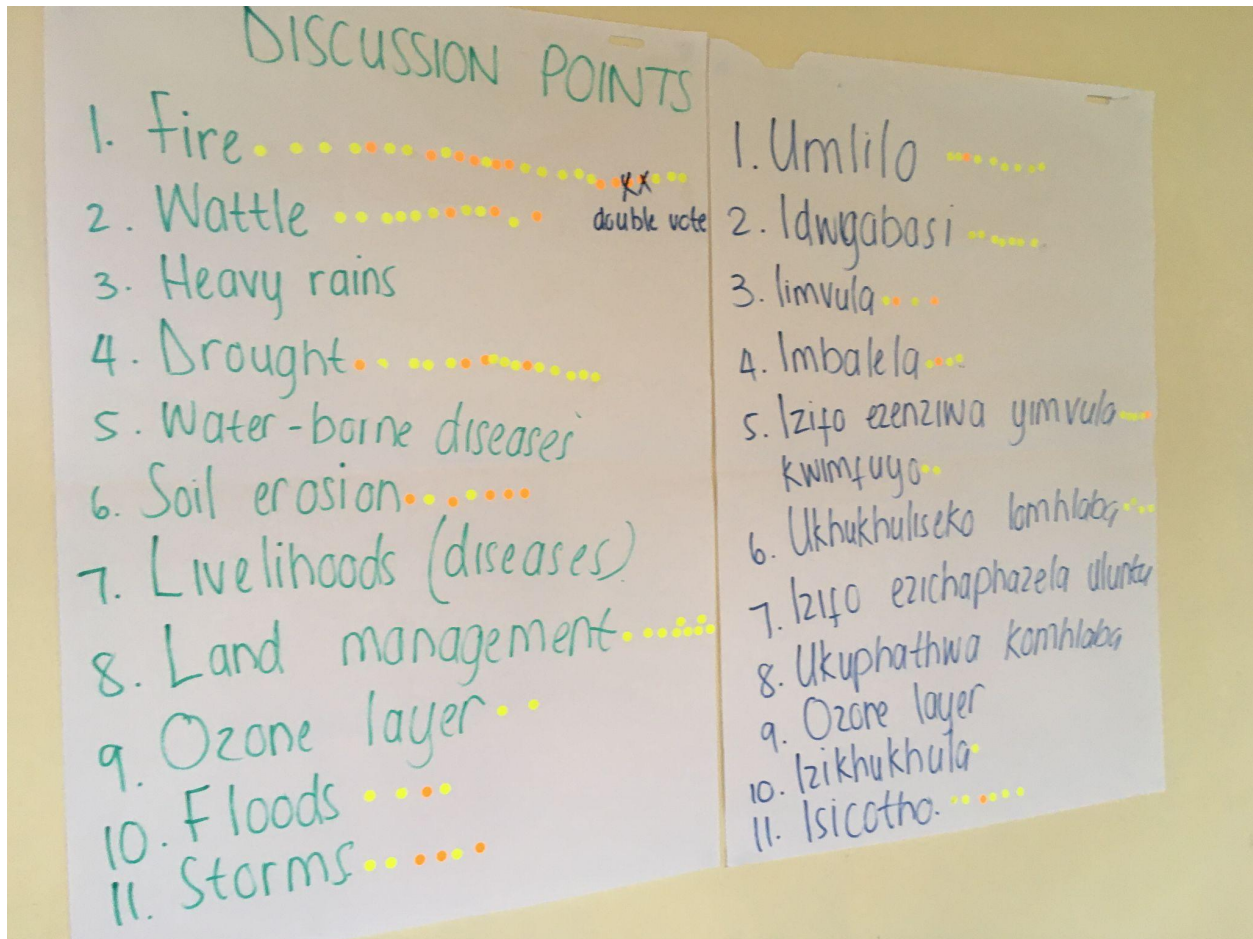


Image 17. Day 3 deep dive discussions.<sup>17</sup>

<sup>17</sup> Photos by Rosanna McLean.



## 6.9. Flipchart/Post-It pictures



**Image 19.** Day 1 votes on discussion points. Women voted with orange stickers, while men voted with yellow stickers. Each participant could cast three votes.

## DROUGHT IMBALELA

<ul style="list-style-type: none"> <li>* INCOME / LIVELIHOODS           <ul style="list-style-type: none"> <li>↳ NO CROPS</li> <li>↳ ANIMALS DIE.</li> </ul> </li> <li>* HEALTH           <ul style="list-style-type: none"> <li>↳ PEOPLE SHARE WATER SOURCE WITH LIVESTOCK</li> </ul> </li> <li>* EDUCATION           <ul style="list-style-type: none"> <li>↳ SCHOOLS CLOSE</li> </ul> </li> <li>* FIRES           <ul style="list-style-type: none"> <li>↳ DEATH</li> <li>↳ CONFLICT CAUSES FIRE</li> </ul> </li> <li>* DIFFICULT TO COLLECT WATER.           <ul style="list-style-type: none"> <li>↳ LONG DISTANCE</li> <li>↳ MORE PEOPLE, LESS WATER</li> </ul> </li> <li>* WATER IS EXPENSIVE</li> <li>* POVERTY           <ul style="list-style-type: none"> <li>↳ LESS INCOME</li> <li>↳ LESS WATER</li> <li>↳ LESS FOOD...</li> </ul> </li> </ul>	<h3 style="text-align: center;">INGENISO</h3> <p style="text-align: center;">IZITJALO ZIJATSHA NEMFUJO IJAFI</p> <ul style="list-style-type: none"> <li>- Ukwanda kwezifo ebantwini nakwizilwaningane</li> <li>- Ukuvulwa kwezikolo ngenxa yokungongophala kwamanzi kuhle nokwanda kwezifo</li> <li>- Udlame okwenziwa kukungongophala kwamanzi</li> <li>- Inigama emide echantwayo xa kufunwa amanzi</li> <li>- Amanzi athengwayo</li> <li>- indlala ezilwanyaneni naseluntwini</li> </ul>
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## WATTLE IDWYABASI

<ul style="list-style-type: none"> <li>* LESS WATER           <ul style="list-style-type: none"> <li>↳ HUMAN CONSUMPTION eg. WASHING, DRINKING...</li> <li>↳ PRODUCTIVE PURPOSES eg. CROPS, LIVESTOCK</li> </ul> </li> <li>* LESS LAND           <ul style="list-style-type: none"> <li>↳ WATTLE MOVING INTO GRASSLAND AND VILLAGES</li> </ul> </li> <li>* CRIME           <ul style="list-style-type: none"> <li>↳ HIDING PLACE FOR THIEVES</li> <li>↳ THEFT OF LIVESTOCK, MILKING</li> </ul> </li> <li>* WASTE DISPOSAL           <ul style="list-style-type: none"> <li>↳ COMMUNITY DISPOSING WASTE IN WATTLE → CAUSES POLLUTION</li> </ul> </li> <li>* WATTLE WORM KILLS LIVESTOCK</li> <li>* DAMAGE INFRASTRUCTURE           <ul style="list-style-type: none"> <li>↳ HOMES, ROADS, BRIDGES</li> </ul> </li> <li>* LESS INDIGENOUS SPECIES</li> </ul>	<ul style="list-style-type: none"> <li>- Ukungongophala kwamanzi</li> <li>- Ukucutheta komhlaba</li> <li>- Ubugebenga bukhanda ekhuleni</li> <li>- Izifo ezidalwa ngudoti aphoswa emahlathini nase mipileni ekuselwa kuyo</li> <li>- Ukonatola kwezindlu nebridges</li> <li>- Ukungongophala</li> </ul>
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## FIRE UMLILO

<ul style="list-style-type: none"> <li>* INCOME           <ul style="list-style-type: none"> <li>↳ LIVESTOCK</li> <li>↳ CROPS</li> </ul> </li> <li>* TRADITIONAL MEDICINE</li> <li>* BUILDING MATERIALS           <ul style="list-style-type: none"> <li>↳ THATCHING GRASS</li> </ul> </li> <li>* DEATH           <ul style="list-style-type: none"> <li>↳ LIVESTOCK AND COMMUNITY MEMBERS</li> </ul> </li> <li>* INITIATION SCHOOLS</li> <li>* FIRES FROM NEIGHBORING VILLAGES</li> <li>* AIR POLLUTION           <ul style="list-style-type: none"> <li>↳ IMPACTS HEALTH</li> </ul> </li> </ul>	<h3 style="text-align: center;">INGENISO:</h3> <p style="text-align: center;">KUMFUJO/NEZITJALO IMANJEZA ESINTU</p> <p style="text-align: center;">Kuphela ingca yobamba izindlu</p> <p style="text-align: center;">UKUFA KWE MFUJO NAMALUNGA OMPHAKATHI</p> <p style="text-align: center;">ISKOLO SOKWALUKA</p> <p style="text-align: center;">UMLILO OVELA KOMAKHELWANE</p> <p style="text-align: center;">UKLINGCOLA KOMOYA</p>
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## HEAVY RAIN LIMVULA

<ul style="list-style-type: none"> <li>* LESS PRODUCTIVE LAND           <ul style="list-style-type: none"> <li>↳ SOIL EROSION</li> </ul> </li> <li>* DAMAGE TO HOMES</li> <li>* DEATH OF LIVESTOCK AND HUMANS           <ul style="list-style-type: none"> <li>↳ LIGHTNING</li> <li>↳ DROWNING</li> </ul> </li> <li>* EDUCATION           <ul style="list-style-type: none"> <li>↳ KIDS CAN'T GO TO SCHOOL</li> </ul> </li> <li>* DESTROYED CROPS</li> </ul>	<ul style="list-style-type: none"> <li>- Ukukhuliseka komhlaba</li> <li>- Ukukhuliseka kwezindlu</li> <li>- Ukufa kwemfuyo</li> <li>- Ukuphazamiseka kwezikolo</li> <li>- Ukufa kwezityalo</li> </ul>
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**Image 20.** Day 2 voting outcomes. Women voted with orange stickers, while men voted with yellow stickers. Each participant could cast three votes.

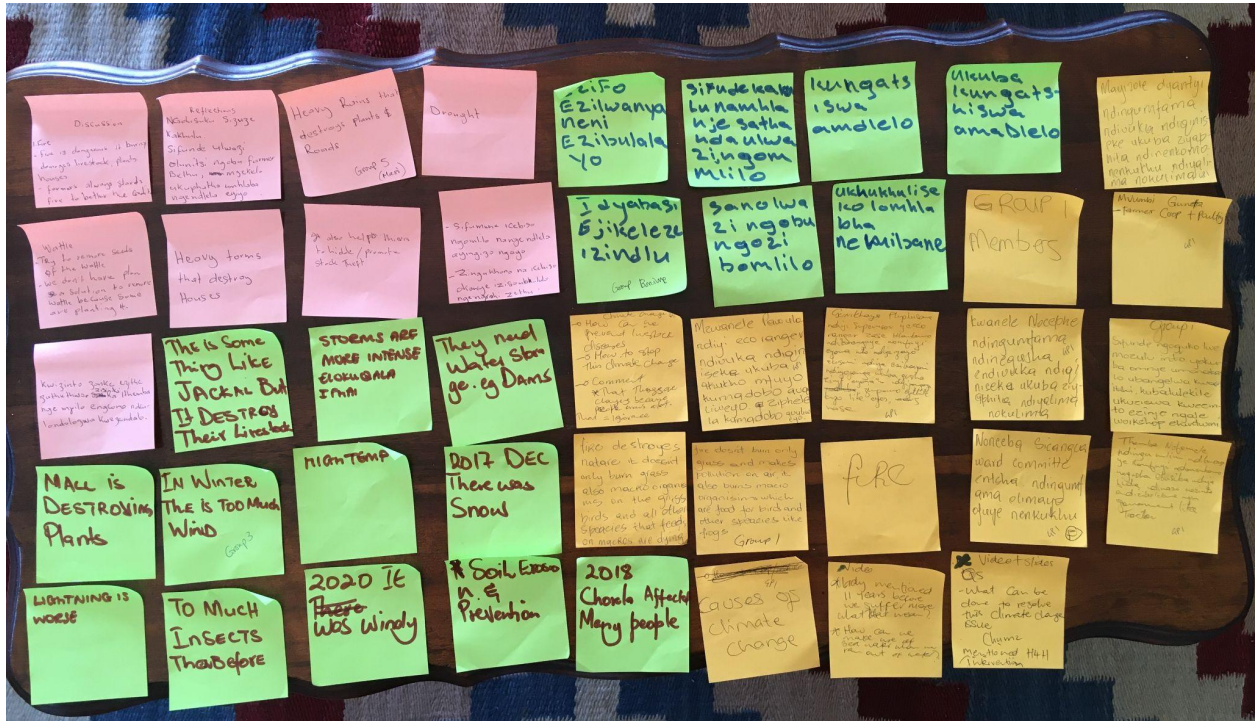


Image 21. Day 1 (top) and Day 2 (bottom) sticky notes from breakout groups.

1910

(1) 1993 KWAWA ISICHOHO  
 ESIKHUL Ngo DEC SABULALA  
 IMFUYO

(2) 2015 YAYIMBALEIA KUNGEHO  
 MANZI IMVULA YANETHA FEB

(3) 2013 KWANETHA IMVULA ENKULU  
 KUMKA ABANTU MEMIFULA NE BRIT

(4) 2022 Ngo Feb KUDUDUME KAKHU-  
 LU IZULU Labetha ABANTWANA 13 years

1999

Image 22. Day 1 community-reported timeline of climate impacts.

