

**Nurturing an identity of land custodianship of young people
through a biodiversity learning programme: The *Moletele* Youth
Learning Programme**

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Where leaders learn

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Declaration

I know that plagiarism (using another's words and pretending they are my own) is wrong. In order to make 100% sure that I have not unintentionally plagiarised, I have run my work through a text-matching software program.

I, William Mponwana am therefore able to declare that this thesis is my own work, and that that where I have drawn on the words or ideas of others, these have been acknowledged according to Departmental referencing guidelines.

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To the Moletele Youth, whose dreams are yet to be realized- this is dedicated to you.

Abstract

This study was an exploration of value creation through scaffolding in a context specific learning programme with young people within the Moletele Communal Property Association (CPA) who own land through the land reform programme in South Africa. The study aimed to support the development the identity of land custodianship amongst young people by developing their skills and competencies in a situated learning context. The study also informed ongoing support work through the RESILIM-O resilience building project implemented by the Association for Water and Rural Development (AWARD) to help the Moletele Community Property Association to better understand the implications of biodiversity and land use for developing sustainable beneficiation projects and planning.

A case study approach was adopted through a learning programme with young people as an in-depth exploration of the complexities of land and biodiversity. Data were collected during sessions in the learning programme where we used a spiral framework to facilitate learning focusing on four themes for primary data: knowledge competence, technical skills, self-organization and collective agency which are linked to building an identity of custodianship. Semi structured interviews were conducted at the end of the learning programme as a secondary data source.

The study found that scaffolding remained an important process throughout the learning programme, and different types of scaffolding was needed to support the learning processes and themes. Furthermore, different types of value were created over time through the interactions and activities of the learning programme. The study also found that young people have a desire to participate in their communal property association. Lastly the study revealed that building custodianship as an identity is a continuous, long term process that needs commitment of time, resources and supportive learning processes, for an identity of custodianship to emerge.

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ACRONYMS AND ABBREVIATIONS

AWARD	Association for Water and Rural Development
CBA	Critical Biodiversity Areas
COP	Community of Practice
CPA	Communal Property Association
CPP	Community Private Partnership
DEA	Department of Environmental Affairs
DRDLR	Department of Rural Development and Land Reform
IDP	Integrated Development Plan
K2C	Kruger 2 Canyons
LM	Local Municipality
MSI	Municipal Support Initiative
MCPA	Moletele Communal Property Association
MOU	Memorandum of Understanding
MYLP	Moletele Youth Learning Programme
NGO	Non-governmental organization
RESILIM-O	Resilience in the Limpopo Basin-Olifants
SANBI	South African National Biodiversity Institute
SDF	Spatial Development Framework
SPLUMA	Spatial Planning Land Use Management Act
TA	Traditional Authorities
USAID	United States Agency for International Development

Chapter 1: Introducing the study

1.1. Introduction

Chapter 1 provides a detailed background to the context of the study, its purpose and relevance. The chapter provides the reader with a contextual framing of the study within a broader context of land reform in South Africa. In addition to this, I introduce the so called “new owners” of agricultural, biodiversity rich land in Limpopo where the research was conducted. The research questions that guide and frame the study are discussed in relation to the purpose of the bigger catchment project within which the research was possible. The chapter is concluded with a short summary on the key concepts that form part of this research report and an overview of the structure of the proceeding chapters.

1.2. Broader overview of the land reform context in South Africa

The Land Reform Programme of South Africa was rolled out as a cornerstone programme at the dawn of a democratic South Africa to address the socio-economic ills that resulted from the constructed colonial legacy that spanned for more than 300 years (Klopper and Pienaar, 2014; Maho, 2002; Ntsebeza, 2011). To note the importance of land and spatial justice, the first law to be passed by the new post-apartheid government was the Act on Restitution of Land Rights in 1994 (Kloppers and Pienaar, 2014). The three pillars of this comprehensive land reform programme are restitution, redistribution and security of land tenure (Kloppers and Pienaar, 2014) Access to, and ownership of land are the main objects the program, where it is assumed that there is a direct link between land and socio-economic well-being.

However, 25 years later, land ownership (and the benefits thereof) from a racial point of view remains a sensitive topic not only for politicians but also as it occupies the minds of both old and young South Africans (facilitated by social media and more recently fast tracked by a political group). Many have concluded a failure of post-apartheid land reform to reduce the inequality, poverty and improve living conditions of previously marginalized communities (Kloppers and Pienaar, 2014; Ntsebeza, 2011). This is partially due to the evidently widening gap between “rich and poor”, especially black and white, and the structural challenges that seem to further disable black people from participating or significantly progressing in a 21st century economic context (Thomas, 2020), despite hopes for transformation post 1994,

following the introduction of the democratic dispensation. What time frames are good enough for addressing a colonial legacy of over 300 years in 25 years of democracy? What then needs to happen to bring about change? It is worth understanding more about how the state played a role in some of these processes.

1.2.1 Pre 1913 segregational measures: legally formulated means of accessing the land

Following earlier annexation of land by settler colonialists, the 1913 Native Land Areas Act is generally taken to be the first main piece of legislation that really laid the foundations for racial segregation ensuring that black people were subjected to restrictions on where they could live and purchase land (Kloppers and Pienaar, 2014; Ntsebeza, 2011; South African History Online, 2017). (Native according to section 10 of the Act refers to any person, male or female who is from any one of the Africa tribes). This piece of legislation together with preceding laws were effective for territorial, racial segregation, political exclusion and creation of a labour force for farms and a migrant labour system for the mines. The effects of these laws were not merely economic nor a physical removal from land, but also produced a distortion of people's constructed values, attachments and practices to land.

A lot of questions and issues arise about this “starting point” as it well known that South Africa has a long history spanning centuries of colonial rule and tribal wars (over land and resources) which for many reasons, have not been factored in (Walker, 2017). One issue in particular links to the silenced voice (by exclusion in the Truth and Reconciliation Commission and CODESA) of the Khoi-San people whose descendants were the “first” to experience the first wave or form of dispossession and enslavement (Klassen, 2018). The KhoiSan people are known to believe that land is not something to be owned, but cherished (Klaasen, 2017; Tladi, 2019). However, the way that is interpreted, this identity with land, highlights yet another complexity of land issues and the framing around ‘territorial or racial segregation’.

The Native Land Act of 1913 should not be assumed as the beginning of racial segregation and dispossession, because this legislation was not formulated in isolation. It came to be after centuries of colonial rule, from as early as the 17th century and the legislative actions and consequent commissions in the 19th century by the then four states in the colony (Maho, 2002; Ntsebeza, 2011; SAHO, 2017; Walker, 2017). To argue this point, I provide few key examples from different provinces where some of the forms of exclusion or dispossession took place.

In the (West) Cape Province the 1883 Commission on Native Laws made recommendations on so called acceptable African customary law and land tenure (SAHO, 2016). The 1892 Franchise Act, after white farmers lobbied the state, also played a part in political exclusion in the Cape Province by reducing the number of black people that could vote (SAHO, 2016).

In the same Cape Province (but the East), the 1894 Glen Grey Commission (Eastern Cape) made recommendations that led to the Glen Grey Act of 1894: altering the socioeconomic profile of black farmers by introducing a one household one plot ownership regulation and allowing the state to acquire all excess land. The commission provided “evidence” for the need for state intervention to subsidize and protect the white farmers against a successful black farming practice (SAHO, 2017) and who were growing in numbers.

In the then Zululand, the 1902-04 Land Delimitation Commission and the Lagden Report were used to secure fertile land for white farmers (SAHO, 2017). The 1906-07 Natal Native Affairs Commission’s recommendations led to the justification for reserves and locations to accommodate overcrowded ‘native’ settlements (SAHO, 2017).

In the Orange River Colony (ORC), Act 25 of 1891 prohibited Indian people from owning land except in designated areas (SAHO, 2016). Similarly, the 1908-9 Natives and Native Affairs Commission report denied ‘coloured’ people and African people the right to own land outside the reserves in the ORC (SAHO, 2017).

The Transvaal, presented a unique case where there was/is a cultural mix of BaPedi, Ndebele, Tsonga, Venda and BaTswana people, each tribe had its fair share of tribal wars against each other and sometimes with the Boers in the 19th century (Great Britain War Office, 2016). The Boer Republics were formed in the mid 19th century and the Occupation Act of 1886 was the first law passed that made it possible for the ZAR government to acquire land free of charge in the Zoutpansberg area (SAHO, 2016).

All in all, there were well over 100 measures in the form of legislation/regulations in the last two centuries alone that have a link in one way or another to racial segregation, dispossession and political exclusion (Maho, 2002; SAHO, 2016) most of them passed pre-1913. Flemmer (1976) refers to the 1913 Natives Land Act as the climax to all the forms of state interventions that took place pre-1913. Although I have only touched on the legislative efforts by the then government, the point was the state played the biggest role in the structural changes pre-1994.

With a wealth of historical, documented evidence, why then is a 1913 Act taken as the building blocks for all? Does this not marginalize or silence those whose descendants were subjected to dispossession before the Act and who also can present their case? These questions continue to surface in topics around land and have since gathered some momentum in the political space where suggestions have been made to amend the Constitution to reconcile such matters. What implications will this have on the land reform program? How does the land reform programme factor in all such complexities to perform as a state-led intervention programme in the new dispensation to bring about development, socio-spatial justice and redress? In Chapter 2, I will discuss land reform in fuller detail.

1.2.2. What does land reform mean for new land owners?

Land restitution and redistribution entail the administration of land and changes in ownership. In the event that large areas of land are restituted i.e., given back or restored to claimants, it may be impossible for claimants to relocate back onto the land given the fact that most of these land parcels were cleared for agriculture or nature reserves. There are usually two implications in such a situation (i) there may be restrictions on what owners can or cannot do depending on where the land is, and (ii) new owners have to consider interests of more than one individual as land is restored back to more than one individual. Ultimately, land owners have to make decisions on the use of land in the best possible way to maximize benefits for the claimant community, which are the new owners.

When it comes to agricultural land, new land owners often opt for partnerships with existing farming enterprises with the aim of (i) securing a source of income for members of their claimant community and hopefully (ii) in the long-run take full control/management of the enterprise. From a long-term perspective, there is need for capacity development- a need that is not entirely up to government but requires owners to mobilize resources and take up responsibility for their own development (Department of Rural Development and Land Reform (DRDLR), 2012). Government is involved in the first few phases of land transfer and “jumpstarting” projects that are identified as strategic for development (such as with the Recapitalization and Development Programme). Once land owners are legally constituted as a governance entity, government only plays a monitoring and mediation role and that is where challenges arise (DRDLR, 2012).

For some claimants, land is transferred in phases (see Appendix B) i.e., according to when the claim is finalized, and the availability of land according to the willing buyer willing seller model. Governance structures such as communal property associations (CPAs) play an administrative role on behalf of the collective to deal with land claims, land transfers, seek investments on their land, provide accountability to the collective and ensure rates (“taxes”) are paid to the local municipality within which their land exists (Lahiff, Davis and Manenzhe, 2012). These entities are marred with lack of resources, capacity and reactive planning. Without a clear plan of what their development vision looks like, land owners (CPAs included) are frustrated by management of many farm portions. In addition, non-committee members are too focused on few (low-hanging) projects as “cash cows” failing to recognize the vast portion and potential of their land that is unused.

1.3. Context of this study: Building Resilience in the Olifants River Catchment

1.3.1. The RESILIM-O Programme

This study was carried out within the context of a catchment wide development project, RESILIM-O (Resilience in the Limpopo Basin- Olifants Catchment). The RESILIM O project was a five-year USAID funded project implemented by the NGO AWARD (Association for Water and Rural Development) aimed at building the resilience of communities and institutions (local municipalities, governance institutions, civil society organizations) to be better prepared and responsive to climate change scenarios with a focus on water resources and biodiversity management (AWARD, 2020). AWARD is an NGO that has been working in Limpopo and Mpumalanga Provinces for more than 20 years on water and rural development projects.

To achieve the RESILIM-O objective, AWARD implemented 19 different projects in different parts of the Olifants Catchment including Mozambique. These projects are managed using system known as MERL (Monitoring, Evaluation, Reporting and Learning) as a reflexive management tool which is useful in tracking and aligning the work. AWARD worked with rural communities, local government, government sector departments, farmers, institutions of learning, conservation agencies and civil society organizations on various projects which included work on integrated water resources management, smallholder agriculture, biomonitoring, governance, ecological restoration and spatial planning (AWARD 2020). AWARD facilitated capacity development processes with its partners and stakeholders using social learning approaches to innovate new practices, support existing practices, governance systems to be better prepared and responsive to different climate change scenarios.

This particular study was situated in one of the sub-projects of RESILIM-O referred to as the Municipal Support Initiative (MSI) which involved working with spatial planners and the *Moletete* community who own some of the land in Maruleng Local Municipality of Limpopo Province. In the MSI, the spiral model, which is an approach to professional development used by AWARD, was adopted as the approach for implementing the study (see Chapter 3.4.2). Given this configuration, I see it necessary to provide an overview of the various elements within which this study was framed.

1.3.2. Maruleng Local Municipality

Geographical profile

Maruleng Local Municipality (MLM) is one of five local municipalities in Mopani District (Figure 1.2) which is located in the eastern part of Limpopo Province. MLM borders with Ehlanzeni District Municipality of Mpumalanga to the south and the other four municipalities of the District to the north (Greater Letaba, Greater Tzaneen, Greater Giyani and Ba-Phalaborwa which includes Kruger National Park to the east) (Figure 1.1).

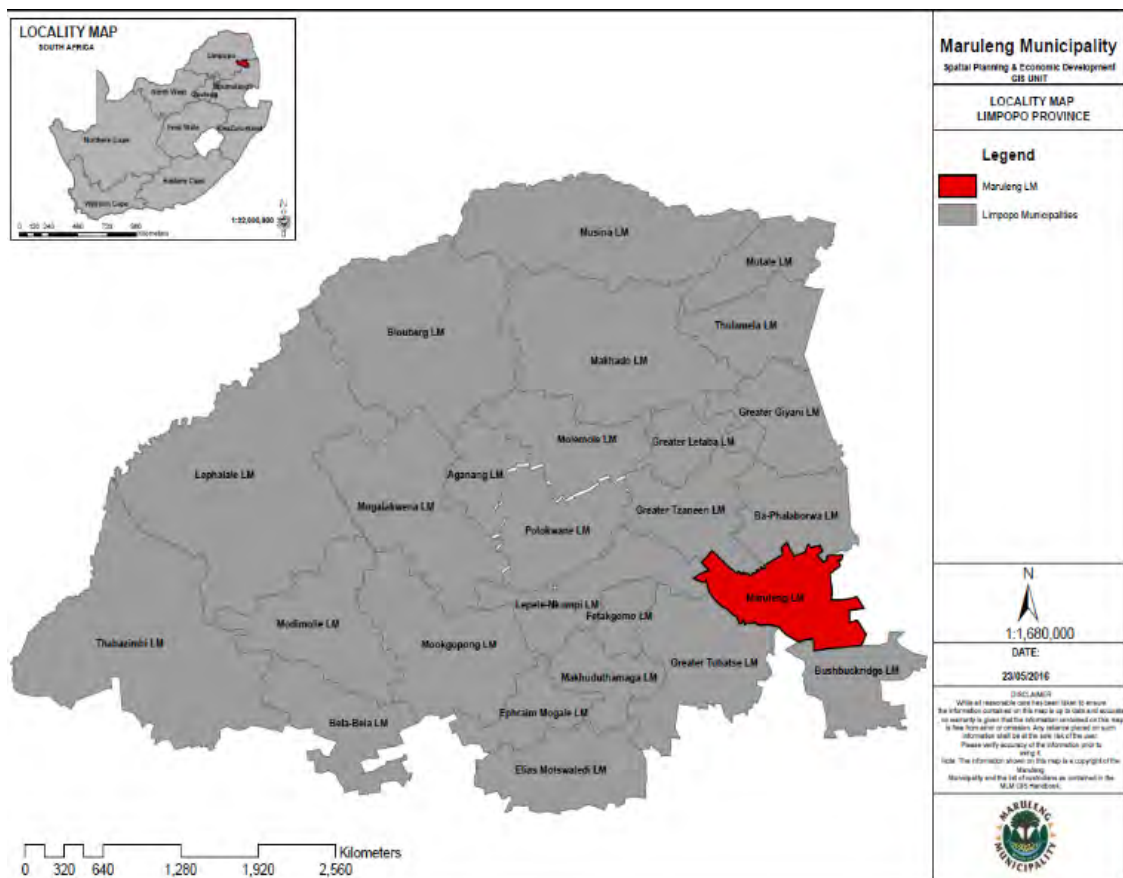


Figure 1.1. Maruleng Local Municipality in the context of Limpopo Province



Figure 1.2. Mopani District Municipality, Limpopo Province

Socio-political profile

Maruleng LM is categorized as a rural municipality which is characterised by a largely rural population under traditional leadership, having one main economic centre and vast areas of privately owned commercial agriculture and conservation (MLM Spatial Development Framework (SDF), 2015). In terms of population size, Maruleng LM is the third smallest municipality in the province with just under 100 000 people (Statistics South Africa (StatsSA), 2016). Like many local municipalities, MLM has inherited an apartheid legacy with a migrant labour system in which 88% of its people live densely on 10 % of the land away from the economic centre and large portions of land are allocated to agriculture and conservation (MLM Integrated Development Plan (IDP), 2020). In addition to this, land is under claim and in some cases this has a development implication for the municipality.

Maruleng LM describes itself as a “wildlife haven” and is located between Kruger National Park and the famous Blyde River Canyon (MLM IDP, 2016). The Kruger to Canyon (K2C)

Biosphere Reserve is an internationally recognized biosphere and covers the entire municipality. From a biodiversity point of view, such a profile (Figure 1.3) offers MLM a comparative advantage and potential for ecotourism to be a major business contributor to the local economy (MLM IDP, 2020). The agriculture sector remains the single largest employer with 17% of the labour force in the municipality while tourism remains vulnerable historically due to malaria and now recently affected by COVID-19 (MLM IDP, 2020).

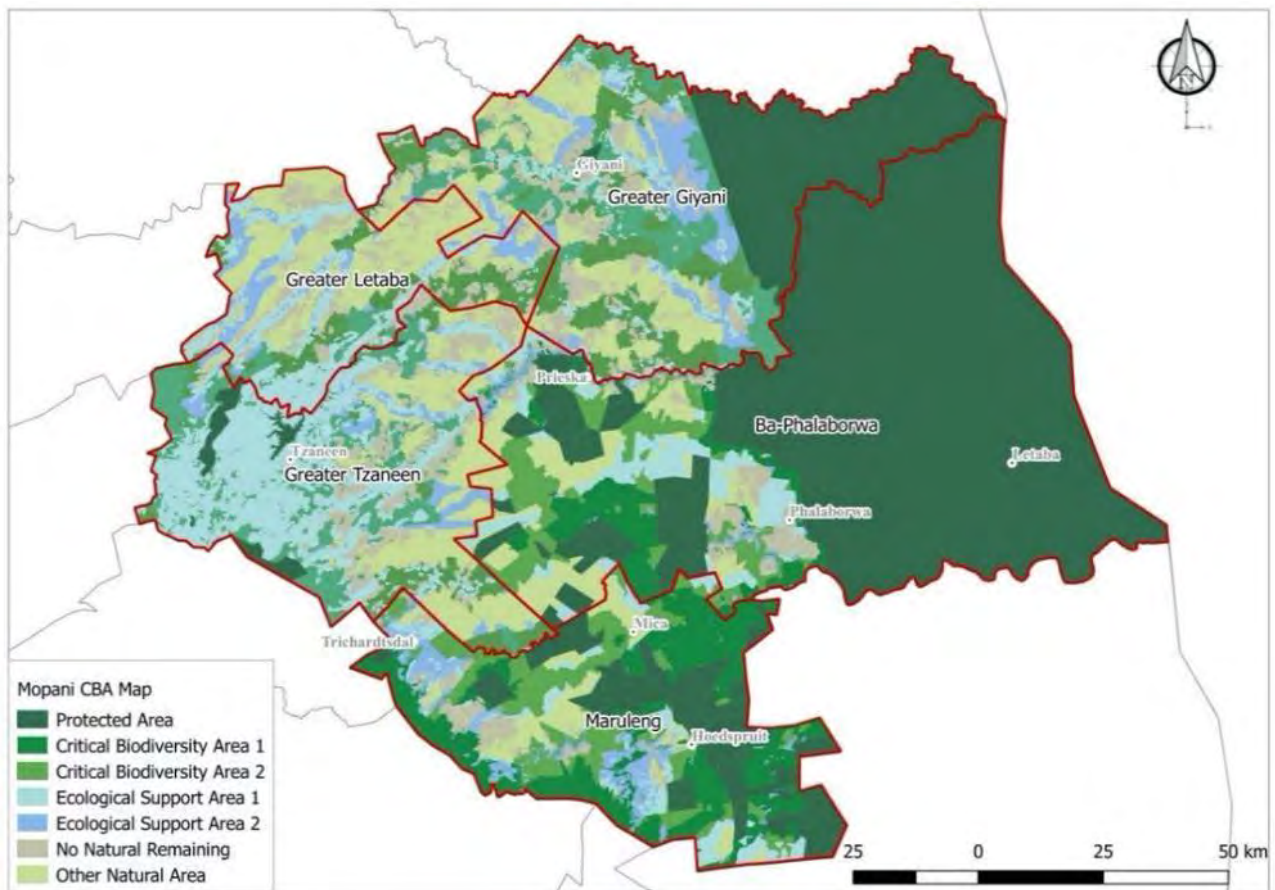


Figure 1.3. Biodiversity profile of MLM (AWARD, 2018)

1.3.3 The Moletele Community

The *Moletele* Community is a claimant community of approximately 70, 000 Sepedi, Sepulana (one of the many Sepedi dialects) and Tsonga speaking people who collectively make up approximately 2,300 households (and growing). A claimant community is comprised of people whose parents, grandparents or relatives were forcibly removed off their land pre-1994 and are now registered as beneficiaries i.e., owners of the land. Historically the *Moletele* people lived in the north, east and southern parts of what is today Maruleng Local Municipality (Figure 1.1). During the forced removals, the community was split and members were scattered to the west

and south of their original residential area and are known to reside specifically in Ga-Sekororo (Limpopo), Buffelshoek, Manyeleti, Township and Boelang communal areas in Mpumalanga (MCPA, 2017). All these areas are characterised by similar attributes: largely communal areas, high unemployment rate, youth majority (Bushbuckridge Integrated Development Plan, 2017; Maruleng Integrated Development Plan, 2016). This profile is not unique to the Moletete Community but reflect the reality of South Africa. Looking at the South African demographic profile (StatsSA, 2019), majority of the population is made up of youth (35.1%) children (28.8%) with a high unemployment rate (39,5%). Youth and women make up the majority of the South African population and are vulnerable groups affected by a lot of the social issues. Therefore, there is need to consider in policy formulation and programme implementation, as the youth represent “young energetic individuals who hugely influence the present and future of state development” (p. 3). (Department of Planning, Monitoring and Evaluation, 2014; National Planning Commission (NPC), 2012)

Through the land reform program, the *Moletete* Community have lodged claims on approximately 70, 000 hectares of land between Lepelle (Olifants) and the Motlalelesedi (Klaserie) Rivers in Maruleng Local Municipality (Century21 Wildlife, 2016; MCPA, 2016). From the claims, 10% of this land has been successfully restituted (see Appendix B). More than 80 % of this 10% is prime agricultural land in the municipality and the most of the enterprises are prime citrus exporters (Davis, 2013; Hofstätter, 2007; Vumelana Advisory Fund, 2014). The remaining 90% of the claimed land is still in various stages of either claims verification, purchase from current owners or in the final phase of transfer to new owners (MCPA, 2017).

The MCPA currently own 10,000 hectares (ha) of land (see Appendix B) within Maruleng Local Municipality. This amount is an amalgamation of 55 farm portions that are at different parts of the municipality with different land uses ranging from agriculture, agro-processing, residential, eco-tourism and some are fallow. This is because land is acquired by the state through a willing buyer willing seller model and that explains why land is owned as farm portions. In spatial planning terms a parent farm is different to a farm portion. The term parent farm is used to refer to a big portion of land with one name and number i.e., Liverpool 202 KT parent farm (see Appendix B). A farm portion is a sub-division of the parent farm for example Liverpool 68/202 is owned by the MCPA (see Appendix B) while other portions of Liverpool like 30/202 are owned by another individual/group. Moletete farm portions are smaller pieces of land which when aggregated make up the 10, 000 ha.

As per legal requirement, the *Moleteles* have had to be registered as a CPA to act as the land projects administrative body on behalf of the claimant community. The *Moletele* CPA (MCPA) operates under a Constitutional mandate to attract investors onto their land; lease it out to existing or former land owners or decide through community resolutions what the CPA wishes to do with the land (MCPA, 2016).

Municipal Property Rates and Moletele farms

According to the Municipal Property Rates Act (Department of Cooperative Governance and Traditional Affairs, 2004), farm owners are obliged to pay rates on the land owned. These rates vary according to the type of land use activity as registered with the municipality. In the case of restituted land, a ten-year rates exemption (MCPA, 2017) is given from when a beneficiary's title deed is registered with the registrar of deeds (see Appendix B). The local municipality thereafter has to implement its rates policy within a maximum of four years over the land. Since 2006 (when the first transfer of 25 portions of farms took place) various land parcels have been gradually restituted to the *Moleteles*. As such restituted land parcels scattered across the municipal landscape are characterized by unique land features and varying number of years of exemption - which has made the management of land slightly more complex.

1.4. Researcher positionality

I was employed as a research assistant at the Association for Water and Rural Development (AWARD), the implementing agency of the RESILIM-O project. I was part of a team of six who worked together with two local municipalities in two areas: water and spatial planning. Through the continuous nature of social learning processes, our scope of work expanded to working with two communal property associations, one tribal authority, Mopani District Municipality and the Limpopo Provincial Department of Water and Sanitation. Our roles were mainly to facilitate processes of collaboration amongst institutions and practitioners and provide support for existing practices of practitioners by developing tools and enablers.

From the very beginning of our processes, we stated explicitly our purpose under RESILIM-O; and collaboratively developed agreements (MOUs) as a mediating tool that facilitated our ability to work as researchers with communities. I came into a new context with zero social learning work experience and had to rely a lot on my colleagues and stakeholders in learning about procedures and protocols. In my four years as a research assistant, I would describe it as two phases of work: firstly, building relationships in the first half which was fundamental for

working in the second phase. A lot of time was invested in developing trust in our relationships as we worked in a dynamic and challenging environment of local government and governance. As such we were fortunate to work with municipal managers, mayors, directors of municipalities, an outcome that was necessary for doing most of our work.

I mention the above because the relationships formed are extremely important to any sort of work that has to link back to local government and legislation. This positioned us well as we were seen as partner to the municipality. Within our work with the *Moletele* CPA, it was helpful because non-governmental organizations (NGOs) are seen as anti-government and those funded by USAID (United States Agency for International Development) deemed questionable. This is also especially due to the large number of NGOs in the region some of which are seen as superficial in their efforts to support and develop communities and collaborate with governance structures. I was part of a team of two (myself and my team leader who was the project leader and Assistant Director of AWARD) that developed the learning programme field book (described in next section) for the MYLP. In the inception phase of the MYLP, I had to play the role of an observer in many instances to be able to capture the discussions and observe the group dynamics as they played out. My team leader was the main facilitator of the MYLP while I played a supportive role. As a young person myself, and speaking the same language as the youth concerned, I saw this programme as an opportunity to learn more about the youth as I have a passion to work with young people from rural communities to gain access to information platforms, resources and opportunities that are not readily accessible or known about. Being able to relate to these young people made the journey meaningful and was an advantage in some cases in getting things done.

1.5. Research Purpose

1.5.1 Contextual background

As alluded to above, and as further discussed in Chapter 2, since the introduction of the land reform programme in 1994, the programme in terms of its sustainability and performance has faced some serious criticism. The focus of land reform has been on achieving equitable land ownership amongst SA citizens (DRDLR, 2012). Two major challenges identified within the programme were the decline in productivity of farms and the lack of suitable markets, which meant that few land reform projects were progressing into sustainable farming enterprises (DRDLR, 2012; Kloppers and Pienaar, 2014). As such the Recapitalization Programme was launched in 2010 nationwide to support new land owners on restituted land (DRDLR, 2012).

This programme focuses on farms that have since 1994 been identified as having potential to grow but received either limited or no agricultural support from the state. The programme aims to contribute to infrastructural development, financial viability and productivity of land acquired in the land reform programme (DRDLR, 2012). Through a number of partnership models, the recap programme makes provisions for concessionaires, co-management and shared equity arrangements for new land owners (DRDLR, 2012).

The *Moletete* CPA indicated that they had received initial support more than a decade ago to enter into joint ventures through the shared equity arrangements. However over time, as more land parcels were restituted, they have had to find or wait for investors to develop some of their land for beneficiation (see Appendix B). Owing to some failed projects with potential investors, more pieces of land remain fallow. Through a community-private-partnership (CPP), a skills transfer programme was introduced on one of their biggest farms that would over time enable the community to be involved in the management and operation of their land. So far the CPA has indicated the low level of skills that community members have, and instances where trained individuals leave to look for work opportunities elsewhere (Chamberlain and Anseeuw, 2017) have been a challenge to their objective of developing personnel who will take on a farm enterprise management role.

From our contextual profiling, it was clear that the *Moletete* case was facing a number of challenges which over time will have dire implications for beneficiation of the community. These issues include (i) willing seller willing buyer challenge (although not in the control of the CPA) (ii) overdue property rates, (iii) conflicting interests of land use: historical versus contemporary interests, (iv) challenges in finding investors for some of their desired developments, (v) no developed structure or platform for higher participation of beneficiaries, (vi) poor working relationships with the local municipality and (vii) no clear coherent long-term planning for their land.

From the multiple engagements with the committee, the AWARD-RESILIM-O project agreed to work with the CPA on developing the knowledge base of the community in terms of land use planning, which is the main activity system. Through working with *Moletete*, this study was an opportunity to (i) introduce young people into the affairs of the CPA; (ii) to develop the knowledge base of young people around biodiversity and land use planning, (iii) to assist the CPA to use knowledge gained to develop plans that are within municipal regulations (iv) to introduce young beneficiaries to business planning in the context of biodiversity and land use

with the objective to develop their capacity as future custodians. This then became the focus of my study. Without referring to any framework that outlines what a good custodian entails, the design of the learning programme was based on what is required for the CPA committee to act according to their constitutional mandate and that is what holds the idea of custodianship in this context.

1.5.2 The Moletele Youth Learning Programme

The Moletele Youth Learning Programme (MYLP) was launched in 2018 aimed at building knowledge competencies of young people and to develop their understanding of natural resource management and land use planning for sustainable development projects and to nurture their identity as future land custodians (AWARD, 2020). This programme aimed also to support the MCPA to begin to think systemically in terms of land use and the opportunities biodiversity offers to inform their land use plans for the future (AWARD, 2020). The MYLP was therefore part of the Municipal Support Initiative Land Use Planning project which was aimed at developing the capacity of governance structures, practitioners and stakeholders to collaboratively develop land use plans that are aligned to the municipal spatial mandate (AWARD, 2017).

From a series of engagements with the MCPA Committee in 2016 and 2017, and a review of the MCPA Constitution, it became clear that the CPA's objectives paid little attention to biodiversity (AWARD, 2020). In addition, there were no platforms for youth to participate as future land custodians, despite the Constitution indicating that the committee should include young people. This presented an opportunity to facilitate a process to support the CPA to begin to consider the value of biodiversity for beneficiation projects given the profile of the land they own. To achieve the MSI objectives with the CPA's objectives in mind, the idea of working with young people emerged. Four themes were chosen as the focus of the MYLP (see Section 3.4.2) and activities were developed and framed into a field book (described in the next section).

In collaboration, the CPA took up the responsibility to select participants for the 2018 programme. It was however challenged with poor selection methods by the CPA and led to us running a scaffolding programme for the youth as they did not meet the requirements. In 2019 AWARD ran selection tests from which participants were selected. The MYLP officially launched in 2019 from which data for this study were generated. A learning programme was facilitated through practical and exploratory sessions to build the capacity of youth in thinking

about biodiversity as a basis for sustainable natural resource development projects (AWARD, 2020).

1.5.3 The MYLP field book

The field book was developed by the AWARD-RESILIM-O project as an activity-based tool that guided all the contact sessions (explained in detail in Section 3.4.2.). The field book is divided into six modules each as a different topic with unique activities. The activities outlined in the field book were framed around the topics of land use, history of the Moletele, biodiversity, cultural heritage, biodiversity business development and climate change. The activities were conducted in a flexible manner paying attention to what was relevant to the youth group. The youth participants each possessed their own field book and writing materials which they used during all the sessions.

This study is unique in that it is one of the first of its kind, where young people from claimant communities are taken through a learning programme to develop their identity as future land custodians. In the land reform programme, CPAs that have claimed land in nature reserves have a legal obligation to form a youth forum for young people to participate in CPA matters- but this context is different. There is no legal obligation to have such a structure and despite the Constitution of this Moletele CPA indicating that there should be youth in the committee, it is not the case.

1.6. Research Questions

My research questions are founded on the exploration of a learning programme in facilitating the development of future custodians' concept and identity as custodian

Main question: What value does a context-specific learning programme have for youth who are future beneficiaries and custodians of land?

Sub-questions:

- a. What kind of scaffolding is needed for young people to participate in the land reform programme as beneficiaries and in the development of their community?
- b. What role can young people from claimant communities play or contribute in the development, beneficiation and governance of their communities?
- c. What are the implications (if any) a learning programme for the participation or involvement of future beneficiaries in custodianship of their land?

1.7. Definitions of key concepts in this study

This study was framed around land use planning and biodiversity management. As such key concepts for this study are mainly from the practices (land use and biodiversity planning) and the tools that enable the practice (CPA, municipal and spatial planning legislation)

Beneficiaries

Beneficiaries in the land reform programme refers to the people who are legally registered and verified as having a direct link to persons who were dispossessed of land since 1913. Beneficiaries are also allocated a ticket number (as identification) which serves as a permit of entry to meetings of the communal property association. In our context, the principle is “a one household one beneficiary”. In our work with the youth, we have chosen to use the word “land owners” to refer to beneficiaries because beneficiaries, we feel that although it is associated with a sense of entitlement, the idea of owners/ownership is not emphasized.

Biodiversity

According to the Biodiversity Lexicon developed by SANBI (South African National Biodiversity Institute), biodiversity (biological diversity) refers to the diversity of (i) ecosystems, (ii) species of plants and animals (iii) genes and the processes that are responsible for ensuring the continuation of this diversity of life (Driver, 2016). Biodiversity is therefore a technical term for what we would refer to as nature in the simplest of terms. Biodiversity simply put is the natural environment within which all life exists. It includes species of plants and animals, insects, microorganisms (both terrestrial and aquatic) etc. that co-exist and play unique roles in the fabric of life. All of humanity’s ability to grow food and obtain natural resources is a result of the network of biophysical and natural processes of nature (ecosystem goods and services). To ensure that nature is able to provide us with continual supply of ecosystem goods and services, some protection and management of our natural resources is required.

Claimant Community

A claimant community refers to a community, or individuals within a community who have lodged a land claim collectively.

Communal Property Association

A Communal Property Association (CPA) is a legally recognized entity that is formed to collectively identify all members of a claimant community. Members of a CPA can reside anywhere and does not refer to an entire residential area or village. The main purpose of a CPA is to act legally on behalf of a claimant community with regards to the affairs of land

claims and any affair linked to land they have been restituted or have a stake in. As such a committee has to be formed in the CPA. The Moletete CPA has a committee who work hand in hand with a council of elders who are elderly people who are present when land claims are made, or in a court of law to provide evidence of forced removals or history (MCPA, 2017).

Custodians

A custodian in this context refers to a person or group of people who own land, and by default are legally mandated with the responsibility of playing a part in the management, administration and have a say in the affairs of their land. In this context, a custodian does not refer to an external body or person who is elected or chosen to look after property on behalf of someone else. For example the CPA Committee acts as an administrative (representative) body of the CPA and are not the only custodians of the Moletete land.

Identity

Identity is a social construct that is multifaceted. Identity relates to ‘belonging or association’ defined by membership rules or distinguishing features of behaviour that an individual develops a sense of pride, honour, or dignity as it relates to such construct (Fearon, 1999; Oyserman, Elmore and Smith, 2012). In contemporary society, the identity of an individual can be formed or developed over time from their past, their present and the future that they hope to associate with (Oyserman, Elmore and Smith, 2012). Identity is defined and understood in many ways as it relates to aspects of self, social status, language, gender, race, culture, geography, nationality, politics and many more aspects. In the context of this work, the phrases ‘land owner’ and ‘custodian’ are concepts that offers us the context of an identity that has been formed over time as the Moleteles acquired land with which the youth were introduced to.

Land Reform

The democratically elected government of South Africa in 1994, inherited a historical legacy of separate development which continues to affect the lives of many previously marginalized communities throughout the country. The land reform programme is a major programme that aims to redress past spatial injustices and deal with issues of land dispossession as experienced by most if not all black people in South Africa.

Land use planning

Land use planning or spatial planning is a practice of planning for how the physical environment is used and managed for the purposes of development, residential, business and

any other purpose deemed necessary. Spatial planning was previously referred to as town and regional planning where spatial planners (also known as town/urban planners) were responsible for planning the urban spaces for development. With the new legislation, Spatial Planning Land Use Management Act 16 of 2013 (South Africa. Department of Rural Development and Land Reform DRDLR, 2013), town planners have to consider spaces beyond urban areas, and include every piece of land within a municipal jurisdiction in their development framework. This includes conservation areas and communal areas. This practice of deciding what development should go where, how land should be categorized according to use (zoning) and planning for future developments are practices within land use planning.

Resilience building

The RESILIM-O project is framed around the concept of resilience which has been defined in various ways. Resilience can refer to the ability of a system, individual or an institution to deal with a constantly or haphazardly changing environment (absorbing and resisting shocks) which presents various threats, unfavourable conditions or even vulnerability as a result of an impact (Rockstrom et al., 2009). Within the Olifants Catchment, studies have shown that up to 26 per cent of the population still live in former homelands (AWARD, 2019). They mainly rely on the natural environment for livelihoods and as such could be impacted by climate change if there are no adaptation strategies. Building resilience of new land owners entails working together on processes that can lead to an enhanced capacity to reduce vulnerability to climate change impacts by having sustainable natural resource management practices.

Social learning

Social learning refers to any kind of learning that takes place when groups of individuals with diverse ideologies and experiences meet and engage in an environment that is conducive for learning (Wals, 2007). Social learning theory builds on the work by many theorists including Bandura (1971, 1986) which claims that learning is more than a just a change in or of behaviour. Bandura described learning as also occurring internally within the individual that can lead to a change in behaviour. Social learning in this sense is less so about what people should know and more an approach to learning that can be open ended and transformative (Wals, 2007). This concept of social learning is a defined as a new way of thinking informed by learning processes that lead to collaboration and transformation amongst people, organizations and societies (Wals, 2007).

SPLUMA

Spatial planning was at the heart of implementing segregationist policies. From as early as 1894 when the Glen Grey Act was passed to inhibit ownership and acquisition of land by black people to the mid-1950s where people were dispossessed of and removed from fertile ancestral lands, this was an element of strategic spatial planning. As part of the vision for a new, better, inclusive nation, the Spatial Planning Land Use Management Act better known as SPLUMA (DRDLR, 2013) was enacted to deal with the aftermath of marginal, exclusive spatial planning.

1.8. Thesis Structure

This thesis is made up of five chapters:

Chapter 1 was an introduction to the land reform as a programme in South Africa and the context of beneficiaries of this programme in my study. This was an introductory chapter in which I presented the general overview of what the rest of the study is about and the various elements that will be covered in the preceding chapters.

Chapter 2 will introduce the theoretical framework that I have been working with in my study-situated learning theory. I will also focus on AWARD's RESILIM-O particular conceptualization of local government: The Municipal Support Initiative, as a way to address building resilience of institutions and institutionalizing new practices. I will also expand on the spiral framework which we relied heavily on in our learning programme. I will also give a detailed literature review on land reform process and progress in our country and unpack the some of the challenges crippling the programme, which are briefly introduced in Chapter 1 above.

Chapter 3 offers insight into the systematic research methodology that was applied in conducting this study. The study was part of a bigger project and as such was designed from the land use project. Therefore the methodology is explained in relation to the project outcomes and the research questions formulated. The chapter then presents the template of the learning programme and the various elements that served as data sources, what data were collected in each stage of the programme and how the data were organized. The spiral framework is used again in this chapter to outline the data collection points and the overall theme of the learning programme. The value creation framework, which will be used as an analytic framework in Chapter 5, is introduced in this chapter. Towards the end of this chapter, I elaborate on the ethical aspects of this study, data validity and trustworthiness.

Chapter 4 is a presentation of data that was collected and offers preliminary findings according to different levels of analysis. Themes from the data are presented using the spiral framework to link to the outcomes of the learning programme. The learning programme was not concluded and the limitations and shortfalls of the study will be discussed in this chapter.

In Chapter 5 I will bring together the findings from the learning programme. In this chapter, I will attempt to paint a clearer picture of what is revealed by the data using the analysis generated from Chapter 4. I also link the findings to the research questions asked and then to the literature presented in preceding chapters as a way to summarise the main findings of the study.

1.9. Conclusion

In this opening chapter I have outlined the broader context within which my study is located, which is unique in many ways. I have discussed the purpose of the study in relation to the project within which it was located. Furthermore, I provided a short overview on land reform and its elements are further discussed in Chapter 2. The key concepts which underpinned my study are the common concepts that we worked with in our collaborative work are introduced. The next chapter focuses on the theoretical and conceptual framings of this study and offers a detailed summary of the aspects of the land reform programme.

Chapter 2: Literature Review and Theoretical Framing of the Study

2.1. Introduction

In this chapter I will provide a review of the literature relevant to my study and introduce theoretical framework that guided the study's analysis. The chapter starts with a brief historical overview of land as a concept. From the overview follows a review of emerging ideologies affecting land reform as a response to historical segregatory policies in the context of South Africa. The chapter will then look at how the land ownership discourse has been shaped over the years and briefly reflect on the challenges of the land reform programme. I will then introduce the theoretical framework that underpinned this study and how it was applied to the learning programme and attempt to show its relevance links to the approach adopted by the resilience building programme under which this study was conducted.

2.2. Land: its purpose and meaning for who?

Land as an entity holds different values to people and animals that is based on its purpose, the role it plays, meaning and benefit(s) derived (Walker, 2017). To some people land is sacred and isn't owned by any one individual (Tladi, 2019) while to others land is a commodity that can be sold or exchanged (Verheye, 2004). What is common to all of humankind and animals is our continued dependence on land for the fruits it bears that are necessary for ensuring our existence (Stewart, 2015). Meaning or value attached to land is not static but can morph according to necessity or change of purpose over time. A cross-cultural comparison of the Arabs, Turks and Aryans using archaeological data shows how people transitioned from a nomadic (or semi-nomadic) lifestyle where land was utilized as a source of immediate harvesting of fruits, vegetation and hunting to a sedentary lifestyle where people worked the land and relied heavily on their immediate environment for sustenance (Ultius Inc., 2014). The so-called start of civilization is believed to have started when man inhabited the Fertile Crescent which is located somewhere between the Tigris and Euphrates rivers in the Middle East. With the settlement of people emerged the development agrarian societies, cultures, writing and the earliest form of trade. This transition signifies an attachment or a new relationship to the land by virtue of the physical conditions which were conducive for settling. Various groups of people have developed a sense of identity and belonging with their land.

Over many centuries the scramble for land has resulted in war and conflict. European countries are known to have traded with African countries for centuries (Iweriebor, 2002). With the rise of the Industrial Revolution colonial expansion projects were driven mainly by economic,

political and religious reasons leading to empires, domination, subjugation and removal of people from their ancestral lands. This view of land as a commodity was conflicting with other values which many African, South American and Indigenous First nations people in other parts of the world associated with land. As such dispossession was more than just an act of relocation but a stripping of identity and in most cases, a disruption or forced disconnection from cultural or ancestral heritage. Access to the resources on the land was a major driving force for colonial land appropriations. In South Africa from as early as the 17th century, some tribes were subject to some sort of land dispossession by the Dutch and the British.

2.3. Land Reform Program: Restitution, redistribution, and security of tenure

2.3.1 What does land reform entail?

The land reform programme of South Africa is founded on three pillars: land restitution, land redistribution and security of land tenure. Land restitution refers to the restoration of the same land to the people or descendants of people who lived in the very same land. Redistribution means government purchasing land from farmers (using a willing seller willing buyer model) and redistributes it to black people as a way to balance land ownership. Security of land tenure has two components: to provide security for farm workers to stay on commercial farms in uncertain times and improving tenure of people living on communal areas whose tenure is insecure as it is held either in trusts by the state or by assumed authority of traditional leaders (Dawood, 2017).

In Section 25(5) of the South African Constitution (RSA, 1996) provisions are made for land redistribution saying that the state is under the Constitutional duty to 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"* (p.10). Section 25(6) talks about the security of tenure (p.10):

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.

Then Section 25(7) makes provision for land restitution: *"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” (p.10).

The land reform programme is based on equity and economic empowerment. Its strategic objectives were to address dispossession of land, economic growth, equitable and ‘just’ distribution of land, securing tenure of farm workers and residents, rekindle the black farming practice destroyed and to contribute to national reconciliation (Cousins, 2016).

2.3.2 The Natives Land Act of 1913

As introduced in Chapter 1, it is generally accepted that the Natives Land Act of 1913 set the stage for creating structural problems of inequality and poverty still faced today by a large percentage of the black population (Hall, 2014; Kloppers and Pienaar, 2014; Modise and Mtshiselwa, 2013; Netshipale et al., 2017; Ntsebeza and Hall, 2007). This date was adopted as a pragmatic approach to avoid dealing with clashing or competing claims over “land currently occupied by black people as opposed to focusing on white-owned land” (Institute for Poverty, Land and Agrarian Studies, 2016). As such two pillars of the land reform programme find relevance in their link specifically to the Natives Land Act 27 of 1913, an act which was responsible for:

- restricting ownership of land by black people to 7% of the total land (later increased to 13%),
- prohibiting black farmers from purchasing land outside of the ‘reserves’,
- prohibiting white farmers to purchase land in the reserves,
- prohibiting black farmers from renting land from white farmers for sharecropping,
- The removal of black people from fertile areas to less arable environmentally degraded areas, and
- indirectly creating a demand for a black labour force on farms and in the mines.

In January 2013, there were increasing discussions to ‘push back’ the cut-off date for land claims to before 1913 to be more inclusive of dispossession. Land redistribution is needs based and in a way attempts to encompass dispossession that took place before 1913 (Ramutsindela, Davis and Sinthumule, 2016). Although gaining political support, the land audit data used time and again when speaking of land ownership seems to be manipulated (South African Institute for Race Relations, 2018). This presents us with many thoughts as the land issue is a sensitive one which over the years has proved to be highly debated. I highlight one perspective in light of the shifting of the cut-off date for land claims- as a way to helps us consider the various

historical challenges that create spaces for dialogue on the validity of the 1913 cut-off date. To add to this, discourses such as “expropriation of land without compensation” will create new dynamics into the current land reform programme as the move towards amending Section 25 of the Constitution gathers more support.

2.3.3 Does land dispossession before 1913 count?

As briefly introduced in Chapter 1, this discourse of land claims is biased and politically driven. The ‘recorded’ and generally accepted history of land dispossession in South Africa by European colonial powers spans as far back as the 17th century with the arrival of the Dutch in the Cape of Good Hope as a key reference point. The recorded history of tribal wars (in South Africa) that also led to the displacement and dispossession of people of their land and resources spans well before the 17th century (after the migration of the Bantu farmers from the north in the 2nd century). The irony in this narrative carried through debate is the subtle marginalization of the (now) Khoi people (Secorun, 2018) who based on a number of credible sources were the first ‘inhabitants’ ‘found’ on this part of the continent. All that has happened is a morphing and integration of this group of people as coloured (Secorun, 2018) and significant reflection captured in the country’s coat of arms. In his State of the Nation Address in 2012, former president Jacob Zuma indicated that there is need for their recognition. Using 1913 as a cut-off date suggests this biasness towards the Khoi people and other groups disadvantaged by dispossession before 1913.

Simkins (2014) points out an interesting perspective on questions that arise should discussions of land claims be shifted to prior 1913. He claims that African conceptualization of property relied on oral transmission and would be difficult to reconstruct ‘pristine’ customary law with certainty before the annexations (Simkins, 2014). This line of argument is problematic as it seems to suggest that other forms of knowledge, that isn’t recorded in books (which are also biased) should not be taken as credible. Dube (2009) agrees with Simkins (only on not pushing back the cut-off date) when he adds that the agreement for 1913 is related to the compromising nature of the Constitution and that it has been argued that although this tends to exclude those dispossessed prior 1913, this restitution programme may not be a viable vehicle for addressing such exclusions. Simkins (2014) further added that it would be challenging to restore land to its ‘rightful owners’ as there are accounts of tribal wars which implies fights for land. He however failed to recognize that commissions which were launched before 1913 applied a particular methodology to record accounts of land ownership by so called natives as evidence to use against ‘natives’. In other words the very 1913 Land Act was based on and influenced

by some of the recommendations coming from pre-1913 promulgations and ordinances (SA History Online, 2019), as pointed to in Chapter 1.

Between 1806 and 1947 over 17, 000 statutory measures (over 100 acts, promulgations, ordinances and commissions) were put into place to systematically create a pathway for dispossession of land but also to further enable the acquisition of wealth (taking up ‘unreserved’ land and ‘selling’ off people to the mining revolution), which was linked to land ownership back then (du Plessis, 2011). Findings from two of the commissions launched (pre 1913) clearly showed that the black farmers (the Nguni and Basotho farmers) were relatively more successful than the white farmers – and this was seen as a threat to white farmers to a point that it was necessary to institute laws that would favour white farmers (Modise and Mtshiselwa, 2013). This was achieved through legislation that replaced black farmers who were tenants in white areas with labour servants and relegated black farmers (who were in some cases better skilled than white farmers) to no having no source of income. Additionally, only white farmers were subsidized by the government to invest in infrastructure that enabled large scale commercial farming.

By the time the Union of SA came to be in 1910, dispossession of land and territorial segregation were a success in all four colonies and political exclusion was the new agenda. It is worthwhile to bear in mind that before the Union, segregational measures were unique in each colonial province and may not have been applied in the same way in all colonies. The various commissions launched made it easy to devise laws that would benefit white farmers: colonial methods of conceptualization of ownership were used to justify allocations of “unused” land from various non-European, African groups of people to white farmers and the state. For SA to possess such a well-documented history of colonialism, land dispossession and segregation (Rugege, 2004) space to debate has emerged and with new sources of information emerging over time, this further fuels the politically driven motion for the amendment of section 25 of the South African Constitution, which has been the political agenda in recent years. (Madisha, 2018)

2.3.4 Is the land reform programme serving its purpose?

In essence, land reform as a response in a new dispensation, which sits in globally dependent economic context (Ramutsindela et al., 2016) only begins to deal with one or two dimensions and will not deal with the entirety of the complex issues that were birthed as a result of segregational policies. In a post-apartheid era, it has become clear that redress entails more

than just redistributing land (needs based), restitution or securing tenure of land (rights based). The possession of productive land by the colonial state led to increased access to resources, creation of wealth and cemented their economic and political power. Equally the dispossession of land enabled poverty, inequality, loss of livelihoods, loss of connection and relegation to dependency (Modise and Mtshiselwa, 2013).

Good governance and active government (monetary and fiscal) interventions (amongst other things) to economic players which will include new owners of land through restitution or redistribution are vital to achieving national goals of reducing inequality, stimulating economic growth and job creation. The financial and regulatory support offered to white farmers under the colonial regime is a poor example of an interventionist approach to enable progression because support was polarized and not inclusive. In post-apartheid government policies (see below: RDP, GEAR, ASGISA, NGP, NDP) and programmes (see below: SLAG, LARD, PLAS, and RADP to mention a few) were introduced as interventions to deal with a crippling economy after facing financial sanctions and economic isolation, creating current socio-economic issues. However, these have not been 100% successful in meeting targets owing to unfavourable external factors and government inefficiencies in the post 1994 period.

A brief chronological view of the interlinked/aligned government interventions to redistribute land, provide agrarian reform and transform the economy include,

- 1994: RDP - Reconstruction and Development Programme launched as a social development policy to provide housing, basic services, health and land reform (SAHO, 2014).
- 1995-2000: The Settlement of Land Acquisition Grant (SLAG) Programme was a R16,000 grant for poor, landless, deserving household to use to invest in infrastructure, acquire land or improve tenure rights or any other land purpose (Netshipale, Oosting, Raidimi, Mashiloane and de Boer, 2017).
- 1996: GEAR - Growth, Employment and Redistribution launched a macro-economic policy to strengthen economic growth (SAHO, 2014).
- 2000-2010: Land Redistribution for Agricultural Development (LRAD) was launched to support emerging black farmers or aid previously disadvantaged South Africans to access land for agricultural purposes (Netshipale et al., 2017).
- 2003: Black Economic Empowerment is a pragmatic policy that seeks to increase participation of black people in the economy by setting up criteria to offer Africans,

Coloured and Indians employment opportunities, skills development etc. over white South Africans (Department of Trade and Industry, 2003). It was later rebranded as Broad Based Black Economic Empowerment (BBBEE) and is aimed at redistributing wealth.

- 2004: Comprehensive Agricultural Support Programme (CASP) was launched to provide post-settlement support by facilitating public-private-community cooperation partnerships (Department of Land Affairs, 2004).
- 2005: ASGISA - Accelerated and Shared Growth Initiative macroeconomic policy targeting unemployment and poverty (SAHO, 2014).
- 2006: Proactive Land Acquisition Strategy (PLAS) was a Programme to access strategically located land using market opportunities where the state used a willing buyer willing seller model. As part of a leasehold system, the state identified households/groups to lease agricultural land thus avoiding the transfer of ownership rights to land reform beneficiaries (Ranwedzi, 2013)
- 2008: Launched as an accelerate Land and Agrarian Reform Project (LARP), this project was jointly implemented by various sector Departments to accelerate service delivery i.e., land delivery and agrarian reform (Department of Land Affairs, 2008).
- 2009: Comprehensive Rural Development Programme (CRDP) was an integrated programme to deal with rural poverty through social and economic infrastructure investments (DRDLR, 2009).
- 2010: New Growth Path was rolled out with similar objectives as ASGISA (SAHO, 2014).
- 2012: National Development Plan as a long term social economic development plan to reduce inequality and eliminate poverty by 2030 (NPC, 2012).

The Recapitalization and Development Programme (briefly referred to as the Recap Programme) specific to the land reform programme was launched in 2009 (DRDLR, 2009). The programme focused on restituted farms that have received either limited or no agricultural support post-settlement but have the potential to grow if the necessary support is provided (DRDLR, 2009). This programme aimed to contribute to infrastructural development, financial viability and productivity of land acquired in the land reform programme (DRDLR, 2012). Through a number of partnership models, the recap programme makes provisions for concessionaires, co-management and share equity arrangements for new land owners (DRDLR, 2012). The programme was seen as elitist as it was seen as the commercialization of

land reform projects whereby short-term business plans drafted by private partners or officials were used for business ventures (Cousins, 2016).

Land owners need to be supported by government in much larger capacities to realize the full potential of their land being cognizant of the evolved nature of the economy, socioeconomic profile and legislation in terms of what is permitted and what isn't. Current evidence shows that support has not been significantly effective for new land owners and this has led to dysfunctional communal property associations (Ramutsindela et al., 2016.) In addition, it has been reported that more than 90% of agricultural land transferred in terms of these two programmes is not being used productively (Kloppers and Pienaar, 2014) This unintended outcome paints a worrisome picture and creates a sense of doubt in the ability of the land reform programme to deal with an inherited legacy of inequality, landlessness and a disenfranchised majority black population.

2.4. Land Reform: Custodianship post claim settlement

2.4.1 Land Ownership in South Africa – the Land Audit Report

The Department of Rural Development and Land Reform conducted and published two land audit reports on state-owned and privately owned land (DRDLR, 2013 and 2015 respectively). The audit showed who owns land, what type of land and how much is owned in hectares (ha). The land audit report has been heavily criticised for its inconsistencies in figures reported and its questionable recommendations (Donnelly, 2013; DRDLR, 2017; Nhlabathi and van Rensburg, 2018; SAIRR, 2018). Various sources report different figures some going as far as explaining causes of the deviation. It is interesting to look at the finer details of land ownership as it provides a slightly different picture from what is painted in political debates- which tend to influence the public. This puts into perspective the flawed basis for programmes and the motion for the amendment of the Constitution for expropriation of land without compensation under question (Nhlabathi and van Rensburg, 2018).

2.4.2 Land ownership categories

The land audit report provides insight into the different types of land owned according to race, nationality and gender. South Africa's total land area is estimated at 122.5 million ha of which approximately 114 million (94%) ha are registered with the Deeds Office (DRDLR, 2017). The remaining 6 % is surveyed but unregistered land held as trust state land in Limpopo and in the Eastern Cape Province. Of the registered land, 17,1mil ha (14%) is state-owned. State owned land is any land owned by national government, provincial government, municipalities and

including public entities and public schools. Just above 77% (\pm 94 mil ha) of the remaining land is privately owned. Private ownership refers to land owned by individuals, companies, community-based organizations (CBOs) and trusts – this can be in either rural or urban areas. CBOs includes churches, communal property associations (CPAs), body corporates and others (DRDLR, 2017, see Table 2.1 below). Companies then refer to close corporations and companies with proprietary rights (Pty. Ltd) (DRDLR, 2017). Some of the individual owners are also beneficiaries as owners in some of these companies, CBOs and trusts that own land.

Pre-1994, homelands accounted for approximately 18 million hectares of the total land area (Agriculture South Africa (AgriSA), 2016) and some have argued this to be the “only black-owned” land at that time (Pringle, 2013). Government has since purchased land which has been used for urban development, agriculture and the land reform programme of restitution and redistribution.

To further understand land ownership, land was classified in three main groups: land owned as erven, agricultural holding, and farms. Erven refers to land parcels that are urban in nature and this makes up \pm 3.2mil ha of the total land. ‘Farms’ in this sense does not refer to land used for agriculture but is actually a category which includes conservation areas, communal areas etc. (SAIRR, 2018) and they account for \pm 110mil ha of land. Agricultural holdings make up \pm 340 000 ha. Under each of these groups, ownership is classified according to race, nationality and gender.

2.4.3 Who owns the land?

Below are some representations generated to depict land ownership statistics as is represented in the land audit reports (DRDLR, 2017): It is worth saying that the term ‘blacks’ was applied to two cases: to refer to all non-white groups (African, Coloured and Indian) as a collective and to refer to black Africans when the different race groups are split (political debates seem to have an affinity to use black to exclusively refer to African).

Table 2.1. A breakdown of privately owned land in South Africa (DRDLR, 2017)

Land Owners	Size of land hectares	% of land
Individuals	37 800 986	39%
Companies	23 199 904	25%
CBOs	3 549 489	4%
Trusts	29 291 857	31%
Co-ownership	883 589	1%
SUB TOTAL-private	94 725 825	100%

The above figure Table 2.1. is a representation of the 94 million hectares of privately owned land. Land owned by individuals accounts for only 37.8 million hectares (40%). This distribution already implies that not all 94 million ha are available for redress purposes. Within the land owned by individuals, we start to see a very different picture where white people own more than 70% of the 37 million ha. (see Table 2.2 below)

Table 2.2. Land ownership according to race group (DRDLR, 2017)

Race group	Extent (size) in ha	% of total land
Whites	26 663 144	71,91%
Black Africans	1 314 873	3,55%
Coloured	5 371 383	14,49%
Indians	2 031 790	5,48%
Co-ownership	425 537	1,15%
Other	1 271 562	3%
Total extent in ha	37 078 289	100%

Within urban land 722 667 ha of 3.2 million ha are owned by individuals where there are more black people (3,32 million) with land parcels than white people (1,55 million). In terms of size, white people own more land (357 507 ha) than the other three groups: African (219 033 ha); Coloured (54 522 ha), Indian (55 909 ha). Once again, the full extent of urban land is not freely available for redress purposes. The remaining 2,47 million ha urban land is owned by companies, industries, government etc.

Table 2.3 below refers to the rural land ownership where there is a much higher difference in ownership with black people owning significantly less land than white people.

Table 2.3. Rural land Ownership in South Africa (DRDLR, 2017)

Race Category	% owned
Black	4%
Coloured	15%
Indian	5%
White	72%
Others	3%
Co-owned	1%
Total % of land	100%

The stats provided in the table above forms part of the main political debates for land redistribution. More than 70% of rural land is owned by white people and it is this figure of rural land that is often referred to in political debates that needs to be addressed.

Sectional titles refer to ownership of a unit within a complex or development which is allocated to different owners. Full title then refers to full ownership rights to a building and the land upon which it's built. In the table below (Table 2.4.), it is clear that white people own more than twice the number of sectional titles to African and Coloured people who own sectional titles.

Table 2.4. Sectional title ownership by race (DRDLR, 2017)

Individual sectional title owners per race	size (ha)	%
White	5118	45%
African	1989	17%
Indian	556	5%
Coloured	2375	21%
Other	703	6%
Co-ownership	655	6%

In general, the statistics show that black people own more urban land in terms of numbers while white people own more in terms of size. Only 30% of land (37 million ha) is owned by individuals of which white people own 22% (26 mil ha). The ownership of land according to race varies from province to province. The highest percentage of land owned by black population is in the Eastern Cape at 21%. Men own 71% of land, women 13% and 16% is owned by others (these are owners whose gender were not classified in the Department of Home Affairs population register). Only 2% of SA's land is directly owned by foreign nationals.

2.4.4 Limitation of the land audit report (DRDLR, 2017)

While the above tables give some overview of land ownership, there are also limitations in the reporting as follows:

- No official document has captured land ownership according race, gender and nationality. Various sources had to be consulted to compile the report.
- In some cases, the race of owner is not known therefore names and surnames were to be used to determine race- weakening the credibility of the data because individuals may possess what was traditionally Afrikaans surnames but may not necessarily classify or identify with the race historically associated with the surname known.

- Only 31% of land owned by individuals can be interpreted in terms of race or gender (van Rensburg, 2018).
- It does not comment on the restitution process where claimants opted for financial compensation (Donnelly, 2013) or for how AgriSA studies report that the land sold back to white farmers amounts to just under 400 000 hectares (AgriSA, 2016). The report also fails to indicate how restituted or redistributed land has been categorized (SAIRR, 2018).

Agriculture South Africa's 2017 (AgriSA) studies report that agricultural land represents 76% of the total area (AgriSA, 2016). This figure decreased from 79.3% in 1994 to 76% in 1996 due to conversions to other land uses such as urbanisation, mining, industries and privately owned conservation areas (AgriSA, 2016). Valuation of land from an agricultural perspective is a useful variable as it highlights the importance of land from a value and agricultural potential point of view and less so about size (DOA, 2016). The problem with the land audit report is that it appears to focus on the size of the land more than it does on agricultural potential- which is at the centre of land redistribution. In municipal zoning land with the exception of towns, cities and proclaimed nature reserves are often classified as agricultural and that also creates some confusion when there is no consensus on what constitutes a agricultural land and what is not (Pringle, 2013). This breakdown of land begins to indicate exactly how much land is available for redress and attempts to clarify the misinterpretation of numbers in debates, but this is clearly a process still ongoing.

2.4.5 How has government performed in its reform programme?

The South African government through the land redistribution programme had aimed to redistribute 30% of white-owned commercial agricultural land to black South Africans by 2014 and to settle all claims by 2015 (Kloppers and Pienaar, 2014). The state has achieved just above 10% (8.5 million ha) of their redistribution target by 2014 (Kloppers and Pienaar, 2014) and by 2019: 62, 475 claims out of 80,000 claims have been settled: a total of 3.5 million ha of land transferred (Beinart and Delius, 2019). The journey to achieving targets set in the land reform programme has been marred with inefficiencies, land value manipulations that cost the state much more than what was budgeted, political interference, ongoing claim disputes, unintended consequences and many more complex challenges (Cousins, 2016; Dawood, 2017; Sihlobo and Kirsten, 2018).

The land tenure security programme has not received as much limelight as has the other two (Cousins, 2016). The old system of permission to occupy (PTO) has not been upgraded as it was introduced during the apartheid regime. Farm workers remain vulnerable due to the inadequate security provided by the ESTA (Extension of Security of Tenure Act), people who have stayed on farms for more 10 years including those over 60 years may not be evicted even in the event that they are unable to work) legislation (Cousins, 2016). Despite government’s emphasis to fast track the process, there has been no meaningful interventions or prioritization.

Due to what is seen as a relatively slow pace of the land reform process, institutions such as CPAs have benefited insignificantly from these processes leading to the dysfunctionality and eventual dissolution of many throughout the country. (Cousins, 2016; 2019 Parliamentary Monitoring Group, 2018)

2.4.6 Custodianship of land

The need or urgency for government to support new land owners needs to be reiterated. The role of a custodian or the practice of custodianship requires the entity to be able to acquire, hold, administer and manage property (Department of Land Affairs, 1996) received through restitution or redistribution. As custodians, CPAs should be entities that are able to operate as decision making entities on behalf a larger group of owners, implementing or securing projects that will benefit claimant communities at large, and put in place an effective governance system. CPAs have to operate within the confines of legislation from a compliance point of view and be adaptable to changing circumstances be it regulations or the additional land that is restituted.

Over the years, there have been multiple examples of post settlement challenges that are faced by CPAs and as such need to be factored into a reviewed approach of support. A lot of CPAs have collapsed due to foreseen or unforeseen circumstances (DRDLR, 2015; 2018; 2019 Parliamentary Monitoring Group, 2018). Some of the challenges facing CPAs nationwide are as outlined in Table 2.5. below

Table 2.5. Some of the common challenges faced by CPAs in South Africa (DRDLR, 2019)

Shady dealings whereby land is transferred into another trust and is not contained in the CPA’s name.	Poor accountability mechanisms and administration of CPA affairs by committee
There are always conflicting interests: selling vs keeping land.	Antagonism from traditional leaders who often do not have confidence in CPA to manage land on behalf of people.

Alleged fraudulent acts by some CPA members acting in their individual capacity under the guise of the CPA they serve.	Antagonism from claimant community members: poor understanding of financial management coupled with a lack of immediately distributable income creates suspicion amongst members that the CPA is benefitting alone.
Non-compliance to government legislation and procedural requirements	Life threats discouraging CPA to take certain decisions
CPA members that are unemployed face challenges in fulfilling some of their duties	Unemployed members demand to be employed by the CPA business irrespective of the ability of the business to absorb more personnel.
CPAs not receiving financial support	When government agencies pledge commitments to CPAs in full view of members- there are expectations to deliver without understanding the standards of operation to actualize benefits
Refusal by CPA committee members to vacate offices after committee term expires	CPAs are inadequately prepared to deal with land ownership obligations required by the law unlike sectional title estates. Governance and business mandates need to be separated
Poor understanding of their Constitutions and therefore roles	Inadequate business enterprise management skills and capacity
After receiving land, some CPAs have sold the land in their own capacity, some without the consent of the rest of the claimant community.	Inherit sophisticated businesses on their land that requires much more than a CPA to manage
No models for benefit sharing developed	Low literacy rates and lack of skills
Verification of beneficiaries is a logistical nightmare	Democratic processes of governance often absent
Beneficiaries are “strangers” when they receive the restored land, each with their interests and no common vision.	

In response to some of these challenges, the Department of Environmental Affairs (DEA) and the DRDLR intervened by providing training in a number of areas deemed important for CPAs to realize their Constitutional mandate such as Business Management, Community Leadership and Introduction to Biodiversity Economy (DEA, 2015). Some associations have been supported in the form of infrastructure support (DRDLR, 2012). This was targeted more towards CPAs with potential for game farming and related fields. The AWARD-RESILIM-O *Moletete* learning programme was developed and framed to cover similar programmes to those listed above. The entry point for the MYLP is linked to land use planning as an activity system and is framed around providing support for CPAs through a social learning process (AWARD, 2017). By providing support to custodians of land, we address the same issues and gaps that were targeted by the Recap Programme. A fundamental element to such a programme is the sustained impact from the development of long-term benefit sharing models or programmes.

2.4.7 Sustainability of land reform programmes

The CPA Act (DLA, 1996) outlines various principles that have to be integrated into the Constitution of registered CPAs under section 9(1). Two specific principles are the basis for this study: (1a) Fair and inclusive decision-making processes “all members are afforded a fair opportunity to participate in the decision-making processes of the association” (p.12.); and (1c) “democratic processes...” (p.12.) Although the CPA Act does not include or mention youth in any clause, these two principles provide a basis for the argument for such a study.

In a country characterized by high youth unemployment and youth also make up the largest age groups in the country’s population profile (as outlined briefly in Chapter 1), youth who are part of claimant communities will become registered beneficiaries in years to come. Young people will be affected by decisions made by the current beneficiaries. In an attempt to tackle the unemployment crisis in South Africa, youth and women should be afforded an opportunity to participate in processes they were historically not included in (Achemfuor, 2016). Through capacity building and mentoring, youth can be in a better position to take over or assimilate in CPA processes through a succession plan (Achemfuor, 2016). This is one of many ways to institute a sustainability plan for the continued operation of a CPA, and is the focus of this study.

As introduced in Chapter 1, in South Africa, co-management legislation makes provision for the establishment of a youth forum to exist under a CPA that is in a co-management of protected areas (which is the land that they have claimed). By involving youth, participatory democracy is promoted and the success of co-management is enhanced by providing environmental education programmes as a form of youth empowerment (Maluleke, 2018, AWARD, 2017; GRNP, 2010). Young people remain at the centre of long-term development programmes, and it is important to factor them in decision making or in the decisions that are made.

Inghalo CPA in Gauteng Province offers a useful reference point where the youth of the CPA have been entrusted by their elders to run the affairs of the CPA (DRDLR, 2018) and further investigation is necessary to understand how such an arrangement can offer insights into the involvement of young people in CPA affairs. In the AWARD-RESILIM-O programme, a social learning process was used to engage youth in such a process, hence I turn now to elaborating further on social learning by also indicating its situated nature, and in Chapter 3 I elaborate the approach further.

2.5. Theoretical Framing: Situated learning theory

2.5.1 Introduction

Situated learning provides a theoretical perspective on learning as a multidimensional phenomenon that occurs as a function of the activity, culture and context within which it occurs (Lave and Wenger, 1991). In other words, it suggests that learning occurs when people participate actively in a learning space and have the opportunity to make connections between the knowledge they gain from the interactions and how it relates to their experienced reality (Lave and Wenger, 1991). Within situated learning theory, situatedness or situated activity doesn't not necessarily refer to a limited physical environment where an activity occurs, but includes non-physical spaces in time where individuals are able to make meaning through observation, reflection, coming from social interaction with each other and participation in a community that has its own rules of practice (Clancey, 1995). Situated learning occurs when individuals learn through legitimate peripheral participation in a community of practice (Lave and Wenger, 1991).

2.5.2 Foundations of situated learning theory

Situated learning theory was developed in the late 1980s by Jean Lave and Etienne Wenger. In its development, the concept of apprenticeship was largely used metaphorically in educational research when studying multiple cases on apprenticeship in various parts of the world (Lave and Wenger, 1991). Situated learning theory was developed outside of the schooling environment but had implications for learning in the schooling system. The thinking around "apprenticeship" in the working world was rendered useful and has often been borrowed in the schooling system to refer to learners as 'apprentices' whereas teachers became masters (Lave and Wenger, 1991). Legitimate peripheral participation was used as a way for understanding learning in these contexts and played a large role together with studies on socialization in the formulation of this theory (Lave and Wenger, 1991).

In situated learning, learning is viewed as a sociocultural phenomenon rather than the practice of acquiring abstract or factual information which is later reproduced as part of assessment (Stein, 1998). Conventional views on learning specifically in the schooling systems suggest that a participant or learner internalizes knowledge that is transmitted to them; gained from various experiences or even that knowledge which the learner discovers by themselves (Lave and

Wenger, 1991). With this kind of view, knowledge is taken largely to be cerebral making learning a process of acquisition (Lave and Wenger, 1991) i.e., a cascade model. Schools can be seen as specific contexts (and a form of social institution) within which learning occurs however as an educational form for learning it assumes that knowledge can be decontextualized when teaching takes place.

2.5.3 Situated learning theory

Lave and Wenger (1991) place legitimate peripheral at the centre when learning is viewed as situated activity. The thinking behind this was that legitimate peripheral participation offered a useful way to explore multiple variables that are at play in the process of learning. Learners will eventually become part of ‘another’ community of practice, so therefore some sort of capacity development (of knowledge and skill) makes it easier for newcomers to become full participants. In this journey of mastering knowledge sets and skills, they learn through participation, exposure to the practices, and require the guidance of a ‘more experienced others’ to become full participants in their community of practice.

Lave and Wenger (1991), drawing on Vygotsky (cf below), argue that the world is socially constituted and knowledge of such a world is socially negotiated and culturally constructed. In addition to this, they suggest that learning, cognition, agent, the world, activity, meaning and knowing are interdependent (Lave and Wenger, 1991). As such, individuals form or “construct” their own meaning or understanding which is negotiated through interactions with other individuals’ experiences and their own experiences they bring to the learning environment as they confront a new context. This is not to say that individuals are dependent on others in a social setting to be able to create new meaning (Lave and Wenger, 1991), but that the continuous engagement with others is an important catalyst for their learning. Situated learning in this sense, means it is continuous as people ‘participate in the apprenticeship of life’ (Lave and Wenger, 1991).

Legitimate peripheral participation- newcomers into a community

Within the AWARD-RESILIM-O *Moletete* learning programme that I worked within this research, introduced in Chapter 1, a spiral framework (see Section 3.4.2) was applied as an approach to the facilitation of the program. In this spiral approach, subsequent activities build

on each other as a way to scaffold new members i.e. the youth into a new community of practice. Each activity facilitated was designed to focus on more than one competence and allows participants to bring their own experiences into the process (see Section 4.5). The spiral model emphasizes process and works with an emerging content approach, and as such, with each activity a new “layer” of information is introduced specifically to enable participants to confront their own context, the focus not necessarily being on learning new knowledge although this is also included as needed by participants. With legitimate peripheral participation, participants over time become integrated into a community of practice where they “evolve” from partial participants as new comers towards full participation as “experts” in the community of practice. As facilitators in this program, our role was to create a conducive environment or learning path for youth who all came in as newcomers to become participants in the affairs of the *Moletele* land use and biodiversity socio-cultural practice with the understanding that they could participate in and contribute to their own community of practice i.e. the MCPA community processes of decision making.

The MYLP learning programme merged classroom elements with real life scenarios to deliver a programme that reflected the complex reality of land use, biodiversity, communal property dynamics with youth now being at the centre of it all. “LPP locates learning in the relationships between participants” (Brown 2013, p3). As such the *Moletele* Youth Learning Programme moved away from assessments for evaluation to avoid creating a classroom setting, which often creates undesired expectations and limitations as participants may assume they have to behave in a certain manner (Brown, 2013). Classroom activities therefore are partial to the learning experience and even with the use of examples that mimic real life situations, are peripheral until they are translated into real life scenarios where learners are able to reflect on lived experiences through practice where they see relevance (Brown, 2013).

Community of practice - an emerging Moletele Youth Group

The *Moletele* Youth group who participated in the AWARD-RESILIM-O learning programme were in the process of forming identities as future custodians of the land (See Chapters 4 and 5). They were part of a process of learning and development through which they are able to understand what the CPA was about. A community of practice can be defined as a group of people who share a similar interest or matter of concern around which they meet frequently to learn about (Wenger, Trayner and de Laat, 2011; Wenger, 2013). The *Moletele* Youth, through an agreement to their expected roles and responsibilities in their participation (see Chapter 4

and 5), were able to engage in “collective learning” and participation. The community of practice that participants form part of, is dedicated to creating a learning environment conducive for all members of the group (Brown, 2013).

In this case, the common matter of concern of the youth group was that they are children of current beneficiaries and decision makers on the land that has been restored to the *Moleteles*. In future, they will be registered as beneficiaries, and no matter where they are, will be brought together when the *Moletele* Land is concerned.

The learning experiences are not discrete activities which simply precede reflections. Learning is dilemma-driven through experiential learning activities and less so content driven through organized materials by instructors. By embedding content in a real-life context activity allows participants to create their own understanding of content and its applicability to the real world (Stein, 1998) through “doing” (Ord, 2012). Exposure to a real-life context offers participants an opportunity to challenge the intellect and psychomotor skills (which are also the two types of learning identified in Bloom’s taxonomy (Anderson et al., 2001) that are applicable in their daily lives (Stein, 1998). In the case of the MYLP, participants were exposed to communities of knowledge and less so to communities of practice, however amongst themselves, a community of practice was developed (see Chapter 4 and 5).

Traditional methods of teaching or learning has characterised teachers or instructors as gate keepers of knowledge. The conventional way of learning was and to a large extent still is based on transmission of often decontextualized knowledge and abstract representations of reality which has often made it challenging for inexperienced learners or participants (in the area concerned) to see connections between what is transmitted as knowledge or principles with reality (Lave and Wenger, 1991). By providing a platform for engagement that offers opportunities for engagement with situated reality via experience, a learning process can be mediated. Examples of such platforms are: Field trips and internship experiences (Lave and Wenger, 1991)

Stein (1998) added that instructors play a pivotal role in creating the environment for learning in more than one way:

- i. A scaffold is necessary for new learners/participants, “knowing the type and intensity of guidance necessary to help learners master the situations” (p.5). With time, less support may be needed as learners begin to acquire additional skills.

- ii. Facilitating processes that will “engage the learners in complex, realistic, problem-centred activities that will support the desired knowledge to be acquired” (p.5).
- iii. Instructors need to recast their roles from being transmitters to being facilitators. This is critical to the co-learning process as both participant and facilitator learn together and contribute to the learning process. In creating a meaningful environment for learning, the participant “moves from being a receiver” of information to being more active and able to provide their own informed view (p.5).
- iv. Careful monitoring of progress, incremental learning and change by “assessing the intellectual growth of the individual and the community of learners ...through discussion, reflection, evaluation, and validation of the community’s perspective” (p.5).

In a generative sense, if meaning is negotiated, abstractions or generalisations can be rejected, reshaped, or recontextualized and this opens up a space for other forms of knowledge in the learning process, facilitating the “open-ended”, relational character of knowledge and meaning, making and enhancing situated learning (O’ Donoghue, Kibuka-Sebitosi, Tshiningayamwe, Palmer, 2019).

In the context of this study, as co-facilitators of a learning programme (see section 1.4 for outline), we merged the scholastic with the contextual into a series of activities compiled as a field book developed by AWARD through the RESILIM-O programme (see Appendix C). In the application of situated social learning theory, the spiral model (see Section 3.4.2) was used as a learning process framework which offers an emergent, situated and co-constructive view of learning and knowledge co-creation (Sguazzin and Du Toit, 2000). The spiral model of process draws on the concept of scaffolding, but in the sense used by Moll (1990, cited in Daniels, 2001, p. 33), who, referring to the process of scaffolding in the Zone of Proximal Development (ZPD) in Vygotskian theory, argues that there is a diversity of meanings associated with the concept of scaffolding which reflects a “more general theoretical drift towards a broader more cultural and historical view of the ‘social’ which is theorised as being progressively more intimately a part of the ‘individual’”. Daniels (2001) explains that Lave and Wenger (1991) distinguish between ‘scaffolding’ as a ‘cultural’ and a ‘collectivist’ or ‘societal’ dynamic in the original formulation of the ZPD”. He goes on to explain that there is need to make a distinction between “support for the initial performance of tasks and subsequent performance without assistance”. This he describes, involves differentiating ‘the distance between problem solving abilities exhibited by a learner working alone and that learner’s

problem-solving abilities when assisted by or collaborating with more-experienced people” (ibid, pg. 33). Daniels (2001) also warns against interpreting the term ‘scaffolding’ as a ‘one-way’ process wherein the “scaffolder constructs the scaffold alone and presents it for use to the novice” (ibid).

Newman et al., (1989) argued that the ZPD is created through negotiation between the more experienced participant facilitator and the less experienced individual, rather than through unilateral transfer of scaffolding as some kind of “prefabricated climbing frame”. This brings the importance of negotiation of meaning to the fore, with the key question being where the ‘hints’, ‘supports’, or ‘scaffold’ come from. Daniels asks “Are they produced by ‘the more capable partner’ or are they negotiated?”. He goes on to say that Vygotsky himself was unclear on this matter as he did not use the language of ‘scaffolding’ in describing the ZPD, but rather, he talked about collaboration and direction, and about assisting learners, ““through demonstration, leading questions, and by introducing the initial elements of the task’s solution, but did not specify beyond these general prescriptions” (Daniels, 2001, citing Moll, 1990, p. 11). In raising this, Moll (1990) suggests that the focus of change within the Zone of Proximal Development should be on “the creation, development and communication of meaning through the collaborative use of mediational means rather than on the transfer of skills from the more to less capable partner” (ibid).

This raises the challenge that even within the ‘scaffolding’ interpretation there are fundamental differences. As stated by Daniels (2001, p. 33), “A rigid scaffold may appear little different from a task analysis produced by teaching which has been informed by applied behavior analysis. A *negotiated scaffold* would arise in a very different form of teaching and may well be associated with *collaborative activity* as discussed by Moll” (my emphasis). In this study I aim to work with this second meaning of scaffolding (see Chapters 4 and 5).

2.6. Conclusion

Through this chapter, I have discussed drawing from relevant literature the complexities that surround land as a concept and vehicle for political debate and social learning. I have presented a snapshot of the realities of the issues surrounding a legal entity that makes decisions on behalf of its constituents and how the very programme that aimed to address a legacy of racial and spatial segregation has been affected by various issues especially also lack of a focus on capacity building to support identity formation as custodians of land, including amongst youth, who are future owners of the land, which gave rise to the study focus. I also highlighted the

link between a national programme of development and how a legislative framework formed part of the concepts and research gap as it relates to my research questions. In the last section of this chapter I highlighted the lens that has been used to work within the study area. This theoretical framing has laid the foundation for Chapter 3 where the design of the research will be highlighted.

Chapter 3: Research Methodology

3.1. Introduction

Chapter 3 outlines the methodological approach adopted in conducting this study. In this chapter I shall discuss the research paradigm and methodology. I will then further elaborate on the MYLP that was facilitated and the tools used in the learning programme from which data were generated for the study. The chapter further outlines how the data were organized and managed. The chapter is concluded by providing an account on the positionality of the researcher, the ethical component that was factored in the study and how the data will be analysed as it will lead into Chapter 4.

3.2. Research Paradigm

American philosopher Thomas Kuhn is known to have been the first to apply the word *paradigm* in research to refer to a philosophical way of thinking (Kivunja and Kuyini, 2017). Metaphorically speaking, in this context of educational research, paradigm refers to a lens through which to view the world (Kivunja and Kuyini, 2017). This lens reflects the researcher's epistemological and ontological orientation about the world they live in (Mackenzie and Knipe, 2006). This study was conducted using a qualitative interpretivist paradigm. An interpretivist perspective, according to Kivunja and Kuyini, (2017), (often referred to as a constructivist paradigm) is a view that reality is socially constructed and emphasis is placed on subjective experiences of people as vital for understanding how people make meaning or sense of the world around them. This particular paradigm is an appropriate approach to explore the journey of social learning undertaken by young people who are developing their own identity and are positioned as future custodians of communally owned land.

3.3. Research Design: Case study methodology

Research design involves a plan of action that links philosophical assumptions to specific methods (Opoku et al., 2016). In this study I adopted a case study approach. A case study is described as a qualitative form of inquiry that allows for an in-depth, holistic exploration of complex issues, phenomena, events, situations, organizations, programmes, individuals or groups in their real, practical settings (Yin, 2014; Crowe et al., 2011; Harrison, Birks, Franklin, and Mills, 2017). As such, it offers a robust method of generating a deep, enriched understanding of socio-cultural contexts (Zainal, 2007; Harrision et al., 2017) such as was needed in this study. The selection of a particular research methodology according to Opoku

et al., (2016) should be guided by the research goals, research questions, the nature of inquiry, available time, resources, existing knowledge and the philosophical underpinnings of the researcher:

As indicated in Chapter 1, the research goal of this study was to explore the role of a context specific learning programme in building an identity of custodianship of young people who are future land custodians and to apply the learning to support current governance structures to think systemically about land use planning and the opportunities that biodiversity offers to inform their land use plans that create beneficiation for the claimant community at large. As such, there was need to apply a case study approach to gain a deeper understanding of the dynamics around inclusive social learning participation within the context of a land reform programme where land is owned by a collective, guided by a development-oriented Constitution that has major implications for youth, who are not part of this inclusive process of ownership but will inherit the legacy based on decisions made in the present and future responsibilities of custodianship. A learning programme introduces an opportunity to spark interest and awareness of the bigger role that lies ahead for young people in this context.

The interest for wanting to work with new land owners is a response to the current debates on land in South Africa and the use of land for sustainable development within a democratic society where little is understood and proactive means of management and capacity building are significantly low as indicated in Chapter 2. The type of land owned and its value for this particular landscape (i.e. land that lies within critically important areas from an agricultural and conservation based economy point of view) is important for achieving the aims of the land reform programme at large.

The table below (adopted from Harrison et al., 2017) shows the fundamental elements of case study research:

Table 3.1. Elements of case study research (Harrison et al., 2017)

Element	Description
The case	Object of the case study identified as the entity of interest or unit of analysis Program, individual, group, social situation, organization, event, phenomena, or process

A bounded system	<p>Bounded by time, space, and activity</p> <p>Encompasses a system of connections</p> <p>Bounding applies frames to manage contextual variables</p> <p>Boundaries between the case and context can be blurred</p>
Studied in context	<p>Studied in its real life setting or natural environment</p> <p>Context is significant to understanding the case</p> <p>Contextual variables include political, economic, social, cultural, historical, and/or organizational factors</p>
In-depth study	<p>Chosen for intensive analysis of an issue</p> <p>Fieldwork is intrinsic to the process of the inquiry</p> <p>Subjectivity a consistent thread—varies in depth and engagement depending on the philosophical orientation of the research, purpose, and methods</p> <p>Reflexive techniques pivotal to credibility and research process</p>
Selecting the case	<p>Based on the purpose and conditions of the study</p> <p>Involves decisions about people, settings, events, phenomena, social processes</p> <p>Scope: single, within case and multiple case sampling</p> <p>Broad: capture ordinary, unique, varied and/or accessible aspects</p> <p>Methods: specified criteria, methodical and purposive; replication logic: theoretical or literal replication (Yin, 2014)</p>
Multiple sources of evidence	<p>Multiple sources of evidence for comprehensive depth and breadth of inquiry</p> <p>Methods of data collection: interviews, observations, focus groups, artifact and document review, questionnaires and/or surveys</p> <p>Methods of analysis: vary and depend on data collection methods and cases; need to be systematic and rigorous</p> <p>Triangulation highly valued and commonly employed</p>
Case study design	<p>Descriptive, exploratory, explanatory, illustrative, evaluative</p> <p>Single or multiple cases</p> <p>Embedded or holistic (Yin, 2014)</p> <p>Particularistic, heuristic, descriptive (Merriam, 1998, 2009)</p> <p>Intrinsic, instrumental, and collective (Stake, 1995, 2006)</p>

Using a case study method as a form of inquiry has its unique shortfalls, critiques or limitations: Ambiguity often becomes a basis for critique. For example, the term case study has often been ambiguously conflated to a method as opposed to a methodology. Some of the general critiques of the case study method are captured below using Flyvbjerg's (DATE) rendering of 'these' critiques as misunderstandings:

- a. Lack of scientific rigour for generalization: There is an assumption that hypothesis testing in research is more useful as a generative mechanism it leads to generalizations (Starman, 2013). Case study methods are often viewed exploratory in nature and therefore do not generate knowledge that is context independent (Crowe et al., 2011). This critique seems to be generated from positivist assumptions about research.
- b. Subjective conclusions: researchers who use the case study method have also been criticised for their findings as being a mere interpretation of their own preconceived ideas and non-adherence to 'scientific methods' (Flyvbjerg, 2006). Again, this comes from a particular vantage point on subjectivity in research.
- c. Non replicability: research that applies a case study method to a specific context offers unique features and dynamics that tend to be specific and are seen to be irreducible and lacks external validity (Willis, 2014). This comes from a particular view of 'validity' as predetermined by positivist methodologies.
- d. Causal determinism: the case study method is being criticised for applying analytical induction as opposed to statistical induction (Starman, 2013), which also shows that critiques of case study methodology are from a largely positivist approach to scientific research.

Reiterating the point I outlined earlier, the case study methodology does not subscribe to a "fixed ontological, epistemological or methodological position" but has philosophical versatility (Harrison et al., 2017). In addition, Creswell (2003) offers a sobering insight that no one research method has an advantage over others. Given the (qualitative) interpretivist approach adopted to this study, a case study method seemed appropriate to explore the dynamics that exist within a complex social learning land management related context as qualitative perspectives were needed on the learning processes associated with identity formation as custodianship.

3.4. Data Collection Process

3.4.1. Moletele Youth Project: The source of my data

As indicated in Chapter 1, my research project was centred around a learning programme facilitated within a larger developmental program. This youth project was a support programme that emerged in attempts to support a claimant community in developing a land use plan for the additional land that would likely be restituted back to them in future years to come. A land use plan is essentially a planning tool that is used to direct land use or developments on one's land so that uses are optimal and reflect careful planning for current and future use. In the case of a CPA, a land use plan would be useful from a local planning point of view. Because land developments eventually have to go through the municipal processes, a plan is one step towards refining any alignment or collaboration with municipal planning instruments. As outlined in Chapter 1, this work with a claimant community supersedes work done with the local municipality on spatial planning.

The data were collected from the facilitation of what we refer as contact sessions to explore land use planning and biodiversity in the context of the *Moletele* land. The activities for learning were designed in cognisance of the AWARD-RESILIM-O agreement to support the Committee in developing an enriched understanding of their land. Different data were collected at different times in the entire learning programme and are explained below.

3.4.2. The spiral model: Data Collection Tool/Framework

The spiral model (figure 3.1 below) offers a constructivist element that enables participants to actively participate in knowledge creation and take charge of their own learning in the process (Sguazzin and Du Toit, 2000). This approach assumes the view of learning as a process, not a product (Sguazzin and Du Toit, 2000). As depicted below, a spiral moves outward in ever broadening circles and this outward movement represents progress of learning pathway of an individual over time with no defined end point (Sguazzin and Du Toit, 2000). The spiral model is a framework that is used to focus on building skills, competencies and attitudes (themes) that have been identified at the beginning of the process (Sguazzin and Du Toit, 2000). It is based on ten key principles: A constructivist view of knowledge, contextualization, development of sophisticated meaning over time, participation, dialogue, democracy, reflexivity, continuous learning, integration of theory and practice and flexibility (Sguazzin and Du Toit, 2000). This

outward movement does not necessarily imply that participants' skills or competencies are improved with each activity but rather that there is learning of some sort.

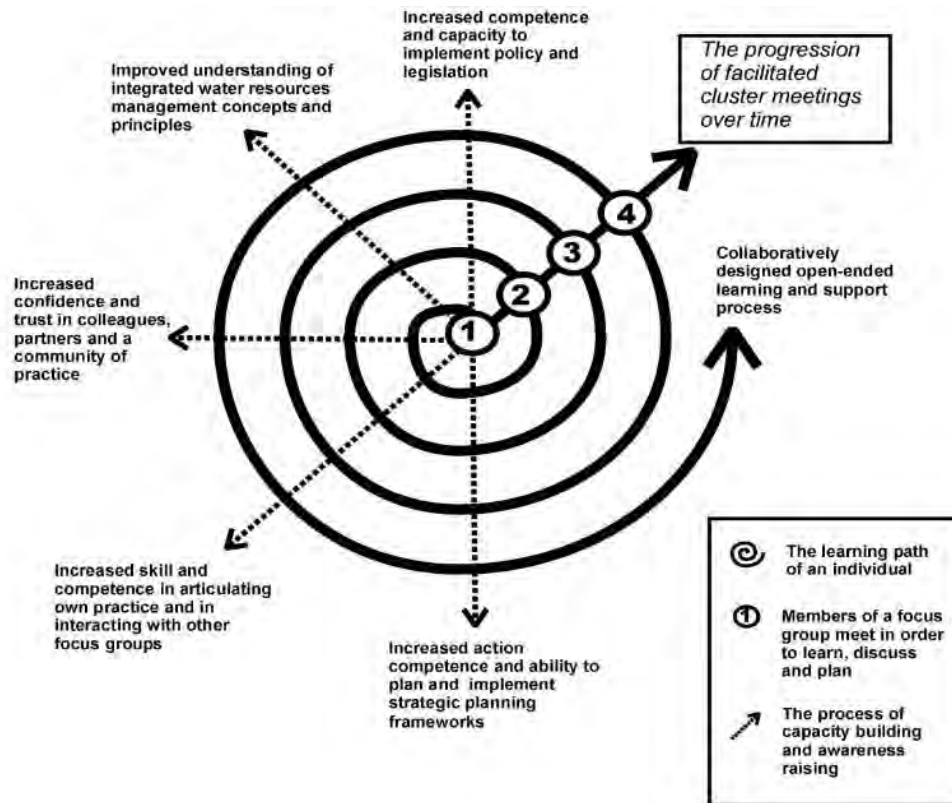


Figure 3.1. The spiral model (adopted from Sguazzin and Du Toit, 2000, p.24)

In Figure 3.1 above, the outward arrows refer to the progression of each theme over time, with the arrow heads beyond the spiral being the outcome. This also implies that learning continues and does not end, even after the desired outcome is achieved. Each theme can be represented on its own spiral, but some activities can be facilitated as multiple, related activities at a time.

The numbers on the spiral above refer to contact sessions that are held with members of a group. The pathway between the numbers refers to the learning that takes place in the context of the individual. Figure 3.2. shows the processes that unfold before, during and after each contact session. Reflection on the previous contact session helps to frame activities in the upcoming contact session. During the contact session, forward planning takes place. As indicated in Chapter 1, this process of planning and reflection was adopted to inform what activities to do when in the AWARD-RESILIM-O programme. The spiral assumes this process takes place for facilitators and participants separately.

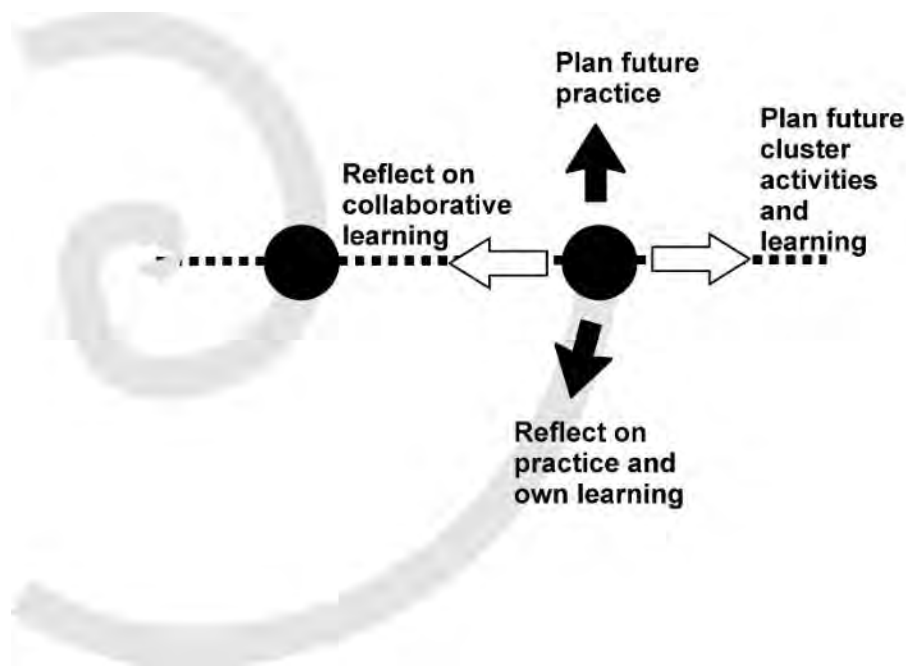


Figure 3.2. Reflection as part of learning and development (Sguazzin and Du Toit, 2000, p. 26)

Before every engagement with participants, planning takes place between facilitators. At the end of every session, reflection takes place to pick up any issues, concerns or ideas that can be taken forward into the next session. If possible, these reflections were also a source of data.

Between Sessions 1 and 2 for example, participants were often given a ‘work away’ task to facilitate reflection or meaning making on their own with what they have explored together in sessions. In the MYLP the term ‘homework’ was not used as that often carries undesirable connotations that imply the work is an obligation with consequences. However, participants were required to provide feedback on the work away task at the start of every session. Observations on the integration of information were made during the feedback exercises.

The spiral approach allows for observations, recording of views, discussions, opinions and learning over time. The spiral model is process oriented not content driven, although content is important for mediating a process of building capacities (Sguazzin and Du Toit, 2000).

In the AWARD-RESILIM-O *Moretele* learning programme, building custodianship was chosen as the main theme, with four sub-themes to support this process and link back to the

objectives of the MSI (AWARD, 2017, 2018). This combined spiral (see Figure 3.1 above) represents the overarching theme of custodianship with all the arrows representing the sub-themes. All the activities contained in the field book are were chosen based on the understanding of the role of the CPA committee as an administrative body for the CPA. Competencies and attitudes were accepted as the focus of the social learning programme as general principles that contribute to an identity of land custodian. All projects under RESILIM-O used a theory of change to design their activities in working towards defined outcomes. The RESILIM-O work plan thus influenced the development of activities and themes for this work, as it had to comply and operate within its mandate of climate change and water resources management (AWARD, 2017, 2018).

The sub-themes of the MYLP were:

a) Building knowledge competence

Building on knowledge in relevant topics (biodiversity, study of vegetation types, the tourism industry, critical biodiversity, spatial planning legislation, land uses. Understanding Cultural uses of biodiversity- indigenous knowledge systems on uses of plants, animals and the environment, importance of animals and the opportunities offered by the natural resources. Understanding Climate change implications for development and land use.

b) Building technical skills

Developing financial, communication, presentation, basic mapping and thinking skills and developing a nature-based business product)

c) Developing attitudes of confidence and trust

through participation in activities, presenting, committing to a process, working together on activities, allowing decision making spaces, delegating tasks and sharing responsibilities, providing support when requested, being accountable to each other.

d) improving human skills i.e. working together as a team with a sense of agency.

By developing a shared understanding of the desired programme outcome, developing transparency and accountability, delegating cooking responsibilities, planning and setting up of learning spaces, communication with each other, presenting findings to the team, seeking help.

Administratively it was not possible to focus on each theme during each activity due to budget constraints and as such daily sessions were designed to cater to more than one theme at a time. (Activities were facilitated as 8AM – 3PM sessions). There were two processes of (primary) data collection:

- During the contact sessions,
- Conducting interviews at the end of the programme

Bearing in mind that this programme was facilitated over a period of eight months, the timing and frequency of the sessions were determined by availability of facilitators from the RESILIM-O programme and availability of participants. As such, a collective decision was made by participants and facilitators (including the researcher) to have sessions twice a month until completion (more information provided in Chapter 1).

Table 3.2. below outlines the programme designed as initially conceptualized.

Table 3.2. Moletele Youth Learning Programme Design

Activity description	Time Frame	General Items required
Module 1: Orientation to the Landscape	June/July 2019	Field books, Notebooks, Catering, workshop stationery; transport, A3 paper, magazines, Maps, camera, facilitators
Module 3: Natural resources and Biodiversity Session 3: Understanding Vegetation types. Session 4: Our changing landscapes	August 2019	Field books, Notebooks, transport, Catering , Maps, Strings/ropes for quadrats, Guide on trees/biomes, first aid kit, sun screen, hats, water, facilitators
Module 4: Cultural Importance of NR. Session 5: Indigenous knowledge of NB plants. Session 6: Our history, our heritage	September 2019	Field guide books (Plants; animals; birds; butterflies etc.), Food and refreshments and transport, cameras, first aid kit; Guest speaker on indigenous plants, sunscreen, hats, plant press, facilitators

Module 5: Opportunities from our precious resources Session 7: Local wildlife business. Session 8. Climate Change	October 2019	Confirmed bookings proof, field books, Notebooks, Catering, workshop stationery, transport, Camera. DICLAD materials, facilitators
Module 6: Introduction to Business Planning Session 9: Steps to developing a business plan	October 2019	Field books, Notebooks, catering, workshop stationery transport. Guest speaker, facilitators
Finalisation of business plan and presentation to MCPA	November 2019	Mock presentations (X2) Editing and Proof reading of developed plans Design and layout and printing of copies Invitation letters to MCPA

The following Table 3.3. then outlines the types of data collected from the sessions facilitated.

Table 3.3. Data Sources in the Moletele Youth Programme

Activities	Focus of activity	Data collected
Session 1: Induction- 19 June 2019 Session 2: Visioning- 03 July 2019 Session 3: Visiting our Farms- 13 July 2019	Orientation to the programme. Develop a sense of vision for the land to understand participants' interests Development of a vision for your land as young people. Introductory activity Gather information on the types of land uses of Moletele Land, exploration "feeling" the land	Observations: Baseline information of youth group. Participants visioning, Understanding of their local environment, perceptions on youth, skills level, Level of participation, level of knowledge about topic, group interactions and ability to engage with each other to complete tasks. Questions asked, responses to key questions asked, effort into work away tasks, quotes. Ability to present work to the group. Group dynamics and how they respond to each other. Ability to organize themselves and make decisions

Session 4: Our changing landscapes: Spatial Literacy- 15 August 2019	Exploring land use as an activity	Group interactions, ability to engage with each other to complete tasks, level of knowledge about mapping, Mapping skills, Questions asked, application of knowledge, responses to key questions asked, reflections on session, quotes, Ability to present work to the group. Ability to organize themselves and make decisions
Session 5: Understanding Vegetation types. Practical Exercise. 29 October 2019	Introduce basic concepts of ecology in relation to biodiversity, biomes, and vegetation types. Conducting a basic vegetation survey	Level of knowledge about topic, group interactions, ability to identify plants, Questions asked, responses to key questions asked, reflections on session, quotes, Presentation of their work. Ability to organize themselves and make decisions
Session 6: Land Use Planning and Legislation. 9 November 2019	Developing an understanding of land use activities, zoning, planning legislation.	Level of knowledge about topic, group interactions, Questions asked, responses to key questions asked, application of prior knowledge, reflection on facilitated session, quotes, capacity to present outputs. Presentation of their work. Ability to organize themselves and make decisions
Session 7: Application of spatial literacy- 23 November 2019	Using Maps and software to learn and understand about land as a system and mapping.	Level of participation, group interactions, level of knowledge about topic, types of questions asked, responses to key questions asked, quotes, reflections on the session, capacity to present their work Ability to organize themselves and make decisions
Session 8: Introduction to Critical Biodiversity Areas- 29 November 2019.	Introduction to the concept of Critical Biodiversity Areas, Integration of biodiversity into land use planning	Mapping skills, capacity to present work. Ability to organize themselves and make decisions. Interpretation of biodiversity, CBA
Session 9. Importance of Cultural Heritage- Site Visit. 19 February 2020.	Gathering information on the histories of the Moletele people and heritage with guest speaker. Visiting Moholoholo Mountain	Stories captured, dynamics of the group, key questions, experience of the day. Ability to organize themselves and make decisions.
Session 10. Further exploration of biodiversity. Site Visit. 20 February 2020.	Further exploration of biodiversity on Eden Farm with herb specialist. Introduce and familiarize participants to the key principles and steps used in business proposals or plans.	Level of participation, group interactions, Questions asked, responses to key questions asked, quotes, presentations ratings, Ability to organize themselves and make decisions.

3.4.3. Data collection tools

Multiple data collection methods can be used in case study research and from more than source: in-depth interviews, participant observation, case study notes, archival/historical records and

physical artefacts (Yin, 1994; Marelli, 2005). For this study, I collected data using field notes (FN) which captured observations, journal entries (JE) and back to office reports (B2OR) which were used as a reflective tool, historical documents for background information on the Moleteles, workshop outputs (WO) for records of meetings, WhatsApp group chats (WGC), Facebook (FBC), profiles (YP) and semi-structured interviews (SSI) for an in-depth understanding of the group's perspectives, understanding and learnings from the programme (see Appendix E).

3.4.3.1. Document Analysis

The RESILIM-O project used monitoring, evaluation, reporting and learning (MERL) tools for monthly reporting and reflection. The main tools were monthly reports and back to office (B2Os) reports. B2Os are evaluation reports generated after every engagement. As such, these documents were used to collect specific data to track the social learning process. This data included data on participant observation and was used to corroborate with other tools used to collect data. These are non-technical literature tools that are useful in qualitative research as they offer systematic, empirical data on the context and assist in providing insights for the researcher (Bowen, 2009). (See Appendix F for an example)

3.4.3.2. Journal entries

A journal was kept as part of a reflective tool of the research journey. Journaling is an important tool for the researcher to reflect deeply on the learning process, to note key observations, key issues that arise during engagements and to capture a continuous narrative of the process (Bashan and Holsblat, 2007; Walker, 2006). (See Appendix E for an example)

3.4.3.3. Historical documents

In 2018, the youth programme was piloted but was not completed- some of the 2018 pilot participant were part of the 2019 project. I reflected on the 2018 processes as it was part of the ongoing work with young people from the *Moletele* making it an additional source of data for analysis. The data collected in 2018 was part of the RESILIM-O project monitoring, evaluation, reporting and learning (MERL) data, which were used for the project research, assessments and work (see Appendix C). I used this data source, with permission from AWARD, as there could be similar issues emerging that could further help explain or highlight reoccurring concerns.

In this dataset, back to office reports (as explained above), monthly reporting tools, and case study reports generated from evaluations were accessed. (See Appendix F for an example)

3.4.3.4. Documents from the learning programme implementation

Additionally, there were also documents generated through the learning programme social learning process. These are indicated in Table 3.4. below.

Table 3.4. Data sets used in the learning program

Data Set	Data Source	Purpose of data source	Recording Method
1	Screening Tests	To establish the PC literacy levels of youth participants	Results Reports
2	Land Use activity Sheets	To assess participants' knowledge of land uses on the restituted land	Completed Activity sheets
3	Lesson observations of all lessons	To observe <i>Moletele</i> youth engagements with content, the group and	Photographs of participants' work, presentation posters, back to office reports, journal entries, responses on reflection cards, Observation sheets
4	Posters	To assess participants' application of knowledge and/understanding of BD	Poster presentation, presentation notes
5	Semi-structured interviews	To capture participants' learning experiences and opinions about the programme in relation to its purpose	Audio-recorded and transcribed
6	Assignments	To assess participant ability to integrate information	Submitted Assignments
7.	WhatsApp Group	To track discussions, agreements and group dynamics in relation to the themes on the spiral	WhatsApp Group chats

Examples of the above listed data sources are included in Appendix C – E.

3.4.3.4. Semi-structured interviews

I conducted six face-to-face semi-structured interviews with participants towards the end of the programme in Acornhoek Mall. Semi structured in-depth interviews enables dialogue between the researcher and the study participant (DeJonckheere and Vaughn, 2018). They are flexible enough to allow the use of a few guiding questions and follow up questions, probes and comments (DeJonckheere and Vaughn, 2018). By using semi structured interviews, I was able to explore participant perspectives about a particular topic and gain a deeper understanding of some aspects (DeJonckheere and Vaughn, 2018). Key discussions during the interviews were captured using a note book and were recorded using a cellphone to capture full discussions

taking place. Audio recordings are reliable data sources as they assist in providing accuracy of the interviews as researchers can always refer back to them as contained in their original state (Markle et al., 2011). These were used to transcribe interviews.

3.4.3.5. Module outputs

During the learning programme participants produced posters in most of the sessions. These posters were a source of data as physical artefacts (Yin, 1994) and evidence for the ideas and suggestions made by participants as part of their learning. Where possible, these were used to investigate the level of effort of application into posters based on what was covered in each module. These were usually followed by regular presentations, which were an important skill identified for the youth to work on.



Figure 3.3. Poster developed during Contact Session 4 where youth developed a vision for the land



Figure 3.4. Poster by participants in Contact Session 5 developing a vision for the land using local biodiversity knowledge



Figure 3.5. Contact Session 8: Spatial representation of farm portions integrating acquired knowledge

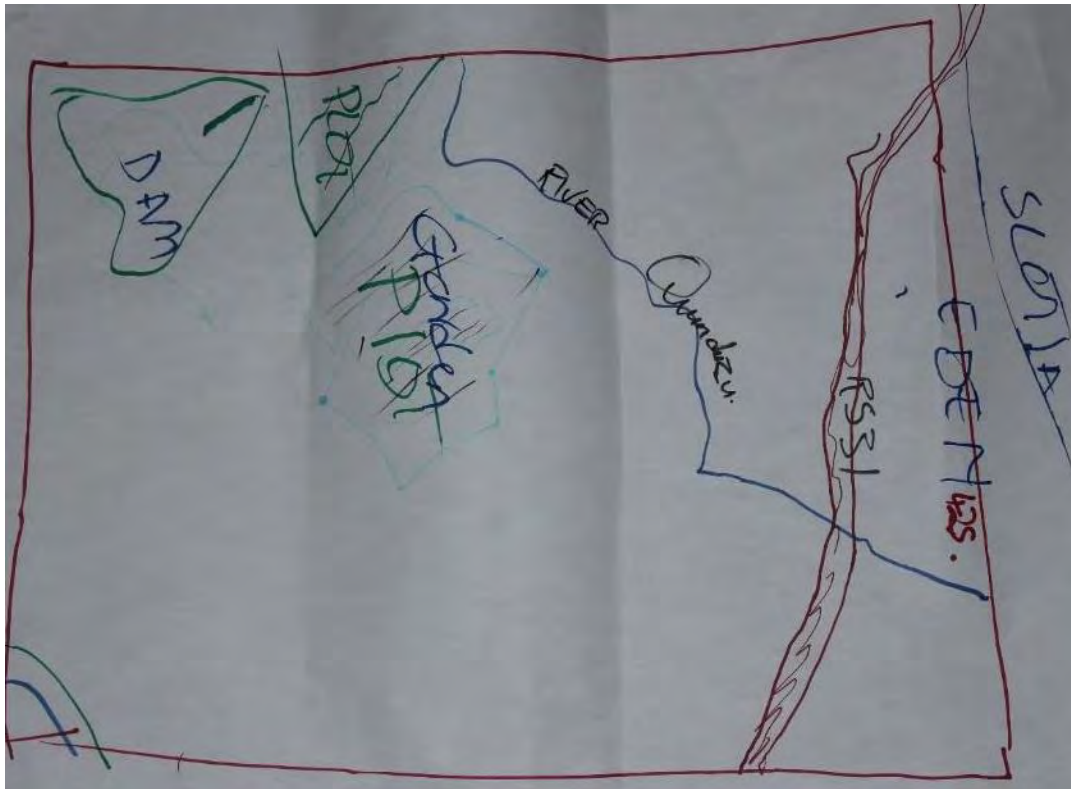


Figure 3.6. Contact Session 8: Spatial representation of farm portions integrating acquired knowledge

3.4.3.6. Social media platform- MYLP WhatsApp Group and Facebook

A WhatsApp group was created halfway through the learning program. The purpose of such a platform was to have a centralized system of sharing important information and planning purposes. The group chats served as data for the programme and was archived as some individuals were more liberal on social media than in the sessions. Not everyone had access to WhatsApp and Facebook was made an alternative.

3.5. Data Management and Analysis

3.5.1. Data Management

Yin (1994) suggested three principles for data collection in case studies: the use of multiple data sources, having a database, and maintain a systematic chain of evidence. A database refers to a system of related data collected by the researcher from multiple sources of data and are organized or archived in a manner that allows for easy retrieval or access (Ng, 2016). I used two methods to organize my data: electronic – data were stored within a folder titled ‘Masters’ and kept on my laptop, on Google Drive, mobile device and an external hard drive. Folders that were kept on my laptop were also synced and loaded to the organization’s two servers for

archival and database management purposes. In addition to this, all data were submitted on a monthly bases to the monitoring and evaluation team as part of project reporting.

The second format - Physical artefacts such as posters, field notes, attendance registers, indemnity forms, and reports were kept in a storage box. Attendance registers were also submitted to the monitoring and evaluation team with the researcher keeping the electronic versions as copies.

Engagements were held monthly and as such electronic data were filed electronically according to date and activity. In addition to this, Microsoft Excel was used for data management where data were coded and indexed accordingly. (See Table 3.5.)

Table 3.5 Data coding and indexing.

Source number	Index	Index Code
1	Field notes	FN
2	Back to Office reports	B2OR1, B2OR2 etc...
3	Journal Entries	JE1, JE2, JE3 etc.
4	Monthly reports	MR1, MR2...
5	Workshop Outputs, Posters	WO1, WO2; P1 etc.
6	Semi structured Interviews	SSI1, SSI2, 3, 4 etc.
7	Session Reflections	SRs1, SRs2
8	WhatsApp Group Chat	WGCMYLP
9	WhatsApp Chats with A,B...(individual)	WGA, WCB....
10.	Facebook Chat with A, B (individuals)	FBA

3.5.2 Data Analysis and Analytical Frameworks

I used two levels of analysis in this study. The first was to examine the scaffolding process in the use of the field book and associated activity-based engagements with youth. I used this differentiated frame (Daniels, 2001) for the analysis of the scaffolding processes that were used and found to be necessary in the programme:

- Meaning 1: A more structured, rigid form of scaffolding which requires explicit teaching and support for particular skills,
- Meaning 2: A negotiated form of scaffolding that is associated with engagement in collaborative activity.

I am interested to see how the second type of scaffolding are being used to support youth learning in CPA processes (see Section 4.5.2).

I also draw on the value creation framework by Wenger, Trayner and de Laat (2011) to develop a narrative on the types of value that are created by the learning programme (including negative perspectives as they arise), and the network of learning in relation to the desired outcome. I drew specifically on the first four cycles of the value creation framework to reflect on immediate up to realized value of the programme (see Chapter 5).

Wenger, Trayner and De Laat, (2011) defined five cycles of value that are possible from social learning processes which include: Immediate value, potential value, applied value, realized value, reframed value. These are described as follows:

- **Cycle 1. Immediate Value: Activities and Interactions** - this is the most basic cycle of value which considers that networking and community activities have value in and of themselves, for example participants in the learning programme can co-operate on seeking innovative approaches, or get comfort or relief from being with others who are doing similar things.
- **Cycle 2: Potential Value: Knowledge Capital** – this form of value as suggested in the naming, is that value that can be possibly produced by a community or network in future. Activities and interactions can produce ‘knowledge capital’ whose value lies in its potential to be realized later. This knowledge capital can exist in many forms, such as human capital (e.g., a useful skill, new idea, a new perspective, or inspiration, caring or confidence), relationships and connections (e.g., social relationships and connections, sense of companionship), resources (e.g., documents, tools, and materials), transformed ability to learn, (e.g., ability to share knowledge with others or learn by doing a new practice). This type of value is important for this study, whose interest is on the learning of youth, and my previous engagement with youth in 2018 shows this to be an important form of value to focus on.

- **Cycle 3. Applied Value: Changes in Practice** - this form of value emerges when knowledge capital is adapted and put to use in a specific context of application. For example, youth may try out a suggested activity that was demonstrated or shared in the learning programme interactions or collaborative field work. This form of value can be identified by looking at changes in practice, actions, tools, approaches or organizational systems. To identify applied value, the researcher must look at the changes that are taking place in practices or actions in the setting, in the case of my study this would be the role of youth in the CPA formation processes.
- **Cycle 4: Realized Value: Performance Improvement** - this type of value builds on applied value or changes in practices. Changes in actions or practice do not necessarily lead to changes in performance, therefore it is important to look at how the changes in practice add value in terms of improved performance in a given context. For example, the youth can implement a practice, but if it does not contribute to their goal of contributing meaningfully to the CPA beneficiation or land use management, it may not be realized value, but only be applied value.
- **Cycle 5: Reframing value: Redefining success** – this type of value is created when learning in a community of practice leads to a reconceptualization or redefining of the learning objectives of the community of practice and the criteria by which success is defined. This includes reframing strategies, goals as well as values. This can happen at individual, collective or organizational levels. For example, youth may join the CPA learning programme just to get access to job opportunities (in the hope that they will be assisted to get these), but may come to re-define their success by valuing the land and developing their identities as custodians of the land, not only for the potential of job opportunities, but also for the contribution to the environment and their community's well-being. (Adapted from Wenger et al., 2011, 20-21)

Wenger et al., (2011) specify, however, that a value-creation story does not necessarily have to cover all cycles of value-creation. As can be seen from the above, gaining **knowledge capital** is crucial for other forms of value to be realized. Given the scope of the learning programme, I focus more on the first two forms of value created, but I will not rule out other potential forms

of value, especially as the overall interest was also to see if the community of practice could contribute to the development of youth identities as custodians of their land. I reviewed how the different approaches to scaffolding the learning led to value creation (or not), which will be the final, more synthesis-based analysis (See Chapter 5).

Data were also grouped and coded to draw on key themes, observations, findings, links and issues that emerged and were used in the synthesis of data (see Chapters 4 and 5). Data were analysed in light of the themes outlined in the spiral framework.

In the application of the spiral model to learning, the focus was on specific themes. All the themes were tracked in relation to each other and the overarching programmatic theme (custodianship). The achievement or progress towards each of the competencies, skills and knowledge sets were assessed and evaluated looking at group activity observations, task execution, tracking the articulation and understanding of participants of particular concepts, the recommendations made and using in-depth interviews to further reflect on the views of the participants in relation to the overall research interest and objectives.

3.6. Ethical Considerations

Having worked with municipalities and the CPAs for the past three years, it has been highlighted countless times how researchers and non-governmental organizations have been extractive in nature and insignificantly contributed to the well-being of stakeholders, thus undermined working relationships. As part of our work at AWARD, we had an obligation to our stakeholders to be upfront about our intentions and agenda in working with people within their institutions. We had to become part of municipal institutional processes so that we could validate our commitment to recognized authorities that work with CPAs and to form part and parcel of their ongoing work. I had to manage the research according to ethical principles of respect for persons, respect for democracy and respect for truth (Bassey, 1999).

We entered into a memorandum of understanding with the municipality within which the *Moleteles* owned land and with the CPA (see Appendix A). Detailed in the MOU were the purpose for the partnership, the terms of engagement and the expectations and responsibilities of both parties. We had opportunities each year to reiterate our purpose and to emphasize that part of our developmental work had a research element to it. Having said this, it was within my interests to state clearly the purpose of my research to the CPA and the participants of this study not only at the very beginning of this study but even over time as it was not clear to all- we had instances where participants and decision makers would indicate late in the year that

they are beginning to understand what we were trying to achieve. All ethical considerations linked to the recording of sessions and implications of participation were dealt through indemnity forms, informed and signed consent (See Appendix A). The request to use photographs for this study was permitted and was also explicitly stated on every meeting attendance register.

This was very important as there was a two faceted problem with participant participation in the programme in both years. Firstly, participants' expectations in the first year were raised due to a misunderstanding of the learning programme being a learnership i.e. having a financial incentive attached to it. As such participants left the programme when they realized there was no remuneration. Secondly assumptions were developed to think that after the learning program, there would be promise of appointment in the NGO. It is not known as to what led to this misunderstanding except that dominant understandings of training are often linked to learnerships or accreditation. The one shortfall was the fact that we as programme facilitators were unable to link this work to a recognized, accredited university program. As such, participants will receive certificates of participation from AWARD, which is not an accredited training or course facilitation institution.

Lastly working with young people was challenging in that some cases suggestions for working made by the group could not be considered as they were not aligned with processes or procedures of project implementation. This often created a subtle sense or attitude of disappointment during the process, to suggest that the programme couldn't offer anything more than the learning program. We had to negotiate a process of engagement as part of commitment to a process and that led to the 'access' to participants. All ethical considerations linked to the recording of sessions were dealt with carefully (i.e. permission were negotiated and data was member checked)

3.8. Data Validity and Trustworthiness

Data validity is concerned with the accuracy of the data collected and trustworthiness deals with consistency. Issues of validity were accounted for through data triangulation and member checking. Data triangulation can be achieved through the use of more than one data collection method to address one research question or element (Carter et al., 2014; Heale and Forbes, 2013). This approach to data collection and analysis promotes the generation of an enriched understanding of an issue, context or phenomena by reviewing the convergence of data (Carter et al., 2014; Heale and Forbes, 2013). Triangulation therefore is important for the analysis and

appropriateness of inferences made from the analysis. I collected data using monthly reports, journal entries, registers, field notes and in-depth interviews as indicated above. It was clear from the 2018 pilot programme that the use of a record of evidence was useful for transparency, accountability and referring back to when there were misunderstandings and a need to deal with issues. More importantly, such a study required a data management system to track changes over time, as I worked with a dynamic group.

Member checking was done during the in-depth interviews using follow up questions and referring to past incidents such as quotes or scenarios linked to the participant in question. It was challenging to conduct a focus group interview over the course of the programme owing to a number of issues: changes in the engagement schedule due to participants taking part in learnerships on the *Moletele* farms, which required negotiations with their managers to allow them to continue participating in the AWARD-RESILIM-O *Moletele* learning programme. The participants were not working in the same farms and their programmes varied slightly and led to sessions conducted sometimes over weekends. The other related issue was the availability of facilitators for sessions. I, the researcher was also committed to a certain number of days per month to the organization and participated in MEd programme sessions within the Environmental Learning Research Centre (ELRC) and that required travelling between two provinces. As introduced in Chapter 1, the other facilitator was the Assistant Director of AWARD who had limited availability. Associated expenses for meetings were covered by the organization- with limited budgets in the final year of the RESILIM-O project, and the use of vehicles to transport participants to a central venue would be prioritized for actual learning sessions (were the field book would be used). Lastly, there were changes in the group again in 2019, with new participants joining at different times of the programme, with catch up sessions- further frustrating the hosting of a focus group interview. In the end, I therefore conducted semi-structured interviews instead.

3.9. Conclusion

Chapter 3 has dealt with the research methodology applied in this study. The data collection process was developed largely with the broader resilience building project approach to facilitating social learning processes. By providing a description of the learning activities in this study and the spiral framework, Chapter 4 will expand further on what emerged from the learning programme in detail.

Chapter 4: Results from the Moletele Youth Learning Programme

4.1. Introduction

In this chapter I present the data collected from the lifespan of the study under the developmental project. Chapter 4 maps out the emerging themes from the data, and describes any associated linkages between these emergences. The data in this chapter will be categorized according to the main themes identified via inductive analysis process. The themes presented will serve as a guide (in Chapter 5) to addressing assumptions which were made in earlier chapters and linking to the research questions. I also present a brief outline according to how the activities of the field-book were facilitated to paint a picture of how the spiral approach was applied. Chapter 5 data are analysed, interpreted and used in discussions to link back to the research questions and a case for custodianship by using themes as described using the spiral framework in Chapter 4.

4.2. Conceptualizing the *Moletele* Youth as a Community of Practice

4.2.1 Moletele Youth Group as a new community of practice

In a context where most young people are not registered as members of the CPA, a widely held assumption by community members is that registered members and committee members play the role of deciding what is best for the collective. In so doing, other members identify with or become beneficiaries by default. By working with the CPA Committee and young people, the capacities of community members to redefine their identity in the affairs of the *Moletele* land could be cultivated. Given the current processes of governance and the relatively underdeveloped institution of governance, it was deemed necessary to start involving young people in the affairs of the communal property association, as a way to set in motion a vehicle for participation. In the process of introducing young people into the picture, over time, through the learning, at the very end of the program, it appears a new community of practice is emerging.

As discussed in Chapter 2, a community of practice refers to a group of people or organization that has developed a process of collective learning in an area of shared interest who participate together regularly towards a desired or unintended goal and such a community is usually governed by a defined culture of practice (Lave and Wenger, 1991). A community of practice

can be anything from a sports club; to an organization of professionals; an association or even a group seeking new ways of learning (Wenger-Trayner, 2015). Communities of practice capitalize on best practices, working on generation of new knowledge or expansion to advance the practice. Community is not shorthand for community of practice as communities of practice are characterized by three elements: domain, community and practice (Wenger-Trayner, 2015).

Domain- A neighbourhood can be seen as a community but is not necessarily a community of practice. A CoP has to have a specific domain of interest. This domain does not have to be a formally recognized domain. The identities of members are defined by this shared domain of interest, to which members have developed a sense of commitment. (Wenger-Trayner, 2015) A sense of commitment is attained when members develop a common ground and understanding of expectations. At the very beginning of the learning programme with youth participants an agreement form was developed, discussed and adopted as a form of commitment to the programme (see Appendix A). In its pilot year (2018), it was clear that without a sense of commitment, it was difficult to maintain the same group throughout the year, which led to the collapse of the programme. By committing to the youth programme, the 2019 group took ownership of the process late in the programme and became part of a learning domain interested in the land affairs of the *Moletele*. Via analysis of various activity monitoring documents which served as reflection data sources (B2OR2 – B2OR9), I use numerous extracts to show the change over time in the way the group members interact. Participants have been allocated pseudo names (see Appendix D for youth profiles) in data sources where their names appear i.e. WhatsApp and Facebook. These names have been carried across in all the data

In the discussions about availability of youth, there seems to be an indication that are not understanding the need for commitment to the programme until the completion of the programme. Youth have mentioned that they are constantly applying for jobs and in one case, have secured temporary work that is currently flexible and affording the opportunity to attend the MYLP. In addition, questions like “what will happen when we have to meet and I have an interview” are posed. (B2OR2 Meeting date, 3 July 2019)

The above show the observed dynamics by the group at the beginning of the programme, whereby individuals asked a lot of questions about the MYLP in relation to other programmes that they might want to be a part of.

In the following quotes from B2OR5 and WGCMPY individuals demonstrate signs of commitment and interest when reflecting on the Annual General Meeting of the MCPA that a few of them managed to attend.

12/7/19, 17:05 - Comrade: Did you hear our colleague Mr Sedi recommendation? I loved that.
12/7/19, 17:06 - Comrade: I heard something interesting" New dawn" is not making profit. It was wow in my ears.
12/7/19, 17:24 - Ddt: Mmmm...interesting!...
12/7/19, 20:18 - Farmer: Yes indeed it was great
12/7/19, 20:19 - Farmer: But here something is not right
12/7/19, 20:21 - Farmer: I can't believe that they want to take Eden farm and give to people
12/7/19, 20:21 - Farmer: We need to advise this people

Two months later, one of the group members developed a logo for the group and asked youth to decide on their preferred option. This shows commitment to a process. In the sessions were youth would present on their visions for the land, some of the discussions were on brand identity and this development of a logo show application of mind and proactiveness.



Figure 4.1. Moletele Youth Programme logo chosen for identity of the group

More examples showing commitment by the youth to the Programme is evident in B2OR4 and B2OR5:

Youth are now beginning to make contact with us facilitators before meetings to confirm meetings. Previously we would have discussed potential dates at the end of each session, then would be responsible for contacting them once it was possible to confirm dates for meetings... (B2OR4)

One individual has taken up the facilitation role of the group by actively communicating with all to ensure they remember to complete their tasks before meetings and to come prepared. This role was demonstrated well in the last two weeks by the same individual. (B2OR5 Meeting date 23 November 2019)

Community – In a community, members participate collectively in activities and provide support to each other. In so doing, relationships are built and become important for the sustainability of such a community. Over the course of the MYLP, youth struggled to work together. Only at the end of the Programme, were there signs of better communication, collective participation and engagement on the social media platform - for example over the course of the first five months, individuals were able to complete tasks without reaching out to others. Data extracts below show that

The group still struggling to collaborate: the youth opted for individual presentations when asked to feedback on the farm visit conducted two months ago. They further indicated that they were unsure of what to present despite instructions given to them and one member opting to send the questions to everyone. (B2OR4)

Aaaah, eish. Not really. At some point I must say we did, at some point, I must say we didn't. not all of us in the MYLP were actually bringing out our full potential or were participating fully. But some of us, have done so well. In our last session we did come up with what we think we should go to the MCPA with, and it turned out to be a good work, a success. (SSI2)

Communication in general is improving (on the WhatsApp groups) however youth still reluctant to render apologies on the group as agreed. Youth opting to send messages separately to facilitators. (B2OR5)

The idea of team work is still a challenge. The group was split into groups to work together and prepare a presentation for the following day. None of the members worked as a team but stuck to working on their tasks individually. (B2OR8)

At the end of the programme, upon reflection, it was indicated that there were instances of learning to work together in a community, as shown by these data extracts:

Guys it's time for action, can I register a company using the name MYLP, if u agree can 1 of u accompany me to meet the MCPA so that we can make a request to use "Moletele" as a brand. I will arrange the meeting. Please get back to me. (WGCMYP)

Guys we met and discussed, we agreed that we will register a cooperative, and I will arrange a meeting with David (MCPA chairperson) instead of the entire board ... In the meantime we are preparing a presentation on how we should convince him to convince the entire board to allow us to use "Moletele" as a brand. (WGCMYP)

Guys we have power and we are convincing so let us push towards the goal. I am with the deputy and some have agreed yet our victory is certain. (WGCMYP)

Guys I suggest we register an agricultural Cooperative, there are lots of opportunities in harvesting, pruning and tourism. We have the MCPA to give us space to practice... (WGCMYP)

Practice - A practice takes time to form and a particular level of effort is necessary where experiences, tools, methods and resources are shared over time. By introducing the *Moletele* youth to each other, a new platform was created as an opportunity for youth from the different constituencies to share their experiences as beneficiaries, and how they are affected by decisions made by the decision makers. A different perspective introduces different ideas into a community that may not have been present previously. The focus of most communities of practice is knowledge generation, some are helping communities of practice; innovation and best practices CoP. The *Moletele* Youth was envisioned to be a knowledge stewarding community from which the CPA Committee would be able to draw knowledge about biodiversity and spatial planning. It seems the youth see a purpose for the youth group to take up various roles within the CPA.

In one of the interviews, a respondent indicated that:

...we can help them in brainstorming in making things to be different. Like when they communicate with the (elders)...elders have hearing challenges but we have youth in this community, so we can act as message relayers to the elders...when you are at a distance the elders can't hear properly (SSI4).

Another respondent indicated that they see value in young people as an investment by the community for the community when they said:

I think youth are a good investment in terms of knowledge, in terms of energy, in terms of knowing technology because they learn fast, they go with the times. I think they can come up with a programme whereby they teach young people how to lead, and maybe allow them to shadow them so they can learn how to run day to day business of the MCPa. Take some of the youth that qualify to go and do business and marketing and accounting. And agriculture ... (SSI2)

Over time, there seems to be changes in the ways the youth perceive themselves, their identity and role within this communal property association. It is against this evidence that I put forward a claim that a new community of practice is emerging.

4.3. The 'learning' path of the *Moletele* Youth with scaffolding activities

Key to the *Moletete* Youth learning programme was process, not content as explained in Chapter 1 and 2. Some of the features of the spiral model are that it is not (i) content based, (ii) not applied as an intense short term training format nor does it rely on a linear mode of learning, where the intended outcome is pre-determined or known (Sguazzin and du Toit, 2000). However, it is competence-based which was the objective of the learning programme: to build competences that may be of value to the youth and community at large (which were outlined in Chapter 3: knowledge competence, technical skills, developing attitudes of confidence and trust, improving human skills). Unlike professional development contexts (for which the spiral model was developed), the context working with young, “non-professionals” and a new group of individuals offered a unique learning experience for me as a researcher. With great emphasis on continuity; reflection and feedback, the facilitation of activities revealed much in terms what was needed to ensure a continuous process of exploring outlined themes: The findings from the learning programme are discussed further below, which also shows the learning pathways that unfolded for the *Moletete* Youth. I begin with an overview of each module from the field book and then go into specific themes.

4.3.1 Module 1. Orientation to the Landscape

In this introductory module, participants were taken through a process of exploration and orientation to the land. This exploration entailed a visit to three farms on the *Moletete* land (bear in mind, the MCPA live in Mpumalanga province and own land in Limpopo). Other activities were a visioning session and a focus group discussion on culture and youth (see Figure 3.5), engaged through a group discussion on culture and what it means to be young person. The youth group visited three farming enterprises on *Moletete* land (see Figure 4.2), which is partly owned by the MCPA. These activities were introductory and used as a means to reflect on their context on various and their aspirations and vision young people have for their land. As the spiral model suggests, that the programme be “responsive to the needs of participants and contexts” (Sguazzin and Du Toit, 2000) it was necessary to monitor the group to see what gaps existed in their ability to complete tasks or participate. A focus group discussion session was the starting point to gather the group’s understanding of youth and how culture forms part of their lives.

In each contact session, in every module, youth were given an opportunity to present their work (see Figure 4.3.) individually or in pairs to develop their presentation, communication skills and familiarize them to working together.



Figure 4.2. Moletele Youth presenting on at the first session what culture means for them.

From the interactions in the first session (CS1), the youth were able to articulate themselves well when speaking about their culture and identity. The group discussion on youth was equally enriched with participants able to engage adequately. By starting the programme with “what the participant knows”, was an important step for the youth to situate themselves in the programme.

In capturing reflections and observations, it was necessary to capture specific details which influence how upcoming sessions would take place: for example, it was necessary sometime to use both English and Sepulana to ensure concepts introduced are clear and to enable continued discussions for some who were more confident in speech when using Sepulana. In the planning phase of the programme with Committee members, it was highlighted that individuals had to have a basic proficiency of English but this goes to show the flexibility in the programme to accommodate people who are not very proficient in English.

I make reference to a session where confusion on the activity instructions arose but at the end of the day, the session was fruitful (see Figure 4.3).

was important to planning accordingly for upcoming engagements. The data extract below indicates the observation about on the spatial literacy and awareness of the youth group which then led to more scaffolding activities to assist the youth along their learning pathway.

Spatial orientation remains weak: the youth are still struggling to orientate themselves to a map, locate where they visited and have difficulty in articulating their area of residence in terms of municipalities. (B2O5)



Figure 4.4. Moletele Youth visited three farming enterprises to learn more about how the MCPA generates jobs and beneficiation (picture used with their permission).

From the reflections of the contact sessions, it was clear that planning for follow up engagements presented a lot to consider. By reflecting on observations and concerns, I make the point that the design process is equally important to the learning and ensuring a safe conducive space for learning as is the implementation. Keeping track of observations and issues emerging in the group helps facilitators to know where on the spiral the group is and to identify gaps in the learning that need to be addressed. I make reference to some observations captured during module one which then required us to revisit the purpose, expectation and need for commitment to the programme:

In the discussions about availability of youth for meetings, there seems to be an indication that are not understanding the need for commitment to the programme until the completion of the programme. Youth have mentioned that they are constantly applying for jobs and in one case, have secured temporary work that is currently flexible and affording the opportunity to attend the MYLP. In addition, questions like “what will happen when we have to meet and I have an interview” are posed. (B2O2)

This shows that young people were already thinking beyond the programme given the context within which they found themselves: individuals who had completed high school and were job seekers.

Continuous monitoring of group dynamics: there seems to be an imbalance to the dominance of a few individuals- other group members are still holding back and participate less... (B2O2, July 2019)

Using the spiral approach to learning is an iterative process and creates a space for learning to occur for both facilitator and the youth. The youth learned about financial mechanism used in the partnerships with farming enterprises on the MCPA land. The orientation module was important to identify the level at which to engage the youth, and the farm visit in particular revealed the attractiveness of dialogues about money, as the trip sparked a lot of discussions about the finances within the MCPA – which was not further discussed in meetings as it is a sensitive topic.

4.3.2 Module 2. Technical spatial planning tools

Module 2 was designed to develop technical skills of the youth specifically the use of basic spatial planning instruments as a way to understand land. This module was covered as part of scaffolding type 1, where sessions were treated as “teaching” meetings. The purpose for such a module is to familiarise young people to basic practices of spatial planning such as map interpretation, identification of land uses and zones (see Figure 4.5), understanding spatial legislation and its application in land use. Some members of the CPA committee stated the importance of knowing what is happening on the land, even without having been on all the land. This module teaches young people what is on the land, how to find what is on the land and how interpret what is on the land without being physically present on the land in question. Presentations and group discussions were used to allow youth an opportunity to critique, receive critique from the rest of the group and learn from the experience.

Most of the youth had never used a laptop before and time was invested for familiarization with the tool. As indicated in Chapter 1 and 3, content is used for process mediation- familiarization of processes, who uses the planning tools, how tools are used to view the land

and how those tools can be used by the youth. By being familiar with spatial planning tools and concepts such as zoning (see Figure 4.6) and land use, youth developed basic spatial literacy competence to interpret maps, be familiar with some spatial planning terms which were very important for owners who for most have never set foot onto their land.



Figure 4.5. Moletele Youth working collectively to understand land use on Moletele Land

In two sessions, one Google Maps tool was used to learn together to navigate between spaces and then translate that to existing maps that show the *Moletele* land (Figure 4.5). Interestingly when the activities were framed around their current residential areas, there was more participation and dialogue amongst the group. For example, one of the activities requested participants to draw a route map from their homes to their local mall (which was also the same activity in the selection process). Data extracts showed that....

youth were arguing about orientation on the landscape...lots of arguments and disagreements about location of things when asked to find their family homes and were not in agreement about location of graveyards, school, main road and rivers (JN4 15, August 2019)

...There was confusion about their location with two individuals not able to pin point their households even when giving key landmarks.... (ibid)

Eventually the group used rivers to know the location of things (FN4, 15 August 2019)
...however in the visioning exercise I did, a lot of questions around land decisions came up from the group where individuals questioned decisions made by people to allocate land... (JN4, 15 August 2019)



Figure 4.6 Moletele Youth developing a basic land use plan on selected farm portions to represent their understanding of zoning

Various elements of Module 2 formed part of other activities in other modules mainly because the spiral dictates continuity of process and revisit of some activities to adequately understand important aspects. It was clear from this module that the use of laptops was new to all and challenging at times. Activities of the field book were framed around using the Moletele land where learning about the biodiversity, the history and the practices was happening in the same space as the context. This meant the use of maps and laptops was continuous mainly to understand their challenges with navigation and use that understanding to better shape activities for their learning. The youth did not improve so much in using laptops, but from the recap segment of sessions, it was mentioned by most that they learned about land use, zoning and planning legislation.

4.3.3 Module 3. Introduction to Biodiversity

In this module, the concepts of biodiversity, biomes, critical biodiversity areas and ecotourism were introduced. A vegetation survey and plant identification activity on the land were used to further their understanding of biodiversity. One of the group members possessed a wealth of

knowledge on medicinal uses of a lot of plants and the group benefited from her experiences on the use of plants and herbs. The “project” of developing a nature-based product concept was introduced in this module. Youth were sensitized to start thinking now about what new product they would develop and to research a plant of choice that was found on the Moletele landscape that would assist them to develop such a product concept. Examples of marketing strategies used by existing high end ecotourism businesses were explored as a way to understand the importance of biodiversity and how nature in the area to develop nature based businesses.

In the field book there were two projects that youth had to do as part of the integration of knowledge: develop a nature-based product using plants that are found naturally in the area and secondly to develop a land use plan which outlines what types of activities they would want on the land. These two projects were due at the end of the programme and was scheduled to be presented to the MCPA Committee.

Observations made in some sessions were related to group dynamics and how individuals conduct themselves and less so about the content explored on the day. An example of this was that,

Youth are still struggling to self-organize in tasks. There is a lack of responsibility by those delegated tasks and are making excuses for their lack of action. The group was encouraged to take each other’s numbers for communication on collective tasks: not everyone has done this despite it being clear in the last session that people were not able to “find each other” over the phone. (B2O5)

Apologies are still being rendered the day before meetings. The lack of data is given as an excuse for not communicating well ahead of time. (B2O5)



Figure 4.7. Identifying plant species and learning medicinal and cultural use of plants

Individuals were learning more about themselves and the group in general. In using content to mediate team development, youth were given opportunities to present a poster in each session.

There are still some members of the group who respond to questions and tasks with an excuse, a question or a sign of defeat. Ongoing discussions have indicated that some individuals are quick to say “I don’t know” without spending time to think about a situation. (B2O5, 23 November 2019)

Youth are active on the WhatsApp group much more than in the sessions. (B2O5, 23 November 2019)

Some issues with the process designed continued to emerge even into the begin of activities of the third module. This indicated to us that the importance of reflexivity and investing time to address issues. This was not always possible due to time availability and budgets. Additional reflections on the module 2 were:

Biodiversity as a concept is still associated mainly with plants and trees. (B2O5,23 November 2019)

Continuous issue of confusion over tasks. Although each task is explained beforehand, youth display confusion, despite indicating that they understand what they have to do. (B2O5, 23 November 2019)

Questions about the lifespan of the project continue to emerge now and again from the same people. We might have to articulate the plans properly as it may be the reason for this question. We have not shared a schedule of activities with dates but have only indicated activities to be done. (B2O5, 23 November 2019)

The use of computers for tasks remains a challenge because they are only used during the sessions. A lot of scaffolding and support is needed by most of the youth in the group in using laptops. (B2O5, 23 November 2019)

Limited time and resources. There is still so much to do, but time and resources remain a challenge. (B2O5, 23 November 2019)

The CPA is a bit distant despite indicating interest in the programme. How do we ensure or get them on board? (B2O5, 23 November 2019)

From this module, more related issues about the group dynamics emerged, and were noted as time progressed. Some of the issues like the concern about the programme ending without reaching completion, is one of the issues that were addressed immediately and as openly as possible. The youth group were well aware of the changing dynamics of the AWARD-RESILIM-O programme but continue to ask about the implications of the change. This showed that there was a real concern from the youth about the programme and what that meant for them in the following year. Content based issues were addressed in follow up contact sessions while programmatic issues were much more challenging to address but were noted.

4.3.4 Module 4. Cultural importance of biodiversity

Module 4 was a three-day exploration of cultural importance of biodiversity. This exploration was through a series of outdoor activities: a visit to a sacred site, a further exploration of biodiversity on a selected *Moletele* farm portion and the development of a nature-based product. This module was aimed at learning about cultural heritage and building on Module 3's plant identification and biodiversity activities. The first day youth spent a day on Moholoholo mountain, which is a sacred site for rituals for people in the local area including the *Moleteles* (see Figure 4.8). On the second day, biodiverse *Moletele* farmland was visited to continue with identification of more medicinal plants to emphasis the vast biodiversity on the Moletele land. On the third day youth had to develop and present their bioproduct. Youth had critique each other's bioproduct (see Figure 4.9.) using the knowledge they possess on biodiversity, indigenous knowledge and any other information. In addition to this, learning was directed towards understanding biodiversity use in relation to business development and land use regulations.

4.4.5 Using a sacred site as a mediation space for learning

A wealth of knowledge was shared on the mountain by a guest speaker who has thoroughly researched the local biodiversity, sacred sites and histories of two tribes who identify with the mountain. This topic of culture, using a sacred site as a mediating tool brought out a lot of emotion and strong sense of connection between young people and translated to questions of why there has been nothing done about learning or making the sacred site important. The guest speaker linked indigenous knowledge with marketing to show how it is packaged into business ideas in the landscape.

knowledge is lost to young people in this area...

People are neglecting culture as non-important. How is knowledge handed down and for what reason is it passed down? Is it co-opted? Nowadays it is passed sideways through the market. Because it is cheaper? Why is this better than what your grandmother used to make? Bulk production makes it cheaper. This highlights to you the importance of marketing a product. People are detached from the land. There needs to be a revitalization of indigenous knowledge. It is important for you young people to know your history why it's important for the current generation (SOURCE)



Figure 4.8. Moletele youth visiting a sacred site to the MCPA on Moholoholo Mountain to learn about the history of the Moletele people who practiced cultural rituals on the mountain

The youth group were motivated and interested in coming up with ideas on how they could make the area more marketable as they felt the history shared on the day was valuable and could bring about dividends.

People do not know about this land, we will make it known ... (FN7, 18 February 2020)

From this visit, a lot of questions have emerged regarding the mountain and what it has to offer for people. For the group of young people, it was their first time up the mountain- and they live just a few kilometers from the foot of these mountains. (FN 19, February 2020)

I think we should suggest that every year for heritage day we commemorate our people and those who fought on this mountain. It must be a special day for the Moletele people and it would be a great space to talk about our history. (FN 18, February 2020).

Is it true this programme is coming to end this month? We had highlighted this that activities will not continue under RESILIM as funding is coming to an end but it seems not taken seriously. (B2O7, 19 February 2020)

The use of a sacred site to learn about cultural heritage was an important design feature of the programme and it was interesting to observe the wealth of discussions that came out whenever content and context came together.

4.4.6 Exploring biodiversity on Moletele land

On the second day, Eden farm was visited where the group walked through the empty farm and revisited the vegetation survey exercise, identified more plants and spent the day selecting and developing their nature-based product concept (Figure 4.9).



Figure 4.9. Exploring biodiversity to develop a nature-based product concept using local biodiversity

There were different dynamics playing out on the day. From the data extracts I differentiate the aspects that played out which link to themes on the spiral model,

Once given the opportunity to develop a brand identity, the group moved well and managed to come up with an idea of some sort which indicated little confusion which was displayed or expressed during group chats leading to this day. (B2OR10)

Linking to the development of presentation and communication skills the following was observed,

Youth still struggling to execute basic presentation etiquette: introducing themselves, the purpose etc.

Research skills are a bit shaky but a few have managed to follow through on their tasks and presented findings ... (B2OR10)

Linking observations to technical skills of spatial literacy (B2OR10) the following observations were made,

Spatial orientation is still a challenge. After the trip up the sacred mountain, the group still is unable to locate key areas and features on a map – these are places they have been to the day before.

Linking observations to knowledge competence the following observations were made,

The youth have a familiar good understanding of their medicinal plants and their uses but have a tough time deciding on a particular plant to develop the product.

However the group has indicated the challenge of deciding on a product being the restriction we have applied to options for consideration.

The idea of developing a product seems overwhelming for most of the youth and they are “stuck” not knowing how to pick a plant for their product. (B2OR10)

Linking to the ability to work as a team on the day the following observations were made,

The idea of team work is still a challenge. The group was split into groups to work together and prepare a presentation for the following day. None of the members worked as a team but stuck to working on their tasks individually.

There is a lot of complaining by some individuals when It comes to carrying out regular tasks like preparing for a meal, setting up, doing an activity that involves walking (although the walking links to the fact that the ongoing taxi and bus strike meant individuals had to walk long distances to get to pick up points). (B2OR10)

Linking to building trust and confidence the following observations were made,

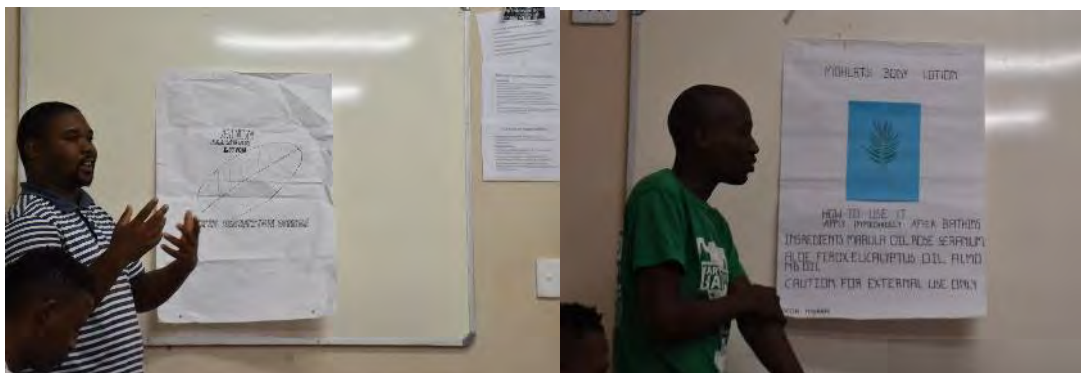
Observation 1: One individual (who is part of the group of “disgruntled”) showed a sense of defeat when they were advised to change the name of their product as they did not follow instructions. The individual did not want to present when all the others volunteered. The individual was pressurised by the group to present [like everyone did] which said they wanted to leave early as this was the last task for the day. The individual fumed to the stage angrily. After being encouraged by the facilitator (asking the group to cheer on), it turned into a burst of laughter, after which the individual refused to present and took their seat. Another burst of giggles led to her crying and the session had to be ended. All those who participated in laughing were asked privately to apologize to the individual.

Observation 2: Dynamics of dominance and impatience seem to be emerging subtly in the group. Male participants subtly show signs of impatience, dominance when participating. One individual indicated the fact that one of the male participants’ eloquence as intimidation to their participation. A second individual indicated that they were told that they ask too many questions by a male participant and felt that they are not enjoying being in the group any more. (B2OR10)

The observations made from this particular day’s session are interesting and show that over time, similar issues emerge in the group that will require intervention.

4.4.7 The presentation of nature-based products

The youth presented their products on the third day of Module 4. Each individual presented the name of their product, what the product is used for, what plant was used, where the plant was found.



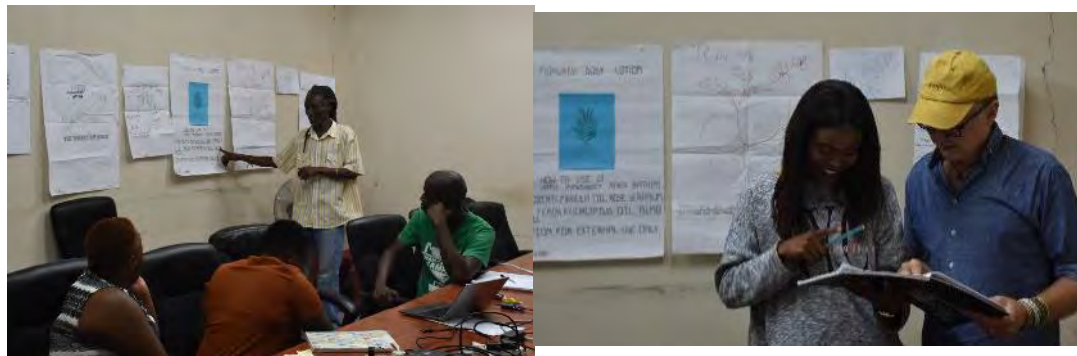


Figure 4.10. Presentation of nature-based product by Moletele Youth.

Presentations were critiqued by facilitators and the youth received valuable feedback. The ideas developed by the youth were basic but followed principles outlined for them. However, group dynamics continued to show that there were still a lot of issues in the group that could be contributing to other issues as mentioned above.

Issues that could affect participation and confidence building in the team continued to emerge and on this day the following were observed,

There seems to be a bit of bullying or intimidation and dominance by two of the males in this group. This dynamic played out subtly again today but was curled.

There is still a sense of feeling hopeless. When given a task one individual keeps showing signs of either irritation or confusion.

One individual indicated they did not understand the instruction about selecting a plant- I think this was an error on our part as she was away for a couple of months and had not been part of the activities in between.

Back and forth between the two individuals who are vocal. Very eager to move on stating that “others do not want to talk or respond” when asked to decide if they want to work all as one or in two groups.

People still have a tendency to be on their phones during meetings, not taking notes.
(B2OR11)

This is evidence of the different issues that continue to emerge over time, which require intervention and support. In this case, talking to the group was the first point of intervention. By reminding the group of the expectations and conduct, the day proceeded to completion. But it is not clear as to what may have caused some of these issues as there was no time to dwell on some of the observations.

In the end, there was a sense of direction as planning for next meeting with the committee was the only step left. In that discussion, youth were clear on what needed to take place going forward. The last activity youth were split into two groups to discuss what they would like to do next- now that the programme had ended.

The following extract (B2OR11) that adds to the above observations t

There is also a sense of undermining the quiet individuals... when being divided into groups, in two instances, two people did not want to be paired with one of the quieter people.

In the feedback the two groups made proposals on what would be ideal for them as young people. Proposals included

- “MYP Learning centre to teach people about our history” – Group 2
- MCPA commemoration ceremony on Heritage day – Group 2
- Tour guides of their land – (Group 2)



Figure 4.11. Crafting a way forward as Moletele Youth

The feedback on the way forward indicates that the youth have a sense of things that should be considered to bring about participation or creating a platform for youth, however, it was not clear in their suggestions the role they will play in the process. They were offered questions to reflect on that helped to define a way forward after the programme was concluded. Some of the main reflection questions being:

- What is important to you as a young person?
- What is a beneficiary to you as a young person?
- How will you go about presenting to the CPA committee?
- Why should the Committee involve you as a young person?
- What is your role as a young person in this CPA?

From the data extracts above, it is clear that the spiral approach was applied, and the learning pathway was more of a process of unearthing issues faced by the group that needed to be addressed as part of competence building while engaging with content. I have provided an outline of what activities were completed, what was observed and how they link to the themes. In the section below I further discuss the findings as they relate to the main theme of custodianship.

4.4. Moletele Youth Identity: beneficiaries or custodian?

As introduced in Chapter 1, The *Moletele* Youth programme was designed to strengthen capacities of the *Moletele* Committee to be able to consider biodiversity and land use principles for sustainable beneficiation for the *Moletele* Community under current scenarios (where *Moletele* own 10% of the land claimed) and future scenarios (when more land is restituted back to the *Moleteles*). The *Moleteles* have limited knowledge and information about the farms currently owned and the need to work with young people arose. In so doing, the programme was intended to contribute to the mandate of the Committee (who manage and administer land on behalf of the community) by developing knowledge, and skills set and attitudes amongst youth so that they could have a more systemic view of biodiversity and spatial planning as a practice and thus also develop their identity of custodians.

As part of learning design, it was important to situate youth within their own context to encourage participation and dialogue as also shared above. What this approach aimed to achieve was to develop a record (and understanding) of what perceptions youth have about themselves (as beneficiaries) and at a later stage reflect on any changes in perception(s). Interactive group discussions were facilitated with the *Moletete* youth (firstly during the very first engagement and a second later in the programme) with the aim to gather an understanding of young people's perceptions, attitudes and how they situate themselves in their context. This activity offered youth an opportunity to reflect on their own identity first and to reflect against other team members' views.

From these activities, it was clear that young people position themselves as a source of support or aid for their community or committee. In the first contact session, a focus group discussion on what constitutes one as young person, traits and shortfalls: participants defined themselves according to various aspects which were captured on posters on the day (P1, P2)

Age: "young person under 35" "Defined by government"

"Dress code; physical appearance; energy levels; food; dress code; high unemployment rates; literacy rates"

"potential future leaders"

"many young people" i.e. young people make up the most of the population

"flexibility in terms of options for work/development"

"elderly don't believe in youth"; "limited decision making" (P2)

"have high expectations"; disorganized; not taken seriously; lazy; lack knowledge about some situations; experience more poverty (P2)

In the second session, responses to a similar question specifically about their role as youth revealed a sense of obligation to their committee and communities. Below are some of the reflections (one response per participant)

My role is to understand and know what the future is for us as a community. (SSR3)

To make sure that we come up with ways to be one of the idealistic youth in order to advise the MCPA. (SSR3)

To help them know of the procedure which keeps on changing regarding court process in lodging claims. (SSR3)

To know more information about farming and land claiming. (SSR3)

To teach our teams the value of unity because together we can conquer all. (SSR3)

To lease the land of Moletele as it will be transferred to my children and my grandchildren until forever. (SSR3)

To take part in every activity that is necessary for me to participate in terms of the MCPA. (SSR3)

For our future generations it Is our legacy that we take care of our land portions use. (SSR3)

To know that we are the future. (SSR3)

At the end of the learning programme, in the semi-structured interviews, the following question was asked: do you think there is need for young people to be involved in the CPA, and if so why? Responses from the respondents further showed that young people feel that they can be of help to their community in various ways.

I think youth are a good investment in terms of knowledge, in terms of energy, in terms of knowing technology because they learn fast, they go with the times. I think they can come up with a programmes whereby they teach young people how to lead, and maybe allow them to shadow them so they can learn how to run day to day business of the MCPA. Take some of the youth that qualify to go and do business and marketing and accounting. And agriculture. (SSI2)

... As I said, before I was told or even I attended one of the sessions of this program, I wasn't even interested because I felt like "arrgh" what is there for one to do, there isn't much ... Now that we got into this program, I saw that there is a huge gap that needs to be filled in terms of giving people more information on how to get them involved or how they can contribute to the elders that are currently running the MCPA. So much information has been withheld. Yes I understand that certain information is not for everybody... So involving youth will also help the people that are beneficiaries have more understanding, have them more active and the people understand that they can achieve more together. (SSI1)

In all engagements, the idea of beneficiary did not feature strongly in this youth group. But there was a yearning to be involved, with unique motivations provided. I discussed briefly in section 4.2. how the notion of beneficiary has played out in this context from numerous engagements (entitlement positioning). It was clear from the learning programme young people desire to participate and become part of the management of their CPA. This need for collaboration is shared by both the youth and the CPA committee, however there exists a disconnect. The learning programme revealed that much about this youth group. In the feedback meeting to the CPA (and other consultation meetings) members of the committee have highlighted how

... we need to involve young people because we will not be around forever ... (MN, 19 Nov 2020) or ... young people are the future leaders who need to know now what the affairs of MCPA are. (MN, 01 June 2020)

As indicated earlier, the purpose of the learning programme was premised on the idea that working on knowledge competence; improving skills sets of young people (spatial interpretation skills, presentation etiquette skills, planning and coordination skills) and working on various attitudes (team work, confidence, trust; ability to self-organize; improved sense of agency) would enable young people to become better custodians in future. The experiences from such a programme, even though it was not seen through to completion revealed how involving young people in processes that include learning about their land (which many have not visited or experienced before) can empower them and lead to improved appreciation for their community development, skill sets, abilities which may be beneficial in its relevant application in future. Without a clear framework on what it means to be a custodian, the programme worked through chosen competencies as way to nurture identity of young people.

4.5. Results of scaffolding and learning pathways for identity formation for custodianship

4.5.1. Improving skills - Knowledge competence and technical skills

The *Moletete* Youth Programme was framed around one main theme and 4 sub-themes:

Main theme: Building custodianship of young people (who will inherit a legacy of decisions taken today). Communal property implies it belongs to the collective- justifying our interest to work with young people who are affected by decisions made by the CPA but are currently not participating in CPA processes.

Sub-themes which contributed to the main theme were competence based:

- Building knowledge competence
- Improving basic technical skills
- Building trust and confidence
- Developing agency through an ability to self-organize

According to the spiral model (Sguazzin and Du Toit, 2000) an orientation to process emphasizes a continuous development of confidence, trust; familiarity, meaning, competences development and subject knowledge. The spiral model was developed for professional development i.e. for practitioners who were 'already' skilled or professionals in their respective

fields. In the case of the *Moletete* youth, no one is a professional however the principles/features of the spiral model are what led to this particular approach to learning to be adopted. The idea that competences, skills and attitudes can be developed using the spiral approach speaks to the theme of the youth programme. In this context, communal land ownership and development are social in nature and as such capacity and capabilities would seem more important for a dynamic space.

- *Learning and developing familiarity with important concepts: land use planning and biodiversity*

The *Moletetes* are a unique community in that they are scattered in the northern parts of Mpumalanga whilst owning land in Limpopo. Given the configuration of land they own, there is a disconnect between the owners and their land. Only those who were forcefully removed and those who are or have been employed on the farms have been on the land. This connection for many is purely economic and bears no other value. By introducing an ongoing process of familiarity through activities such as walking the landscape; conducting vegetation surveys on their land, visiting a site sacred to the *Moletete*, and discussing spatial planning legislation, young people were beginning to develop a knowledge set that they previously did not have about their land. Evidence of this new learning was reported in the reflections and observations that were made in the duration of the programme and will be referred to in this chapter.

In the very first contact session, we asked the group to rate on their own perceived level of competence using the table below. The ratings would be used to discuss how to provide support in areas of low ratings. A second rating would have been useful to reflect upon but was not possible the end of the programme.

Moletete Youth Project

Basic Skills Self-Assessment

Name: _____

Date: _____

Skill	Description of skill	Score (1=bad; 5= good)
1. literacy	writing and reading	
2. oracy	speech and the spoken word	
3. logic	problem solving and the scientific method	
4. decision making	making choices and evaluating evidence	
5. manipulation	physical skills and working with equipment	
6. relationships	interacting with other people	

In this exercise, all participants rated themselves lowest on item number 4: decision-making. In summary these were the ratings of the youth who were present on the day:

Skill	Description of skill	A	B	C	D	E	F
1. literacy	writing and reading	4	3	5	5	4	4
2. oracy	speech and the spoken word	3	3	4	3	3	3
3. logic	problem solving and the scientific method	3	2	4	3	2	3
4. decision making	making choices and evaluating evidence	2	3	3	4	2	4
5. manipulation	physical skills and working with equipment	2	4	4	4	3	3
6. relationships	interacting with other people	3	5	4	4	2	4

Figure 4.12. The self-assessment test used in Module 1

In addition to this activity, a basic general knowledge activity was used to gather baseline information about the group's level of spatial knowledge and awareness. The exercise was to also to serve as a self-reflection exercise for youth to see the value of being informed about the general knowledge about their immediate environment- the programme will use a lot of local examples for learning. I have highlighted the correct responses in yellow with a tally of individuals' responses in each column

Table 4.1. An example of the general knowledge quiz used in Module 1.

Statement	True	False
1. Moholoholo is the name of a Pulana chief	3	3
2. Sepedi is the second most common language in SA	4	2
3. The giraffe is one of the Big Five	0	6
4. Tourism is one of the biggest forms of income for Limpopo Province	6	0
5. Bushbuckridge is a former homeland	4	2
6. <i>Moletete</i> is the name of the chief in Greenvalley	1	5
7. Farms in Hoedspruit are some of the biggest citrus producers in the world	6	0
8. The biggest river in our area is the Olifants River	6	0
9. The size of land is measured in cm ²	2	4

10. There are more trees on Mariepskop than there are in the entire United Kingdom	4	2

- *Developing familiarity with their landscape and surrounding environment*

It was clear from the second contact session with the youth, that they were not familiar with the importance of major tourist attractions sites within a 5- 100km radius in their residential area and other associated topics. Using images these sites were used to determine whether there was a sense of familiarity with these. The most common response during such an activity was “*I am familiar with the images presented in the book*”(SR2) but they were not able to provide reasons as to why these sites are important to the area. The entire first module was therefore a revelation of a different knowledge set and familiarity held within the group, as outlined below.

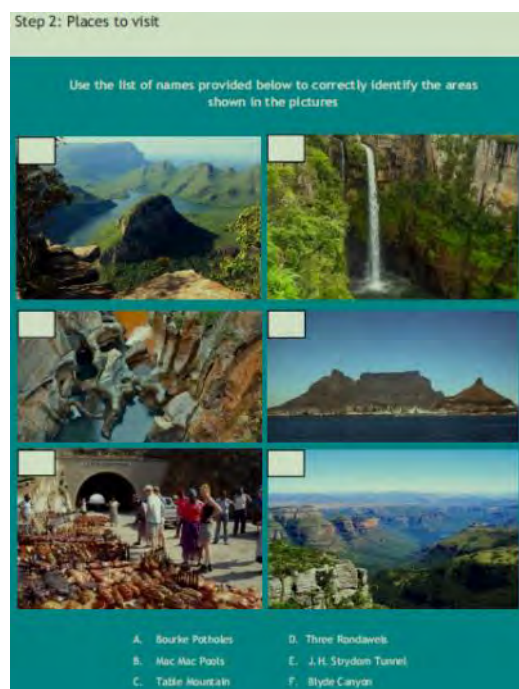


Figure 4.13. One of the exercises from Module 1 - local tourist attractions based on biodiversity

- *Developing familiarity with spatial planning terms and land use as a practice*

The reasoning capacity or the ability to reflect on their reality in relation to land use for the benefit and convenience of people is good. This was observed of the group in a scenario

planning activity where they were asked to zone land according to stipulated needs of the people. The following scenario was presented to each individual and requested to develop a land use plan as a way to address the needs of people (see Figure 4.14 below on which youth had to work):

Instruction: Pretend you are a chief in your village. You have five people coming to you requesting allocation of land in the village for various purposes. Use the provided A3 posters and indicate where on the land you would allocate them land. The people who require land have the following interests: 1. Surgery, 2. Primary school, 3. Creche and 4. A residential area (to build a home) How would you go about allocating land to these people? What affected your decision-making?



Figure 4.14. Learning materials used in Module 1 for land use planning

Here are some of the comments that were in the presentation of their ideal land use plan and during the discussions amongst the group when asked to critique each other's plan: (B2OR2, OM1)

Overall instruction followed. All have gone ahead and allocated land to a variety of activities beyond that which was required of them. (B2OR2)

why would you put a Tavern next to workplace? ... people would want to rest and have drinks after work (OM1)

Need more closer taverns because currently people drive far to these taverns and then drink and drive. (OM1)

There are not enough schools, we need more within a walking distance. (OM1)

Why would you have a college but no primary or secondary school in your area?? (OM1)

Why are you dividing poor and rich people? (OM1)

When asked why there is bare land, she answered: “some land will be used for future developments” (OM1)

However from a spatial interpretation, reading or analysis point of view it was a challenge for all.

Spatially- not well oriented nor do they remember relation of farms to each other. Cannot locate Eden on the map, but are disorientated. We did a few exercises using Eden as a reference but they are still unable to locate it. (B2OR2)

- *Youth are aware and know a lot about their identity with their culture*

In the first session, participants were asked to develop a presentation as pairs speaking about their identity as a young person and then their culture using the following pointers: Language; cultural customs and practices; housing, village and environment; food; dress code, habits and traditions; leadership and any other factors they deemed necessary. To know what they know, this was a suitable exercise as it was responsive to their context. As facilitators this was the

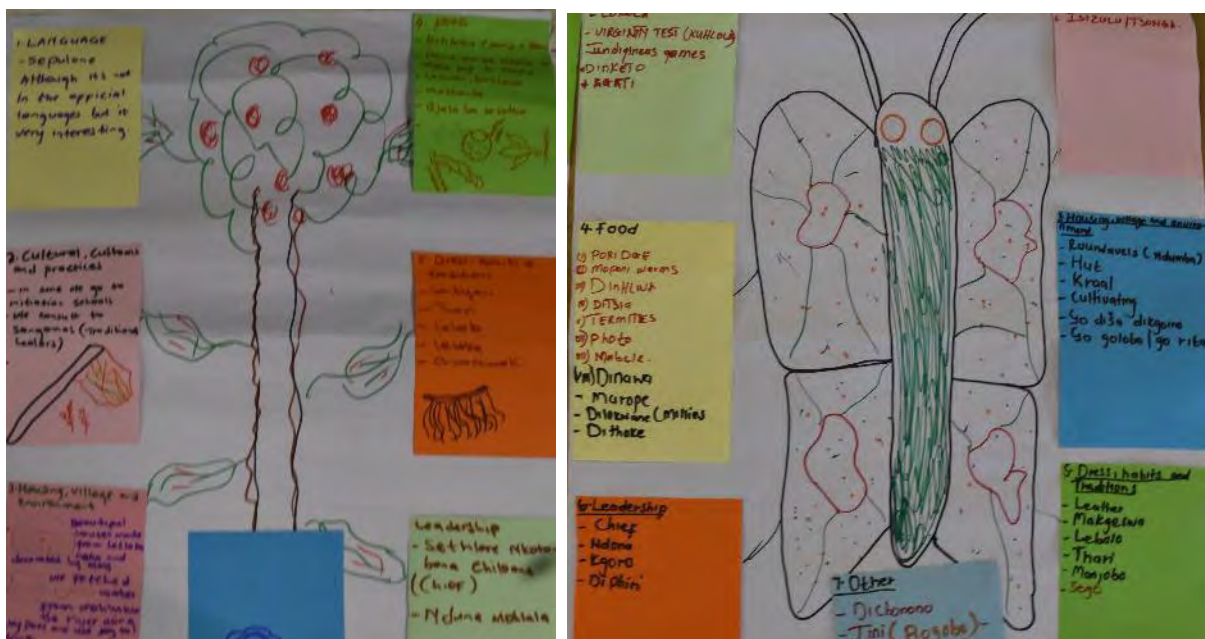


Figure 4.15. Posters generated by the youth sharing about their different cultures

first activity in which we knew the least about the Mapulana people. Posters developed were filled with rich descriptions about their cultural customs and institutional arrangements (see Figure 4.15 below).

- *Biodiversity as a new concept was a new learning*

In the reflections of the programme the fact that learning about biodiversity was new came out strongly from participants. Below are extracts from the reflection cards, where the following prompt was used, and the accompanying responses,

... what I liked about the MYLP was:

Introductions of new things like SPLUMA and some trees

The different between animals and reptiles

The fact that we learn about the things that we or I never knew before, like biodiversity (SR 3)

Going a step back, in the first session on biodiversity, there was a unique issue in that some aspects of nature are known, but not the term biodiversity, so it was quite challenging to single this out as a definite knowledge gap or a language barrier. Below is a reflection from this particular engagement capturing initial thoughts about biodiversity as a new concept:

The concepts of biodiversity and vegetation types are new to most, if not all in the group. (B2OR4)

The group's knowledge about grasses and the plants seen on the day seems to be limited. Although the uses of some of the plants are known, there is a weak sense of differentiating between plant types. (B2OR4)

- *Development of presentation etiquette*

One of the most important skills to consider for the youth would be their ability to present themselves and their work or suggestions confidently to people. In each and every module, all participants had to participate or contribute to the group through a presentation- individually or as a collective. The youth were well aware that their first entry point to the Committee would be through a well researched, planned formal presentation. It was therefore important to scaffold and familiarize members to this practice in each session. In each session, they would

be rated according to the structure of their presentation; their ability to engage their audience and their general conduct during the presentation. In addition to this, it was required them to be familiar with Microsoft Office Packages – a competence that was lacking despite most having completed a basic computer literacy course with some local institutions.

What was clear to us all was the fact that there were some people who lacked confidence in themselves. One particular individual commented “*not all of us are vocal*” (OM1) when encouraged and critiqued for their voice pitch and shyness.

Halfway through the programme, it seemed some individuals were still having issues with presenting. However when paired there was better display by the group. Below is a scorecard that was developed and used every time to rate the presenters and discuss with them on how to keep improving.

Table 4.2. an example of the presentation ratings used in each contact session to provide feedback to the youth on their presentation skills.

<i>Team 1</i>	Introductions –good	Audience watching: 7/10	Sharing the space: 3/10	Confidence: 9/10	Reasoning: 7/10	Time: 8mins
<i>Team 2</i>	Introductions –6/10	Audience watching: 7/10	Sharing the space: 8/10	Confidence: 8/10	Reasoning: 7/10	Time: 5mins
<i>Team 3</i>	Introductions: 6/10	Audience watching: 8/10	Sharing the space: 7/10	Confidence: 6/10	Reasoning: 6/10	Time: 6 mins

In the reflection session at the very last engagement, participants indicated learning how to do presentations as one of the things they liked about the MYLP.

Using the prompt what I liked about the MYLP these were some of the responses linked to presenting,

- was how to do presentation (SR3)
- sharing ideas with other fellow youth (SR3)

- teaching us about how ...and to have self-confident i.e. when you represent any kind of speech (SR3)
- the way we were treated and communications within sessions (SR3)

In most of the engagements, it was important to differentiate between gaps and areas that needed clarity for learning to progress. Knowledge as a competence was very important as the youth would be moving into a new space that requires the use of a particular language at times. Activities were used to scaffold the group, where other skills and competences emerged from the group as important, or contained in the group and led to the group's progression.

4.5.2. Building confidence in the group

Building confidence is one of the aspects of professional development that are the focus of the spiral framework (Sguazzin and Du Toit, 2000). According to this framework, confidence can be built in various ways including:

- In one's own abilities.
- To talk and communicate effectively
- In the project
- To perform (better), and
- In the project and support structures

(Sguazzin and Du Toit, 2000)

Building confidence can be achieved in a number of ways:

- Working with other team members
- Sharing responsibilities
- Sharing ideas
- Participating in incremental challenging tasks
- Positive and supportive responses
- Constructive criticism.
- Facilitating or offering tasks based on the openness to learning

(Sguazzin and Du Toit, 2000)

In the learning programme the above practices were applied differently throughout as a way to build confidence of youth in themselves, which came about through working with the rest of the team.

4.5.3 MYLP Roles, Responsibilities and Consent forms

As simple as this sounds, the purpose of introducing rules of engagement at the first session was not procedural but fundamental. Youth were given an opportunity to add to these roles as they saw fit. It was through these mediating rules that each individual was able to contribute to a process and commit to the programme with an understanding of what is expected from them. Each participant was given a copy of the indemnity form; roles and responsibilities which they had to sign and submit if in agreement. This agreement served as commitment to the programme and openness to learning and offered a first step towards building confidence in the project and its support structures. The youth group were orientated to what the purpose of the programme (without being technical) but not reminded continually so, with good reason.

- *Sharing responsibilities*

Cooking teams. The programme was designed such that each member be paired with another as a cooking partner. For every meeting we had people who had prepared meals for the group. This activity was mainly to challenge young people to take ownership and be offered an opportunity to be responsible for the food catering for the group at least twice in the programme. Planning and preparation are aspects that contribute to building confidence. Youth were given money (R250) to buy whatever they felt would be offered as food on the day for ten people. Receipts and the remaining money had to be kept by youth and submitted on the day of the meeting. In cases where food was bought in areas without receipts youth would write their own receipts with details of what was purchased.

One of the reflections in the programme reflections was

the fact that we never go hungry food is always ready for us” (SR3) is something to be proud of as it can make or break a process where there are people involved. Another team member highlighted the following fact at the end of the programme: “ I am from a family that loves cooking. So I am very sensitive on what I eat, where it was prepared and how. Those type of things were my concerns but since its part of teambuilding ... (SSI1)



Figure 4.16. Moletele Youth prepared catering for meetings as part of developing their ability to co-ordinate amongst themselves.

- *Working with other team members*

Throughout the programme, collaboration has been the emphasis. Communal property associations require that people work together. Reflecting on this aspect, youth have indicated that working together was one of the things they liked or enjoyed about the programme. Although it is not entirely evident from all participants what purpose it served or why they felt this way.

I liked the manner in which we engage to each other to brainstorm activities in our meetings ...

I like how I'm taught about team work.....as a unit...how one could achieve so much more standing as a team to achieve an objective. (SR3)

- *Participating in incrementally challenging activities*

From time to time, there would be opportunities to allow the youth to work on something as a collective. In the very first session, they were given lunch money (R250-00 for 8 people) and were asked to buy lunch for 10 people (including the 2 facilitators). This was a task in which

we set out to see the ability of the team to engage in a relatively challenging task. The team managed to purchase food that was adequate for the team.

In some cases, what seems to be an easy activity may be a bit intimidating due to unfamiliarity. Here is one example from the “walking the land” day trip.

Context: The day was spent on three farm portions: Moriah, Richmond and Glencoe on which there are farming enterprises that are jointly owned by the Moleteles and partners

Even with probing/prompting questions, there is still a sense of holding back from asking the questions. Questions were drafted for the youth to engage with our guide for the day, the youth were not asking these questions. When asked about why they are not engaging, the response was that they were unfamiliar with the business, and thus they couldn't ask questions. In addition to that they claim that all the questions were answered by the person assigned to us.

On one of the farms, all were asked what they were busy with currently, and all but displayed signs of doubt. They later indicated that they were put on the spot and where not able to think, others saying “we are shy”. This is despite the fact that during the last meeting with the youth, they shared with us what they were busy doing with their lives. (B2OR2)

Knowing the group's capabilities helps at times in terms of the level at which to pitch or facilitate contact sessions. In the beginning we were well aware that most if not all had no prior experience in doing formal presentations. The idea of doing presentations from the beginning was ideal for learning from their mistakes and building on that in upcoming presentations. One response in the interviews offers us an indication that the mock presentations were an area where their confidence was built,

Q: What skills have you sharpened, improved or acquired in this program?

A: the part of doing presentations.

Q: what has been improved there?

A: the way I... the confidence actually. (SSI2)

- *Offering constructive criticism*

Presentations offered a suitable platform for critique to emerge. Following the design of the spiral model, the group relied on not only facilitators for feedback but on reflections and comments of peers for feedback. There was no formal criteria for assessment. During presentations, as facilitators, our role was mainly to collate feedback from the audience and use that in conjunction with our own to provide overall, positive criticism to the presenters. This

was always in light of “*think about presenting to your committee and how they would ask questions*”. Evidence for this critique is not captured in the notes as it is part of the feedback given to the group and there were no recordings in the meetings. It is however captured in the project reflection tool (B2ORs) where the critique is based on the presentation quality and delivery, which varies from time to time. Here I included observations that made it necessary for us to encourage youth in each session to deal with a number of issues:

Generally, there is improvement and application of tips by youth when doing presentations. (B2OR, 24 Oct 2019)

In relation to critiques on presentations, there seems to be a clear indication that more work is needed in responding adequately to questions or suggestions made by the audience. (B2OR, 24 Oct 2019)

Sense of overwhelm and defeat when presented with a task they are unfamiliar with. Instead of attempting the task first, there is a lot of murmuring in vernac to one of the facilitators that they won’t manage. Saying things like “this is hard” before having gone through instructions. (B2OR, 24 Oct 2019)

Participants prefer to ask questions softly amongst themselves rather than to ask the facilitators. (B2OR, 09 Nov 2019)

The participants group has demonstrated a weak sense of organization. In the previous meeting, It was suggested to them to work on a presentation for the next session as part of updating new members on previous activities. Instead of working together they agreed to work on individual presentations. However only one person came prepared and was willing to present. The others started making excuses such as they do not remember, others saying no instruction was given to them on the presentation and that they didn’t have questions to address in that presentation. (B2OR, 09 Nov 2019)

Youth are active on the WhatsApp group much more than in the sessions (B2OR, 23 Nov 2019).

Building confidence levels of the group relied on a number of factors- the role of the facilitator in managing group dynamics, ensuring participants who need attention were attended to and providing enough scaffolding for individuals to be able to participate independently or carry out allocated tasks. These claims are based on observations made during the course of the programme, some which were dealt with accordingly.

There is a fairly broad spectrum of ability in the group which is challenging. We have to move according to pace that accommodates the group...

Gender based issue: Female members lagging i.t.o being able to participate and work with complex issues. Although they perform better i.t.o organization and completing other tasks, there is minimal participation in the sessions...

Females seem to have many more responsibilities than the males: the females have had to be excused due to responsibilities at home. (B2OR; 09 Nov, 2019)

I have provided some experiences, and observations which served as evidence for a different state of being in before or during the programme. Through the spiral model, these were critical points that directed us towards desired interventions and supported the second approach to scaffolding outlined by Daniels (2008) in Chapter 2. By creating spaces for team work; delegation of and sharing of responsibilities; sharing ideas and being supportive, the process of learning and scaffolding supported the cultivation of confidence of the youth. It is not clear specifically which activities had the greatest impact or contribution however as the spiral model suggests (and situated learning) a combination of continuous processes and activities contribute to the learning of the group.

4.5.3 Trust building and openness to learn in a COP

Building trust is one of the aspects of professional development that are the focus of the spiral framework (Sguazzin and Du Toit, 2000). Trust can be built in relation to a number of things:

- In other team members such that there is empathy and understanding.
 - In the facilitator and their processes
 - In achieving the desired goal/outcome
 - Being honest amongst members of the group
- (Sguazzin and Du Toit, 2000)

Building of trust can be achieved in a number of ways:

- Through engaging in challenging activities
 - Sharing ideas amongst peers
 - Offering clarity on roles, responsibilities and goals at hand
 - Meeting and managing expectations
 - Monitoring power relations at play
 - Providing opportunities to participants
- (Sguazzin and Du Toit, 2000)

Having stated the above means of building trust (which is just few of many), it should not be assumed that there is direct causal link between the application of these processes and the outcome of development of trust with and amongst the youth group. All that the programme assumed was that a combination of processes and activities would be likely contribute to the group dynamics. Below I provide pieces of evidence of a changed state in terms of trust

building within the group without drawing any causal linkages between activities; I start with activities that were aimed at facilitating the development of trust.

- *Offering clarity on roles, responsibilities and goals at hand*

In any social learning process, participants become familiar with the purpose of a project over time. Given the nature of the project- ((i) a new space of learning on spatial planning and biodiversity (ii) facilitated (approximately) twice a month) it was necessary to continually sensitize and clarify the purpose and implications of such a project to the youth. By doing this, expectations were being managed. A process orientation cements a sense of familiarity over time and sets participants into a headspace of less confusion.

In the second engagement, it was clear that youth had been reflecting on the programme and what it means for them in their own lives. It was clear in the discussions where the group would constantly ask about the end of the programme and looking for comfort in their thinking about juggling between work and this programme.

In the discussions about availability of youth, there seems to be an indication that (youth) are not understanding the need for commitment to the programme until the completion of the programme. Youth have mentioned that they are constantly applying for jobs and in one case, have secured temporary work that is currently flexible and affording the opportunity to attend the MYLP. In addition, questions like “what will happen when we have to meet and I have an interview” are posed. **(B2OR2)**

- *Openness and Adult Approach*

In order to develop trust in facilitators and the project itself meant a level of transparency and collective decision making was necessary. By opening up about the challenges within the programme indicated a level of honesty and created a space for accountability when deadlines were set. Below are some of the reflections on the progression of the programme which were highlighted during meetings as challenges or impedances to the progression of the programme.

Young people are constantly seeking employment and as such haven't thought through the implications when they signed the commitment form (i.e. attendance of all sessions). **(B2OR2)**

The youth are more vocal about potential employment than the learning in the programme. **(B2OR2)**

We still have youth leaving the programme. We have had to replace three youth this month. This means ploughing more resources into some sort of scaffolding. **(B2OR4)**

Having to accommodate new members is challenging where the design of learning is a process, having to use incremental learning as a theme. **(B2OR3)**

How can we best frame our programme to link the learning to what interests the group?
(B2OR3)

How do we bring out or motivate for a need to think about the future of their land without undermining the individual interests of youth which are independent of the identity of being a beneficiary? (B2OR2)

By being open and treating everyone equally as adults allowed the group to begin to trust the facilitators and the programme itself. The following reflections from different participants were made about the project which indicates to me that there was something specifically about the programme itself which contribute to the individual's experiences,

What I liked about the MYLP was:

“The manner in which others who are out of line are brought into discipline”

“The way we were treated...”

“they are always willing to help at any time”

“I like the way the(y) treat us” (SR3)

Communication by group members especially on the WhatsApp group has improved
There is an improvement in the way the youth present their work to the rest of the team.
There are signs of ownership of the project by some of the youth. Youth are beginning to initiate communication with us before we do. (B2OR4)

The above comments on the programme suggest a level of honesty was exercised and that there was trust in the process. There were instances where trust could have been broken along the way of learning. There have been instances where participants were unable to exercise good practice ethic and as such this deterred learning or interest for some participants. Below I provide examples of instances where participants reflect or refer to an instance of conflict that did not sit well with them.

What I would like to change about MYLP:

The way in which others respond to each other when there are verbal disputes.” (SR3)

The way in which others react. When they don't agree with the other person's opinion (SR3).

Observation 2: Dynamics of dominance and impatience seem to be emerging subtly in the group. Male participants subtly show signs of impatience, dominance when participating. One individual indicated the fact that one of the male participants' eloquence as intimidation to their participation. A second individual indicated that they were told that they ask too many questions by a male participant and felt that they are not enjoying being in the group any more. (B2OR11)

In a semi structured interview with a specific individual who was impacted by the way the other team members responded to them, the participant highlight how that one moment almost changed everything for them between attending and not.

Short interview extract: Q- question, A- answer (SSI6)

I was just bored by one thing (bored here means annoyed- but in vernac when someones says you bore me actually means you are annoying me)

Q : what was that thing?

A: when they laughed at me (towards the end of the session, each member had to present their concept of their product and the logo they would use to market their product. Her idea was there but not as appealing as the rest, so people burst into laughter when she said she didn't want to present as she felt she was not done nor confident in her work)

Q: let us talk about that....okay. How did you feel when they laughed at you?

A: I felt like I should just stop attending because they are laughing at me. All of us came there to learn but now they were laughing (at me)

Q: so did any of them call after that day (to apologize)...

A: No. not a single person

As the programme progressed, it was still necessary to remain consistent in our commitment, plan of action and how the programme will unfold going forward, as part of building trust.

Questions about the lifespan of the project continue to emerge now and again from the same people. We might have to articulate the plans properly as it may be the reason for this question. We have not shared a schedule of activities with dates but have only indicated activities to be done. (B2OR6).

- *Opportunities*

In the first few months of the programme some of the participants were recruited from this programme into a learnership on one of the *Moletele* Farming Enterprises after the youth group visited the *Moletele* farming enterprises. This is an excerpt from the field notes:

Context: During the farm visit, the managers spoke about recruiting this youth group for a learnership on the farms but would discuss this after their management meeting scheduled for later in the day. We left to continue with our farms visits. At the end of the visits:

The group was a bit undecided at first but then started saying that we wait because we might not have the chance to come back here. (this was clear to me that the group wanted to be selected for this learnership and where less concerned about arriving late

at home) Back at the office, when the PA asked the youth about Dinaledi (farming enterprise), some said it is an opportunity to be a stepping stone to our dreams... (FN)

After a fieldtrip with the MYLP onto their farms, three participants of the MYLP were taken up for learnerships on the farms. We then had to negotiate with HH (Hoedspruit Hub) for these youth to be allowed to continue on the learning program, as it would make things easier for us, than to go back and look for replacements. Luckily the learnership is comprised of fieldwork and classwork, so we had to engage with the Hub, which offers the classwork and the farm managers to reach a consensus. We were however delayed by three months due to this. Replacements would have equally taken a long time, but also, we would be at a disadvantage as the new participants would have missed out on a few activities, the fieldtrip being a key activity. We have since had to find three replacements as we had people moving on to jobs or other things in the meanwhile. These people were people who were identified by the CPA swiftly.

The three participants when asked, indicated their continued interest in the learning programme. The ability to be favoured by the structure of the learnership meant we were more likely to appear as being flexible, and that helps in developing trust as it shows that facilitators or the programme allows for continued learning for those who had previously asked questions about continuation in the event that they got jobs. But this also had implications for our own programme:

Alternatively how best can we continue with this programme when there are so many opportunities that require the presence of our participants? (B2OR3)

As a facilitator, I was aware of the vast opportunities that were available outside the learning programme. There was no way to prepare for such an eventuality due to budget constraints. In a similar youth project with a different CPA, where there were large numbers of youth participants made it easier to continue with the eco-literacy programme. This was not possible in this context.

- *Monitoring power relations at play*

There have been instances of dominance displayed by a few of the participants in the duration of the programme. This presents a unique challenge in that some participants are more vocal after the sessions and not in the presence of all their team members. One female member

indicated on our drive back after the session that they were intimidated by one of the male participants. When asked for specifics, she clarified that individual had not done anything specifically to her but was intimidated by his confidence. This was a reason for her pulling out of discussion some times. Three references to this situation are captured in the meeting reflection tool:

One individual has taken up the facilitation role of the group by actively communicating with all to ensure they remember to complete their tasks before meetings and to come prepared. This role was demonstrated well in the last two weeks by the same individual. (B2OR4)

Gender based issue: Female members lagging into being able to participate and work with complex issues. Although they perform better into organization and completing other tasks, there is minimal participation in the sessions (B2OR5)

John and Comrade continue to dominate discussions. (OM2)

It was true that at times the male participants were dominating in the sessions, the only way to deal with this was to encourage other members to participate. In each meeting, we would always remind participants “*there is no such thing as a wrong answer*” as an attempt to get them to contribute. This approach did not bring about much change. For the dominating team members, this was viewed differently and was highlighted in one of the interviews and (also in the WhatsApp group):

Aaaah, eish. Not really. At some point I must say we did, at some point, I must say we didn't. not all of us in the MYLP were actually bringing out our full potential or were participating fully. But some of us, have done so well. In our last session we did come up with what we think we should go to the MCPA with, and it turned out to be a good work, a success. (SSI2).

Building trust takes time and depends on a number of issues. With our group it would be safe to say there were instances where it appeared to be existent and in some cases still lacking. When it comes to attitudes and competences, without formal assessment mechanisms, it undermines the processes employed. However, this was the intended design of this programme.

4.5.4. Self- organization and sense of agency

Self-organization or the ability to self-organize refers in this context to the capacity of the youth group to converge, plan, co-ordinate, delegate, execute and reflect independently as a team. In contrast, self-organization in the context of systems refers to the ability of a complex system

to respond to a(n) external factor(s) to adapt or to restore balance (Edelenbos, van Meerkerk and Schenk, 2018). The notion of response to something, or the counteraction resonates with the desired outcome after the learning programme- where young people are better equipped to respond in future (in various ways) as custodians or committee members: to be able to self-organize, there has to be some sort of capacity building, motivation or interest which would lead to action.

Agency refers to an active process of human beings who see themselves as agents to influence their own functioning and actions. This agency is exercised in a number of ways: (i) with intentionality (with humans as planners) (ii) with forethought (as thinkers) (iii) with a sense of self-regulation and (iv) as self-examiners (Bandura, 2006). In achieving this function of agency, humans can influence in three ways: individual, proxy and collective (Bandura, 2000). Proxy agency occurs when people with resources or expertise are influenced to act on behalf of those who are without resources or expertise (Bandura, 2000). Collective agency plays out when people collaborate with their respective, often unique resources or attributes to bring about a desired outcome (Bandura, 2000). Collective efficacy is however not cumulative of individual strengths but an emergent trait (Bandura, 2000) and this is not the assumption or claim I make in this section.

Activities of the learning programme were designed with the spiral framework in mind. Participation and dialogue (some of the key features of the framework) were the emphasis of the programme upon which certain competences such as collective agency or self-organization would be a desired outcome. The intended outcomes of self-organization and collective agency can be argued as key to any type of custodian role over communal property. Be that as it may, the ability of this youth group to self-organize may not have emerged strongly during the duration of the learning programme but is developing as they have morphed into a new community of practice that is currently in operation. Evidence of this is clear on the WhatsApp group where they call for meetings with each, decisions are made as they are planning to meet with the CPA Committee in the next few months.

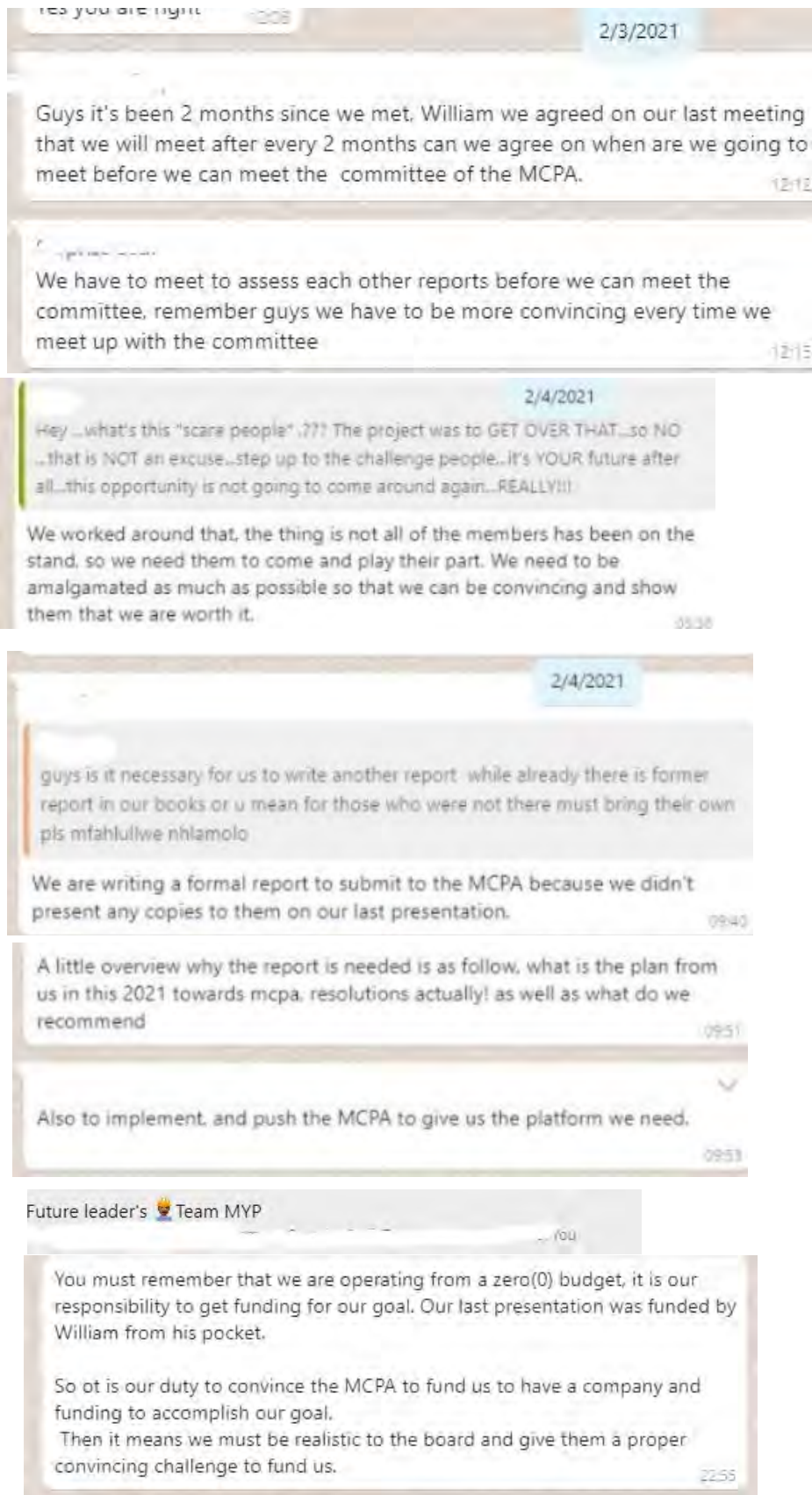


Figure 4.17. Ongoing planning on the MYP WhatsApp

No analytic procedures were applied to describe any emergent property of collective efficacy. The time frame to look for evidence or analyze the emergence of self-organization of the group or a sense of agency is not stipulated but what we worked with was a theory of change approach- by working through various activities over time, we expected participants to have gained knowledge and confidence. Each module had its intended outcomes explicitly stated. However over time with the characteristics of the group uncovered, we adapted the programme to cater to the needs of the youth.

Youth participants reflected on the group's ability to work together. Responses from the semi-structured interviews reflect on qualities that were evident in the programme as defining factors of working together (SSII, SS2, SSI3, SSI5, SSI6)

Accepting how diverse we are as human beings, being open-minded about ideas, don't be too quick to shut down ideas, always encourage a person to reach a point where they can, even if it is a smaller thing, to be creative and come up with something. (SSI1)

Aaaah, eish. Not really. At some point I must say we did, at some point, I must say we didn't. not all of us in the MYLP were actually bringing out our full potential or were participating fully. But some of us, have done so well. In our last session we did come up with what we think we should go to the MCPA with, and it turned out to be a good work, a success. (SSI2)

It did went work. Working as a team is not one minded. We come up with different ideas and sit as a board and agree on one thing which is the good one (SSI3)

Each person brought their own ideas and opinions, which were tabled and discussed and then we reached a consensus. We didn't undermine anyone, we would discuss the options given.(SSI5)

... I worked with a team when we were grouped and we reached a point where we agreed on one thing, one goal. We agree to disagree but at the end we agree to make a decision together. (SSI6)

Working together in a supportive manner remained a challenge throughout the program. The youth know what attributes or principles are necessary for collective efforts, as justified above. From the following reflections a clear picture is painted of what transpired in the duration of the learning programme in working towards a team that is able to self-organize and work collectively.

The group still struggling to collaborate: the youth opted for individual presentations when asked to feedback on the farm visit conducted two months ago. They further indicated that

they were unsure of what to present despite instructions given to them and one member opting to send the questions to everyone. (B2OR4)

The participants group has demonstrated a weak sense of (team) organization. In the previous meeting, It was suggested to them to work on a presentation for the next session as part of updating new members on previous activities. Instead of working together they agreed to work on individual presentations. However only one person came prepared and was willing to present. The others started making excuses such as they do not remember, others saying no instruction was given to them on the presentation and that they didn't have questions to address in that presentation. (B2OR6)

Youth are now beginning to make contact with us facilitators before meetings to confirm meetings. Previously we would have discussed potential dates at the end of each session, then would be responsible for contacting them once it was possible to confirm dates for meetings... (B2OR7)

There is need for more group activities, more challenging activities to be able to test their level of knowledge and application as a collective. (B2OR4)

Youth are still struggling to self-organize in tasks. There is a lack of responsibility by those delegated tasks and are making excuses for their lack of action. The group was encouraged to take each other's numbers for communication on collective tasks: not everyone has done this despite it being clear in the last session that people were not able to "find each other" over the phone. (B2OR7)

Apologies are still being rendered the day before meetings. The lack of data is given as an excuse for not communicating well ahead of time. (B2OR7).

This particular situation emerged frequently in the year the project was piloted .i.e. In an attempt to apply this learning into the 2019 programme, agreements were made at the very beginning of when and how people should give apologies to avoid situations where meetings are made up of two or sometimes three people- which was a waste of resources. As a facilitator I suggested the use of a WhatsApp group for easier communication- this did not cater for everyone but there was more engagement and activity on the WhatsApp group than one would think would play out in the contact sessions.

Individual agency does not reflect in the collective. Two individuals in particular continued to exhibit signs of proactiveness much more than the rest of the group.

One individual has taken up the coordinating role of the group by actively communicating with all to ensure they remember to complete their tasks before meetings and to come prepared. This role was demonstrated well in the last two weeks by the same individual. (B2OR7)

The same individual reflected at the end of the programme to say that they did not see the team working as well as they could have. Referring SSI2 shows this comment clearly.

In some cases, this level of agency became frustrating and a hinderance to the group dynamics. I suggest that there are a number of factors that affect people's ability to work with others, and to develop particular traits necessary for working in a group setting. Here is the reflection from the meeting and the participant in the interviewing where they stated that they felt like leaving the programme due to how they were treated by the group.

One individual (who is part of the group of "disgruntled" individuals) showed a sense of defeat when they were advised to change the name of their product as they did not follow instructions. The individual did not want to present when all the others volunteered. The individual was pressurised by the group to present (like everyone did) which said they wanted to leave early as this was the last task for the day. The individual fumed to the stage angrily. After being encouraged by the facilitator (asking the group to cheer on), it turned into a burst of laughter, after which the individual refused to present and took their seat. Another burst of giggles led to her crying and the session had to be ended. All those who participated in laughing were asked privately to apologize to the individual. (B20R10)

I felt like I should just stop attending because they are laughing at me. All of us came there to learn but now they were laughing (at me) (SSI4)

There is also a sense of undermining the quiet individuals... when being divided into groups, in two instances, two people did not want to be paired with one of the more quiet people. (B2OR10)

The idea of team work is still a challenge. The group was split into groups to work together and prepare a presentation for the following day. None of the members worked as a team but stuck to working on their tasks individually. (B2OR8)

All activities of this programme were structured in a format that encouraged and scaffolded group work which was seen as a way of fostering working together and seeing the value of collective efforts. It is clear from the reflections above that there were a lot of gaps and inconsistencies in how the group dynamics played in terms of self-organization. Such inconsistencies are not clear evidence of the group's inabilities. It is true that in the learning process that there are mistakes to be made by participants. Towards the end, in the reflections, however the perception was that the potential to work together is there, and a realization of this was reached by participants as they referred to strengths where they felt worked well in their favour as a team. There were instances where individuals would encourage the group to work together referring to various factors such as strengths as motivation for why they believed the group would progress.

Chapter 5: Discussion and Analysis of the Learning Programme Outcomes

5.1. Introduction

In the previous chapter, I presented a thick description of the data according to the themes of the learning programme. In the thick descriptions, I presented extracts of observations, challenges and questions that emerged, using various data sources to begin to develop a data narrative without going into much discussions. In Chapter 5 I provide detailed discussions on the findings from the learning programme using analytic statements drawn from the various data sources (SSI-semi-structured interviews, OM-observation documents, JE-journal entries, FN-field notes and chats from the WhatsApp Group) in Chapter 4. I use these to expand on the themes and address the research questions directly.

To anchor the discussions in the Chapter, I firstly bring up the research purposes captured in Section 1.5. which were: (i) to introduce young people into the affairs of the CPA; (ii) to develop the biodiversity and spatial planning knowledge base of young people for the CPA at large to have a better understanding of land configurations from a biodiversity point of view; (iv) to introduce young beneficiaries (who are future custodians) to business plan development by acquiring basic skills from which they can start to develop a well-thought out land use plan which will be in alignment with municipal planning and legislation. The research questions as captured in Section 1.6. that will be addressed in this chapter are:

- What value(s) does a context-specific learning programme have for young members of a claimant community?
- What are the implications (if any) of a learning programme for the participation or involvement of future beneficiaries in land custodianship?

And the sub-questions are:

- What kind of scaffolding is needed for young people to participate in the land reform programme as beneficiaries and in the development of their community?
- What role can young people from claimant communities play or contribute in the development, beneficiation and governance of their communities?

In the next section 5.2. I will begin to address the above sub-questions and will work my way through to the main questions in 5.4.

In the conceptualization of the learning programme, the MSI project used a theory of change as a planning tool which was developed using data coming from research and scoping engagements with the CPA Committee (see Appendix F for reference). As part of applying a social learning process, it was important to co-develop the process and programme as part of developing a sense of ownership of process, trust, and agreement between the two entities- AWARD and MCPA. This shared process meant that the programme facilitation could take whatever form deemed necessary. And is expected in social learning processes, such, there were many instances in the programme where it was necessary to accommodate unanticipated gaps in the ‘competencies’ of individuals in the group. This was not in the original design. I present below briefly what was captured in the theory of change and extracts from selection criteria in order to reflect on what was planned and what transpired: leading to the scaffolding, which requires explicit “teaching” and support for particular skills (explained in Sections 2.5 & 3.5.2).

Theory of Change (AWARD, 2017)

Status Quo: 2017

...The Moletele youth group has limited understanding of the opportunities offered by the biodiversity on their land.

The Moletele have acquired new portions of land but do not have any land use plans.

2019/2020 (Desired outcome)

The Youth of the Moletele (as a new landowner) contributes to decision-making process and long-term development plan that prioritizes biodiversity, climate change and water

The Moletele have developed land use plans for their land which align to municipal spatial plans ...

In reaching an agreement together with the CPA committee on the youth programme, a selection criterion was developed which we believed would attract a suitable group of young people who would be able to participate in the learning programme to achieve objectives of the programme. This assumption on selection was based on the following: (from the Selection Criteria Document, 2017),

...Applicant should **have basic computer literacy**... a background in **Geography, Biology, Natural Sciences, History/ Human and Social Sciences, Economic Studies/Business Studies, Computer Sciences** and **Agricultural sciences** ...

I will discuss various aspects of the learning programme as they relate to data presented in Chapter 4 in section 5.2.1 and 5.2.2 below and begin to address the sub question: What kind of scaffolding is needed for young people to participate in the land reform programme as beneficiaries and in the development of their community?

5.2.1 Technical Skills development

Bearing in mind the above, I present the following analytic statement:

Analytic Statement 1: Basic computer literacy is a lacking skill and a challenge amongst young people including those who have completed a computer course with training institutions.

From the very beginning of the programme, we realized that there was need for scaffolding activities. The youth group came into the learning space with unique characteristics but lacked a lot in the basics we assumed they would have. In the data, it was clear that the use of laptops for example was a challenge. The slow pace in navigation and use of software programmes indicated that more time had to be devoted to activities for familiarity. (B2O5). A similar case was observed in 2018 when the project was piloted with a group of eight ladies from the Moletele. Four of the eight were going through a PC training course with two different training institutions but it seemed there was a gap somewhere as they struggled even after graduating with PC literacy certificates (JE).

Despite this proof that participants have completed a PC course with different institutions in the local area, which was one of the requirements for this programme, all except one, struggled through the programme to access MicroSoft Office packages with ease, use the packages; access the web and take a bit longer to orientate to using laptops. We had three waves of intakes of new participants: (a) In 2018 when the programme was first launched, there were only two college students who had relatively more access to computers in their school but struggled to a lesser extent than the rest with basic operation and navigation on a laptop. Further discussions about laptops and computers indicated that the youth stated that there is a difference between computers and laptops and without either, the completed course becomes redundant. Most of the programme's resources in 2018 were redirected into teaching and learning how to use laptops. In the statement below, a potential cause of this challenge was highlighted by the group in 2018.

I have never used a laptop before. ... I have forgotten some of the basic uses of a keyboard. Can't you give us the laptops to practice at home? (FN1, 2018)

This presented a bigger challenge than expected for us- two fully employed facilitators to allocate adequate time each month to work with young people as part of the scaffolding process. This formed the basis for our request to be involved in the selection process in 2019. This meant we had to use the laptops more often to do activities so the youth would at least get a grip on accessing the relevant software we would need to use for the programme.

In 2019, out of 55 youth who submitted their CVs only 13 had completed a computer course. After consideration, 22 individuals were identified as potential for the programme. A selected, timed online computer literacy test was conducted with the ten youth who managed to honour the invitation to participate. The test was aimed at assessing the group's Word, PowerPoint and Excel competences. The results of their tests revealed low scores between 10-44 (out of 100). The CPA historically offered PC training to its members and this was a form of empowerment for those who had no formal qualifications. Being able to use computer programmes we felt was a necessary skill for working with documents, information dissemination, accessing information and would be an advantage for the youth in future as one of the intended outcomes was to develop a functional website for marketing and archiving CPA information.

I state the above to highlight the difference in how the process unfolded leading to the programme. We thought having a group with a literacy level of an acceptable level would have made our work easier in going through the sessions-even though this programme was not about remembering content. There were a few activities that were foregone partly due to the nature of the group (and obviously to other programmatic issues). Referring back to the spiral approach, this was one of the few activities that did not have a "*work-away task*" and as such could not be remedied as it was a stated requirement. The lack of basic computer literacy as a technical skill did not deter us as we managed to proceed with the programme owing to other logistical issues such as time frames it took to verify youth as children of registered members of the CPA (2019) and the long time it takes to replace those who left the programme (lesson learned in 2018). After discussions with the CPA and amongst ourselves we decided to proceed with the group who were available to participate.

In addition to this, spatial awareness was another area that needed to be addressed. From the activities under Module 1, reflections captured (FN1, B20R2, B20R4) provide evidence of instances where youth did not know which municipality they are in or from, had no idea what the main areas of tourist attractions are, despite staying in the vicinity. Similar issues of

awareness were evident in the maps they had to develop of the landscape; not knowing how to read maps and not knowing differences in spatial landmarks. These were aspects which were implied from the background we assumed they would have by meeting the minimum requirements for the programme. To counter this, we had to allow more time to the use of laptops during the day without restriction- meaning time allocated to tasks had to be altered to spend more time on 'teaching' by providing background information about the landscape, and using reflective questions as a way to interact during the orientation.

5.2.2. Knowledge Competences: building on existing knowledge

Analytic Statement 2: Young people from the *Moletele* Community have varying understanding and different knowledge about the communal property association affairs

I refer to comments made in the first two sessions of the Module 1:

I do not know what MCPA stands for and not really sure what they do. (JE7)

Asked a lot of questions about their CPA, how people are elected to serve. Indicated that they knew about their parents going to CPA meetings but didn't know anything beyond this. (JE7)

... my parents are beneficiaries - I am not ... (B2OR1).

It is worth noting that as facilitators we assumed despite different schooling history, that young people would (at the minimum) be familiar and knowledgeable about their immediate environment and a bit about their CPA: We were told the MCPA had been in existence since 2007. More than ten years later, the priorities (as were revealed by the Committee) of the CPA are still to secure more claimed land as the current land is strategic land for farming. With the process of restitution being slow, as is reflected generally across the country (Kloppers and Pienaar, 2014) little progress has been made with regards to institutional arrangements and programmes within the CPA for the masses. The process of land transfer has for many years relied heavily on a willing seller willing buyer model. Learning about institutional arrangements revealed to us how members of the CPA have to go through a process of registration from which they are afforded the opportunity to attend meetings, where they participate in decision making. Even in 2018, it was indicated to us by a former member of the CPA Committee that the database of the verified beneficiaries was still incomplete and the process used could be problematic- revealing the magnitude of the task/role that was before the committee. In addition to this, the financial implication of (i) annual payouts from farming

enterprises and (ii) budgeting for meetings (logistics such as catering and transport for all) were part and parcel of why there were limits to who could attend meetings. All in all, it made sense to some extent, how processes of participation were designed the way they were. Youth are less informed about the meetings their family members and parents are attending (FN1, 2019). Even from their own parents, there seems to be little discussion about what takes place in such meetings. All they know is that they get paid some money once a year and that there are stories of irregularities in the finances (FN1, 2019)

As part of the learning process, it was necessary to provide scaffolding as a form of support to the youth group, so that they are equipped with important information necessary for the programme. In so doing, we saw a difference in the discourse from the group on multiple occasions. From the farm visits for example,

In one of the conversations, the youth were asked where they were from and why they were going through the site visit. When asked why they were doing the programme without payment, it was interesting to hear one individual (Comrade) stating that “this is our land” and we need to learn about it. (B2OR3)

In the semi-structured interviews with the youth, however, the youth seemed to know about their family histories pointing out to a few stories shared by their parents but not about how the CPA functions.

My mom is a beneficiary. Not necessarily me, but my mom. Her mom is a Mokoena and her dad is Nkuna (Tsonga). They used to stay there.. They know them in the MCPA. (SSI2)

I knew from a young age that they used to stay in Motsidibe and was told about the history about the war with Swatis...they would talk about getting money for the removals. (SSI3)

I think I am the beneficiary because my great grandparents were also ambushed from that place (I forgot the names.) but my grandmother told me they were ambushed from a certain place. And then they were...that’s when they moved to Buffelshoek. I am the beneficiary because those white people stole my land actually. (SSI6)

The farm visits were an opportunity for the youth to see where the land is and to see what is being done with the land that is theirs. In this session, we focused on the farming enterprise for learning. Within all the enterprises visited, there were discussions around ownership and how the CPA functions towards a specific mandate. It was clear that the youth were not able to ask questions about the CPA in terms of how decisions are made around finances. Probing

questions were given to the youth prior to the farm visit to sensitize them but it seemed they were unable to draw the link to the CPA as an owner and as a decision-making entity (B2OR). We needed to have a session with the elders of the CPA who would share knowledge about their history and with the CPA Committee to understand how the CPA functions. Unfortunately, in both cases, the meetings never happened owing to a number of reasons.

It is important to know what functions the CPA have or under what mandate they operate. As a legally recognized entity, they are governed by a Constitution, something that was unfamiliar in the group. The youth are not able to fully articulate what they know about the CPA but are each able to touch one or two functions of their CPA. Towards the end of the programme, they were able to paint a much better picture than they did at the beginning of the programme. Their responses revealed how they all understood the function of the CPA differently. In all the response of the youth except one, they are clear on the function of ensuring dividends are paid out.

One youth said the following when asked about the function of her CPA:

I do not know anything about the CPA (Com) because they don't include us in their meetings, we are always excluded so I don't know anything. I just know there is a CPA, but what they do, I don't know. I heard that if people want jobs they go to register their details with him, so I don't know what he does with the names. (SSI6).

Another youth said the role of the Committee was,

... to help people get their land back. But instead of helping people they are giving people money so they can own that place. people get money from them. MCPA allocate stands for people. yes, he is the one who tells people when there are job opportunities and we have to submit names to him. They tell the MCPA reps and they tell us information. (SSI6)

A third respondent said the following,

... normally they would come and talk about the funds that are currently available to the people. The people they are going to be appointed. So we didn't have enough information- I felt according to me that information was somehow withheld. Almost most of the times it was just about those two things. (SSI1)

From the discussions above in Section 5.2.1 and 5.2.2. it has been made clear the sorts of challenges and dynamics that emerge when dealing with young people from a knowledge point of view. From the journal reflections and notes (JE1, FN1) from the screening tests for

selection- it became apparent that young people were eager to learn and participate in such a programme. However, even with a designed programme there was need to explore knowledge and skills set that young people bring into a space like this and to dwell on that. This included knowledge areas that were assumed would be less of a challenge given the selection criteria that they would have to meet. Scaffolding as a process of learning proved useful in that it complemented various competencies and strengths that youth brought into the programme.

The MYLP was designed as outlined in the introduction, based on the research, collaboration and understanding of some of the objectives of the Moletete CPA and the municipal spatial planning processes and legislation. Scaffolding in any capacity or competencies related programme would have to be anticipated as social processes are important and often require adaptability to suit the needs of the learning group. With budget constraints, there are many implications for such a programme but I highlight two that are relevant here: (i) scaffolding may be avoided and therefore leading to the exclusion of some individuals in participation if a method of selection is employed and followed religiously and (ii) social learning processes may be much harder to facilitate given the longer time needed for such work. Knowledge transfer is an important component in any learning process, as knowledge forms part of the mediation tools that people use when they participate in a learning process (Lave and Wenger, 1991). Knowledge acquired can also facilitate understanding in the relevant context as a reflective tool and as such is an important component in the scaffolding process. As stated in Sections 2.5 and 3.4.2 the spiral approach focuses more on process and less so on content. By using exploration as a space to confront their context, reflections by the youth indicate that such activities were meaningful for their learning and in other words created a scaffold for learning where abstract knowledge became real.

In the following sections I expand on the findings presented in Chapter 4 on the themes of building custodianship and expand on the idea of community of practice. I use this expansion of CoP to address sub-question two which is on the role young people from claimant communities can play in their community, by highlighting aspects of the CoP that signal new roles that emerge by virtue of being in a CoP.

5.2.3. Youth Empowerment through Confidence building

Analytic statement 3: The confidence (of young adults) has to be built through a number of ways to encourage their participation in learning activities.

In the very first contact session, contextually relevant activities were used to encourage participation of the youth. This was done so, to create a sense of belonging and to build confidence in themselves to approach the programme not as a classroom setting where there are teachers and learners. By using aspects that the youth were familiar with (talking to each other about their culture and youth), every individual managed to participate, present and contribute significantly to the day's introductory session. As the programme progressed, where unfamiliar territory was reached, it became crystal clear that there was a knowledge gap in some sessions and that was usually linked to a confidence issue. The following reflection was captured in the third contact session during the visit to the *Moletele* farms:

Even with probing/prompting questions, there is still a sense of holding back from asking the questions. Questions were drafted for the youth to engage with our guide for the day, the youth were not asking these questions. When asked about why they are not engaging, the response was that they were unfamiliar with the business, and thus they couldn't ask questions. In addition to that they claim that all the questions were answered by the person assigned to us" ... We were put on the spot and where not able to think, others saying "we are shy". (B2OR3)

I refer back to reflection documents to add to this issue of confidence:

...sense of overwhelm and defeat when presented with a task they are unfamiliar with. Instead of attempting the task first, there is a lot of murmuring in vernacular to one of the facilitators that they won't manage. Saying things like "this is hard" before having gone through instructions.

...Participants prefer to ask questions softly amongst themselves rather than to ask the facilitators. (B2OR6)

The experience of one of the facilitators in working with clusters professional development was vital in working on building confidence. When initially presented with a dynamic group made up of inexperienced individuals who exhibit a poor sense of responsibility and optimism, it was important to take note of such dynamics and plan according to work towards improving their confidence levels. By offering opportunities to cook, to present at every session, by challenging the group, reaffirming to the group, familiarizing them to the purpose of the programme, the dynamics of the group were changing over time. According to the spiral model, a continuous process orientation leads to a development of confidence (Sguazzin and Du Toit, 2000).

The role of a mediator is important in a learning space where members of a group come together to learn. A safe, non-threatening space for learning is a pre-requisite for learning and as such,

facilitators in this case took on the role of mediators to constantly ensure the learning environment was conducive from a planning and execution points of view. There are a lot of subtle dynamics that play out (that may not be visible to participants) which could affect the overall learning space for the group and they require an external, peripheral participant to surface them. Some of the roles of a mediator in a spiral model are to:

Serve as a catalyst: for the establishment of viable professional development clusters...

Serve as a guide: interpreting policy and facilitating the negotiation of the professional development curriculum

Provide structure to the learning: as and when required by the particular needs of a cluster

Fulfil a logistical function: in setting up cluster meetings and enabling study tours...

Act as a critical friend: to teachers undergoing the process of transformation.

I bring to the discussion these roles to comment on the following observation that played out more than once

... male participants significantly more vocal than female participants. The youth are still struggling to ask questions when they have to, and resort to asking questions in the car on our way back home. (B2OR2; B2OR9)

It took my intervention (as a facilitator) to engage (fulfilling a logistical function) with one of the individuals who would normally participate to confirm there was something brewing in the group that affected her ability to participate and needed to be addressed somehow.

Another very quiet, often distracted participant improved after being contacted privately to check if all was going well with their well-being. In the follow up meeting (after checking in), her participation was more than ever before and indicating that “some of us are quiet by nature”.

At a later stage in the year, when she fell pregnant, I was one of the people she contacted indicating she did not know what to do. It was at that moment, that she opened up to me about how her family, the relationship with father of the child and how it was for her to deal with her pregnancy to a point where she was confused about the pregnancy. Despite this she was eager to participate and kept asking about the program. This process I deemed important in that by being able to relate to participants on a personal level can lead to trust building, confidence (in the facilitator/project) because of the support offered during the process.

Evidence from Facebook discussions show the following (no record of telephone calls and participant did not have WhatsApp, FB- Facebook Chat with the participant,

7 Mar 2019 · Sent from Mobile: Oh xem dat means m no longer de part of it???

22 Jun 2019 · Sent from Mobile: So did you guys meet...I mean for the first meeting

4 Aug 2019 · Sent from Mobile: Ohk William There's something i like to tells you its is important

Okay.. I'm all ears....

M pregnant neh so it still possible for me to attend ????

15 Oct 2019 · Sent from Mobile : Ohk tnx bt i dnt thnk i will make it for Nov bcz its my deliver moths bt early nov bt when u meet guys u can let me knw myb ketlaba setse ke belege..(maybe I would have given birth)

15 Oct 2019 · Sent from Mobile: Yah and i made a big mistake of being preg to yho dat guy o abusive and jelouse yho...Being preg for him...

28 Oct 2019 · Sent from Mobile: Hy i knw we a not frnds bt i hv no one to talk xem ...yoh baby daddy has really changed...

30 Oct 2019 · Sent from Mobile: kore vele (So in actual fact) we wil meet nxt year mus...

11 Nov 2019 · Sent from Mobile: Ohk whn a u guys going to meet again...

15 Nov 2019 · Sent from Mobile: Hy brother Willy i made up my mind m going to give up my chld for adoption...

18 Dec 2019 · Sent from Mobile: Hy willy i havd a baby gal...

18 Dec 2019: mmmm... wow!!!two days ago!!!wow!!! this is going to be a great journey for you two... are you still proceeding with your initial decision...

18 Dec 2019 · Sent from Mobile: Nop i love her so much xem...

did you change your mind now or earlier?

22 Dec 2019 · Sent from Mobile: Earlier

25 Jan 2020 ·Hy brother Willy so lebile la fetsa ka Moletele Youth Project (did you eventually finish the MYLP?)...

I have presented snippets from conversations where the role of a facilitator evolved over time to serve more functions which signals the complex nature within which interactions with individuals (who form part of a team) are often unique. In this particular case, a supportive role was assumed by the facilitator to the participant who displayed relatively better participation in the duration of the programme for the time they were still part. A study by Bäck, Hildingsson, Sjöqvista and Karlström (2017) on competence and confidence of Swedish midwives supports

this claim that creating a safe, supportive, non-threatening environment with people who have a willingness to learn can contribute to building confidence. In some instances this supportive role was reinforced by the group itself.

In every instance, driving the youth back home was insightful in that everyone appeared to be relatively much more liberated to discuss further on topics related to the contact sessions (and equally sometimes unrelated). It was in realization of this, that I would create an opportunity to find out more about issues from the contact sessions in the drive back home. The need for a venue for learning cannot be undermined, although it seemed some of the more enriched discussions took place in this casual setting and less so in a “formalized” setting in their CPA offices. In a different setting, it would make sense to host these meetings in a more relatable, casual environment.

5.2.4. Understanding Challenges in lived realities of youth

In this section I will focus on the issues that surfaced during the programme which are part and parcel of the learning pathways of the youth. In the sense I begin to address the sub question: What role can young people from claimant communities play or contribute in the development, beneficiation and governance of their communities?

Analytic statement 4: The realities of young people of unemployment play a huge role in how and where to devote time for participation in programmes

It was reported countless times by the participants that there is a lack of interest from young people in the communities for ‘such’ programmes. The current youth in the programme claim that their peers indicated to them that if there was a financial incentive then they would likely join the programme. Two participants who “left” indicated that they were not interested in learning. Two more lied about getting employment but were in actual fact afraid to tell the real reasons for leaving. Participants indicated that they spoke to those who left and revealed to participants that they were no longer interested in the programme. Part of the reason for this stems from the poor or misinformation apparently from the committee about the learning programme. This was evident in two ways: in 2018, a lot of youth left the programme after realizing the programme was not a learnership- which was the information apparently circulated in their constituencies. The second instance where this occurred was during the selection process. All 55 applicants were contacted and more than 10% of applicants indicated

they were informed of a learnership opportunity with AWARD. Once asked if they were still interested, majority of these people stated they would not be interested.

A third instance that highlights this claim occurred during the *Moletele* farms visit (B2OR3). This is how it happened: Participants in the learning programme were told a learnership at the second farm visited by one of the farm managers on the farm. Owing to a management meeting, more details about the learnership could be divulged after the meeting. The group had to proceed to a third farm to visit. The third visit took long and considering travel time, it was late but the youth were adamant they had to go back to Dinaledi Farming Enterprises to hear more about the learnership. I captured this brief comment about what transpired:

The idea of a learnership is very appealing to the youth. It emerged from one of the guides that there was a learnership opportunity specific to agriculture and HR. When reflecting on (what) that meant for them, there was a (strong) indication that this would be a stepping stone to their dreams (another activity they completed in the last session was to articulate their dreams/vision). (JE): we have to go back to Dinaledi. Going home is not important at the moment. (B2OR3)

Reflecting on the profiles and semi-structured interviews with the youth participants echoes the reality under which they find themselves: (i) unrealized dreams (SSI1, SSI2, YP1); high youth unemployment (JE3, YP1); no financial support (YP1, SSI1, SSI2, SSI3, SSI4); and (ii) being situated within a communal property association that has only received 10% of inaccessible land. In one of the contact sessions this question was asked

Will we be given jobs after this program? What will happen should I have an interview and there is a meeting? Because now I have to sign a commitment form...

This supports the claim I presented that young people are likely to opt for jobs than any programme that appears to have indirect benefits which are not tangible immediately. In addition, the benefits accrued to the CPA are not directly received by youth as they are not registered as beneficiaries individually but according to household. Without participating, there is no space from which to realize the value of such a land reform programme. I add that this further adds to their own individual interests being a motivating factor to where they would likely devote their time and effort.

5.2.5. Tapping into young people's strengths and attitudes as future custodians

Analytic Statement 5: Young people have interesting ideas for development and business but lack support in nurturing them further.

Throughout the program, it was clear that most of the youth have brilliant ideas for business development or community programmes (portrayed in the posters developed and presentations made). This was displayed in the sessions where participants shared ideas in the land use and business development activities. However, they are not aware of the various avenues or organizations they can approach to get additional support to develop their ideas. In addition, the education level of youth and post high school development is relatively poor. Young people have access to the internet or social media platforms but have not viewed such platforms for exploring opportunities. This has meant that young people have to look for work with minimal requirements, as they do not qualify for any other opportunity (SSI, SSI2, SSI5). Additionally, it is difficult to get space in tertiary institutions as they do not qualify. From the contact sessions youth clearly stated that there is a need for young people to be involved or integrated into the affairs of the CPA.

By creating a space to clearly articulate what roles young people can play, and what constitutes being a young person: a long list of characteristics, strengths and disadvantages of young people was populated. This created another space for dialogue, reflection and participation (spiral model features) and was a form of bringing to realization that there are aspects of youth that the group can begin thinking about- if they had not started doing so. This was also used by a few in the interviews to argue for their inclusion in relevant MCPA processes. In a way we were purposefully unearthing aspects that the group could see in a positive sense and tap into with as they reflect on the situation, they find themselves in. The importance of such an exercise/process is to confront their context and to find a sense of relevance. Bäck, Hildingsson, Sjoqvist and Karlstrom, (2017) define confidence as “a feeling of self-assurance arising from an appreciation of one’s own abilities or qualities”. By investing time in this effort, their attitudes and motivation are influenced (Bäck et al., 2017).

- *Custodianship, beneficiaries and ownership*

In this learning programme, the overarching goal was to work on building a ‘custodian’ identity of young people who are members of the *Moletele* claimant community. In this context, custodianship can be defined twofold: firstly, it refers to a legally recognized entity, that manages and administers land on behalf of the whole i.e., the *Moletele* CPA. Secondly,

custodianship denotes ownership- which then becomes a collective role that sits on shoulders of not only registered beneficiaries but also on all individuals who in future will be registered. Custodians of the *Moletete* land are not external individuals but are members of the *Moletete* community. As such the interests of custodians are interests of the owners of land. Beneficiaries has historically been associated with recipients in land restitution and or redistribution, which tends to imply a sense of entitlement for the masses. In our programme, we have argued for the use of ‘custodians and land owners’ as that has added connotations of ownership and responsibility attached.

By creating a space to discuss the concepts of custodians and beneficiaries, young people are able to engage critically on what the concepts mean and reflect on its relevance. McLellan (1996) argues that reflection or reflective thinking entails deep thinking and complements experiential thinking- a useful feature for situated learning. On its own, custodianship is abstract in nature as the youth were initially unfamiliar with the term. By using a suite of activities as a basis for learning that make explicit features of custodianship, the youth began to develop an understanding. According to Howard (2000) Social cognition and symbolic interactions are two prevailing perspectives in psychology that offer theoretical underpinnings for developing an understanding of what identity entails. This process of processing information as cognitive misers allows the youth to reflect on what they have acquire and they decide how to attach meaning to symbols to themselves and express that in their interactions in the learning (Howard, 2000).

In one debate on land in South Africa, one of the panellists, a Khoisan chief, spoke about custodianship and stewardship in the following way: when one uses the land, they become accountable, and that implies leaving the land in a better state for those who will inherit it (Tladi, 2019). In other words, accountability is a form of responsibility and this point supports our view on custodianship. This understanding translated into a sense of ownership and responsibility which was displayed during the programme. Through an understanding of institutional arrangements, a certain level of awareness of this identity emerged and as such individuals began reflecting upon the implications of future restitution.

Analytic Statement 6: Young people want to be of use to their communities, but lack a platform within which to participate.

At the end of the program, when reflections and semi-structured interviews were done, it became clear from all the participants’ responses that they had the desire to participate in some

way in their CPA. The youth seem to be aware of the fact that they are future custodians and having gone through this learning program, they are eager to become involved in their CPA, if afforded the opportunity. The youth have indicated they have identified the dissemination of information as one of the challenges and are willing to take up such a role, if afforded an opportunity.

WhatsApp Group as a platform to facilitate further discussions and interactions

A WhatsApp group was created towards the end of the year. Its purpose was defined by one of the members in the following way,

I thought this would be a great platform for us to share information and stay connected, let us keep it fruitful and keep the the posts relevant to MYLP not anything else (WGMYP).

The WhatsApp group served as an effective means for communication for people in that it created a more familiar environment for us all to engage without feeling pressured to participate. The only challenge was that not all members of the team had phones with which they could have access to the social media platform and as such was exclusive in a way. Be that as it may, we encouraged the use of the WhatsApp group for a number of reasons:

- Convenient form of communication for all to benefit from. There were instances where the youth would contact myself with questions which I felt would benefit the entire group and could facilitate further discussions if someone else in the group may be able to provide answers to such questions.
- Quick way to disseminate information. Before the WhatsApp group: I would have to personally contact each member of the youth group to confirm attendance to a meeting, receipt of information or to do follow up. This often would be problematic in that if I am unable to reach individuals on the phone, I would have to spend more time at a later stage trying to reach them. Alternatively, I would have to leave messages with other members who would be likely to meet other team members as some stayed in the same areas. With WhatsApp the message can be stored on the group and would be visible to the relevant person when they are online- a sure way that the message would get across.
- Members of the group can direct responses to each other directly without feeling pressure from being in the same space as often happened, the spirit of which is reflected in the extract below,

Guys thank you so so much for today I've learned so so much I always learn new things I'm so grateful for such a great team and people who are willing to teach and help us explore.. may God bless each and everyone of you. (WGMYLP)

It is clear from the above that there is interest by the group to work towards a desired goal that is aligned to the MCPA. In the discussions leading to the formalization of the programme, the Committee indicated countless times the importance, value and benefit of having youth participating in learning, and how the outcome of the learning can or would be beneficial to the CPA in general. The CPA relied heavily on the agreement with AWARD to initiate such a process of learning and given the nature of affairs with the land claims, created no means or priority for such a platform to exist.

Analytic Statement 7: The history of the *Moleteles* lies with few custodians and is not well documented in a publicly accessible format.

The youth have timeously indicated how their own parents and guardians have little knowledge about their history despite them deeming it important. There is a serious need to have an archive or a uniform record of this history as it forms part of their heritage and culture and needs to be the same no matter where people are based. It was challenging even with the assistance of the committee to have individuals who were able to share the histories with the youth, apparently elderly people being the only people who had that knowledge. The rich history of the *Moletele* people is stored in the minds of elders who are scattered throughout their communities. This knowledge is in an accessible format for the public but accessible to select few who know where to look for it. The *Moletele* Committee have indicated that in the ongoing court cases, to rely on the Council of Elders as they comprise of the custodians of the history (FN, 19/09/2018). The use of history in storytelling would have been a powerful way to learning, remembering and understanding (McLellan, 1996).

The site-visit up to Moholoholo mountain was one way to begin to access the heritage and history of the *Moleteles*. The visit was led by a guest speaker who had written a book on the history about the wars between the amaSwati and Mapulana people who lived in the area. The presence up the mountain, the experience was good as was reflected by the youth during and after the visit. There was a sense of suspense, as a lot of important questions were left unanswered (B2OR9), which would have been answered by relevant elders from the *Moletele* Community.

5.3. Conceptualizing the *Moletele* Youth as a Community of Practice

In this section, I discuss the idea of the *Moletele* youth group as an emerging community of practice through the learning programme. One may ask why a community of practice? The concept of community of practice encompasses or embraces some of the desired outcomes of the *Moletele* Youth Programme: having the ability to self-organize (implication being mobilization and action after self-organization) a sense of collective agency and nurturing identities of youth as custodians. Some of the aspects that characterize a community of practice are: community replaces the individual as the learning subject (Gherardi, 2008); the source of agency is the collective (Gherardi, 2008) and a collective pursuit of goals which in this case is to nurture the identity of custodians amongst youth in a CPA (Palinscar, Magnusson, Marano, Ford and Brown, 1998). I echo the thoughts of Palinscar et al., (1998) who firstly recognize Wenger's stance on the existence of communities of practice as being forever present, but argue that the emergence of such a community can be documented.

Through this programme, we strived to create a learning environment (by employing social learning principles) and not a programme with rigid systems of information transmission which ends with the receipt of a certificate. Thinking systemically about land use as a practice and specifically biodiversity as a factor that (we argued) would guide this practice in this context, the idea of resilience building shows the complexity of such a programme. Bringing together these concepts and their implicit principles, sustainability or a long-term vision was the idea. To do so, members of a CPA had to be engaged to understand their vision (in relation to our objectives) and deliberately agree (through negotiation) on a shared vision about custodianship. With the initial thinking framed around collaborating with the CPA representatives, which is an existing CoP, we had to adapt to the difficulty that the nature of their day-to-day activities would present for our collaboration. So, the programme in a way became a suitable way to collaborate and a learning space which would respond to the needs of the CPA.

The MYLP domain

By identifying and selecting young people to be part of the programme was the beginning of a new process but with people who already had a few things in common. As facilitators we initiated a space within which the youth would identify with. As with the spiral model for professional development, clusters of teachers would come into a space with prior knowledge and experience, the youth would be coming into this programme as descendants of the *Moleteles*. As I outlined in Chapter 4, community, domain and practice are aspects that make

up a CoP. Mercieca (2017) argues that the starting point of a CoP is the domain. Using this line of argument, the knowledge base from which the youth will work (Mercieca 2017) from is the learning programme or the shared interest is the desired outcome of learning programme.

The MYLP community

While a project team can work together on a task and go separate ways like scaffolding in a construction project; a community continues to learn together and form an identity with the group. Budget constraints in this programme determined how often the group could meet in order to 'complete' the programme, however, the team has continued to meet virtually without resources offered by the programme. The last meeting under project funding was in February 2020 and the team has since continued to engage on the WhatsApp group planning and recently managed to meet in February 2021. This meeting was called by an interested member of the *Moletele* community whose interest is in business development and youth empowerment. He wanted to collaborate with the Committee but was referred to youth from MYLP and told there is an existing youth structure formed by the MCPA with AWARD. This is an indication that this group is recognized by the committee. Although the discussions were telephonic, the one bit of evidence that supports this was captured in the WhatsApp Group:

2/9/21, 20:54 – (Comrade): Guys I will be shortly adding (new member), he spoke to me then I referred him to William and then I am adding now. He will introduce himself and tell us what he is all about.

In the WhatsApp discussions leading to the meeting, members of this community highlighted what their identity is and,

2/10/21, 20:40 – (Comrade): This is our programme, William and Derrick are our mentors and they have initiated this programme to equip us with the skills required to end up being in a good reputable Company/business. So it is us who participate fully since we are the future Custodians of MCPA

2/11/21, 06:16 – (New Member): Okay (Comrade). We will meet on the 20 at hoedspruit.

2/11/21, 20:27 – (Comrade): Oh!! Yes, remember the MCPA has got computers and a space so we should just hit 2 birds with 1 stone. And (Advocate) remember our number 1 duty is always to solve problems by bringing most possible solutions towards every challenge we come across. (WGCMYLP)

Linked to this idea of a shared interest of the CoP, a member through a private chat consulted with me as a way to check if the shared interest is kept as the focus. This is highlighted in the brief dialogue below (WCA),

2/13/21, 12:01 – (Advocate): You William there's something that doesn't sit well on with regards to this guy who was brought in by (Comrade) on board with regards to the programme that you know, there is actions which I don't understand, with intentions to twist the programme as well as ways to use us to get where he wants.

2/13/21, 12:01 – (Advocate): He talks much about injection of funds to the upcoming business of which we don't have an idea where and how it started, I will attend the meeting as planned on the 20th next week, and there will be lots of questions to be posed on this guy because I need closure, I cannot be used as planned if so, and I will leave the programme if it has been twisted

2/19/21, 10:15 - Maletje M: Sir.. I'm watching carefully.. well done on getting together and sorting this out. I am impressed with how the few of you are able to self organize. I can't wait to hear what comes out of the meeting. Re Gona le ge re homotje. Re no le fa sebala (we are here even though we are quiet. We are just affording you space to engage)

The community works together, build relationships share information with each other and interact (Wenger) in the WhatsApp group. Participation in the community is not necessarily balanced .i.e. one does not see an equal contribution to the group discussions. It is not clear what determines or affects participants' input. Billet (1994) suggests that personal and motivational factors could be potential reasons for participation of varying degrees. Another factor to consider is the fact that data is not free and as such not all members had continuous access to the chats and miss out on ongoing chats. The continuous nature of discussions is an indication of information sharing, interactions and building of relationships amongst members of the group. Through this process, situated learning promotes a collaborative construction of knowledge (Harrington and Oliver, 1995)

The MYLP practice

Wenger-Trayner and Wenger-Trayner (2015) argued that a practice needs to emerge and exist for a CoP to be recognized as such – simply sharing interests in a field or topic does not suffice. They further state that practice is developed over time. The table below indicates the various ways in which a practice can be developed (adopted from <https://wenger-trayner.com/introduction-to-communities-of-practice/>)

Table 16. Ways in which practice can be developed in a CoP

Problem solving	“Can we work on this design and brainstorm some ideas; I’m stuck.”
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Requests for information	“Where can I find the code to connect to the server?”
Seeking experience	“Has anyone dealt with a customer in this situation?”
Reusing assets	“I have a proposal for a local area network I wrote for a client last year. I can send it to you and you can easily tweak it for this new client.”
Coordination, strategy and synergy	“Can we combine our purchases of solvent to achieve bulk discounts?”
Building an argument	“How do people in other countries do this? Armed with this information it will be easier to convince my Ministry to make some changes.”
Growing confidence	“Before I do it, I’ll run it through my community first to see what they think.”
Discussing developments	“What do you think of the new CAD system? Does it really help?”
Documenting projects	“We have faced this problem five times now. Let us write it down once and for all.”
Visits	“Can we come and see your after-school program? We need to establish one in our city.”
Mapping knowledge and identifying gaps	“Who knows what, and what are we missing? What other groups should we connect with?”

A practice emerges through the continued interactions; which lead to a ‘repertoire of shared experiences and tools to name a few. In the previous chapter I argued for the emergence of a CoP because there is evidence of value created from the learning programme. By focusing on building knowledge competence; basic technical skills and various attributes of a team, we attempted to set in motion a self-sustaining group with a collective set of skills, competences and attitudes that could be used over time. I am not implying here that facilitation of the programme led to the emergence of a practice. It is not clear that a defined practice exists in the youth group but there are signs in the discourse of a definite vision and mandate that shapes or captures the essence of a practice- which ultimately would be to be of service to the MCPA by collaborating with the Committee. Wenger-Trayner and Wenger-Trayner (2015) clarified that not all communities of practice are able to self-organize but some communities need cultivation to recognize the value from being part of a community. I converge on this point to support my claim about the emergence of the MYLP as one example of a CoP that needed to be cultivated over time.

In our absentia, the group has managed from the feedback meeting between the Committee and the youth where the youth presented on the MYLP- a way forward was agreed upon and as such the youth have been working towards fulfilling those immediate obligations which were:

- Develop and compile a report on the learning programme to submit to the Committee
- Outline activities not complete under AWARD to motivate for their continuation in 2021
- Formalize a second meeting with the Committee in 2021.

I refer to a few instances mainly in the WhatsApp chats which are not reflections but verbatim what members of the group said about their purpose and role in relation to the above tasks which (WGCMYLP): extracts 1- 5 were discussions before the meeting in Feb 2021. Extract 6 is part of the feedback to the larger group for those who were unable to attend the collaboration discussion meeting

(Extract 1)

2/3/21, 12:12 - Comrade: Guys it's been 2 months since we met, William we agreed on our last meeting that we will meet after every 2 months can we agree on when are we going to meet before we can meet the committee of the MCPA.

...2/3/21, 12:15 - Advocate: We have to meet to assess each other reports before we can meet the committee, remember guys we have to be more convincing every time we meet up with the committee

2/3/21, 12:18 - Comrade: I totally agree with you about that. Derrick when are you available?

2/3/21, 17:54 - Ddt: Hi guys...what is your plan for a group meeting. I will be around from next Wednesday. Busy Sat till 13.00...let me know ...

Extract 2- linked to conversation in Extract 1

2/3/21, 18:00 - Comrade: Is to finalise the report and carry on with the program, Deputy chairperson gave us some leads on what to work on, so I suggest we work on that and deliver to showcase our readiness...

2/3/21, 18:40 - Farmer: Hi everyone it's been a long without communicating, I hope ur well...

2/3/21, 18:45 - Advocate: The meeting has to involve some of the following to formalize, to make it strategic

2/3/21, 18:46 - Advocate: I suggest we meet at the mall but I'm not sure with the time and date...

2/4/21, 05:38 - Comrade: We worked around that, the thing is not all of the members has been on the stand, so we need them to come and play their part. We need to be amalgamated as much as possible so that we can be convincing and show them that we are worth it.

(Extract 3)

2/4/21, 09:40 - Comrade: We are writing a formal report to submit to the MCPA because we didn't present any copies to them on our last presentation.

2/4/21, 09:51 - Advocate: A little overview why the report is needed is as follow, what is the plan from us in this 2021 towards mcpa, resolutions actually! as well as what do we recommend

2/4/21, 09:53 - Comrade: Also to implement, and push the MCPA to give us the platform we need.

2/5/21, 22:55 - Comrade: You must remember that we are operating from a zero(0) budget, it is our responsibility to get funding for our goal. Our last presentation was funded by William from his pocket.

So it is our duty to convince the MCPA to fund us to have a company and funding to accomplish our goal.

Then it means we must be realistic to the board and give them a proper convincing challenge to fund us.

Extract 4

2/10/21, 20:40 - Comrade: This is our programme, William and Derrick are our mentors and they have initiated this programme to equip us with the skills required to end up being in a good reputable Company/business. So it is us who participate fully since we are the future Custodians of MCPA

2/11/21, 06:16 – Mr B: Okay Nhlamulo. We will meet on the 20 at hoedspruit...

2/11/21, 18:27 - Comrade: I think we should also go to the MCPA to request for funding (audio responses)

2/11/21, 19:37 – The farmer: Im also concerned about this, tomorrow I will try to call each an everyone to check if they are still interested or willing to participate in this program

2/11/21, 20:27 - Comrade: Oh!! Yes, remember the MCPA has got computers and a space so we should just hit 2 birds with 1 stone. And Surprise remember our number 1 duty is always to solve problems by bringing most possible solutions towards every challenge we come across.

2/11/21, 20:29 – Comrade: "(#) Funds of the programme: We are asking for financial support for our programme Youth Business Development in Maruleng and Mapulaneng district." it does not guarantee us any funding, so we need to make it happen!!

2/11/21, 20:51 - Comrade: And guys we should not drop the ball the report is still needed. In terms of those who are not participating, I think we should just keep them here since they have been part of MYLP, and create a new group which will cater those who are active regarding the business which Mr B. just brought.

Extract 5)

2/13/21, 11:58 - Comrade: Surprise what challenges did you encounter in the process of writing the report

2/13/21, 12:02 - Advocate: A bit of them

2/13/21, 12:08 - Advocate: It was nothing much to hinder me from writing the report because it is all about what we did in this program, it's easy my friend

2/13/21, 12:09 - Comrade: I just don't know how to come around it, is there any format or style you used to write? Did you write it using a pen and paper?

2/13/21, 12:30 - Advocate: I used a pen and paper,

(Extract 6)

(Audio responses)

2/20/21, 19:33 - Comrade: We are powerful beyond measure, guys the opportunity of financial freedom is here, the power to liberate the young people of our communities is within us.

2/20/21, 19:44 - Comrade: Guys I am still flabbergasted by the way Derrick introduced himself, leaving a ministry of education, leaving education, leaving wealth in order to empower people!!!

Mr B. leaving Tenders and politics to empower young people.

Advocate having a Law enforcement degree and LLB working with us and doing good in agriculture, investing in u.

The farmer with a dream of being an engineer, joining the Hoedspruit Hub, working with K2C, being an environmental care taker, and investing in our environment. Touching!! " he has dedicated himself into taking care of our environment" Too sad!!! We have not managed to have our traditional doctor the Entrepreneur. Please so something guys we need that soul, intelligence, courage, power and wisdom.

I have used extracts which also indicate the dominance of a few individuals. We tried to manage this by encouraging other members of the group to participate. According to Wenger-Trayner and Wenger-Trayner (2015) there is some leeway on this as in any communities of practice strategic discussions need to take place for decisions to be made. As such some individuals take on a leadership role in the process. Some individuals can take on other roles in the CoP. What these extracts show is the emergence of new roles that come by virtue of interaction and deliberating together in this community of practice. It is not clear to me whether these roles were not envisioned by the youth group, but it is clear that they are aware of the responsibility that now rests on their shoulders as youth. This CoP mimics the CPA committee in a slight sense that decisions have to be made collectively and individuals within the group are accountable for each other. This in essence is what leads me to believe that the idea or identity of custodianship or custodian is emergent, whether stated or not. The discussions from the group chats provides evidence for this claim and suggests this from the way in which youth are referring to the end goal of the programme, which also means they committed and situate

themselves in the process. These new roles are similar to the roles or responsibilities that the youth listed from the very first contact session up until the interviews.

5.4. Value Creation through a biodiversity and land use planning learning programme

In my attempt to address the main research question- what value(s) does a context-specific learning programme have for young members of a claimant community? I will use the value creation framework as an analytic lens in this section. The value creation framework is useful in demonstrating a theory of change over time of how value is created within communities and networks (Wenger, Trayner, and de Laat, 2011). Value created in networks can be captured according to any one of the five types of value cycles. Narratives and indicators are used to complement each other in framing the story of value creation (Wenger, Trayner, and de Laat, 2011). Value in this sense is defined as it relates to participation in social learning processes (Guldberg et al., 2019). Section 4.3. in the previous chapter was a presentation of the sequence of activities as they were facilitated in the course of the learning programme. The activities were as follows:

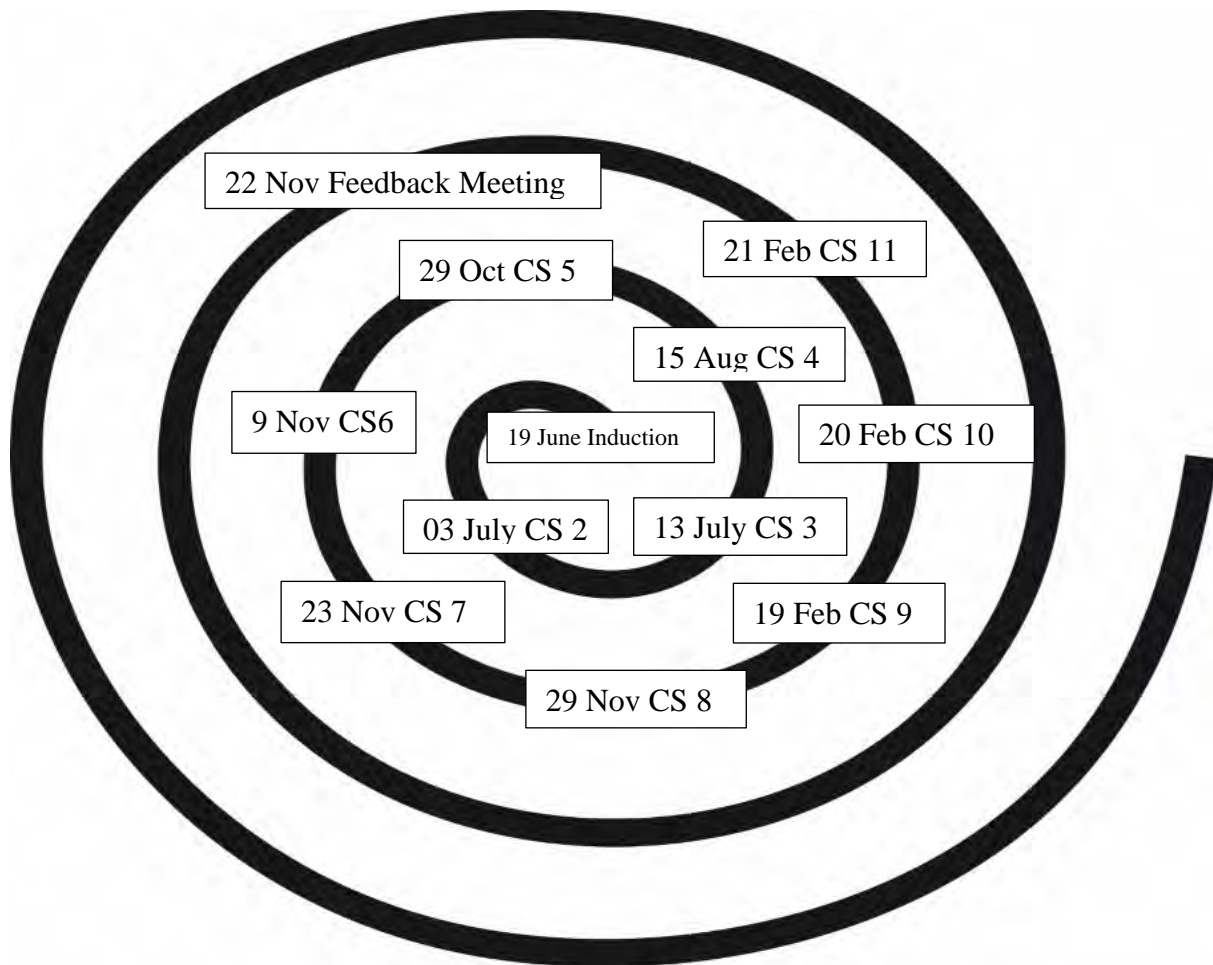


Figure 5.1. The contact sessions of the learning programme on the spiral framework.

Bearing in mind the way contact sessions were facilitated as reported on above, I will now paint a narrative of value creation at relevant cycles providing reference to data as support for claims made.

5.4.1. Using narratives and indicators to explain value creation in the *Moletete* Youth Programme

Personal narratives refer to experiences of the participants (Wenger, Trayner and de Laat, 2011). The individual stories of participants about their unique experiences contributes to the collective narrative of a community (Wenger, Trayner and de Laat, 2011). Because of a shared commitment in a community a collective narrative can be contested and the process that unfolds where negotiation of meaning occurs-is vital (Wenger, Trayner and de Laat, 2011). In

this section I will refer to narratives (personal and from reflective tools .i.e. journals) and using indicators to show value at each cycle.

1. Immediate Value: Meaningful Activities

In the fourth contact session with the youth group, there was an indication of by two members of what the sessions of the learning programme meant for them: One highlighted the value of the sessions by trying to ascertain if it would be possible to continue attending the sessions despite being engaged elsewhere. The second individual highlighted the value the sessions would offer him to enable him to do something else in future. This was after the farm visit session (3rd contact) where they were exposed to the financial aspects of the *Moletete* farming enterprises and realizing that the land restituted is only a fraction of what could be more. From the discussion session of CS 4, I captured the quotes directly from participants:

What happens if I get a learnership? (Suggests to shift meeting dates) ... We really enjoy these meetings ...

... I am going to do something big that's why I am still attending ...
(JE9,15/08/2019)

Value of participation is one of the indicators under the first cycle of value creation where things like evidence of fun or a feedback form can be used to indicate the significance of the learning (Wenger, Trayner, and de Laat 2011). The two quotes above are examples of how individuals were engaging with the rest of the group and facilitators to get more information about the programme for their own benefit, indicating a level of satisfaction and to share with the group how they see value of the session(s). This type of value is not to be overlooked but reflects strongly the fact that the two individuals have reflected in some way about the programme in relation to their own lives.

2. Potential Value: knowledge capital

Potential value can be seen through the relationships formed, deepened insights, new developments from the group and knowledge that can assist the group in future. The youth all have knowledge sets that bring into the group. From the very first engagement it was clear from their individual presentations on youth and culture that they possess a knowledge set which we saw as important to have for young people and would refer to it countless times in the sessions. When reflecting on the learning using reflection cards, individuals in the group were able to

list the things that they learned in previous sessions. In the sixth session, a recap session was framed as such: What did you learn in the last session? Responses were as follows,

The Baptist: Assessing the land, and the biodiversity of the land. The higher the biodiversity, the higher the fertility of the land. Lower biodiversity, the less the business opportunity...(FN2)

The Entrepreneur: high number of thorns on the land shows how overgrazing has led to that condition. And that there are three kinds of grasses (FN2)

Comrade: land is an opportunity asset, and that I have to think out of the box. I didn't know termites eats grass. Learned Land assessment. Biodiversity and land are linked. Learned about zoning. (FN2)

Queen: types of trees and roses, farm boundaries, and biodiversity. (FN2)

New member: Grasses are very important. (FN2)

This is a reflection of the value that is found in the form of knowledge capital. Whatever information the group remembers or holds on to becomes part of an asset for the team i.e. "a key piece of information". In the reflections of the learning programme participants assessed the programme for what it offered and their responses indicated that there was something tangible that was gained from the programme. The probing line to be addressed was

What did you like about the MYLP? Some of the responses included,

... the fact that we learn about the things that we or I never knew before like biodiversity. Teaching us about how to be independent and to have self confident when you represent any kind of speech...(SR1)

... I like the expedition we took at the Mariepskop Mountain...(SR1)

...The learning on the field (SR1)

How to make a business plan (SR1)

The fact that we never got hungry food is always ready for us. (SR1)

It was a good opportunity to share ideas that would make the MCPA equipped with the information that they did not have regarding what has/had happened on their land that they have claimed...

The manner in which we engage to each other to brainstorm activities in our meetings. (SR1)

The energy that is instilled within them we intend to hiking trips to explore around the MCPA places (SR1)

The manner in which others are out of line are brought into discipline (SR1)

At the very end of the programme and the beginning of their independent journey, these reflections capture what the youth are left with as they embark on their own journey. These ideas, suggestions, reflections are evidence of insights that may or may not be referred to in the ongoing interactions as youth as they plan collectively towards whatever it is they may agree upon.

3. Applied value: Changes in practice

In some instance value can be a change in discourse, practice, which might inspire, or motivate network members to reflect and begin to do things differently. The continued activity of presenting during sessions was one way employed for members to become familiar with the idea of presentations- which was the last activity of the programme to the done. In some instances changes in practice may have occurred within the group as it was observed without self-reporting. Evidence of applied value is presented below from various contact sessions with the group:

... our duty is to solve problems ...(FN1, Contact Session 5)

To be accountable for your time. (FN1, Contact Session 5)

Ability to self-organize or work together present. They spent a long time in discussion but ended up reaching an agreement on an allocated task. Clear that there are varying views and a lot of discussion taken place. (B2OR8)

After a very very long discussion, the group was able to apply previously acquired information to complete the task at hand. (B2OR8)

One individual has taken up the facilitation role of the group by actively communicating with all to ensure they remember to complete their tasks before meetings and to come prepared. This role was demonstrated well in the last two weeks by the same individual. (B2OR7)

There is an improvement in the way the youth present their work to the rest of the team. (B2OR7)

There are signs of ownership of the project by some of the youth. Youth are beginning to initiate communication with us before we do. (B2OR7)

Aaaah, eish. Not really. At some point I must say we did, at some point, I must say we didn't. Not all of us in the MYLP were actually bringing out our full potential or were participating fully. But some of us, have done so well. In our last session we did come up with what we think we should go to the MCPA with, and it turned out to be a good work, a success. (SSI2)

2/11/21, 20:27 – (Comrade): Oh!! Yes, remember the MCPA has got computers and a space so we should just hit 2 birds with 1 stone. And (Advocate) remember our number 1 duty is always to solve problems by bringing most possible solutions towards every challenge we come across. (WGCMYLP)

4. *Realized value – performance improvement*

For most of the learning programme, there were a lot of instances where the group struggled to complete tasks, self-organize, take responsibility and showed little signs of progress. (B2OR2,3,4,5,6). Equally so, in some circumstances, there have improvements in the dynamics of the group and understanding of some concepts. Realized value refers to how a change in practice by the youth adds value to the achievement of their goal. I refer to the WhatsApp group for tracking this value. Decision making was a key part of the discussions on the group. As such there were opportunities for each member on the WhatsApp group to provide inputs at their own time without many time restrictions and as such contributed to collective decision-making.

One of the very first evidences of this realized value was when the youth developed and adopted a logo as part of their identity as *Moletele* Youth. This logo was selected from a few logos that were designed as options on the WhatsApp group and in the contact sessions. I have omitted the media files from the chat (those were the options provided on the group)

12/9/19, 11:24 - Comrade: <Media omitted> (option 1)
12/9/19, 11:24 - Comrade: <Media omitted>
12/9/19, 11:24 - Comrade: <Media omitted>
12/9/19, 11:24 - Comrade: <Media omitted> (option 4)
12/9/19, 11:24 - Comrade: ???
12/9/19, 11:27 - The Farmer: <Media omitted> (selected option)
12/9/19, 13:23 - Ddt: Beautiful guys
12/9/19, 13:24 - Ddt: Also my choice (selected option by second member)
12/9/19, 13:37 - Comrade changed this group's icon (upon agreement the Group's logo was changed)
12/9/19, 20:16 - Comrade: I was hoping to hear some business ideas and stuff but dololo
12/9/19, 20:57 - Ddt: Hi guys...Willie seems out of the action...I just got back from Cape Town ...so expect inputs tomorrow ...AND live your logo/ brand....who did it?
12/9/19, 20:58 - Ddt: *love
12/11/19, 15:13 -Guys I am so thrilled with your logo ...its great to see some of you taking initiative. I'm looking forward to see your business plans and your product marketing plans. (WGCMYLP)

The second instance was when the youth discussed the idea of registering an organization from which to work with the MCPA committee and create a home for all the ideas that they were tabled during the programme. It was the idea of thinking of a cooperative that shows that there is indeed application from the learning into something that could be tangible. I provided a few extracts that are linked in showing discussions and deliberations in the group leading to the

feedback meeting with their committee. These are examples of how the youth were interacting about the way forward (WGCMYLP)

Extract 1

8/1/20, 19:57 - Comrade: Guys we met and discussed, we agreed that we will register a cooperative, and I will arrange a meeting with the (MCPA CHAIR PERSON) instead of the entire board.. In the mean time we are preparing a presentation on how we should convince him to convince the entire board to allow us to use "Moletele" as a brand...

Extract 2

9/4/20, 19:13 - Comrade: Guys I suggest we register an agricultural Cooperative, there are lots of opportunities in harvesting, pruning and tourism. We have the MCPA to give us space to practice.

9/5/20, 06:05 – The Farmer: I really agree with you Mr

9/6/20, 09:04 - Ddt: Guys really...this should be about MYLP innovating and presenting new ideas ...not really about being a service provider to established businesses....START YOU OWN

1/26/21, 12:29 - Comrade: Assist me here, how do I write a cover letter? What do I include or mention on a cover letter

1/26/21, 12:37 - Advocate: I will give you details of how to draft it, when I get home later on

1/26/21, 12:37 - Ddt: Depends what it is for ...but usually ...the topic in the reference heading...then who you are and why you are writing the letter ...e.g..in response to advert, job application,then give your motivation to intention . Polite tone is required.

Extract 3

1/26/21, 12:42 - Comrade: We are still on the issue of deleting each other on writing the report with regard to the presentation we did to the MCPA

1/26/21, 12:45 - Advocate: Ooh yes, we just waiting to complete the report as of how we can help shape the plans of the mcpa

1/26/21, 12:53 - Advocate: But I'm a bit concerned with the other members, It oftens feels like we are far away from them

1/28/21, 05:26 - Advocate: I wanted to know of how the report should be delegated if so, we far behind behind we should have talked about it so we can know what we're working on

1/28/21, 05:36 - Advocate: With the issue with have been notified about by the committee in our last meeting.*searching for short courses that we can go for to assist the committee in relation to farming. *I made a minor research with regards to that, but I need your input weather I'm on the right path or not

1/28/21, 05:44 - Advocate: Courses such as business management, project management, farming management, as well as administration courses (WGCMYLP)

I have provided various data sets with evidence of the various cycles of value that was created by the youth and programme for the youth. It appears from this presentation that there are various indicators of these kinds of value. I have used this value creation framework as an evaluation framework drawing on multiple sources of data to paint a picture of many pieces to a puzzle which are somehow connected. From the evidence presented, it is clear that different activities revealed more about the youth group even while it was not always easy to draw from the general group dynamics. The youth believe such a programme is needed and can be of benefit to the larger youth within the *Moletete* Community. From the interviews conducted this claim is supported by most of the youth as they reflected on their learning experience individually and collectively on their overall experiences in the programme. Dingyloudi and Strijbos (2015) argue that value(s) can be personal, social, study, skills or context-related. These kinds values can be differentiated within each cycle of the conventional five cycles of value creation (Dingyloudi and Strijbos, 2015).

Using the value creation framework, I can safely say that a value creation narrative can be drawn from this learning programme. Different forms and types of value were and are still being created for the community, without necessarily following a linear pattern of how each value type has developed. Dingyloudi and Strijbos (2015) argue that these differentiated values are important to capturing personal and collective narratives. While I have not created a linear progression of value creation across the five cycles, I believe that there is ample evidence to suggest that the youth have benefited and learned by participating in this learning programme. Wenger, Dermott and Snyder (2002, pp215) cited in (Dingyloudi and Strijbos, 2015) support this claim by arguing that the realization of value is not always derived from measurable variables but *“from stories that depict the complex relations between activities, resources and outcomes, while revealing the contextual aspects that frame those relations”*. As such, the sayings from the interviews (SSI1, SSI2, SSI3, SSI4, SSI5, SSI6) and reflections (SR1) offer evidence of the immediate-personal, social, context-related, potential and realized value.

Over time, there have been a lot of evidence showing challenges, shortfalls and gaps in the learning and equally in contrast, snippets of progression in the group, depending on the activity or data source used. A value creation framework can be used to show a theory of change over time. I have employed the value creation framework and reflected on what transpired in the

programme from the very beginning up to the current discussions in the communication platform. What is not there is evidence for communication or lack thereof by the group (in the earlier phase of the programme) as the Whatsapp group was non-existent. A comparison cannot be made in that regard, however using the various data collection tools such as journal entries, monthly reflection tools, it is clear still, that there has been a significant change in the way the members of the youth group relate to one another.

Having not completed all the activities of the learning programme, the data for this study captures the findings only up to a certain point and remains valid. Be that as it may, there are implications for the participation of youth who have clearly indicated the desire to want to participate in the affairs of their communal property association. These implications are captured in the recommendations below as a way to respond to the second research question: What are the implications (if any) a learning programme for the participation or involvement of future beneficiaries in custodianship?

- *The use negotiated scaffolding as way to create value by supporting learning*

As indicated in Chapter 2, scaffolding was used as a way to support the learning process of Moletele youth in their identity development. The MYLP was a social, exploratory learning programme which worked towards enhancing the knowledge competences and various skills of group of young people. Given the systemic approach of the programme, it was more convenient to focus work on developing the capacity of the group and not individuals. Minick (cited in Moll, 1990) makes the point that assessing the performance of individuals who form part of a group as they have different states of development may be a challenge as it requires readily available techniques and methods to do so. Moll (1990) argues that the creation, development and communication of meaning through the collaborative use of mediational means rather than on the transfer of skills. This aligns with Vygotsky's idea that developing mental capabilities must be done strategically in collaborative activities (Vygotsky, 1978). By allowing collaboration in activities today, individuals will be able to do independently tomorrow (Vygotsky, 1978).

Moll (1990) argues that the role of the facilitator is to use explorative methods and mediating tools to assist the learners to take charge of their learning. In this way, the focus is not on knowledge transfer but on how the learner as a participant in a process interacts with the tools used, the members of the group and the content provided. I alluded to this point in Chapter 3 as one of the key principles applied using the spiral model: Content on land use planning,

biodiversity, business planning was used as mediation tools to work on the competencies, knowledge skills and attitudes of the Moletele Youth as a way to aid them to take charge of their learning as they develop an identity with the MCPA. In other words, the ‘knowledgeable other’ i.e. the facilitators of the MYLP serve as a ‘vicarious consciousness’ for the learner (Bruner, 1986). This approach to learning is grounded in situated learning theory and there is evidence presented in Chapter 4 and discussed in this Chapter to show how meaning of concepts, processes were mediated in their proper context.

Scaffolding as a negotiated, two-way process of learning implies that participants and facilitators of learning both participate. For this scaffolding process to be a success, Wood, Ross and Bruner, 1976) posits that the participants have to develop an understanding of the end goal, even if it is not reached. I presented data extracts (See Chapter 4) that supports this position. The MY have reached a point in their learning where they make constant reminders to each other in the WhatsApp group about what the end goal of the MYLP is and what is needed to achieve this. In this programme, learning was supported by negotiated scaffolding referred to in Chapter 2, much more than the structured, rigid form of scaffolding which requires teaching. This kind of negotiated scaffolding allows participants to situate themselves within their context and make meaning of their learning as it relates to their own reality. As such, negotiated scaffolding is an appropriate form of learning support that is beneficial to young people who are not yet entirely integrated into their community as beneficiaries. With a shared understanding of the outcomes of such a programme, the youth’s already established understanding and perceptions of the MCPA were challenged and over time reframed as they were introduced to new concepts, ideas, context, challenges and knowledge previously not known. In so doing, the youth entered unknowingly into a process of negotiation by confronting their context and developing a new understanding from this experience which was demonstrated in their discourse on their communication platform.

5.5. Study Limitations and challenges experienced in the implementation of the learning programme

Time availability

Time is a huge factor when it comes to implementing a programme of this magnitude. Time for the programme in this context depended on availability of participants and facilitators. From both sides, it was not always possible to commit to meetings due to other important commitments. Facilitators were full-time employees sometimes with no control over every

circumstance. Equally so, youth were looking for employment and had to dedicate some of their time to other matters.

One particular challenge in our process began when three youth from this learning programme were recruited into a learnership on the *Moletele* farms. Knowing the administrative delays that come with selecting new members to such a group, we opted to negotiate with the farming enterprises whose management structures we met during our field visits (see Appendix A). This negotiation process meant a two-month delay to our learning programme. Towards the end of the year, some activities were modified to pace the group but also to ensure adequate orientation took place to be able to work on the final tasks for the group- to develop and market a bioproduct.

Programme Logistics

Four important activities were not facilitated due to project budget constraints. These activities were on climate change; a second field trip to existing ecotourism business, learning about business planning principles and a *Moletele* history session. The programme was budgeted for implementation within a specific time frame. With delayed processes of selection from the CPA Committee, the programme started late and could not be completed beyond the AWARD-RESILIM-O time frame within which to complete activities. There were two instances where meetings proceeded to accommodate those who were available but that meant other team members missed out on an opportunity to participate as there was no allocated budget to redo some of the activities.

A limitation to the programme was that members of this CPA are scattered which made it difficult to open up the programme to more young people. In a similar process facilitated in the AWARD-RESILIM-O, where we worked with 6 CPAs, youth group had over 30 young people from the six communities. However, facilitation was easier as people stayed in close proximity and transportation was easy where a local taxi could be hired at the same rate as that of commuters. The advantage of such a group was that in the event that some individuals were unable to attend meetings, the learning was carried across by the majority of young people who managed to attend every meeting. Additionally, there were instances where the programme was paused to recruit new members as some members left the programme suddenly (see Appendix C). In the event that the group was large, it is likely there would have been no pause.

External circumstances

Frequent taxi and bus strikes were external circumstances that affected the ability of some youth to participate in some of the sessions and that affected their learning in the programme.

5.6. Conclusion

In conclusion, this study set out to develop young people's identity of custodianship in a learning programme where they developed a knowledge base around biodiversity and land use planning and improved their skills. By doing young people developed a platform from which to devise a way forward to meet with their Committee where they will motivate for a process of inclusion in the affairs of the *Moletele* CPA.

The learning programme revealed that young people have reasons for wanting to participate in the processes of the *Moletele* CPA. Young people have demonstrated that they are willing and ready to participate in MCPA processes by independently initiating their own plans to engage with the CPA. In addition to this, the learning programme made explicit the capacity gap that exists amongst young people that requires intervention. The study further revealed the need for young people if given the chance can develop decision making as a skill. Young people have bright minds and ideas but need support to enhance their capacities and skills so that they can further develop their ideas. The study also revealed the value that emerged from learning in real world settings, where young people were exposed physically to what they were learning about. Young people remembered and were able to refer to instances where they participated in activities where they were practical examples.

A learning programme contributes one dimension in the development of an identity or identities of custodianship amongst youth. I argue that the formation of an identity requires an immersion into the processes of day to day functioning of MCPA procedures to fully grasp the extent of custodianship as it relates to social dynamics, institutional arrangements of the MCPA and the challenges that arise from understanding the functioning of MCPA. Be that as it may, some aspects of custodianship can be understood using different aspects that relate to the MCPA land affairs and processes that were explored. By exploring, exposing, learning, interacting reflecting on the learning, it was clear that the *Moletele* youth through this learning programme have come to articulate for themselves what identity they hold, or have as future custodians of *Moletele* Land.

5.7. Recommendations

In this section, I present recommendations for consideration and further investigation given that the programme was not completed for me to adequately reflect on its entirety. These recommendations were made in light of what emerged during the learning programme, the interviews and interactions with the CPA committee over the course of two years.

1. There is a greater need for diversification in the of scope of activities of the MCPA to include/make provision for the youth to participate in the MCPA processes

In this context of land reform, women and youth need to be included and involved more. The current Constitution of the MCPA makes provision that there should be women and youth who make up a percentage of the Committee. However, this is not reflected when it comes to young people. There are delays in the processes of land restitution and the CPA committee have indicated a few times that their focus has been on those processes with less priority given to ensuring due diligence is done on the part of adherence to the clauses of the Constitution. With the development of this new *Moletele* Youth Group, the CPA committee has shown support and recognition of such a group and needs to continue providing tangible support if such a platform is to serve its intended purpose as outline in the initial stages of the project. Young people should be afforded an opportunity to participate even if it is minimal so that they are able to contribute to decisions made today which will affect them in years to come.

The Recapitalization Programme provided support to communities such as the *Moleteles* through processes of infrastructural development and other means to jumpstart new land owners to make productive land that may have depreciated in value. Likewise there needs to be a sustainable project or process where young people and women are upskilled in ways more than just learnerships to develop a base of human capital for the claimant community if they are further develop their land. This could be actualized through some of the projects that the CPA had envisioned such as cultural villages which could serve as learning centres and knowledge hubs. The CPA have been faced with the dilemma of development in the form of investment versus profit sharing. Collectively projects could be initiated through some of the dividend profits generated with consultation with elder. The CPA needs to prioritize the inclusion of young people and women in processes now more than ever, as opposed to making it a future project once they have claimed back adequate land as was once stated. By setting in motion a process like this, it may be a wiser approach in years to come as it may lead to an all-inclusive process that could offer young people and women an immediate opportunity to

participate in processes that are likely to affect them in future. New structures and communities of practice or innovation could emerge independently if supported by the committee who have a large influence in the activities of the CPA. Such structures if structured like the MYLP, could benefit the CPA at large.

2. Learning is a continuous process and situated learning is a useful approach to learning about new concepts and acquiring skills.

Working with a young group of diverse people in this particular context requires much more time for effective learning to occur. A lot of time was invested in the social process of negotiation with the committee to build trust in the implementing agency. This came with a lot of issues along the way including misinformation about the programme which delayed the start of the project and had implications for the completion of the project. There were a number of activities that were indicated as important but difficult to consolidate as there was too much time spent apart between meetings. Learning together within a community of practice in the relevant context proved to be useful as participants had no prior exposure to the landscape and reported to have benefited a lot from the exploration sessions.

3. Nurturing an identity of custodians is a continuous, long term process that needs to be institutionalized and needs to be inclusive of young people

In this learning program, we dealt with the basics, superficially so, but the understanding needs to be deepened over time. Our efforts to engage and involve the committee in the programme over was met with challenges and indicates to us that there is a lot of work still needed to be done by the committee going forward in institutionalizing a process that would spark young minds to be interested or aware of their future roles as custodians. Custodianship as an identity amongst young people seems to be there, but needs to be nurtured through support programmes where young people can learn more about the context and institutional arrangements. Young people in this programme continued to identify gaps and roles that they perceived to be relevant to the CPA and that they could play within the CPA. Without the platform to collaborate with the decision makers, they cannot actualize these plans. In other words, the process of creating a platform for young custodians to participate can be delegated to young people with support from the Committee as young people are able to situate themselves in the CPA.

Young people will inherit a legacy that is based on decisions made in the present. There are no government programmes that assist with the training of new office bearers, or the claimant community. The training and capacity development of members lies with the CPA. Although this CPA was voted best run CPA in earlier years, the CPA does not have an avenue for young

people to participate in this democratically constituted institution. There is need to involve young people in some ways to ensure a succession plan that not only lies with those elected into office but there are people who are able to critically hold committee members accountable and transparency is ensured. As it stands the elderly people and those registered for beneficiation are the only custodians of knowledge and land.

A system that benefits everyone even before members are registered as beneficiaries is lacking. Young people have the ability to come up with ideas that could be turned into proposals and projects for benefitting the community. A programme of capacity development is needed to develop a community that takes pride in its ownership and makes decisions that reflect that.

4. Beneficiation models and programmes within a communal property association need to address the issues faced by young people

Young people are faced with a lot of issues that are not new in South Africa. From high rates of unemployment, low literacy rates, high pregnancy rates (affecting mostly women) involved in harmful activities and make up the majority of the population profile. Young people who are not absorbed into higher institutions of learning become demotivated when there are no opportunities for them to pursue a career path or develop skills that can be beneficial for their career or in this case their community. This particular context offers insight into the realities of young people who had dreams and aspirations in life but fell short or were unable to proceed due to a number of reasons such as lack of financial support, lack of motivation and lack of career development structures. All the youth clearly articulated their dreams and goals which are currently at a standstill due to one or a few of the above issues. Although they are still young, and on their respective journeys to making something of their lives, challenges along the way hamper their progress and need to be empowered to be able to navigate through them until they are able to move forward on their own or achieve any of their goals.

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7. List of Appendices

Appendix A – Agreements and Letters

A.1. Signed Gatekeeper Permission Letters



16/08/2019

William Mponwana
AWARD
P O Box 1919
Hoedspruit
1380

PERMISSION AND AGREEMENT TO USE AWARD DATA FOR PURPOSES OF MED RESEARCH THESIS

Dear William

The Association for Water and Rural Development (AWARD) hereby grants you permission to use data that is the intellectual property of the company generated under the RESILIENCE IN THE LIMPOPO BASIN:Olivants (RESILIM O) project funded by USAID. The permission to use data is subject to the following conditions:

1. THESES/DISSERTATIONS/PROJECT REPORTS

- 1.1 Nothing in this agreement shall prevent a registered student of any university from submitting a thesis, dissertation or project report based on the results from the research arising from this work, for the purposes of obtaining a degree. The AWARD may see the draft material during the writing up period and may, within thirty (30) days of receipt, request the exclusion of confidential or sensitive information, and to correct any errors of fact. If required, the examiners shall be appointed by the university under an agreement of confidentiality between the university and the examiners. A Party may request that access to a thesis, dissertation or project report be restricted for a period up to two (2) years. Such a request will not be unreasonably denied.

2. INTELLECTUAL PROPERTY

- 2.1 The ownership of background intellectual property existing prior to the commencement of this agreement will be and remains unaffected hereby.
- 2.2 The rights of ownership of foreground intellectual property will be managed in accordance with the provisions of the Intellectual Property Rights from Publicly Financed Research and Development Act, Act 51 of 2008.

3. CONFIDENTIALITY

- 3.1 For the purpose of this clause, "Confidential Information" means specifications, drawings, circuit diagrams, tapes, discs and other computer-readable media, documents, information, technical and commercial data, techniques and know-how.

Sumet Office Park, Cnr Kordos & Bullat Sts, Hoedspruit 1380 - P O Box 1919, Hoedspruit, 1380
T +27 (0)15 793 0503 - F +27 (0)86 344 7106 - E info@award.org.za - W award.org.za

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Company Reg. No. 18000011008 - Non-profit org. Reg. No. 006-821

1 July 2019

Professor Heila Lotz-Sisitka

Review Reference: 2019-0508-533

Email: h.lotz-sisitka@ru.ac.za

Dear Professor Heila Lotz-Sisitka

Re: Custodianship of restituted land through biodiversity learning

Principal Investigator: Professor Heila Lotz-Sisitka

Collaborators: Mr William Mqonwana

This letter confirms that the above research proposal has been reviewed by the Rhodes University Ethical Standards Committee (RUESC) – Human Ethics (HE) committee and **PROVISIONALLY APPROVED PENDING GATEKEEPER PERMISSION.**

Gatekeeper permission is required from:

Provide contact details on Informed Consent letter.

Association for Water and Rural Development; Moletele Communal Property Association; Legalametse Communal Property Association

Once the Gatekeeper permission letter/s have been received please forward to the Ethics Coordinator, (s.mancelo@ru.ac.za) in order to finalise your ethics approval.

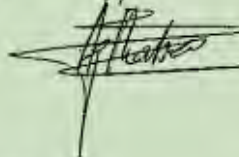
Sincerely



Prof Joanne Dames

Chair: Human Ethics sub-committee, RUESC- HE

Approved by MCPA



Moletele CPA
PO Box 1897, Hoedspruit, 1360

06 -12- 2019

moletelecpa@gmail.com
Tel: 087 806 5636

ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

Environmental Learning Research Centre
Rhodes University
Drostdy Road,
Grahamstown,
6139

The Legalameetse Communal Property Association
Legalameetse Nature Reserve
P.O.Box 2814, Lydenberg Road
Polokwane
0700

04 April 2019

Dear Members of Legalameetse CPA

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Department of Education at the Rhodes University. My supervisor is Distinguished Professor Heila Lotz-Sisitka.

The proposed topic of my research is *nurturing custodianship of new land owners- An exploration of land use planning through a youth biodiversity learning programme*. The objective of the study are:

- a. To increase the knowledge base of young people (who are part of a claimant community) about the natural resources on their land to support their capacity to realize the added opportunities biodiversity offers to inform their land use plans for the future.
- b. To develop (through a field-based learning programme) the ability of young people to meaningfully participate in supporting their CPA in the development, governance, progression of their community and the custodian of their land from which they aim to benefit.

I am hereby seeking your consent to conduct research on the above mentioned topic. I was part of the Legalameetse Youth Forum meetings in 2018/2019 and would like to engage with some of the CPA members and the youth to find out their experiences through their participation in the work conducted through the co-management work by AWARD, more specifically in the activities conducted using the fieldbook to learn about the history of Legalameetse. To assist you in reaching a decision, I have attached to this letter:

- (a) A copy of provisional ethical clearance issued by the University
- (b) A copy of my research proposal and the research instruments which I intend using in my research



Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

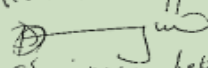
1. Mr William Mponwana (Telephone: 076 751 9447.
Email: wmponwana@gmail.com)
2. Distinguished Professor Heila Lotz-Sisitka (Telephone: 046 603 8390
Email: h.lotz-sisitka@ru.ac.za)

Upon completion of the study, I undertake to provide you with feedback regarding the results obtained during the study and any published paper(s) will be made available to you.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

.....
William Mponwana
Masters Student (in Education)

Received and Approved : 05/09/2019

Chairperson Legalameetse N/Reserve.



A. BACKGROUND.

The Olifants River ceased flowing for a number of days in 2005 prompting widespread concern and calls for an integrated focus on all of the easterly-flowing rivers of the Lowveld of South Africa. The Olifants catchment is of particular concern given that its heavy rainfalls make it the largest contributor to the transboundary Limpopo River—a river that fuels the economy and livelihoods of four countries in the region. Despite the enabling legislative framework for water reform in South Africa since 1998, the integrity of most rivers in this catchment continues to degrade both in terms of quality and quantity. This ongoing degradation is caused by a complex interaction of factors that vary for different parts of the catchment and along the length of the river. Key drivers include mining, irrigated agriculture and various industries, coupled with challenges in governance, regulation and enforcement which, when combined with the threat of climate change, rural poverty and food insecurity particularly in Mozambique, threatens to cause widespread livelihood vulnerability, environmental degradation and intensifying conflict over resources.

This MoU is established under the USAID funded programme: RESILIM- O. Key areas of activity with which the RESILIM project can assist are:

- Land use management (spatial development planning, zoning, protected area identification and management)
- Valuing eco system services (assessment of services that the natural environment provides for the CPA, understanding livelihood dependencies on these services, setting protection standards).

In addition to the above, support can be provided in the following key areas:

- Water conservation and wastewater management
- Climate change (disaster management and responses, planning)

In keeping with the regional SADC protocols to conserve biodiversity and sustainably manage shared watercourses, AWARD through implementing RESILIM-O aims to reduce vulnerability through building improved transboundary governance and management of the Olifants Catchment so as to enhance the resilience of its people and ecosystems through systemic and social learning approaches.

B. THE PURPOSE OF THIS MEMORANDUM OF UNDERSTANDING (MoU).

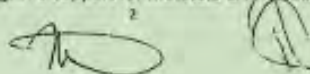
Communal Property Association Structures in the Olifants catchment are key partners in working towards addressing vulnerability and are invited through this memorandum to contribute to collaborative efforts to ensure long term planning for resilience is in place for decades to come.

The purpose of the MoU is therefore to establish a collaborative framework for the Moletele Communal Property Association and AWARD. To this end the MoU will guide the collaboration between AWARD and the Moletele CPA.

C. NATURE OF INVOLVEMENT

The nature of the involvement will be negotiated with collaborating partners and based on the following focus areas:

- Research and collaborative inquiry into the nature and status associated with key areas, looking at what is working, what is not, the challenges or opportunities for funding and support through skills development in order to improve practices in key areas.
- Field-based assessments and collaborative case studies to ascertain the nature of work the Moletele CPA is conducting, and support for Moletele CPA officials in this regard.



respect of the key negotiated areas.

- Collaboratively develop guidelines and principles to assess or understand the resilience of natural systems in the context of development.

D. TERMS OF INVOLVEMENT

- All publications involving AWARD and the Moletele CPA will require the consent of both parties.
- Each of the Parties shall conduct itself under this MoU with all due care and diligence and shall cultivate and maintain good relations with those on whom the collaboration work depends.
- Neither Party shall engage in any conduct prejudicial to the good name or work of the other, and shall on notice from the other Party cease any conduct regarded as prejudicial to the same.
- Both Parties undertake not to conduct themselves in any manner that could expose the other to any third party claims. Accordingly, each indemnifies the other against any claim that may be made against it by a third party as a result of any act or omission by the other Party.
- AWARD is guided by a core set of principles and values, determined by our board, and cannot work in any way to prejudice these. Thus AWARD reserves the right to withdraw from this MoU in the event an impasse is reached on issues which would compromise the above principle and values. This right pertains equally to the Moletele CPA.
- This MoU is subject to negotiation on an ongoing basis and that it can cease to exist if either party arrives at a negotiated position that it has diverted from its original purpose. Unless specifically provided otherwise, the cooperation among the Parties as outlined in this MoU shall not be construed as a partnership or other type of legal entity or personality. Each Party shall accept full and sole responsibility for any and all expenses incurred by itself relating to this MoU. Nothing in this MoU shall be construed as superseding or interfering in any way with any agreements or contracts entered into among the Parties, either prior to or subsequent to the signing of this MoU. Nothing in this MoU shall be construed as an exclusive working relationship. The Parties specifically acknowledge that this MoU is not an obligation of funds, nor does it constitute a legally binding commitment by any Party or create any rights in any third party.

E. EXPECTED OUTCOMES

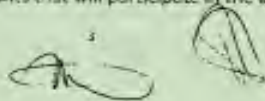
Overarching Outcome: Improved preparedness and responsivity

The expected outcome of this MoU is a more resilient, prepared and responsive Moletele CPA with respect to natural resource management, land use planning and climate change adaptation through:

1. Improved institutional functioning
2. Improved collective action (the ability to work with other institutions)
3. Improved ability to plan and act systemically (taking the bigger picture into account)
4. Improved action competency (ability to take action)
5. Improved commitment and motivation (to changing deteriorating situations)

F. AGREED ROLES AND RESPONSIBILITIES.

1. Moletele Roles and Responsibilities
 - To provide authorisation for the RESILIM project to function within the jurisdiction of the CPA.
 - To provide and specify officials that will work collaboratively with the project
 - To identify and provide participants that will participate in the activities of the project



- To contribute to resources for the implementation of the project

ii. AWARD Roles and Responsibilities

- AWARD to provide support staff and structures to achieve the outcomes of the specified and agreed upon activities.
- To provide resources for activities to be executed (including catering as required).
- Facilitate, structure and guide collaborative research-based enquiry.
- Writing up and sharing learning and findings.
- Providing the basis for mobilisation and support for policy and implementation.
- Work on policy and management tools for climate change responsibility.
- Encourage stakeholder engagement.
- Encourage adaptive management in Moletele CPA operations.

iii. In terms of this MoU, both parties are jointly required to:

- Be consistent in attendance of meetings and workshops
- Participate in collaborative planning of project activities
- Participate in collaborative evaluation and review of project progress

G. FUNDING

AWARD will provide financial support that is in accordance with the activities of the key areas listed in the MoU as appropriate.

The Moletele CPA will provide venues, community halls or any other available venue such as school halls or clinic halls as an in-kind contribution towards the project activities.

Cost-sharing

Where collaborative activities are co-funded by more than one party, the details will be available for analysis as part of cost-sharing.

H. TIME FRAME.

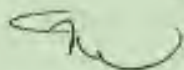
This MoU will commence on the 1 day of APRIL 2018 and will dissolve on the 1 Day of MARCH 2020

I. SIGNATURE.

Authorized Official: Moletele Communal Property Association

Partner representative: Nkosihlezi


Position: Chairperson



Telephone: 083475424

E-mail: hezekiiah@award.com

Date: 1/03/2018

Signature: 

Authorized Official: Association for Water and Rural Development (AWARD)

Partner representative: D. Du Toit

Position: Assistant Director

Telephone: 011 773 0503

E-mail: dendo@award.org.za

Date: 1/03/2018

Signature: 

12/09/2019

Mr. Ernst Swiglaac
Dinaledi Farming Enterprise Pty. Ltd
Bavaria Farm R527
Hoedspruit
1380

RE: REQUEST TO COLLABORATE ON LEARNERSHIP PROGRAMME BY CONTINUING WITH MOLETELE YOUTH ON PARALLEL PROGRAMME

Dear Mr Swiglaac

The Association for Water and Rural Development (also referred to as AWARD) has been facilitating a learning programme with 8 young people from the Moletele Community from May this year. This learning programme is part of AWARD's collaborative work with the Moletele CPA (initiated in late 2016) to explore the various opportunities their land can potentially offers and to start thinking about plans for the land that will be further restituted to them in years to come. We have also been working with the municipality to develop guidelines on land use and to map out where all the critical, important areas for biodiversity are on their land and saw the need to work with the Moletele as land owners in the area. This need comes from our funded work and mandate to work on biodiversity management and climate change in the Olifants catchment.

As such the need to involve young people arose as a way to learn more about biodiversity, their history as land claimants and to develop their skills in a number of ways including understanding land use systemically, presentation skills, developing a business plan, how to market a product, manage a website and soft skills such as working as a collective. The idea is to develop their understanding of what is it to be a custodian of land and feed that back to the CPA at the end of the programme. We have finished two modules (out of five) with the youth so far. We understand that two of these 8 young people have now joined a learnership programme through Dinaledi Farming Enterprise, Terrah Mapaila and Nhlamulo Mthethwa currently doing Farming 4 and farming 2 respectively.

Because our funding ends this year, we anticipate it would be challenging to replace these youth at this stage and restart the programme (owing to selection tests, verification of youth as beneficiaries etc.) We also understand that their learnership is structured such that they work in the farms for three weeks and participate in a week learning programme. Our learning programme requires two days a month from the youth where we meet and do activities. (We were meeting every first and third Wednesday of the month as decided by them). As such we would like to humbly request to continue with the two individuals on the learnership to complete our learning programme this year. We have received their learning schedules (for farming 2 and 4).

We have deliberated on our side and would like to kindly run sessions with them on the following days

29 October 2019 (Wednesday)
9th November 2019 (Saturday)
23 November 2019 (Saturday)
30 November 2019 (Saturday)

Moletele Youth Programme Agreement and Consent forms



INDEMNITY FORM for the Moletele Youth Programme

I the undersigned participant herewith agree to take part in the programmes and activities (onsite or off site) of the Association for Water and Rural Development (herein after referred to as "AWARD") subject to the following conditions:

1. AWARD and its programme organizers, facilitators will do everything reasonable to ensure the safety and prevent unnecessary risk of the persons and their belongings placed in their care and under their supervision.
2. I hereby agree to participate voluntarily in all activities organized by AWARD, including its field trips and field activities, or other events whether onsite or off site, including any official transport provided by AWARD.
3. Although I understand that every care is taken to ensure my safety, I am aware that attendance is at my own risk. I, herewith indemnify AWARD and or any of its management, facilitators, employees, members or directors responsible for any claim or liability in respect of any loss, death, injury, damage or lost property that might arise from any activities.
4. I also hereby authorize AWARD to provide me with medical care and agree to pay for the associated costs in doing so should this be deemed necessary by AWARD.
5. I will abide by all legal and reasonable instructions from the facilitators and any other AWARD staff and CPA committee members. I also hereby give consent that I may be sent home or excluded from activities if I persistently refuse to co-operate, misbehave or disobey any of the rules or reasonable instructions of facilitators, staff member and CPA committee members at such activities

I further confirm that:

6. I am not allergic to any food, medicine or any other thing, save and except for:
..... *PEANUT BUTTER, JAM*
6. I have not had any serious illness or noteworthy medical condition in the last twenty four (24) months, save and except for:
..... *N/A*
7. The facilitators of the Programme/Event, and the CPA committee members should know that I have the following health problem, physical or special need/s:
..... *N/A*
8. I have no objection to appearing in any photographs, audio and/or videos taken of the Programme/Event, or to AWARD using such Media Content for reports, publications in any form (including but not limited to web & social media) at any time.

© The Association for Water and Rural Development

Roles, rules and responsibilities

As a participant in this programme the following will apply to us all:

You will be expected to:

1. Attend ALL contact sessions. Attending 90% of all sessions will be deemed as full attendance
2. Bring your field book, notebook and pen to EVERY meeting.
3. Be punctual. If you are running late please let the team know in time e.g. at least 30minutes before departure time (do you have each other's contacts?)
4. Complete ALL your work-away tasks and projects. You will be expected to present your work away tasks at the next meeting.
5. Contribute significantly and participate in all the sessions!!!
6. Work in teams
7. Assist in the setting up for the meeting, preparation of tea and lunch and packing up after the meeting.
8. Respect one another
9. Be accountable to one another. Should you have any issues with the programme, please be encouraged to raise them or present them to the group to address.
10. Present to the Moletele Committee, AWARD staff and the other interested people
11. Adhere to all house rules outlined
12. Avoid disruptions during meetings: Cellphones should be on silent, and shouldn't be used during a session unless it forms part of the session.

Please sign below as part of your agreement & commitment to these roles, rules and responsibilities

William Mpetwera

Date: 2019/07/03

Appendix B- Moletele Land Documents

In this appendix:

- Rates exemption for MCPA
- Example phase of transfer of land
- Land value of the current land owned by the MCPA including example of municipal valuation roll.
- Example of rates policy document.

TAX INVOICE / RFI ΔSTINGEAKTHIB

15

ACCOUNT	ACCOUNT HOLDER NAME	TYPE	PRINT ADDRESS	Registration Date	Expiry Date 10 years	DURATION
8017289	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	ANTIOCH 11	2006/10/02	2016/10/02	11 YRS
8017342	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	ANTIOCH 12	2006/09/05	2016/09/05	11 YRS
9002037	MOLETELE COMMUNAL PROP	OWNER	BLYDE WILDLIFE ESTATE 10B	2013/06/05	2023/06/05	9 YRS
9001041	MOLETELE COMMUNAL PROP ASSOCI	OWNER	BLYDE WILDLIFE ESTATE 5	2013/06/05	2023/06/05	4 YRS
8018561	MOLETELE COMMUNAL ASSOCIATION	OWNER	BLYDERUS 41	2006/09/18	2016/09/18	11 YRS
8018578	MOLETELE COMMUNAL ASSOC	OWNER	BLYDERUS 42	2006/09/18	2016/09/18	11 YRS
8018586	MOLETELE COMMUNAL ASSOC	OWNER	BLYDERUS 48	2006/09/18	2016/09/18	11 YRS
8018399	MOLETELE COMMUNAL PROP ASSOCIA	OWNER	BLYDERUS 6	2013/12/09	2023/12/09	4 YRS
8013795	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	CHESTER 0	2006/11/10	2016/11/10	11 YRS
8014276	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	CHESTER 10	2006/11/15	2016/11/15	11 YRS
8014333	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	CHESTER 11	2006/11/15	2016/11/15	11 YRS
8014397	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	CHESTER 12	2006/11/15	2016/11/15	11 YRS
8014527	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	CHESTER 40	2006/09/05	2016/09/05	11 YRS
8014091	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	CHESTER 7	2006/11/15	2016/11/15	11 YRS
8014213	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	CHESTER 9	2006/11/15	2016/11/15	11 YRS
8018232	MOLETELE COMMUNAL PROPERTY	OWNER	EDEN 0	2008/02/07	2018/02/07	9 YRS
8011678	MOLETELE COMMUNAL PROP ASS	OWNER	ESSEX 15	2007/07/05	2017/07/05	10 YRS
8012785	MOLETELE CPA	OWNER	GLENCOE 25	2006/11/15	2016/11/15	11 YRS
8012841	MOLETELE COMMUNAL PROPERTY	OWNER	GLENCOE 26	2006/11/15	2016/11/15	11 YRS
8012961	MOLETELE	OWNER	GLENCOE 28	2008/10/14	2018/10/14	9 YRS
8013026	MOLETELE COMMUNAL PROPERTY	OWNER	GLENCOE 29	2006/09/15	2016/09/15	11 YRS
8013202	MOLETELE	OWNER	GLENCOE 32	2008/10/14	2018/10/14	9 YRS
8013265	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	GLENCOE 33	2006/12/21	2016/12/21	11 YRS
8013386	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	GLENCOE 35	2006/10/04	2016/10/04	11 YRS
8012009	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	GLENCOE 8	2006/09/20	2016/09/20	11 YRS
8013062	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	GLENCOE 9	2006/09/22	2016/09/22	11 YRS
8015521	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	GROVEDALE 10	2007/11/13	2017/11/13	10 YRS
8015807	MOLETELE	OWNER	GROVEDALE 16	2008/10/14	2018/10/14	9 YRS
8015834	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	GROVEDALE 39	2006/11/14	2016/11/14	11 YRS
8016108	MOLETELE	OWNER	GROVEDALE 52	2008/10/14	2018/10/14	9 YRS
8016161	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	GROVEDALE 57	2007/11/13	2017/11/13	10 YRS
8016740	MOLETELE PACKHOUSE (P) LTD	OWNER	GROVEDALE 71	2008/11/14	2018/11/14	9 YRS
8013281	MOLETELE COMMUNAL PROP ASSOCIA	OWNER	JONGMANSSPRUIT 0	2013/01/30	2023/01/30	4 YRS
8013891	MOLETELE COMMUNAL PROP ASSO	OWNER	JONGMANSSPRUIT 11	2013/01/30	2023/01/30	4 YRS
8013957	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	JONGMANSSPRUIT 15	2007/11/12	2017/11/12	10 YRS
8013473	MOLETELE COMMUNAL PROPERTY	OWNER	JONGMANSSPRUIT 4	2006/12/21	2016/12/21	11 YRS
8010074	MOLETELE COMMUNAL PROP	OWNER	LIVERPOOL 0	2013/01/30	2023/01/30	4 YRS
8011890	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	LIVERPOOL 68	2007/10/31	2017/10/31	10 YRS
8011677	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	LIVERPOOL 69	2007/12/11	2017/12/11	10 YRS
8013699	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	MORIAH 2	2006/10/04	2016/10/04	11 YRS
8014237	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	MORIAH 4	2006/12/18	2016/12/18	11 YRS
8014728	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	MORIAH 45	2007/10/31	2017/10/31	10 YRS
8014905	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	MORIAH 52	2006/09/28	2016/09/28	11 YRS
8012470	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	MORIAH 60	2007/09/21	2017/09/21	10 YRS
8012792	MOLETELE COMMUNAL PROP	OWNER	RICHMOND 1	2008/08/29	2018/08/29	9 YRS
8019187	MOLETELE COMMUNAL PROP ASSOCIA A	OWNER	SCOTIA 2	2007/02/22	2017/02/22	10 YRS
8018642	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	SOUTHAMPTON 0	2006/12/18	2016/12/18	11 YRS
8012552	MOLETELE COMMUNAL PROP ASSO	OWNER	SOUTHAMPTON 7	2008/10/14	2018/10/14	9 YRS
8012671	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	SOUTHAMPTON 9	2006/12/18	2016/12/18	11 YRS
8009065	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	GUERNSEY 55	2012/12/20	2022/12/20	5 YRS
8004937	MOLETELE COMMUNAL PROPERTY ASS S	OWNER	GUERNSEY 18 R/E	2012/12/20	2022/12/20	5 YRS

A document showing the different phases of land transfer.

MOLETELE TRANSFER PHASES OF THE LAND				
ARM	PORTION	HA	REGISTRATION	PHASE OF TRANSFER
Chester 235KT	rem extent	667.4132	10-Nov-06	Phase I
Chester 235KT	7,9,10,11 and 12	111.0776	14-Nov-06	Phase I
Grovedale 239KT	39 rem extent	59.9572	14-Nov-06	Phase I
Antioch 240KT	11	72.8052	02-Oct-06	Phase I
Blyderus 596KT	41 rem extent	39.1914	16-Sep-06	Phase I
Blyderus 596KT	42	39.2486	17-Sep-06	Phase I
Glencoe 210KT	25	50.4408	15-Nov-07	Phase I
Glencoe 210KT	33	72.6802	21-Dec-06	Phase I
Glencoe 210KT	35	49.9822	04-Oct-06	Phase I
Glencoe 210KT	8 rem extent	98.1504	20-Sep-06	Phase I
Jongmanspruit 234 KT	4 rem extent	98.5202	21-Dec-06	Phase I
Moriah 238KT	52	25.091	28-Sep-06	Phase I
Moriah 238KT	4 rem extent	24.8209	18-Dec-06	Phase I
Southampton 213 KT	0	68.1177	18-Dec-06	Phase I
Southampton 213 KT	9	64.2399	19-Dec-06	Phase I
SCOTIA 248 KT 20/6				
Grovedale 239KT	10 re, 57	227.1486	13-Nov-07	Phase III
Grovedale 239KT	16,52 rem	173.6429	14-Oct-08	Phase III
Southampton 213 KT	7	128.4798	14-Oct-08	Phase III
Glencoe 210KT	28	114.0688	15-Oct-08	Phase III
Moriah 238KT	45	43.7614	31-Oct-07	Phase III
Jongmanspruit 234 KT	15	21.59	12-Nov-07	Phase III
Liverpool 202KT	68	21.4141	31-Oct-07	Phase III
Grovedale 239KT	71	5.852	11-Nov-08	Phase III
Liverpool 202KT				
Liverpool 202KT	69	21.4142	11-Dec-07	Phase IV
Eden 425KT	0	907.3472	07-Feb-08	Phase IV
Richmond 605KT				
Richmond 605KT	0	2434.0167	23-Apr-09	Phase V
Jongmanspruit 234 KT				
Jongmanspruit 234 KT	11	229.5979	20-Dec-12	
Jongmanspruit 234 KT	0	419.7417		
Blyderus 596KT	6	42.6431	05-Nov-13	

Farm/Township/Scheme Name	Farm/Erf	Portion	RE	Extent/ha	Zoning	Land use	Market Value
ANTIOCH - KT	240	11		72,8052	AGRIC	AGRIC	R 1 820 000
ANTIOCH - KT	240	12		29,6947	AGRIC	AGRIC	R 800 000
BLYDERUS - KT	596	41	R/E	39,1914	AGRIC	VACANT	R 650 000
BLYDERUS - KT	596	42		39,2486	AGRIC	VACANT	R 650 000
BLYDERUS - KT	596	43		57,7088	AGRIC	VACANT	R 800 000
CHESTER - KT	235	0	R/E	548,1622	AGRIC	GAME FARM	R 6 030 000
CHESTER - KT	235	7		21,4133	AGRIC	GAME FARM	R 860 000
CHESTER - KT	235	9		22,0756	AGRIC	GAME FARM	R 660 000
CHESTER - KT	235	10		23,2957	AGRIC	AGRIC	R 700 000
CHESTER - KT	235	11		22,0475	AGRIC	AGRIC	R 660 000
CHESTER - KT	235	12		22,2455	AGRIC	AGRIC	R 670 000
CHESTER - KT	235	40		34,4249	AGRIC	AGRIC	R 930 000
EDEN - KT	425	0	R/E	907,3472	AGRIC	COMM	R 34 080 000
ESSEX - KT	204	15		35,999	AGRIC	COMM	R 2 240 000
GLENCOE - KT	210	8	R/E	98,1504	AGRIC	AGRIC	R 1 890 000
GLENCOE - KT	210	9		75,2862	AGRIC	AGRIC	R 1 470 000
GLENCOE - KT	210	25		50,4408	AGRIC	AGRIC	R 980 000
GLENCOE - KT	210	26		50,4408	AGRIC	AGRIC	R 980 000
GLENCOE - KT	210	28		114,0688	AGRIC	AGRIC	R 2 100 000
GLENCOE - KT	210	29	R/E	48,8584	AGRIC	AGRIC	R 1 050 000
GLENCOE - KT	210	32		55,9892	AGRIC	AGRIC	R 1 120 000
GLENCOE - KT	210	33		72,6802	AGRIC	AGRIC	R 1 400 000
GLENCOE - KT	210	35		49,9822	AGRIC	AGRIC	R 1 050 000
GROVEDALE - KT	239	10	R/E	225,2777	AGRIC	AGRIC	R 3 780 000
GROVEDALE - KT	239	16	R/E	92,6492	AGRIC	AGRIC	R 1 820 000,00
GROVEDALE - KT	239	39	R/E	59,9572	AGRIC	AGRIC	R 1 190 000,00
GROVEDALE - KT	239	52	R/E	80,9937	AGRIC	AGRIC	R 1 610 000,00
GROVEDALE - KT	239	57		1,8709	AGRIC	AGRIC	R 560 000,00
GROVEDALE - KT	239	71		5,852	AGRIC	AGRIC	R 840 000,00
GUERNSEY - KU	81	18	R/E	856,532	AGRIC	GAME FARM	R 24 180 000,00
GUERNSEY - KU	81	55		31,8159	AGRIC	COMM	R 2 000 000,00
JONGMANSSPRUIT - KT	234	0	R/E	419,7417	AGRIC		R 4 200 000,00
JONGMANSSPRUIT - KT	234	4	R/E	98,5202	AGRIC		R 1 960 000,00
JONGMANSSPRUIT - KT	234	11		229,5979	AGRIC		R 9 520 000,00
JONGMANSSPRUIT - KT	234	15		21,59	AGRIC		R 2 750 000,00

LIVERPOOL - KT	202	0	R/E	1177,269 5	AGRIC		R 23 500 000,00
LIVERPOOL - KT	202	68		21,4141	AGRIC		R 2 000 000,00
LIVERPOOL - KT	202	69		21,4142	AGRIC		R 2 000 000,00
MORIAH - KT	238	2	R/E	116,1542	AGRIC		R 4 160 000,00
MORIAH - KT	238	4	R/E	24,8209	AGRIC		R 490 000,00
MORIAH - KT	238	45		43,7614	AGRIC		R 910 000,00
MORIAH - KT	238	52		25,91	AGRIC		R 560 000,00
MORIAH - KT	238	60		2,1026	AGRIC		R 560 000,00
RICHMOND - KT	605	1		2434,016 7	AGRIC		R 49 420 000,00
SCOTIA - KT	248	2		1268,906 6	AGRIC		R 62 960 000,00
SOUTHAMPTON - KT	603	0		68,1177	AGRIC		R 1 330 000,00
SOUTHAMPTON - KT	213	7		128,4798	AGRIC		R 2 310 000,00
SOUTHAMPTON - KT	213	9		64,2399	AGRIC		R 1 620 000,00
				10012,56 26		TOTAL	R 202 450 000,00



REGISTERED OR OTHER DESCRIPTION OF THE PROPERTY								CATEGORY DETERMINED IN TERMS OF SECTION 8 OF THE ACT IN WHICH THE PROPERTY FALLS		PHYSICAL ADDRESS OF THE PROPERTY		EXTENT OF PROPERTY	MARKET VALUE	NAME OF REGISTERED OWNER	ANY OTHER PRESCRIBED PARTICULAR
ERP NO.	PFN	RE	UNIT	FARM NAME	ESTATE NAME	SCHNO	TOWN	ZONING	LAND USE	STREET ADDRESS	POSTAL ADDRESS				
234	2403			JONGMANSPO RUIT	SLYDE CANYON	KT	KAMPERSURS	RURAL RES.	VAC		P.O. BOX 133- HOEDSPRUIT 7355	0 2003	R	400 000,00	SAANSTREE BELLECOINGS TRUST
234	2503			JONGMANSPO RUIT	SLYDE CANYON	KT	KAMPERSURS	RURAL RES.	VAC		P.O. BOX 3327- TZANEEN 6550	0 2009	R	400 000,00	THALLOS C C
234	2603			JONGMANSPO RUIT	SLYDE CANYON	KT	KAMPERSURS	RURAL RES.	DVEL		P.O. BOX 28348- GLENA, 6031	0 2029	R	1 740 000,00	SYLVIAN PROSPEC
234	2703			JONGMANSPO RUIT	SLYDE CANYON	KT	KAMPERSURS	RURAL RES.	VAC		P.O. BOX 9401- MINNEBOCA 1549	0 2004	R	300 000,00	MADISON TRUST
019	1			SLYDE	SLYDE WILDLIFE	KT		BIUS	CLUB HOUSE & DWELURAN T		P.O. BOX 844-HOEDSPRUIT (T 7350)	0 2007	R	7 000 000,00	S.N WILDLIFE (P) LTD
019	2			SLYDE	SLYDE WILDLIFE	KT		RURAL RES.	VAC		P.O. BOX 844-HOEDSPRUIT (T 7350)	0 2004	R	400 000,00	S.N WILDLIFE (P) LTD
019	3			SLYDE	SLYDE WILDLIFE	KT		RURAL RES.	VAC		P.O. BOX 844-HOEDSPRUIT (T 7350)	0 2001	R	400 000,00	S.N WILDLIFE (P) LTD
019	4			SLYDE	SLYDE WILDLIFE	KT		RURAL RES.	VAC		P.O. BOX 205- HOEDSPRUIT 7350	0 2045	R	400 000,00	JOUBERT FRANCOIS H
019	5			SLYDE	SLYDE WILDLIFE	KT		RURAL RES.	VAC		P.O. BOX 844-HOEDSPRUIT (T 7350)	0 2004	R	400 000,00	MOUSTIELE COMMUNAL PROP ASSOC
019	6			SLYDE	SLYDE WILDLIFE	KT		RURAL RES.	VAC		DUFFE 102 RUSSEL 500 BESOUACHE 2010	0 2005	R	300 000,00	TWESIDE LEIGH
															BELL STEPHEN ALAN



Bosveld Citrus - National farmer of the year for 2014

The Agricultural Writers of South Africa presented Bosveld Citrus with their prestigious award for National Farmer of the Year in 2014.

The identification and nomination of the candidates are undertaken with the following criteria in mind:

- History of the candidate
- How their land is used – biological productivity
- Risk and management of risks
- Maintenance and management of natural resources
- Economical sustainability
- Social Responsibility
- Involvement in industry and organised agriculture.

The Writers from the Agricultural Society elect provincial winners and then a panel of former winners, writers and academics consider the nominations to elect a national winner.

Bosveld Citrus is owned by the Milaan Thalwitzer Trust and is managed by Milaan and his three sons-in-law, Piet Smit, Cornel van der Merwe and Marius Neethling, who each take responsibility for certain aspects of the business.

Milaan Thalwitzer was born in 1942 in Brakpan and matriculated in 1960 at Heilbron High School in the Free State before obtaining his BSc (Agric) degree from the University of Pretoria in 1964. He has been involved in citrus farming since 1965 and

was the main driving force in the development and expansion as well as the diversification of the Bosveld Citrus Group of Companies.

The Bosveld Group of Companies started off on 100 ha of citrus in Letsitele in the 1960's, and now encompasses 3 730 ha of citrus, producing 5.5 million cartons of export citrus – the biggest private citrus grower and exporter in South Africa. The group also produces bananas, sugar cane, litchis and mango on the various estates in Letsitele, Hoedspruit, Burgersfort, Politsi, Malelane and Komatipoort.

The group of companies includes Golden Frontier Citrus, Mabete Sitrus, Karino Farms, Waterval Citrus and Richmond Kopano Farming. Richmond Kopano Farming is an operations company that has leased the farm Richmond since 2011. It is owned by the Moletele Communal Property Association after a successful land claim process. Bosveld Citrus currently holds all shares in the operating company but the Moletele community has the right to buy 49% of the shares. The lease expires in 2025 after which time the community will take over the opera-



Cornel van der Merwe, Milaan Thalwitzer, Marius Neethling and Piet Smit.



Ezekiel Nkosi (chairman of Moletele CPA) and Piet Smit (managing director of Bosveld Group Holdings).

tions of the farm. The first profit share to the CPA took place recently and the cheque for nearly a million rand was handed over to the chairman of the Moletele CPA, Ezekiel Nkosi by Piet Smit.

Lease agreement benefits community and business



When the Moletele community's land was restored to them following a successful land claim, members had to find a way to turn the severely neglected citrus farm around, while at the same time generating an income. A well thought-out, long-term lease agreement with a commercial farming operation proved to be the answer. **Alita van der Walt** visited the farm to find out how, 10 years after its inception, this arrangement is working for the community.

In 2015, *Farmer's Weekly* reported on a lease-back agreement between fruit exporter Bosveld Citrus and the Moletele Community Property Association (CPA) of the farm Richmond Kopano on the outskirts of Hoedspruit. At the time, both parties described the arrangement as mutually beneficial.

Much has happened since then, with the 2 434ha farm suffering severe damage from devastating hailstorms, among other challenges. Another growing concern for the Moletele CPA has been the dilution of profit share due to an increase in the number of beneficiaries as a result of births. When the farm was handed over in 2007, the community comprised 1 615

households, but by November last year, there were 2 227 households with an average of eight people per household.

Nonetheless, CPA chairperson, Hezekiel Nkosi, says that taking into account the neglected state of the farm when the land claim had been completed, the Richmond Kopano agreement is still a highly profitable venture that offers the best long-term prospects for the community.

According to Hezekiel, the previous owner stopped all fertilisation and pest control measures, as well as infrastructure and irrigation maintenance, when the land claim was gazetted. He simply kept the orchards alive. After attempting to revive the farm themselves, the Moletele CPA

ABOVE: Members of the Moletele CPA are (from left) Micky Chikane, Emerald Giebo, Mowé Mashabane, Hezekiel Nkosi, Epponi Komane, Ephra Ntshole, Japie Nkhwane, Chikane Reddom, Reinwig and Mandy Smith
PHOTOS: ALITA VAN DER WALT

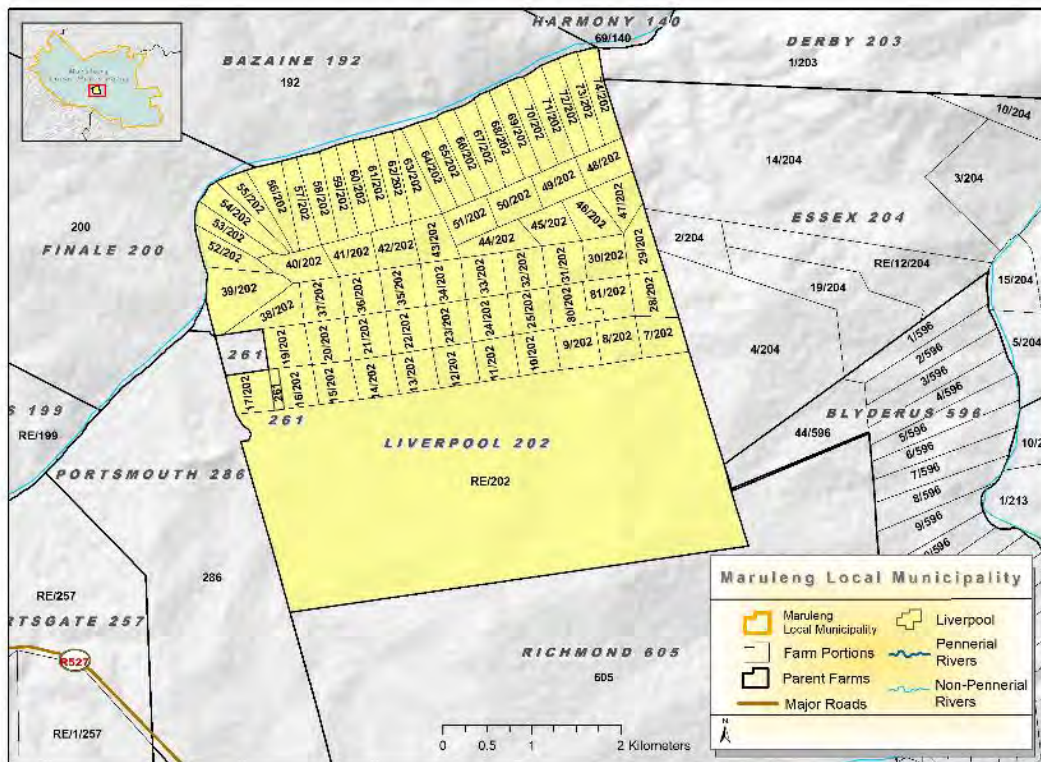
FAST FACTS

- The Moletele community received Richmond Kopano farm in 2007 following a successful land claim.
- A carefully planned lease-back agreement ensures that both the Komati Group and the community benefit.
- A number of socio-economic upliftment programmes form part of the agreement.

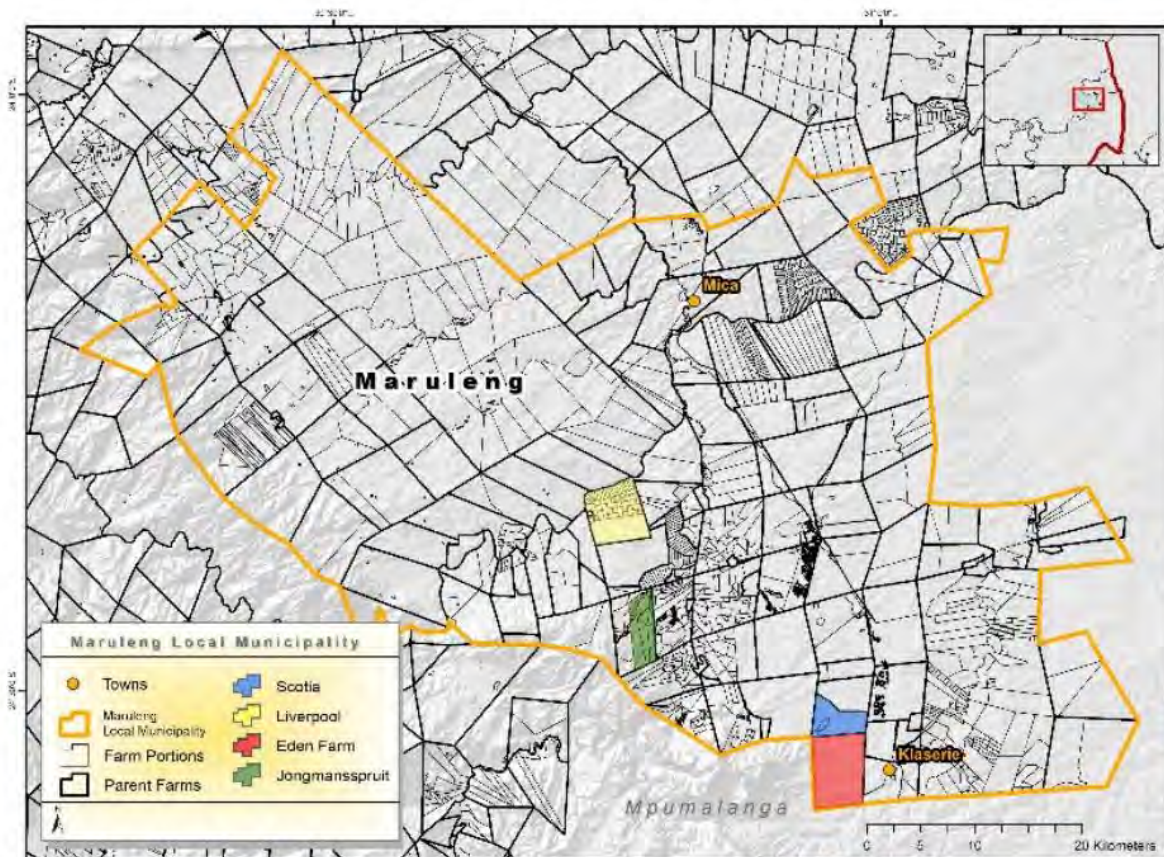
decided to lease it to a commercial farmer on condition that it be restored to its former glory.

In 2012, Bosveld Citrus, a member of the Komati Fruit Group (Komati), took over the lease agreement when it bought Golden Frontier Citrus, the company that held the lease at the time. The lease-back model in which land claim beneficiaries lease their land

An example of a parent farm, with smaller farm portions.

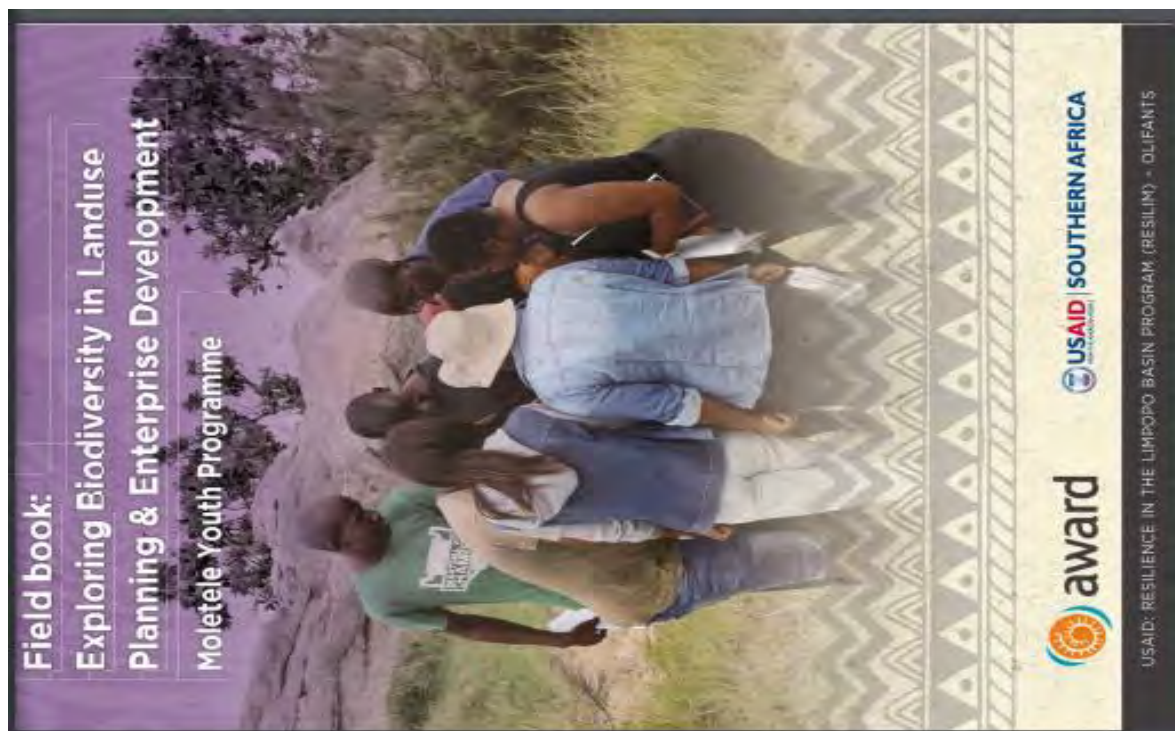
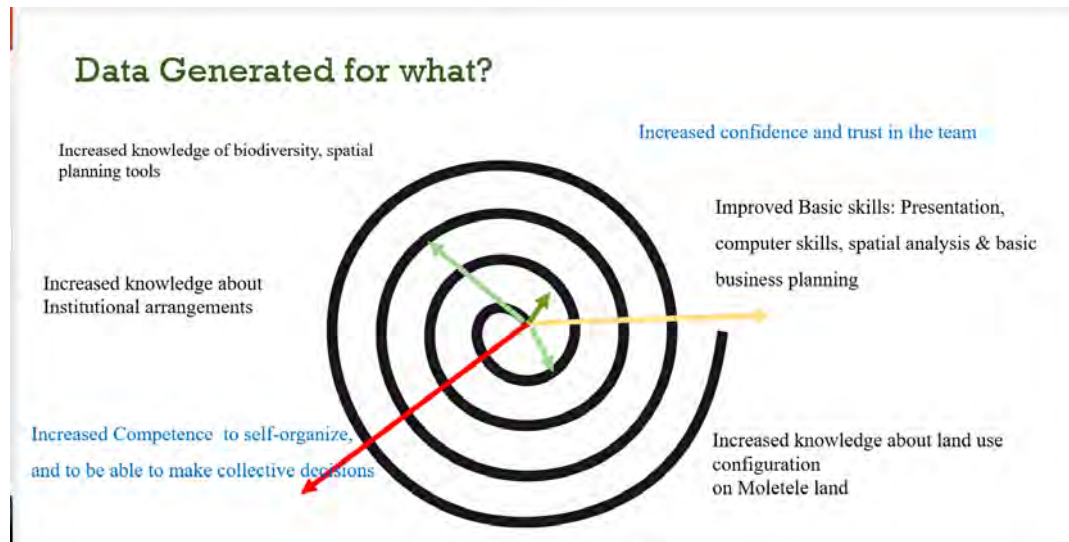


A map showing some of the farms used for situated learning.



Appendix C: Moletele Youth Learning Programme Materials and Outputs

In this appendix: extracts from the fieldbook, programme outputs, applicant database, selection criteria and images from the activities facilitated.





Step 2: Looking back to the past

History plays a vital role in the lives of people and contributes to the heritage of people. It shapes the lives of people, and has contributed largely to where and how people have lived.

For this activity we will have an elder from the Moletele Community sharing with us the history of the Moletele people



- Prepare a list of questions that you would like to ask the elder.
- Decide who is going to ask which questions.
- Take notes during the talk.
- This is also an opportunity to for you to engage with members of your community by asking questions or asking for clarity

Step 3: Do your homework

- Interview an elderly person from your area to find out which plants they used and still use for medicinal, spiritual or cultural purposes.
- List the plants/animals and their uses.
- Find out about your clan praise song (*sero ko sepedi/xiphatho hi Xitsongo*). Does your clan praise song make mention of any animals? What is the significance of these animals in your culture?
- Take pictures of the plants people use in your village



Module 1: Orientation to the Landscape

In the first module you will be orientated to the physical geography of your land. The orientation is important for you to know where different areas are on your land and how the landscape has been changing over the years.

We will also look at your role in this changing process.

LEARNING OUTCOMES

By completing this module you will have learned about:

- The aspirations that people have for future use of the land
- The spatial location of various Moletele farm portions
- The various land uses occurring on the land.

YOU WILL NEED

For this module you will need the following:

- Your Field Book
- Camera
- Colour Pens and markers
- Flipchart
- A3 sheet of paper
- Magazines
- Internet access

Activity 1: Creating a vision for the place where you stay

Step 1:

The first step involves visioning. A vision means what you would like the future to look like based on your dreams and goals.

- Sit in pairs and discuss what you would like to include in a vision statement or picture for yourself and the Moletele Community.

MOHLATSI BODY LOTION



HOW TO USE IT
-APPLY IMMEDIATELY AFTER BATHING

INGREDIENTS: MARULA OIL, ROSE GERANIUM,
ALOE FERD, EUCALYPTUS OIL, ALMO
ND OIL

CAUTION: FOR EXTERNAL USE ONLY

LOGO: THINK MIDDLEHOLD THICK BEAUTY SKIN
FACE WASH, SOAP

PLATIT DEVIL'S CLAWS

Dei

SOAP - SCRUB your claws away.

Mariep^{-maale} Face wash



How to apply it: Apply on a dry skin and gently
rubs for 2 minutes and wash with warm or cool water

Ingredients: Devil's claw oil, carrot roots

*Sapon hydroxide, calcium, potassium
Lactate*

Caution: Avoid your eye area

Organic Farming. →
 * Produce * Spinach
 * Beetroot
 * Carrots.

PERFUME BUSINESS →
 * Lotions
 * Anything related to beauty treatment.

Bio-fuel Farming →

TOMATO Farming →

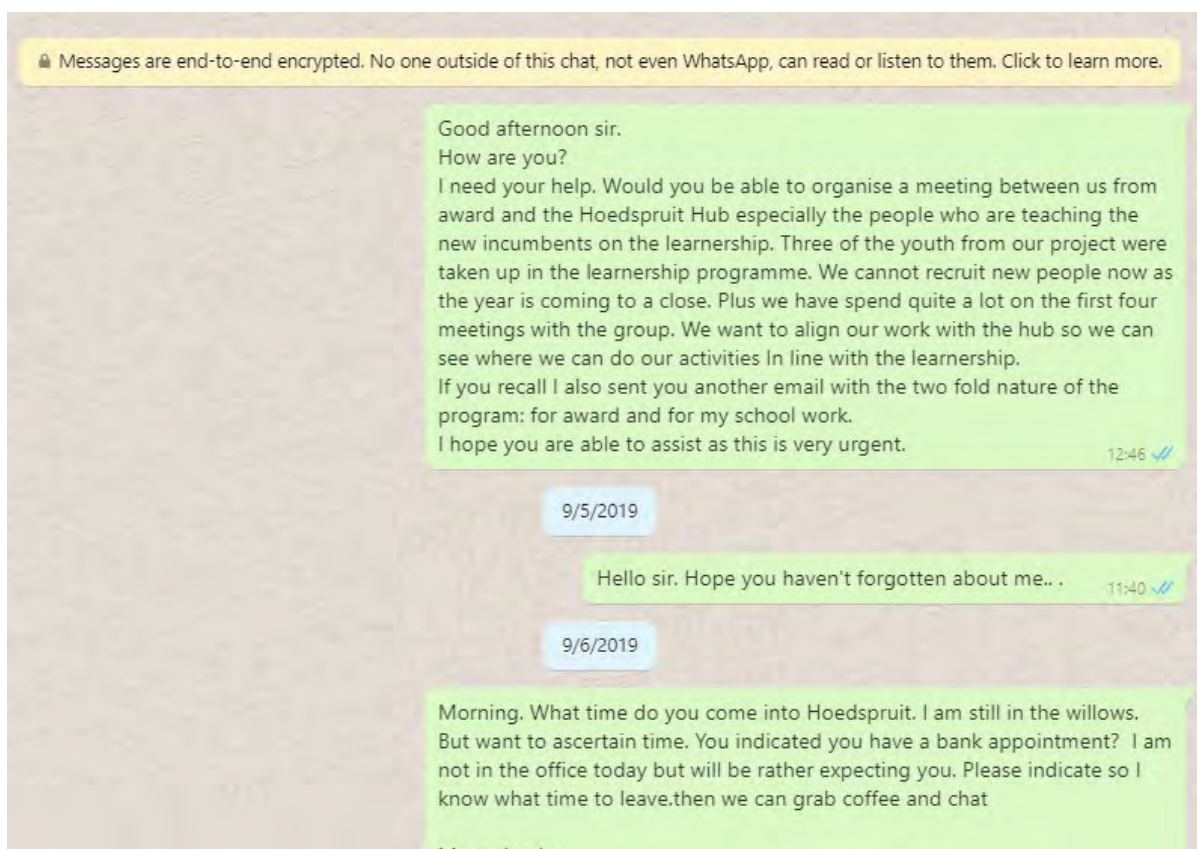
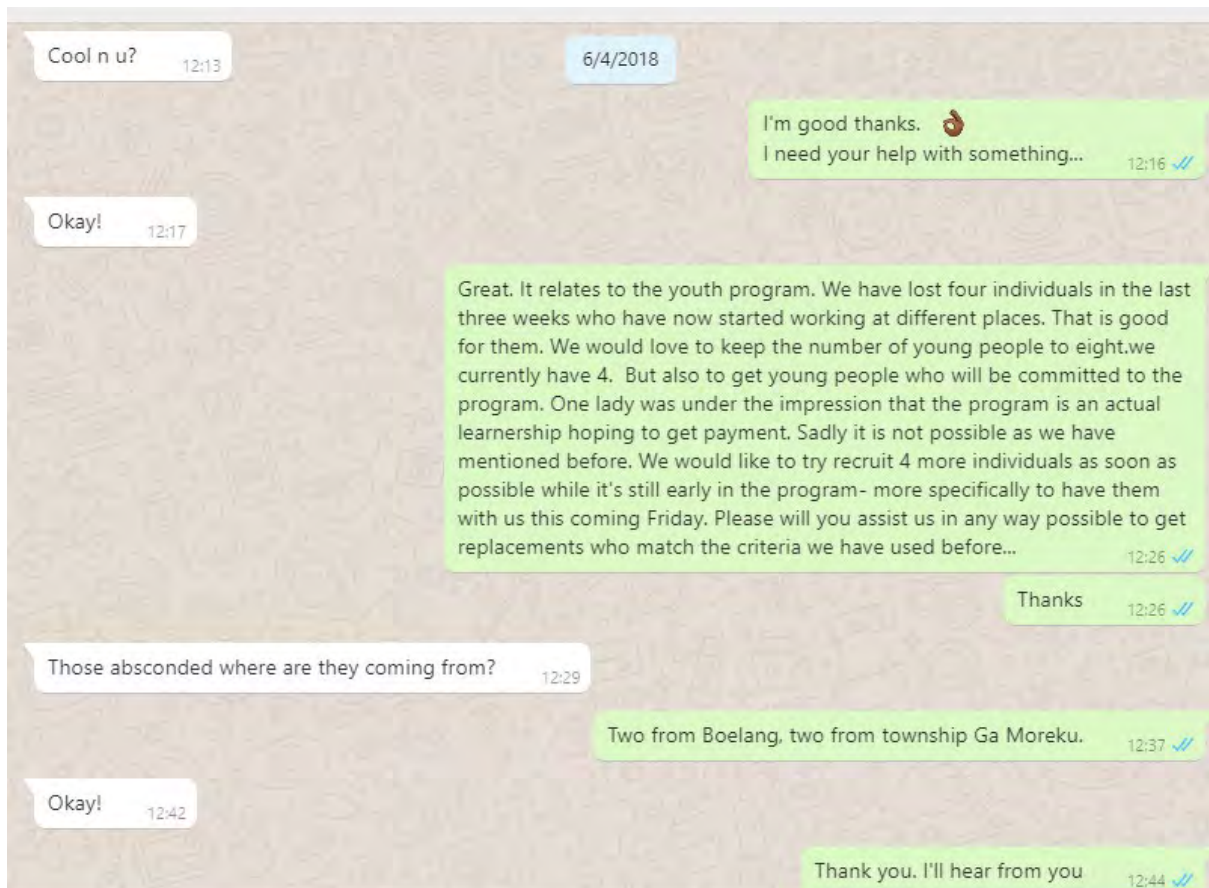
GAME RESERVE WILD ANIMALS TOURIST ATTRACTIONS. →

MEDICINE SHRUBS →
 * Produce herbs.

WhatsApp Group Data examples



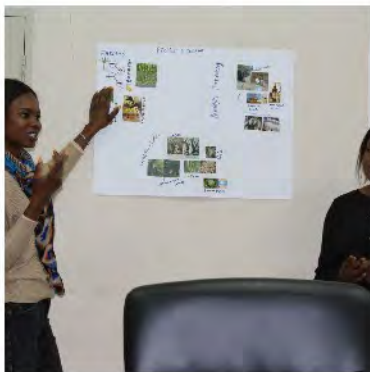
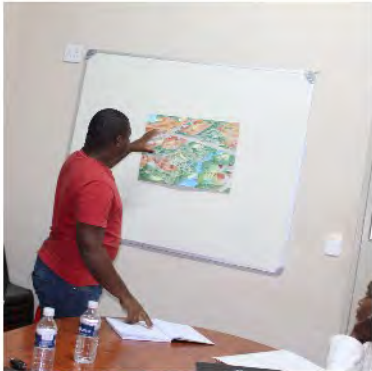
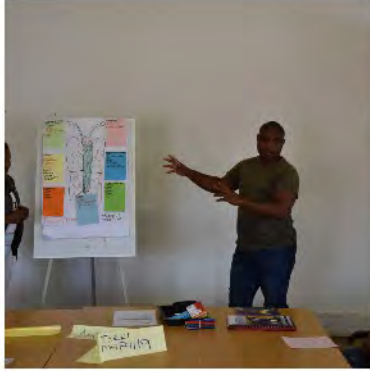
i like this one 🙌



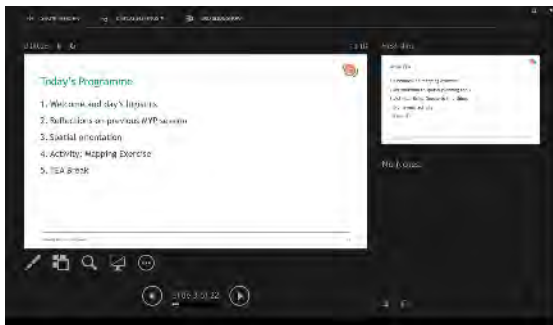
WhatsApp Chats used to communicate with youth and CPA Committee members.

MYLP Activities



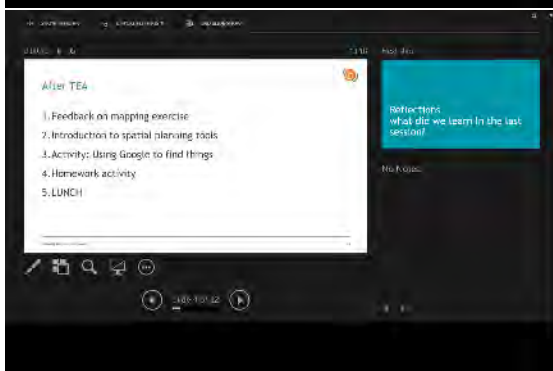


Support Materials:
Presentations developed and used for the Session Orientation



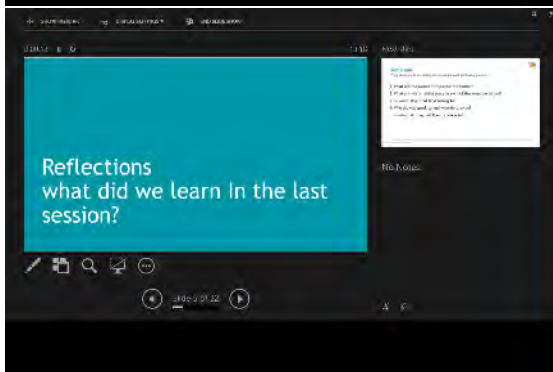
Today's Programme

1. Welcome and day's logistics
2. Reflections on previous MYP session
3. Spatial orientation
4. Activity: Mapping Exercise
5. TEA Break

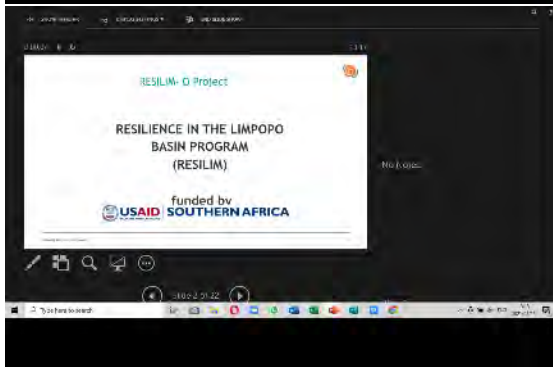


After TEA

1. Feedback on mapping exercise
2. Introduction to spatial planning tools
3. Activity: Using Google to find things
4. Homework activity
5. LUNCH



Reflections
what did we learn in the last session?

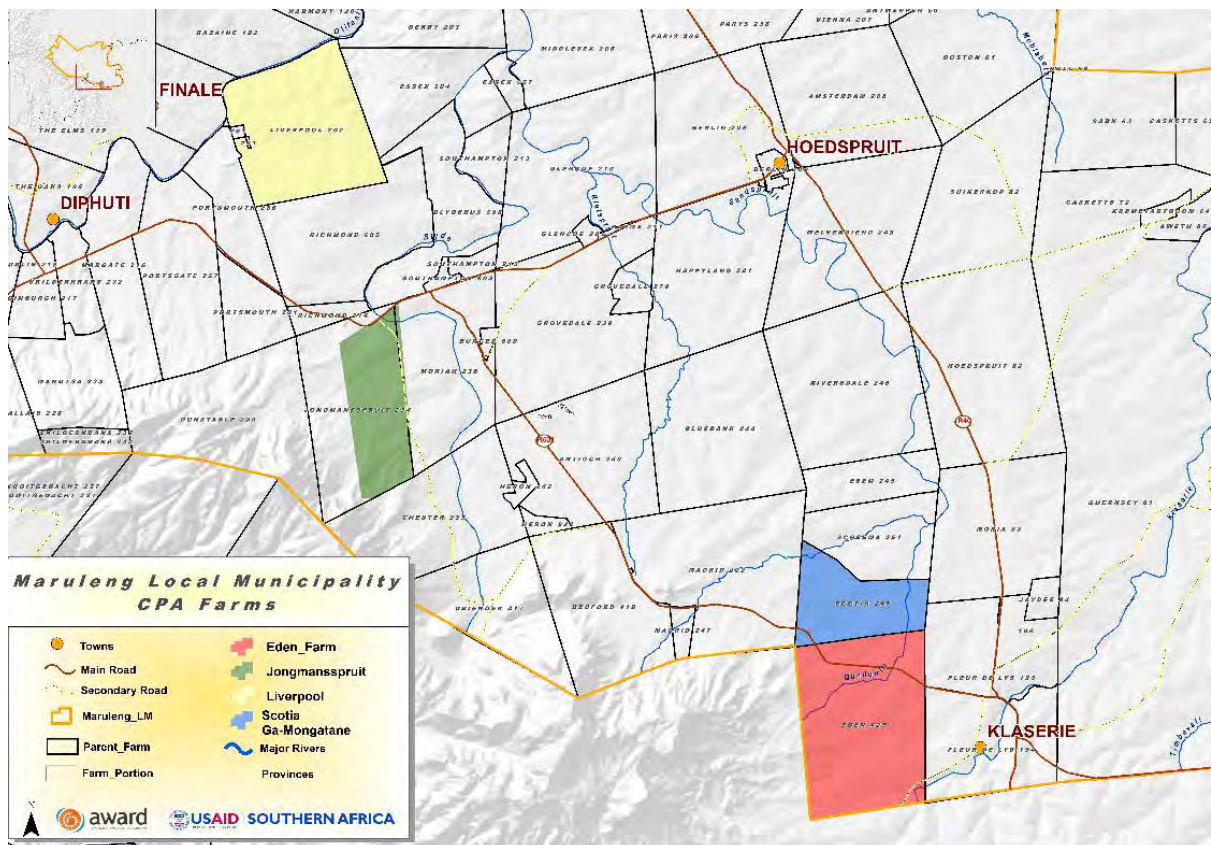
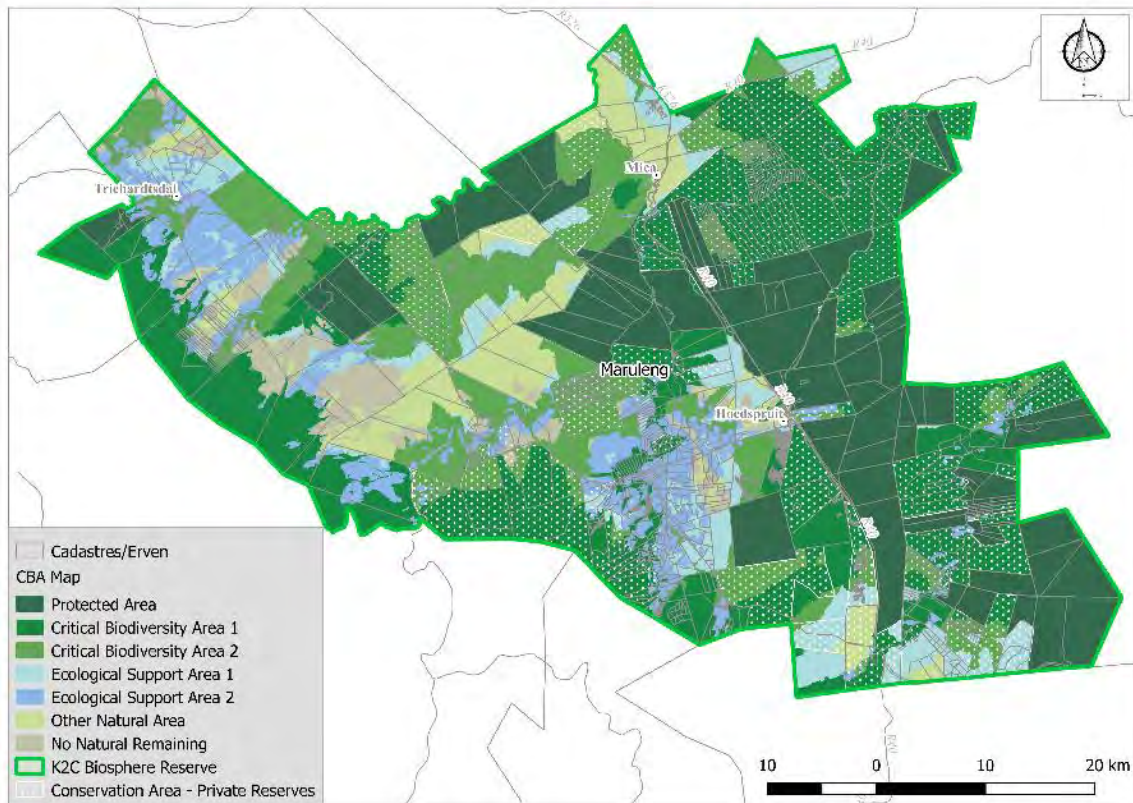


RESILIM- O Project

RESILIENCE IN THE LIMPOPO
BASIN PROGRAM
(RESILIM)



Maps of the MLM where the MCPA owned land, were used to refer to places visited as a way to situate learning



MYLP Applicants

A	B	C	D	E	F	G	J	K	L
Name	Surname	Gender	Beneficiary address	ID	Age	Grade 12	Computer course	other	vidence of course obtai
1	Excellent	male	New line	9603195386083	23	yes	N	Municipal admin, public law	
2	Tseke	female	Township Ga Moreku	95015151228086	24	ABET	N	MYP 2018	
3	Lorraine	female	Township Ga Moreku	831023037080	36	yes	Y	entrepreneurship and business	
4	Lucia	female	Township Ga Moreku	930821040089	26	yes	Y	tourism	
5	Sibongile	female	Township Ga Moreku	9611250836082	23	yes	N		
6	Thandy	female	New line	8301270428083	36	yes	Y		
7	Agreement	female	Township Ga Moreku	9106141053088	27	ABET	Y		
8	Mygiri	female	Township Ga Moreku	8012241315081	39	yes	Y	entrepreneurship and business	
9	Tshepiso	male	Orland East	9801056249081	21	yes	n		
10	Adelaide	female	Township Ga Moreku	8801020707082	31	yes	Y		
11	Girlsie	female	Township Ga Moreku	8301130896081	36	yes	Y		
12	Eugene	male	Acornhoek	91121752082	27	yes	N		
46	Plantina	female	Township Ga Moreku	9007010532089	28	yes	Y		
47	Christina	female	Arthurseat	8805210998088	31	yes	Y		
48	Kgaagelo	male	Township Ga Moreku	9205286121088	26	yes	Y	dinaledi pack house	
49	Petronella	female	New Line	9706041024087	21	yes			
50	Florina	female	Acornhoek	7002250382081	49	yes	N		
51	Boitumelo	female	Buffeishoek Trust	9607241249088	23	yes	N		
52	Morne	male	Buffeishoek Trust	961165848081	23	??	Y		
53	Clifford	male	Buffeishoek Trust	941155991086	25	yes		business planning course	
54	Reshokwetswe	female	Casteel, Dikgongong Trust	9302131094089	26	yes	Y		N
55	Phetogo	male		930923617083	N	N	N		
56									
57									
58									
59	male								
60	female								

All applicants

Moitelele Addresses

Criteria

Telephone calls

Group 1

Group 2

Success ...

Selection criteria for the MYLP



Moletele Youth Project

AWARD & MCPA Field Participants

As part of our collaborative work with the Moletele CPA to develop a land use plan for the Moletele CPA, selected individuals from the Moletele Community will take part in a learning process to learn more about their land, the opportunities it may offer and compile information using a field book that will be based on biodiversity or the natural features found on their land. This field book will be useful for developing the capacity of young people who are beneficiaries and allow them to contribute and participate in some form to the decision support for taking community resolutions for land use planning. The learning will be field based and some tasks will require participants to complete individual work.

Criteria for selection

- Individuals must be beneficiaries from any of the five constituencies of the Moletele Community
- Individuals should be unemployed and between ages 18 -35
- Minimum level of education: Grade 12 or equivalent to Grade 12
- Applicant should have basic computer literacy
- Individuals with a background in Geography, Biology, Natural Sciences, History/ Human and Social Sciences, Economic Studies/Business Studies, Computer Sciences and Agricultural sciences are preferred but selection is not limited to individuals who have completed the above mentioned subjects.
- Males and females are advised to apply
- Youth will be screened after submission of CVs to determine level of competence and selection.

Responsibilities and expectations

Successful candidates should be aware of the following:

- Participants are required to be available twice a month for at least four months.
- It is expected that participants contribute to all sessions.
- Field activities may take up an entire day so it is expected that participants should clear schedules for days of meeting.
- All participants will have to complete an indemnity form to commit to the programme and to state any health related issues to be made aware to the facilitators.
- Please be informed that this is not a learnership, as such participants will not receive financial incentives for participation, AWARD will however cover all expenses for field work, travel and food.
- Participants will be responsible for preparation of food for meetings.
- Participants have to adhere to all agree rules and agreements. Failure to do so will result in the participants being removed from the programme.
- Upon completion of the field book activities, participants will be expected of participants to provide feedback to the Moletele CPA in the form of a formal presentation.

2018 Moletele Youth Learning Programme



Appendix D – Participant Profiles and Interview Schedules.

Moletele Youth participant profiles

1. Comrade M

I Comrade M from Greenvalley, Bophelong village. Attended primary in Hloaia Chiloane Primary School. Matriculated from Maphuthaditjhaba High School (2010). Currently unemployed....Live with dad, mom, Nhlamulo & last born. Dad is retired. Mom: general worker at Maphutaditjaba

- Brother: Part time matriculant...doing accounting, passed but upgrading his marks.
- Grew up in GreenValley.
- I lived in Pretoria, Tzaneen, Giyani and Nelspruit.
- PTA: living with cousin looking for a job
- Nelspruit: Studying in TUT
- Tzaneen: staying with cousin, helping her with business [short term money loaning business]
- Giyani: stayed with aunt, as a child before I went to primary school.
- I identify as Zulu and Tsonga (mom).
- I am not sure how we ended up living here as a family.

When I finished school I wanted to do LLB. So I went to TUT to study (2012 – late 2012). [I still want to do LLB.] Then I dropped out due to financial struggle. I did my first semester. I didn't have money to register for my second semester. From 2012 Dec – March 2013 I was in Germiston looking for work. I came back around March. I then went back three months later. Then eventually came back home the same year. I went back to check if I could find a job. I had a job with KEDA, for two months then came back. The reason I came back was because they were relocating workers to Rustenburg and decided to come back home. I was young and didn't want to go far.

2014 I joined politics [ANC]. I was elected deputy secretary later in the same year. 2015 I was still serving as DSG until 2016. 2017 I was only participating as a member of the ANC. In 2019 (27yrs) I was elected as ANC YL secretary [Repo Machate Branch] which is in ward 15 (my jurisdiction makes up around 8 villages).

2. John the Baptist

I am known as John the Baptist. I discovered that the history goes deeper than that. I am from a family of five. Mom, three siblings and I. They have their own father. I am the only one with my own father, and have coloured lineage. I went to school in Laerskool Mariepskop (1999) [and pre-primary 1996], then attended Hoerskool Marenky in Tzaneen [2006]. Due to financial issues, I had to move to JHB to my brother in 2009, when I was doing Grade 11. 2010 I came back to Hoedspruit Independent College. I always loved cars, so I felt the best career to do was diesel mechanic. There was no space for NATED courses, so I had to do levels in the college [Phalaborwa]. After the second year, they told me the Acornhoek [Enhlanzeni] FET had the NATED courses, so I came here in 2013. [back] and started my N2. That is when the complications started. I was hoping to go through the college and do what I love, finish so I can get a job and to be able to help my mom.

I started in May. But there were some issues with the pending results issues. What that is, is a when they feel like you have overachieved, and suspicions that papers were leaked. So that happened a lot. And there were a lot of us. So I gave up on that. 2016 I got a job in Lydenburg USave. I started as a general worker, then a cashier. The paid was not good and the work load too much. At the same time I was given the opportunity to be a trainee manager. I couldn't because that required a lot of travel, where you had to pay rent in different locations, so I quit. At around 2013 in August, I started my spiritual life. I was told I had a calling to be a preacher. During one of the sermons, that was when I was I was told by the guest speaker to be a preacher. I tried this it didn't work, I would get injuries at work in Lydenburg. Then my mom suggested I come home to focus on my calling. I preached for the first time in 2016 in August. I am still in the process of my spiritual call and am being mentored- I was told that in a space of 15 years, a lot will happen for my ministry to be established. In 2018 September, I have a cousin in Lydenburg who is also a diesel mechanic who stays in BPLM, and another cousin in PLK, given the fact that in school I wasn't just looking at wanting to be a diesel mechanic. So we thought of starting a company. We registered that company after realizing that there is a lot of work for us to do as black people to help our parents and all. So since there is distance between us, it took us a long time to get to where we are now. The only thing left is that we had to start working. The business is mainly to supply protective gear to various institutions such as mines, FET etc. but we also registered as construction company in 2018. I helped out in 2016 as my cousin got a sub contract to build some offices in some schools in the area I am from. So with that I have a bit of experience in knowing how to do accounting, pricing in building etc.

I can't really give up on the diesel mechanic dream. You can never be too old to study. I am no sure what will happen between now and July [2020] My plan is to go back and register to fulfil that part of my dream. It is always good to have a qualification. I want to be a good example because some people can hide behind a pulpit.

3. Cindy M

I am Cindy (Civilian) from Township Ga Moreku. 7th child in the Mapaila family. At home, it is just me and my youngest sister. In total we are 8 children. 5 boys and 3 girls. I have one son. I have no parents. My dad left us in 2007, my mom in 2015. The rest of my siblings are working. Some have their own homes now. Two of them are the ones that come home [to visit]. Those two (brothers) are not married but have partners. At home I live with one of my brother's children, two of my sister's children and two of my younger sister's kids. So there are eight of us staying at home. I am the oldest in the household now. Five kids receive social grants. For my child I get R430, R860 for my sister's kids and R860 for the other two kids of my younger sister. All the money was given to my youngest sister as she was taking care of the kids. I was working temporarily last year at the house of my son's grandmother. I was getting R650 per month: 7 days in, 7 days out. I eventually left that job as the money was too little for me to say I would be able to support our family. My sister's kids stays with us, our sister is married but the husband is not father to these children. Our brother's child is also staying us, because the mother to this child is working but raising her own siblings.

I went to Motlamogatjane Primary and Letshitele High School (Newline). In 2014 I failed matric, then I had a child in 2015. So I couldn't go back because I did not have someone to stay with my son. I went to ABET in 2018.

I wanted to become a social worker. I want to assist orphans, elderly people. An alternative for me was administration. I wanted to be a clerk that assists in schools as I saw that these schools did not have clerks.

I attend church and love God. I love laughing, when I am aggravated, I am unable to pretend. I am respectful to parents and in general am respectful to people, just as they respect me. I am not married.

4. Queen...

I am a 33 yr old woman. I come from Newline Village (Acornhoek). I am a beneficiary in the Moletele community. I live in a house of four (my mom, my aunt and my younger brother). I have a child but she stays in Venda with her father. I went to Aplos Chiloane Primary (Newline) and matriculated from Marubathota High in 2007 (Boyne). I worked for a year as a general worker at Vleislapa (PLK) at the beginning of 2010. In 2012, I registered at Sir Val Duncan to do building construction. I wanted to do IT but changed due to financial constraints. I did masonry for a year, I dropped out after failing. In 2013 I did nothing. In 2014 I did food prep course at Palaborwa foundation for 6 months. I also wanted to do this as well. In 2015 I worked at Shoprite as a tea packer. In 3 weeks times I was a cashier and was that for a year. I worked one year in Oasis (Acornhoek) for a year (2017). It closed in August 2017. In 2018, I registered for ABET school. In 2019 June-July, I did a computer course with Bushbuckridge Youth Development. I was registered for Entrepreneurship but didn't start with it. I still wanted to do IT or Business Management. The idea of going back to school for a 3 year school was frustrating.

Interview Schedules

Interviews Schedule: Date: March 2020

Location: Acornhoek Mall, Bushbuckridge Local Municipality, Mpumalanga. Coding during transcription!!

Colour codes >> themes on the spiral..

Interviewee: John the Baptist>> assigned name (as he refers to himself)

Location: [Acornhoek Mall, Spur Restuarant] 03 Mar 13.47

RQ: What role can young people play in land custodianship in a land reform context: Learning about biodiversity and land use planning to nurture custodianship...

WM: Do you know which constituency you're from?

JB: no

WM: do you know what a constituency is?

JB: I can't even pronounce that word...

WM: let me explain it to you then....

WM: what do you know about the farms that are owned by the Moleteles

JB: I would not say I know much, but I remember my uncle went up and down concerning land claims. He was one of the people we saw going to PTA during the time before they claimed the first few farms, He was acquainted to a lot of the Boere then. So what he told me was they are currently trying to claim land. There are people who come from that side, land was taken from them in a very unfair way and they want the rightful owners of the land to benefit from it. Out of the farms, they are going to start farming, teach people how to do farming/

WM: Okay. Do you know how many hectares of land they have claimed/

JB: that times, I was told about the 55, 000ha.

WM: Alright. Have you ever been part of any CPA or community meetings?

JB: The community meetings in my area, yes, as for the CPA – no.

WM: what was the meeting about?

JB: normally they would come and talk about the funds that are currently available to the people. The people they are going to be appointed. So we didn't have enough information- I felt according to me that information was somehow withheld. Almost most of the times it was just about those two things

WM: when did you find out/ know that your mom was a beneficiary?

JB: I was raised by my grandparents before they passed I was staying with them. Grandfather would always talk about how his cattle were taken. He didn't really want that place, but due to the fact that he had cattle, he had to choose a place that would good for his cattle. He also talked about the emotions, how he felt when they had to walk from that side to this side. I grew up knowing, when I was in primary school. Every time when my uncle would take us that side [school] or my grandfather would say "we used to stay there". This and this took place here etc...

WM: and you would never go to that place

JB: well he would point it out, especially when we go to Swadini T junction he would point to what would happen where.

WM: so you have engaged with someone in your area, do you know how much they were getting?

JB: I know my mom had the ticket to prove that she was a beneficiary, I think the first payment was R3k and the last two were R5k. As I said, little information was given to us about that until I joined this program.[first tea break!!!]

WM: When your mom told you about the annual money they are getting, did you at any point not ask why they were getting the money?

JB: I did ask, and then they spoke about its what my uncle was going up and down for the land that was taken from them.

WM: okay that is fine. ...

How does the CPA Com give out information in your constituency [about the MCPA?]

JB: they normally go around in a bakkie with a loudspeaker to announce that there is a meeting at the Primary school- which is the only school there, with date and time. On that day we then go and gather to hear what the meeting Is about

WM: so this ticket that your mom has, at what time would you qualify to have one?

JB: I think it would after she is gone, because it is one person per family/household.

WM: so if you decide to get married now, move into your own home with your wife, are they going to get you a ticket as well?

JB: That is information I do not have. I am not so clear about that. All I know is I am my mother's child, the only person that is going to be getting money is her. If she passes on, one of her children will have that card. I have not asked as far that. My two brothers are staying alone, but it is still my mother getting the money.

WM: okay. I was asking this because, another member in the meeting as we were discussing before you joined, said that her mom was refused registration and unfortunately now that she passed they are unable to register them. It is a political thing. If for example your parents separate, who would get the ticket? The rightful person born in the lineage or the one married into?

JB: oh, as far as I know, we have always been in the Chiloane family. My aunt has her own ticket. My other aunt has her own ticket.

WM: and you're staying with your aunt in the same house and she has her own ticket?

JB: yes.

WM: and she has the same surname?

JB: because all my grandfathers children, have their own tickets. I think the problem comes if comes to the next generation.

WM: so In the next generation, you John and Queen will have tickets?

JB: I doubt. I think we will hold on to that one ticket. They are very strict when it comes to giving those tickets to anyone.

WM: it would create problems because people will register anyone for the sake of..

JB: well they are already doing that, but you wouldn't know.

WM: right... according to you, do you know what the role of the MCPA, for the community?

JB: to be the people out there to create opportunities, make sure that things are still, they are an administrative office. Every beneficiary cannot stand for themselves, so the MCPA is there to represent the community/ to know what it is what and what they can do with the land that is given to them

WM: okay. And do you think there is a need for young people to become involved within the CPA? And if so why?

JB: Yes, I feel like there is a need. As I said, before I was told or even I attended one of the sessions of this program, I wasn't even interested because I felt like "arrgh" what is there for one to do, there isn't much. At some point they were doing computer training, that was as far as that. Now that we got into this program, I saw that there is a huge gap that needs to be filled in terms of giving people more information on how to get them involved or how they can contribute to the elders that are currently running the MCPA. So much information has been withheld. Yes I understand that certain information is not for everybody. Somehow somewhere the information that I lacked, and the information that I accumulated since I started attending

the program, I realized wow, there is so much that we were not aware of. So involving youth will also help the people that are beneficiaries have more understanding, have them more active and the people understand that they can achieve more together

WM: it could be a similar question but what do you think the MCPA needs to do now going forward? **Or what do they need to start thinking about to be able to involve young people?**

JB: youth are people that are creative, energetic, they can go the extra mile. So there are certain things that, due to... the certain people that I see in the MCPA now, are mostly elders or people in their late adult years. So when it comes to involving youth, they should involve them in places that they fail. In terms of awareness, create an awareness program. The youth from beneficiary families, have a day once or month or so where they can revisit certain places, be told the histories around certain places, and then there are the part where they can talk about business opportunities that can be created with the land that has been claimed but is not currently in use. Like a park, a theme park, or something like that. Which will obviously create opportunities for so many youth people.

WM: okay.. so bearing in mind that the committee works with the community, and that community is comprised largely of parents, aunts, **uncles...do young people need to form part of that other group of the community?** [why young people specifically?]

JB: since we come from a cultural side, I felt the youth need to be independently given their own side which they can get together, tackle and solve problems, deal with challenges and so on... and then after that, the elder group, or the youth will consult arrange meetings the elder group. Telling them what they have discovered, what they talked about. To talk about the challenges faced by the youth and the community, that way they can work hand in hand to achieve something.

WM: okay I hear what you are saying. **Are you aware of any CPA in the country where A CPA operates with youth?**

JB: No, I have not researched that far.

WM: You went to a training in Legalameetse Nature Reserve for two days [This is the nature reserve co-owned by the other CPA that we work worth]. Was there anything that you picked up that indicated to you that youth and elders are working together?

JB: Well, what I [picked,] observed was that the elders want to remain in charge. I feel like they do not trust the younger group to make decisions that will be beneficial for everybody. So although they spoke about youth involved, but what I saw from the chairperson or what I heard was they make the final decisions. So there isn't actually- because in working together is sorting out your differences, and actually coming up with a solution on how to move forward. What I observed there, that was lacking, there was no point or part or place that youth can come up with something the elders can approve

WM: **do you think there could be a reason why they do not trust young people?**

JB: according to what I heard it was said that today's youth is ignorant of so many things. And lack of knowledge of what those elders went through during those times could be easy for the youth to just sell off land or give away something that shouldn't be given away, which should be kept within a specific group of people/race.

WM: that is a deep point. **So basically they were saying young people won't/aren't able to appreciate the...**

JB: they don't know where this thing started and what certain people experienced to be where they are today. So it will be easy to just to say aah, I want to move to this city, so let me sell this land and move on.

WM: so I say they do not have that understanding, what can I do as a CPA member to ensure that they have that knowledge?

JB: Well, I would say I would partly agree with the elders. It is like when a person is given a car at home, they do not know how much it costs to pay instalments, they do not wake up in the morning to go work, and then they don't know how it feels to take something out of your salary and make sure that the family is taken care of. So you give the person the car and they will drive it as if it is something that is, that you can purchase that easily. So what lacks here is awareness, to teach the youth, the youth needs to be taught what it means to be a beneficiary of that place, what the elders went through, or what took place back then so that after they have knowledge I feel like there could be a bridge between the two groups to work together.

WM: eeh, do you think that by purely knowing why we have this land back would be enough for a young person to want to better take care of the land and not selling it off? Why wouldn't they want to do that

JB: I do not think knowing is enough. It is like owning a car or house or being from a specific kingdom. You don't know how long your father had to wait to become a king. You don't know the rules, regulations that come with leading people. How you need to be fair and you can't choose sides. So the part that lacks is the part where they need to be taught how to stand on a specific concrete place in order not to give off what they have been given so freely. So what lacks or what I feel according to, if this given to the youth, that part will always lack where they need to be brought to a place where they are given understanding, and with that they can be able to make better decisions. So I still say getting elder people to sit with the youth. If they created more programs or opportunities for people to revisit that place then people will have more understanding of where they come from and what they went through to be where they are today. And like that you hold on to something so dearly than just to give it away

WM: so we have covered basic information and institutional process. We shall now go into the learning program. Right, do you know how the MCPA Comm formation process unfolds?

JB: ya I think I have an understanding, even being there at the Legalameetse workshop, somehow gave me an idea. With our side, ii remember there was somebody In the family that was told to go and submit their names. But the problem with that is that they do not involve everybody, the information is withheld from particular people. And you normally find out on the day when they are voting that they are voting for candidates who are going to be part of the Committee. Because they are given a certain period to sit in that sit to do a specific task or job. And after that they need to step down so that the other group can...At the workshop I was told this part about the founders and how it expands to an organization, how it works. You can never be in power for...you are given a specific period in time to do a specific task and then after they have to be.... So this side as well, I remember when they were re-electing the current committee. In every village they chose one particular person, from there we as a village then go and vote for one between the two people.

WM: So how do they select those people for which you will vote for? [nomination]

JB: since there are primaries this side, there is an election box, where you write down the name of the person you want to vote for and put it in that box. From there they take the names from

the election box, and take the names of people with the most votes and then they call a meeting which everyone goes to Scotia and then present the new board members.

WM: so each constituency selects its own...

JB: representatives..yes.

WM: So when you said primaries??

JB: oh I was referring to Primary schools.

WM: oh, its like a venue. So what skills would you say you have developed or sharpened in this learning program?

JB: I had no skills

WM: that is not true

JB: No, I mean understanding on how to apply. Although you may be skilled, knowing how to apply certain ideas and knowledge, I had no knowledge of anything. So as I became part of the program, they told me about, what land assessments, biodiversity, I was taught about zoning, and about different animal species, plant species, and how important each and every group- difference between grass, shrubs and trees. Now all those are things that I know have knowledge of and a bit of understanding.

WM: so what new concepts have you learned that you didn't know before?

JB: land assessment, should I be dropped in a land and asked to assess this land I would have no idea on where and how to start, I didn't know how to see the difference in biodiversity and I also didn't know the importance of zoning. Species of trees, shrubs, grass. I know have that knowledge

WM: throughout your engagement with the team would you say you guys have demonstrated an ability to work together as a team? Can you give me an example.

JB: I think we came to a place where we did. There was a lot of group work, group discussions, presentations, so we were helped to conquer specific fears, where you are now free to stand before people. And taught to stand before people and conduct yourself during presentation. Also the part of teamwork, the part we were given the task to cook. If there was no teamwork there would have been a lot of arguments, we will arrive at a specific meeting agreement get there and this person didn't do their part. To as many as I have attended there was always a person who was given the task to prepare food. Somehow somehow it always worked out. There was always a meal for each and every person. Due to the people given those responsibilities. So I feel that was somehow a way of being taught how to work together. Because each person would do a part and bring it together.

WM: based on that and based on your own knowledge what are things that make a good team?

JB: accepting how diverse we are as human beings, being open-minded about ideas, don't be too quick to shut down ideas, always encourage a person to reach a point where they can, even if it is a smaller thing, to be creative and come up with something. It may appear dumb to the next person but it is always the foolish things that can work out as something. Undermining one another is something that needs to be out. Agreeing with one another is essential. Respecting one another as a team and understanding we come from different backgrounds.

WM: Cool. What have you learned about business planning?

JB: it gives you a solid idea or direction of what you need to be workin on. Like I cannot say that I want to start a car manufacturer but all of a sudden I am making perfumes. So a business idea somehow helps you tackle the most essential part of what needs to be done in a business you feel you want to venture into/

WM: so you are talking about business planning or business idea

JB: business plan gives a direction on what to work on when you have a business idea. Plan everything surrounding everything you want taking place.

WM: give me three things to have as part of a business plan?

JB: An idea, A plan. Implementing the plan.

WM: when you say implementing are you referring to...

JB: you have your idea then your plan, the things you need to tackle, where to start, where to go when you have started who to approach, who can invest in your business, and then you implement all the ideas and plans that you have brought up in order to manifest what you had an idea of.

WM: did you learn anything about LUP?

JB: yes, I was told that when you buy land, when you have assessed your property or land, you can now zone into different uses, into different kinds of business, for recreation, for tourism, but it all starts with when you have assessed the type of land that you have purchased.

WM: what will the assessment help you with?

JB: it will let you know what kind of businesses can be established in a specific place. It will tell you, if you have cattle and you are farming, is that suitable for farming, wildlife, recreation etc.

WM: okay. Who do you think would be interested in what you have learned in this program?

JB: people who are not lazy and who are interested into tomorrow. Because I have learned that the decisions that you make today will determine your tomorrow. So only the youth that are somehow concerned about what they see taking place today will be interested and say since I have ideas and since I have a say in this and that let me be part of this program so my voice can be heard.

WM: okay. What was not covered that you feel would have been beneficial to young people?

JB: that is a difficult one. Okay. In a group we got different characters, and in a workshop you are brought to develop yourself to the best potential. SO I feel like at times we needed sessions with our facilitators, time and time we are asked about what we know so far, and what we have learned so far, in order to know if everyone is on the same level. And know that this group has the potential to go this far, do that or will not make it this far according to how you have assessed us this far.

WM: that is the exact design of the program at AWARD. We are supposed to go back and see who is falling behind, who needs help, and that is what we did in 2018 in the pilot programme. The selection was rigged and we had a group of 8 girls. We had to go back then and build them with computer skills. It is an interesting point, it is scaffolding.

JB: oh I didn't know it was called that.

WM: what activities did you enjoy the most and which didn't you?

JB: Presentations and I enjoyed being in the field. Especially my first session was when we were taught about land assessments and I was mind blown. I found that very interesting. And the last one where we were searching for different types of species knowing that in this place that it is like this, you can do this, and this type of animal was here. So seeing that made me more interested

WM: You would have enjoyed the trip up the mountain. which activities did you not enjoy

JB: the cooking part

WM: why

JB: I am from a family that loves cooking. So I am very sensitive on what I eat, where it was prepared and how. Those type of things were my concerns but since its part of teambuilding I sort of

WM: oh you didn't like certain ways the food was prepared?

JB: yah,

WM: oh okay. Was there anything else...what do you know about the history of the Moleteles?

JB: No...

WM: do you even know what *Moletele* means?

JB: No.

WM: You talked about your grandfather. Did they not go a step further about their history?

JB: He did explained concerning that. They even had skills on how to survive should they not have any water. He even knew which tree do you need to dig next to and you will find something to drink. There are trees that you can get water from their branches, roots. He spoke about the Chiloane family specifically, saying we are from Botswana and moved along until there was a disagreement between them and the Swatis-the Swatis wanted the Pulana women. So they went all the way from Nelspruit through the mountains until they came to a place next to Legalaemeetse called Mashiloane. That is where the Chiloane family gathered and started spreading apart to where we found ourselves. I also heard in some year- there is a gun, which my grandfather used because he fought in WW2. *Piet*, I forgot the name.

WM: so he has that gun?

JB: it is in the scotia office.

WM: really? And you have never seen it?

JB: I don't know if they have moved it, I remember going to PTA saying they are fetching the gun that belonged to my grandfather.

WM: Interesting. What do you know about land reform and restitution?

JB: Land reform: I don't know what it is.

WM: let me explain it to you briefly. Then you can attempt the next question. You know the DRDLR? It is a program that was commissioned under the presidency of Mandela. So the land reform programme was set in motion, as a way to rectify the wrongs of dispossessing people

of land, so you have that land reform, and in that: restitution and redistribution. Restitution is restoration of the same land. Redistribution is giving/redistributing alternative land. Based on this, is learning about land restitution important as young person [who is a beneficiary]

JB: it is. You will now understand what happened. What needs to take place on the fact that the land is given back to you. You need to understand what to do with the land given to you.

WM: so is it important to know about restitution, reform or what I do with the land?

JB: you need to know about the restitution and then from there you can decide what I need to do with that land. It is useless to be given something you have no knowledge about. You are going to do whatever. It might not survive for the next generation to know is this place what is it for, what is the history behind that place. The teaching about the place, an understanding is very important for those who have no knowledge about.

WM: thanks. I think we are done. But let me check...do you know what a custodian is?

JB: yes, Derick explained as an owner of that specific land in place. You move from being a beneficiary to being a possessor of that place.

WM: are you sure? Who is the custodian between the MCPA Com and the community?

JB: the community.

WM: and MCPA?

JB: MCPA Comm are the people that plan on what happens on the land, what to do and how it will benefit the community.

WM: A custodian is selected to take care of the land on behalf of.....so the MCPA would be the custodian of the land on behalf of everyone [owners]. [The CPA Act states that a CPA must be formed, and a committee exist to manage the affairs of that land on behalf] What would be necessary things to have to be a good custodian?

JB: because now you are given the responsibility The decisions you make will affect the owners. It goes back to understanding the roots, where everything was developed, how it started how it got to where it is now. And then you know that the decision you are making is not for now, but has helped the people who were forcibly removed, now have a better opportunity in making something out of all those years that they could not have access to the land that they were rightfully removed from. So getting understanding...

WM: Is if I don't have that understanding of the roots, I cant be a good custodian?

JB: I doubt you would be

WM: why?

JB: Because if something isn't, if you don't care about something, it is very hard to care about it. You need to be in a level where you care. And then after you have got the understanding of why you need to care for this place, that's where the decisions that you make will be based on making decisions that are beneficial to those you are representing.

WM: we went out to the farms, you weren't there?

JB: No.

WM: eish, so we went there to visit a few farming enterprises. So was asked them to tell us more, and they said the MCPA owns the land, and 51% of the farming enterprise. We were

given some serious numbers, exporting to various European countries. These farming enterprises make millions. I was chatting to your team member earlier, and we were discussing the numbers. Currently we have approximately 6,000 households. If each household gets R5000,00. That comes to R7.5million in payouts in one year.

JB: Yho..but it is not given out yearly.

WM: Let us talk about a year in which it is. So they told how much each of those enterprises make which was about R15million annually. I think the one farm made R15million after expenditure. And the question was should we reinvest or payout. So for someone who does not know the history and comes to join the discussions now and the only thing they hear is how much money is made. Does that person not have enough motivation to become a good custodian? Do they still need to know the history? Roots?

JB: well, I understand the money part, it still leads me back, will you be interested- all along you were not interested or did not have knowledge now you suddenly you wana be interested because you hear the numbers. Where the numbers can a problem to a lot of people or even those who are within the MCPA because now people are going to think these people are all about eating money and not really understanding the processes taking place,the people they have to pay and so on. These are things people need to understand first before they can be custodians. Not just say I heard there is 60million rands, let me be part of it. As they said in Legalameetse, when they reshuffle or re-elect new members, it is normally 50% new and 50% remain where the tradition is kept within the group and the new ones will learn from the elders. The next term, those who were new would be old and the new ones will learn from the old.

WM: that is a very good point. It is something you might have to visit: would you apply the same thing in the MCPA, and does the current MCPA do the same?

JB: that is something I will have to find out about. But I heard that side that, I would advice you guys do it in this way. New custodians may come and have no idea of how to do things. That could work.

WM: interesting idea. Useful to have that come up somewhere...I think we are done. Please ask me any questions..... [break]

JB: what is going to happen after our meeting with the MCPA? Do we get our certificates and then it is over? [disruption]

WM: The idea was through this program, we would be able to go to the MCPA and present ideas and the recommendations from the program. Obviously there were some things we didn't finish due to time and challenges. Such as the business planning, we were supposed to come up with a business product concept. And approach the CPA with that as an entry point. But now going forward, if they do not see the ideas as tenable, you guys will have to decide what it is you want to do with those suggestions. That is why we have been saying we want to put the ball in your court. The idea is to get you guys to run something in which you are involved. Remember this CPA is not bound by a legal obligation that they have to work with young people like the Legalameetse CPA. That is a protected area. So we are trying to influence your CPA that there is a potential with young people that needs to be tapped in. if that works then it will be a process run by you. Our role was to provide you with scaffolding. Remember they are In charge of making decisions of what happens with the dividends. You will present, and are they willing to take it further, and take it from there. But do not just present your learnings, present it in a way that you have a plan going forward so that it shows that you have a plan going forward. There were a lot of politics that undermined our process, but we got as far as

we got. The key thing is what can we do. If you guys want to run with it, then good, if not...then...

JB: oh okay.... [disruption]

WM: we are done, thanks.....

*****END*****

Interviews Schedule: Date: 02 November 2019

Location: Mahlakung Mall. Maruleng Local Municipality, Limpopo.

>> CODE Names after transcribing

Q: What kind of place are you from?

A: Worcester. A Quiet place, with tough people because services and development are far from us [them].

What is development?

- Everything, a place that has water”. And there is none in Maruleng. A place that has water, electricity and beautiful roads (either tarred or maintained gravel roads)
- There are no people who have matric in this area.

Reason for people not having matric?

- Not enough support. And there is no high school in Worcester. Closest high school is in Enable and it is costly to get to school.

Don't you think these people could've stayed with family members in other villages?

- Not sure.
- Even the Mobile clinic one/week

What challenges /issues faced by youth?

- Poverty- parents work on farms. Little income when they also have 5/6 kids.
- Too much partying. Kids look for people to bless them. I have seen this myself.
- We have 2 rivers in Worcester young men work in the tippers to earn money to go drinking.
- High pregnancy rates where people have roughly 2 or more kids.

What do you think causes this?

- Lack of communication between parents and kids about the consequences of what will or may happen.

What about the couple?

Friends?

- They influence each other negatively. They share information of how much they are getting from their blessers or boyfriends.

What about other people's actions? Don't people learn from that?

- Not a consequence for some. Not enough to see or will be having other boyfriends to maintain their babies.
- Another issue is crime. Also caused by poverty "one guy does this as a way to support himself". He dropped out tried getting a job but had a criminal record and was having court cases three or four times a month.

Does the community have a system of dealing with such issues?

- No. people are saying one should die to send a message to the criminals.

Personally what do you think would be a solution to these issues?

- Young people need encouragement so they know crime doesn't pay: without education there is no life
- Need more job opportunities.

Is there any influential figure in Worcester?

- None. But as a community if we start engaging there will be change.

What do people in Worcester do to keep busy or entertained?

- Nothing.
- Two football teams but passive. It was killed because you need to always have money- some people work in the sand mining.
- Women play [gamble] cards with SASSA money.

Where do these people come from?

- Tzaneen, Leboeng, Sekororo, Rita, Hoedspruit.

When did you matriculate:

- I matriculated in 2014.

What dream job do/did you want to be/do?

- I wanted to be a social worker as a career.

How so?

- I discovered this in grade 9. I was good at giving people advice and hope.

Did you persevere in pursuing your career?

- I asked at home to save money to apply. I was told they don't have time for me. Only because I am done with grade 12 I thought I was smarter than them. This is what they told me. I was home taking care of my younger brother. Two years later I decided to leave. I went to Germiston to look for a refuge at my boyfriend's place. In 2017 I registered for HR in Burgersfort. I wanted to do something which seemed easier. SO I got a bursary. For 1.5months I was doing a course and then now needed practicals to get a diploma in HR. Now in 2019, I am still interested in social work. I think HR and social work are related.

If someone gave you a bursary now for SW would you go?

- Yes. The bursary would be financial backup.

What are you currently doing with your life?

- Looking for a job, but it is also to allow me to go to school

Who offers practicals opportunities?

- Maruleng LM
- Hospitals
- Burgersfort Moroke Hospital
- Burgersfort Dilokong Hospital.

Where have you looked?

- Dilokong Hospital. Money is a challenge. Too many places to look for practicals but it requires money. My boyfriend supported me financially to go up and down. He is my pillar of strength. I have a step father.

If not social work, what else would you do?

- Teaching.

Okay. Have you heard of funding for teaching?

- I have heard of funzha lushaka forms but they didn't bring any extra information.

Why didn't you ask?

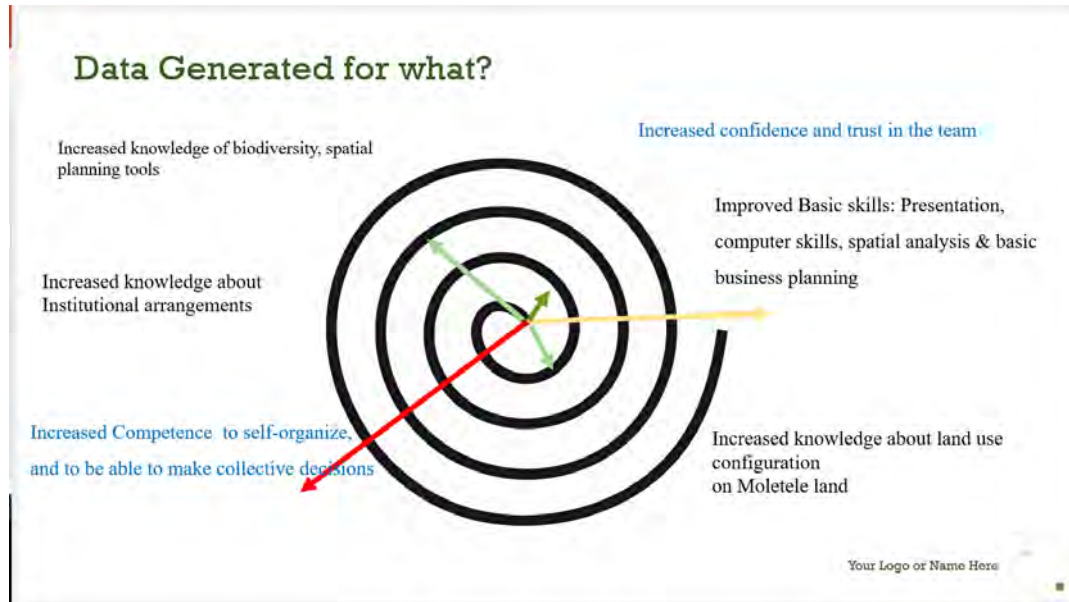
- I was shy so I didn't bother.
- Teaching would be another option because it is easily available [funding makes it easy to want to do].
- Young people want jobs, not to go to school- tertiary.

No child now would not want my child to grow up without finances. I appreciate not having a child now. I am not pressurised to do anything I don't want.

Appendix E- Data analysis tools

Programme Themes on the spiral

Analytic Memos were developed according to the themes outlined below in the spiral model.



Analytic Processes

Analytic Process(es)			
Phase of Data Analysis	Analytic Frame	Purpose of analysis	Data to be sourced
Phase 1. Historical analysis of CPAs as beneficiaries and new land owners in a land reform context.	CHAT Analysis	To further historicize the CPA, enrich existing understanding of the institutional arrangements in communally owned land and the associated roles of a CPA committee	Scoping reports Meeting notes with committee members. MOUs
Phase 1. (Staggered)		To develop descriptive narrative of participants	Focus group discussion notes, presentation posters, interviews. Application forms
Phase 2. Staggered(address SQ 1&2). Analysis of how youth situate themselves as future custodians of land	Spiral framework	To gather insights on the role young people perceive to be within a claimant community. This is part of the intervention to further engage the committee- a compilation of these findings will be required as a mediating tool.	Interviews, Field notes and observations Back to office reports
Phase 4. Layered.	Value creation framework	To reflect on learning programme within this context by reviewing its roll in relation to chosen outcomes and relevance for involving this youth group within a land reform context.	Interviews; Session reflections Back to office reports (monitoring tool)
Phase 5. Complimentary. To refer to a simila (SQ4)	CHAT analysis	To describe the challenges associated with the implementation of such a learning programme by also referring to a second, similar context in which was applied as a ecological literacy programme	Focus group discussion. presentation posters, interviews. Field reports

Learning Programme reflections

A	B	C	D	E
<p>Question</p> <p>What did you like or enjoy the most in this learning programme?</p>	<p>Response 1</p> <p>the fact that we learn about the things that we or I never knew before like biodiversity. Teaching us about how to be independent and to have self confident when you represent any kind of speech. We learn more about culture and the historical challenge of the Mapulana and Swatis. they are always willing to help at any time</p> <p>I like the business opportunity they taught us about the experience</p> <p>I like the expedition we took at the Mariepskop Mountain</p> <p>The learning on the field</p> <p>How to make a business plan</p> <p>The fact that we never got hungry food is always ready for us.</p>	<p>Response 2</p> <p>It was a good opportunity to share ideas that would make the MCPA equipped with the information that they did not have regarding what has/had happened on their land that they have claimed. The manner in which we engage to each other to brainstorm activities in our meetings. The energy that is instilled within them we intend to hiking trips to explore around the MCPA places</p> <p>The manner in which others are out of line are brought into discipline</p>	<p>Response 3</p> <p>I like how this has expanded my way of thinking</p> <p>The program gave me a way to look at things from a different perspective unlike to how I thought this isnt important or how I felt I needed not to be involved in something like this</p> <p>I like how i taihgt about tem work, working together as a unit. The importance of team work, how one achieve so much more standing as a team on an objective than to stand alone</p> <p>I like the knowledge I gained about all the things I never imagined I dont have knowledge about.</p> <p>That most the things taught are so practical and it can be applied on one's daily life.</p>	<p>Response 4</p> <p>About the teachings and the visiting of different places, we went. I have learnt about the things that I didn't know even the places we visited.</p> <p>The activities that we did in groups working as a team it was awesome</p> <p>The way they taught us about how use google maps the different between orthophoto and topographic maps.</p> <p>How to do presentations</p> <p>The different between animals and reptiles.</p> <p>The outings.</p>

Question	Response 1	Response 2	Response 3	Response 4	Response 5
<p>What I would change about the MYP</p>	<p>There is nothing I can really change because I loved everything about the program</p>	<p>The way in which others respond to each other when there are verbal disputes/arguments</p>	<p>The catering system is stressful at times we come from different places and one often worries about how food was prepared. Yes I understand that the current system was developed to improve teamwork, but I for one feel like food is a language and that it always brings people together. So eating time should be a time to relax and just be offered food as to go through the trouble of preparing. I would like the way people are invited to the program to be taken seriously, because not everyone meets the requirements to be part of the group. Some are not really enthusiastic about this. there should be more meetings Focus on people who are more available. There should be more field work</p>	<p>Time in and out meaning the time for attendance and also numbering of days Set up the specific time and days for attendance they way of cooking. They must do catering and not cooking at our home</p>	<p>Screening process/selection process Communication should reach everyone in time bring more field assessments to know almost all the farm portions that the MCPA has</p>

The land assessment tactics

A	B	C	D	E	F	G	H	I
Question	Reference: John the Baptist	Reference: Comrade	Reference: Queen	Reference: Entrepreneur	Reference: Civilian	Reference: Author		
1	CPA meetings, institutional arrangements	normally they would come and talk about the funds that are currently available to the people. The people they are going to be appointed. So we didn't have enough information- I felt according to me that information was somehow withheld. Almost most of the times it was just about those two things	I think their role is to lead. And to take care of the day to day business of the MCPA. Their role is to report to the entire community. Not everyone can be part of the committee. And to take care of the investment they have made	My mom would disseminate information about MCPA, that they were getting R5000 per year. They told about them at funerals, such as the learnships/	the time when the payouts were done, people who work with the finances, started building homes, drilling boreholes and you start thinking why all along these people didn't do those things but now they can do that when the payouts are made. So....	to help people get their land back. But instead of helping people they are giving people money so they can own that place, people get money from them. MCPA allocate stands for people, yes, he is the one who tells people when there are job opportunities and we have to submit names to him. They tell the MCPA reps so I don't know what he does with and they tell us information.	Reference: Author	
4	Beneficiary							
5	youth	Yes, I feel like there is a need. As I said, before I was told or even I attended one of the sessions of this program, I wasn't even interested because I felt like "argh" what is there for one to do, there isn't much. At some point they were doing computer training, that was as far as that. Now that we got into this program, I saw that there is a huge gap that needs to be filled in terms of giving people more accepting how diverse we are as human beings, being open-minded about ideas, don't be too quick to shut down ideas, always encourage a person to reach a point where they can, even if it is a smaller thing, to be creative and come up with something.	I think youth are a good investment in terms of knowledge, in terms of energy, in terms of knowing technology because they learn fast, they go with the times. I think they can come up with a programs whereby they teach young people how	Elderly people will pass away and might leave with the legacy. They used to offer youth computer training in the past, but I am not sure what can be done.	...we can help them in brainstorming in making things to be different. Like when they communicate with the [elders]...elders have hearing challenges but we have youth in this community, so we can act as message relayers to the elders...when you are at a distance the elders cant hear properly!	so that young people can tell the elders a lot of things, young people have a lot of things to say. elderly people are afraid of technology and accessing the internet. they can use us as messengers to disseminate information. train the youth.		
6	learning program: TEAMWORK	Now that we got into this program, I saw that there is a huge gap that needs to be filled in terms of giving people more accepting how diverse we are as human beings, being open-minded about ideas, don't be too quick to shut down ideas, always encourage a person to reach a point where they can, even if it is a smaller thing, to be creative and come up with something.	Aaaah, eish. Not really. At some point I must say we did, at some point, I must say we didn't. not all of us in the MYP were actually bringing out our full potential or were participating fully. But some of us, have done so well. In our last session we did come up with what we think we	it did went work. Working as a team is not one minded. We come up with different ideas and sit as a board and agree on one thing which is the good one.	Respect. Listening to each other, to not laugh at each other, and to be humble to everyone. Each person brought their own ideas and opinions, which were tabled and discussed and then we reached a consensus. We didn't undermine anyone, we would discuss the options given.	on every team. You shouldn't be judgemental, you shouldn't be negative, you should respect each other and give each other an ear.... to listen to other people's opinions. I worked with a team when we were grouped and we reached a point where we agreed on one thing, one goal. we agree to disagree but at the end we agree to make a decision together.		
7	additional	No. I have not researched that far.						

Analytic Memos.

Example of analytic statements generated from the data

3. Learning about land, land use and planning through an exploratory program of land, was a meaningful opportunity for youth to confront and make meaning of their context

"it has made me realize that is not always that the MCPA makes profit. There are some things that people do not consider when it comes to the issue of finances of the MCPA. Like people only expect MCPA to be making a lot of money. Whereas there are a lot of things to consider" - **SSI4 (IV)**

"As I said, before I was told or even I attended one of the sessions of this program, I wasn't even interested because I felt like "arrgh" what is there for one to do, there isn't much...now that we got into this program, I saw that there is a huge gap that needs to be filled in terms of giving people more information... So much information has been withheld" - **SSI2 (IV)**

Your Logo or Name Here



What are the reasons that youth feel the need to participate in the affairs of the MCPA?

1. Young people from this claimant community see a need for their involvement in the affairs of the MCPA as there are gaps that they can fill and have desirable traits for them to be involved in the functioning of the claimant community.

"youth are people that are creative, energetic, they can go the extra mile. So there are certain things. So when it comes to involving youth, they should involve them in places that they fail" - **SSI2**

"I think youth are a good investment in terms of knowledge, in terms of energy, in terms of knowing technology because they learn fast, they go with the times" - **SSI3**

young people have a lot of things to say. Elderly people are afraid of technology and accessing the internet. they can use us as messengers to disseminate information. train the youth.

2. The youth participants from the Moletele CPA realize that they are future custodians of land suggest the need to learn more about institutional arrangements and about the land [JE3]

"I think they [committee] can come up with a program whereby they teach young people how to lead, and maybe allow them to shadow them so they can learn how to run day to day business of the MCPA. Take some of the youthdo business, agriculture, marketing and accounting" - **SSI3**

"the youth needs to be taught what it means to be a beneficiary of that place, what the elders went through, or what took place back then so that after they have knowledge I feel like there could be a bridge between the two groups to work together"

Your Logo or Name Here



5. There is need to constantly monitor the dynamics of the group when facilitating a learning program to deal better with issues that could have an impact on the progression of the group or affect the learning environment.

Which activities did you not enjoy and why?

“the cooking part. I am from a family that loves cooking. So I am very sensitive on what I eat, where it was prepared and how. Those type of things were my concerns but since its part of teambuilding I sort of had to..” SSI3

“when we were in class and some people did not show up, when we had to come to the sessions and people came up with excuses, and that was the part that showed me that our youth is being irresponsible” SSI2

“I felt like I should just stop attending because they were laughing at me. All of us came there to learn but now [we are in a session and] they were laughing” - SSI1

4. Participants of this learning programme indicated to have learned from the exploratory and practical sessions as opposed to classroom/office sessions.

The following guiding questions were asked to participants to [reflect on their experiences](#) of the learning program and were used to develop a value creation story (adapted from Wenger, [Trayner](#) and de [Laat](#), 2011) and to reflect on the preferred learning environment as indicated by participants and to address the question: [What value\(s\) does a context-specific learning programme have for youth of a claimant community?](#)

a. Which activities did you enjoy the most? why?

“...and I enjoyed being in the field. Especially my first session was when we were taught about land assessments and I was mind blown. I found that very interesting. And the last one where we were searching for different types of species knowing that in this place that it is like this, you can do this, and this type of animal was here. So seeing that made me more interested” SSI3

“land assessments, should I be dropped in a land and asked to assess this land I would have no idea on where and how to start, I didn't know how to see the difference in biodiversity and I also didn't know the importance of zoning. Species of trees, shrubs, grass. I know have that knowledge”

“I wanted to learn and understand things related to the land, nature and how it works. That is why I stayed... I wasn't asking myself about the money”

“...you show them the farms. Showing them is more like showing them how people are working on the farms...my reason for saying that is because some of the people are sitting at home saying they do not have jobs but they are selective of the kind of jobs they want. ~~They don't want to~~ ~~work on the farms saying I don't want people to see as a farm worker. Maybe if they can go and see others working they would be interested~~”

4. Participants of this learning programme indicated to have learned from the exploratory and practical sessions as opposed to classroom/office sessions.

The following guiding questions were asked to participants to [reflect on their experiences](#) of the learning program and were used to develop a value creation story (adapted from Wenger, [Trayner](#) and de [Laat](#), 2011) and to reflect on the preferred learning environment as indicated by participants and to address the question: [What value\(s\) does a context-specific learning programme have for youth of a claimant community?](#)

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What is your role as a young person in a claimant community?

Analytic/synthetic? Statement 1

At the beginning of the learning programme, in a focus group discussion with participants where the focus was on culture and identity, participants highlight that there is a need to participate in the affairs of their community as it is a “legacy” to be inherited and there are roles that young people can play as future custodians of their land. When exploring deeper their understanding of their governance structures, their perceived roles were the following: (FN)

- ❖ “My role is to understand and know what the future is for us as a community” SR1
- ❖ “my role is to serve the CPA with the information or knowledge which they might be lacking” SR1
- ❖ “To know and learn about land claims and how to maintain the farms and how to proclaim the land” - SR1
- ❖ “To take part in every activity that is necessary for me to participate in terms of the MCPA” SR1
- ❖ For our future generations it is our legacy that we take care of our land portions use - SR1

Below is are extract from the journal entries developed

Journal Entries: Moletele Youth Program (2019- 2020), 2018??

Journal Entry 1 - February 2019

I got calls from the youth from the 2018 MYP who indicated that the CPA is telling people that the learning programme is a learnership. I inquired with the chairperson who stressed that correct info about the learning programme was disseminated. After this inquiry I went back to the youth and turns out 1 of the CPA committee members is the one telling people that this is a learnership. Youth talk amongst themselves even though they are from different constituencies. I was able to find the source of the misinformation by asking where the information was disseminated and by asking the youth to describe the individual. That is how the name was provided and it became known.

CVs were submitted to CPA office in Scotia however when I requested for a register of submissions I struggled to obtain a copy from the PRO. Nor did the office keep record of these submissions. I had needed it to track back if any individual was to contact me as previously there were individuals who had indicated that they submitted CVs but were not amongst the first bunch collected.

Journal Entry 2- March 2019

MCPA Public Relations Officer: The PRO required us to send him a list of the youth who have met the requirements as per criteria. The reason was to verify that the youth were indeed from the Moletele Community.

Some youth from Buffelshoek who indicated to me that they had submitted their CVs- their CVs were not in the Collection. After alerting the PRO he indicated that the fault/responsibility lies with each representative of each constituency to ensure that CVs of each constituency were submitted. After another week, the CVs from BH were submitted- to my surprise. There were only 4 CVs excluding those of the 2018 cohort who also submitted CVs. I had assisted the 2018 youth to finalize their CVs. But only 1 from the 2018 BH individuals was submitted.

2.2. One of the youth contacted me to find out if there was a verdict reached about the selection.

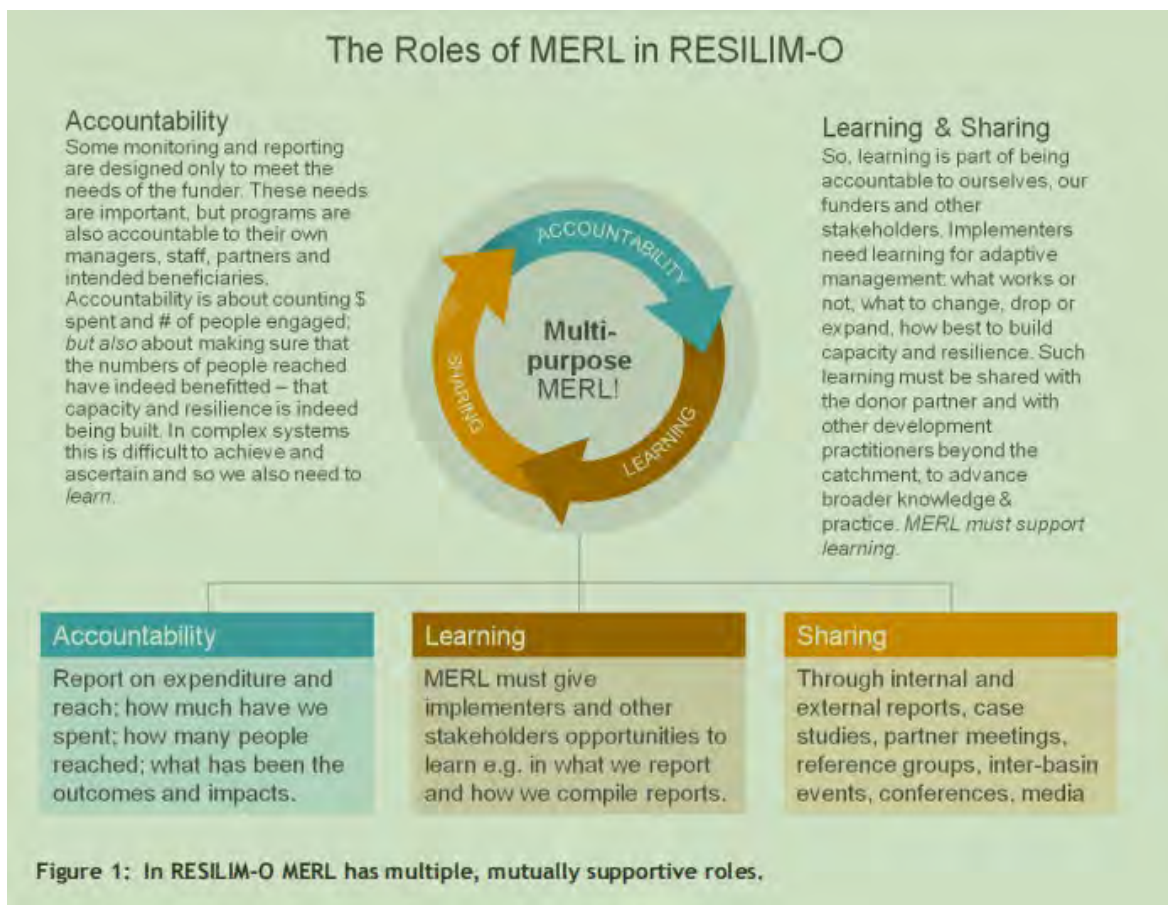
2.3. After SMSes were sent out to 25 of the 55 “applicants” only 2/3 called back to find out if it was a learnership or not. Begs the question: what info was circulated in these communities after being assured that correctly disseminated?

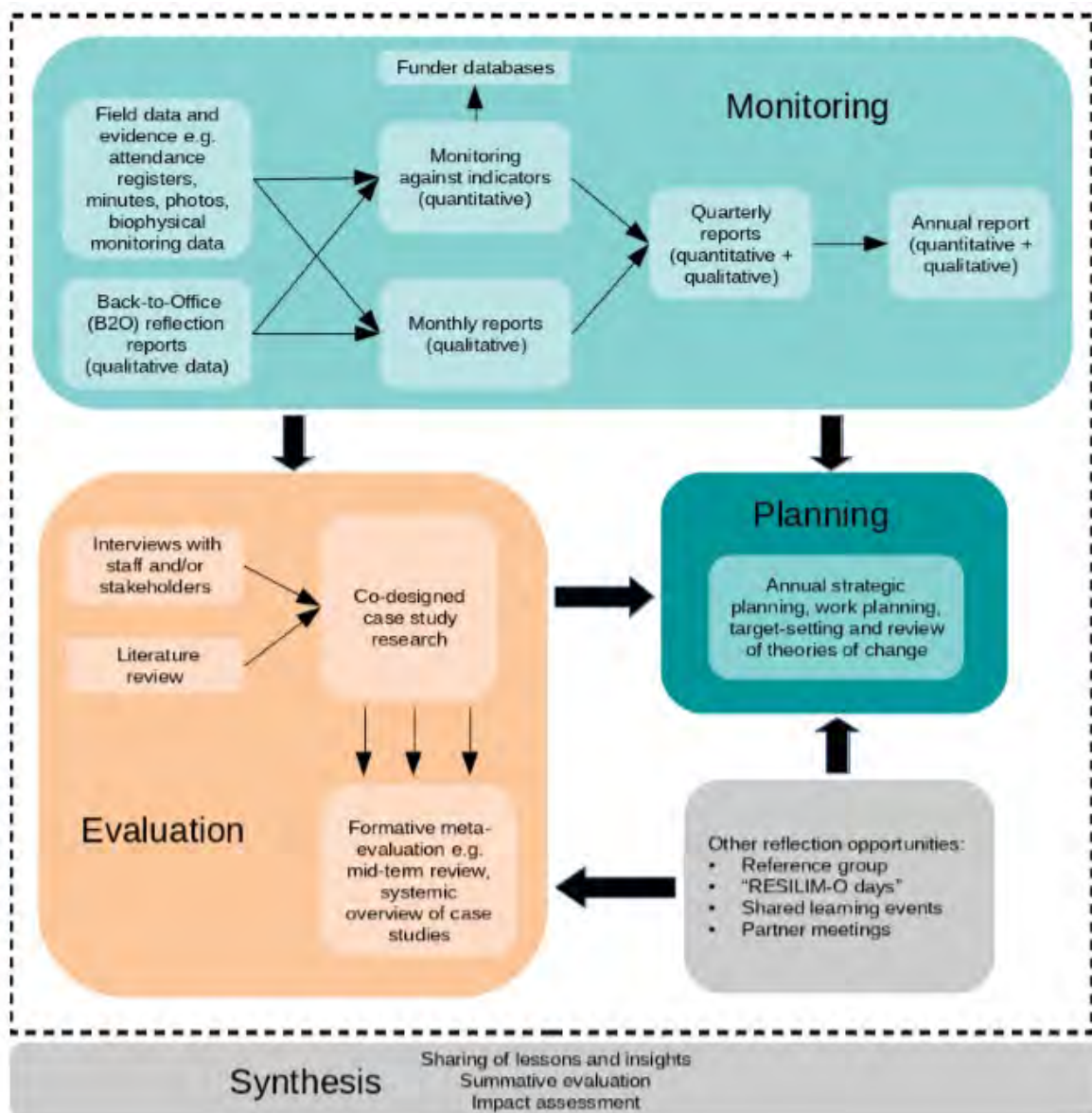
Journal Entry 3- 09 April 2019

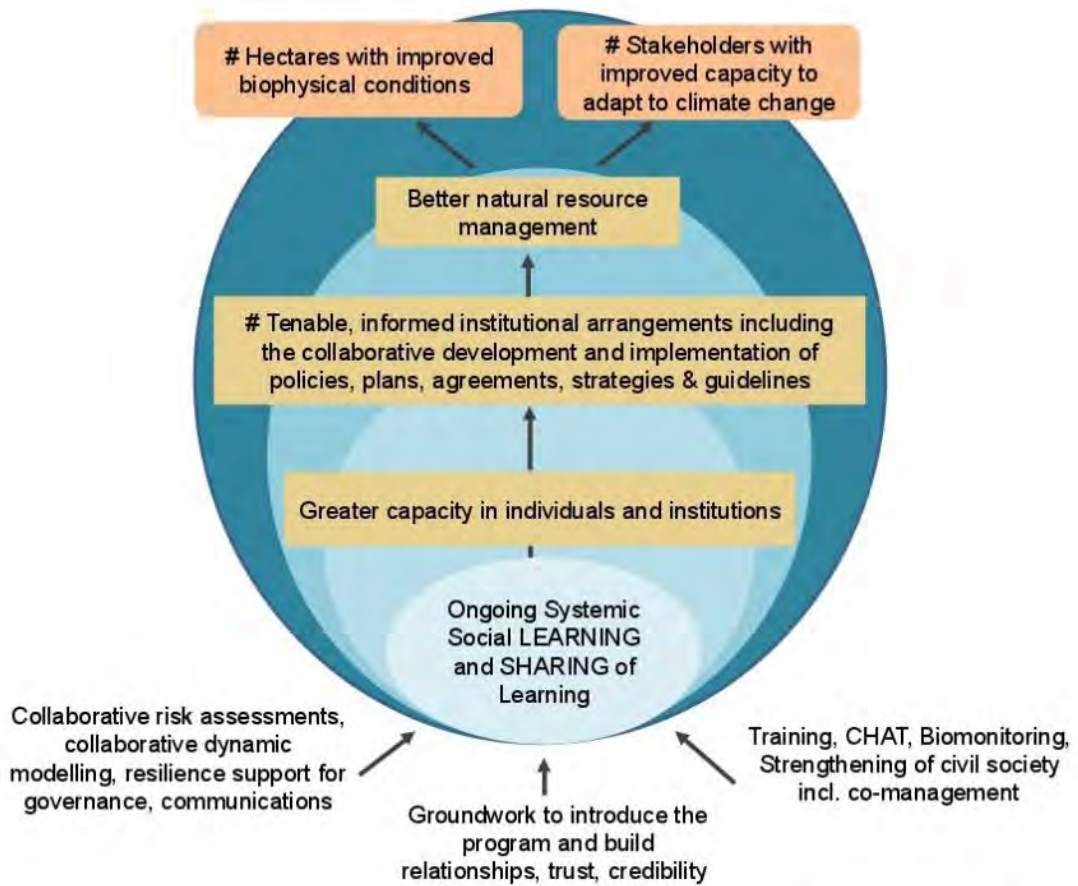
When collecting the last batch of CVs from the CPA office, I was asked to transport an elder (from the council of elders) who was rushing back home to Acornhoek side. She indicated that they were not happy with some of the members of the current CPA and that “these young members” are more concerned about money than they are about the people. The council is planning to have a meeting to remove them. This revelation came when I had asked the elder what they were doing at the office. It turns out that there are issues or concerns with youth being part of the committee- this was a point raised in 2018 more than once about how young people have their own interests. In that discussion(2018) it was more about misaligned ideas on prioritization of land: young people want to re-invest in the land,

Appendix F - RESILIM- O Project Tools, Frameworks

MERL framework







I present below reflection tools used for reporting and tracking observations, insights and issues emerging in contact sessions of any RESILIM-O sub-project/programme.

1. Back to Office report template.



Version-June-2019

Phase II B2O Report

Bringing Process Data and Statistics from the Field Back to the Office

Complete within a week after a field event and submit via the Knowledge Management System before the end of the month. Please inform _____ and _____ of all submissions.

1. Making the Connection

What was the field event? (Workshop, meeting, course, conference, talk, etc.)	MYP Contact Session 5
Where did it take place?	MCPA Office, Scotia, Ga Mongatane
When did it take place? (date)	24 Oct 2019
Purpose of the event	To introduce basic biodiversity concepts and vegetation types To explore business opportunities in the context of biodiversity
KRA and Project to which the event relates	KRA1
Intended RES-O Outcome Towards Which the Event Contributes	Number of institutions with improved capacity
Name(s) of Author(s) Complete with colleagues where possible	William & Derick
Who else from AWARD attended?	NA
Who else should you (the author) send this B2O to?	

2. TraiNet Data

To decide if the data from this event should be logged on TraiNet, please complete

Could participants learn new information or skills relating to climate change, biodiversity and/or water management?	Yes
Was there a lead facilitator or instructor?	Yes
Was there a defined learning program with learning objectives/ outcomes?	Yes



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SOUTHERN AFRICA

Was the event run/organised/initiated or funded either by the Sub-Grantee or by AWARD?	Yes
Did the Sub-Grantee or AWARD make a substantial input in the event (e.g. a presentation or planning the program)?	Yes

3. Reflections

Reflect on the event and what you have learnt about the catchment and your work. Consider things not immediately obvious from the agenda, that struck you individually or as a collective.

<p>What new insights did you gain from this event, or this event in relation to previous ones?</p> <p>Please summarise any key observations regarding the context and/or about your role in the process or AWARD's work in general.</p>	<ul style="list-style-type: none"> - The concepts of biodiversity & vegetation types are new to most, if not all in the group. - The group's knowledge about grasses and the plants seen on the day seems to be limited. Although the uses of some of the plants are known, there is a weak sense of differentiating between plant types. - The new members of the group have displayed a higher level of participation than those who have been attending since the beginning of the programme. - Generally, there is improvement and application of tips by youth when doing presentations. - In relation to critiques on presentations, there seems to be a clear indication that more work is needed in responding adequately to questions or suggestions made by the audience. - Spatial orientation remains weak: the youth are still struggling to orientate themselves to a map and have difficulty in articulating their area of residence in terms of municipalities. - There is interest in the history of the land, a lot of questions were asked when discussing the farm portions- which requires addressing. - The group still struggling to collaborate: the youth opted for individual presentations when asked to feedback on the farm visit conducted two months ago. They further indicated that they were unsure of what to present despite
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	instructions given to them and one member opting to send the questions to everyone.
Have any new questions emerged (from you or others) about the context and / or your work arising from this event?	<ul style="list-style-type: none"> - How do we best orientate and integrate new members into the programme given the fact that two modules have already been completed? - Will we have adequate time to complete the crucial activities given the fact that the project is at its end and activities may have to be halted?
Have you identified any new challenges regarding the context and/or your work? Do you have any ideas as to what should / could be done about this?	<ul style="list-style-type: none"> - Time availability remains a challenge: constant negotiation required with Farm managers to release youth who were taken up by learnership programmes on the Moletele farms. - We still have youth leaving the programme. We have had to replace three youth this month. This means ploughing more resources into some sort of scaffolding.
Have you gained any new insight regarding progress in relation to the baseline conditions there were previously in this context? (You need not reflect on this if this is a new context or project.)	<ul style="list-style-type: none"> - Youth are taking initiative in contacting us first to enquire about dates of meetings and other related matters. - There is need for more group activities, more challenging activities to be able to test their level of knowledge & application as a collective.

4. Communications

Help us communicate about the catchment and our work.

- Submit photographs of the event to the Media and Communication or MERL Unit.
- Send a note about potential social media posts to the Media and Communication or MERL Unit
- Did you hand out any RESILIM-O pamphlets, media packs, calling cards, reports, educational materials, etc? Please name the items and the number you distributed:

RESILIM-O material distributed	Number of Copies Distributed
Moletele Field books	3

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- Were you given any pamphlets, reports, calling cards, educational materials etc.? Please list these below and send copies to the AWARD Media and Communications team.

1.

2.

You are done! Please submit your B2O to the Knowledge Management System (and inform _____ and _____). Include copies of supporting documentation like the register, minutes, agenda or reports.

William M

24 October 2019

.....

.....

NAME

DATE

ADDITIONAL DOCUMENTS APPENDED:

2. Monthly report template

October

Municipal Support Initiative Report 2019 2019

KRA 1: To institutionalise systemic, collaborative planning and action for resilience of ecosystems and associated livelihoods through enhancing the capacity of stakeholders to sustainably manage natural resources of the Olifants Basin under different scenarios.

Introduction

The month of October was dedicated to the development of the Biodiversity Guru App, the Moletele Youth project and meetings with various partners & stakeholders

Activities

CBA Biodiversity Guru App Development

With data sourced from various sources, the Biodiversity Guru App is partly functional. We [Rosemary & AWARD] have had a number of meetings to further discuss functionality, which has proven to be a bit time consuming as we had to think about compatibility for various users and how it would be beneficial to them. We dedicated time to look at the data as there were a lot of discrepancies in the data from various sources and had to reconcile or decide how best to use some of all the data in the best possible way. Currently Rosemary is in the process of integrating this data into the platform and working on the various modes for analysis.

Moletele Youth Programme: Session on biodiversity

The Moletele Youth Programme commenced in October after being on hold for two months. In October we kicked off with Module 3, which focuses on introducing biodiversity as a concept, how it is assessed, exploring various opportunities for people and business development. The next session will be a continuation of Module 3, specifically looking at risks, opportunities and introducing land use as a practice.

Maruleng Spatial Planners inputs into App development Meetings

As the App is still in its premature stage, we saw fit to collaborate with Maruleng Spatial planners. We had two meetings with the planners to get a better sense of their day to day functioning so that we can know which functions or modes would be most useful to them. This was a great opportunity for the planners to contribute to the development of the App as they are the decision makers on developments in the municipality. We identified the data needed for integration, went through the data collectively and collected more data from the municipality.

Working with LEDET

Our continuous work with LEDET has resulted in a letter of endorsement from LEDET on the development of the Biodiversity Guru App. LEDET has offered to provide data on CBA for the entire province which will allow us to develop a province wide App that can be tweaked and used by planners in any District. Waterberg DM being the first to initiate the implementation of their Bioregional Plan offers a great collaboration point through sharing lessons on that process: and to work with those in the context of Mopani.

RWP Concept Note

The USAID's Resilient Waters Program, implemented by Chemonics International, is seeking concept papers for implementation of activities designed to address a multi-faceted program whose goal is to build more resilient communities and ecosystems through improved management of trans-boundary natural resources and increased access to safe drinking water and sanitation services. We have been working on a Concept Paper Application Form (Annex A) to further fund the development and implementation of the Biodiversity Guru App.

SAFE Water Advisory Meeting- Moz

Derick has been a part of the Safe Water Project serving on the Advisory Board. Following from the last Advisory meeting which took place in Germany, the Project meeting in October was held in Maputo, Mozambique.

Meetings with SAEON & Ba-Phalaborwa re lab use

AWARD has worked with the IWAGSS project in the last year and one of the outcomes was an MOU which made provision for availing a testing lab for Ba-Phalaborwa Local Municipality. We set up a meeting between AWARD, Ba-Phalaborwa and SAEON (where the lab is based). This meeting was to determine the kind of support SAEON can provide and to negotiate a process of assisting the local municipality in testing samples from its WWTWs. Ba-Phalaborwa LM has been sending samples to Haernertsberg for the purpose of compliance. This partnership aims to assist with the regular testing as part of operational duties and will be key in informing the costing for testing if and when the municipal lab is equipped and functional.

LNR Cultural Festival

We attended the inaugural Legalameetse Cultural Festival hosted in Legalameetse Nature Reserve. The festival was a success and was supported by Chief Sekororo and the local radio station for the Sekororo area.

Reflection

- *What has been the most significant development this month and why?*

Obtaining a letter of endorsement from LEDET on the collaboration to work within Mopani and the Province on the process of implementing the Bioregional Plans. LEDET takes the lead on the implementation of the Bioregional Plans and AWARD will offer support to the process through its work on the municipal biodiversity sector plan and the development of an App that will aim to involve various stakeholders who have a stake in development, land use & biodiversity planning.

- *What were your main challenges this month? (These could be contextual, programmatic or implementation difficulties.)*

Having to fast track some of our engagements with the Moletele Youth given the delay in the last two months. With a tight schedule in November, we have to find time to have sessions up until the second week of December.

Conclusion

In October we worked mainly on the Biodiversity Guru App together with spatial planners of Maruleng Local Municipality. Our Moletele Youth Programme is up and running and we have started with Module 3.

3. Meeting Attendance Register Template

Attendance Register

Date: 19 June 2019
 Venue: Oscoble Reservoir, AWARD office
 Facilitator/s:

MOLETELE YOUTH PROJECT MEETING

SESSION:

#	Full name and surname	Gender	Contact telephone	Email address	Organisation/Institution	Position	Signature
1.	Promise Morepe	F	0794444510	Promisemore@gmail.com	New-Line		
2.	MAUNJE MAVIS	F	0791291316	maunje@376.gov.za	Township		
3.	KHOJA PRISCILLA	F	0825177515	priskhoja@gmail.com			
4.	NHLAMULO MATHETHA M	M	0608930892	mathethwand@gmail.com	SANCO	SECRETARY	
5.	ISEKI MAPAILA F	F	0827653172		Township		
6.	MAPAILA TERRAH F	F	0638423856	missmapaila@gmail.com	Township		

Kindly note that we are also seeking your permission to use any photographs that may be taken during this training, workshop or meeting for AWARD internal and external reporting purposes and donor compliance. Should you feel uncomfortable with consenting to this kind and voluntary request by signing this register, please notify the Facilitator or any AWARD staff member. Thank you!

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MSI Theory of Theory (from AWARD-RESILIM-O, MSI Workplan, 2018)

3. Theory of Change, aims and objectives

3.1. Theory of change

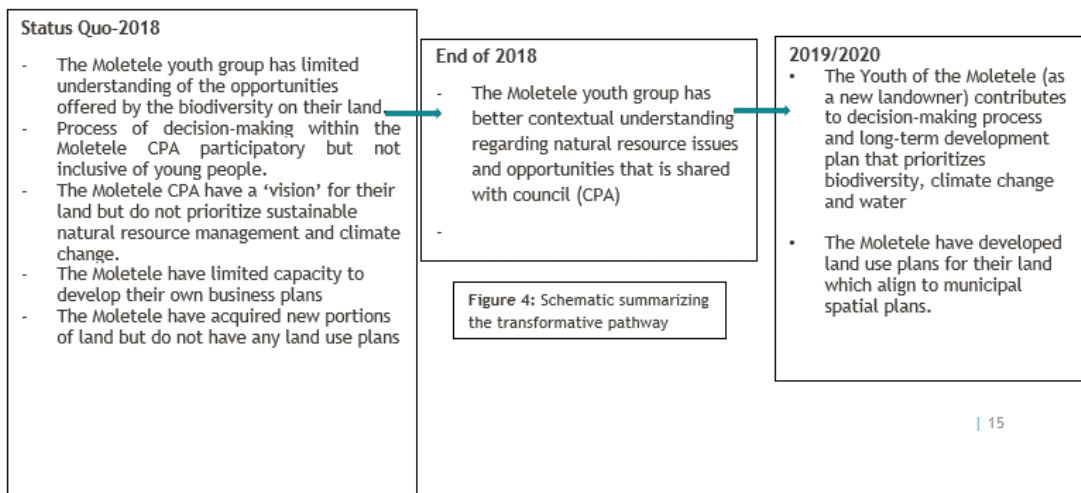
FROM (2018)	TO (Sept 2019)
<ul style="list-style-type: none"> Political office bearers in local governance do not prioritize climate change adaptation, biodiversity conservation and water resources management in general (lack of capacity to link BD, cc to their mandates). There is a lack of communication and clarity of roles between the council and technical staff Practices associated with integrating biodiversity into land use planning are poorly understood and institutionalized Lack of capacity on how to apply the CBA Map and Land use guidelines in spatial planning and practice. Climate change and biodiversity are poorly incorporated into municipal SDFs. New landowners - the Moletele land claimants do not have a clear vision for land-use nor an adequate understand the implications of the legislation for land use. 	<ul style="list-style-type: none"> Local government decision makers with stakeholders are considering locally relevant contextual information in their planning and policy instruments so as to exercise improved oversight of natural resources management related issues There is improved communication links between technical staff and decision makers on technical matters related to the MSI activities. There is a greater level of understanding of the role of importance of biodiversity in land use planning and biodiversity is institutionalized in various forms. Biodiversity is prioritized in municipal policies and planning instruments. Climate change and biodiversity are well reflected and incorporated into municipal SDFs for consideration A draft zoning plan based on the Land-use Guideline has been developed for the Moletele CPA.

investors were identified and a Build-Operate-Transfer (BOT) agreement was signed with a private farming company. In other words, the MCPA envisions a future where they own the business enterprise after having gone through a partnership that gradually trains members of the CPA.

The two existing farming CPPs are dominated by the commercial cultivation of mangos, citrus and vegetables. Other areas with significant commercial land use include a stockholders association from the Eden and Scotia farms - with a crush pen erected at Scotia, vegetable tunnels on Grovedale, a residential housing estate has been laid out of Scotia and a CPA office in a farm house on Scotia. There are a number of smaller agreements such as the lease agreement with the Blyde Adventure Camp.

THEORY OF CHANGE

In working with the Moletelees, it was necessary to develop an understanding of their institutional arrangements, processes and associated challenges to develop our theory of change. Below are some of the complex issues specific to this context.



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The aim of the project is: to develop the ability of governance structures, practitioners and stakeholders to work collaboratively towards addressing their mandate towards climate change responsibility, through the integration of biodiversity into spatial planning

Objectives:

1. To communicate the fundamental concepts and processes associated with resilience building for biodiversity and conservation planning and water resources protection within local government.
2. To institutionalize the prioritization of resilience building in municipalities through influencing decision making processes, planning instruments, frameworks and partnerships/collaborations.
3. To further support the development of resilience building practices through technical support, tools, frameworks and professional guidance to a community of biodiversity professionals in Limpopo Province.
4. To develop the ability of new land owners to understand and implement the importance of biodiversity as a key determinant in future land use planning.

3.3. Site/ location

The work of the MSI follows administrative boundaries. The focus is on Mopani District and two of its local municipalities located in the lower part of the Olifants River Catchment of South Africa (those that have 50% or more of their land area within the Olifants Catchment).

3.4. Beneficiaries/ focus groups and institutionalisation

The development of relevant, context specific enabling tools facilitates a process for capacity developing of practitioners to execute their functions, for engagement with decision makers to consider biodiversity and climate change in their planning and for the institutionalization of practices. The initiative will focus on working within (1) one district municipality and 2 local municipalities. With focus more on three levels:

- i. Primary - Mopani District Municipality, Maruleng Local Municipality & Ba-Phalaborwa Local Municipality: this includes practitioners in the Spatial Planning and Economic Development units, the municipal councils in each municipality and a communal property association in Maruleng local municipality.
- ii Secondary - working with sector departments such as I FDET.