

CO-PRODUCING RESEARCH AND POLICY ON RESILIENCE TO DROUGHT IN SOUTH AFRICA

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PATTERNS OF RESILIENCE TO DROUGHT RESEARCH TEAM

Social scientists

- University of Brighton – Prof Angie Hart (PI), Dr Suna Eryigit-Madzwamuse, Prof Andrew Church;
- University of Pretoria – Prof Linda Theron, Prof Motlalepule Mampane, Mosna Khaile (Project manager), Prof Liesel Ebersohn, 10 Educational Psychology Master's Students;
- University of Cape Town – Prof Steve Reid;
- Dalhousie University – Prof Mike Ungar.

Community co-researchers from community partners

49 young co-researchers;
Khulisa Social Solutions – Richard Ngoma, Achasia Molekoa;
Boingboing – Lisa Buttery, Simon Duncan, Naz Biggs, Scott Dennis.

Climate Scientists

University of Brighton – Prof David Nash, Prof Philip Ashworth

University of Johannesburg – Dr Clare Kelso

Performance Arts Academics/ Performers

University of Manchester – Prof Stephen Scott-Bottoms

University of Pretoria – Selogadi Mampane



RESEARCH OBJECTIVES

Overarching Aim

- To understand better the complex relationships between drought, social-ecological systems and young people's resilience.

More specifically

- To understand the physical and social ecological enablers of resilience among drought-challenged South African young people (i.e. aged 15-24 and their elders living in the Govan Mbeki municipality, Mpumalanga Province, South Africa.



WHAT WE DID

- Created a drought timeline to understand the severity of the 2015-16 drought
- Worked with community partners and young co-researchers to explore responses to drought
- Elder research



THE IMPACT OF DROUGHT ON YOUNG PEOPLES' RESILIENCE



DROUGHT AS AN ONGOING ISSUE IN SOUTH AFRICA

- All but the southwestern and southern regions of South Africa rely on summer rainfall, which normally falls between October and March but can be highly variable.
- Rainfall is heaviest in the east and decreases westward.
- The consequence of rainfall being confined to October-March is that most crops can only be grown during this period. Similarly, the recharging of water resources is confined to these six months.
- A deficit of 25% is normally regarded as a severe meteorological drought.



Average rainfall in Leandra is ~700 mm per year

UNDERPINNING CLIMATE SCIENCE

Climate data

Data from 27 meteorological stations around Leandra (1889 onwards) used to:

- Assess severity of 2015-16 drought - ranked #118 out of 128 years of record;
- Provide context for other analyses.

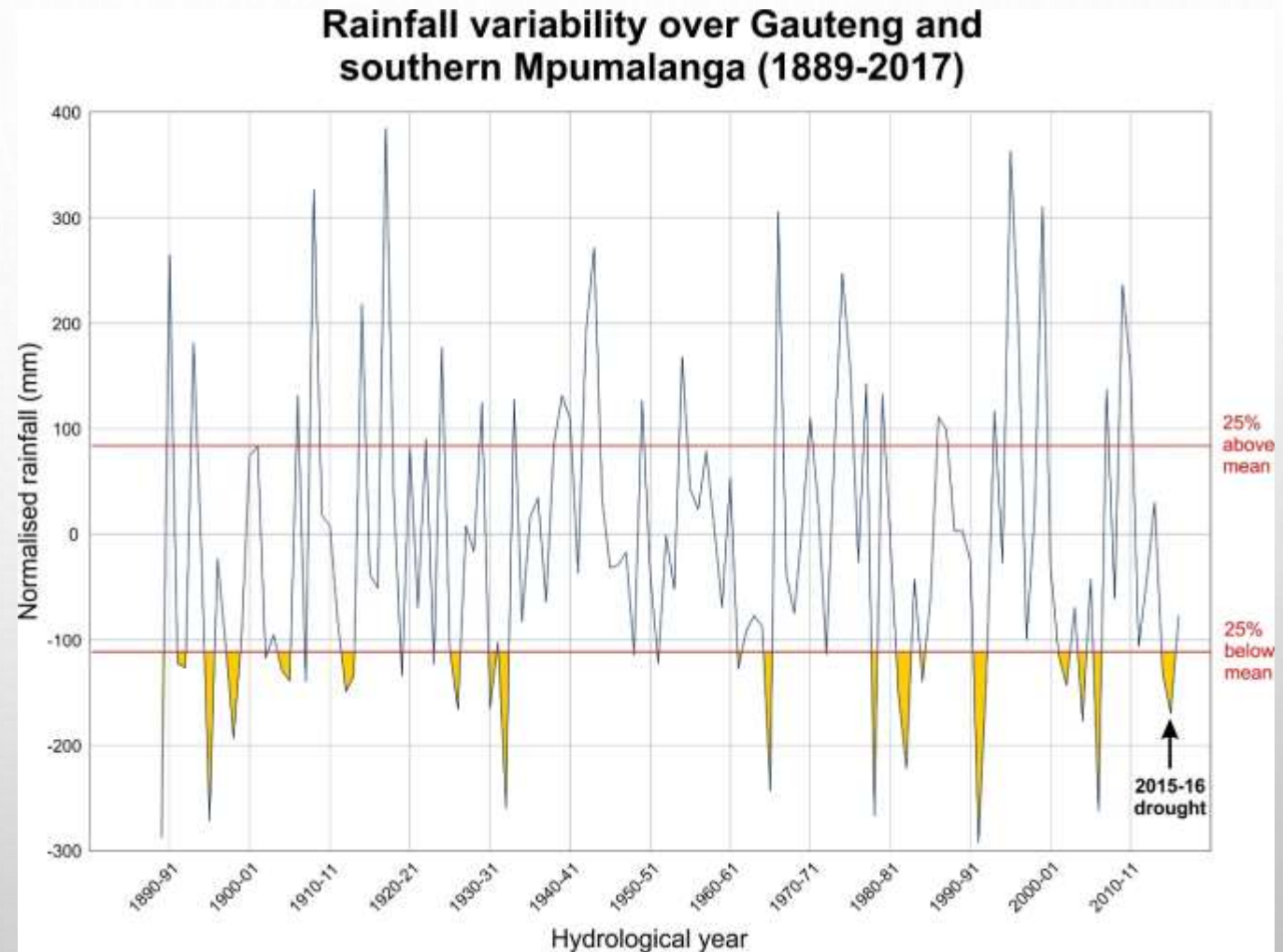


UNDERPINNING CLIMATE SCIENCE

Climate data

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ONGOING WORK

**Historical information from
eight 19th century newspapers
(1877 onwards)**

Being used to construct a
chronology of droughts prior to
the period of instrumental record

THE WEATHER has continued warm and dry during the past week; but the veld still looks fresh, green, and flourishing. There was a shower on Thursday evening. In all probability we may have a little more rain this season, but not enough to put us to serious inconvenience.



OUR APPROACH

- Co-production as a philosophy
- Why is that important?



RESEARCH ACTIVITY OUTLINE

- How did we research drought?
- Methods of engagement e.g. using MA/Honours students from university of Pretoria
- Food, Location and payment



BODY MAPPING

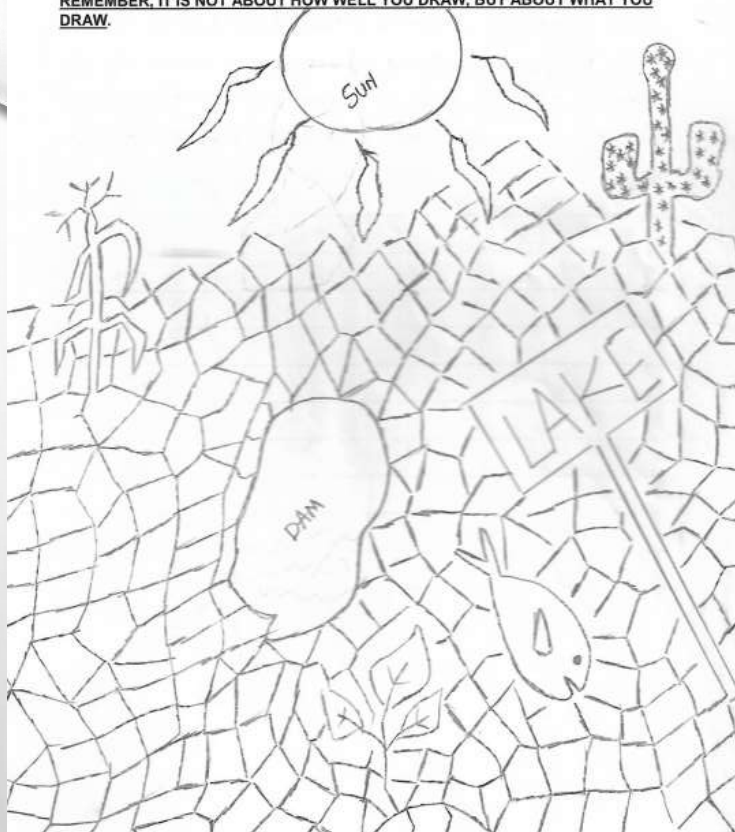


ELDER RESEARCH PROCESS

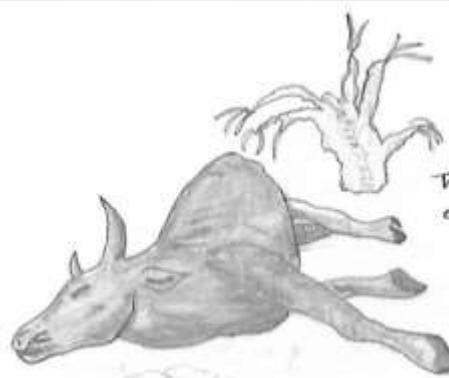
- Learning about activities
- Delivering the workshops (BB co-researchers taking a back seat)
- Training the co-researchers about interview techniques
- Translating the consent forms and questions
- Learning from co-researchers who are experts in their own culture and community



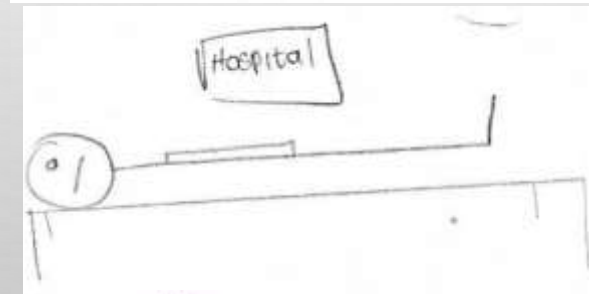
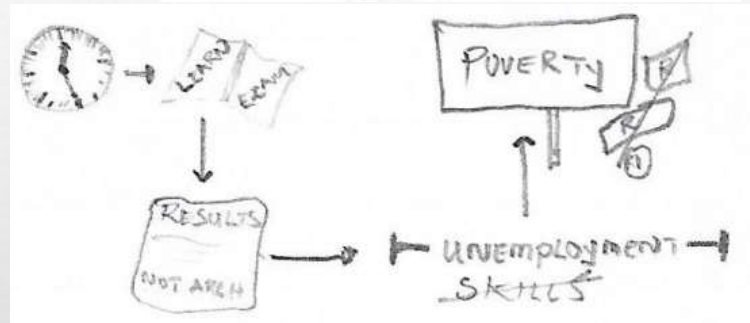
Please make a drawing showing how do you know when there is a drought.
REMEMBER, IT IS NOT ABOUT HOW WELL YOU DRAW, BUT ABOUT WHAT YOU DRAW.



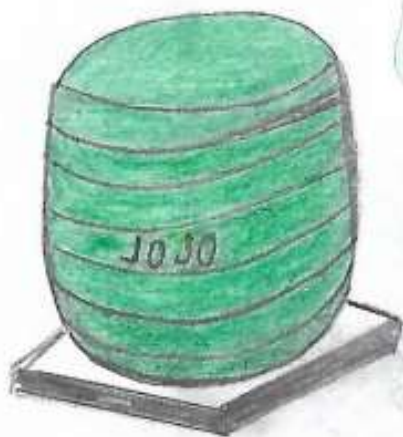
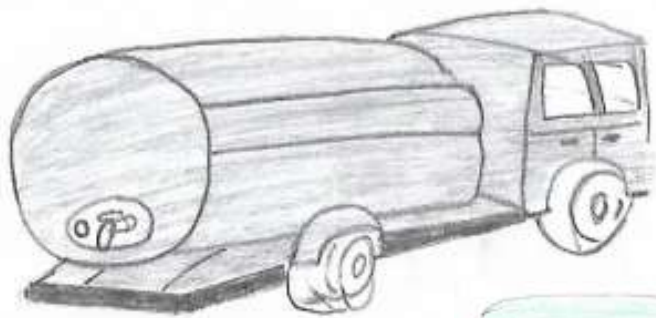
My drawing shows the beginning of the drought, as you can see the trees have lost branches. Dams are empty and the lake is full of dead fishes and there is no water inside. The ground has started to crack, so those are the sign of drought.



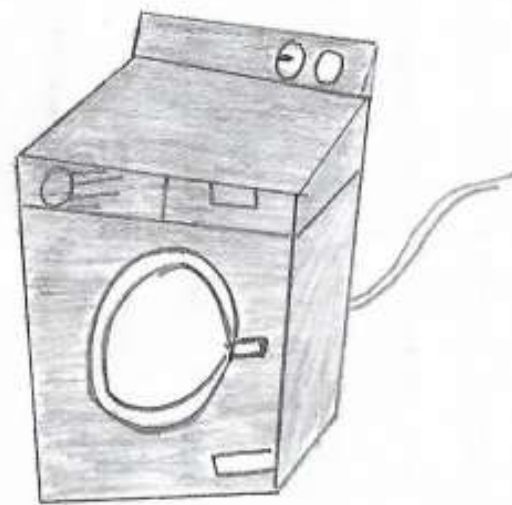
They dying of animals and livestock. Animals become thin



Drought changes the community because children have to go to school with empty stomachs.



water bucket



*As I have stated from the first part of the research that draught affected many kids at school but to cope we have extra classes in each and every school so that people can catch up from where they were left out so that they can pass and proceed to the next grade.



INTRODUCING SELOGADI

You can watch a short clip of Selogadi Mampane from the University of Pretoria, talking about how arts practices can be utilised for social change here:

[HTTPS://YOUTU.BE/6GLXASALUIE](https://youtu.be/6GLXASALUIE)



ARTS ACTIVIST APPROACH

- We thought it was important to have a South African lead
- Film making process
- Drama workshop at Resilience Forum
- Training for the workshops



PROJECT OUTPUTS

- Blogs
- Policy briefing
- First co-produced Paper submitted (others being submitted)
- How co-researchers said that they benefitted from the project
- Certificates, payment, celebratory event, two day workshop in Pretoria/meal, new skills



MORE PROJECT OUTPUTS

- Amplifying Voices
- Compilation of quotes
- Who benefits?
- <http://www.boingboing.org.uk/drought>



'UNITED WE STAND' FILM

You can watch the film 'United We Stand', that was produced as part of this research project here:

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=0XMC9CY41DC](https://www.youtube.com/watch?v=0XMC9CY41DC)



COMMENTS FROM CO-RESEARCHERS



One of the young co-researchers, Thato Vilakazi, said, *“Meeting was pretty cool, I learned a lot. Things that I didn’t even think of I learned a lot on. Things like policy, I really liked it.”*

Xolani aims to, ‘Teach people about drought and lack of infrastructure, so I want to take the initiative and teach them about differentiating the two’.

“Good experienced, and it was good to be able to teach you guys about how we see things.”

FUTURE LEARNING

- Cultural differences / different philosophies and ways of working
- Writing things into ethics
- Language barriers
- Including 'Fun' and team building as part of the project



ANY QUESTIONS?



THANK YOU

- WEBSITE: WWW.BOINGBOING.ORG.UK
- BLOGS ABOUT OUR DROUGHT STUDY CAN BE FOUND HERE: [HTTPS://WWW.BOINGBOING.ORG.UK/CATEGORY/DROUGHT-PROJECT/](https://WWW.BOINGBOING.ORG.UK/CATEGORY/DROUGHT-PROJECT/)
- CO-PRODUCED FILM AND POLICY DOCUMENT CAN BE FOUND HERE: [HTTPS://WWW.BRIGHTON.AC.UK/CRSJ/WHAT-WE-DO/RESEARCH-PROJECTS/DROUGHT.ASPX](https://WWW.BRIGHTON.AC.UK/CRSJ/WHAT-WE-DO/RESEARCH-PROJECTS/DROUGHT.ASPX)
- SHORT FILM ON RESILIENCE: TEDX: [HTTP://WWW.YOUTUBE.COM/WATCH?V=XPUZJYAOOK4](http://WWW.YOUTUBE.COM/WATCH?V=XPUZJYAOOK4)
- MORE ABOUT THE WORK OF BOINGBOING THROUGH THE EYES OF YOUNG PEOPLE: WWW.YOUTUBE.COM/WATCH?V=BH_OXHGDWHQ
- EMAIL: INFO@BOINGBOING.ORG.UK

