

DELIVERABLE 5

**REPORT ON THE DEVELOPMENT  
OF THE CATALOGUE**

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WRC project K5/2074/1  
Change Orientated Learning and Water Management Practices

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## ABBREVIATIONS

ADM	Amatole District Municipality
BRC	Border Rural Committee
CBNRM	Community based natural resource management
CBO	Community based organisation
CF	Catchment Forum
CHAT	Cultural Historical Activity Theory
COP	Community of Practice
CPA	Communal Property Association
DWA	Department of Water Affairs
ELRC	Environmental Learning and Research Centre
IK	Indigenous Knowledge
IWRM	Integrated Water Resource Management
NGO	Non-Governmental Organisation
PhD	Doctor of Philosophy
PRA	Participatory Rural Appraisal
RSA	Republic of South Africa
SLIM	Social Learning for Integrated Management
US	United States
WfF	Working for Food
WfW	Working for Water
WM	Water Management
WRC	Water Research Commission
WRM	Water Resource Management
WUA	Water User Association
ZCBNRMF	Zambia Community based natural resource management forum

## GLOSSARY OF TERMS

**Action Research:** An approach to problem solving in which individuals work together in learning sets, supporting one another to frame and make sense of difficult situations, to work out potential options for managing these situations, and evaluate their progress as they try out these options in practice (Colvin, J et al. 2010, 89).

**Activity System:** The minimal meaningful context for understanding individual action.

**Community of Practice:** A group of people who are collectively engaging in a similar activity. Through sharing experiences and knowledge, members of the group learn from each other.

**Cultural Historical activity theory:** A framework and methodology for exploring phenomena. It focuses on the changes that happen within our minds which lead to modifications in the way in which we interpret and act on our world. It rests on two premises: first, that the context we find ourselves in is central to how we develop and second, that the way we learn is a social process which internalises the rules, values, norms and beliefs of the culture we find ourselves in (Stetsenko and Arievidtch 2010, 237).

**Focus Group:** A research technique that collects data around a particular topic through group interaction, with questions being determined by the researcher and then presented to the group for discussion (Litsoseliti, L. 2003).

**Knowledge flow:** How knowledge moves from one group to another and influences practice.

**Mediation:** The means by which an individual acts upon or is acted upon by social, cultural and historical factors in human activity (Engelstrom in Daniels, 2008, 40).

**Participatory Rural Appraisal:** “A growing family of approaches and methods to enable local people to share, enhance and analyse their knowledge of life and conditions to plan, and to act.” (Chambers in Van Vlaenderen, 1995, 1).

**Praxis:** The relationship between theory and practice, where theories or ideas are enacted, exercised and applied.

**Social Learning:** An understanding that learning occurs when people engage with one another and share diverse perspectives in a trusted environment, usually around a collective action.

**Triangulation:** The use of multiple data-collecting techniques to increase the validity of research findings.

## LIST OF DELIVERABLES

<b>Deliverable</b>	<b>Description</b>
1. Review Document	Literature review and aligning of fieldwork planning and resource design with review.
2. Start up Document	Project design and identification of site for research.
3. Fieldwork report	Report on fieldwork and development of the resource.
4. Development of question driven resource publications based on case activity systems	Question-driven resource publication and report on its development.
5. Design of community directed catalogue	Document setting out an approach to designing a community directed catalogue for mediating processes and expanding learning in WRM practice contexts.
6. Curriculum framework for mediator training programme	Mediator training programme.
7. Report on mediator training and activity systems	Report on mediator training programme, which will include the piloting of the question-driven resource.
8. Final report & masters studies	Final report and Masters studies.

## OBJECTIVES OF PROJECT

1. Identify and support the skills that are needed to mediate learning about water management practices in an Eastern Cape community. For this project, the practice of rainwater harvesting will be used as an example.
2. Research the development of a knowledge resource that could be used to develop the capacity of community-based mediators of water knowledge. The resource will be developed in response to and in support of an existing community-based water management practice in the Eastern Cape: for this project, the practice of rainwater harvesting in the Cata area near Keiskammashoek.

### ***How this deliverable addresses these aims***

This deliverable consists of the first draft of the catalogue and a report on how catalogue was developed. It responds to the aims in the following way:

1. The report is the first step in reflecting on the process of developing the catalogue and the effectiveness of the catalogue for developing the capacity of community-based mediators of water knowledge.
2. The report will begin identifying the skills that are needed to develop a catalogue of this nature.

## INTRODUCTION

This report documents the first phases of developing a catalogue as a mediation tool, and begins to reflect on the learning that has occurred through this process.

The next step will be to review the process of producing the catalogue as a research team and revising it based on what we have learnt so far.

# PILOTING THE DEVELOPMENT OF A CATALOGUE TO SUPPORT A QUESTION BASED RESOURCE:

## Moving away from accessing information to developing networks of learning.

The focus of the catalogue has been to identify and catalogue between 20 to 40 of the most useful and most used resources about the chosen water practice, rainwater harvesting.

The initial aim, as documented in the project start up document, was to do the following for each knowledge resource:

- Provide a short summary
- Rate each resource using criteria such as language level, proven value, and current use of the resource.

We will also said we would investigate the most appropriate form of Internet presentation of this catalogue, and the most appropriate design and presentation of the printed form. The catalogue is meant to indicate how the resources address the questions actually asked by the community about the practice; and how they link to the situated learning processes in community-based water management practices.

In the process of attempting to do this we have found that it is a lot harder than we first anticipated both in terms of identifying resources and finding a suitable way to catalogue them.

Below we document the process thus far and learning that has taken place. We propose an alternative approach towards working with information that we will investigate during the duration of the project.

### **Process of developing the catalogue.**

Search for resources began with looking through WRC literature. This was followed by an internet search. Relevant people were contacted and asked to provide us with any resources that they had or further contacts for other organisations involved in rain water harvesting.

The resources were then categorised according to their accessibility and usefulness for the training of rural people. ROBERT WHAT OTHER CATEGORIES DID YOU ASK NINA TO LOOK AT. COULD YOU MAYBE SAY A BIT MORE ABOUT THE PROCESS OF PUTTING THE CATALOGUE TOGETHER

We also asked an expert on rain water harvesting to contribute resources that he felt were useful and to review the resources we had chosen.

The catalogue was written up and the research team met to discuss the process and the catalogue's effectiveness.

## **Learning Points.**

What is important to bear in mind from the start is that we are piloting a process of developing a catalogue with the hope of coming up with a process that is easy to follow and replicable for other mediators. Below are some of our key learning points with regards this:

- It is not easy to find resources by doing an internet search. Even though all the people involved in the production of the catalogue are experienced researchers, they found it difficult to access relevant resources without having some idea of where to look. When doing a straight google search, most sites that came up were aimed at middle class, 'western' readers. It was only by knowing that there were such organisations as RAIN (rainwater harvesting implementing network) foundation that we could begin to access more relevant materials.
- Deciding on what criteria to use for the catalogue is challenging. We kept the criteria for this catalogue very narrow. We focused mainly on rain water harvesting techniques and have only included a few research-type documents which challenges some of the ideas behind rain water harvesting.
- We started our search by accessing Water Research Commission documents on rain water harvesting. This is useful as we could then follow up with the authors of the reports on how to access further documentation.
- We drew on our networks to find out what people were debating and what learning materials, reports and pamphlets were being circulated on rain water harvesting.
- The main learning point is that we accessed information through people rather than through internet searching or documentation. We needed to have some idea of the sector in order to know where to look and who to ask.
- The development of the catalogue is more about developing a network of contacts and resource bases, rather than accessing a list of useful learning resource materials. We would like to reflect this in the final draft of the catalogue.

## **Suggested process to follow to develop a catalogue of learning resources.**

1. Start with a search of the Water Research Commission's documents. If you do not know the Water Research Commission's webpage or struggle to understand how to search for documents you can phone or email them and ask for documents that are related to your question and/or practice.
2. Contact the person who wrote the report and/or resource. You can also contact organisations that are mentioned in the report. Ask these people if they know where you can get more information. If it is a very technical report, ask if they know of organisations, such as NGOs that work in this field. You can also ask if there are any websites they would suggest you visit.
3. Keep contacting people and asking for leads. You may get resources sent to you or individuals or organisations may be able to suggest a website for you to visit. Keep a list of the people you have spoken to and the organisations you have contacted. The aim of the catalogue is not to just access information but to develop a network of people and organisations you can draw on when you need to ask or address a question of water management practice.

4. As a last resort, do a google search. Try to be specific about what you are looking for. For example, don't just type in rain water harvesting, type in 'rainwater harvesting, africa' or 'basic techniques of rainwater harvesting'.
5. Categorise your learning resources according to the kinds of questions/interest you have. For example, if your main aim is to find practical guides on how to do rainwater harvesting then categorise these resources first.

#### **Way forward for research team and developing the final draft of the catalogue**

1. A focus group will be held between research team members on the process of developing the catalogue. We will discuss what we feel worked and what did not.
2. Robert Berold will redesign the catalogue based on our discussions with the aim of reflecting the more people-centred way in which we accessed information. Instead of just listing the resources, we will attempt to reflect how we developed a network of learning by showing where learning resources came from, how we accessed them and what organisation/person produced them.

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