



WORKBOOK

for

Community Gardening Groups



NELSON MANDELA
UNIVERSITY

Centre for Integrated
Post-School Education
and Training (CIPSET)

vhs
DVV International



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1. THE IMPORTANCE OF COMMUNITY FOOD GARDENING IN SOUTH AFRICA

“How did a country with a constitutionally guaranteed right to food become a place where 1 in 4 children is so malnourished that they are classified as stunted?”

Tracy Ledger. ‘An Empty Plate’. Jacana 2016



As community educators working on gardening projects in Port Elizabeth we see the truth of Tracy Ledger’s statement because of very difficult economic circumstances in our communities. We see hunger, poor diets and sickness. When people do not get enough food every day or they do not get all the nutrients needed by their bodies, we call that food insecurity.

Food insecurity can be seen all over South Africa. The recent global economic crisis and droughts have caused steep food and fuel prices. Alongside this, poverty and unemployment have increased so that around 35 per cent of South Africans can’t be sure of regular, nutritious food. The link between poverty and food insecurity can be seen in Johannesburg, where figures for food insecurity range from over 50% in poor areas to as high as 90% in the most deprived wards.

6 Poverty and unemployment have increased so that around 35 per cent of South Africans can't be sure of regular, nutritious food 9



1. THE IMPORTANCE OF COMMUNITY FOOD GARDENING IN SOUTH AFRICA

Part of the problem is that many South Africans have stopped growing their own food or buying from gardeners in their own communities, they prefer to shop instead. Today the availability of food is in the hands of a few retail giants who buy cheaply from commercial farmers and sell at high prices to consumers. For example, six South African companies control 90% of supermarket sales.

These food giants control the food chain; from industrialised farming to fertilizers, insecticides, seeds and food processing.

In spite of the obvious hunger that we see all around, these big companies argue that their supermarket shelves are always full so they are not to blame for food insecurity.

6 Six South African companies control 90% of supermarket sales 9





1. THE IMPORTANCE OF COMMUNITY FOOD GARDENING IN SOUTH AFRICA

It is true that supermarket shelves are full, but the high cost of food forces many people to buy cheaper, high carbohydrate (starch and sugar) foods. Bread, pap, slap chips and sugary cool drinks drive hunger away but cause health problems. Further, many poor or unemployed people go hungry on a regular basis – they cannot even afford carbohydrate diets.

Even though retail giants have an enormous grip on the food supply, there is space at a local level for community members to begin to take control of their food production and move to food security for their families.

This manual is a step in that direction. The next section gives points to guide a community educator when starting up and working with a group of community members.



Bread, pap, slap chips and sugary cool drinks drive hunger away but cause health problems





2. WORKING WITH A GROUP OF COMMUNITY GARDENERS

FACILITATING YOUR GROUP

In Section One we talked about South Africa having a growing problem of food insecurity.

Such as unhealthy diets of carbohydrates like starch and sugar foods.

And we think that Community Food Gardening can help to improve the situation.

We hope that as a community educator you will be motivated to help this happen with your group.

But the problem of food insecurity and unhealthy food may seem obvious to you but it may not be obvious to someone enjoying a sugary cool drink or vetkoek.

Some people may understand that their nutrition is inadequate but may not know how to change the situation. Some people see gardening as a sign of poverty, others do not have gardening skills and some are very motivated.

Some people may understand that their nutrition is inadequate but may not know how to change the situation;

When you work with a new group of community members you will probably have a mix of ideas like those above. To make it work you cannot teach in the traditional way of a school teacher, because your participants are adults with their own ideas and experience. They are also volunteers who can walk away at any time. So you need to respect what your participants think and move forward with them – each one learning from the other. This is called facilitation.

Facilitation is about handing your power, knowledge and skills to the group so that they gain the confidence and ability to run the gardening project.

Your final goal is an independent gardening group.





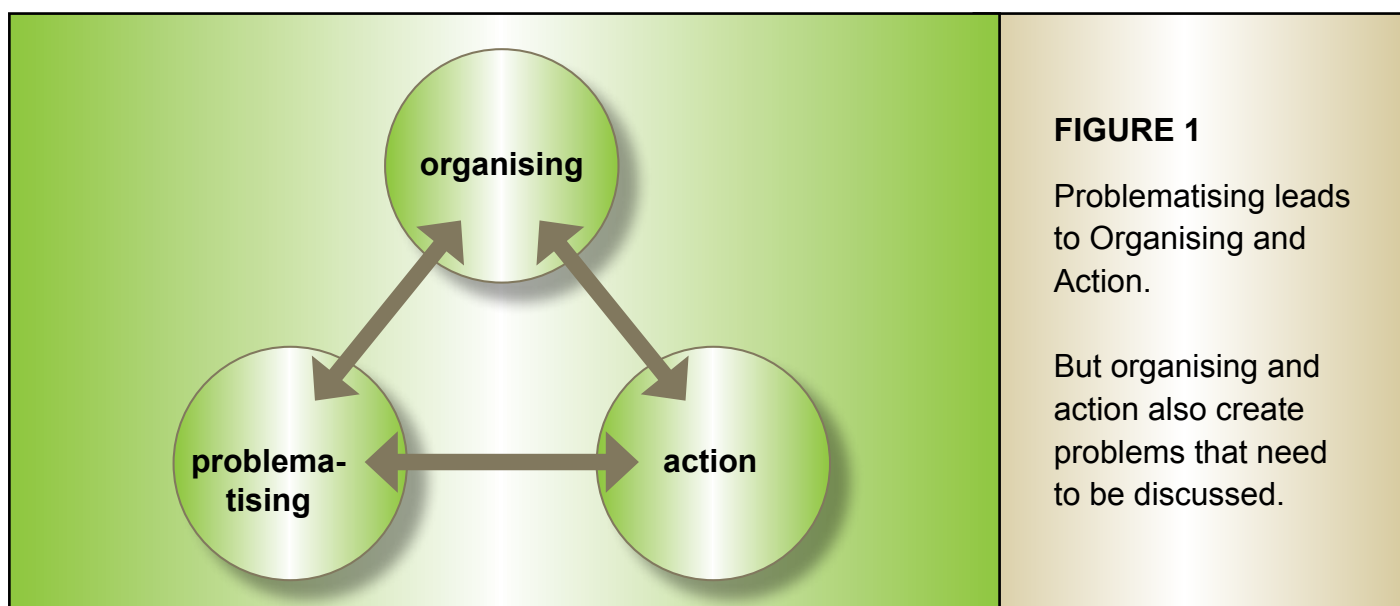
2. WORKING WITH A GROUP OF COMMUNITY GARDENERS

PROBLEM-SOLVING

A community gardening group is a problem-solving organisation with lots of practical action.

So facilitation with your group will cover three areas:

- Problematizing
- Organising
- Action



PROBLEMATIZING happens when participants discuss and explore problems they have in their lives and what causes them. And also explore how food gardening can help. You can use problematizing to think about organising and action.

ORGANISING is how your group turns solutions into action. It starts with how the group wants to structure itself. For example who controls money? Who takes care of tools? Who decides what to do with the harvest? How does democracy work in the group? Is there a membership and constitution?

ACTION is the growing, harvesting and distribution of food. It needs resources such as knowledge, land, fencing, water, tools, seeds and work teams.

To achieve this, group members must feel they have the power to make decisions, take action and learn from success and failure. As a community educator your role is to facilitate your group to think critically and discuss respectfully so that they can problematize, organise and act.



3. WORKING WITH DIFFERENT VIEWS IN YOUR GROUP

Successful facilitation takes time and patience because people are different; they have different life experiences that shape their opinions and actions.

Because of this it is important that facilitators create a respectful space where participants feel safe and their voices are valued.

It is only when participants are free to express to express themselves that they can find a common purpose and build the group in a democratic way.



HERE ARE JUST A FEW REASONS WHY MEMBERS OF A GROUP THINK DIFFERENTLY:

- Assumptions
- Personal circumstances
- Survival strategies
- Access to resources

Successful facilitation takes time and patience because people are different





3. WORKING WITH DIFFERENT VIEWS IN YOUR GROUP

ASSUMPTIONS

As community educators, we may assume that home gardening in our communities is an effective response to growing levels of food insecurity and poverty. After all there is a rich history in South Africa of home gardening which we still see in rural areas and townships, even inner-city rooftops.

We may also assume that someone who is food insecure would welcome the knowledge and practical support to grow and harvest their own food? But it may not always be as simple as that.

For example, Johannesburg City Council provides seeds, tools, and training, plus help to find vacant land for urban farmers. But less than 10% of poor households grow food, either for consumption or sale.

In Khayalitsha, 2.4 million people live with little open space and inadequate supplies of water. And only 2% of households practice urban agriculture even though food insecurity affects 85% of the people.

Across the highway in the large gardens of middle class areas gardening may seem a more possible option.





3. WORKING WITH DIFFERENT VIEWS IN YOUR GROUP

PERSONAL CIRCUMSTANCES

Residents of the same community can have different personal circumstances even though they share the same language and cultural roots. These differences can depend on where they were raised, their gender, age, family relationships, type of housing, experience of formal employment and previous exposure to gardening. These differences may influence a person's attitude to joining a gardening group.

For example older people with previous exposure to gardening may wish to start

digging and planting straight away.

On the other hand many youth may be happier to start by discussing the social issues around hunger, the cost of food and related development issues – and hopefully later become motivated to garden.

Some people may want to garden to support a community projects such as; soup kitchens, church or a crèche. Others may want to sell their harvests and put the profits into a savings scheme.

Residents of the same community can have different personal circumstances even though they share the same language and cultural roots





3. WORKING WITH DIFFERENT VIEWS IN YOUR GROUP

SURVIVAL STRATEGIES

Unemployment, rising prices and food insecurity are threats to many community members and their families, not to mention housing, crime and education issues. When trying to motivate community members to

start a gardening group it is important to remember that in spite of these threats, our urban communities continue to survive and grow. This means that most people have existing survival strategies that work for them.



Some survival strategies e.g. membership of a church or stokvel may make it easier for people to work in a gardening group because they are used to cooperating



3. WORKING WITH DIFFERENT VIEWS IN YOUR GROUP

ACCESS TO RESOURCES

People who have a regular salary can save money by monthly bulk buying.



People with insufficient or irregular income often pay more for food because they are forced to buy small amounts at local Spazas.

They may also be forced to buy cheaper, less nutritious foods that are high in carbohydrates but low in other essential nutrients.



4. GETTING STARTED WITH YOUR GROUP

ENERGISING YOUR FIRST MEETING

In our experience it takes some time and a few meetings to get a gardening group established. But participants should leave their first meeting with a sense of direction and some joy in their hearts.

The best way to start with your new group is to get participants relaxed and knowing each other. Energisers can help.

Energisers are short, fun activities that involve the whole group. They give everyone energy. You can use them at the start of each

meeting or when you feel participants are feeling flat.

In your first meeting, the Name Game energiser is a good way for people to learn each other's names:



NAME GAME ENERGISER

You and your group stand or sit in a circle. One person has a ball of screwed up paper. She calls out the name of another person and throws the ball to her.

Whoever has the ball must do the same.

The ball goes from one to another.

When your name has been called out twice, you sit down.

The game ends when everyone is sitting.



4. WORKING WITH DIFFERENT VIEWS IN YOUR GROUP

GETTING TO KNOW EACH OTHER

The Sharing Information activity is a good way to build your group:

SHARING INFORMATION

Your group sits in a circle. They must organise themselves in pairs.

A person asks their partner questions like:

- Who are you?
- How did you hear about this group?
- Did you garden before?
- What do you hope to gain from coming here?

Then each person introduces their partner to the group.





5. GARDENE'RS STORIES

Other gardener's stories can get your group interested and motivated. And help members of to start talking about their own lives and experiences. Talking can lead to identifying problems and solutions.

HELPING YOUR GROUP TO PROBLEMATIZE – a story from Tata Zanele

Problematizing is a way of thinking that goes further than just describing something. Describing tells us WHAT some thing is. Problematizing asks WHY it is like that and what can we do about it?

For example we can say that diabetes is more common today than 50 years ago. But we can problematize that diabetes is caused by eating too much fast food, sugar and carbohydrates.

Then we can problematise that people's diets are wrong because of poverty. And we can change this by growing fresh vegetables and fruit.

It is not easy to problematize about your own life, especially in a new group of people. So a good way to encourage the WHY questions is to use another person's gardening story.

Tata Zanele's story takes us from his childhood in an Eastern Cape village to Johannesburg and Port Elizabeth.





5. GARDENER'S STORIES

HELPING YOUR GROUP TO PROBLEMATIZE – a story from Tata Zanele

DISCUSSION ACTIVITY - TATA ZANELE'S GARDENING STORY

You will need copies of Tata Zanele's story, pens and paper.

Ask your participants to sit in groups of 4 or 5. Give them copies of Tata Zanele's story to read.

Then ask each group to discuss these questions. One person can make notes and report the answers to the whole group.

- Do you know anyone with a life like Tata Zanele? Can you share anything about that person
- What problems did Tata Zanele experience in his life?
- How did his gardening skills help?
- Did anyone in the group learn to garden as a child?
- Do you use those skills now? If not – why not?
- Why do you think it is helpful to start gardening?

Ask each group to report. Remind them that there are no right or wrong answers.

The point of this activity is to encourage people to talk about Tata Zanele and themselves.

It will be useful to write down key points that come up. You can use them with the next story.



5. GARDENER'S STORIES

TATA ZANELE'S STORY

Tata Zanele was born near Hamburg, Nkonkobe, Eastern Cape. His father's family had lands in Mazikhanye by the Keiskamma river mouth.

Tata Zanele attended only primary school in the village but he learnt a lot about farming. He herded cattle as a boy and knew how to plant mealies, pumpkins, beans and vegetables. As a result Tata Zanele never knew hunger as he grew.

As a man Tata Zanele moved to eGoli to work in the mines but the food there was not as fresh and tasty. He could not grow food at the mine hostel and dreamed that one day he would retire in Mazikhanye. His wife and grandchildren would help him in the garden and he would live in peace!





5. GARDENER'S STORIES

TATA ZANELE'S STORY

But those dreams did not work out. The mine closed, Tata Zanele lost his job and his wife died. So he moved to a shack in Joe Slovo, Port Elizabeth, to stay with his daughter. "If you live in a shack like this, it is difficult to make gardens because there are no fences" he says.

But after some time the family moved to a new RDP house in Chatty. And now at last Tata Zanele can relax in his own place. The house is clean and beautiful. There is a good fence and the goats cannot enter.





5. GARDENER'S STORIES

TATA ZANELE'S STORY

The garden helps to feed himself, his daughter and two grandchildren with fresh, free vegetables. It helps them to cope with the high cost of food in the shops.

Tata Zanele still remembers the teaching of his father – how to grow mealies, pumpkins, spinach, peppers and cabbages. Now the grandchildren help him with watering and digging. So they are learning the knowledge that has come down from their great grandfather!





5. GARDENER'S STORIES

HELPING YOUR GROUP TO ORGANISE

Mama Nondlela's story

Asking your group to discuss this story may be a good way to start thinking about organisation.

Mama Nondlela's story takes us from her childhood in a Transkei village to becoming a member of UkuKhanya gardening and savings club in Port Elizabeth.

The club garden is situated in a pre-school in her street. The school is happy for the club to use their land and water in return for some vegetables for the school feeding scheme. There are about 9 members of the club who know each other as neighbours or through church.





5. GARDENER'S STORIES

MAMA NONDLELA'S STORY

DISCUSSION ACTIVITY - MAMA NONDLELA'S GARDENING STORY

You will need copies of Mama Nondlela's story, pens and paper.

Ask your participants to sit in groups of 4 or 5. Give them copies of Mama Nondlela's story to read.

Then ask each group to discuss these questions. One person can make notes and report the answers to the whole group.

- Do you know anyone with a life like Mama Nondlela? Can you share anything about that person
- How did gardening skills help Mama Nondlela through her life?
- Mama Nondlela is nearly 80 years old but is still active, independent and happy. Why is that?
- The UkuKhanya gardening and savings club is running successfully for 3 years. Why do you think that is?
- When you are organising a gardening club - what do you think is important to think about?

Ask each group to report. The point of this activity is to start thinking about organising the gardening club.

Ask one of the participants to make a list of things the group must do to organise as a gardening club.



5. GARDENER'S STORIES

MAMA NONDLELA'S STORY

As a young girl about 70 years ago, I lived with my parents in a Transkei village. We ploughed our own garden for meillies and vegetables, even fruit. So I learnt about gardening at a young age by helping my parents.

When I could put my arm over my head and touch my ear, I was big enough to start school. Even when I was in Standard 1 my school day started early. Me and my sister woke at 4 am and made tea for our parents. Then we took water from the dam and watered the garden. In the early morning the monkeys came from the forest to steal from the garden so we had to frighten them with long sticks.

Sometimes a funny thing happened as we sat on the grass with our sticks. The monkeys would come in front of us and move their bodies up and down slowly. As we watched them we would fall asleep. Then the monkeys would quickly steal the fruit and run away! If this happened my mother would give us a 'klap' and the monkeys would be laughing in the forest!





5. GARDENER'S STORIES

MAMA NONDLELA'S STORY

Then we would go to school at 8 am. We studied until 11 o'clock break then we all went to the school gardens. We learnt to plough and plant spinach, cabbage, beetroot, cauliflower, potatoes, strawberries, melies, sweet potatoes, pumpkin and beans. It was a serious thing because to pass Standard 6 as a girl, we had to pass agriculture and sewing. So that's how I learnt to garden.





5. GARDENER'S STORIES

MAMA NONDLELA'S STORY

When I came to Port Elizabeth I worked in a factory for 20 years but I always made my own garden at home.

When my husband left me with 5 children that garden helped a lot! Even now I have my garden at home. I grow spinach, meilies, cabbage and pumpkin.

I also work with 8 other people at the UkuKhanya gardening and savings club.





5. GARDENER'S STORIES

MAMA NONDLELA'S STORY

We grow many things, at the moment we are selling spinach and beetroot to our community. For example there was a wedding in our street so we sold a lot to that house.

We put the money in our savings club and then we can borrow from the club. The interest goes back to the club so we make more money. Soon we will buy our own seeds from the savings club.

Gardening gives me fresh food and exercise and keeps me happy. Also I do not get sick like many other people.





5. GARDENER'S STORIES

Gardening gives us free, fresh, healthy vegetables that provide nutrition for a balanced diet. But vegetables are also worth money and we can use money to make more money. The story from Mama Iris shows how the gardening group savings club works.

DISCUSSION ACTIVITY - A STORY FROM MAMA IRIS

You will need copies of Mama Iris' story, pens and paper.

Ask your participants to sit in small groups or one big circle. They should read the story and discuss these questions.

- Do you know anything about savings clubs? Can you tell us about it?
- What do you think about how the Emfundweni savings club works?
- If you want to organise a savings club – how would you do it?

Ask one of the participants to make a list of suggestions that come up for organising a savings club.



5. GARDENER'S STORIES

MAMA IRIS'S STORY

Mama Iris, is a gardening and savings club member, she was raised in Nxukhebe, Fort Beaufort.

She is a mother of three, a grandmother of one and a great grandmother of three.

She came to Port Elizabeth in 1976 living in Zwide, Port Elizabeth.

When she joined the gardening club it was her first time gardening with many people. But she used to work in the garden with her mother back in Nxukhebe.

She said this gardening club has brought joy and laughter into her life and restored the pride she felt back then.

Iris also plants at home and she has harvested quite a lot for personal use and sometimes she gives to neighbours who ask for food.

She explains that just because they do not have gardens then they should not be hungry.

When she and other group members first negotiated to use land at Emfundweni School, Zwide, they had to work a piece of land that they were given.

She expresses that it was not an easy task at all because that plot had stones and stiff grass on it. It was an awful job to do but they did it.



5. GARDENER'S STORIES

MAMA IRIS'S STORY

They planted and watered the crops as much as possible. They watched the crops grow very well and it was quite unbelievable judging from the way that soil was before it became a garden.

After planting their vegetables, they sat down and planned what to do with their produce. They had an idea to set up a savings account - then they decided to sell to themselves and pay into the account.

A community educator told the club members about a savings club idea. After this information they decided to contribute R10 per month per person.

This monthly contribution together with the money from sales of vegetables is deposited into the group savings account.

Any group member can take a loan from the savings account with a small interest. That way the more they borrow – the more the savings grow. They also avoid paying high interest to street lenders.



6 ■ ORGANISE YOUR GROUP FOR PRACTICAL GARDENING

When you come to organising your group to start gardeninG there are many practical challenges:

Finding a garden site

Finding your own site

Sunshine and Shade

Getting water and saving water

Growing plants from seeds

Growing new plants from old plants

Fertilizers

Fencing

Tools



6. ORGANISE YOUR GROUP FOR PRACTICAL GARDENING

Meeting these practical challenges in a democratic way can make the group strong and sustainable.

So do not impose your own ideas however good they seem to you. Think of this practical stage as a process.

Celebrate your successes together and

overcome your problems through group discussion.

The good thing about gardening is that some of the resources you need are free e.g. soil, sunshine, rain, seeds and fertilizers. You can even save money by growing your own seeds.



Celebrating success with a drum session

🎶 Celebrate your successes together and overcome your problems through group discussion 🎶



6. ORGANISE YOUR GROUP FOR PRACTICAL GARDENING

FINDING A GARDEN SITE

Identifying a good site for growing is important for the success of the project.

A good way to get your group to think about this is to visit a gardening project that is already working.

It can be very motivating to meet those people and learn from them and engage with the real, personal experiences of other

gardeners.

But before you visit it is good to discuss what questions your group will ask.

You can start this discussion by reading the Seyise Primary School garden story.

Use this discussion to make a list of questions for your visit.



6 A good way to get your group to think about this is to visit a gardening project that is already working 9



6. ORGANISE YOUR GROUP FOR PRACTICAL GARDENING

Seyise Primary School is situated in a densely populated urban township in Port Elizabeth.

The half hectare vegetable garden is used by the school and local community members.

The driving force behind Seyise School is Nomonde. She attended Phandulwazi Agricultural High School, Alice, and later

trained as a teacher. Nomonde was the driving force to establish the garden which is used by pupils and community members.

Twice a week the garden provides fresh vegetables for the school nutrition scheme. But Nomonde said it has extra value in terms of science education, entrepreneurship and as a model for home gardening and self-reliance.



Figure 4 Seyise school garden



Figure 5 Seyise school garden



6. ORGANISE YOUR GROUP FOR PRACTICAL GARDENING

Nomonde explained that the school's mission is to serve its community. This means community gardeners are welcome.

In return, the support of the community guarantees security for the garden.

Also during the school holidays there are people who can do watering in return for enjoying vegetables that are ready for harvest.

Imagine your group is visiting the Seyise garden. What questions would you ask Nomonde?

6 Also during the school holidays there are people who can do watering in return for enjoying vegetables that are ready for harvest



Figure 6 Community member at Seyise school garden



Figure 7 Community member's garden at Seyise



Figure 8 Community member's growing plants for sale



6. ORGANISE YOUR GROUP FOR PRACTICAL GARDENING

FINDING YOUR OWN SITE

When your group has identified a possible site it is important to make a site visit to evaluate if it is right for you.

If the site is at a school or church then make an appointment with the Principal or Pastor first. If the site is on council land then the Councillor must be involved.

This part of the project must be done patiently so that all role players are satisfied. It is important that residents in the area accept what you are planning.

Be prepared to attend meetings and explain yourselves. It may be a good idea to elect a small committee to do this.

QUESTIONS YOU CAN USE TO EVALUATE THE SITE

You need to keep the garden secure from animals and humans. What are the social conditions around the site? Is there a fence?

Will the residents in that area accept what you want to do? Do they know you?
Does the ward councillor know you?

Is there land with good soil and water?

Is it close enough to carry your tools?

Do you need to protect plants from the wind and sun?

Where can you get manure?

What plants like to grow in the area?

*6 Be prepared to attend meetings
and explain yourselves 9*



6. ORGANISE YOUR GROUP FOR PRACTICAL GARDENING

SUNSHINE AND SHADE

When you have chosen a site for gardening, you can discuss with your group where to dig. You need to think about sunshine and shade because South Africa can get very hot and very cold.

A site that has a combination of full sun and shade is a good idea.

In summer when you are growing plants from seed, it's a good idea to make the seed beds in the shade of buildings or trees. The reason is that the summer sun dries the top layer of soil very quickly and baby plants with small roots can die easily.

In winter it is better to sow seeds in full sun, because the soil must be warm so they can start growing.



Your group can ask other gardeners in the area:

- What are the best vegetables to grow?
- When is the best time to plant seeds?
- Which plants like full sun?
- Which plants like shade?

It's a good idea to make the seed beds in the shade of buildings or trees



6. ORGANISE YOUR GROUP FOR PRACTICAL GARDENING

GETTING WATER AND SAVING WATER

South Africa is a dry country and things are getting worse. Our climate is changing because of global warming.

Remember when you put water onto the garden, the wind and sun take the water out! So you need to plan how to put enough water in.

You can use a hosepipe from the tap. But when there is a drought this can be a problem. So it's a good idea to have rain storage tanks or use grey water from something like the

school kitchens.

When you water the soil, the best way to keep it there - is to protect it with mulch.

Mulch is like a blanket on top of the soil that slows down the drying effect of sun and wind. There are many ways to make a mulch blanket.

You can spread compost or kraal manure between the plants.





6. ORGANISE YOUR GROUP FOR PRACTICAL GARDENING

You can spread wood chips



You can put planks of wood on the soil between the plants



You can spread dry grass





6. ORGANISE YOUR GROUP FOR PRACTICAL GARDENING

GROWING PLANTS FROM SEEDS

Most vegetables make seeds and it is much cheaper to grow plants from these seeds. The cost of 12 cabbage plants from the nursery is more than the cost of a packet of about 150 seeds!

All you have to do is leave one of your vegetable plants – so that it makes seeds. For example; tomatoes, beetroot, cabbage, tomatoes, chillies, lettuce, pumpkin, mealies, spinach, onions, butternuts, courgettes, leeks and beans.

6 All you have to do is leave one of your vegetable plants so that it makes seeds 9



If you buy seeds that are labelled 'HYBRID' or 'GMO' they will not make living seeds that you can plant.



6. ORGANISE YOUR GROUP FOR PRACTICAL GARDENING

GROWING PLANTS FROM SEEDS

Growing new plants from old plants
Some plants make copies of themselves that will grow into a new plant. For example one potato plant can make 20 potatoes. So when you harvest potatoes keep the small ones to plant again.

Some plants e.g. garlic and river onions make

a bunch of 10 to 20. You can split this bunch and replant the small ones.

Kale is a type of cabbage that grows like a small tree. When you harvest the leaves the kale plant will make side branches. You can cut off these branches and push them in the soil. Each branch will grow into a new plant.

Some plants make copies of themselves that will grow into a new plant



Garlic



Kale branch



6. ORGANISE YOUR GROUP FOR PRACTICAL GARDENING

FERTILIZERS

If you grow lots of vegetables year after year, your soil will get tired and need fertilizers. Fertilizers provide the basic food that plants need to grow.

Chemical fertilizers from the shop are expensive - so use animal manure. Wherever there are cattle there are kraals with manure.

The other way to get good fertilizer for free is to put your vegetable waste in an earthworm farm or a compost box.

Earthworms are those shiny red worms that live in the soil that chickens love to eat. You can touch them, they will not hurt you. They

eat plant material in the soil and their waste is a very good fertilizer.

You can put some soil in a plastic container with a cover and add vegetable waste (except for onions and citrus skin).

The worms will happily live in this box as long as it is dark inside and the soil is very dry or very wet. The worms will eat your vegetable waste and change it into good fertilizer that you can mix with your soil.

But remember to keep some worms to start your worm farm again.



Worm farms made of tyres. You just lift the cover and drop vegetable waste. The worms will make manure.

6 The other way to get good fertilizer for free is to put your vegetable waste in an earthworm farm or a compost box ;



6. ORGANISE YOUR GROUP FOR PRACTICAL GARDENING

Compost is plant material that has rotted into a crumbly black soil; it is a very good fertilizer and holds water.

Plant material will turn into compost if it is wet and has air passing through it. Insects, bacteria and fungus that feed on the plant material until it turns into soil.

The best way to make compost is to construct a cage made of planks or old fence wire.

Then throw all the leaves and weeds from your garden into it. After about 6 months you can take out the black soil and dig it into your garden.





6. ORGANISE YOUR GROUP FOR PRACTICAL GARDENING

FENCING

It is important to keep animals and chickens away from your garden with a fence.

Wire fencing is expensive but you can make strong fences for free from pallets, plastic bread crates or thorn branches.



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6. ORGANISE YOUR GROUP FOR PRACTICAL GARDENING

TOOLS

You need more tools when you are clearing land and digging the soil for the first time e.g. a pick, a hoe, spades and forks. Usually you can borrow those tools because you will not need them for long.

For your work through the year you will need a rake, spade, big fork and a small hand tools to share.



Rake



Pick



Garden fork



Planting & weeding hand tools



Spade



Hoe



community
 organic
 fertilisers
 TOOLS
 strategies
 GROUPS
 sustainability
 RESOURCES
 gardening
 agriculture
 harvest
 problem
 solving
 POVERTY
 Partnerships
 environment
 Vegetables
 SUNSHINE
 Survival



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