

Trainers of Trainers Manual for Decentralized Natural Resource Management



REPUBLIC OF SOMALILAND  
Trainers of Trainers Manual for  
Decentralized Natural Resource  
Management

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FINAL

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## ABBREVIATIONS

CBNRM	Community Based Natural Resources Management
EIA	Environmental Impact Assessment
ILO	International Labour Organization
JPLG	Joint Program on Local Governance and Decentralized Service Delivery
LED	Local Economic Development
NGO	Non-Governmental organization
NRM	Natural Resources management
PLUP	Participatory Land Use Planning
PRA	Participatory Rural Appraisal
RDP	Reconstruction and Development Programme
SLA	Sustainable Livelihood Approach
TOR	Terms of reference
UN	United Nations
UNDP	United Nation Development Programme
UNICEF	The United Nations Children's Fund

## 1.0 BACKGROUND INFORMATION

The UN Joint Programme on Local Governance and Decentralised Service Delivery is a 5 year Programme of ILO, UNCDF, UNDP, UN-HABITAT and UNICEF. The Programme is aligned to the programming frameworks of the Somali Reconstruction and Development Programme 2008-12 and the UN Transition Plan 2008-9. One of the key outcomes of the RDP is to achieve decentralised service delivery. The outcome of the UNTP is that local governance contributes to peace and equitable priority service delivery in selected locations.

It is envisaged to achieve as wide coverage as resources and conditions allow with a comprehensive approach to rendering local governments as credible and professional service providers, increasing public investment in basic services, and strengthening civic awareness and participation in local decision-making and development. The strategy pursued will comprise: (i) policy and legal frameworks for decentralisation, local government, service provision and land, (ii) institutionalising local government systems, vertical and horizontal inter-government linkages and civic education initiatives, (iii) investment in public services and goods through testing the Local Development Fund model, direct service provision and promotion of publicprivate partnerships, and (iv) processes and systems for housing, land and property disputes and resolution. Throughout the Programme, strong emphasis will be placed on gender and women in local government, human rights and local governance, and good governance principles of transparency, accountability and participation.

### **ILO responsibilities in the Joint Programme relate to:**

1. Local economic development
2. Urban services delivery and management with initial focus on Public Private Partnerships in integrated waste management (linking to water and sanitation service provision), market and slaughterhouse facilities
3. Infrastructure - transport/access

Development agencies and NGOs around the world are promoting greater participation by local populations in the use, maintenance and restoration of natural resources in order to improve local development and environmental management. Under the rubric of decentralization, governments across the developing world are selectively transferring natural resource management responsibilities and powers from central government to a variety of local institutions. These reforms aim to increase popular participation to promote more equitable and efficient forms of natural resource management. Decentralization programs across developing countries in Africa are reshaping the local institutional environment in which natural resource management (NRM) takes place, promising to have profound effects on who manages, uses and benefits from nature.

Over-centralized environmental management has been widely observed to cause inefficient, inequitable and ecologically damaging outcomes. Community based and decentralized approaches are a widespread response to these perceived failures. But while central governments across Africa are downsizing and decentralizing, policy makers are paying insufficient attention to whether appropriate powers and responsibilities are being transferred to local actors and whether the necessary local institutional infrastructure is in place.

JPLG has already concluded an NRM Sector Study for Somaliland with the aim to define functions, responsibilities and powers that should be devolved to local government.

The focus is on identifying key policy and institutional reforms to strengthen decentralized NRM. The rationale therefore is clear: addressing the structural constraints to the decentralised requires an explicit focus on removing the binding constraints to delivery from a policy, institutional and fiscal perspective.

### **1.1 Objective of the Natural Resources Management Planning Project:**

The objective of the NRM planning is to “develop local capacity of NRM stakeholders to facilitate and implement Natural Resource Management planning process”.

### **1.2 Target Groups**

Those targeted in the implementation of the project include Ministry of Environment and other line ministries such as the ministries of:

- Agriculture
- Ministry of Livestock,
- Ministry of Interior,

At the district level, the action will target District Councils, village councils and the private sector.

### **1.3 The NRM Sector Study Report**

JPLG has just concluded NRM Sector Study Reports in Somaliland State. The natural resources sector in Somaliland is divided into sub-sectors: Land Resources, Water Resources, Forests and Rangelands, and Marine Resources. These resources are recognised as critical to the livelihoods of Somalis. Considering the importance of the NRM sector to livelihoods, the main objective of the Sector Study is to identify key policy and institutional reforms to strengthen decentralized management of natural resources in Somaliland.

Because of the organisational structure of the NRM sector, the specific resource units (land, surface water, forests and rangelands, and marine resources) are managed as standalone sectors that function somewhat independently. Although administrative linkages exist between the NRM mandated organisations, there is limited coordination in the delivery of NRM and environmental services at the central, regional and district levels.

This study applies the Sector Technical Working Group (STWG) Guidelines methodology developed by the JPLG as the main tool for analysis of the NRM Sector Study. The focus is on the NRM priorities both at the district and national level with an emphasis on institution

building and employment creation for sustainable development. In capturing these priorities, the below conceptual framework is adopted.

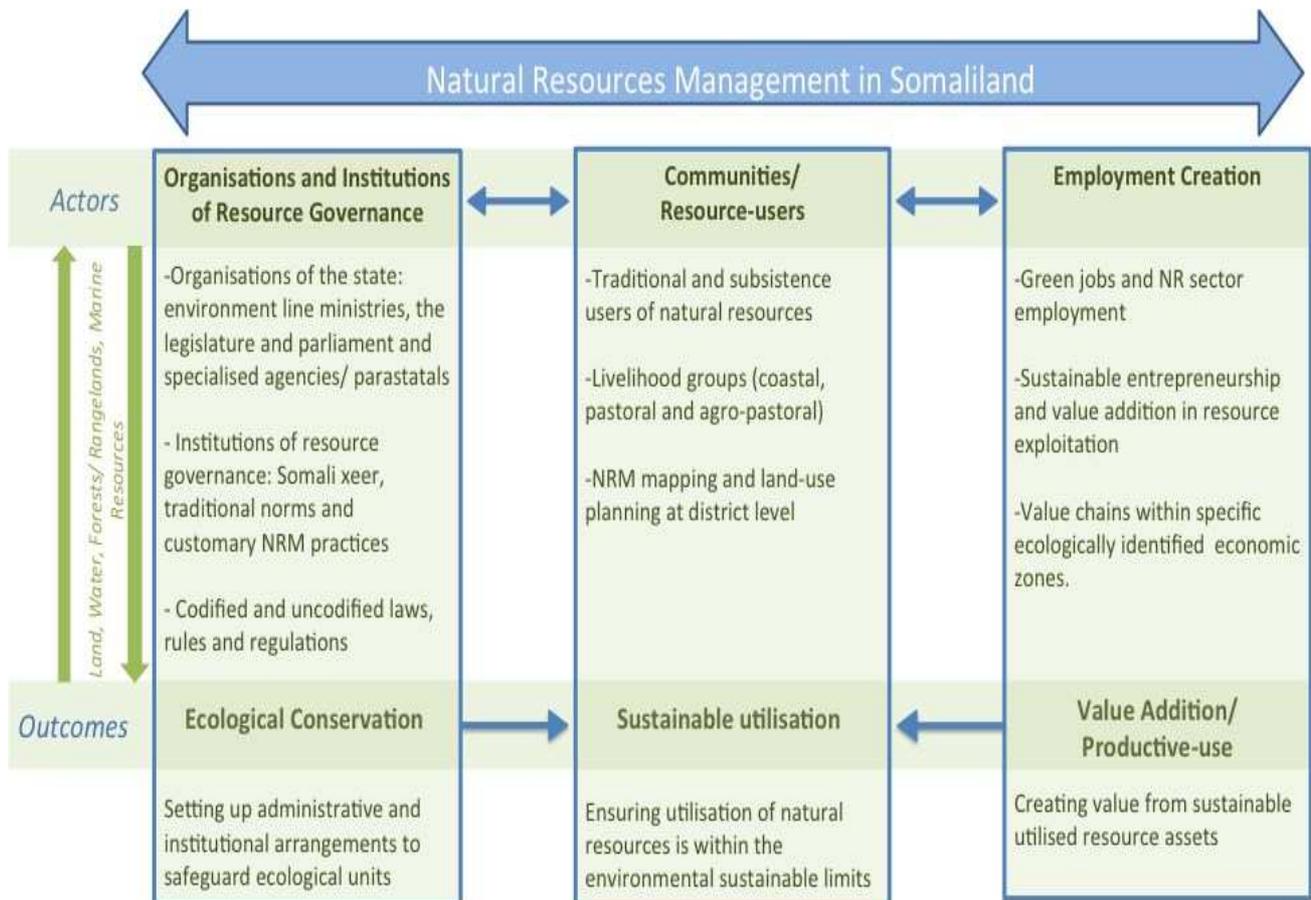


Figure 1. Natural Resource Management Framework

The NRM planning module is consistent with the NRM framework. The NRM plans developed at the village and districts levels are categorized along ecological, economic and administration consideration.

## 2.0 INTRODUCTION

This training module seeks to equip the trainees with skills on facilitating and implementing decentralized NRM plan. The best way to prepare and implement an NRM plan includes community engagement, information gathering, using Participatory Rural Appraisal (PRA), and

active participation from relevant community members. As the field agent, you will fulfil the role of facilitator, guiding the resource users through a series of exercises and actions, which will help them define the different components of the plan.

As a field agent starting up a NRM activity in a new area, you need to first understand the community context: the natural resources themselves, the socioeconomic background of the people, the policies and politics that govern NRM, and any existing programs and actors active in the area. After completing this lesson, you will have:

- Understood the key biophysical and socioeconomic information in NRM projects.
- Learned about some of the PRA tools that you can use to gather this information.

It is important to take time to understand the community. Try to learn about:

- The main natural resources and biophysical characteristics of the area.
- How local people use the different natural resources available to them to enhance their livelihoods.
- How local people value different natural resources, including cultural norms and practices.
- The local social and economic conditions that affect natural resources and people's livelihoods.
- Institutions, organizations or local initiatives already active in the community.
- Key stakeholders you will need to meet or work with.
- Policies and governance structures, including who has ultimate authority in regards to the use of different important natural resources, such as forests, water sources and land

## 3.0: NATURAL RESOURCE MANAGEMENT TRAINING MODULE

### SESSION 1: CLIMATE SETTING AND THE TRAINING PROGRAMME

## NEGOTIATIONS

Welcome participants and introduce yourself. Explain what the session is all about. Write the session title in bold on the flip chart using black or blue<sup>1</sup> felt pens.

Highlights	
What will we achieve in this session (our objectives)	By the end of the session trainees will: <ul style="list-style-type: none"> <li><input type="checkbox"/> Be able to relate to one another</li> <li><input type="checkbox"/> Understand the objectives of the training</li> <li><input type="checkbox"/> Have formulated the workshop's rules and regulations</li> <li><input type="checkbox"/> Have shared out roles and responsibilities</li> </ul>
Session's Content	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pair introduction (Name, profession, station/ area, likes and dislikes)</li> <li><input type="checkbox"/> Recording of individual interest and fears pertaining to the course</li> <li><input type="checkbox"/> Response of interest-fears and explanation of the workshop's objectives</li> <li><input type="checkbox"/> Negotiating workshop's programme</li> <li><input type="checkbox"/> Key note address</li> </ul>
Methodology	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plenary brainstorming</li> <li><input type="checkbox"/> Pair/ ball throwing/ self-introduction</li> <li><input type="checkbox"/> Plenary address</li> </ul>
Materials	-Flip chart and stand or meta cards, felt pens, paper ball,
Time	1 hr.

### Part One: Introduction:

Introduce yourself and ask participants to introduce themselves using any of the methods indicated above.

### Part Two: Recording trainees' interests and fears:

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<sup>1</sup> Note red and green coloured felt pens should be used sparingly when highlighting something.

Explain that it is important that all the participants express their interests pertaining to the training workshop in order to forge a common focus. This will be achieved by the facilitator responding to the trainees' interests and fears that may not be in line with the training objectives. Training objectives are clearly spelt out. Note part two can also be integrated in part one as an introductory session.

### **Part Three: Formulating workshop's rules and regulations, roles and responsibilities**

Explain that in a sitting which involves a group of people, it is always important to come up with norms that regulate the day-to-day business. In addition, for such rules to be reinforced, it is important to allocate the responsibilities amongst the trainees themselves. Such responsibilities may include:

- Chairperson, □ Time keeper,
- Welfare,
- Devotion leader,
- Energizer,
- News person,
- Recap person, etc.

### **Part Four: Negotiating workshop's programme**

This involves allocation of the days' time through consensus building. The sessions and breaks are negotiated. Eventually a programme on when the session should start in the morning, time for break and end of the day's activity is mutually agreed upon.

### **Part Five: Key note address**

This is aimed to give further insight on the subject matter. It may also mark the official opening of the workshop.

### **Part six: Workshop Facilitation Skills, Approach and Roles/ Styles**

Welcome trainees to the second training session. Explain what the session is all about. Write the session title in bold on the flip chart using black or blue felt pens.

Highlights	
What will we achieve in this session (our objectives)	By the end of the session trainees will: <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand what is/ not a workshop</li> <li><input type="checkbox"/> Learn facilitation approaches, roles and styles</li> <li><input type="checkbox"/> Acquire skills in facilitation</li> </ul>
Session's Content	<ul style="list-style-type: none"> <li><input type="checkbox"/> Description of what is / not workshop</li> <li><input type="checkbox"/> Facilitation skills</li> <li><input type="checkbox"/> Facilitation approach</li> <li><input type="checkbox"/> Facilitation roles/ styles</li> </ul>
Methodology	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Group discussions and presentation</li> </ul>
Materials	-Lecture notes, felt pens, flip chart/ stand, meta cards, masking tape
Time	40 minutes

**What is/ not a workshop**

What is a workshop?

- It is a human process. It moves through the levels of consciousness and takes people on a journey.

- It follows the consciousness process of objective, reflective, interpretive and decisional. All steps must be there for the workshop to work.
- It opens people's minds to the possibilities they have to create in the future. It makes self-conscious their vision.
- It sets a future direction for the group. It enables them to build a common direction for their activity.

#### What is not a workshop?

- It is not a game. Not something you do to fill time or occupy people when you don't have anything else to do.
- It is not manipulation. Not something you do when you have already determined what you want to do and you want to get people to agree with you. Don't predetermine the results.
- It does not limit vision. Not something you do when you are trying to control the future.
- It is not past oriented. It is concerned with the future not with understanding or justifying the past.

#### Power of a workshop

- It creates a common focus for the group. It builds a group mind that has a common purpose.
- It builds a depth resolve which all the members of the group share in. as it is their responsibility.

- It is participatory. It enables everyone in the group to use their best creativity and to share in the product of the workshop.
- It creates a team. The group shares the sense of being part of a group, which now has a common purpose and direction for their work. They are “in this together”

#### Focus of a workshop

- The focus of a workshop is the issue, question or subject that the group has consented on as the focus. The group must say “yes” to this focus.
- The focus must be on the new. It must be on the future. You look at the past for the sake of understanding the issue and then focus on the future resolution of the issue.
- The workshop is about doing. What are we as a group going to do to deal with the issue It creates an implementable plan, not just an analysis
- The workshop is about a team coming together to decide where they as a team are going to expend their corporate energy. **Appendix 2, Session 1** gives more emphasis on power of the workshop.

#### **Facilitation Skills:**

##### **Introduction to Style Flex**

##### **Definition**

Explain that style is the sum total of the characteristics, both internal and external, that goes to make up a person’s relational behaviour. As facilitators, style flexing is an important skill. Style flex is the temporary adjustment of a person’s behaviour to encourage others to act more productively. It involves adding to, subtracting from and continuing certain customary behaviours on the assertiveness and responsiveness scale. Using behaviours that fit the situation usually help the other person relate in ways that are relatively stress-free for him or her.

##### **Assumptions:**

You can only control one half of a relationship-your half. By managing your half of the relationship well you can influence the other half constructively.

The goal of style flex is to establish and to maintain mutually beneficial relationships.

It requires treating the other person honestly, fairly and with respect- is required for effective style flex.

### **When to flex your style:**

Not all the time

Consider using style flex for:

- Opening in parallel
- When something important is at stake
- When the other person stresses
- Closing in parallel

### **Participatory Training Approach**

Ask the group to describe what participatory training approach means to them. Allow for discussion and contribution from the group.

SARAR participatory training approach also often known as learner centred is a process that helps learners take greater control of their lives. The SARAR participatory approach has five key characteristics:

**Self Esteem:** The self-esteem of groups and individuals is knowledge and enhanced by recognizing that they have the creative and analytic capacity to identify and solve their own problems.

**Associate Fullness:** Each individual is a potential resource to the community. The method turns to the resourcefulness and creativity of groups and individuals in seeking solutions to problems.

Resourcefulness: Use the individual knowledge and skills in the group to build a complete product.

Action Planning: Change can be achieved only if groups plan and carryout appropriate actions.

Responsibility: The responsibility for follow-up is taken over by the group. Only through such responsible participation do results become meaningful.

**Definition of participatory training approach:**

Participatory approach often known as learner centred has evolved over the past few decades as a means of helping learners take greater control of their lives and their environment by developing their skills in problem solving and resource management. Participatory training such as SARAR focuses more on the development of human capacities to assess, choose, plan, create, organize and take initiatives.

Traditional Teaching	Participatory Training
Content focused approach where information is largely passed from the outside expert to the learner.  Top down approach.	Learning centred where focus is on the learners developing abilities and skills to diagnose and solve the problems.  Bottom-up approach.

**Role of a Facilitator**

While using the four ways of a facilitator as shown in **Appendix 1**, Session 1, explain in detail the role of a facilitator which includes:

1. Personal Readiness

- Visualize yourself walking through the entire workshop and attempt to answer the questions yourself,
  - Leave personal problems on the doorknob, etc.
2. Physical Involvement:
- Eye contact,
  - Positive body language
  - Communication style
3. Journey of a group
- Building consensus,
  - Weighing the process and content
  - Facilitation methods-means/ end relation for a desirable product
4. Style
- Posing questions to elicit creativity insight
  - Honour others insights/ opinion,
  - Collaborative language,
  - Listening skills (hear what is being said behind the words)

## **SESSION 2: INTRODUCTION TO CBNRM: PRINCIPLES AND PROCESSES**

Welcome trainees to the third training session. Explain what the session is all about. Write the session title in bold on the flip chart using black or blue felt pens.

Highlights

What will we achieve in this session (our objectives)	By the end of the session trainees will: <ul style="list-style-type: none"> <li><input type="checkbox"/> Learn about traditional and centralized NRs management styles and their impacts.</li> <li><input type="checkbox"/> Be introduced to the principles and processes of CBNRM</li> </ul>
Session's Content	<ul style="list-style-type: none"> <li><input type="checkbox"/> Traditional and centralized managements to NRs</li> <li><input type="checkbox"/> Why CBNRM</li> </ul>
Methodology	<ul style="list-style-type: none"> <li><input type="checkbox"/> Guided discussion</li> <li><input type="checkbox"/> Lectures.</li> <li><input type="checkbox"/> Flow chart demonstrations</li> </ul>
Materials	-Lecture notes, felt pens, flip chart/ stand, flow charts
Time	70 mins (40 for session I and 30 for session II)

Using Figure in **Appendix 1 Session 2**, provide a description of CBNRM approach and contrast it from the centralized resource management approach. Explain that:

- In the traditional society, social institutions with their social-economic diversity had evolved to be harmonious with nature.
- Different ethnic groups had defined economic activities.

- Farmers lived in fertile, high rainfall areas; fishermen lived by the lake; pastoralists lived in the savannah grasslands and hunter-gatherers lived in dense forests.
- There has been a lot of external influence through colonization, immigration and changes in the management institutions, especially centralization of resource management.
- Colonization and eventual independence resulted in changes in property rights regimes.
- The central governments were entrusted with the countries' natural resources especially forests, wildlife, fisheries, minerals and water.
- As a result of centralization, traditional and resource management institutions have collapsed.
- The centralization institutions have failed to sustainably manage the resources. There is marked resource degradation.
- Poverty levels have escalated.

#### Why CBNRM:

- Fewer conflicts and improved relations among major stakeholders
- Increased social( sometimes political) acceptability and so can form alliances more easily
- Empowerment of marginalized groups through recognition of rights and responsibilities
- Stronger partnerships and alliances against external conservation threats
- More cost and resource efficient (in long term)
- Enhances skills of many different stakeholders/institutions

Explain about CBNRM principles and strategies, which include:

- ❑ A process approach based on learning by doing( taking time, building trust and relationships, adaptive an flexible, monitoring internal and external changes and impacts)
- ❑ Meaningful participation and shared analysis( making different points of view count, multiple methodologies)
- ❑ Based on negotiation and consensus building( ensuring fair deals, not losing sight of conservation objectives)
- ❑ Appropriate representation and responsibilities (addressing inequity, bringing marginalized groups on board, supportive rules/regulations)
- ❑ Supportive policy and legal framework (Understanding and analysis, lobbying/advocacy, working through incremental change)
- ❑ Building capacity for long-term change( enabling key stakeholders to take the lead, ensure robust institutions)

Introduce the participants to comments done by stakeholders providing definition and description of what CBNRM entails as outlined below:

- Communities need to be empowered through a democratic process, in order to ensure that they can interact in an effective way in a consultation process.
- Managing natural resources requires an awareness of the environment, and responsibility for this process lies with stakeholders at the local level, specifically the local government, who will act to represent all relevant local stakeholders through establishing a joint forum.
- CBNRM traditionally assumes a relationship between a community and its natural resource base. Today, and based upon an understanding of this relationship, promoting CBNRM should aim to empower communities to exercise sound management of natural resources. The role of outsiders is to facilitate such empowerment.

- The essence of CBNRM is ownership and management of natural resources by primary stakeholders. The two core concepts are private ownership and sustainable use.
- CBNRM is concerned with managing the users rather than managing the resources. Modern CBNRM is to a large extent an effort to reinstate old practices. It is important to understand the various forms of resource tenure, e.g., de jure and de facto rights.
- The difference between informal resource use (incl. communal access) and formal resource use (incl. individual/private access) is important to understand, as is its geographic distribution (especially developed vs. developing countries). The basis and rationale are also different, as available in traditional culture, on the one hand, and in the nation state, on the other hand.
- A correct assessment of the specific character of a community is fundamental to devising a CBNRM strategy/approach. As well, consultation and participation are fundamental to CBNRM. CBNRM must be interdisciplinary. The number of variables that influence a CBNRM strategy, as well as their synergies, are very complex and requires a system level approach.
- Involving community in natural resource management, that is, empowering the community, amounts to a conscious political agenda as identified and implemented by local and national authorities, in effect, by the nation state working as a catalyst. A CBNRM approach functions as a connection between the public sector and NGOs, on the one hand, and the community, on the other hand.

Provide a summary before concluding the CBNRM module. Inquire from the trainees whether there are any questions before moving to the next module.

## SESSION 3: INTRODUCTION TO PARTICIPATORY RESOURCE ASSESSMENT TRAINING

Welcome trainees to the training session. Explain what the session is all about. Write the session title and the objectives in bold on the flip chart using black or blue felt pens.

Highlights	
What will we achieve in this session (our objectives)	By the end of the session trainees will: <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the objective of the training and the approach used</li> <li><input type="checkbox"/> Understand the key terminologies</li> </ul>
Session's Content	<ul style="list-style-type: none"> <li><input type="checkbox"/> Definition of PRA (Participatory Resource Assessment and Rural Appraisal); Participatory Land Use Planning</li> </ul>

Methodology	<input type="checkbox"/> Plenary brainstorming <input type="checkbox"/> Lecture
Materials	Flip chart and stand or meta cards, felt pens, lecture notes
Time	30 Minutes

**Definition of the terms:**

Find out from the community whether they are familiar with the PRA (Participatory Rural Appraisal and Resource Assessment), land resource, CBNR and the PLUP.

Summarize the exercise by giving further insight of the terms and where they have been applied.

- Participatory Rural Appraisal: This is a tailor made tool for appraisal of rural resources that facilitates the community members to analyse their problems and formulate development priorities to address those problems.
- Participatory Resource Assessment: This is the process of identifying existing and unexploited resources- their quality, quantity, ownership dynamics
- PLUP: Participatory Land Use Planning (PLUP) is a methodology that facilitates community involvement in the identification of land use and/or natural resource use for rural land use planning and development
- Land: “Land” refers to earth’s terrestrial surface and includes soil, landform, water, plants, animals, human settlements and infrastructure
- CBNRM: This can simply be defined as a community based approach for management of commonly “owned” natural Resources. The essence of CBNRM is the concern with local management, participation, and sustainable management of resources.

Explain that the process has been widely used in organizing community based natural resource management as an entry point to the community in Kenya. Norwegian People's AID (NPA) has included the approach as a major methodology to sensitize community on the importance of sustainable utilization of the natural resources for improved livelihoods and as a strategy to prepare the community to take charge of their environment.

Ask the group if there are any questions before concluding the session.

#### SESSION 4: PROBLEM IDENTIFICATION AND ANALYSIS

Welcome trainees to the training session. Explain what the session is all about. Write the session title and the objectives in bold on the flip chart using black or blue felt pens.

Highlights	
What will we achieve in this session (our objectives)	<p>By the end of the session trainees will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish problems affecting livelihoods</li> <li><input type="checkbox"/> Determining root causes and effects of the problems,</li> <li><input type="checkbox"/> Developing and prioritizing the options</li> <li><input type="checkbox"/> Categories the livelihoods and NRM problems as per the NRM Framework</li> </ul>
Session's Content	<ul style="list-style-type: none"> <li><input type="checkbox"/> Problem identification and analysis,</li> <li><input type="checkbox"/> Prioritization of problems,</li> </ul>

Methodology	<input type="checkbox"/> Plenary brainstorming <input type="checkbox"/> Lecture
Materials	-Flip chart and stand or meta cards, felt pens, lecture notes
Time	2 hrs.

### Part I: Livelihoods Problems Identification and Prioritization

Explain that we are going to identify livelihood problems that arise out of improper utilization of natural resources. In the plenary, the group is facilitated to identify the problems which they write down either on the flipchart papers or Meta cards (each problem per card). All the problems identified are grouped into 3 categories, namely: (i) Ecological; (ii) Economic; and (iii) administrative in nature.

Explain to the group that all the problems, regardless of the category it falls in, was to be prioritize in terms of its degree of effects to the people's livelihoods. The Pair wise Scoring Matrix as shown below was to be used.

Problems	A	B	C	Scores	Rank
A		A	C	1	2
B			C	0	3
C				2	1

Explain that the tool enables weighing of each problem against each other where participants brainstorm to come up with factors rendering one problem to be severe to the livelihoods as compared to the other. The one that ultimately is mentioned the most time is ranked the first etc. Explain that we cannot compare and contrast one from itself, i.e. A & A, the reason why it has been shaded. As presented above, problem C appears twice as compare to A that is mentioned only once. Problem B has not been mentioned. This means that as much as it is a livelihood problem, it is a lesser constraints when compared to B & A. Inform the participants that all the reasons given has to be recorded in a note book.

Once the concept has been understood, explain to the group that each of the problem needs to be understood well in terms of its cause and effects. Ask the group to select one of the problems, which are analysed in the plenary. The tool below should be used to analyse the livelihood problems.

Type of Livelihood Problem	Causes	Effects

Explain that you will be working in groups: one to prioritize the problems and the other to analyse in terms of causes and effects. To determine the two groups, ask the participants to account 1 and 2 separately for men and women to ensure equal gender distribution. The working groups could be several depending on the number of livelihood problems identified and time pressure.

Allocate adequate time depending on the number of problems raised. Once they are through, ask the secretaries to do the presentation. Allow for group discussion and contributions. Ask the group if there are any questions before you continue. Time: 1hr.

## **Part II: Developing Practical Solutions to Livelihoods Problems Identified and Prioritized**

Explain that the livelihood problems identified and prioritized will be analysed further in terms of how the community cope with the problem in their own ways and manages to continue with their day to day life on the one hand while on the other, assessment of the assistance provided by external stakeholders will be evaluated in terms of its contribution to solving the problem and help the community gain livelihood. While considering the community's coping strategy and intervention by external stakeholders, the trainees need to facilitate the community to determine the extent achieved towards solving the problem, hitherto. The question to be posed to the community members is "what lessons have been learnt about the problem from the way we handle it and out of the assistance received from external stakeholders? Inform them this will

help them to concretely develop practical solutions or options that will effectively address the problem this time around. Once the concept is well understood, inform the participants that they will perform the exercise in three working groups: (i) To handle ecological problems; (ii) To handle Economic problems; and (iii) To tackle administrative problems. The tool below is used to facilitate development of practical options (solutions) to the livelihood problems.

Problems	Coping Mechanisms	Interventions Tried	Lessons learnt	Practical Options (Solutions)

**Part III: Identifying and prioritizing NRM problems and opportunities**

Sometimes, people are already aware of the natural resource challenges they face. For example, they see a gully eating into their farmland, or know that every time it rains, low-lying parts of the village are flooded. But they do not always realize that their problems can be solved. At other times, people do not realize that natural resources are a problem. Soil erosion, for example, is often invisible: it happens slowly, over many years, so people are aware that their crop yields are declining but do not know why. Other slow changes may include falling groundwater levels, deforestation and pollution. These may happen so slowly that only older people know that the wells used to have water all year round, that a hillside used to be covered with trees, or that the river was full of fish. Another way of looking at this project is to help farmers build on natural assets they already have. What natural resources hold good potential, but are not realizing this potential? Your job is to help local people recognize natural resource problems, understand their causes, identify possible solutions, realize that they can solve them, and get organized to put these solutions into effect

### **Watershed level: identifying hotspots**

Some natural resource management problems are obvious (such as flooding or gullying); others are less dramatic and harder to see because they are more gradual (such as the loss of topsoil). Using a watershed or community approach, you can help farmers identify hotspots in their broader area. You may hear the word “hotspot” used in different ways: sometimes it’s used to refer to a place where there is a lot of biodiversity that is at risk. Sometime it is used to describe an area where there is severe risk of natural resource degradation. Some commonly used examples of hotspots include:

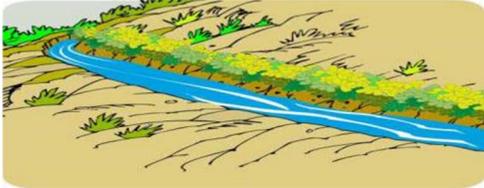
**A biodiversity hotspot** is an area with many different species of plants, animals, or insects that are endangered.

**An agro-environmental hotspot** is an area where human agricultural activities are having a detrimental impact on the environment. This has a dual effect of damaging the environment and reducing agricultural productivity.

**An environmental hotspot** is an area where any natural resource is at risk. If your project is focused around reducing the risk of disasters due to floods, landslides, droughts, or other natural hazards, this may be what you’ll be looking for.

You can help local people identify hotspots where problems can be seen easily. That will help them identify and prioritize the problems and decide what to do to solve them (Table below). They can draw them directly on their social-resource map

## Common signs of hotspots

	<p>Erosion</p> <ul style="list-style-type: none"> <li>✓ Rills or gullies</li> <li>✓ Patches of bare, stony soil where the topsoil has been removed</li> <li>✓ Exposed tree roots</li> <li>✓ Muddy water in streams</li> <li>✓ Accumulations of silt in flat areas</li> </ul>
	<p>Other water problems</p> <ul style="list-style-type: none"> <li>✓ Yellow or stunted crops</li> <li>✓ Damaged canals and bunds</li> <li>✓ Dry wells and springs</li> <li>✓ Areas at risk of landslides</li> </ul>
	<p>Soil fertility problems</p> <ul style="list-style-type: none"> <li>✓ Bare, stony soil</li> <li>✓ Poor crop growth</li> <li>✓ Abandoned fields</li> <li>✓ Certain types of weeds</li> <li>✓ Evidence of burning fields to clear brush</li> </ul>

	<p>Deforestation</p> <ul style="list-style-type: none"> <li>✓ Tree stumps and trees with branches hacked off</li> <li>✓ Land covered with bushes or coarse grasses that cannot be used for grazing</li> <li>✓ Hills with trees only in small areas</li> <li>✓ Evidence of charcoal making</li> </ul>
	<p>Loss of native habitat and declining biodiversity</p> <ul style="list-style-type: none"> <li>✓ Trends in land cover of native habitats</li> <li>✓ Changes in the number of different plant or animal species</li> <li>✓ Loss of forests or “bush”, replaced by houses and/or fields</li> </ul>

Ask the group if there are any questions before concluding the session.

## SESSION 5: NRM ACTION PLAN

Welcome trainees to the training session. Explain what the session is all about. Write the session title and the objectives in bold on the flip chart using black or blue felt pens.

Highlights

What will we achieve in this session (our objectives)	By the end of the session trainees will: <ul style="list-style-type: none"> <li><input type="checkbox"/> Be introduced to the process of project planning</li> <li><input type="checkbox"/> Prepare action plans for practicing skills and knowledge acquired during the training</li> </ul>
Session's Content	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to process of project planning</li> <li><input type="checkbox"/> Action planning</li> </ul>
Methodology	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discussions/ Brainstorming</li> <li><input type="checkbox"/> Lectures</li> </ul>
Materials	-Felt pens, flip chart/ stand, masking tape, lecture notes
Time	1 hr.

Explain that project planning is essentially putting wheels under our plan of action. We need to decide what steps need to be undertaken to actualize the implementation of the project's actions. These steps include:

- Determining/ elaboration of activities to be undertaken in order to accomplish the project,
- Establishing the date when the activity will be implemented and by who,
- Establishing resources required to implement the project,
- Determining sources of the resources required and the cost,
- Identifying what resources can be availed by the group/ community,
- Identifying possible sponsor for resources that the group/community cannot mobilize locally,
- Determining the output indicators (has to be SMART: S- Specific; M- Measurable; A- Achievable; R-Result-oriented; and T-Time-bound).

#### **Action Planning Exercise:**

Inform the group that they will prepare NRM action plan based on the practical solutions identified. Draw them back to the activities they came up with that were found to be beneficial to the ecology, economy and administration. Explain that the exercise will be done in groups.

Split the participants into groups of about 10 members while considering gender. Provide each group with a flip chart containing the following table in which they will enter their answers as indicated below.

Project/ Activity	Activity elaboration	Implementation Date and by who		Resources required cost and source			
		When done	who	Resources	Cost	Groups Contribution	Source of Requested Resources

Explain that it is important for the group to come up with an actionable plan by ensuring that there are no unnecessary overlap of activities, mobilization of resources in time, prioritizing<sup>2</sup> of the activities and sharing out coordination role of activity implementation.

Using the information gathered from the first few steps, now you can write it all down in a plan to address problems and the steps to take advantage of opportunities for natural resources to reach their potential. Literate participants can write out their own resource management plans. Illiterate or semi-literate participants may choose to simply revise the goal-setting map they've drawn earlier or draw a new plan.

An NRM plan should include:

- i. **Problems:** The list of priority problems the group wants to solve (such as “gully growing quickly”).
- ii. **Solutions:** The general strategy to overcome each problem (such as “slow down water flow in gully” and “reduce amount of runoff”)

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<sup>2</sup> This can be done by running through the list of activities and arranging them according to the perceived group's priority order or by application of PRA tools such as Pair wise scoring matrix.

- iii. **Activities:** The specific activities needed to put the solutions into effect (such as “build 3 check dams”).
- iv. **Inputs:** The cash, materials, labor and other inputs needed.
- v. **Location:** Where the activities will take place. You can show this on your community social- resource map, or another map of the community or watershed.
- vi. **Person(s) responsible:** The names of the individuals who will lead the work, and everyone who will participate, along with their roles (such as “Tom will bring sand,” “Claudia will gather bamboo and make carrying baskets”).
- vii. **Timing:** The date the activity will begin, how long it will take, and when it will end. You can draw up a calendar to show the timing of the various activities.
- viii. **Budget:** A good estimate of the costs or resources required to achieve the activities, and where the resources will come from to implement them.
- ix. **Monitoring.** How to make sure that the work is progressing – and if not, why not. Both farm-level and watershed or community-level plans can use similar formats.

Plans can be drawn as maps, written as charts, written as a narrative – or a combination of these.

When plans have been finalized, consider covering them in plastic and hanging them on the wall of the homestead or community common area. This is a way for farmers to monitor their own progress towards their goals. If the participants are not literate, consider using a sketch map or other visual plan instead.

### **Exercise: Developing NRM plan**

This exercise leads the participants through the process of developing a plan to manage their natural resources. This plan may be for one year or for several years. It may cover a single farm, a group of farms, a particular area (such as an area being threatened by a quickly-growing gully), or the whole community or watershed. It may be best to start off with a large, general plan for

the whole community or watershed, and then in another session to help individual farmers plan how to implement the activities on their own farms.

### **Objective**

After completing this exercise the participants will be able to:

Develop and agree on a plan to manage the natural resources in a particular

### **Equipment needed**

Large pieces of paper, markers

**Expected outputs** An agreed plan (or plans) on natural resource management

Time required 3 hours

### **Preparation**

It's a good idea to have already completed at least the following:

Field Exercise 1b: Setting goals

Field Exercise 4a: Drawing a social-resource map

Field Exercise 4b: Gender roles and responsibilities in NRM

Field Exercise 4c: Identifying hotspots or problem areas

Field Exercise 4d: Problem tree

Field Exercise 5a: Choosing solutions

### **Budgeting for NRM activities**

Nothing is free, and it's important to ensure that communities are prepared to finance the NRM work they're planning. A budget is a key component of any NRM plan. An NRM budget should include:

- ✓ A list of each activity
- ✓ The cost of each unit needed, the number of units needed, and the total cost for the number of units needed
- ✓ The source of the funding for each activity
- ✓ The duration of the planned action

Ask the group if there are any questions before concluding the session.

## SESSION 6: STAKEHOLDER ANALYSIS

Highlights	
What will we achieve in this session (our objectives)	By the end of the session trainees will: <ul style="list-style-type: none"> <li><input type="checkbox"/> Identified and engaged stakeholders.</li> <li><input type="checkbox"/> Recognized the importance of partnerships</li> </ul>

Session's Content	<input type="checkbox"/> Importance of stakeholders <input type="checkbox"/> Stakeholder Analysis
Methodology	<input type="checkbox"/> Discussions/ Brainstorming <input type="checkbox"/> Lectures
Materials	-Felt pens, flip chart/ stand, masking tape, lecture notes
Time	1 hr.

### EXERCISE: STAKEHOLDER ANALYSIS

Many people in the community share some of the same resources, for example a river. Farmers may rely on it for irrigation water; livestock keepers may water their animals there, and the women from the village may fetch water there for household use. Various people and organizations outside the community may also have an interest in the resource, or they may influence it. For example, people downstream rely on a steady flow of clean water from the stream fed by the spring. The government may regulate the use of water. And what farmers further up the valley do may affect the amount of water in the downstream.

In the stakeholder analysis, the farmers may identify various formal or informal groups, such as village organizations, interest groups, service providers, NGOs and others. They may note individual landowners who could be helpful but alternatively could also pose a challenge to working in a given community. Help them assess how stakeholders might support or hinder the implementation of the resource management strategy you develop together. You might also explore connecting with other organizations to help you scale up your work across a wider area. Because NRM projects often reach whole communities, it is critical to build **partnerships** that can help you get your work done as well as avoid or deal with conflicts

A stakeholder analysis identifies who has **interest** in natural resources in the area, which has **influence** over the resources zone, and when and how each stakeholder should be **involved** in

the work. This helps ensure that the right people are consulted and take part in decisionmaking and implementation of the project.

### **Objective**

After completing this exercise the participants will be able to:

Identify the different stakeholders who need to be involved in planning and managing the natural resources.

Identify potential conflicts or problems early on.

### **Equipment needed**

Flip chart, marker pens

### **Expected outputs**

A list of stakeholders who need to be involved in managing the natural resources, along with their interests and the type of involvement needed

### **Time required**

1 hour

### **Preparation**

Find out about national and local regulations on water and watershed management in the area

Prepare a draft list of stakeholders to stimulate the discussion if necessary

### **Suggested procedure**

1. Ask the participants to identify the stakeholders in the community who **manage** or **use** key natural resources. Encourage them to think of different groups: small and large farmers, livestock owners, landless people, the very poor and so on. Ask the participants to list the key characteristics of each group, and how it uses the land and resources, such as wood and water. On a flip chart, make a table and list this information in the first three columns.

2. Invite the participants to think of people or organizations that **influence** the resources in some other way, for example, absentee landowners, farmers upstream whose land-use practices result in erosion and government organizations that must give approval for major changes. Add rows to the table for this information.

3. Ask the participants to think of other people who are **affected** by these key natural resources. Examples include people downslope who rely on water from wells fed by rain falling in the area, and villagers downstream whose land may be flooded after heavy rain. Ask the participants to think of their characteristics and how they interact, use, depend and influence the resources in question.

List how each stakeholder may influence the resources and management improvements. For example, a local authority has influence because it can determine how the natural resources may be used. A large landowner may have influence because a planned irrigation canal has to cross her land. Influence can be both positive and negative.

5. In the last column, note when and how each stakeholder should be involved. Immediately, in regular meetings with farmer groups? During budgeting? Implementation? Monitoring? The type of involvement may be one of the following:

- **Informed.** The stakeholder is kept abreast of activities through occasional visits, phone calls, copies of reports etc.
- **Consulted.** The stakeholder is more actively solicited for input (e.g., information, knowledge and decisions) but is not directly involved.
- **Actively involved.** The stakeholder has a strong voice in decision-making and works in partnership with the farmer groups.
- **In charge.** The stakeholder is responsible for managing part of the process and/or performance of the farmer groups.

Ask the group if there are any questions before concluding the session.

## **SESSION 7: MANAGING NRM PROJECTS**

Once the plans are developed, they need to be implemented. Some of the techniques may be new to farmers, or they may need to assess which options are best for their particular context. Also, during the implementation things may work out differently in their context than expected, requiring adjustments throughout the implementation period.

Implementing natural resource management plans is a process of trial and error. Don't be discouraged if you are not seeing the results you expect. With a few adjustments the farmers

group will find the techniques that are right for their particular challenges and context. After completing this lesson, you will have:



field agent.

manager.

- Learned about the roles you may have as a
- Honed some of the key skills of a good NRM
- Learned about adaptive management and how

## Roles of NRM managers

As a field agent, you are also the manager of the NRM component of your project. You may have multiple roles:

- **Training farmers in new technologies**, such as using an A-frames to lay out contour trenches.
- **Creating demonstration plots** to showcase technologies and monitor progress.
- **Testing new ideas** in selected areas with farmer leadership and involvement, such as using live barriers instead of trash lines to slow down water movement on hillsides, or testing drought-tolerant crop varieties.
- **Providing materials**, including inputs, equipment, cash, refreshments, or payment for specialist services.

### Training in new technologies

You may be expected to provide trainings in new

techniques.. Should you need more information on a particular technology, or if you do not feel comfortable conducting the training by yourself, please, seek out support. There are many places where you can turn to for assistance, experienced farmers in the community, within

your organization, reaching out to other organizations or government projects active in the area, looking up information in specialized libraries or the internet.



## Creating demonstration plots

There are many ways of demonstrating results to farmers. By establishing demonstration parcels on the fields of several farmers, they will be able to observe the resource improvements first hand. Successful demonstration plots can go a long way to encourage farmers to massively apply new technologies. It also enables them to see what doesn't work and what needs to be changed. Some field agents may choose to take a "lead farmer" approach, wherein technologies are demonstrated on the field of a lead farmer chosen by the group. Using this model, you can set up regular meetings to demonstrate the techniques on the plot, so that farmers can take the learning back to their own plots. Experiment with different extension models and determine which works best for your groups and fits in with your other activities.

Often in training programs, field agents train once or twice and are not able to follow up to see whether participants actually have benefited from the knowledge, or have adopted the practices on their own plots.

A critical component of training is to monitor understanding and adoption of the techniques. This requires that you register all groups with which you're working; note the skills or techniques you're aiming to transfer to them; and create a monitoring plan wherein you visit participant fields of other group members outside of the demonstration plot



## Testing new ideas

If you and your groups have decided to implement some technologies or solutions for the first time, or to test technologies, on-farm trials or pilot projects may be a good activity. On-farm trials enable farmers to identify hypotheses, decide on possible solutions, establish trials and measure

outcomes. Ideally, you should also be monitoring farmer group adoption of these technologies through your visit log, and making mid-course adjustments as you go.

### **Skills of NRM managers**

Other aspects of the NRM manager's work are less direct but equally important skills that you should develop:

- **Keeping people enthusiastic and getting incentives right. Making sure people take full ownership by promoting good leadership.**
- **Maintaining work quality by managing staff, quality checks, and technical advice** □  
**Helping people change negative NRM behaviors.**
- **Adjusting your project based on results through adaptive management.**

### **Keeping people enthusiastic and getting incentives right**

Behavior change is always a difficult process. Sometimes benefits from NRM investments take a while to become visible. Because of this time delay, it can be difficult to get participants to follow through with new technologies and activities. Many participants are risk-averse, and need to see immediate impacts in order to recognize that their efforts are not wasted.

### **Good NRM leadership**

**Leadership is critical** to ensuring that work is completed in a timely and participatory manner and that it is technically sound. A good leader has the following:



- **Exemplary character.** A leader needs to be trusted to take responsibility for the NRM strategy and plan. Group members must feel respect for their leader and trust him or her to make changes to the plan based on continuous monitoring and data analysis.
- **Enthusiastic.** People look to leaders who are inspiring and motivating to complete NRM work, especially if there are no economic gains. Good leaders lead by example.
- **Confidence.** Confident leaders make other group members confident that they too can contribute to the NRM strategy successfully.
- **Purposeful in situations of uncertainty.** In times of doubt about a particular decision or activity (e.g., land tenure conflicts, policy or budget discussions), a good leader will take charge with confidence.
- **Calm, composed and steadfast.** Good leaders of NRM work are able to stay calm during emergencies, including flood or drought situations, and help find the way forward.
- **Focused and analytical.** A good leader keeps the main goal in focus and breaks it down into manageable steps to ease progress towards achieving the goal. This is particularly important when NRM activities require both short-term and long-term objectives.
- **Committed to excellence.** The good leader maintains high standards of quality.  
**Knowledgeable.** The good leader does not need to be an expert, but knows when to ask for technical support when needed.

## SESSION 7: PROJECT MANAGEMENT FOR DECENTRALIZED NRM

It involves the following steps:

### **1. Project Identification:**

This stage involves identifying potential projects from various sources, usually leaders; technical specialists; proposals to extend existing programmes; development banks intended to encourage domestic industries; project implementing agencies; sector surveys.

### **2. Project Formulation, Preparation and Feasibility Studies:**

The first step in this stage is a feasibility study leading to increasingly detailed feasibility studies depending on the complexity of the project. Financial and economic analyses are done here so that whether or not the project should be rejected is known early. Preparation should be made and planned to avoid delays and resource wastage. The project may be prepared by a purposeselcted team given sufficient time and resources and/or a technical assistance agency. A report is then written and presented to the financier of the project.

### **3. Project Design:**

This is where the engineering aspects are considered. The structural details of the project are examined at this stage. As a project manager, you will need to gather the necessary team. You may have to borrow resources from other departments, or use all or part of your own staff. You can build a team and determine the design if the purpose, schedule, and budget for the project are clear.

### **4. Project Appraisal:**

This stage enables a re-examination of the soundness of the Project Plan before the investment is made or a new plan developed. Appraisal is made on the basis of technical, economic, financial and administrative considerations. After the specialists have assessed that the project is as good as presented in the preparation report, they recommend it for implementation.

#### **5. Project Selection and Negotiation:**

In cases where there are many projects to choose from, a project is selected on the basis of cost/benefit ratios. Negotiation is done with financiers on modalities of funding the project.

#### **6. Project Activation and Coordination:**

This refers to the organization of the project. At this stage, lines of authority are established. At this stage, it is indicated who is responsible for what. By its very nature, a project demands consistent management. Committees don't work well if they're overly democratic; so as a project manager you must be responsible for coordinating the efforts of everyone on the team.

#### **7. Project Implementation:**

This is where the actual investment and operation starts. Implementation has three phases the investment period, the development period and full development period. Project implementation must be flexible as it is a process of refinement. A realistic Project Plan is more likely to be implemented successfully.

#### **8. Project Monitoring and Supervision:**

This is one of the most important in Project Cycle Management (PCM). It involves checking the activities, personnel and resources as implementation continues. This enables implementers to compare achievements with the original plan. If implementation is not going as per plan adjustments can be made. The project schedule and budget will succeed only if you are able to spot emerging problems and promptly correct them; delegating work to others or creating a control system isn't enough. You also need to track the indicators that tell you whether the project is on schedule and within budget and if the purpose is being achieved at each step along

the way. If you find that problems are developing, you will need to take action promptly to correct them. If your team is falling behind schedule, you must accelerate the pace of work. If they're exceeding the budget, the costs and expenses must be brought under control and further variances eliminated or reduced. This is possible only if you can follow upon discovered problems before they get out of hand. Otherwise, if the discovered problems arise from shortfalls in planning, or the implementation factors and or environmental factors have changed adversely the Project Plan may need revision.

#### **9. Project Completion:**

This is a stage where all intended investments are completed. Even if a project is well-managed and kept on schedule most of the time period, if that last step isn't taken, the deadline won't be met. Even well-run projects sometimes prove difficult to close out. That final report, the last conclusion, and the commitment to paper often prove to be the hardest parts of the entire project.

#### **10. Project Diffusion:**

At this stage, a decision is made on whether to expand the project, sustain the project or wind up.

#### **11. Project Evaluation and Review:**

This is the last phase of the project cycle but is not limited to completed projects only; it should be a continuous process. The primary criterion for evaluation is the extent to which the project objectives are met. Evaluation gives recommendations on improvement. After evaluation the project completion review or report (PCR) is written.

Ask the group if there are any questions before concluding the session.

## SESSION 8: CONFLICT ANALYSIS AND MANAGEMENT

Welcome trainees to the third training session. Explain what the session is all about. Write the session title and the objectives in bold on the flip chart using black or blue felt pens.

Highlights	
What will we achieve in this session (our objectives)	<p>By the end of the session trainees will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish different types of conflicts in community groups</li> <li><input type="checkbox"/> Acquired Strategies to identify source area of the conflicts and how to manage such conflicts</li> </ul>
Session's Content	<ul style="list-style-type: none"> <li><input type="checkbox"/> Definition of conflict</li> <li><input type="checkbox"/> Source of conflicts in community groups</li> <li><input type="checkbox"/> Conflict resolution and management</li> </ul>
Methodology	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lectures</li> <li><input type="checkbox"/> Group discussions/ brainstorming.</li> <li><input type="checkbox"/> Group work</li> <li><input type="checkbox"/> Illustrations</li> </ul>
Materials	Felt pens, flip chart/ stand, masking tape, illustrations depicting conflict and resolution i.e. stupid and clever goats
Time	40 minutes

### **Definition and Identification of Sources of Conflicts in Community Groups**

Ask the trainees to describe what conflict means to them. Allow them to contribute and discuss their suggestions in turn.

Then add that conflict is the struggle between incompatible or opposing needs, wishes, ideas or interests.

Conflicts arise when individuals or groups encounter goals that both parties cannot resolve to their satisfaction.

Explain that in this session, we are particularly concerned with sources of conflict, its consequences and how it can be managed. It is characterized by active discussion with the participants in examining the source and history of the conflict in order to objectively address effectively the management of the conflict.

At this point, find out from the trainees the possible sources of conflicts in community groups. Allow them to contribute and discuss their suggestions in turn. To emphasize on what the group has mentioned and discussed, explain that some of the factors may include the following (ensure you elaborate in each of the factor):

- Conflict of values: The parties judge causes and effects of situation differently, which in many cases is attributable to their holding incompatible values.
- Conflict of cultures: The actors hold incompatible values as a result of their different cultural backgrounds. These values include ways of encountering people and ideas from other cultures, and the constructions placed on those other people and handed down through one's cultural tradition.
- Conflict distribution: The parties do not agree on access to and the (fair) distribution of scarce goods and services.
- Conflict of goals: The parties are pursuing conflicting goals, which under certain circumstances may be detrimental to the other party.
- Conflict of roles: The mutual expectations of the parties are incompatible or only partially compatible with the respective conception each side has of its own role.

- Conflict of information: The parties try to prevent each other from obtaining information source, withhold information, and defame the information sources and the reliability of the information, which they supply.
- Conflict of power: The parties compete for power, influence and material advantages.

Explain that there occurs a time when the group is just not ready to come to agreement, although the solution to conflict lies within:

- The group itself
- The people closest to the conflict within the group are the very people who know the way to agreement

### **Conflict Resolution**

Explain that you will work in groups. Split the participants into groups of about 10 members while considering gender. All the groups should give suggestions on “How do we manage our conflicts in the group”? Inform them that they will spend 10 minutes for the group work.

Once the time is over ask the sub working groups to assemble and the sub working groups' secretaries to present their work. Allow for additional contribution and discussion that may arise from the presentations.

Eventually summarize by observing that in resolution and effective management of a conflict, it always leads back to the history of its origins. This history is constantly being written and rewritten by the actors. The key questions to ask should pertain to:

- Boundaries: Who are the parties to the conflict? Who is in dispute with whom? Who is intervening?
- Issues: Over which issues are the parties to the conflict in dispute? What do they see as being the issue at stake?

- Support: What support from groups or organisations are the parties counting on?
- Relations: Since when have relations existed between the parties? Of what nature are they?
- Objectives: What are the parties to the conflict aiming towards? What do they seek to achieve? What have they calculated as being their chances of success?
- Means: What outputs are they willing to make in order to attain their goals?
- Conflict experience: Which major conflicts do the parties remember? Etc.

With illustration of the stupid and clever goats, inform the group that it is important to note that people closest to the conflict have the solution to the conflict.

While referring to the goats' illustration in **Appendix 1, Session 5**, explain to the group that three conflict scenarios should be considered. These are:

All parties losing (lose-lose situation)

- Compromise or taking a middle ground on a dispute
- Pay off one of the parties in the conflicts e.g. giving out bribes
- Resorting to bureaucracy rules or existing regulations to solve a conflict

One party winning and the other losing (win-lose situation)

- There is a clear “we-they” distinction between the parties
- Parties direct their energies towards each other (not the problem)
- Parties see issues from their own viewpoint
- Emphasis is on solutions rather than attainment of social values objectives

The two parties winning (win-win situation)

- Energies and creativity are aimed at solving the problem rather than beating the other party
- Process involves identifying the problems than soliciting several options and finally choosing the best option.

Summarize the session by observing that:

- Conflict is not inherently good or bad
- It is good for organizations when it stimulates creativity and diversity in problem solving
- Inter-group conflicts are common in organizations
- Inter-group conflicts are caused by a number of circumstances such as differences in group goals, task interdependence, difference in work orientation, competition for limited resources and competitive reward systems
- Group differ in the ways they deal with conflict
- There are a number of conflict-resolving strategies, among them: finding a common problem for individualizing the rival group members and even restructuring the organization.
- The issue that confronts most leaders is how to deal with conflicts on a one-to-one basis, particularly when the conflict is on personal concerns at the work place.

Ask the group if there are any questions before concluding the session.

## SESSION 9: CONTINGENCY PLANNING IN DECENTRALIZED NRM

Contingency plans are developed to help foresee or rather predict the occurrence of later events that may have substantial negative effect on the decentralized NRM service delivery. Contingency plans are the alternative plans that are effected specifically when certain key events in service delivery do not work as expected. Below is a description of seven steps involved in developing contingency plans.

**Identify unfavorable events:** This step allows one to identify uncommon events that are likely to occur in decentralized NRM service delivery. Different adverse effects can be foreseen and counter measures be undertaken through analysis.

**Specify trigger points:** At this stage, identify which potentially risky events are likely to occur and when.

**Assess the impact and estimate the potential harm:** Consider the occurrence of critical events and the immediate actions that should follow to address the prevailing situation.

**Develop contingency plans:** Here, develop contingency plans that are compatible with the decentralized NRM strategy. Such a plan should be economically feasible and be simple enough to allow easy implementation when the need arises.

**Assess the counter-impacts:** At this point, relevant stakeholders should estimate how much each contingency will mitigate the associated scenario.

The NRM stakeholders must always remain

**Determine and monitor early warning signals:** alert and cautious in order to easily and effectively identify the occurrence of any negative events.

**Communicate:** After developing the contingency program, it is vital to communicate to all stakeholders informing them of their specific roles and responsibilities in the plan.

## SESSION 10: DEVELOPING NRM MONITORING PLAN

After completing this session, you will have: **Created a realistic monitoring plan and developed indicators** with farmer groups and integrated a **gender-responsive** approach to monitoring impact.

### Monitoring is natural

We all do monitoring and evaluation all the time. Every time a farmer checks how her crop is growing, she is monitoring it. If she compares how it was doing for several consecutive months and then considers the reasons why, what she did and the results, she is evaluating her farming.

Often people think that they will be “punished” or given “low marks” if they are facing problems or not meeting their goals. But that is not the purpose of monitoring.

Developing a good NRM strategy is the first step. Implementing the NRM plan is the second step. Checking up on the results and adjusting our actions is the last step. For best results, the tools to monitor the implementation of the plan are usually developed as part of the strategy.

### Indicators

When monitoring the implementation of your NRM plan you are checking for two things:

- 1) Has the technology has been built or the practice adopted?
- 2) Is there measurable improvement in NRM towards meeting the group's goals?

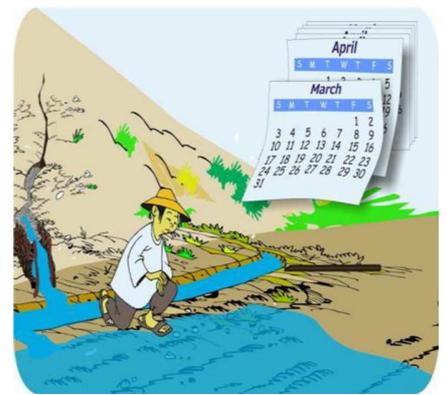
The first is called an **output indicator**; it measures only whether some activity has been done, but not the impact the activity is having. The second is called an **impact indicator**; it measures the result of the activity, or the change that is occurring – whether positive or negative.

Indicators can also be either **quantitative** or **qualitative**.

A quantitative indicator measures change based on percentages or absolute numbers, often based on statistical surveys. Quantitative data is often collected through:

**Measurement** (directly measuring and calculating crop yield, level of soil moisture, rainfall)

**Written questions** (in questionnaires or tests)



A qualitative indicator may be focused more on socio-economic and political factors. This kind of data can be collected through:

You can gather information in many different ways. The method you choose will depend on the type of data required, the time available, the skills of the staff, and the funds available for data collection.

### Monitoring plan

A monitoring plan is important because it will allow you to make sure that your project stays on track and is successful. It also focuses your efforts on asking and answering the right questions, thus helps you avoid wasting time and resources collecting information you will not use.

## **Objectives**

After completing this exercise the participants will be able to:

- List questions for monitoring the farmer group's activities.
- Describe indicators to measure these questions.
- Explain how the indicators should be monitored, who should do it, how, where, and when.

## **Equipment needed**

Large sheets of paper, cards, and marker pens

## **Expected outputs**

A list of questions that can be used to select indicators.

List of indicators and detailed instructions how to gather and evaluate information.

## **Time required**

2 hours (can be split in two 1 hour sessions)

## **Preparation**

Develop the monitoring plan at the start of the implementation process when the detailed activity plans are being developed. Before developing plant plan make sure you have completed the following exercises.

Field Exercise 4a: Drawing a social-resource map

Field Exercise 4d: Problem tree

Field Exercise 5a: Choosing solutions

### Suggested procedure

1. Divide the participants into groups of about 5 to 6 persons. Ask them to think of questions that can provide information on the progress towards achieving the goals and activity plans that they developed earlier. Ask the groups to write the questions on cards (one on each card) and to hand them to you. Note that you can ask each group to consider the same issues at one time, or divide up the goals and related action plans among the different groups. If you decide to have all of the small groups consider the same goals/action plans at the same time you can follow steps 2-6 below. If you decide to let each of the small groups work on different goals/action plans at the same time, then you will need to modify steps 2-6 below accordingly.
2. In the plenary discussion, compile the questions from each of the small groups into similar topics. Rewrite them if necessary to make them clearer. Make sure the group as a whole agrees on the questions.
3. Break the participants into new groups of about 5 to 6 persons. Ask the groups to identify indicators to measure the answer to each question. (Keep the small groups the same if they are working on different topics.) Ask a representative from each group to present the results of their work. Put the list of questions and indicators somewhere so all can see. Look at the indicators and identify the ones that are most suitable and easiest to measure. Remember they must be SMART: Specific, Measurable, Attainable, Relevant and Time bound. Divide the questions and their corresponding indicators among the subgroups. Ask each group to discuss the following questions for each indicator
  - Which tools can be used to measure this indicator (how)?
  - Who should be responsible?
  - Where do you need to take measurements?
  - What do you need to take the measurement (with what)?
  - When do you need to take the measurement?

Instruct participants to write down their decisions in a table

<b>Question</b>	<b>What</b>	<b>How</b>	<b>Who</b>	<b>Where</b>	<b>With what</b>	<b>When</b>
<i>Key question to answer</i>	<i>Indicators to measure</i>	<i>Tools, methods for gathering information</i>	<i>Who is responsible for gathering and analyzing information</i>	<i>Group or individual, location</i>	<i>Resources you will need</i>	<i>Dates, frequency</i>
1. How do we know if people are learning about good land management?	Number of hectares being managed using at least 2 sustainable agriculture techniques	Survey	Field agent, plus Norbilus (representative from farmer group)	Les Anglais commune	Survey print-out, notebook, GPS unit	Annually – next July

4. When the groups have filled in their monitoring plan, rotate the groups so that each group gets the plan of another group in front of them. Let the new group discuss, review and if needed revise the plan.
5. In a plenary discussion, review the results of the groups and initiate a discussion about the monitoring plan

## SESSION 11: ATTITUDINAL CHANGE

Welcome trainees to the training session. Explain what the session is all about. Write the session title in bold on the flip chart using black or blue felt pens.

Highlights	
What will we achieve in this session (our objectives)	<p>By the end of the session trainees will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify factors that influence change.</li> <li><input type="checkbox"/> Consider and accept that there are some roadblocks to change</li> <li><input type="checkbox"/> Enhance the understanding of the need for attitudinal and organizational changes for implementing CBNRM</li> </ul>
Session's Content	<ul style="list-style-type: none"> <li><input type="checkbox"/> What is change?</li> <li><input type="checkbox"/> Factors that help change</li> <li><input type="checkbox"/> Factors which make it difficult to change</li> <li><input type="checkbox"/> Why do people resist or embrace change?</li> <li><input type="checkbox"/> Why resist or accept CBNRM</li> </ul>
Methodology	<ul style="list-style-type: none"> <li><input type="checkbox"/> Case studies.</li> <li><input type="checkbox"/> Role play</li> <li><input type="checkbox"/> Lectures</li> </ul>

Materials	-Lecture notes, relevant policy copies, felt pens, flip chart/ stand
Time	30 minutes

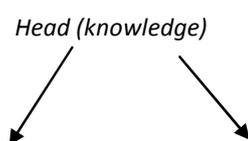
Ask the community to explain what change means to them.

Explain that we shall discuss factors that promote and those that inhibit change.

### Main points to discuss

Factors that help change

- Group pressure
- New responsibility
- Experience
- Outcome
- Environment
- Satisfaction
- Age
- Fear
- Money



←————→ *Hands (practice) heart (attitude)*

**Attitude to whom and Factors Affecting People's Attitude**

Attitude to whom	Factors Affecting People Attitude
People, Government, CBO,	Culture, Education, Status,
Community, Other line ministries/departments, Administration, Differentiating attitude of an individual and institution/organization	Perception, Age, Habits, Working environment, Line of thinking, Deep-rooted norms, Past experience, Poverty, Lack of awareness

Habit is one of the strongest forces that make change difficult

**Attitude change required in all levels:**

- Directorate of Environment
  - Regional Environment officers
  - District Environment officers
- Attitude change in a process:**

Require concerted effort

- Capacity building
- Time
- Being ready to understand one self and learn from others
- Opening mind

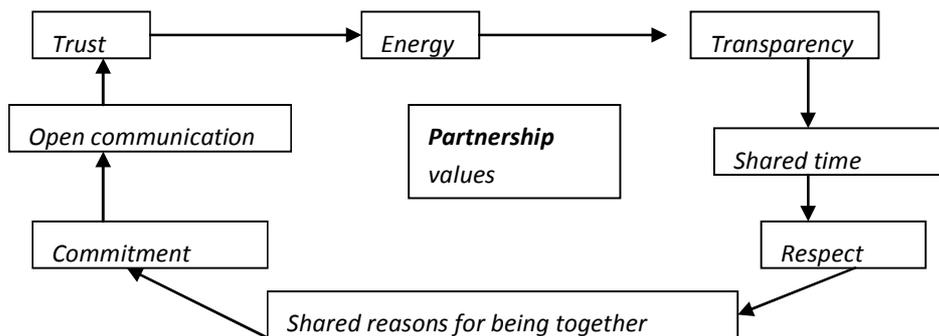
**Outcomes from poor attitude change:**

- Lack of appreciation and adherence to partnership arrangements/ weak collaboration between community and other stakeholders,
- Lack of trust,
- Lack of appreciation of roles and responsibilities of different partners.

**Attitude change in partnership**

Partnership: a relationship between two or more individuals/ institutions/organizations in pursuit of mutually shared goal/goals. This implies commitment to the goals, agreements and means of achieving them. Long term partnership required clear understanding of roles and responsibilities that may need legal backing.

Partnership values



It is important to evaluate whether the partnership of an institution is based on the above values. Conflicts arise when a member of a partner institution or the partner does not respect the above value. Additional aspects of attitudinal change are contained in **Appendix 3**

*Ask the group if there are any questions before concluding the session.*

## **SESSION 12: COSTS AND BENEFITS OF MANAGING NATURAL RESOURCES**

Cost-benefit analysis is a tool used to compare, in monetary terms, the actual or estimated costs and benefits associated with a program. When used as a simplified tool for evaluation, the group together can create a list of the costs and benefits associated with the project, program, or other activities.

### **Objectives**

After completing this exercise the participants will be able to:

1. Describe the social, economic, ecological, governance, and learning implications of a program.
2. Compare costs and benefits to help a group make decisions around "tradeoffs," that is, which costs the group is willing to incur to achieve the benefits.

### **Equipment needed**

Notepaper, pens, large sheets of paper, marker pens

### **Expected outputs**

A detailed description of the costs, the benefits and a comparison of the two.

### **Time required**

2 to 3 hours

## Preparation

Review the group's NRM plan and bring a few copies to the meeting. Prepare your checklist of questions beforehand. Some projects have goals that are related to increasing profitability and incomes. Some NRM projects are more explicitly focused on improving natural resources that don't have a dollar value. In either case, a cost-benefit analysis can be carried out:

- **Before the start-up of the activity** in order to verify that the activity is viable, either economically or otherwise; or
- **During implementation**, in order to assess whether the activity is actually generating income or having other benefits recognized by the farmer group or community. If it's not, you should change your strategy.

### **Suggested procedure for projects anticipating economic benefits:**

If the project you're working on will likely lead to increased incomes, use the following steps. A detailed version of these guidelines can be found in the "7 steps of Marketing" guide.

Ask participants to identify the type and amount of inputs required to implement the activity (materials and supplies, labor, interest to be paid if a loan has been/will be taken, etc.).

1. Ask participants to figure out or recall the cost (value expressed in money) of each one of the inputs mentioned above. Sum up the total cost.
2. Ask participants to figure out or recall the money value of activity outputs, i.e. the total benefit. This may include different items (for poultry the benefit would be the sum of income generated through the sale of eggs and chickens).

3. Compare the total cost with total benefit. This can be done by figuring out the actual income (benefits and costs) or by identifying the cost/benefit ratio (a pocket calculator can help).

4. Ask participants to analyze these figures and the implications of the comparison:

#### **Questions to stimulate discussion**

☐☐ To what extent has this activity been beneficial?

☐☐ Why is the difference between costs and benefit so big/small?

☐☐ What can be done to increase benefits and decrease costs?

#### **Suggested procedure for projects anticipating non-economic benefits:**

If the expected benefits are not monetary, experiment with other kinds of cost/ benefit analyses. These are more difficult to quantify, but are equally important to measure. Below you can find instruction to one such approach that will also evaluate gender differences.

1. Divide participants into separate groups of men and women. Ask participants to list the resources they used to implement the NRM activities. The resources can include time, inputs, labor, and materials. They can also include opportunity costs; for example, if they gave up attending a community meeting in order to tend to their NRM activities. List these on a flip chart.
2. Ask participants to list the benefits they've seen from the NRM work. These might be human, social, financial, physical, natural, or political benefits. You can use the checklist below to organizing your questions, or create your own based on the community context:

☐☐ Human assets impact

- Have group members developed specific NRM skills through trainings?
- Have group members strengthened problem-solving skills?

- Have group members been able to take the skills learned through demonstration plots to their own fields? Have they shared skills with their neighbors?

#### ☐☐☐Social assets impact

- Has the internal organizational capacity of the groups been strengthened?
- Is the community working well with other community groups or organizations?
- Have conflicts been reduced?
- Did other people in the community adopt any of the improved practices? ☐☐☐Financial assets impact
- Has crop production increased?
- Have incomes increased?
- Has livestock been improved? Has fodder improved?

#### ☐☐☐Physical assets impact

- Has infrastructure improved or increased?
- Has there been a reduction in erosion?
- Have there been reduced impacts of natural disasters on houses or land?

#### ☐☐☐Natural assets impact

- Has there been any change in water quantity or quality?
- Has soil improved?
- Has there been a change in tree or plant cover?
- Have other resources been protected or enhanced?

#### ☐☐☐Political assets impact

- Have community members and other landowners outside the farmer group engaged in the process?

- Have any policies been adopted or enforced, either at a group or community level, or in formal government structures?
- Has the local government taken interest or action in NRM?
- Has the capacity of the group to influence others been increased?

3. Compare the list of “costs” with the list of “benefits,” for all groups. Discuss the differences.

#### **Questions to stimulate discussion**

☐☐What are the main reasons why these activities are important to you?

☐☐What challenges are you encountering? Are they different for women and men?

☐☐Have the benefits justified the costs?

☐☐Who „paid the most” in costs (e.g., if additional labor was required, was it provided mostly by women?)

☐☐Who is benefiting the most?

☐☐Would you recommend this approach and these activities to others? Will you do this action again?

## **SESSION 13: GENDER ANALYSIS MATRIX**

You should be continually monitoring your NRM activities to make sure that they are impacting men and women equitably. A Gender analysis matrix is a very helpful tool. It is advisable to build one after the groups are half-way through with their activities.

### **Objectives**

After completing this exercise the participants will be able to:

- Identify how their NRM activities impact men, women, communities and households differently.
- Decide if the NRM activities are equitable.

### **Equipment needed**

Flip chart, large sheets of paper, marker pens

### **Expected outputs**

A completed Gender analysis matrix

### **Time required**

1 hour

### **Preparation**

Develop the monitoring plan at the start of the implementation process when the detailed activity plans are being developed.

Draw the example matrix on a flip chart.

### **Suggested procedure**

1. Divide participants into groups of 4 or 5 participants (separate groups of men and women). Each group is to select one specific project or activity that was part of their NRM project, and to write the name of the activity at the top of their flip chart. (Note: For this session, it is best that the project or activity selected is finished or near completion, and that several of the participants are familiar with it.)
2. Tell the group members that they will be discussing the impacts of the project or activity on four different levels: women, men, households, and the community. If it's relevant, you can add additional categories, such as adolescent girls.
3. Refer groups to the example. Read it out loud. Discuss together the different parts in each box.
4. Ask groups to draw a similar matrix on their flip charts. For each group of people they should ask:
  - How much work do they have to do? ○  
How much time do they have to  
spend? ○ What resources do they need?
  - How is their interaction with the rest  
of the community affected?
5. Remind groups that impacts can be positive or negative, so they should mark positive impacts with a (+) and negative impacts with a (-). If they are unsure of an impact but have reason to believe that it occurred as a result of the project or activity, they should list it but mark it with a question mark (?).

### **Questions to stimulate discussion**

- Ask for each group: What is the biggest impacts on labor? On time? On resources? On culture and communities?
- Do some groups experience more negative impacts than other groups? More positive impacts than other groups?
- Are these impacts equitable?
- What do you need to do to change your project to make activities more equitable?

### **Example of a gender analysis matrix**

A community forest reserve was established to allow the regrowth of a forest area that had been degraded by overharvesting for fuelwood, fencing, housing materials and carving wood. The project objective was to regenerate the local forest resources through the establishment and management of a community forest reserve. The community groups analyzed the activity and came up with the following gender analysis matrix

	<b>Labor</b>	<b>Time</b>	<b>Resources</b>	<b>Culture and society</b>
<b>Women</b>	- Walking further to collect fuelwood	-1 to 2 more hours per day to collect fuelwood	- Not allowed to collect traditional medicinal plants  + See the regrowth and think that there will be more fuelwood in the future	- Less time for socializing and other chores
<b>Men</b>	+ Jobs created for forest guards  + Training for tourist guides in the reserve	+ Not collecting carving wood (buying it from elsewhere)	- Have to buy carving wood	- Less busy and drinking more with their friends
<b>Households</b>	No change	+ More time chasing animals	- Noticing fuelwood shortages  + Tree growth in	? Fights with families

## LIST OF APPENDICES

### Appendix 1: Training Material for Community Based Natural Resource Management

#### Session 1: Workshop, Facilitators Skills, Approach and Roles/ Style

##### Role/ Style of a facilitator

**FACILITATORS** love the organization for which they are facilitating. This means they care for the future of the organization, have decided it is worth transforming, and that it has possibilities for service to the larger community. Even if they have reservations, they leave them outside the

meeting room as well as their own neuroses about what they like and dislike. They resist contempt and cynicism in themselves and push beyond them in their interchange with participants. They keep their personal opinions in the background and exert every means to gain the objective insights of participants.

**FACILITATORS** are guides, not participants. They ask open-ended questions designed to elicit the utmost in creativity and insight. They assume every contribution has an insight behind it, further, that is their task and that of the group's to gain that insight for the corporate good. They do not give answers, but ask question after question to draw out wisdom, clarify it, and build on it with other insights and help the group forge out a concrete consensus to which the whole group can commit itself. They sometimes ask intentionally naïve questions, intending to get at the roots of apparent disagreement, thereby revealing a difference in understanding or values and providing a basis for resolution. They assume that every participant has an important perspective to contribute and draw out naturally quiet people even if that requires asking naturally dominant people to listen more often that is their habit. They promote clarity by enabling participants to contribute to her wisdom in short, succinct phrases which convey concise images.

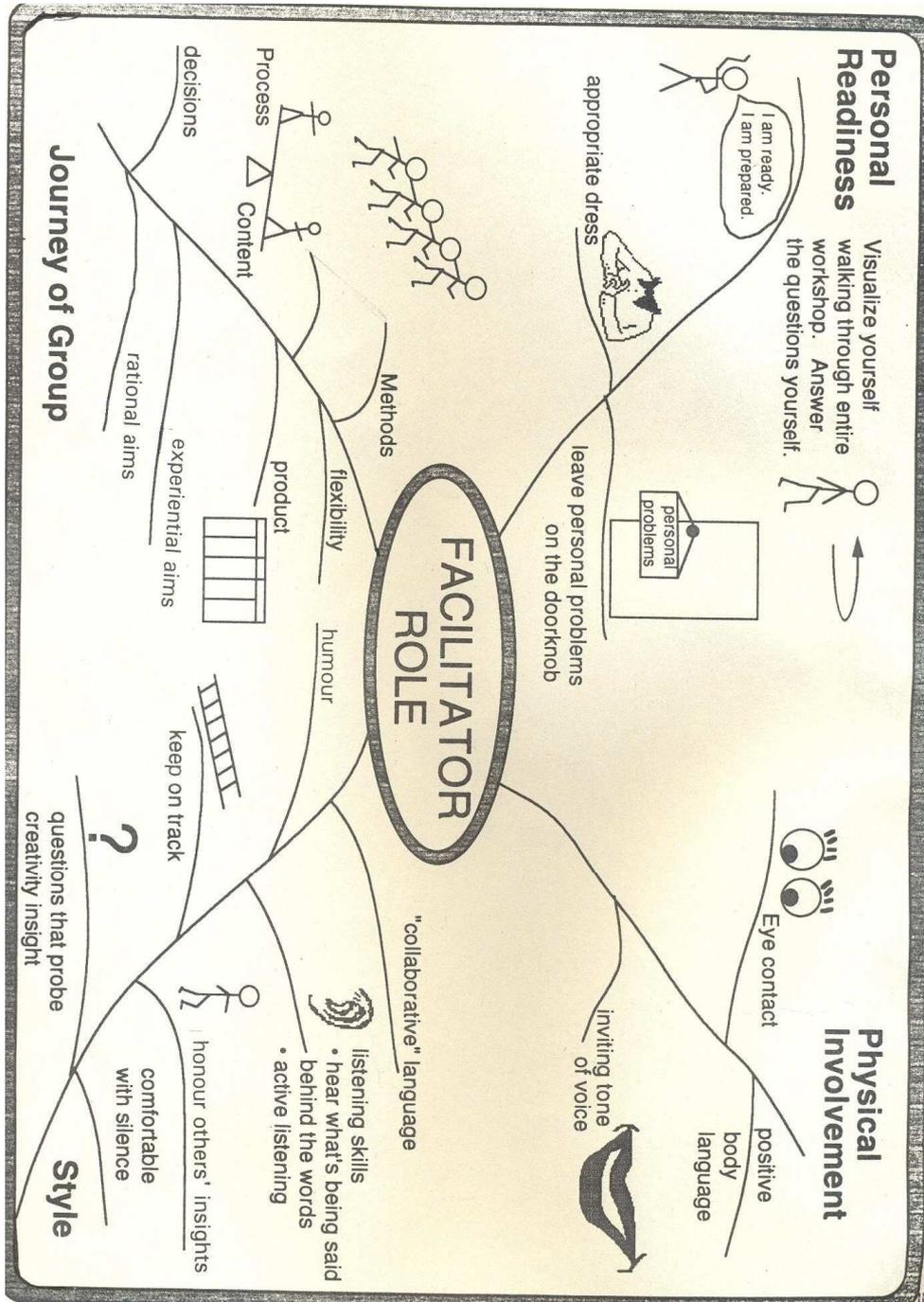
**FACILITATORS** prepare extensively. They then set a clear context for the task at hand, requesting data from participants on their anticipations regarding desired results from the group's interaction. They have clearly in mind the objective of the interaction, the time allotted to consideration and the needed impact on participants. In many interactions, one experiential objective is for the group to conclude that it already has the power and authority to implement its decisions. They familiarize themselves with the organization's history, current external operation environmental and internal working atmosphere.

**FACILITATORS** are concerned both with process and results. They keep the interaction moving towards a decision. When there is no consensus in a critical arena, they facilitate a

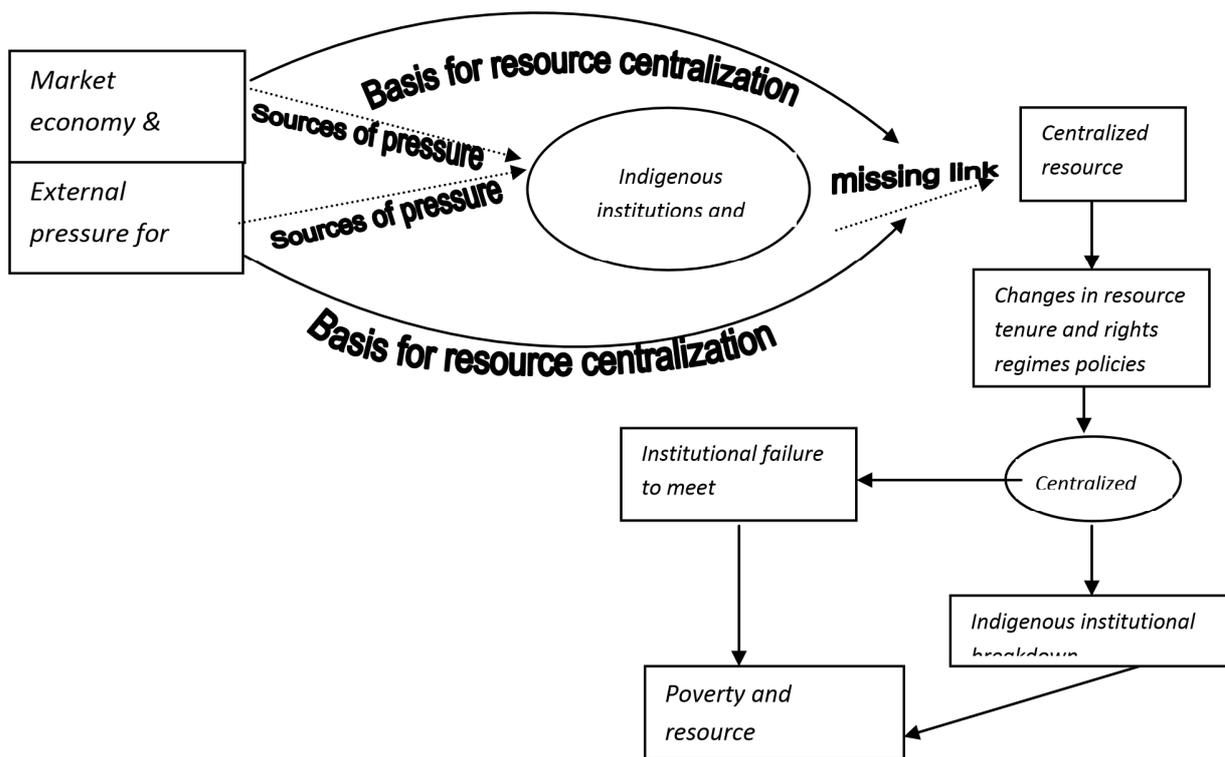
decision about the process necessary to produce consensus. Consensus within the group becomes the guiding factor, not presumed right or wrong. They assume the reality will reveal itself in due time as the group continues its work. They believe that not every issue has to be sorted out at the instant of it being raised.

**FACILITATORS** are reflective human beings. They regularly make time for the group to reflect on the significance of their work. They demonstrate and elicit humour which releases tension and provides discontinues relief from intensive work. They facilitate intuitive leaps, which utilize right brain capacities and which spark corporate creativity, a highly motivating force which produces commitment. They require clear conclusions regarding decisions made and ensure objective documentation of the group's work for every participant, thereby paving the way for implementation.

Facilitators Role



*Session 3: Graphical representation of resource management centralization and its impact*



## Session 4: CBNRM and Livelihoods

### Livelihood Analysis

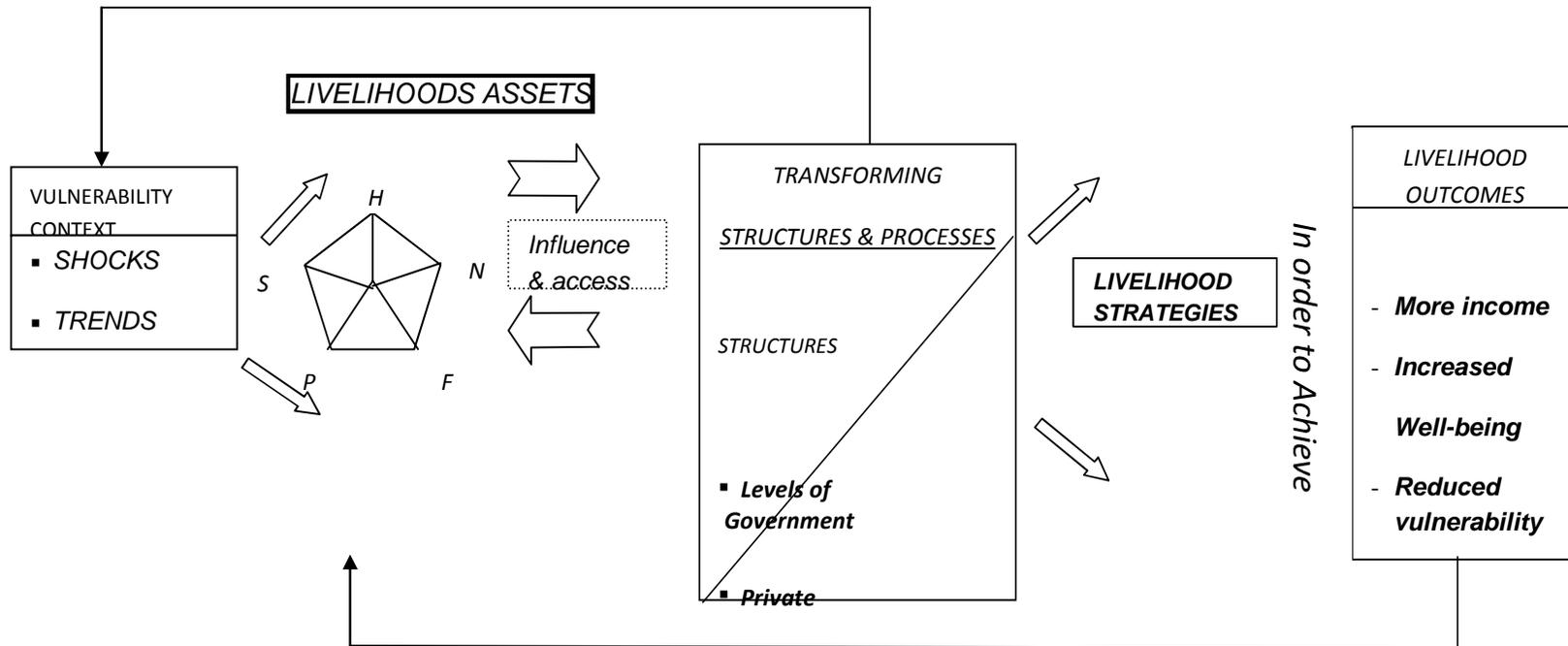
Through group discussion, the facilitator should lead the participants to discover activity patterns of the village and how they have been changing over the past years (say some ten years back), including things that have become worse or better. Issue of natural resources and its impact on and interactions with the people's livelihood should be covered comprehensively. Points to be covered in this discussion should include:

- What are the main sources of income in the village now? Is this the same compared to 5 years ago? The same for the past ten years ago? Are those sources of income as important now as they were five years and ten years ago?
- What new activities are a commonplace now that were rare or did not exist before? What are activities that have started in the last five years and the driving force? What activities

started in the last ten years and the driving force? How important are these new activities now for the incomes of the community? What activities have stopped and why?

- What does community consider to have got worse in the last five years and why? In the last ten years and why? For those whose standard of living has deteriorated, what are the main things that have caused their lives or livelihoods to go down in the last five or ten years?
- What does the community consider to have improved in the last five years and why? In the last ten years and why? For those whose standard of living has increased, what are the main things that have got better in the last five or ten years?
- What has happened to people's access to the natural resources and products over the past ten years? What has caused this?

**Sustainable Livelihood Approach Framework**





## Session 8: Conflict Analysis and Management



Over a river there was a very narrow bridge. One day a goat was crossing this bridge. Just at the middle of the bridge he met another goat.

There was no room for them to pass. "Go back," said one goat to the other, "there is no room for both of us".

- ✘ "Why should I go back?", said the other goat. "Why should not you go back?"
- ✘ "You must go back", said the first goat, "because I am stronger than you."
- ✘ "You are not stronger than I", said the second goat.
- ✘ "We will see about that", said the first goat, and he put down his horns to fight.
- ✘ "Stop!", said the second goat. "If we fight, we shall both fall into the river and be drowned. Instead I have a plan- I shall lie down, and you may walk over me."
- ✘ the wise goat lay down on the bridge, and the other goat walked lightly over him. So they passed each other, and went on their ways.

## Session 15: Evaluation Form

Kindly answer the following simple questions designed for evaluating the effectiveness of the workshop. Your genuine response will assist in the improving the Training of Trainers workshop in the future. Use the following evaluation parameters: (1) **Excellent**; (2) **Good**; (3) **Satisfactory**; (4) **Poor**.

A: Suitability of the venue:

- 1) How do you rate the suitability of the workshop venue (consider: décor, interruption, accessibility etc.) .....

B: General Organization:

- 2) Transport to the venue.....
- 3) Organization of the sessions.....
- 4) Time planning.....
- 5) Other comment

C: Workshop Facilitation:

- 6) Facilitators' skills.....
- 7) Communication ability.....
- 8) Training Skills

E: Relevance of the topics Covered:

- 9) Considering the objective of the workshop how relevant can you rate the sessions covered.....

F: Any other Comments:

**Participatory Evaluation Table:**

Issues	Excellent	Good	Fair	Poor
A: Generals				
Venue				
Meals				
Accommodation				
Others (specify)				
B: General Organization				
Punctuality				
Programme timing				
C: Facilitation				
Facilitation Style and skills				
Effectiveness of the facilitators				
Management of the training course				
D: Accomplishment of the objectives				
Extent at which the workshop attained the set objectives				

**Session 1: Workshop, Facilitation Skills, Approach and Roles/ styles**

T.E.A.M.S Talk Notes for Workshops/ Meetings

I.        Context

Context for meeting

- Be sure to schedule the meeting at a good time for all who should attend and be sure that everyone knows the time
- Be sure that a suitable location is selected and that everyone knows about it.
- Be sure that everyone who should be at the meeting is invited

Supporting elements

- 1        Set the objectives and focus of the meeting
- 2        Establish a realistic and doable agenda
- 3        Decide on the suitable methods
- 4        Decide who is going to provide leadership for the meeting

## II Key features

### Time

- Establish the total time that the meeting will require and make sure that everyone is able to be there for the whole time.
- Orchestrate the time available in order to accomplish the objectives of the meeting.
- Build a rhythm of eventfulness into the time design.
- Establish the time focus of the meeting so that you accomplish the purpose to the meeting.

### Eventfulness

- Liveliness (having fun) will enable motivation and participation in the meeting.
- Symbolic activities will provide opportunities for deeper reflection and sustaining of the participants.
- Discontinuous events will increase people's engagement and sharpen the focus of the meeting.
- Eventfulness is key to motivation and the commitment of people to the decisions of the meeting.

### Accomplishments

- Be sure that the results are pulled together in a creative and helpful way.
- Be sure that everyone receives a copy of the results of the meeting.
- The presentation of the results should enable the future action of the group.

- The group should be able to see how they can build future action on the results of the meeting.

### **III. Key features**

#### **Methods**

Use appropriate methods given the total situation of the group and the objectives of the meeting.

The group must be willing to say “yes” to the use of the methods you decide.

You and the group must trust the methods to do the job that needs doing in the meeting.

You should use a mix of methods to enhance the eventfulness of the meeting and the orchestration of time.

#### Space

The space where the meeting takes place should be enabling.

The space should be flexible and adaptable to the needs of the group and the methods you are using.

Décor should be appropriate

The furniture arrangement should focus on enabling participation.

### **IV. Significance**

Keys to

Participation will be enhanced if you deal with all the elements in T.E.A.M.S

These things also affect people's motivation both for the doing what has been decided and for attending another meeting.

Good participation and motivation will encourage the accomplishment of the decided upon actions.

Overall commitment will grow if you deal with these items.

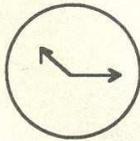
Communicates

Dealing well with T.E.A.M.S communicates that the facilitator knows what he/she is doing and is professional at their job.

Dealing with these things communicates that you care about the group and its work.

This tells the group that what they are doing and themselves are important and significant. This meeting matters to their future and to the future work of the group.

This honours the participants and communicates that their input and work is important to the future.



RO:  EO:

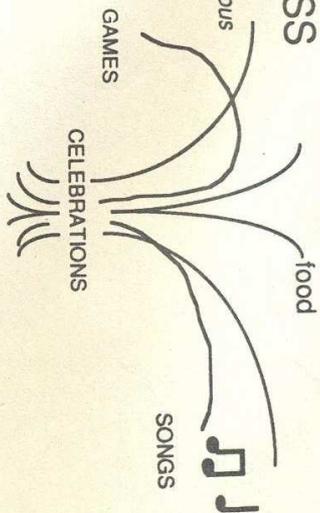
HOUR MEETING FORMAT					
Flow	Disc	Tracking the Action	W/S	Check signals	Reflect
	10'	15'	20'	5'	10'

### TIME

What is the most helpful use of time to accomplish the stated objectives?

### EVENTFULNESS

How to build liveliness, momentum into discontinuous activities to increase motivation?

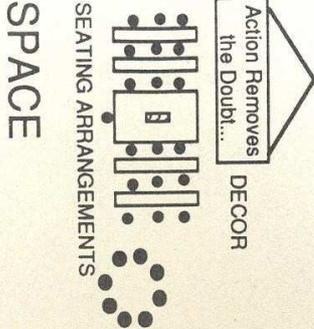
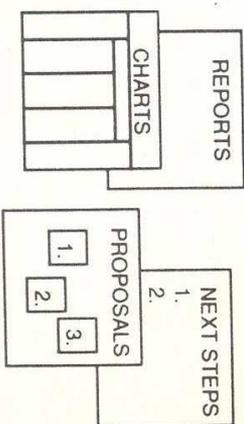


## T.E.A.M.S.

for Effective Meetings

### ACCOMPLISHMENTS

How to pull together decisions of the team so they can be remembered and built upon?



### SPACE

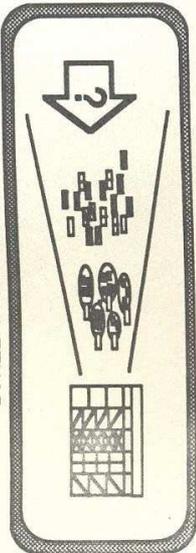
How to shape the space to enable desired results?



DISCUSSION METHOD

### METHODS

What are the appropriate methods that will encourage participation and effective action?



WORKSHOP METHOD



ACTION PLANNING

VICTORY CALENDAR AND ASSIGNMENTS

KEY ACTIONS

## Session 11: Attitudinal Change

### *Need for Attitude Change in CBNRM*

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#### **Attitude: Synonyms for attitude:**

Approach                      Outlook                      Manner

Stance                         Position                      Feelings

Thoughts                      Mind-sets

#### **Definitions:**

A position of the body or manner of carrying oneself; a state of the mind or a feeling, a disposition.

#### **Change: synonyms for change:**

Alter                              Modify                         Vary

Transform

Revolutionize Adjust                         Amend

Alteration

#### **Definition:**

To cause to be different

To give a completely different form or appearance

To give and receive reciprocally

To lay aside abandon or leave for another

To do different or undergo alteration

To undergo transformation or translation

Noun- Act process or result of altering or modifying

### **Change**

Nothing is ever perfect, institutional development and capacity building are both about improving competence and therefore, by definition, require change-to achieve a positive change in outcome. One of the major tasks facing institutions and organizations today is adaptability to change in a world which is itself changing faster than ever before.

Political, business, military and educational establishments are continually faced with highly dynamic, interdependent situations. Stakeholders and managers of institutions of all sorts must deal with complex conditions whilst improving institutional effectiveness. The ability to **understand and manage change** has become an important management function.

### **Have to participate to achieve change**

If you have not succeeded in an activity you need to change tactics of doing it if you expect change.

Saying: a mad person is the one who does a task in the same way all the years and expect a change in the output.

### **Human Resource Development**

Resources are what we require to meet our physical, mental and spiritual needs. The way we use these resources to gain a living can be called our **livelihood**. **Resources** can be classified into three basic types – **people, things** and **nature**.

**People** can be called **human resources** in the broadest sense. They include not only individual people but also groups such as families, communities, businesses, institutions and government. Individuals have a diversity of qualities and behaviour determined by characteristic such as personality knowledge, skills aptitudes and beliefs, groups also have qualities arising from cultures, institutions, political systems religions and other aspects

of life that determine people's interactions and relationships with one another. People are a unique resource in that we are both the means and end of development.

People are complex, diverse, dynamic, often unpredictable and uncontrollable at least on the inside! It is therefore not surprising that we generate the widest range of challenges for development out of the three resource types, both as individuals and in the relationship people form between one another, and with the other resources.

**Development** is the process of change as we work together to make our livelihoods better – improving our physical, mental and spiritual well-being. Development can take place within an individual, organization and institutions. Development creates change that leads to better management of natural resources.

### ***The Man Who Planted Trees by Jean Giono***

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To see a human being reveal really exceptional qualities, one must be able to observe his activities over many years. If these activities are completely unselfish; if the idea motivating them is unique in its notably (generosity); if it is quite certain they have never looked for any reward; and if in addition they have left visible traces on the world-then one may say, without fear of error, that is in the presence of an unforgettable character.

About 40 years ago I went on a long journey, on foot, through the uplands of the ancient region where the Alps extend into province (France) which is unknown to tourists.

When I went on my long walks through that deserted region between 1200 and 1300 metres high, it was bare and monotonous. Nothing but wild lavender grew there. After 3 days of walking through this vast territory I found myself completely alone. I camped next to a desert village I have no water since the day before and I had to look for some. I thought there must have been a well or a spring in this village at some time in the past. There was a spring but it was dry. The 5 or 6 roofless houses, destroyed by the wind and rain, little chapel with its broken tower were arranged like in any other village, but there was no sign of life anywhere.

It was a lovely day in June, very sunny, but in this kind of terrain, without any shade, the wind was unbearable. I had to move, but after 5 hours of waiting, I still had not found any water and had no hope of finding any. Wherever I looked it was the same dryness and tough grass. Then I saw at a distance, a small black shadow. I thought it was the trunk of a solitary tree. I started moving towards it. It was a shepherd. About 30 sheep lay resting on the hot earth nearby. He gave me some water to drink from his gourd and a little later took me to where he lived. He got his water, which was delicious, from a deep natural well.

This man did not talk much that is how it is with people who live alone, but you could see that he was sure of himself and confident in his self-possession, which is surprising in such a dismal (miserable) place. He did not live in a hut but in a stone house and one could see how he had repaired the ruin that he must have found on his arrival. His roof strong and kept out the rain.

The wind that blew constantly made a sound on the tiles like that of the sea on the beach. His house was well kept his dishes washed, the room swept, his gun oiled and his soup was cooking over the fire. I also noticed that he was freshly shaved and all the buttons on his clothes were intact and his cloths carefully patched such that it made the patches invisible

He asked me to share his supper and so I too offered him my tobacco pouch after supper. He said he did not smoke. His dog, as quite as him was friendly.

It had been agreed that I spend the night at his place. The nearest village was a whole day's walk away and I knew quite well what these villages were like. They were inhabited by charcoal burners. In these regions life was hard. The climate was harsh; both in summer and in winter and families crowded together and struggled with each other to survive. One could see this as most people wanted desperately to leave the place. The men took their charcoal to the towns with Lorries and then came back. Good qualities gave way under these harsh conditions. The women stayed at home and were unhappy. There was competition for everything, for selling charcoal for the benches in church for the virtues and vice among them. The wind, which was ceaseless, also, irritated the nerves. There were epidemics of suicide and many cases of murderous follies almost the people daily.

The shepherd who did not smoke brought a small bag and emptied a pile of acorns on the table. He stated to inspect them closely, separating the good from the bad. I smoked my pipe. I offered to help him. He said he had to do it himself. In fact seeing how carefully he worked I didn't insist. That was all the conversation we had. When he had a big heap of good acorns he divided them into packs of ten. He examined these again carefully until he had before him a hundred perfect acorns. Then he stopped and we went to bed.

It was very peaceful to be in his company and the next morning, I asked if I could stay with him the whole day and rest. He found that quite natural or more precisely he gave me the impression that nothing disturbed him. I didn't really need this rest, but I was intrigued (curious) and wanted to know more.

He let his sheep out of the pen and led them to the pasture. Before leaving him he soaked the sack with the carefully chosen and counted acorns in a bucket of water. I noticed that instead of a stick he took with him an iron rod which was as thick as the thumb and about 1 meter 50cms long. Walking leisurely, I followed a path parallel to his. He left his sheep in the care of his dog and walked towards where I was. I was afraid he could be disturbed by my questions, but not at all. He was going that way anyhow, and he asked me to accompany him if I had nothing better to do.

When he reached where he wanted to be he began making holes in the ground with his iron rod. He put an acorn into each hole and covered it up again. He was planting oak trees. I asked him if the land was his. He said it wasn't. Did he know who the owner was? No he didn't. He thought it must be common land or perhaps it belonged to people who did not really care about it. He wasn't interested in how they were. And so with great care he planned him 100 acorns.

After the midday meal he restarted his work. I must have been really pressing with my questions, because he answered them. He had been planting trees in his wilderness for 3 years. He had already planted 100,000. Out of these 20,000 had germinated. Out of the 20,000 he expected to lose half to rodents and the unpredictable ways of nature. This still meant 10,000 oaks would grow where before there had been nothing.

It was at this point I wondered how old he would he was. He was obviously over 50. He said he was 55 and his name was Elzeard Bouffier. He had once owned a farm on the plains. It was there that he had lived his life. But he lost first his only son, then his wife. After that he came here to be alone. Enjoying an unhurried life with his sheep and his dog. He thought that this region was dying because of the lack of trees. And he added that as he had noting important to do, he would do something about that.

Even though I was young, I had lived solitary life and understood the importance of handling solitary people with care. All the same I made a mistake. Because I was young, I naturally thought of the future in terms of myself and assumed that everyone was searching for the same happiness. I said to him that in 30 years these 10,000 oak trees would be magnificent. He answered quite simply that if God gave him life, then in 30 years he would have planted so many more trees and these 10,000 that these would seem like a drop in the ocean.

He had already started looking at planting beech trees and had a tree nursery with been seedlings near his house. He had fenced these to protect them from the sheep. He was also thinking of planting beech trees further down. Where it was moist a few metres beneath the topsoil.

We parted the following morning.

The following year the 1914 war broke out and I was in the army for 5 years. As an infantry man I didn't have much time to think about trees. And quite honestly, the episode had not affected me all that much. I thought of oak trees as a hobby like collecting stamps. So I forgot about them. When the 1914 war was over, I had a great desire to breathe some fresh. So for no other reason I headed for the same deserted region where I had been before.

The region had not changed. But when I got beyond the desert village I could see in the distance a kind of grey mist covering the hills like a carpet. Since the day before I had been thinking again about the shepherd who planted trees, 10,000 oak trees could cover a really large area. During the last 5 years I had seen many people dying, so I could easily imagine that Elzead Bouffier could be dead. The more so as, when one is 20 years old, one thinks that people who are 50 years old, have already got one foot in the grave (nothing else left for them to do but die)!

But he wasn't dead on the contrary he was quite strong. He had changed his work. He only had 4 sheep left but instead had a hundred beehives. He had got rid of the sheep as they are a threat to his trees. He had not taken any notice of the war. He had just continued planting trees.

By now the oaks of 1910 were 10 years old and were taller than both of us. They were an impressive sight. I was speechless and as he didn't say anything either, we spent the whole day walking silently through the forest. It was in 3 sections and measured 11 kilometres as its widest point. When one remembers that it had all come from the hands and heart of this one man, without any technical aids, then one can understand that it is possible for people to be creative like God. In other things besides destruction.

He had followed all his ideas as one could see beech trees, which came up to my shoulders and stretch as far as the eye could see. The oak trees were thick and dense and were beyond the age when rodents could destroy them. They could now only be destroyed by natural forces like a cyclone. He showed me beautiful beech plantation that were planted 5 years ago. He had planted them wherever he thought it was humid under the soil and now they stood slim and tall.

This creative work seemed to have started he did not concern himself with that. He just continued his work simple and natural as ever. But as I went down to the village, I saw water in

streams that had been dry for as long as anyone could remember. This was the most astonishing chain reaction that I had ever seen. The last time these streams had water was in every ancient times.

Seeds were carried on the wind, too so as the water reappeared so did willows, meadows, gardens, flowers and some reason for living.

But the change came about so slowly that people got used to it and took it for granted, the hunters who looked for hare or wild pigs in this desert region, had noticed the young seedlings but thought they were part of the natural vegetation. That is why no one interfered with the work of this man. Perhaps if it had been discovered, it might have been stopped. But no one suspected it. Who could have imagined in these villages or the government offices, that anyone could have such perseverance and such generosity?

From 1920 on, I did not stay more than one year without visiting Elzeard Bouffier. I never saw him weaken or doubt what he was doing. And God knows there were enough reasons for him to doubt. I did not count all the disappointments he had. But of course for such a great achievements he must have had difficulties and had to struggle with despair. He had spent a whole year planting more than 10,000 maple trees. They all died. The following year he stopped planting maple trees, but started with beech trees which did better than the oak trees.

In order to really appreciate what an exceptional character he was one has to remember that all this was done while he was all alone. He was so isolated what toward that towards the end of his life he had lost the habit of talking or perhaps he did not see the necessity of talking.

In 1993 he was visited by a forest warden, who informed him not to make fires outside so as not to endanger the natural forests. This was the first time he ever replied the simple shepherd that a forest had grown on its own.

By this time he was planting beech trees 12 kms away from his home. To avoid the traveling as he was by now 75 years old he decided he would build a stone hut close to where he was doing the planting which he did the following year.

In 1935 a Government delegation came to see this natural forest! The visitors included a senior officer from the forestry commission a member of parliament and some technicians. They talked about a lot of nothing! They decided to do a lot of things but unfortunately they did not do anything except one useful thing. The forest was put under government protection and charcoal burning was forbidden. It was impossible to not be impressed by the beauty of the young healthy trees. Even the MP was impressed!

One of the senior forest wardens in the delegation was friend of mine. I explained the mystery of the forest to him. The next week together we went to see Elseard Bouffier. We found him hard at work 20kms from where the delegation had been. The forester wasn't my friend for nothing. He knew what was what and didn't say anything. I offered the few eggs that it had brought as a present and we shared these among the 3 of us and passed a few hours in silence as we looked at the landscape.

The side where we came from was covered with trees 6 to 7 metres tall. I remembered how this region was in 1913, a wilderness. Peaceful and regular work, the fresh mountain air a frugal way of life and most of all a peaceful spring and made this old man really healthy. He was an athlete of God. I asked myself how many more hectares he was still going to cover with trees!

Before leaving my friends briefly and simply suggested that certain other trees might be very suitable for this type of land, though he did not insist, he said this good may is wiser than I am! Then after walking together for an hour, he added this man is wiser than everyone else as he has found the best way to be happy!

Thanks to this forester not only were the forest put under protection but also the happiness of many. He placed 3 forest guards in charge and he was so strict with them that they did not dare be bribed by bottles of wine by the charcoal burners.

The tree planting work was not threatened until the 1939 war. In those days cars were run on machines that turned wood into gas and there was never enough wood. The people started cutting the oak tree planted in 1910, but the trees were so far away from the main roads that the business was not profitable and was abandoned. The shepherd didn't even know about it he was

30km away and he continued his work peacefully. He ignored the war of 1939 just as he had ignored the war of 1914.

I saw Elizeard Bouffier for the last time in June 1945. He was then 87 years old. I took the same route to the mountains as before but now although everything I had allowed to run down during the war, there was a bus service from the valley to the mountains. I assumed that it was because we were driving fast that I did not recognize the place. Some of the settlements were new. It was only when I found out the name of the village that I knew that it was the same region that had once been so ruined and desolate.

In 1913 there were 10-12 houses here with only 3 people. These people were rough, unsociable, hated each other and lived by trapping animals. They looked and behaved like prehistoric men. Stinging nettles surrounded the abandoned houses. They had nothing to hope for. For them the only thing left was to wait for death. This situation did not favour good behaviour.

But now everything had changed even the air. Instead of the dry and harsh wind that had welcomed me in the past, there was instead a supple breeze full of sweet smells. A sound like that of water came from up high. It was the wind in the forests. But one astonishing thing was the sound of water actually flowing into a basin. I saw that the people in the village had built a fountain. It was full of water. What impressed me the most was that they had planted a linden tree next to the fountain which was 4 years old and quite sturdy a sure sign of resurrection. Elsewhere there were also signs of work that can only be done when there is hope. Hope had indeed returned.

The ruins had been removed; the broken stones walls demolished and 5 old houses had been rebuilt. 28 people lived here, including 4 young couples. The houses were clean and fresh, surrounded by kitchen gardens with vegetables and flowers. It had become a place where people wished to live.

From here on I continued on foot. The war was only just over and life had not yet become come back to normal. But there was hope. On the lower slopes of the mountains I could see small fields of young barley and rye and deep in the narrow valleys a green haze of meadows.

In the 8 years between then and now the whole region had grown healthy and prosperous. In place of the ruins that I had seen in 1913, there were now neat well-plastered farmhouses which were a sign of a happy and comfortable life. The ancient springs fed by the rains and snows retained by the forest had started to flow again and the water from them had been carefully channelled. Near every farm there were small maple forests and the fountains overflowed into green mint fields.

The villages were rebuilt one by one. The people from the plains where land had become expensive came to settle here and brought with them their youth, movement and a spirit of adventure. One met men and women of the streets who were well fed, boys and girls who could laugh and who had rediscovered the pleasure of old rural sports and pastimes. If we include both the people who lived here before who were now not recognizable as their lives had improved so much and the newcomers then more than 10,000 people owed their happiness to Elzeard Bouffier.

When I think that one single person with only his simple physical and moral resources (strength) had been able to change this desert into the land of Canaan then I think human life in general is admirable in spite of everything.

But when think of the constancy, determination and generosity it must have taken to achieve such results I am filled with great respect for the old uneducated peasant who was able without any help to carry through to a successful conclusion an achievement that was worth of God.

Elzeard Bouffier died peacefully in 1947