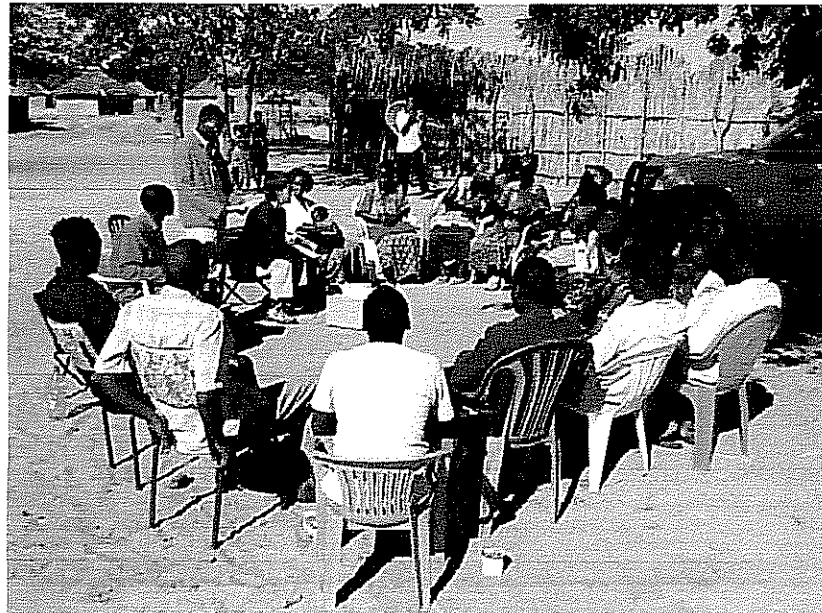

<p>German Development Service</p>		<p>MET Directorate of Forestry</p>

DoF/DED/KfW Project Co-operation:
Community Forestry in North Eastern Namibia (CFNEN)

PRA Team Task May to June 2004

Guidelines and recommendations for future studies carried
out within the CFNEN Project



Compiled by
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Katima Mulilo, July 2004

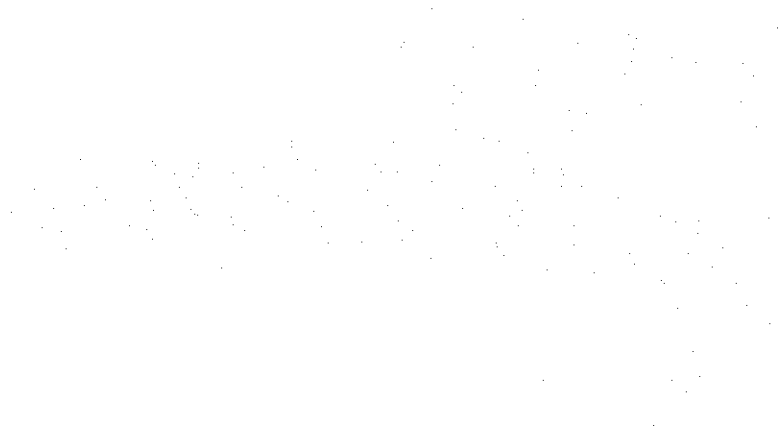


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1 Introduction

This report provides insight into preparation, fieldwork, evaluation and feedback session of a Participatory Rural Appraisal (PRA) carried out by staff of the CFNEN project¹ in Katima Mulilo, Namibia during May and June 2004. The PRA was done during preparations of Masida community forest for gazetting². The aim of this report is to serve as a guideline and source of information for further PRA studies performed in the project region. Further, the report summarizes the results of the study. The report uses the results of the PRA to exemplify how to improve studies in the future. The target group of the report is the members of the project group.

The PRA was carried out as a “Team Task” meaning that all staff members stationed in Katima took part. The aim of this was to enhance team building and to train staff in PRA.

During preparation, following people and organizations provided input: Patrik Klintenbergh and Achim Richarz from Desert Research Foundation Namibia (DRFN) working on a socio-economic study in North-West Namibia³; Loice Omorro (NFFP⁴) who provided a checklist of questions for the Semi-Structured Interview for Kwando Conservancy and Stefan Goessling, Lund University, Sweden. Thanks!

2 Objectives

The PRA study had four objectives:

1. Communication of the villagers with relevant organizations and internal organization of the community
2. Use of natural resources and selection of the most important ones
3. Preparation of a map showing land use zones within the proposed community forest area
4. Development of guidelines/standards for future studies in the project area

The objectives are similar to key information required for each community (see table 2.1) by the Community Forestry Toolbox (1.3 Assessment of socio-economic conditions in target communities) and the Logframe (2.3 Outline of main activities, indicators and means of verification, subresult 1.1.4) which are the two documents describing objectives of and methods used in the CFNEN project.

¹ The CFNEN (Community Forestry in North Eastern Namibia) project is financed by the German KfW (Kreditanstalt fuer Wiederaufbau) and involves staff of the German Development Service (DED) and the Directorate of Forestry (DoF).

² Gazetting is the process of legal approval of a community forest by the Namibian Government.

³ Namibia's Programme to Combat Desertification (NAPCOD) and DRFN developed a questionnaire to identify indicators of a family's well-being. The questionnaire will be the basis for a socio-economic monitoring system on household level.

⁴ Namibian Finish Forest Project

Key information	Fieldwork	Feedback session
Environmental awareness	yes	yes
Perceived local environmental problems and proposed solutions in line with community forestry objectives	no	yes
Forest product preferences	yes	
Traditional land and forest use systems and applied technologies	yes	
Interests and management objectives of relevant user groups	no	yes
Communal management capacity	yes	
Communal decision making	yes	
Communal organization	yes	

Table 2.1: objectives of Logframe and Toolbox

The objectives of the Team Task are:

1. Team building
2. Training of project and extended staff in PRA
3. Staff having comparable knowledge/experience in PRA
4. better incorporation of extended staff (e.g. FMC⁵ and agricultural extension officer) into project

3 Schedule of PRA study

Date	Task	Comment
7 May	Training of FMC Masida	Test run of Methods Definition of key words (household and children, old, young, participation, sustainability, natural resources) Detailed planning (venue of workshop, cooking; camping site, organization)
8 May	Purchase of food, material for training	
9 May	Village Meeting	Drama Play Presentation of project, FMC and constitution (by FMC) Introduction of PRA Grouping Assignments for fieldwork
10 May	PRA Training of teams	See chapter 5
11/13 May	Field work	See chapter 6 and 7
14 May	First analysis/feedback at office	First review of material, Feedback of teams on fieldwork
11 June	Draft report	
20 June	Village meeting	Results of PRA Recommendations Presentation of application including by- laws, constitution and signing of document Handing over certificates and presents Drama Play
25 June	Final Report	

⁵ The Forest Management Committee is a body elected by the community and is supported by project staff to app

4 Preparation

The preparation of the PRA started around five to six weeks before fieldwork. Preparation included

- extensive reading on PRA and briefing of team members,
- editing of the information already available on Masida community,
- making of detailed maps,
- writing a hand out on methods which the teams used during training and fieldwork,
- organization of camping equipment for the teams,
- preparation of hand outs for the teams
- announcing village meetings by radio and mouth by mouth,
- organizing resources between teams (cars, GPS...) and
- grouping of villages (done by FMC).

4.1 Experiences and recommendations

The preparation of the PRA study took between one and two weeks for two project members (full time), the FMC (partly for organization) and all other project members (reading of PRA material). In the future, this preparation time can be cut extensively, thanks to this report and experiences made. The following points summarize thoughts that came up during feedback discussions and evaluation.

- Invite other organizations to participate in next PRA (e.g extension staff of agriculture)
- Let some decision makers participate in the PRA (e.g. project managers, political decision makers) as it helps them understand the social reality of the community they should supervise (Schoenhuth & Kievelitz, 1993)
- Check with NACSO if they can provide a specialist in PRA to participate and give trainings (suggested by Schoenhut & Kievelitz, 1993)
- Think carefully about evaluation method during preparation
- Give the participants time to set the objectives of the study

- Assure food/beverage/cups during tea break and lunch
- Buy food in spare
- Buy A4 books for the notetakers
- Buy more and different sorts of pens or get ballpens with CFNEN logo

5 Training

5.1 Schedule of workshop

Participants:

DoF: Werner Mbongo, John Sitwala, Aina Andreas, Davies Mushitu

DED: Peter Ries, Jo Krug, Caren Jakubaschk, Christina Boehm

FMC: George Ntaba, Castro Sibulile, Nalisa Norrester

Conservation International: McFerran

Katima Drama Group: Alex

Forest Guard (DoF), Sibbinda: Shoji Hendricks

9.00	<p>Welcome</p> <p>Introduction of participants</p> <p>Presentation of schedule of the day (flipchart)</p> <p>Reason for PRA Team Task (recall of objectives)</p> <ul style="list-style-type: none"> stress that PRA method is not fixed, this is an exercise, and we can/ will change the method/ tools on the way, e.g. during evaluation on Friday, report writing, village meeting
9.15	Presentation of target area
9.30	<p>Introduction to PRA</p> <ul style="list-style-type: none"> Group work (5 min): Have you done, been involved in a PRA/ PRA training before? What does PRA mean to you? PRA principles (see chapter 4.2) – PRA is not a set of tools, it is a way to gain information of an area/ people by involving as many opinions as possible, for that tools have been developed to make it easier – capacity building: for you e.g. building capacities to have enough knowledge to manage your forests, to make management plans schedule for PRA: emphasis on that PRA is not only fieldwork, but includes feedback to villages, report writing, improvements in future schedule for fieldwork <p>Introduction to methods</p> <ul style="list-style-type: none"> Make grouping Explain task of facilitator, link person, note taker, flipchart: characteristics of a “good PRA person” Discuss question catalogue Remember that workshop and fieldwork is exercise for us to learn about PRA and teamwork – always reflect on what you do, write down experiences/ difficulties during fieldwork – discussion on Friday <p>Participants received hand out with all information needed for fieldwork</p>
10.30	Break
10.45	Venn Diagram
11.45	Participatory Mapping
13.00	Lunch
14.00	Time Trend
14.45	Matrix ranking
15.45	Break
16.00	<p>Do's and dont's in PRA</p> <ul style="list-style-type: none"> recall of what we have learnt Teams: discuss what seems most important to you in a PRA – what will you try to do/ try to avoid during fieldwork?? Present do's and dont's on a flipchart (15 min brainstorming)
16.30	<p>Feedback on workshop</p> <p>Logistics for next day</p>
17.00	End of workshop

Table 5.1: Schedule of training workshop



Figure 5.1: Teams during workshop

5.2 Principles of PRA

Please refer to the references for more information on how to conduct PRAs. Much has been written on PRA and it is not necessary to summarize. The manual by Chatty et al. (2003), Schoenhuth et al. (1993) and Westphal et al. (1994) are valuable sources of information.

The following only summarizes some ideas introduced during the workshop.

PRA

- is a social process,
- is a way to collect information with the participation of rural people,
- is an exchange of ideas,
- is a way to involve rural people into decision making,
- is sharing of results of analysis, decisions and so on among community members, e.g on public meetings (for us on 20th of June),
- builds up peoples capacities for analyzing circumstances of living,
- might lead to changes in future as it reveals information not known or not compiled before.

The teams are facilitating using different tools, they do not lead the process but assist the communities to find their own way.

5.3 Teams

Team	Facilitator	Note-Taker	Link Person	Assistant/Observer
1	John	Jo	Nalisa	Caren
2	Werner	Aina	George	Shozi, Alex
3	Davies	Christina	Castro	Peter

- Each team consists of 4 people: facilitator, note-taker, link person (FMC member) and assistant
- each group includes one woman

- Peter Ries acts as team leader and will observe the process in the different groups
- Facilitator, note-taker and assistant/observer must work compatible and assist each other not to forget important facts

5.3.1 Tasks of team members

The Facilitator...

- Is the moderator and responsible for a smooth running of the workshop
- Introduces PRA tools and facilitates each tool
- Manages dominant people and makes sure that all group members are able to participate and express their opinions
- Makes sure that the group sticks to the topic
- Has an overview of the whole process
- Supports good time management

The Note taker...

- Works closely with the facilitator
- Collects and documents all relevant information during the workshop
- Observes the session from the background and records information on the communication process, the details and outcomes of discussions etc.
- Assists and supports the facilitator, e.g. by helping to keep an overview of the workshop and passing on his/her observations concerning social processes
- Preferably understands the local language

The Link person...

- Is a representative of the local community
- Prepares the community members for the workshop
- Helps to prevent misunderstandings (e.g. during translation)
- Supports the PRA team with his/her knowledge about the local situation
- Supports the observation and record keeping of the note taker by supplying insider information

The Observer/Assistant...

- Assists wherever needed
- Takes notes on own observations
- Can move freely within group and talk to people, e.g. to encourage participation
- Substitutes any other team members in case of e.g. sickness

5.4 Experiences and recommendations

- Make sure that all team members and the target group understand the aim of the PRA from the beginning on
- Write handout in Silozi
- Keep tools, questions, order during training very similar to fieldwork, which gives participants opportunity to have real-life-training

- Assure that all participants understand the why behind the questions as they will transform the questions later to fit into the discussion but the meaning has to be kept the same, go through all questions during training to assure everybody understands – as this is quite boring, could perhaps be done in roleplay?
- If external trainer is invited, make sure that he/she knows well in advance what is expected
- Train the participants in how to start the workshop smoothly (e.g. introduction of project, reason for workshop)
- Train the participants in how to explain the tools
- Bring the teams together during training so that they can discuss and get to know each other before hand, e.g. by fulfilling a task together during training
- Provide a training certificate to participants

6 Fieldwork

6.1 Introduction to Masida community

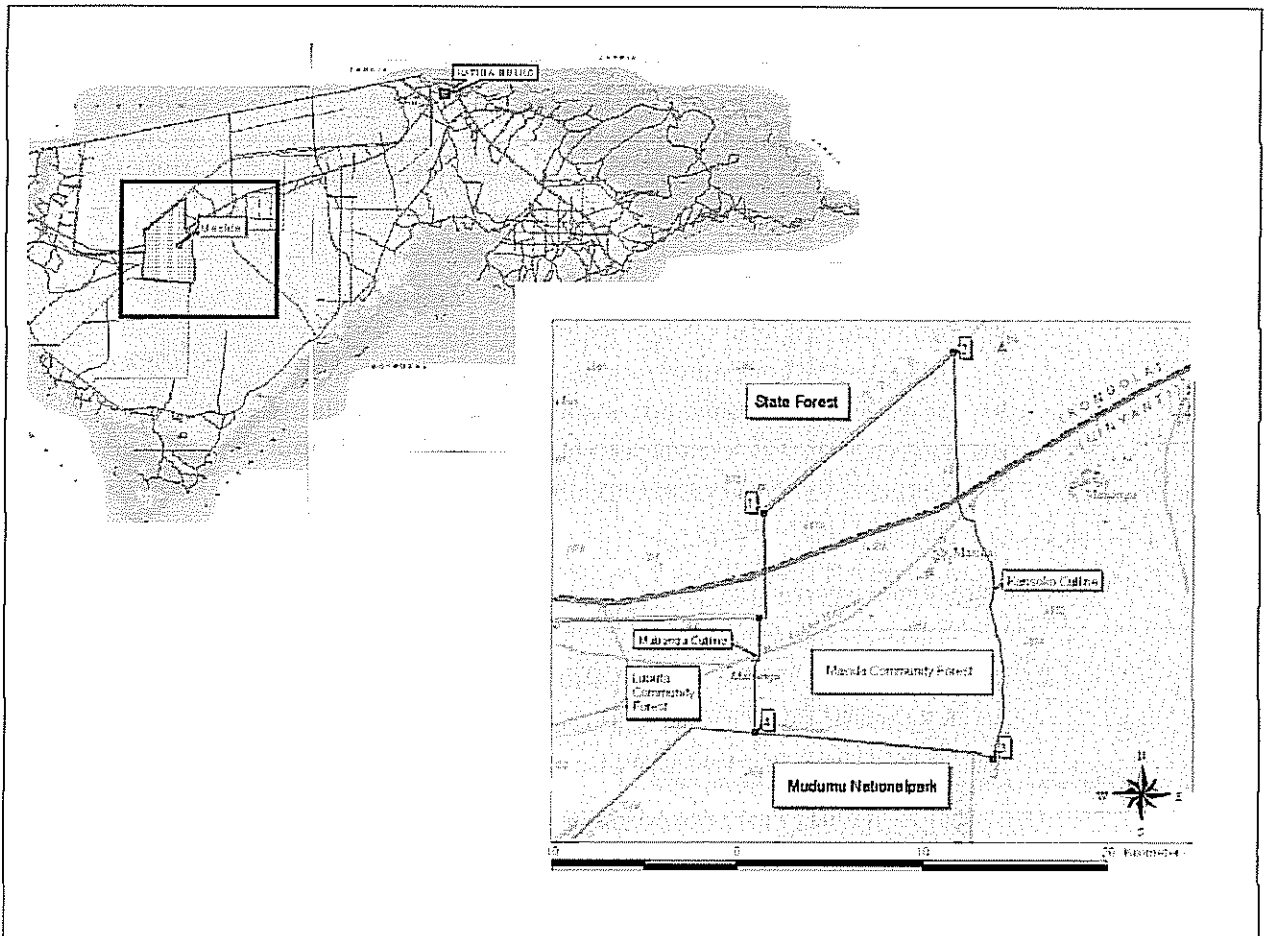


Figure 6.1: Masida community and the proposed community forest area

Masida Community (Silalo) is situated in Eastern Caprivi region within Linyandi Constituency. The responsible councilor is Honourable Concilor Mr. Ndubano, stationed in Sangwali. The neighboring Silalos are Makanga and Lubuta. The community comprises 20 subvillages and counts around 1100 people. It lies on the Eastern edge of a narrow corridor of communal land between Mudumu National Park in the South and the State Forest in the North. The actual boundaries of both bodies are just vaguely known by villagers. The proposed community forest area comprises this corridor and is limited in East and West by the Kansoko and Mabanga cutlines, respectively (see map in figure 6.1).

Masida Silalo is a recognized Sub-Khuta of the Mafwe Royal Court at Chinchimane. The Khuta is functioning with an Induna Silalo, who lives and works at Sibbinda during the week, the Ngambela and the Natamoyo. According to FMC members, most of the cases can be settled at sub-khuta level. Cases related to land-issues and assaults are sole responsibility of the Royal Khuta. There is a Combined School at Masida. Telephone services and electricity are not available. The responsible Agricultural Development Centre (ADC) is located at Sibbinda, as well as a Forest Guard from the Directorate of Forestry (DoF).

According to the Environmental Profile and Atlas of Caprivi (Mendelsohn et al., 1998), the average annual rainfall is between 550 and 650 mm with a high variation of 34 to 36%. Two main soil types appear in the region; sandy soils North of the TCH and clay-loams South of the road. However, local variation is high. The profile states that Masida Silalo mainly comprises two vegetation types, Mopane Woodlands with pockets of Kalahari Woodlands south of the Trans Caprivi Highway (TCH) and pure Kalahari Woodlands north of the TCH. Due to illegal harvesting there are limited timber resources left.

Cropping potential is indicated as being poor and is placed on both sides of the tar road stretching South up to the old gravel road. Main crops are maize, millet and sorghum complemented by pumpkins, groundnuts and beans. The grazing potential is described as being moderate and grazing pressure as low. The Veterinary Services counted around 1750 heads of cattle of 36 owners in Masida community at two major cattle posts in 2003. Please refer to the Environmental Profile for further information

The collaboration with CFNEN started in March 2003. Development was always hampered by instabilities within the management structure and due to unclear land disputes. Agreements on boundaries of the community forest with neighboring communities (Makanga and Lubuta) were achieved during April/May 2004.

6.2 Schedule and village groups

Time	Method
9.00	Welcome, prayer and introduction
9.30	Venn Diagram
11.00	Break
11.15	Matrix ranking of natural resources
13.00	Lunch
14.00	Participatory Mapping
15.45	Questions, feedback on workshop/ facilitators, organization Leave brochure on community forestry with villagers
16.00	End of workshop

Table 6.1: Schedule of fieldwork, day 1 and 2

Village grouping	Participants	PRA Team
DAY 1		
Sintanta, incl. Woomba, Manguniwa, Mapilelo, Mbanga	8 men, 7 women	1
Taulo	13	2
Masida	8 men, 6 women	3
DAY 2		
Sabelo, incl. Kabuyu, Masheshe, Mubambango	6 men, 7 women	1
Kansoko	12	2
Golden Halfway, incl. Kapano, Kandiana, Lusepani, Munguza, Kataba, Muloho, Mbanga	12 men, 8 women	3

Table 6.2: Village groups

- Each village group (around 10 persons) includes men, women, youth and elders, preferably in a balanced way.
- In the beginning the village group chooses an additional representative (Induna/key person) who has the task to present the results and to be the link for future activities.
- The village group elects a person, who is good in drawing, to take over sketches from ground to paper and verifies them with colleagues

On day 3 a transect was made by representatives of each village group, 2 team members and 2 FMC members

6.3 Methods

During the PRA study, three different tools were used:

- The Venn Diagram was used to analyze the communication and organization within the community (objective 1)
- The Matrix Ranking was used to rank the natural resources used and to select the most important ones (objective 2) and
- The Participatory Mapping was used to create a map of land use zones in the proposed community forest area (objective 3).

During each tool, the facilitator asked questions for deeper understanding. The groups interviewed comprised 12 to 20 people, slightly less women than men, from all ages (see table 5.1). The groups comprising several villages had representatives of each village.

In the following, each method is presented with aim, facilitation and questions to be asked. Chapters 6.3.1 to 6.3.6 contain the information on the handout given to the teams.

6.3.1 Background

Some important things to remember:

- The link person tells the people why we are here
- Ask the people to introduce themselves and put name tags
- Ask the group who is the representative for the group
- Check if the group (around 12 people) is balanced: best would be 2 old men/women, 2 middle age men/women, 2 young men/women
- The note-taker is responsible to collect all the documents: maps, notebooks of note-taker and group secretary and label them with date and origin
- Both, facilitation and questions are subjects of change. Feel free to change the order of the questions or the facilitation process in case you feel that it is a smoother way of interviewing.

Background information to collect:

Date and time of interview:

Interview team:

Translator:

GPS coordinates:

Picture No:

Name of settlement:

Names/functions/age/gender of interviewees: make a participant list

1. When was your village established and why?
2. How many people are in the village and how many people are working/ staying outside of the village but still belong to the village? (rough figure, percentage not numbers!)
3. Do you have cars?

6.3.2 Organization Diagram

Introduction

This tool assists in getting information about the settlement, its connections to the rest of the community and the organizations which are known within the settlement. It helps you as well to understand if the communication between the settlement, the organizations and the community are good or not.

Facilitation

- Ask the group to list all organizations and choose one person to write them on cardboard (e.g. traditional, religious, NGOs, governmental, women or youth groups..)
- Assign a person to make a drawing of the diagram at the end of the session, ask the person to put its name on the drawing
- Let the people cut the cardboards: important organizations in a big size, small organizations in small size
- Draw a circle on the flipchart which represents the settlement
- Ask a person to put the cards on the flipchart respecting following rules: separated circles – no/little cooperation, touching circles – some cooperation, overlapping circles – very good cooperation
- Ask why the cooperation is good/ not good
- Ask the questions stated below
- Ensure consensus within the group (involve all participants!)



Figure 6.2: Drawing a Venn Diagram

Questions

What have these organizations done for your community?

Where would you put Community Forestry?

Where would you put the community? How do you communicate? Does it work well?

Are there members of the FMC who are members of other village committees? In which functions?

Have you heard of VDCs and where would you situate them on the drawing?

Do the different committees work together/ communicate? If not, why not?

How do you communicate with these organizations?

How easy is it to get to these organizations and ask if participants have difficulties in talking to them?

Are there differences between different groups (e.g. men, women) when participants want to contact the organization?

Who are the key persons within the community? (sensitive question: you might ask which people are contacted when a big decision has to be made)

Are their leading/ strong families within the community? How is the relationship between these families and the community?

Where do your people go when they fall sick? How many health clinics are there in the area?

Is there a school close by (Primary/Secondary School)?

How many of the kids go to school? If not what are the reasons for not going to school?

Experiences and recommendations

The teams do not approve the Venn Diagram method. It takes too much time to explain and the outcome is not satisfying. It is difficult to explain the villagers the difference between importance of an organisation and the relation of the interviewees towards this organisation. The teams suggest using the time trend method next time as information on processes in the past up to today are not well known. Further, villagers, especially older people started lively discussions on the question when the village was established. Therefore, a time trend might be a better method to warm interviewees up in the beginning of a workshop.

6.3.3 Natural Resource Ranking

Introduction

The aim of carrying out this exercise is to gain more knowledge about the natural resources of the area. What are the names? How are they used? Which are the eight most important resources and their dominant uses? Additional information gathered during the exercise concerns availability, value, ownership and current use of natural resources.

Facilitation

- Choose if you want to do the exercise on the ground or on the flipchart
- List all natural resources that are in your area on separate cards
- Choose the 8 most important natural resources
- Put the 8 names in a row from upside down (left column)
- List the different utilizations (from timber to medicinal use) as headings.

For example:

RESOURCES/ USES	timber	firewood	construction	medicine	browse	Fruit
Mupani							
Muzauli							
Mulombe							
.....							

- Then ask people to place their scorings with 5 symbols on the matrix. You should follow the row of listed natural resources from upside down. Afterwards ask them to count the totals per option and analyze the result of the scoring
- Ask the group secretary to transfer the results on a paper in collaboration with the group.



Figure 6.3: A matrix ranking session

Questions

How long does a traditional house last before you need to build a new one?

How many poles and rafters do you need for building one house? If the group is not sure ask some people to go to their house and count the poles and rafters or visit a building under construction.

How many bundles of grass are used for thatching the houses? Is enough grass available? Do you build new grain storages each year? How many poles, rafters and other materials do you need?

How many cattle corals do you build within a life time? How many poles, rafters and other material do people need?

Make a bundle of firewood which is sufficient for one household for one day

Who collects firewood?

What are the means of transport?

How far do people walk to get firewood?

Do people sell to or buy from outsiders? What is the price?

Which plants are used for crafts, baskets, hand tools, pestles, mortars, yokes for cattle, canoes, medicine? Are these plants available?

Are there ownership rights to the use of any of the woody and non woody forest resources?

Please list the regulations in place for the use and management of your resources.

Please list the penalties when regulations are bypassed.

What forest related problems do you see today?
Are the forests getting better or worse?
Do you need to improve them (management, protection, conservation)?
What interventions would you suggest to improve the use and management of tree resources?
What conflicts do you see between grazing, game and forest management?

Do you see any opportunity to sell natural resources?
What forest products do you sell and when do you sell them?
What agricultural products do you sell and when do you sell them?
Where do you sell your products?
How do you transport your products to the market?
What are the resources obtained within the community and what are the resources that come from outside?

Experiences and recommendations

The teams and the interviewees appreciate the Matrix Ranking. The teams stress, however, that attention has to be paid to interviewees who want to vote twice. At the end of the session, the number of votes has to be compared to the number of people in order to assure an equal number of votes per person.

6.3.4 Community Mapping

Introduction

The purpose of mapping is to find out where people locate their natural resources. Which areas around the village do the villagers use and how do they use the area. At the end of the exercise, the villagers should sketch a separation of the area into utilization zones.

Facilitation



Figure 6.4: Parts of a map, showing symbols used for natural resources and cards indicating local sites

- Decide on if you want to draw a map on the ground or on the flipchart
- Start to draw the tar road and ask the group to put the landmarks, this will help the people to orientate themselves
- Ask the group to draw a map of the area surrounding their village that they use in their daily life
- Do not influence the choice of areas to be mapped (e.g. south and north of the tar road)
- Ask the people to indicate where all the natural resources can be found which were identified during the matrix ranking
- Ask the questions stated below
- Try to involve the whole group, especially women, e.g. by giving them symbols for natural resources which they have to put on the map
- In the end let the group assign one person to explain the map to the group in Silozi and in English and check if the group is ok with the result
- Let the group assign a person who is good in drawing to transfer the map from the ground on a paper. The person should put English and Silozi names and the person should put its name on the paper.
- Do not talk about “boundaries” but use other words!

Questions

How do you use the natural resources that you put on the map (e.g. for subsistence or for selling)?

Who is using them (insiders of the community or outsiders)?

What amounts do you use?

Who owns the natural resources that you indicate on the map?

Are there conflicts due to the use of natural resources, grazing other land uses indicated on the map?

Who are your neighbours?

Try to identify land use zones on the map (examples for land use zones: crop fields, grazing areas, areas for pole cutting/ firewood collection, forest areas, areas for grass cutting ...)

Ask for example where the people collect their firewood or where the people cut poles and ask them later on make zones of these areas

Ask the people how many poles they cut during a week or month

How many people own cattle in your settlement?

Are the people allowed to graze their cattle in the forest?

What are the rules for grazing in the forest?

How does the grazing work during the rainy and dry season?

How does the grazing affect the forest resources?

Does the forest play a significant role in the keeping of livestock?

Are there serious animal health problems and if yes, how are they dealt with?

Do you have a garden? Do you produce vegetables or fruits besides your farming?

Do you produce enough food to feed your family? If not, how much more do you have to buy?

At what time (months) of the year do you have problems to have food?

What does your food consist of?

What regulations do you use to manage the resources on the map? Are they made by the traditional authorities or by-laws developed by the communities?

Did you forbid anybody to use your area?

Indicate the main water supply sources for humans and for animals on the map (boreholes, rivers etc.)

How are the water sources managed?

Do people have to pay to have access?

Who is managing the water?

Who owns the water resources?

How far are the water sources situated in relation to your settlement?

Is there a lack of water?

Where do you see the biggest problems for your household in the future?

What are your means of survival? Please list and rank, e.g. employment, livestock, agriculture, forests, remittances.

What are the main expenses for your household?

Which soil types are known, please indicate on the map

Abbreviations for woody resources and Non timber products used during PRA

Experiences and recommendations

The teams stress that not enough time was available for this method. The teams suggest allocating one day for this exercise. Experience shows that mapping on the ground, using symbols and small cards indicating local sites is better than mapping on a flip chart. Attention has to be paid to the village person transferring the map from the ground to paper as people often do not have a sense of perspective. The information received on firewood collection, poles, rafters and grass to build a house was not satisfying and it is therefore not taken up in study. The teams suggest that the FMC counts poles and rafters.

6.3.5 Time Trend

The time trend was not used during this study due to time constraints, although the teams suggest using it in the next study as a warm-up exercise.

Aim

The aim of the Time Trend method is to find out about social changes, changes in natural resources and changes in land use patterns.

Facilitation

- Let people set a time frame within which they want to determine changes (e.g. 50 years)

- Draw a table on the ground or on a flip chart, fill in the time frame in the first column and the resources in the first row
- Ask how the amount of resources has changed during this time frame and let people mark the changes with stones (e.g. many trees – many stones)

Questions

How has the population changed in your area during the last decades?

How has land use, forest resources and game changed over time?

Why has it changed that way?

6.3.6 Overall experiences and recommendations

- Handout: give questions headings
- Use fewer questions, people get bored and stressed if the demand is too high.
- Choose those questions from the list which are relevant for the area you work in (differences exist already between project areas in Caprivi East and West of Katima Mulilo)
- Schedule 2 days for each village group: Instead of 3 tools per day, only 2 at first day, participatory mapping at second day
- Give teams more time to interact with villagers, important to have lunch together
- Assure that fieldwork is finished at around 16.00 pm in afternoon, after that people get too tired, assure that you have buffer time
- Try to include tasks where you have to move
- Make fieldwork longer and invite villagers in evening, idea to show pictures done during the day with a beamer during the evening
- Try to find notetakers that understand the local language as it is much better to take notes directly, or assure that link person/any other team member can take notes/observations in local language
- Give a brochure about the project to the villagers in the end of the workshop
- Teams should stay in villages over night, otherwise the night is very short
- Make one box with materials for each day of fieldwork
- Make sure in advance that women that want to participate in the meeting do not have to cook for lunch
- The participant list should include age groups, e.g. 25 -40...

7 Results of PRA study

7.1 Household information

The people of Masida are dependent on livestock and farming. The main expenses of the households are food, clothes, health and school fees. The main dish of the people is maize and millet. The harvest is not always enough and Masida is within the Drought Relief Program of the government which supplies villages with food during dry season. In future, some groups indicate that water supply becomes a big problem. Already today, villagers are not allowed to have gardens as water resources are scarce. During dry season, it happens that there is not enough water for cattle.

7.2 Communal organization and decision-making

The results of the Venn Diagram are listed in table 7.1. This chapter revises the institutions that are considered important by the villagers and throws some light on how well communication works in the villages.

The Khuta and subkhuta are well recognized in all village groups. All interviewed acknowledge the importance of the Khuta and state having good relations. The interviewees name the elders and the Indunas when asked about key persons within the community. This demonstrates as well the strong position of the traditional authorities in the area.

Both, school committee and church (Seven Days Adventist) are listed among the most important institutions. The interviewed groups stand in good terms with these institutions, although the Tar Road villages consider school and church to be too far away.

The Health Center in Sibbinda is the clinic closest to Masida community (26 km) and is mentioned by all village groups. None of the interviewed is satisfied with the services, stating that the clinic is far away and that mobile services such as vaccinations only take place once a year.

	Taulo	Masida	Sintanta	Sabelo	G.H.
O	HIGH	HIGH	HIGH	HIGH	HIGH
R	1) Khuta +	1) Khuta +	1) Church +	1) WPC +	• Khuta +
G	2) VDC +	2) Agric +	2) Agric +	2) SC +	• WPC +
A	3) WPC +	3) Church ?	3) Vet +	3) FC -	• FMC +
N	4) SC +	4) HC -	4) SC +	4) Agric +	• Church 0 to
I	5) FC -		5) WCP +	5) Church +	• School 0, s.i
S		MEDIUM	6) Sport Club +	6) Health -	• DoF -
A	MEDIUM/LOW	5) FMC ?	7) Health -	7) DoF -	
T	6) HC -	6) WPC -	8) Khuta +	8) Khuta +	MEDIUM
I	7) FMC 0		9) DoF -	9) Security -	• Clinic -
O	8) CC 0	LOW		10) Vet +	• ADC -
N		7) VDC -	MEDIUM	11) CP-C +	
			10) Art Centre -	MEDIUM	LOW
			11) FMC 0	12) FC +	• VDC -
			LOW	LOW	
			12) Security -	13) FMC 0	
			13) Pol. Parties -	14) CC 0	
			14) Agri Bank -	15) VDC -	

Importance: HIGH, MEDIUM, LOW

Relationship: +, 0, -

WPC = Water Point Committee	FMC = Forest Management Committee	CP-C = Crust
VDC = Village Development Committee	MC = Malamatwa Committee	FC = Football
FC = Farmer committee	LC = Literacy Committee	ADC = Agricu
HC = Health committee	SC = School committee	

Table 7.1: Result of Venn Diagram

The Water Point Committee (WPC) has a good reputation among the villagers, only the villagers in Masida are not satisfied.

The Agricultural Development Center (ADC) in Sibbinda supports well the villages of Masida, Sintanta and Sabelo while the rest of the villages do not mention ADC. The Tar Road Villages are not in contact with the ADC anymore. The Likwama Farmers Committee is mentioned by three village groups. It is seen as highly important although the interviewed are unsatisfied with the assistance given.

Most of the interviewed groups were neutral to the Forest Management Committee (FMC) as it has been established lately and results of activities are not yet available. The secretary of the FMC lives in Kansoko village, which might be the reason why the committee has a better standing in this area. Half of the interviewed groups mention the Directorate of Forestry (DoF) as an important institution. They state that the communication is very poor and DoF representatives never visit the community. The conservancy committee (CC) is only mentioned by two villages. They do not consider the CC to be important yet. The CC has just been created and has not contacted IRDNC to enter the application procedure at date⁶.

The Kansoko village group mentions the Devils Claw committee which organises the permit for collecting and the marketing. Further inquiries reveal that the committee is not yet established but the villagers show obvious interest to organize themselves.

According to A.W. Corbett (2002, p.23), there is a danger that many institutions on community level emerge, managing different kinds of natural resources (e.g. FMC, WPC, CC). He suggests the establishment of one committee acting as a coordinating hub. The Village Development Committees (VDC) could take over this task. The PRA results reveal that the VDC of Masida has stopped working, only in Taulo, it has added to the development of the village. The interviewed are disappointed and do not consider the VDC to play an important role in the village.⁷

Most of the village groups state that the different committees communicate with each other. They do not have organized meetings but members of one committee attend meetings of others organisations. The interviewed state as well that information within the community is well communicated. However, according to observations of the project group during the first village meeting, especially those villages (along the tar road) far from the main village of Masida, consider the information flow to be poor. Many of them did not get the message that a village meeting would take place.

7.3 Use of natural resources (woody resources and non-timber products)

This chapter reviews the forest products (woody and non-timber products) which the interviewed villagers prefer including the use of the products. As far as possible, traditional land and forest use systems are explained as well as environmental problems perceived by the villagers. Appendix I includes a list of all natural resources mentioned during the ranking process. Most of the names are only in Mafwe, the local language. Translation into English and Silozi takes time and is done continuously during meetings

⁶ Personal communication Richard Diggle, IRDNC, June 2004

⁷ The project group knows an example of a good working VDC in the community of Kasika in East Caprivi. The VDC has already started to train other VDCs in the region (pers. com. chairman VDC Kasika, April 2004) which would be a possibility for the VDC of Masida to join in.

with the FMC. Figure 7.1 and table 7.2 list the resources which the interviewed groups considered to be the most important ones in daily life.

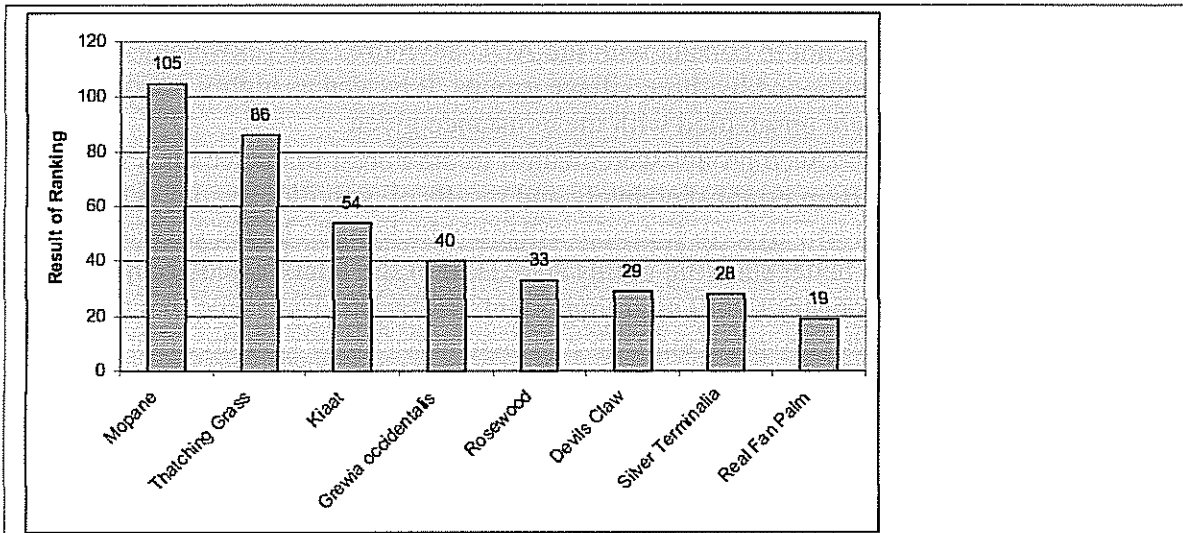


Figure 7.1: Results of Matrix Ranking

Woody resources								
	Fire wood	Timber	Building	Crafts	Fo/gr ^b	Food	Med ⁹	SUM
Mopane	33		64	4			4	105
Kiaat		38	5	9		1	1	54
Rosewood	1	2		8		18	4	33
Mujwa			16				1	17
Silver Terminalia	1		8	1			1	11
Wild Seringa		3		1			1	5
Non Timber Products								
	Fire wood	Timber	Building	Crafts	Fo/gr	Food	Med	SUM
Thatching Grass			66	6	14			86
Grewia occidentalis						40		40
Real Fan Palm			1	27		1		29
Devils Claw							19	19

Table 7.2: Result of Matrix Ranking

Among the woody resources, Mopane (*Colophospermum mopane*), Kiaat (*Pterocarpus angolensis*), Rosewood (*Guibourtia coleosperma*) and Silver Terminalia (*Terminalia sericea*) clearly lead the list. Mopane is mainly used as building material (poles of houses) and firewood. It is available in large quantities. Kiaat is the main resource of timber. The interviewees state that only scattered trees are left in the area which was verified by the transect (compare to figure IV, Appendix 2). According to the interviewed group, Rosewood is mainly a source of food (seeds and seed aril) and for crafts, such as carvings (compare to v. Wyk et al., 2000). However, Rosewood is one of the main timber resources of the pit sawing at Masida. Up to now, 6 m³ of planks have been produced.

^b Fodder/Grazing

⁹ Medicine

Silver Terminalia is almost exclusively used as building material. In the past, villagers used it mainly as a substitute for Mopane but lately, its timber is used for roof construction as it is lighter than Mopane¹⁰.

Among the non-timber products, thatching grass, *Grewia occidentalis*, Devil's Claw (*Harpagophytum procumbens*) and Real Fan Palm (*Hyphaene petersiana*) are most important. The grass is used for thatching the houses. After harvest, the fruit of *Grewia occidentalis* is directly sold at the market or dried, stored and sold later. The young leaves of the Real Fan Palm are the main resource for weaving baskets which is an important income for women in the villages. The villagers use the roots of Devil's Claw as a remedy mainly against malaria but other uses are known (compare to Van Wyk & Gericke, 2000). Only the most important resources are described here, but table I in Appendix 1 lists all natural resources mentioned during the study.

Overall, there are no ownership rights of natural resources. Though, some village groups state that the resources are owned by the people living nearby. Those people give permissions of use to others. Regulations exist in form of unwritten laws, such as no cutting of living trees, especially fruit trees and no fires. Overall, the groups state that regulations are not needed. Although, recently, a structure has evolved, if people from other communities want to harvest large amounts of resources, they have to ask the Khuta for permission which will charge according to the resources needed.

Up to now, forest products are mainly consumed and sold within the community. Forest products sold within the community and in Katima include *Grewia occidentalis* and Devil's Claw, agricultural products comprise maize and millet. Few people sell crafts at the market in Kongola. There is no organized transport. Either people walk or goods are transported with local or hired cars. People want to sell the products themselves as they do not trust each other. Table 7.3 gives a rough overview of cars available in the community.

	Masida	Kansoko	Taulo	Sintanta	Sabelo	G. H.
No.cars	1	not specified	0	4	2	0

Table 7.3: Number of cars in village groups

7.4 Land use zones in the proposed community forest

This chapter describes the maps which summarize the information obtained during the participatory mapping exercise. Tables and maps related to this chapter are located in Appendix 2. Table I and figure I-II show the woody resources and non timber products in the area. The location of resources on the maps is connected to local sites and do not refer to GPS coordinates. This simplification was necessary as the area is too big to make an overall inventory within a few days. The answers of the interviewed groups overlap largely which means that the information received is reliable. Figure III shows a schematic map of harvest zones of forest resources based on figure I and II. The woody resources are concentrated in a belt from the North East to the South West of the proposed area. Kansoko and Barumbu Forest are the areas where the people get most

¹⁰ Personal communication Peter Ries

woody resources from. Non timber products are found as well in these two areas and in the South Eastern part of the proposed community forest.

The transect driven in June 2004 with members of the project and representatives of the villages verifies and develops the information obtained during the PRA (see figure IV).

According to the interviewees, the forest became thicker (more bushes and more trees) during the last decades and regeneration is high. Concerning fires, the groups give contradictory answers, one confirming another denying that there is a fire problem. Concerning conflicts between grazing, game and forest management, the groups emphasize that game causes major damages to the forest. Additionally, the thick forest makes it more difficult to find enough grazing areas for livestock. The groups do not have solutions for any of the problems and hand this task over to the FMC.

The maps in figure V and VI show the agricultural zone and the grazing areas during wet and dry season. The circles around the pools indicate a decreasing grazing pressure with distance from the pool. The width of a circle is 1 km. During wet season, the people take the cattle to the pools in the Southern and Eastern part of the proposed area. When the pools dry out, livestock stays closer to the boreholes. In July, after harvest, the cattle grazes on the fields eating residues and leaving manure on the fields.

Figure VII shows a rough map as a proposal for land use zones based on the information mentioned above. The boundaries indicated on the map are not strict; overlapping between the zones is supported. This map is a basis for discussions with the FMC on how to manage the community forest in the future. It is included in the provisional management plan included in the application for gazetting in July 2004.

7.5 Experiences and recommendations

The evaluation was mainly made by the team members who compiled this report. In future, the analysis should be done straight after fieldwork comprising all team members. The teams suggest doing this at the villages as the teams might be disturbed when analyzing fieldwork back at the office. This is called an on-the-spot-analysis (Westphal, U. et al., 1994). In this way, the link persons would be integrated into the evaluation process as well.

The evaluation of the maps has been done by transferring each map on a sheet of transparent plastic. The sheets were then overlaid and compared to each other. The results were collected in ArcView and presented in the maps shown in this report. The results are not precise as GPS coordinates for each local site were not available. FMC members and project staff are going to collect GPS coordinates of local sites mentioned in the report during further meetings.

7.6 Evaluation of Team Task

Overall, the project members appreciated the idea of the team task. They stated that the work in teams was harmonic and most of the extended staff integrated well. The project members who stayed overnight emphasized that it was nice to have some time together after work. A negative point stressed by some was the amount of time lost for their own work. A recommendation is to state during preparation how much time has to be made

available by each participant. Project members should then have the possibility to decide themselves if they want to participate or not.

Feedback of the extended staff (FMC, S. Hendricks) has not been received yet.

Project members appreciated the idea of the team task and want to continue to use this tool. The next team task will be carried out within the horticulture project, followed by the group Mbongo/Krug.

8 Conclusions

The PRA study was a good method to effectively receive basic information on an area within a short period of time. More detailed studies have to be done during preparation of the management plan, including detailed transects and forest inventories. Another task, mainly taken over by the Honorary Forester of Masida, is to verify the local sites shown on the maps with a GPS.

Further positive outcomes are the pool of project staff trained in PRA which can be used for further studies and the experience gained to work as a team. This report summarizes experiences made and will be a valuable guideline and source of recommendation for similar studies in the future.

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Appendix 1: List of natural resources mentioned during Matrix Ranking

Botanical Name	Common name	Lozi	Sifue	Masubuya
	mushroom	Mbowa	Kanshelele	Imbowa
	Thatching Grass	Bucwani	Sozu	Lyani
			Busole	
		Sichachani	Chibuna	Chihumbu
			Chicinka	
			Chilolo	Malolo
			Chinomba	
			Chinshabwa	
			Chisansha	
			Chisasa	
<i>Ximenia americana</i>			Entente	Mutente
	Honey	Linosi	Buchi	Impasi
			Kabuju	Kahozu
<i>Dichroctachys cinerea</i>			Kaselesele	Mweye
			Kunju	Kwina
			Kwila	
		Lizulu	Chiulu	Chiulu
			Lubumbu	
			Lucanci	
			Luchachi	
		Lungwatanga	Mbiti	Mbwiti
			Lunomba	
			Lunwanga	
			Mabilo	Ibbu
			Malamatwa	Ibangu
			Malyacizo	
			mambuwa	
			Mangoncela	
			Manshawa	
			Manyangwe	
			Marilo	
<i>Sclerocarya birrea</i>	Marura	Mulula	Marura	
			Mashela	
			Mataganjambe	
			Mezi	
	Sugar apple		Milolo	
			Minanga	
<i>Burkea africana</i>	Wild seringa	Musheshe	Muanda	
			Muandakasi	
<i>Vageria infausta</i>		Mubilo	Mubilo	
<i>Combretum collinum</i>	Weeping bushwillow	Mobubu		
<i>Andansonina digitata</i>	Baobab	Mubuyu		Ibozu
<i>Ficus sycomorus</i>		Muchaba		
			muchalo	Munana
<i>Diosperus mespiliformis</i>	Jackal berry	Muchenje		

			Muchika	
			Muchinga	
<i>Terminalia sericea</i>	Silver terminalia	Muhonono	Muhonono	Mujuba
<i>Acacia erioloba</i>	camelthorn	Mohoto	Muhoto	Ishi-mushu
<i>Strychnos cocculoides</i>	Monkey Orange		Muhuluhulu	Muhuluhulu
			Mujwa	
			Mukokoshi	
			Mukololo	
			Mukona	
			Mukondekonde	
<i>Hyphaene petersiana</i>	palm tree		Mukulwani	
<i>Baikiaea plurijuga</i>	Zabezi teak		Mukusi	
			Mulambela	
<i>Pterocarpus angolensis</i>	Kiaat	Mulombe/Mukwa	Mulombe	Mulombe
			Mulunka	
<i>Ximenia caffra</i>			Mulutuluha	
<i>Grewia occidentalis</i>			Mumaka	
			Mumbe	
			munanga	
			Munanga	
			Mundundu	
<i>Ricinodendron rautanenii</i>	Manketti	Mungongo	Mungongo	
<i>Colophospermum mopane</i>	mopane	Mopane	Mupani	
			Musilu	
			Musunda	
			Mutafunanjobu	
			Mutafuwa	
			Mutaka	
			Mutengu	
			Mutobo	
			Mutyajambe	
			Muuluka	
			Muxhabe	
<i>Guibourtia coleosperma</i>	False mopane	Muzauli	Musuili	
<i>Berchemia discolor</i>	Bird plum		Muzizila	
			Muzyili	
			Mwanda	
			Ndiya	
			Nkwila	
			Nyangwe	
			Onsha	
			Sikananwe	
			Sikazaba	
			Siki-munxo	
			Sisasa	
			Taanana	

Appendix 2: Results of Participatory mapping: Land use zones

Landmark	Woody Resources	Non-Timber Products
Baale		Grewia occidentalis
Barumbu Forest	Kiaat Rosewood	Grewia occidentalis Real Fan Palm Bowa
Chijwa	Mopane Kiaat	Grewia occidentalis
Chikoolo	Mopane	
Kakanda Kabakwiko	Rosewood Silver Terminalia	Grewia occidentalis Real Fan Palm Mulunka Sourplum Thatching grass
Kansoko Forest	Kiaat Zambezi Teak Rosewood	Grewia occidentalis Real Fan Palm
Kasiba	Kiaat	
Lisawana Pool	Mopane	
Lusepani		Devil's Claw
Lwangili Forest		Devil's Claw
Mabanga	Mopane Rosewood	Bird Plum
Magungulwa	Zambezi Teak	Mutafuwa
Mpendwa well	Silver Terminalia	Grewia occidentalis Thatching grass
Namakala	Mopane	Grewia occidentalis Devil's Claw
Nawsasa	Mopane Rosewood	
Pombwe	Mopane	Thatching grass
Salushando Pool		Real Fan Palm Mumaka Thatching grass
Sapitwa Well	Kiaat Mopane	Mumaka Devil's Claw
Sitanta	Mopane Wild Seringa	
Susenwe Pool	Mopane	Devil's Claw Real Fan Palm
Taulo	Mopane Silver Terminalia Rosewood	Mumaka
Xhasiba Pool		Real Fan Palm Devil's Claw Baobab
Xhuba Well		Thatching grass
South of Tarroad	Manketti Baobab Mopane Zambezi Teak Kiaat	Thatching Grass Grass for mats Devil's Claw

Table I: Landmarks, woody resources and Non-Timber Products

Resource	Abbreviation
Mukulwani	Mk
Malamatwa	Ma
Mulombe	MI
Muzauli	Mz
Mohonono	Mh
Mopane	Mp
Mumaka	Mm
Mohoto	Mo
Muanda	Md
Mukusi	Ms
Musinsila	Mi
Mubuyu	Mu
Mulutulua	Mt
Muhuluhulu	Muu
Musheshe	Msh

Table II: Abbreviations used during ranking and mapping

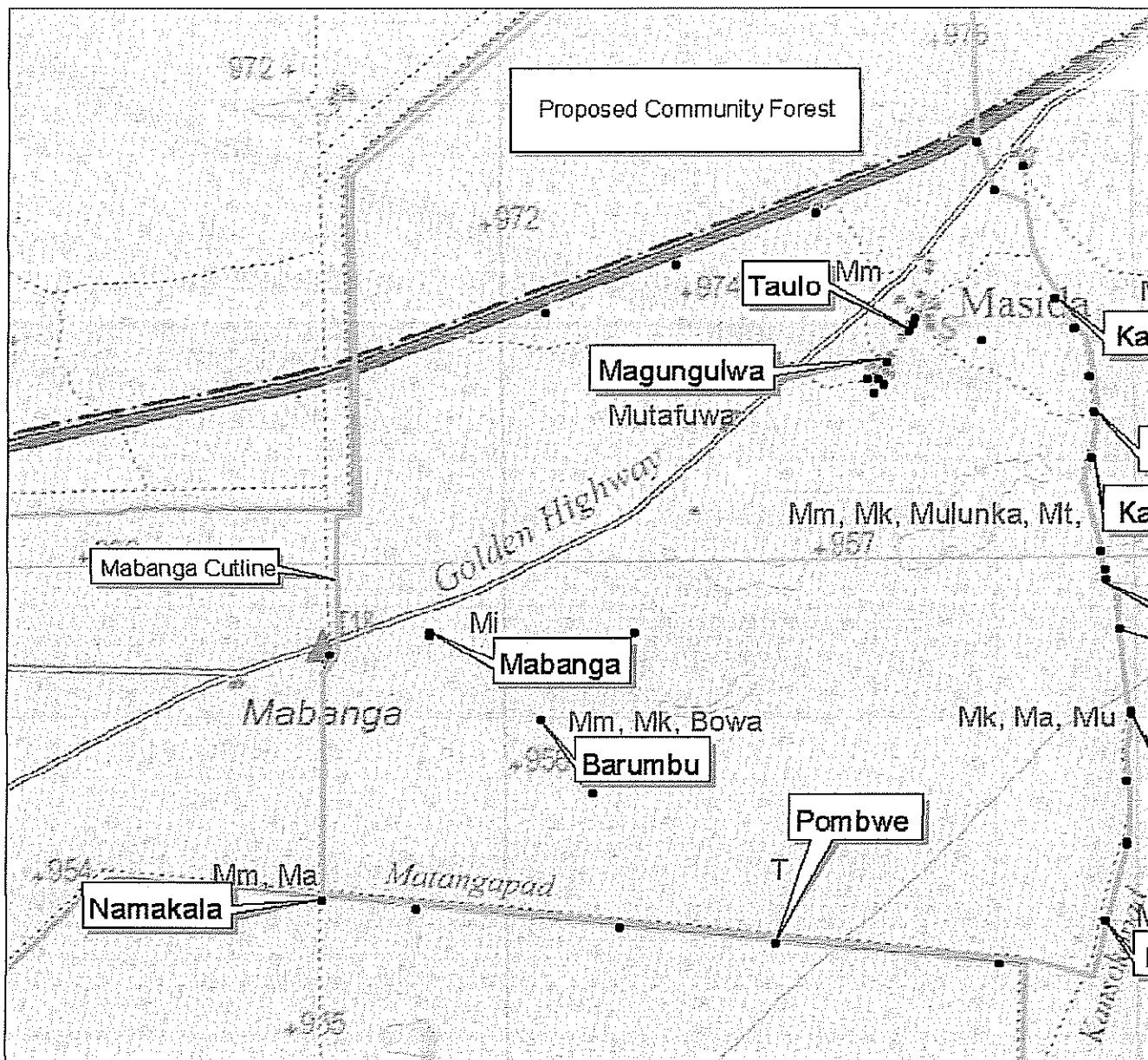


Figure 1: Result of Participatory Mapping: Local sites and available non-timber products, abbreviatio

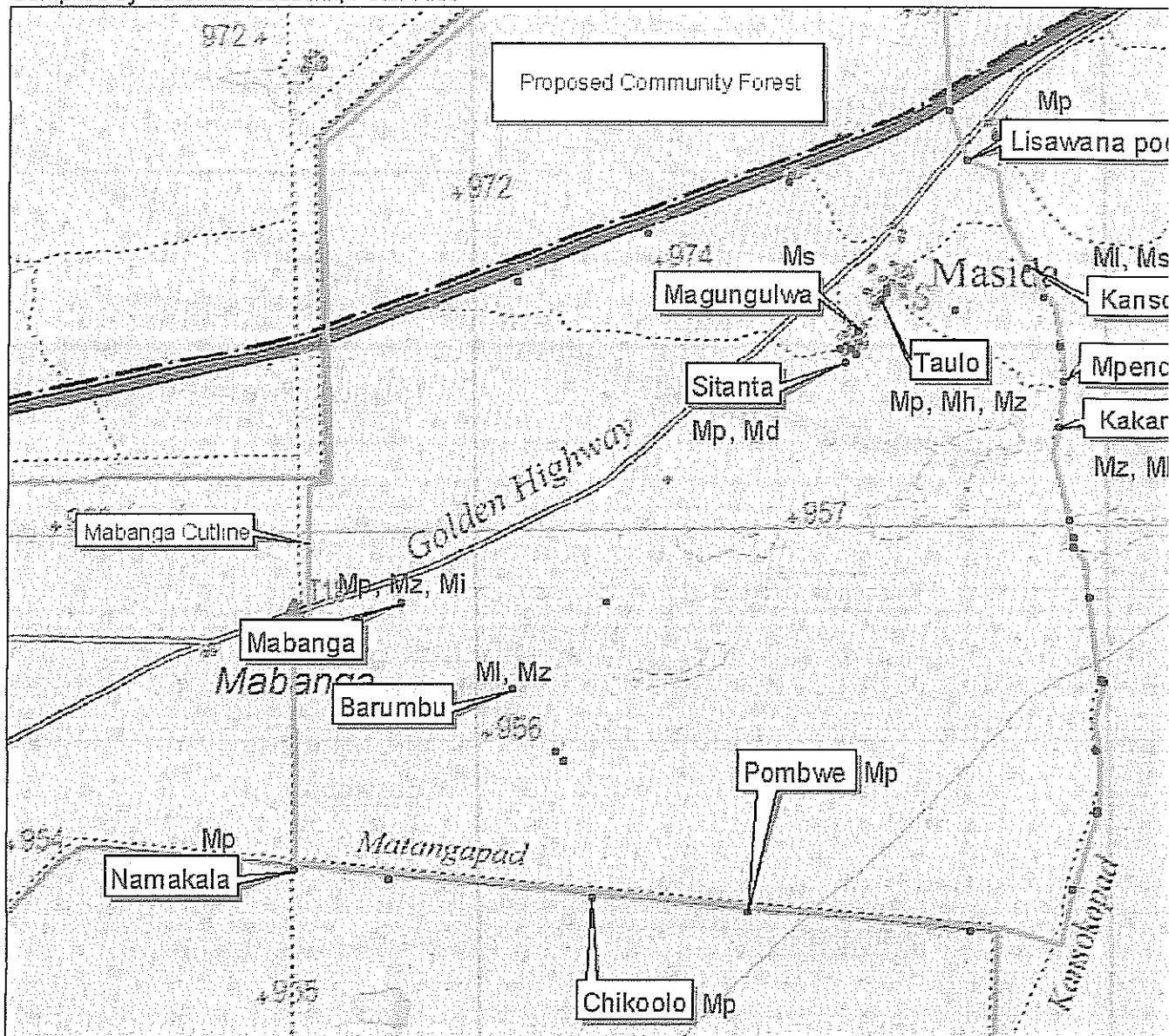


Figure II: Result of Participatory Mapping: Local sites and available woody resources. abbreviations s

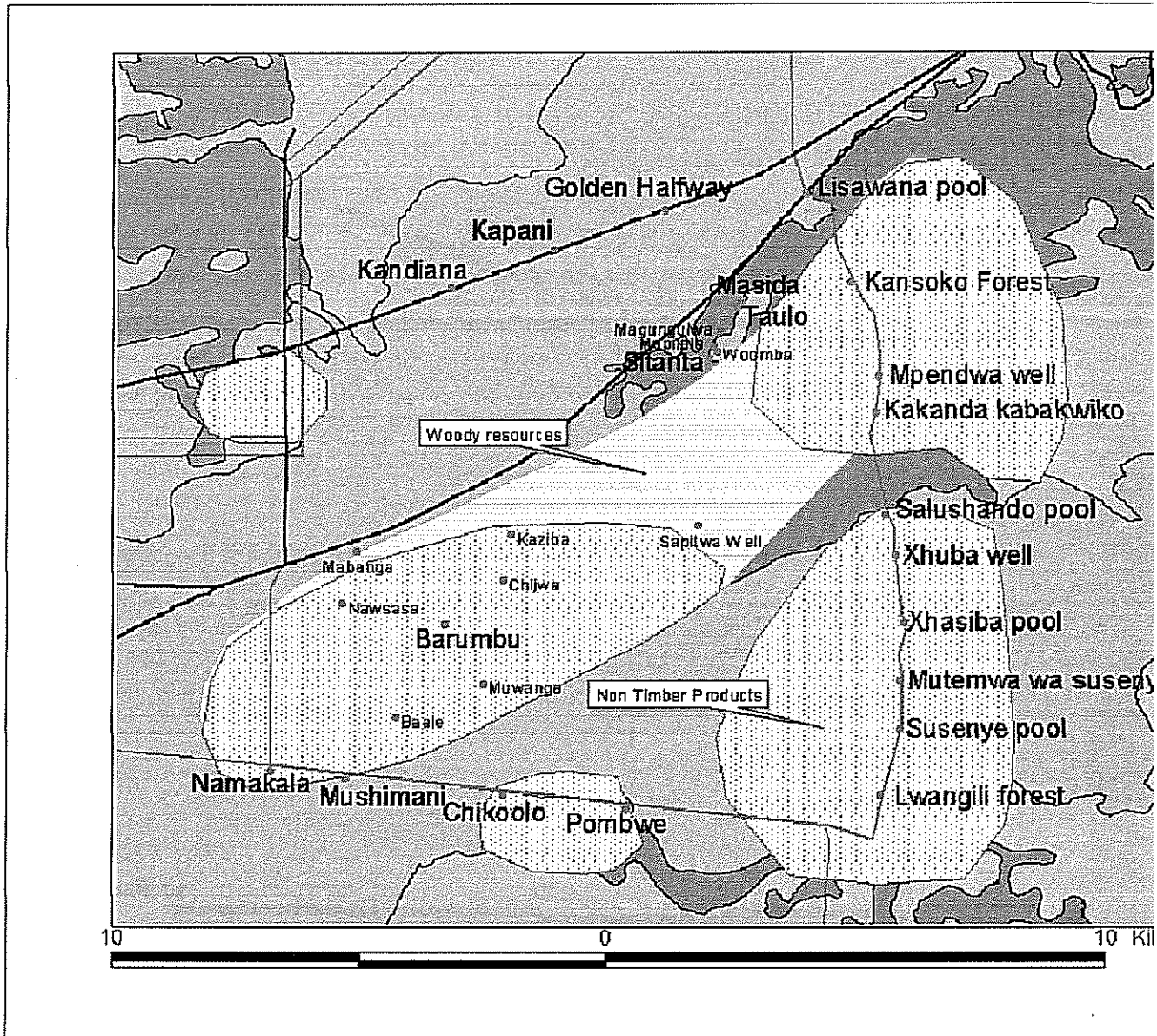


Figure III: Result of participatory mapping: Harvesting zones of woody resources and non-timber products

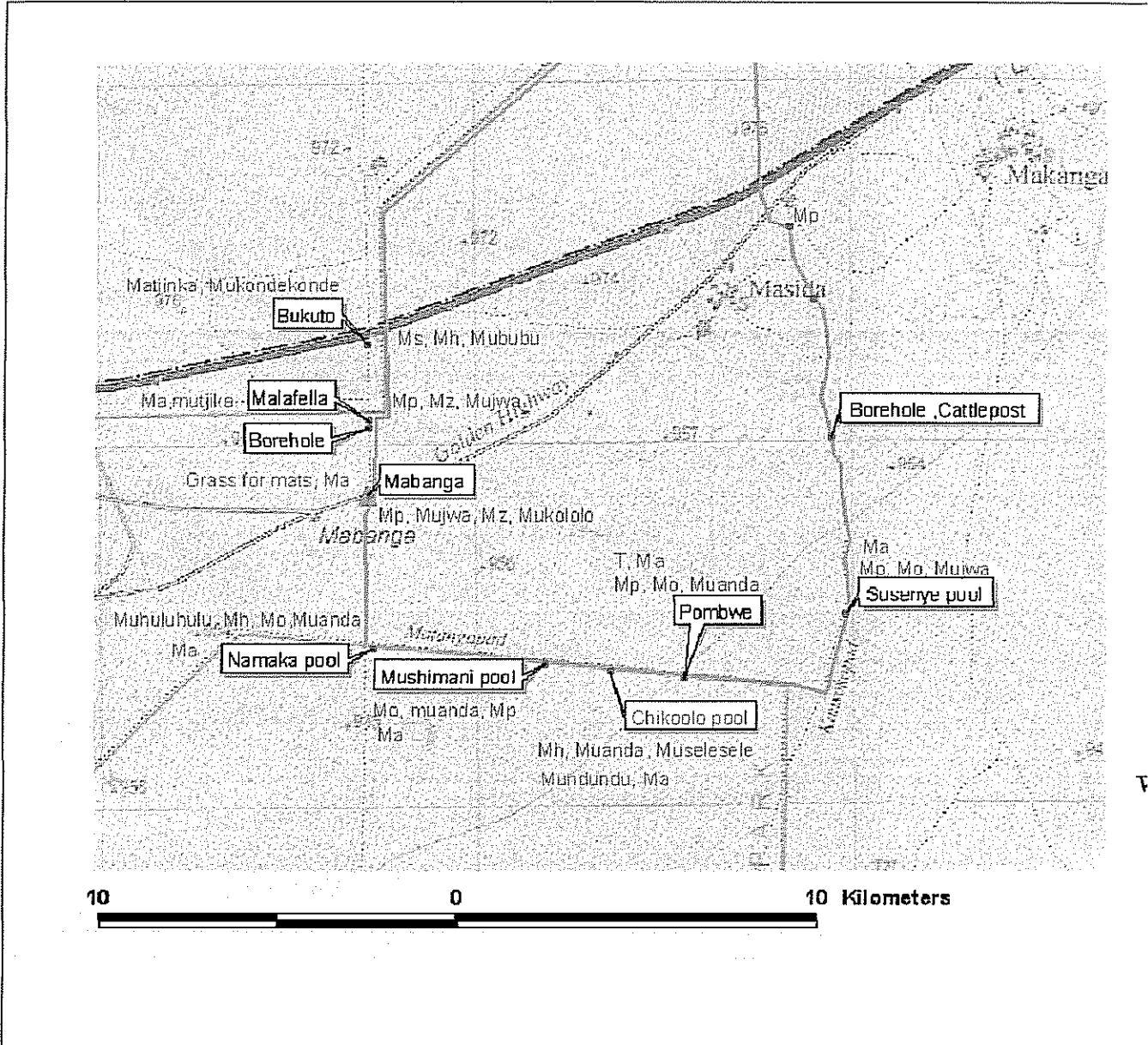


Figure IV: Result of Transect Drive, June 2004

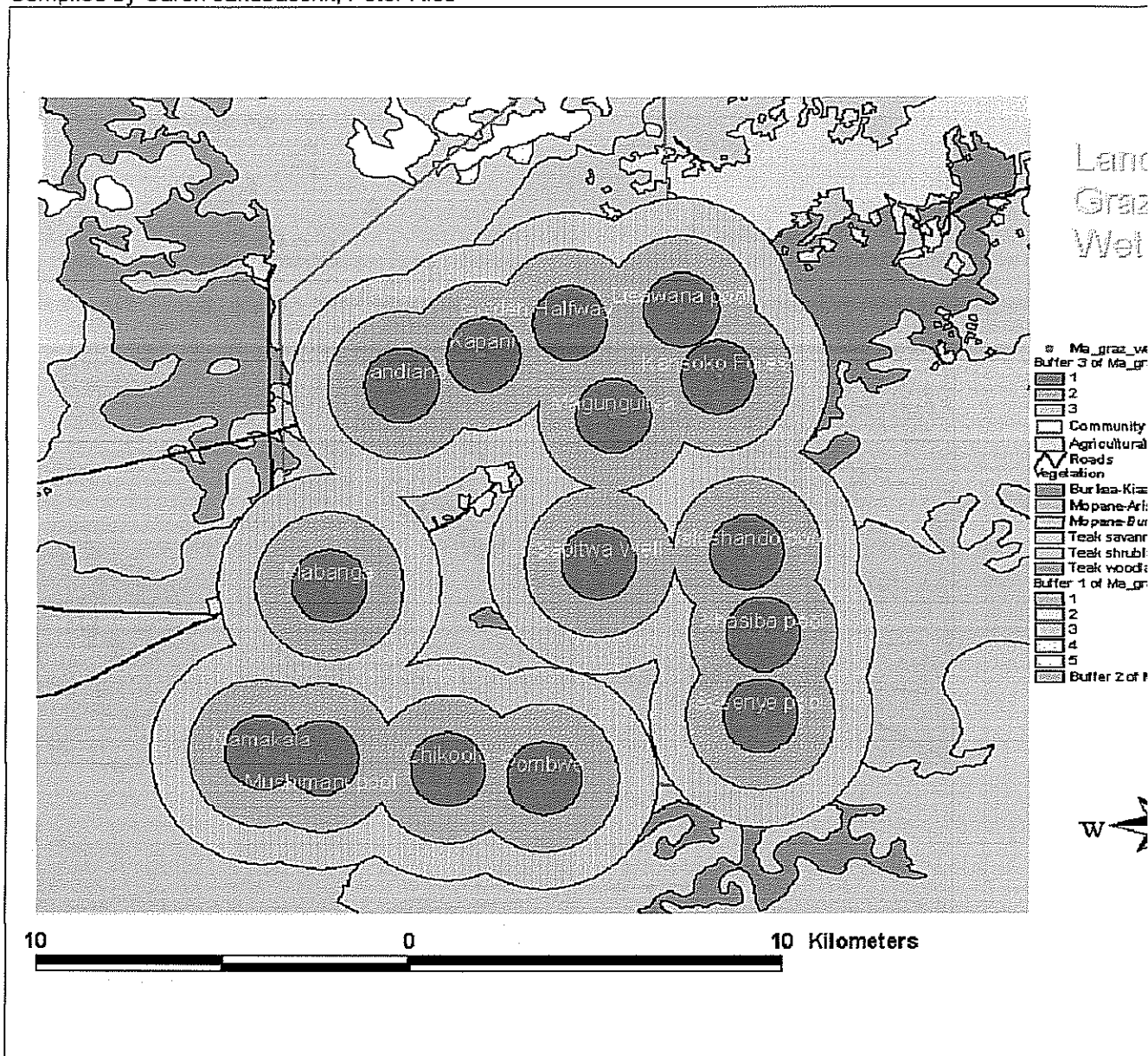


Figure V: Result of participatory mapping: Wet season grazing

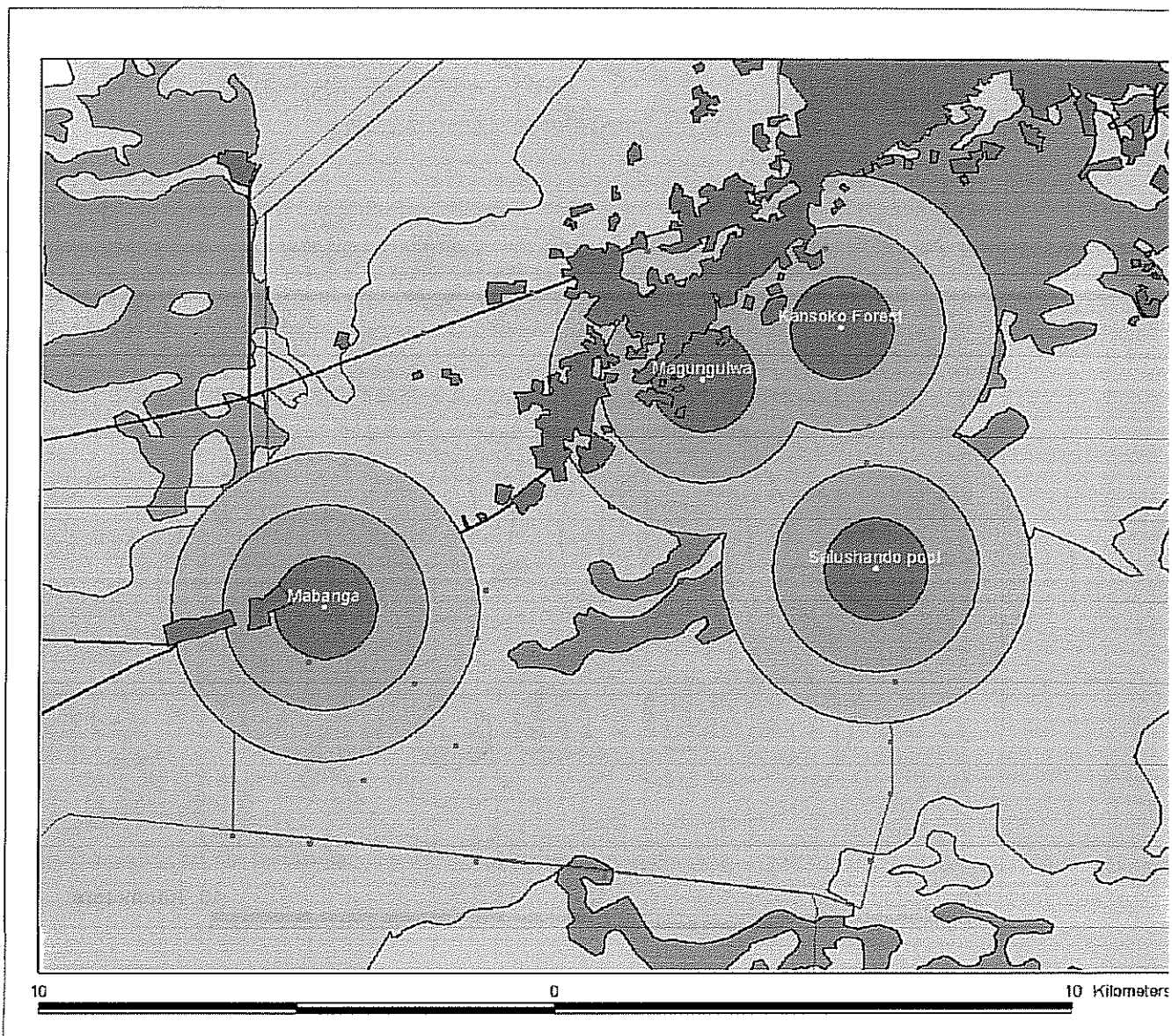


Figure VI: Result of participatory mapping: Agricultural zone and dry season grazing

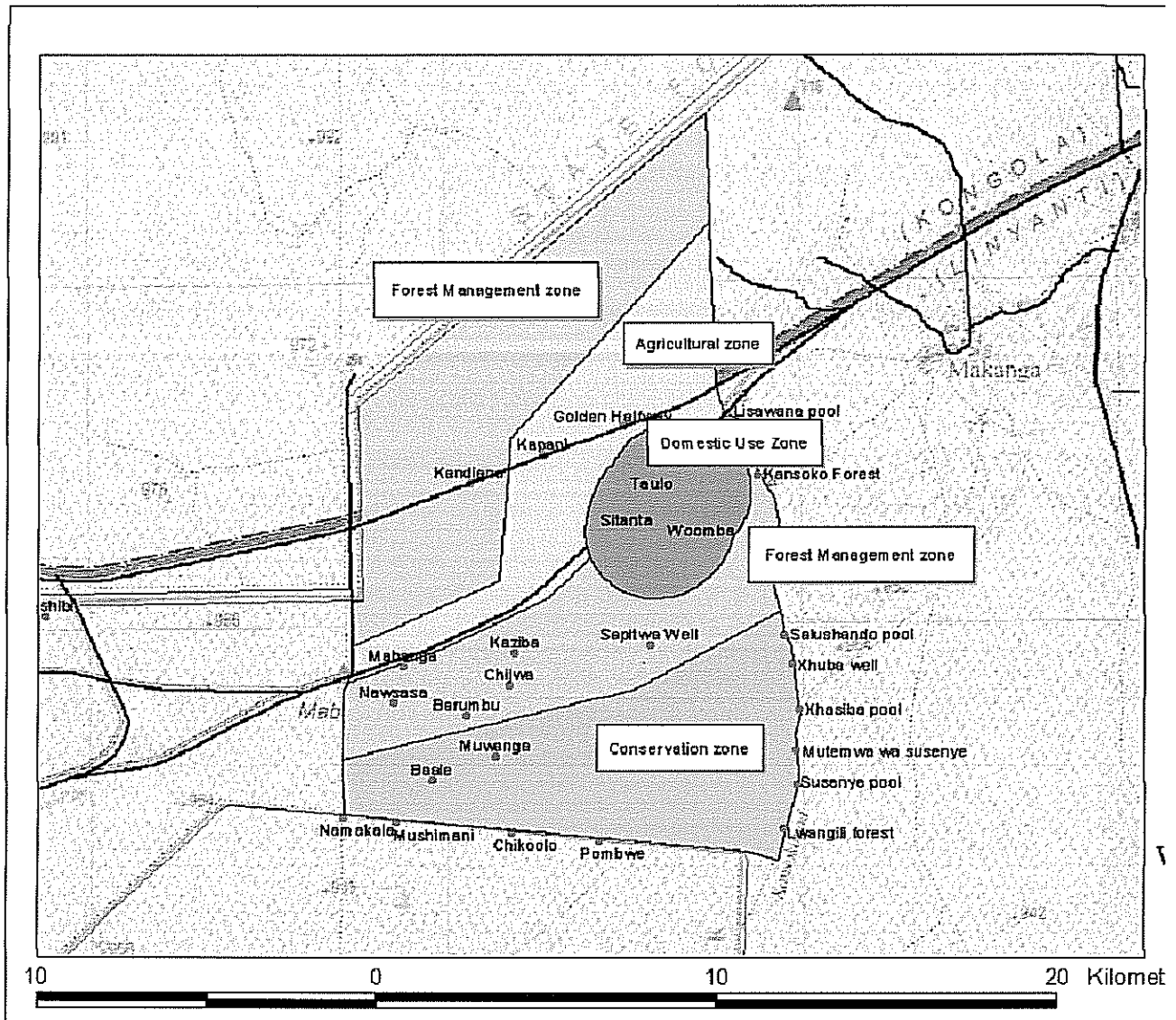


Figure VIII: Recommendation for land use zones within the proposed community forest

