Introducing Livestock Production and Rangeland Management into Conservancies

FACILITATION GUIDE

NACSO
Namibian Association of CBNRM Support Organisations

WWF

FUNDED BY THE MORBY FAMILY CHARITABLE FOUNDATION

IRDNC

ACKNOWLEDGEMENTS

This facilitation guide was produced for the Sustainable Communities Partnership, funded by the Morby Family Charitable Foundation through WWF in Namibia.

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PART ONE

INTRODUCTION AND GENERAL GUIDANCE

INTRODUCTION

The purpose of this facilitation guide is to provide field facilitators and frontline extension staff with the necessary knowledge and skills that they need to convey to farmers in order to enable the process of introducing livestock production and rangeland management into conservancies.

This knowledge and skills includes the following topics:

- Facilitating adult education and community mobilisation
- Understanding different land uses in the conservancy
- Assessing rangeland condition in the conservancy
- Agreeing on the possible reasons for poor rangeland condition
- Facilitating the process of developing a grazing plan
- Acquiring buy-in from all farmers and other stakeholders
- Providing for practical training and awareness creation
- Facilitating the implementation process

This facilitation guide is based on the experiences made by Integrated Rural Development and Nature Conservation (IRDNC) in the Dzoti Conservancy and has been developed as part of the Livestock-Wildlife Integration Project.

Although this guide is based on the experiences made in one conservancy, it is intended to be used for other conservancies; however, depending on the circumstances particular to each conservancy, suitable adjustments may need to be made.

GENERAL GUIDANCE

TOOLBOX FOR FACILITATORS

Take account of the following tips during facilitation to ensure understanding and clarity.

PREPARATION

- Prepare each session in advance.

  Ensure that all necessary materials and visual aids are available.

  Use visual aids wherever possible to enhance your training.
- Be aware of local customs.

  Remember to open and close the training day with a prayer, and give due recognition to any traditional leaders present.
- Provide translation services when necessary.

  This will need to be arranged in advance. It may not be appropriate to ask a participant to translate.

GENERAL TRAINING AND PRESENTATION

- Use good time management to ensure every aspect of your training is completed.
- Take into account the possible need for translation, and, if necessary, be prepared to slow down to ensure that all participants understand.
- Maintain good eye contact with the participants.
- Speak clearly.
- Keep your training language simple and appropriate for the participants.
- Bridge one topic to the next.
- Provide clear instructions for activities, and check to see if your instructions have been understood.
- Keep a separate sheet of flipchart paper available to 'park' any issues that need to be revisited at the end of the day.
- Where appropriate, summarise.
- Avoid reading directly from this manual.

VISUAL PRESENTATION

- Write clearly and boldly when using flipchart paper.
- Keep your visual aids visible. Avoid standing in the way of your visual aids and blocking the participants' view.
- Involve the participants.
- Encourage questions and participation.
- Ask questions to get participants thinking about the topic and key issues.
- Keep the group focused on the task, but take breaks if participants are tired and begin to lose concentration. Pay attention to participants' body language for any

signs of fatigue.

- Be patient and courteous with all participants.
- Talk to your participants and not to the flipchart.
- Acknowledge all comments and feedback from participants.

FACILITATION MATERIAL

The following list includes the material you will need while conducting the facilitation:

- Flipchart stand, at least two rolls of flipchart paper
- Different coloured marker pens (‘kokies’)
- Prepared flipchart sheets (if you prefer to prepare them beforehand)
- Writing paper/notebooks, pens, pencils, and erasers for the participants
- (make sure there is enough for everyone)
- 100 small index cards
- At least four sleeves of Prestik

FACILITATION DURATION

- The facilitation process takes 4 days, covering 2 topics per day.

PART TWO

FACILITATION PROCESS

The Process of Integrating Livestock Production and Rangeland Management into Conservancies

1 FACILITATING ADULT EDUCATION AND COMMUNITY MOBILISATION

In order to maximise the learning experience for the participants, the purpose of this section is to instil an understanding of how adults learn; what community participation is; and the steps involved in the community action cycle.
This new knowledge and understanding will also serve as motivation for getting started.

EXPLAIN

Most often, adults learn differently from children and students.

1.1 How do adults learn?

PROCESS

ASK

"How do adults learn?"

ACTIONS

- Divide the participants into pairs and ask them to consider answers to the question.

(Allow about 10 minutes for this exercise.)

- On a clean sheet of flipchart paper, write the question as a heading: **How do adults learn?**

LIST

Record the first few pairs' answers on the flipchart under the question heading, and then ask the remaining pairs to add their answers that have not already been listed.

If any points from the following list have not been mentioned, add them to the flipchart.

Adults learn best by means of the following:

- Learning in a favourable environment
- Active involvement – gaining knowledge through experience
- Contemplating the knowledge they have gained
- Sharing new knowledge with others
- Comparing new knowledge with what they already know
- Adopting new knowledge
- Drawing conclusions from new knowledge
- Recognising a relevant purpose behind learning something new

1.2 Community participation

The purpose of this section is to enhance the participants' understanding of the different levels of community participation.

EXPLAIN

The successful integration of livestock and rangeland into conservancies relies on how the local community is involved in the process, as well as how it leads the process. There are different levels of community participation, ranging from co-option to collective action.

The best form of community participation is collective action, where the community develops its own agenda and mobilises itself to carry out the process without the involvement of outsiders.

PROCESS

ASK

"What are the different levels of community participation?"

ACTION

- Divide the participants into pairs and ask them to consider answers to the question.

  (Allow about 10 minutes for this exercise.)
- On a clean sheet of flipchart paper, write the heading: **Different levels of community participation.**

LIST

Record the first few pairs' answers on the flipchart under the heading, and then ask the remaining pairs to add their answers that have not already been listed.
If any points from the diagram below have not been mentioned, add them to the flipchart.

SHOW

Display the following diagram, and explain the different levels of community participation.

Different Levels of Community Participation

1.3 Community mobilisation

The purpose of this section is to introduce and discuss the different steps in the community action cycle.

EXPLAIN

Community mobilisation is a capacity-building process through which community individuals, groups or organisations plan, carry out and evaluate activities on a participatory and sustained basis to improve their lives. This process is conducted by own initiative or it is stimulated by others.

PROCESS

ASK

"What are the different steps in the community action cycle?"

ACTIONS

- Divide the participants into pairs and ask them to consider answers to the question.

  (Allow about 10 minutes for this exercise.)
- On a clean sheet of flipchart paper, write the heading: **Community Action Cycle**.

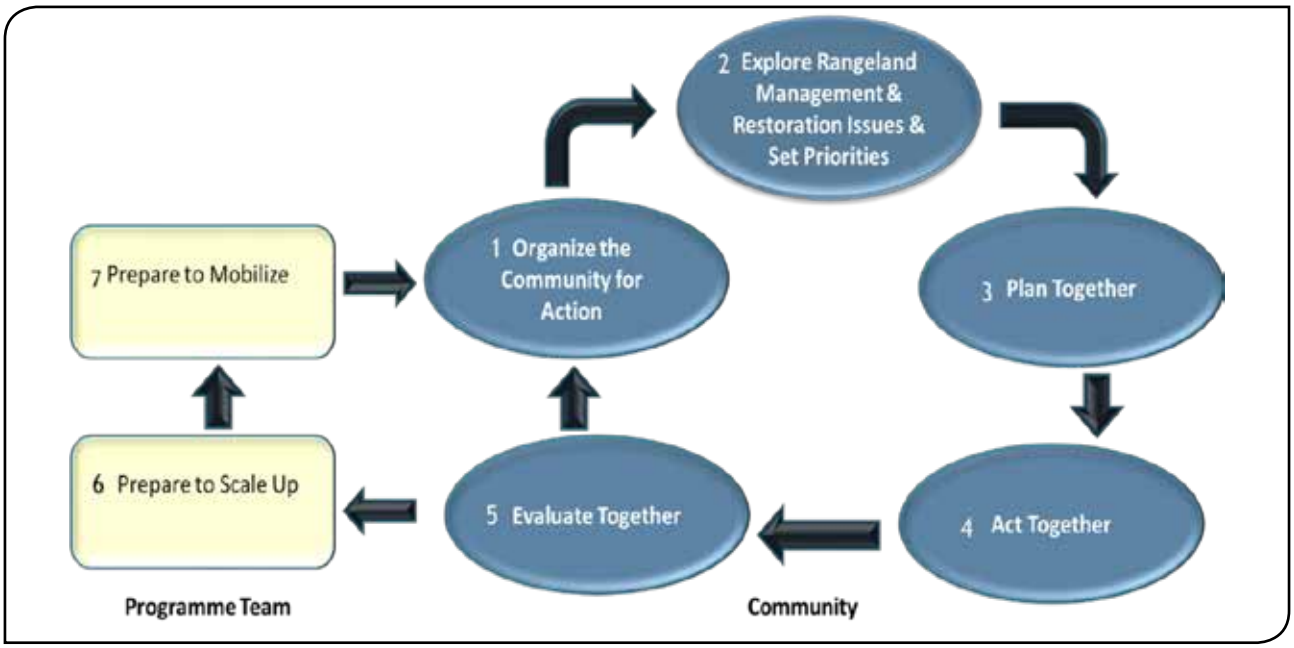
LIST

Record the first few pairs' answers on the flipchart under the heading, and then ask the remaining pairs to add their answers that have not already been listed.
If any points from the diagram below have not been mentioned, add them to the flipchart.

SHOW

Display the following diagram, and explain the steps in the community action cycle.

Community Action Cycle



EXPLAIN THE COMMUNITY ACTIONS CYCLE STEPS

The process towards planning and implementing rangeland management in non-title deed areas includes the following steps:

Step 1: Organise the community for action

This step raises awareness about the importance of having good rangeland condition and productivity in order to sustain and improve livelihoods. This could be achieved by exposing a number of lead farmers and community leaders to best practices elsewhere.

Step 2: Explore rangeland management and restoration issues and set priorities

After the organisation step, it is important that farmers and community leaders analyse their own rangeland and discuss the current condition.

The following questions need to be asked and answered:

- Why is it in the current condition?
- How was it before?

At the end of this step, farmers and community leaders should have a clear idea that their rangeland condition has deteriorated, and they should be convinced that something has to happen to restore it.

Step 3: Plan together

This step is extremely important and it should be facilitated in such a way that the farmers are encouraged to devise their own solutions. These solutions can then be incorporated into a plan for implementation; a plan which has been developed by them and thus owned by them.

Step 4: Act together

In this step, the plan is systematically implemented by the community. It is recommended not to form an additional committee, but to rather make use of existing committees. The committee members should be the involved livestock farmers who have a direct interest in making the process work.

Step 5: Evaluate together

The implementation of the plan is a dynamic process and it requires continuous evaluation and assessment, as well as adjustments, in order to make it work.

Step 6: Prepare to scale up

Depending on the success of the process so far, in this step it is time to scale up into other areas. Then the process starts again at Step 1: Organise the community for action.

2 UNDERSTANDING DIFFERENT LAND USES IN THE CONSERVANCY

EXPLAIN

In communal conservancies in general, and Dzoti Conservancy in particular, a large number of different and often conflicting natural resource-based land uses are undertaken in the same geographic area.

The purpose of this section is to identify the different land uses in your conservancy, and to assess their impacts on each other in terms of them being acceptable, complementary or conflicting.

2.1 Exploring what the land in your conservancy is currently being used for

PROCESS

ASK

"What is the land in your conservancy currently being used for?

ACTIONS

- Divide the participants into pairs and ask them to answer the question.

  (Allow about 10 minutes for this exercise.)
- On a clean sheet of flipchart paper, write the heading: **Different land uses.**

LIST

Record the first few pairs' answers on the flipchart under the heading, and then ask the remaining pairs to add their answers that have not already been listed.

If any points from the following list have not been mentioned, add them to the flipchart.

Different land uses include the following:

- Settlement / re-settlement
- Cropping
- Livestock grazing
- Hunting
- Tourism
- Tourism development area (e.g. lodges, etc.)
- Fishing
- Fishing reserves
- Forest products
- Wildlife breeding
- Wildlife herbivores
- Exclusive wildlife zones
- Wildlife corridors

2.2 Exploring which land uses are in conflict with each other

The purpose of this section is to identify land uses which are in direct conflict with each other, and to identify their possible impacts.

EXPLAIN

There are land uses which are not in conflict with each other; instead, they are complementary, for example, livestock grazing and human settlement.

However, there are also those land uses which could be in direct conflict with each other, for example, livestock grazing and predators.

PROCESS

ACTION

Draw the template of the activity-land use matrix below on a clean sheet of flipchart paper.
Write the land uses in the top and left columns **(do not fill in the ticks and crosses)**.

ASK

"Which of these different land uses are in direct conflict with each other?"

ACTIONS

- In a group discussion, compare each land use with the other.
- Fill in the matrix by rating each one according to the following:
  - → complementary (✓✓)
  - → mostly acceptable (✓)
  - → conflicts expected but manageable (×)
  - → in serious conflict with each other (××)

Activity – Land use Matrix

ACTIVITY/ LAND-USE	Cropping	Livestock grazing	Hunting	Tourism developme nt area	Tourism	Fishing	Fishing reserves	Forest resource harvesting	Wildlife – herbivores	Wildlife – predator	Exclusive wildlife breeding	Wildlife corridors
Re/settlement	✓✓	✓✓	X	XX	✓	✓✓	X	✓✓	XX	XX	XX	XX
Cropping		X	XX	XX	✓	✓✓	✓	✓	XX	X	XX	XX
Livestock Grazing			X	XX	✓	✓✓	✓	✓✓	X	XX	XX	✓
Hunting				XX	X	✓	X	✓	✓✓	✓✓	XX	✓
Tourism dev					✓✓	X	✓✓	X	✓✓	✓✓	✓	✓
Tourism						✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
Fishing							✓	✓✓	✓✓	✓	XX	✓
Fishing reserves								✓✓	✓✓	✓✓	✓✓	✓✓
Forest res									✓	X	✓	✓
Wildlife – h										✓✓	✓✓	✓✓
Wildlife – p											✓✓	✓✓
Exclusive Wildlife Zones												✓✓
Wildlife corridors												

EXPLAIN THE MATRIX COMPARISONS

- Livestock grazing and human settlements; as well as livestock grazing and fishing and the use of forest resources are complementary (✓✓) with each other.
- The interaction between livestock grazing and tourism, fishing resources and wildlife corridors are mostly acceptable (✓), and they do not have to compete with each other.
- Interaction between livestock grazing and cropping, hunting activities and herbivores in wildlife areas can cause conflicts, but is expected to be manageable (×) with proper planning and implementation.
- Potentially serious conflict (××) can occur between livestock grazing and tourism development areas, the presence of predators in wildlife areas and the allocation of exclusive wildlife zones.

2.3 Conservancy land use zonation plan

PROCESS

ASK

"Does your conservancy have a land use zonation plan?"

ACTIONS

- If the conservancy has a land use zonation plan, ask the participants to present and discuss it.
- If not, draw up a broad zonation plan based on the previous activity-land use matrix, and discuss.

EXPLAIN

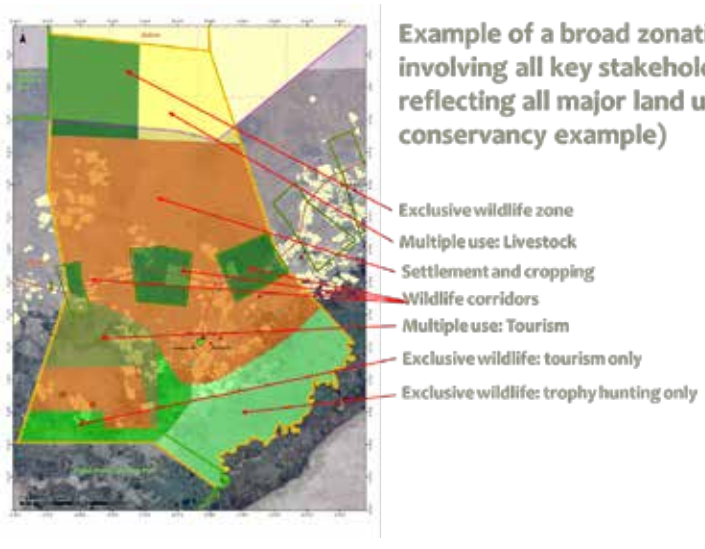
Due to the reality of different land uses and the real possibility of severe conflict between livestock grazing, human settlement, exclusive wildlife zones, tourism development and predator-livestock interaction, finding sustainable solutions to minimise conflict and maximise people's livelihoods is of paramount importance.

One of the first activities in developing a rangeland management plan is to revisit and confirm the zonation plan with all key stakeholders involved in the area. Livestock farmers then have to endorse the zonation plan and commit themselves towards honouring the zonation areas when grazing their livestock in the conservancy.

ACTION

Display the following example of the Dzoti Conservancy zonation plan, and explain.

Dzoti Conservancy Zonation Plan



EXPLAIN THE DZOTI CONSERVANCY ZONATION PLAN

The Dzoti Conservancy zonation map depicts the different zones that are earmarked for different land uses. There are exclusive zones for wildlife, tourism and trophy hunting; and multiple use zones for human settlement, crop production and livestock production. Three wildlife corridors are demarcated on the map, which should be kept free from human settlement and crop production to maintain access of long-distance migration routes of mega herbivores from Botswana to Zambia.

3 ASSESSING RANGELAND CONDITION IN THE CONSERVANCY

EXPLAIN

It is important to know what the current condition of your rangeland is.

The purpose of this section is to look at different rangeland condition scenarios, and to learn how to assess the rangeland condition at different sites throughout your conservancy.

PROCESS

ASK

"What is the current condition of the rangeland in your conservancy?"

EXPLAIN

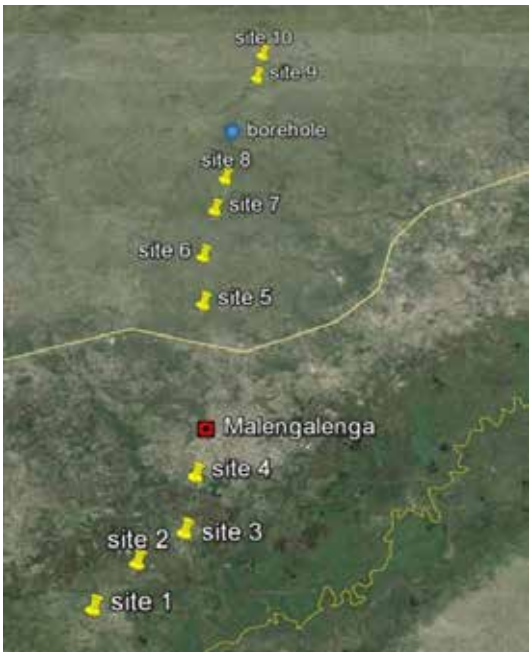
Rangeland condition should be assessed at various field sites. These sites should have a variation in rangeland condition, ranging from poor to excellent. Preferably, these sites should also be close to an existing road for ease of access in the future.

Introduce these sites permanently by marking the GPS co-ordinates on a Google Map as reference.

SHOW

Display the following Google Map of selected field sites in the Dzoti Conservancy as an example, and explain.

Selected Field Sites in the Dzoti Conservancy – Google Map



EXPLAIN THE DZOTI CONSERVANCY RANGELAND CONDITION SITES

The Google Map of the Dzoti Conservancy shows the permanently marked rangeland condition sites which were assessed in 2016. These sites cover a wide variety of rangeland condition scenarios and are distributed from the south (riverside) to the north (upland area). Having these sites permanently marked and photographed makes it possible to revisit them in the future to assess whether any changes have occurred.

3.1 How to select, mark and photograph a permanent assessment site

EXPLAIN

The important actions that need to be undertaken when selecting, marking and photographing a permanent site for rangeland condition assessment include the following:

- Select a number of permanent sites on the farm or in the grazing area that represent all the rangeland condition scenarios.
- Mark them permanently: either take GPS co-ordinate readings or mark the spot where each point is selected.
- Take two photographs for future reference:
  - → The first photograph should be a close-up (starting from the front of the marker, 10 metres ahead of it).
  - → The second photograph should be a panorama (wide angle) view of the same direction.
    - ↳ Ensure that a **permanent landmark/s features in the photograph** for the purpose of orientation for follow-up photographs.

Points to consider when photographing the sites in the following year:

- The photograph should be taken from the exact position and in the same direction.
- Refer to the permanent landmark/s in the original panorama photograph.
- The time of day should be the same.
- The season should be the same (unless you are comparing the effects of seasons and the photographs are taken in the same year).
- The focal length of the lens should be the same.

PROCESS

SHOW

Display the following photographs and explain the differences between and the importance of the close-up and panorama perspectives.

Close-up view

Panorama view

3.2 The scale of assessing each parameter

EXPLAIN

To be able to assess rangeland condition, we have to know more about the different rangeland condition parameters and how rangeland condition is assessed based on these parameters.

The purpose of rangeland condition monitoring is to monitor the rangeland's short-term condition and productivity as well as its trends over a longer period of time. This information plays an important role in enhancing the process of making decisions regarding rangeland management in your conservancy.

PROCESS

ACTION

Work through the following series of rangeland indicators , and discuss the different parameters with the participants.

RANGELAND INDICATORS:

Soil cover

This indicator provides an indication of the extent to which soil is covered by live grasses around a specific marker in the veld.

Different categories for the determination of soil cover					
Score	1	2	3	4	5
Short Description	Almost all of the area is bare	¾ of the area is bare	½ of the area is bare	¾ of the area is covered by live plants	The whole area is covered by live plants

Capping of the soil surface

The soil surface is sometimes capped, which prevents water from infiltrating and seeds from establishing.

Different categories for the determination of capping					
Score	1	2	3	4	5
Short Description	Almost all of the area is capped	¾ of the area is capped	½ of the area is capped	¼ of the area is capped	No capping of the soil surface is visible

Litter on the soil surface

Leaves and the stems of grasses that assemble on the soil surface are called litter.
Litter, which forms a protective blanket on the soil surface, limits evaporation, protects the soil surface against the direct impact of rain drops, and provides shade for soil microbes.

Different categories for the determination of litter					
Score	1	2	3	4	5
Short Description	There is no litter on the soil surface	¼ of the area is covered by litter	½ of the area is covered by litter	¾ of the area is covered by litter	The whole soil surface is covered by litter

Soil Erosion

Soil erosion occurs when soil particles move or are transported from one place to another by water or wind. When the soil is moved evenly, it is referred to as sheet erosion. When grasses occur on 'pedestals', it is a good indication of soil erosion.

Extreme forms of erosion are gully or donga erosion.

Different categories for the determination of soil erosion					
Score	1	2	3	4	5
Short Description	Large gullies or dongas are visible with no small plants	Smaller gullies or dongas with only trees and shrubs	Small rivulets between grasses and herbs	Sheet erosion and/or pedestals has occurred	There is no sign of soil movement

Composition of the rangeland (annual vs. perennial grasses)

Annual grasses live for one season only and grow each year from seed. Perennial grasses live for several seasons and start sprouting and greening as soon as conditions improve.

Different categories for the determination of rangeland composition					
Score	1	2	3	4	5
Short Description	There are no perennial grasses	¾ of the grasses are annuals	There is an equal occurrence of annual and perennial grasses	¾ of the grasses are perennials	The whole area is covered by different perennial grasses

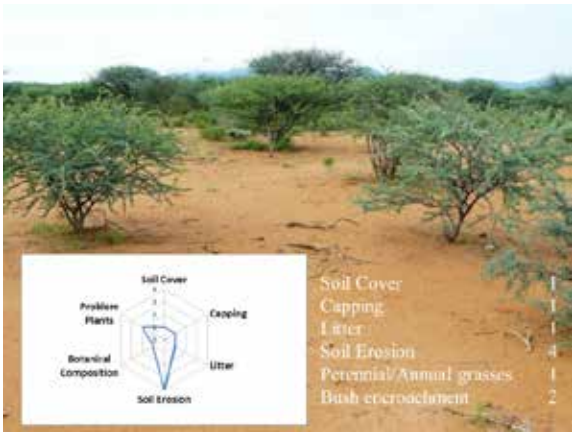
Perception of problem plants

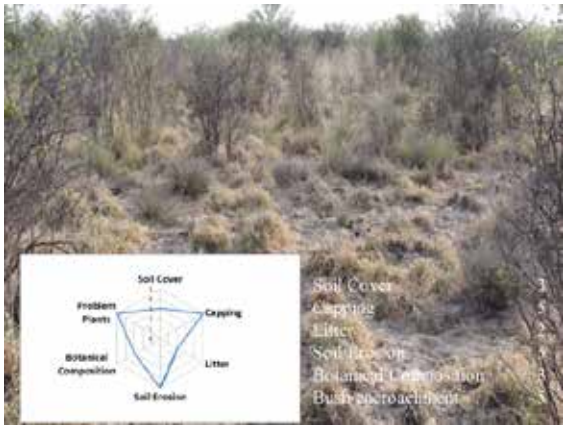
Problem plants replace perennial grasses and they are not beneficial to livestock farming. These problem plants include poisonous plants and invader bushes.

Different categories to determine problem plants					
Score	1	2	3	4	5
Short Description	There are many problem plants and farmers are indicating stock losses	Problem plants are expanding to new areas	Farmers are getting concerned about problem plants	Farmers are aware of problem plants	Problem plants are no threat

SHOW

Display and discuss the following photographs which show examples of poor and good rangeland.





ACTIVITY

Conduct a field trip.

Select two sites: one in poor condition and one in good condition.

ASK

Referring to the site in poor condition, ask: “Why is this particular site in such poor condition?”

LIST

Record the participants’ answers on the flipchart.

If any reasons from the list below have not been mentioned, add them to the flipchart and discuss.

Possible reasons for poor site condition include the following:

- Not enough rainfall received (drought)
- Too many animals grazing in the immediate area
- Area is too small for the number of grazing animals
- Not enough time is allowed for the area to recover after grazing
- Bush encroachment is prevalent

ASK

Referring to the site in good condition, ask: “Why is this particular site in good condition?”

LIST

Record the participants’ answers on the flipchart.

If any reasons from the list below have not been mentioned, add them to the flipchart and discuss.

Possible reasons for good site condition include the following:

- Good rainfall received
- Not overstocked with too many grazing animals in the immediate area
- Area is big enough to accommodate the number of grazing animals
- Sufficient time is allowed for the area to recover after grazing
- No bush encroachment

4 AGREEING ON THE POSSIBLE REASONS FOR POOR RANGELAND CONDITION

The purpose of this section is to explore the possible reasons for poor rangeland condition, and the underlying causes and ultimate effects.

PROCESS

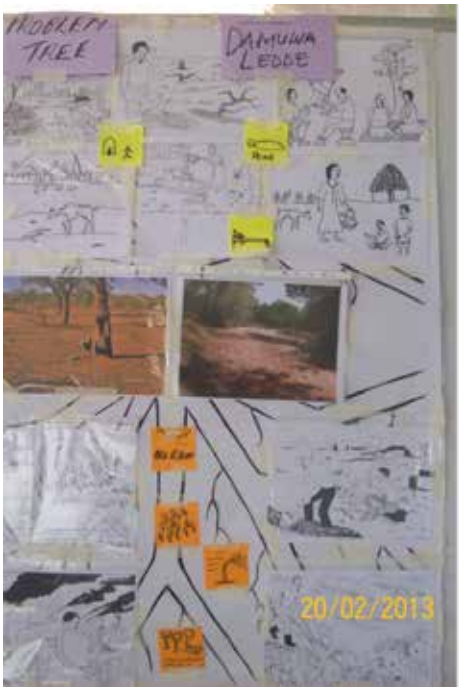
ASK

"What are the major reasons for the current condition of the rangeland in the conservancy, and what are the underlying causes and ultimate effects?"

SHOW

Display the following example of a problem tree analysis, and explain its logic and outcomes.

Example of a Problem Tree Analysis



Effects:
Famine
Disease outbreak
Social conflicts
Rural-urban migration

Unhealthy degraded land:
Bare land with signs of water loss; insufficient fodder

Root Causes:
Poor grazing practices (Overgrazing)
Deforestation
Lack of land use planning
Lack of knowledge
Population growth

EXPLAIN THE PROBLEM TREE ANALYSIS

How the tree works:

The Stem

We start with the stem.

If the land is in a poor and unproductive state, identify these indicating signs and write them in the stem.

The Roots

Identify the major reasons (causes) why the land is in a poor and unproductive state and write them in the roots.

The Branches

Identify the consequences (effects) of the land being in a poor and unproductive state and write them in the branches.

The causes of poor rangeland condition:
The major causes of poor rangeland condition are poor grazing practices (mainly overgrazing). Overgrazing means that perennial grasses are not allowed sufficient time to recover after grazing, which leads to the depletion of their root reserves, thus compromising their ability to survive dry seasons and droughts. The end result is the systematic dying-off of perennial grasses and the appearance of bare ground.

Other causes include deforestation, lack of land use planning, lack of knowledge on rangeland management, and human population growth (which also includes an increase in livestock numbers).

The effects of poor rangeland condition:
Poor rangeland condition leads to famine, disease outbreaks, social conflicts, and rural-urban migration.

ACTIVITY
Using the index cards, conduct a problem tree analysis with the participants, and discuss the outcomes.

ASK
“What is the major cause of poor rangeland condition in your conservancy?”

AGREE
Agree that poor grazing practices (especially overgrazing) are the major causes for the current poor rangeland condition.

5 FACILITATING THE PROCESS OF DEVELOPING A GRAZING PLAN

The purpose of this section is to facilitate a process that guides farmers to consider and design a grazing plan.

EXPLAIN

Knowing that poor grazing practices (especially overgrazing) are the major causes for the current poor rangeland condition and productivity, the next step is to develop a grazing plan in order to address this situation.

5.1 Developing a grazing plan

PROCESS

ASK

"What could be done to address overgrazing?"

LIST

Record the participants' responses on the flipchart under the heading: **What could be done to address overgrazing?**

ASK

"How did your forefathers or earlier generations manage their rangelands?"

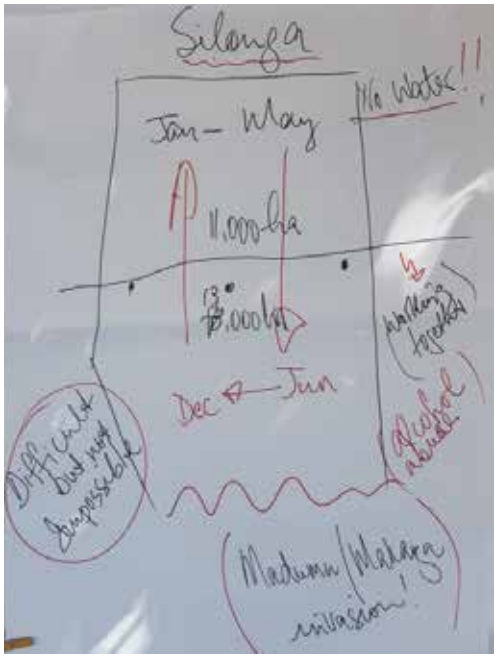
LIST

Record the participants' responses on the flipchart under the heading: **How did your forefathers / earlier generations manage their rangelands?**

SHOW

Display the following photograph, showing an example of the Silonga village draft grazing plan, and explain.

The Silonga Village Draft Grazing Plan



EXPLAIN THE SILONGA VILLAGE DRAFT GRAZING PLAN

In the Silonga village, the farmers proposed to move their cattle from the riverside (bottom of flipchart paper) to the uplands on a seasonal basis. From January, as soon as sufficient open water pans became available, the cattle are moved to the uplands. In June/July, once these temporary open water pans have dried up, the cattle are returned to the riverside and closer to the homesteads. At the same time, crops are protected because the animals only return after harvesting has been completed. This allows for sufficient time for the rangeland to recover after grazing.

ASK

"Why are you no longer practising in the way your forefathers or earlier generations did?"

LIST

Record the participants' responses on the flipchart.
Compare the participants' responses with the list of reasons below, and discuss.

Possible reasons for not grazing cattle in the uplands:

- Children are at school and there is no reliable labour to herd the cattle.
- There are no kraals in the uplands.
- The herders are 'foreigners' and not reliable.
- Farmers are poor with only a few cattle and cannot afford herders.
- Farmers are afraid of predators (lions) killing their cattle.
- Farmers are afraid that fellow farmers who do not move to the uplands will deplete their grazing.

ASK

"How can we overcome or address these challenges?"

LIST

Record the participants' responses on the flipchart under the heading: **How can we overcome or address these challenges?**

AGREE

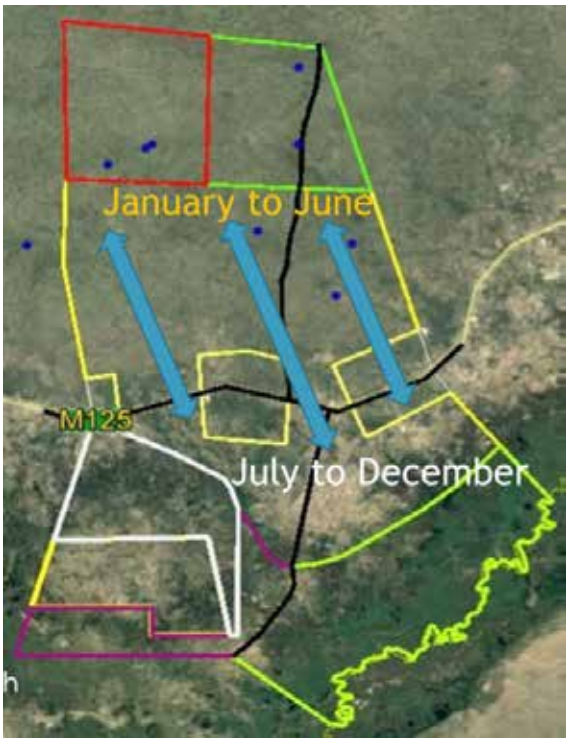
Agree that the only way to overcome these challenges is to develop and implement a grazing plan that is owned and respected by all.

ACTIVITY

Develop a grazing plan using the example of the Dzoti Conservancy grazing plan in the photograph below.

SHOW

Display and explain the following photograph example of the Dzoti Conservancy grazing plan.



5.2 Implementing the grazing plan

EXPLAIN

In order for the implementation of the grazing plan to be possible, certain rules that govern the plan need to be decided upon and adhered to.

PROCESS

ASK

"What will the rules of your grazing plan be, and how will they be enforced?"

LIST

Record the participants' suggested rules that will govern the implementation of the grazing plan on the flipchart under the heading: **Grazing Plan Rules.**

SHOW

Display the following Dzoti Conservancy grazing plan rules as an example, and discuss them.

Dzoti Conservancy Grazing Plan Rules
(Second draft – September 2017)

1. All livestock (cattle, goats, sheep, horses and donkeys) should stay from January to June in the area north of the tar road, depending on water availability.
   Ideally, goats should also move but it will be difficult to implement.
2. All livestock (cattle, goats, sheep, horses and donkeys) to move to the grazing area south of the tar road in July and to stay until December. The same applies to small stock, as in #1.

3. Exclusive wildlife and tourism zones should be avoided by livestock.
4. Livestock from the three villages (Silonga, Malengalenga and Kakiramupepu) will stay independent from each other in the grazing areas. This rule can only be implemented if sufficient water is available in the upland.
5. Annually, at the end of the growing season, an assessment should be done of fodder availability for the dry season ahead.
6. Options to adjust livestock numbers annually to available fodder sources will be discussed by the Conservancy Committee.
7. All farmers should be encouraged to obey and implement the grazing plan.
8. The grazing plan is flexible and should be reviewed and adapted periodically.
9. Predator proof infrastructure (e.g. lion fences) will be constructed in grazing areas to reduce human-wildlife conflict.
10. Livestock will be herded and 'kraaled' within the grazing area in such a way as to minimise contact/ conflict with wildlife, especially predators.
11. The Management Committee will oversee the implementation of the grazing plan. Provision should be made for the village-based committees to coordinate the implementation of the plan at village level.

6 ACQUIRING BUY-IN FROM ALL FARMERS AND OTHER STAKEHOLDERS

EXPLAIN

It is important that all farmers own the developed grazing plan. It is also important that other stakeholders, who might be affected by this grazing plan, also buy into it from the beginning.

This can be done through the area representatives that form part of the existing conservancy management committee. The draft plan should be shared with all farmers in the conservancy, as well as with other stakeholders. It is essential to acquire commitment from important stakeholders to ensure the successful implementation of the plan.

6.1 Informing farmers and stakeholders about the grazing plan

PROCESS

ASK

"How best are we going to inform farmers and stakeholders about the grazing plan in order to generate buy-in?"

ACTION

Facilitate a discussion with the area representatives and develop a strategy or work plan on how to inform other farmers in the conservancy.

LIST

Record the decisions taken by the participants on the flipchart.

ACTION

Develop a simple action plan, using the example below as a guideline.

Example of a simple Action Plan

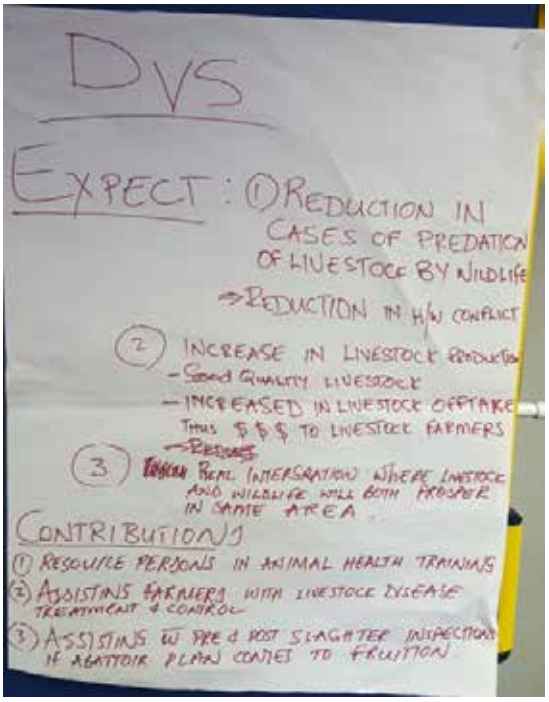
- The area representatives are to visit all their respective areas and brief the farmers on the draft grazing plan.
- The conservancy committee is to visit absentee farmers and brief them on the draft grazing plan (these absentee farmers cannot be contacted by the area representatives).
- The conservancy committee is to conduct a stakeholder workshop with the most important institutional stakeholders.
- Present the draft grazing plan, and invite each stakeholder to present their expectations and possible contributions towards the success of the grazing plan.

Richard Pena, the Chairman of the Dzoti Conservancy Management Committee, informing villagers about the draft grazing plan

Area representatives of the Dzoti Conservancy (with printed copies of the draft grazing plan) visited remote villages and farmers to inform them about the draft grazing plan

A stakeholder meeting with the most prominent stakeholders (Dapees, DVS, DRWSSC, DoF, NamParks, Zamco, ZRC, and UNAM) was held in Katima Mulilo

(At the meeting, the stakeholders were informed about the draft grazing plan. Each of the stakeholders had a chance to indicate their expectations from the grazing plan, as well as what they would be able to contribute.)



Directorate of Veterinary Services' contributions to the implementation of the grazing plan

7 PROVIDING FOR PRACTICAL TRAINING AND AWARENESS CREATION

This section focuses on enhancing the technical knowledge of farmers in the different livestock and rangeland disciplines.

EXPLAIN

Without proper and detailed technical knowledge regarding livestock and rangeland disciplines, livestock and rangeland management will not be possible. One of the responsibilities of the conservancy committee is to identify the training needs of farmers.

PROCESS

ACTION

Facilitate a process to determine the training needs of farmers.

LIST

Record the identified training needs of farmers and prioritise them.

For example:

- Rangeland Management
- Livestock Health
- Husbandry Practices
- Breeding and Selection
- Marketing, etc.

EXPLAIN

Involve experts from outside to conduct the training, in line with the expressed training needs.

These experts could be from the following institutions:

- Directorate of Veterinary Services (DVS)
- The Ministry of Environment and Tourism (MET)
- Sachinga Livestock Development Centre, etc.

Diaz Silubangu training farmers on rangeland management

Farmers who received training in livestock health from the Directorate of Veterinary Services (DVS)

8 FACILITATING THE IMPLEMENTATION PROCESS

EXPLAIN

The final stage in introducing livestock production and rangeland management into the conservancy is the facilitation of the implementation of the grazing plan; ongoing monitoring and evaluation to determine whether what has been done is still appropriate; and adjusting activities that need to be more relevant.

Facilitating the process of implementing the grazing plan is a dynamic process and takes place over a long period of time. The conservancy committee plays a pivotal role in this process, with support from rangeland and livestock professionals. Regular field trips by the conservancy committee are needed to keep track of the rangeland and water conditions.
This section provides guidance on how this could be done.

8.1 To get started, three conditions are required

In order to start with the implementation of the grazing plan, the following three conditions are required:

- Enough grazing in the uplands
- Enough water in the uplands
- Enough kraals to accommodate the cattle at night

PROCESS

ACTION

Conduct a field trip with the participants to the grazing area.
Assess the extent to which these three requirements are in place.

EXPLAIN

To illustrate how this is done, let us look at the Dzoti Conservancy as a case study.

Case Study of the Dzoti Conservancy Implementation Process

Livestock farmers and traditional leaders of the Dzoti Conservancy

In January 2018, the livestock farmers and traditional leaders of the Dzoti Conservancy conducted a field trip to the upland area to ascertain whether there was enough grazing and water available for the start of the implementation of the grazing plan.

The first requirement for starting the implementation of the grazing plan is the availability of grazing.

Poor rangeland in the southern part of the upland area in the Dzoti Conservancy

At the time (end of January 2018), the rangeland condition was relatively poor in the southern part of the upland area. The initial plan to move the animals from the riverside to the upland area would not have been the right thing to do. Firstly, there would not have been sufficient grazing available; and secondly, there would not have been sufficient open water available for the animals.

Sufficient rangeland in the north-eastern part of the upland area in the Dzoti Conservancy

However, in the north-eastern part of the upland area the rangeland condition was considerably better, as illustrated in the above photograph. Rangeland condition gradually improved northwards from the tar road.

The second requirement for starting the implementation of the grazing plan is the availability of water.

A swamp in the upland area of the Dzoti Conservancy that received sufficient inflow of water

At the end of January 2018, most of the 'swamps' towards the south of the upland area were still dry or had very little water. Some swamps, however, received sufficient inflow of water.

The third requirement for starting the implementation of the grazing plan is the availability of safe kraals to accommodate the cattle at night.

An example of a safe kraal in the Dzoti Conservancy for overnighting cattle

Herding cattle during the day and accommodating them at night in a kraal, such as in the above photograph, will definitely reduce livestock-wildlife conflict.

Farmers of the Dzoti Conservancy constructing a mobile kraal from canvas and poles in the upland area

It is the intention to promote the use of mobile kraals in upland areas, such as in the above photograph. Mobile kraals are cheap and easy to move; however, farmers still question their efficiency.

It is extremely important that all cattle move to the uplands and remain there until it is time to return.

Cattle spending their time in the Dzoti Conservancy upland area

Throughout this period, the conservancy committee needs to monitor whether farmers have not moved their cattle. In the case of cattle not having been moved, the conservancy committee needs to ascertain the reasons for why this has not happened. The purpose of this monitoring process is to identify ways and means to assist these farmers with moving their cattle.

8.2 Assessing compliance with the grazing plan

This process helps to determine the possible reasons for non-compliance.
By identifying the reasons as to why farmers have not complied with the grazing plan, possible solutions can be sought and developed.

PROCESS

ACTION

Once the cattle have moved back to the riverside area, conduct a survey with all the farmers to assess their compliance with the grazing plan.