

# Managing Communal Resources in Namibia: Theory and Practice

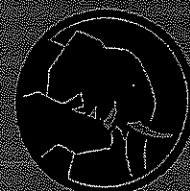
Report of a Training Course for Natural Resource Managers in Namibia  
Held at the TransNamib Training Centre, Windhoek, Namibia  
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LIFE Programme



Namibia Nature Foundation

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## LIST OF ACRONYMS

CBA	Costs-Benefits Analysis
CBNRM	Community-based Natural Resources Management
DEA	Directorate of Environmental Affairs (MET)
DRM	Directorate of Resource Management (MET)
FIRM	Forum for Integrated Resource Management
HRD	Human Resources Development
IRDNC	Integrated Rural Development and Nature
IUCN, ROSA	International Union for Conservation of Nature and Natural Resources, Regional Office for Southern Africa
LIFE (Programme)	Living In a Finite Environment Programme
MET	Ministry of Environment and Tourism
MWARD	Ministry of Environment and Tourism
NGO	Non-Governmental Organization
NRM	Natural Resources Management
SADC	Southern African Development Community
SSD	Social Sciences Division attached to UNAM
RISE	Rural Institute for Social Empowerment (Namibia)
UNAM	University of Namibia

## 1. Introduction

### 1.1 Dates and Venue

31 August to 19 September 1998, Transnamib Training Center, Southern Industrial Area, Windhoek, off Hosea Kutako Drive.

### 1.2 The Context

Government of the Republic of Namibia, like some of her neighbors in the SADC region, has adopted an innovative policy approach towards management of natural resources, especially in the communal areas. In order to facilitate successful and legal implementation of this unprecedented approach, Nature Conservation Ordinance of 1976 was amended. This amendment marked the official recognition of what came to be known as the National Community-based Natural Resources Management (CBNRM) Programme. In this CBNRM endeavor, the government, through Ministry of Environment and Tourism (MET), has joined efforts with a number of NGO's, local communities and international conservation agencies.

The principle aim of the CBNRM programme is to support the establishment of community-based wildlife management projects in communal areas through the system of conservancies. Conservancies are essentially common property management instruments through which communal area residents will enjoy the rights for managing and benefitting from wildlife resources on their lands.

Partners in the CBNRM programme realized at the outset that effective implementation of this initiative does not only require an enabling legislation, but that the availability of practitioners with suitable technical skills and requisite knowledge of concepts and approaches to implement the policy, is also of equal importance. A further prerequisite relates to the involvement of other natural resource sectors - apart from wildlife sector - as wildlife resources interact with other resources like water and grazing, and therefore, can not be managed in isolation. Capacity building i.e., occasional provision of training in CBNRM concepts and approaches to a selection of natural resources managers, drawn from a wide portfolio of natural resource sectors, is being regarded as an important element of the implementation strategy.

As a first step in this direction, the LIFE Programme, in collaboration with IUCN ROSA, hosted a successful three-week training course called **Managing Communal Resources in Namibia: Theory and Practice** in 1996. The course brought together a total of 22 participants which included applied social science researchers, forestry extension workers, wildlife managers, environmental educationists, land administrators, agricultural trainers, rural development practitioners, natural resource economists, and desertification extension technicians. These

practitioners, natural resource economists, and desertification extension technicians. These participants were drawn from different government ministries, a number of NGO's and the university.

As a matter of standard practice, a post-training evaluation was conducted on the course which served two reasons. Firstly, it sought to assess the extent to which participants found the lessons from the course useful in their respective work situations and secondly, to gauge the demand for the courses of this sort in the future. As far as the utility of information was concerned, the evaluation found that the course has not been all that successful. This was primarily attributable to the fact that CBNRM - at that stage - was a very new concept with extremely limited application in Namibia's natural resource management circles. As a result, opportunities for apply their lessons in practice were virtually non-existent. Respondents did however confirm the need for more CBNRM courses on the grounds that the future of communal resources lie with this approach. It is on the strength of these findings that the second course was hosted in August/September 1998.

### **1.3 Course Objectives**

- To introduce participants to concepts and applications of the common property resources management theory, and various resource tenure regimes.
- To familiarize participants (as resource managers) with a range of issues and opportunities in managing communal resources, including water points, forests, wildlife, range lands, and land.
- To discuss conditions and policies under which common property management theories may apply to Namibian situations.
- To appraise the efficacy of various land-use options in communal areas.
- To provide a range of facilitation tools, techniques and methodologies beneficial to effective analysis of local contexts.
- To acquaint participants with the 'environment and development' debate and other global issues of importance.
- To introduce conflict management as an important segment of the management of communally-used resources.

### **1.4 Course Structure**

In order to achieve above objectives, the course content comprised the following topics and activities:

- Introduction to 'Environment and Development' debate.
- Common property theory and applications.
- Institutional, legal and policy arrangements for effective CBNRM.
- Natural resource economics and valuations.
- Facilitation techniques, tools and methodologies.
- Conflict management.

- Field trip to three conservancies in southern Kunene region.

### 1.5 Eligibility criteria

A minimum educational requirement of grade ten and current employment in the fields of natural resource management or rural development, preferably in communal areas, were the key pertinent criteria. However, an allowance was made for registered conservancies to nominate members of their management committees or their employees, provided they satisfied above-mentioned educational requirement.

### 1.6 Description of Participants

Sector	Institution	Number of Nominations	Sex		Qualifications
			M	F	
Public sector	MET - DRM,	5	3	2	3 x diploma, 2 grade 12
	MET-Forestry	1		1	tertiary
NGO sector	Rossing Foundation	1		1	not known
	IRDNC	3	3		1x tertiary 1 grade 10, 1 grade 12
	RISE Namibia	1		1	not known
Conservancies	Dorro-!nawas	1		1	grade 12
Others	UNAM	1		1	tertiary
	LIFE	1	1		tertiary
Total		14	7	7	3 diplomas, 4 tertiary and 5 school-leaving, 2 unknown

## 2. Detail Course Outline

### 2.1 Introduction to Environment and Development debate

This module sought to achieve two purposes. Firstly, it aimed at familiarizing participants with global and contemporary issues and debates relating to sustainable environmental management. In this respect, commonly used concepts and terminology like *sustainable use, sustainable development, sustainability, carrying capacity, population pressures, poverty, abiotic, biotic, biome, biomass, ecosystems, habitat, resource, economy etc.* were introduced and extensively discussed. The rationale was to link the, seemingly isolated and insignificant, conservation efforts by local agencies to the global efforts of saving the planet. It was hoped that this link would enable the participants - the actual managers on the ground - to understand and appreciate the value of their work.

Second purpose was to introduce the development and environment thesis in the context of rural Africa. The concept of 'social ecology' as it denotes to reciprocal interaction between rural communities and the natural the environment was discussed at length with the emphasis on forging a common ground between those participants coming from either purely biophysical or social backgrounds. The need for such a common ground was also pin-pointed as serving two purposes. Firstly, rural communities do not distinguish forests, wildlife and water resources from one another, but instead perceive and manage these resources as a composite called the environment. Secondly, there is a growing need for increased collaboration between the sectoral agencies which indeed were represented by the participants. The discussion concluded with an introduction of concepts like '*the definition of 'communities', 'social organization', 'social institutions', 'role of social construct e.g. (language, values)', 'social integration', 'social differentiation (gender, age, class, etc)', 'social actors' and 'indigenous knowledge systems'*'. All this concepts were discussed as they influence access to, and use of natural resources in rural Africa.

#### General comments

The resource person, participants and course organizers were all in agreement that the time allocated for this module was too short. This did not allow for effective use of practical examples to demonstrate some of highly abstract concepts. Furthermore, the theme of sustainable development was found too abstract since it was mostly discussed in global terms while most of the participants conceptualize issues at local level.

### 2.2 Common Property Theory and Applications

This module introduced course participants to leading debates, theories and challenges in relation to property and resource management. Application of concepts of '*property', 'ownership', 'possession', 'tenure', 'a resource'*' was discussed as they manifest themselves in present day policies environment. A typology of various property regimes i.e., 'private



property', 'state property', 'communal/common property' and 'open access' was also discussed at length. The aim of this discussion was to dispel the commonly held belief that common property arrangements are inferior to private property arrangements.

Having identified different types of tenurial arrangements, the session introduced participants to the common property resource management theory, and challenges relating to the management of resources that are communally used. A considerable amount of attention was paid to the famous 'Tragedy of the Commons' debate, and the concomitant practical influences this thesis has had on the natural resource management policies in the developing world. A classical confusion of common property regimes with open access situations was cited as a key example. It was further explained that this confusion contributed to the belief that the common property was an inferior property regime, and therefore triggered the fatal privatization drives of which Kenya's land reform program represents a classical case study. The discussion concluded that common property and open access are different, that common property has a future in rural Africa, and that evolving experience had disproved the prophesied 'tragedy' of the commons. As a result, many governments are indeed re-establishing policy environments conducive to common property arrangements. Hence the CBNRM programs, policies, and legislation of which Namibia's conservancy policy is an example.

A short discussion session hosted by UNAM researcher concluded this module. This session provided an elaborate overview of the land question in Namibia, detailing developments during the pre-colonial, colonial and post-independence eras. The object was to give a perspective on why land ownership is the way it is today, and also to provoke debate around practical challenges facing land reform and the management of communal resources in Namibia.

### **General comments**

Initially, participants found the discussions quite unfamiliar and conceptually challenging. This was however bridged as a result of the facilitator's ability to read and adapt to the situation, and his high level of familiarity with the subject matter. A skillful use of relevant examples also enabled the participants to cope with the concepts. An enormous interest was generated on the part of the participants, for more exposure to other CBNRM programs in neighboring countries. A further comment arising from this session is the need for increased correlation with the local dynamics of the conservancy program.

## **2.3 Institutional, Legal and Policy Arrangements Relative to Natural Resource Management in Communal Areas**

The aim of this module was to identify various government agencies involved in the management of renewable natural resources, and to discuss sectoral policies and legislation governing the management of these resources. These issues were identified with the aim of problematizing the absence of a meaningful coordination (collaboration or integration) among agencies entrusted with implementation of these policies and legislation.

First session focused on identification of various government institutions and agencies involved in the management of renewable natural resource, their institutional missions and management mandates. The intention of this session was to critically appraise the way in which government is structured with the aim of assessing if such structural arrangements could indeed be considered as beneficial for the management of resources, especially in communal areas. Although the session did not succeed in achieving the latter objective, benefits of greater coordination, collaboration and integration across sectoral boundaries were emphasized.

Second part was a presentation by the DEA's environmental lawyer which entailed identification of all relevant laws and policies on Namibia's statute books, a review of the efficacy of these laws in relation to their ability to address contemporary environmental management needs was concerned. An interesting array of legislation, among others, article 95 of the National Constitution, *Nature Conservation Ordinance 4 of 1975 (amended 1996) wildlife and parks*, *Forestry Act 72 of 1968*, *The Preservation of Trees and Forests Ordinance 37 of 1952*, *Sea Fisheries Act 29 of 1992*, *Water Act 54 of 1956*, *Atmospheric Pollution Prevention Ordinance 11 of 1976*; *Hazardous Substances Ordinance 14 of 1974* and *Agriculture Land Reform Act 6 of 1995* were identified. A preview of new legislation in the pipeline were also provided, hinting at the *Communal Lands Bill* and the *Draft Environmental Management Act*. The presentation concluded that the entire policy environment experiences major shortcomings. These shortcomings include general antiquated nature of almost all the laws, fragmentation of legislation which impedes their effective implementation, general low priority given to environmental protection, and the general punitive nature (as opposed to forging partnerships) of the entire policy environment.

#### **General comments**

Time allocated to this module was rather short. Participants found the session on laws and policies particularly fruitful and wanted more time with the facilitator. Organizers were regrettably unable to accommodate this request due to a generally tight course schedule. The session on institutional arrangements did not quite succeed in effectively identifying the shortcomings of the current arrangements in a fashion which would have been meaningful to the participants.

#### **2.4. Facilitation Tools, Techniques and Methodologies**

The principal aim of this module was to acquaint participants with a range of facilitation tools, techniques and methodologies available for assisting communities with investigation of issue, collection of data, making collective decisions or resolution of conflicts. The sessions covered topics like characteristics of a good facilitator, differences between facilitation and more directive ways of working with communities, and the value of facilitation. There was also a large degree of integrated with conflict management module for application of some of the tools.

As far as further application of the tools were concerned, the 'Toolbox for Conservancy Facilitators', compiled by Barbara Wyckoff-Baird in 1997, was mainly used as a training aid. Each participant was given a copy of the toolbox for them to apply these tools in their working situations on their own.

### **General comments**

Participants found the toolbox, especially the money manager game extremely useful and relevant. This could be attributed to a high level of applicability of these tools to the conservancy process. It was only unfortunate that this module could not integrate with more other session - apart from conflict management due to time constraints.

## **2.5 Resource Economics and Valuations**

The objective was to familiarize course participants with concepts and skills required for appraising different land-use options, valuing the natural resources, negotiating commercial agreements with private sector, and identification of the potential enterprises in communal areas. Three focused themes i.e., 1) role of economics in institutional change required for implementing CBNRM projects, 2) introduction to valuing the environment, and 3) introduction to basic cost-benefit analyses comprised the core of the discussions.

First theme departed from a premise that CBNRM projects are about changing the 'rules of natural resources management' from a situation of centralized management to a decentralized one, whereby community participation is encouraged. It continued by suggesting that economic benefits are used as incentives for the communities embrace these changes. The manner in which economic incentives are over-emphasized at the expense of the 'costs of change' - which are also considered as equally important parts of the equation - was found to be misleading. As an example, it was argued that although it is important to generate sound arguments for enticing communities to participate in conservancy program (i.e., income generating enterprises trophy hunting, tourism, job etc.), it would be equally important to acknowledge the costs associated with this participation, e.g., opportunity costs of time spent in meetings, individual sacrifices etc.

Second theme was about concepts and methods of valuing environment. Some of the critical reasons relating to the importance of valuing the environment included the need to rank alternative activities with respect to their impact on the environment; and consequently to quantify negative impacts of the respective activities. The concepts of **environmental capital** and **cautionary principle** were also introduced. These concepts generated very constructive discussions which revolved around two interesting components i.e., that environmental resources are like stocks/capital in a bank, that some of these stocks can be quantified in monetary terms while other can not, and that any amount of exploitation of these stocks - regardless of whether it has a monetary value - results in a reduction in the stocks and is, therefore, not with costs. The cautionary principle - i.e., the notion that, unless total impact of any activity on the environmental capital is known, it is advisable to avoid implementation of such an activity in

order to avoid the risk of irreversible damage - was therefore recommended to the participants. This principle is premised on the belief that all projects and intervention inherently face uncertainty and risk as a result of projection into the future. The participants learnt that environmental projects are of the riskiest type due to the paucity of information underlying the systems which are being interfered with.

Last session provided participants with basic skills in simple and discounted cost-benefits analysis (CBA) for assessing community projects. Using the project cycle as a model, a number of approaches were used to demonstrate the utility of CBA i.e. *identification and quantification of all costs and benefits associated with a project, differentiation between financial and economic analyses, use of CBA in decision-making by policy-makers, assessment of payback periods on investments in projects, and assessment of return on investments*. The session effectively demonstrated that:

1. Properly administered CBA methodologies are capable of generating highly rigorous information which no other method can.
2. That the methods are relatively simple and intuitive and therefore easier to sell to policy-makers than some other technical methods.

### **General comments**

There was a serious mismatch between the academic levels of most of the participants and the resource person's expectations. This had an adverse impact on the effective conceptualization of theoretical contents of the session by participants. The resource person's intuitiveness and high level of assertiveness was very helpful in this regard.

## **2.6 Conflict Management**

With emphasis on the fact that conflict is inevitable in natural resources management, this module sought to familiarize participants with a range of skills and procedures required for managing conflicts arising from implementation of conservancies. The concepts and theoretical information about conflict management methods and tools was interwoven with real Namibian cases presented by people involved with the conflicts and disputes. These cases were:

1. Inter-conservancy boundary between two conservancies in the Kunene region (Tora and Dorro-Inawas); and
2. Intra-conservancy land-use dispute in Salambala conservancy in the Caprivi region; and
3. A land rights dispute between government and a community (involved in CBNRM) in West Caprivi.

A field trip to Dorro-Inawas was also part of this module - which indeed was the largest module of the course.

First part, which was presented in the format of an interactive lecture, introduced a point that conflicts are not necessarily negative, and also covered a number of conflict handling techniques

and procedures i.e., avoidance, accommodation, assertiveness, compromising, competition and collaboration. Advantages and disadvantages of the respective techniques, and circumstances under which they would be appropriate was appraised. This discussion was followed by steps for 'mapping' a conflict situation which involved key questions such as: "who is involved?", 'what are their concerns and issues?', 'what events have occurred and when?' etc. The mapping exercise provided a basic tool of building a preliminary mental map of a conflict situation on the basis of which an appropriate resolution technique could be chosen. Importance of '*interests*', '*positions*', '*rights*' and '*power*' was discussed emphasizing that conflicts generally arise as a result of conflicting interests, and that therefore, interest-based settlements are mostly successful, amicable and durable. Above-mentioned case studies were then analyzed on the basis of this information. The application of tools was concluded with a visit to Dorro-!nawas conservancy where an actual conflict analysis was conducted on the boundary dispute in collaboration with the members of the management committee of that conservancy.

### **General comments**

Not only was this the largest module, but it has also been the most practical one because it dealt with real conflict situations confronting the emerging conservancies. It was very unfortunate that it had also fallen victim to inadequate time allocation, and the fatigue of the course participants. The latter because it was conducted during the last week of the three-week course. These notwithstanding, the gravity of problems and issues presented by above-mentioned three case studies warrant a separate course on conflict management skills alone.

### **2.7 Field Trip**

Three emerging conservancies in the southern Kunene region were chosen as sites for the field exposure. These conservancies were the proposed Dorro-!nawas conservancy, Tora conservancy and #Khoadi //hoas conservancy. The purpose of the field trip was to accord participants an opportunity to 'ground' some of the issues and concepts they have been exposed to in the different modules of the course. This opportunity also allowed for a direct interface with the communal area residents implementing these conservancies.

The visit to Dorro-!nawas conservancy, as mentioned earlier, sought to further explore the issues relating to the inter-conservancy boundary dispute with the aim of practicing lessons from the 'Conflict Management' module (2.6 above). A very fruitful exchange of experience took place between participants and the members of the committee.

Torra conservancy was visited with the purpose of learning about a successful and unprecedented community-private sector joint-venture enterprise, the Damaraland Camp which is being jointly managed by the Tora Conservancy and the Wilderness Safaris Namibia. The visit, and particularly the presentation by Wilderness Safaris relating to dynamics of joint decision-making, was very instructive and tied in perfectly with 'Natural Resource Economics and Valuations' module (2.5 above).

The final site - #Khoadi //hoas conservancy - was chosen because of the pilot multi-sectoral support initiative which is being implemented by different donor/government programs in partnership with the farmers of Grootberg area. This initiative, which is called Forum for Integrated Resource Management (FIRM), seeks to experiment with ways of avoiding implementation problems emanating from lack of coordination among so-called community-based projects (in this case rangeland management, water supply, wildlife management and livestock improvement). A detailed account on why this initiative was launched, structures of the community organization (i.e., conservancy and farmers' union), and the challenges resulting from this initiative was presented by the local facilitator and was quite informative. This particular visit was related to the module on 'Institutional, Policy and Legal Arrangements' (2.3 above).

### **3. Evaluation**

#### **3.1 Methodology**

Evaluation exercise employed three methods in order to ensure that all necessary information was captured. Firstly, each module was evaluated immediately at the end using a standardized and short end-of-session evaluation form. This form sought participants' opinions relating to the way session were conducted (i.e., style, clarity of presentations, impressions with resource person familiarity with the topic etc); applicability of lessons to their work; topics overly emphasized; topics under-emphasized; and the need to include the sessions/modules in the future courses (sample attached). It was however not possible to administer this format to all the modules due to time constraints. As a result only 'Environment and Development' and 'Common Property Management' were evaluated in this way. A separate evaluation form was designed for 'conflict management', 'tools and techniques' modules and the field trip (sample attached). Shorter sessions i.e., review of land issue, review of policies and laws, and institutional arrangements were thus omitted. Secondly, all resource persons were obliged to submit session/module reports whereby they were requested, among others, to offer comments and, where possible, suggestions, on how the sessions needed to be improved. Third method, which was conducted at the end of the course, involved evaluating the entire course. For this purpose, a simple scoring system whereby each one of the six sessions (2.1 to 2.6 above) were awarded a score out of five was applied. The scores were awarded with respect to relevance to participants' work, relevance to CBNRM activities in general, clarity, and whether participants' expectation were met. This exercise also allowed participants to comment on issues like pre-course organization, field trip and other general issues (sample attached).

#### **3.2 Summary Results of Participants' Comments**

Below is a synopsis of participants' comments which are presented module-by-module. These comments self-explanatory.

### Environment and Development

It was too general and the community will not understand the terms/concepts used.  
The terms were clear and the subject was relevant (to CBNRM).  
Too many stories were told as jokes.  
CBNRM is about environment and development in some way.  
The module was clearly presented and created a lot of excitement.  
The concepts (were) well explained.

### Common Property Theory

This is where I am going to be involved as I will be CBNRM resource person to the community. The community will also be involved.  
Well presented. Topic (was) well exhausted. Methodology was used excellent(ly).  
I now understand what property is and the different types of property (regimes).  
It was so interesting to learn about issues that are not clarified locally.  
(Session) needed more time.  
Session was educative.

### Policy and Legal Environment Relating to CBNRM

(Either) the lady (resource person) was too fast or the time (allocated) was too short.  
They (MET Head Office and DEA) just set up their policy without proper research to the community and also without consulting the field workers. How can it be possible for someone to work that way?  
Fairly good, but Michaela (resource person) could have done much better than that.  
(Presentation) should (have) do(ne) more on conservancies.  
No explanation was made.  
It was quite informative: need to be part of the next course

### Institutional Arrangements Relating to NRM

The facilitator has a way of using relevant exercises to demonstrate his presentations.  
Clearly stated how these institutions are set out and what needed to be done in order to bring networking and collaboration among them.  
Fairly good presentation but Imbu (resource person) should improve on his presentation styles.  
Sketched a good linkages of institutions.  
This session was excellent, and it of utmost importance for the next course.

### Review of Namibian Land Issue

This (session) was more of a historical nature. We wanted the recent crisis on land.  
It (content) was too general with a lot of general examples and (did) not really touched the land issue which is a problem.  
(The session) needed more time. Understood the difference between communal and commercial land distribution.

Fairly good.

A good historical background (about) how people came into Namibia and who owns the land.

The information/historical background was well prepared, but more still needs to be done.

#### Facilitation: Tools, Methodologies and Techniques

This is a more needed session and enough time should be allocated to it in the future course.

Some methods are easier and could even be used by communities without any assistance. Proper facilitation is very important in CBNRM.

This was totally very rich information and relevant material (was handed out). This was a job well done.

#### Environmental Economics

This was another session where (one's) knowledge is limited, more time would have been helpful.

One needs to (know) the value the community attach to natural resources before s/he brings in institutional changes. Should also know the cost and benefit the community will have (from such a change).

Environment Economics is important for people to understand what's in it (agreements with private sector) for them.

Quite interesting and thought provoking.

Time (was) too short.

Information was relevant.

#### Field Trip

Duration was found to be too long.

Some participants were generally dissatisfied for not being involved in deciding on the field trip menu, types and variety of food served on the trip;

### **3.3 Summary Results of the Scoring Exercise**

Points were awarded on a scale of 1 (lowest) to 5 (highest) to indicate participants' impressions relating to four areas of evaluation which are listed on the horizontal axis of the table below.

Ten out fourteen participants took part in this exercise and a score given for a session below represents a rough average, out of the ten scores, awarded to that particular session.



Session/module	Relevance to my work	Relevance to CBNRM in general	Relevance to my work	Are my expectations met?
Environment and Development	5	5	4	4
Common Property Management	5	5	5	5
Review of the Land Issue	4	3	3	3
Review of policies and legislation re CBNRM	4	4	4	3
Institutional Arrangements re CBNRM	4	5	4	3
Facilitation	5	5	4	4
Environmental Economics	5	5	5	3
Conflict Management	5	5	5	5

This table shows that participants walked away with fairly good impressions about the relevance of the information both to CBNRM overall, and to their respective working conditions. The scoring further makes a statement that the 'common property management' and 'conflict management' modules have been received extremely well by the participants. It is also interesting that three modules seem have fallen short of meeting participants' expectations, and that this, to some degree, corroborates some of the comments made in the preceding section (e.g. review of the land issue).

### 3.4 Resource Persons' Comments

Virtually all resource persons felt that the time allocated to their respective sessions was not adequate. They further pointed out that the academic levels of participants were not as expected affecting effectiveness teaching, especially when dealing with abstract, theoretical and conceptual issues. Some resource persons even suggested that it would be helpful if the academic levels are communicated to them in advance so that they take this into account when preparing their presentations. Further issues on which the resource persons were unanimous concern more use of local expertise and increased tallying of the course content with conservancy dynamics as the case was with the conflict management module. It was also proposed to split up the course in four one-week sessions (around four major themes) on a quarterly basis.

#### 4. Other Observations, Organizer's Comments and Hints for Future Courses

Pre-course organization. Difficulties were experienced with invitations and nominations. Invitations have been sent out to different institutions almost three months in advance but nominations were made very late. This resulted in most of the participants coming to the course without important background information (program, field trip, venue, per diems, what the course was all about etc). It was discovered that the Windhoek-based heads of departments and supervisors were largely responsible for this situation. Either information was not passed on to the nominees at all, or they were only nominated on the last minute without briefing. As result, there was a serious mismatch between the participants' expectations and what the course was able to provide. An irreversible rift developed between the course organizers and some participants.

Field trip. Because of the distance (from Windhoek) to field sites the field trip was found to be very long. Furthermore, the field trip has fallen victim of group dynamics, and a general fatigue of the participants because it was undertaken during the last week of the three-week course. As a result, the field trip may not have made the expected impact on the participants. This is actually corroborated by the fact that most of the comments by the participants on the field trip are of logistical nature (see end of 3.1 above).

Venue. For a course of three-week duration, organizers had to weigh a) cost of luxury and comfort of a hotel, b) privacy of a single room and c) availability of the required number of rooms for the required duration against each other. On these grounds, Transnamib Training Center was chosen for having 20 single rooms available for solid three weeks at a very reasonable rate. However, the physical proximity i.e., next to the high way and the airport, was found disruptive in the end. In addition, perennial complaints about rude staff of the center, untidy rooms and inconvenient and rigid meal times were created a rather unpleasant atmosphere.

In response to these hitches, it would be helpful for the future course to pay serious attention to the following:

- ▶ In the first instance, it would be advisable to build a rapport with the training or HRD officers of the government ministries, especially MET, Lands, and MAWRD during the planning process. This could also apply to NGO managers. It would further be wise to involve in, or at least keep these officials informed about, the progress with the planning as far as practicable. This may present an opportunity for getting these officials buying into the course more, and thereby also enable the course organizers to review and discuss the suitability of the nominees with these officials. Such a review will not only address concerns expressed by resource person on academic levels, but can also enable selection of candidates to who's work the information will of immediate benefit.
- ▶ A pre-course information package detailing course content, course programme, course venue etc. need to be finalized at least three months before the course is expected to

commence, and be sent to the responsible officials of targeted ministries and NGO's. Every effort then needs to be made to secure nominations, including their names, addresses and duty stations at least one month before the course starts. At this stage, a direct contact will be made with the nominees communicating with them:

- detail course program, including the field trip if there is one;
- location of the venue;
- nature of the amenities available at the venue;
- what participants should bring soap, towels, etc; and
- costs covered and costs not covered by organizers.

- ▶ It will also be advisable to hire the Logistical/Administrative Assistant at least three months before the course starts, initially for a limited number of days per month, but on a full-time basis when the course starts.
- ▶ Furthermore, a venue outside Windhoek, and closer to CBNRM sites needs to be investigated seriously. Advantage of such a venue will be that it is going to avoid a situation whereby participants (especially those coming in from the regions) use the opportunity of being in Windhoek and 'sneak' out of the lectures to do personal business. It will also cut the costs and time spent traveling to nearest field site from Windhoek. It must however be born in mind that this may not necessarily be the most convenient arrangement if the practice of flying in foreign resource persons is to be continued.
- ▶ A strong possibility which needs to be further pursued is the splitting up of this course in four modules of one week each staggered over the year on one module per quarter basis. It may also be wise to investigate the prospect of developing a proper curriculum, integration of the course into either Rossing's training program or MET's training plan, and to seek accreditation with the national qualifications authority. If these are achieved, the course will firstly not demand three consecutive weeks of the busy schedules of the participants, and secondly will also lead to a recognized qualification for the MET staff working the field enabling them to progress in their career pathways.

## APPENDIX I

### LIST OF PARTICIPANTS

Name	Institution
1. Boas Erckie	MET/DRM
2. Lucia Frederick	RISE Namibia
3. Gabes Gariseb	LIFE/MET PPMU
4. Christa //Hoes	Dorro-Inawas Proposed Conservancy
5. Albertina Ipinge	MET/DRM
6. Lotto Kuushomwa	Rossing Foundation
7. Chrispin Makata	MET
8. Doyo Moyo	MET/DRM
9. Linus Mukwata	IRDNC
10. Beaven Munali	IRDNC
11. Albertina Mwanangapo	MET/Forestry
12. Martha Naanda	SSD
13. Florence Sibanda	MET
14. Sandi Tjaronda	IRDNC

APPENDIX II

LIST OF RESOURCE PERSONS

Name	Module	Organization
1. Dr. Joseph Matowanyika	Introduction to Environment and Development Debate	ZERO, Harare, Zimbabwe
2. Dr. James Murombedzi	Common Property Theory and Applications	Ford Foundation, RSA
3. Dr. Ben Fuller	Review of Land Issue	SSD UNAM
4. Micheala Figuera	NRM Laws and Policies	DEA
5. Dr. Imbu /Uirab	NRM Institutional Arrangements	INara
6. Ivan Bond	Natural Resource Economics	WWF Zimbabwe
7. Sandra Fowkes	Conflict Management	Metaplan, RSA
8. Dr. Dhyani Berger	Facilitation Tools, Techniques and Methods	LIFE
9. Patricia Skyer	Facilitation Tools, Techniques and Methods	LIFE
10. Bennie Roman	Conflict Management	Torra Conservancy
11. Absalom //Hoebeeb	Conflict Management & FIRM Initiative	#Khoadi //hoas Conservancy
12. George Mutwa	Conflict Management	Salambala Conservancy
13. J. Esau Jantze	Conflict Management	Proposed Dorro-Inawas Conservancy
14. Nahor /Howoseb	Conflict Management	MET/DRM Outjo

# APPENDIX III - END-OF-SESSION EVALUATION FORM

## ~~EVALUATION OF RESOURCE ECONOMICS SESSION~~

We would appreciate if you would fill out this form with your honest opinions. This will help us do a better job next time.

1. Could please share your opinions about the way the session was conducted. Comment on aspects like the style of presentation, and clarity of the issues discussed, familiarity of the presenter with the topic and any issue of relevance.
2. To what extent do you think are (would) the learnings of this module (be) applicable to your work in the communal areas? Even if it is not applicable at all, please explain concisely.
3. If you thought we had ran out of time, which topic do you think we would have omitted.? Please explain why.
4. Bearing in mind that the<sup>W</sup>hole session needed more time, could you think of specific topics which needed more time and in-depth discussion.
5. If we ran this cause next year, would be necessary to include resource economics sessions again? Please motivate your answer briefly.

COURSE EVALUATION

You have been participating in a three week CBNRM Course organized by the LIFE Programme and the Namibia Nature Foundation. In this course, you have been familiarized with a range of issues relating to CBNRM, in Namibia, and in general. Could you kindly take time and rate each one of the major activities by awarding it a score on a scale from 1 to 5 (1 being the lowest and 5 the highest) for each one of the criteria indicated on the table below.

Module/Activity	Relevance to my work	Relevance to CBNRM generally	Clear and well understood?	My expectations met?	Other comments
Environment & Development					
Common Property Theory					
NRM Laws & Policies					
NRM Institutions					
Review of Land Issue					
Facilitation Tools & Techs & Methods					
Natural Resource Economics					
Conflict Management					
Field trip					

APPENDIX V

**EVALUATION OF THE 'TOOLS AND METHODOLOGY', 'CONFLICT MANAGEMENT' MODULES AND THE FIELD EXPOSURE**

You have been introduced to ways of collecting information, analyzing and managing conflicts and CBNRM activities in the field.....

**A. Tools and Methods of facilitation and information collection**

1. What methods and tools were most helpful? Why?

2. What methods needed more explanation?

**B. Conflict Management**

3. What did you learn about your own style of handling conflict?

4. What further skills do you need to help communities manage conflict? (What skills would you like for further training?)

5. If you were working with Torra or Doro-!Nawas, what would you do next?



6. If you were a facilitator in another community which wants to form a conservancy, what are things you would do to prevent serious conflicts?

7. Thinking about our field visits to Doro-!Nawas:

- what was helpful:  
a) to you as a learner?

b) to the community?

- what was not helpful:  
a) to you?

b) to the community?

8. What are some key points you learnt about:

- conflict mapping
  
- positions and interests

- diagnosing causes of conflict
- deciding on strategies to resolve conflict

**C. Torra-Wilderness Safaris Joint Venture**

9. What are the key points you have learnt about this venture?

**D. #Khoadi //Hoas Conservancy**

10. What are the key points you have learnt about the FIRM institutional arrangements?

NNF



*Certificate of Attendance*

Living in The Finite Environment (LIFE)  
Programme

and the

Namibia Nature Foundation

have awarded this certificate of attendance to:

in recognition of his/her full participation in the course:

**MANAGING COMMUNAL RESOURCES IN NAMIBIA**

held from 31st August to 19th September, 1998 in Windhoek, Namibia

.....  
**Dr Chris Brown**  
Executive Director, NNF

18th September, 1998



**LIFE**  
Programme

**WWF**

.....  
**L. Chris Weaver**  
Chief of Party, LIFE Programme

