

Third World Conservation Union / Regional Office for Southern Africa (IUCN/ROSA)
Center for Applied Social Studies (CASS)
Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH

Project Review

**“Social Science Perspectives in
Natural Resources Management”**

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Project Progress Review

Main Report

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1. INTRODUCTION

Project Background

1.1 In April 1993, the Third World Conservation Union/ Regional Office for Southern Africa (IUCN/ROSA), in co-operation with the Center for Applied Social Studies (CASS) at the University of Zimbabwe embarked on a project on Social Science Perspectives in Natural Resource Management. This was made possible by a grant by the German Ministry for Economic Cooperation and Development (BMZ) of 1.35 million DM obtained through the German Agency for Technical Cooperation (GTZ). The project identified a lack of experience with community forms of management and the absence of an appropriate legal and political framework to support such community forms of resource management as the hindrance to sustainable natural resource management in Southern Africa. The target groups for this project were twofold: (1) Specialists at middle management in governmental and non-governmental institutions concerned primarily with forest and wildlife management; and (2) Social science faculties in the region, with respect to strengthening their capacity to undertake applied research in social science perspectives in community resource management.

1.2 The project had the following main components (i) a six week training course in SSP/NRM, (ii) institutional support to CASS and (iii) policy workshops and research grants.

1.3 Since the launching of the SSP/NRM project in 1993, four six-week courses have been held and up to 60 people from government and non-government institutions in twelve countries have been trained. In the process, IUCN/ROSA and CASS were to consult in the region in order to ascertain the training needs. Generally, it has been found that there is a great need to sensitise middle level managers and high level officials to social science issues in natural resource management. Most of these people are natural scientists who have had very little previous exposure to community based natural resource management processes.

Review Mission

1.4 A second phase of the project is anticipated, and scheduled to start in January 1997. Prior to the commencement of the new phase, a review mission was initiated by GTZ in order to (i) assess the achievements of the project to date, esp. relating to the regional training program (ii) review its impact on the intended beneficiaries, and (iii) outline a strategy for the next phase.

1.5 The review team comprised of Dr. Ruvimbo Chimedza, Head of Agricultural Economics Department, University of Zimbabwe, and Mr. Adalbert Engel, GTZ Regional Rural Development Adviser for Southern Africa.

1.6 The methodology applied included discussions with key persons (responsible desk officers, course organizers, lecturers, etc.), direct open interviews with selected participants in South Africa and Malawi, as well as a phone survey with more than one third of former course participants. The phone survey was carried out over a period of six days between the 27th of March to the 4th of April 1996.

2. RATIONALE, OBJECTIVES AND MAIN ACTIVITIES

Context and problem perception

2.1 The project is based on a problem perception which outlined the adverse legal framework, characterized by a top-down approach to forest and wildlife management and inadequate resource management techniques. The overall analysis is consistent and plausible and links well into the guiding principles for a renewed strategy. This strategy foresees the creation of local management structures (community-based institutions) and changes in government resource management policy, including a reorientation of government services towards providing advisory services to local actors and management structures (village committees, etc.). The core problem for the project is addressed to the lack of experience (esp. of service providers) with such an approach and the absence of an appropriate legal and political framework. Although logically consistent, and apparently confirmed by beneficiaries of the regional training program, it remains unclear to what degree the outlined problems reflected expressed needs of either (prospective) local management groups or (non)-governmental service providers. No detailed, systematic needs assessment was undertaken in the region. Instead, it appears that general IUCN/ROSA regional expertise was the driving force in devising the context and problem analysis for the project.

Objectives of the project

2.2 The purpose of the SSP/NRM project is expressed as "*the application of social science perspective has led to the dissemination of communal forms of natural resource management in Southern Africa*". The purpose formulation simultaneously describes behavioral change of the service providers and direct target groups, (being the application of social science perspective by (non)-governmental middle management level), as well as the resulting impact at the level of ultimate beneficiaries (in form of communal resource management). There is clear a causal link between a performance of staff and better resource management by communities. Logically, these levels should be separated out more clearly and expressed in separate objectives in the planning matrix. This

would also have allowed to make the project results more operational and formulate verifiable indicators.

2.3 The purpose of the project was to be achieved through the following project results:

- (1) Regional training needs ascertained and analyzed
- (2) Training curriculum developed on the basis of regional experience
- (3) Key individuals (catalysts) trained and appropriately motivated by means of follow-up contacts
- (4) Practical experience gained in the region with forms of natural resource management analyzed and disseminated with a view to providing the basis for policy recommendations aimed at changing general conditions.
- (5) CASS postgraduate-study program strengthened through the provision of additional capacities.

2.4 The project results relating to needs assessment (result 1), curriculum development (result 2) and training (result 3) are relatively simple and straightforward. They are logically connected, necessary to achieve an impact and built upon another. The planned analysis of regional experience and policy recommendations (result 4) is vague and inconclusive. Also the corresponding activities for this anticipated project result do not sufficiently clarify the situation. Analysis of practical experience in the region may also overlap or link with analysis of regional training needs (result 1). It could have been considered to devise two separate project results, one concentrating on analysis of regional experience and another one on reaching towards influencing policy decision making. Alternatively, the analysis of practical experience could have been combined with the needs assessment. The provision of additional capacities to CASS (result 5) appears to be merely a positive side effect of project and may not have warranted the formulation of a separate result.

Aims of the course

2.5 The most important of the listed project results was clearly the training of middle level managers through the CASS course program. The main objectives of these six-week courses were to:

- highlight key social issues at the interface between people and their environments,
- assist managers to identify resource conflicts and their resolution
- introduce techniques for promoting positive communication with local communities, and
- introduce social research methods e.g. social and gender analysis, participatory research appraisal, project planning and others.

The course was mainly designed to benefit technical resource managers in wildlife, fisheries, forestry etc. from all countries in the region.

3. PROJECT PLANNING

Demand for Course

3.1 Personal interviews with former participants, among other things, sought to establish whether there was real demand for the course. The unanimous response was positive. Former participants believed that the skills and ideas they got from the course were an imperative for people working in the area of natural resource management and who were particularly desirous of communities playing a pivotal role in the process. Some aspiring participants that were interviewed alluded to the fact that their colleagues who had undergone the training were making a positive difference in their organizations. Their interpretation of situations and relationships would be more effective through training. These aspiring participants felt that the training would benefit them tremendously and were looking forward to the continuation of the course and an opportunity to participate.

3.2 In South Africa, the need for the training was expressed very strongly by both former participants and potential collaborators. They pointed out that South Africa is lagging behind in these "new ways of thinking and doing things" because of the isolation that it has just come out of. It lacked experience and exposure to community-based natural resource management. The training was seen to be too important to be totally dependent on one organization. They felt the need to broaden its base.

3.3 Although the need for the course was initially identified within IUCN, this was done in response to the shifting policy context in natural resource management. The push for greater community participation in natural resource management and distribution of benefits. This new policy context for institutions or organizations in forestry, fisheries and wildlife makes it imperative for managers to acquire:

- knowledge in social ecological processes, perspectives on sustainable development, local community resource management and indigenous resource management processes,
- skills in conflict resolution, communication with communities, appraisal of social and cultural factors in resource use in rural settings,
- motivation to improve on the use of resources in rural communities and improve communication with rural people,
- a forum to share experiences with other participants.

3.4 Organizers and module coordinators reaffirmed the expressed demand with reports from consultations, approaches by relevant institutions or organizations that had not been invited to send participants. They also pointed to the Mozambican situation where an initiative had been taken to address the demand for the course. The launching of national training workshops in Mozambique

presented evidence of the need for this type of training. Namibia has also expressed an interest to replicate the initiative.

4. ANALYSIS OF PROJECT IMPLEMENTATION

Motives for applying for the course

4.1 Fourteen out of the 21 interviewed participants said that the main reason they applied for the course was that they (together with their employers) felt that the topic was relevant, related or important to their work environment and that they wanted to improve their skills and competency in this particular area. Six of the interviewees said that they wanted to acquire knowledge so as to broaden their understanding of natural resource management. Only one of the participants applied for the course just because the topic interested him personally and because he considered it a new approach in the field of natural resource management.

The most remembered modules/topics/issues of the course

4.2 The topics which were remembered relatively quickly and easily by former participants were: Land and Resource Tenure, and Conflict Analysis and Resolutions. These topics were the first to be remembered by at least 15 of the interviewees and with greater readiness. Other topics which were also mentioned by many participants were: Community Participation and Indigenous Knowledge.

Importance/Usefulness of the Topics/Modules

4.3 Most people gave the highest priority to the following topics: community participation, conflict analysis and resolution, and land and resource tenure in that order. The module which was given the lowest rating by most participants is the one on resource economics. Most participants felt that it was very complicated and they could not see its links with the practical world.

Interaction between participants

4.4 The majority of the participants said that they had enough time to discuss some of their professional issues between themselves and stated that the interaction was generally good. High among the greatly discussed issues were the general work experiences in each other's country and the topic on land and resource tenure including the controversial "tragedy of the common" phenomenon.

Applicability of course material

4.5 All of the interviewed people said they could apply something they learnt from the course to their work situations either directly or indirectly. The topics/modules that were applied by most of the participants were: community participation, conflict analysis and resolutions, and the one on natural resource tenure.

Course content

4.6 Sixteen people out of the interviewed 21 said that the course contents were good, 3 said they were excellent, two said they were fair and none said they were poor. Some of the participants however, cited the following general recommendations for the course contents:

- Some of the modules should be more practically oriented.
- Some topics/modules should be made simpler to understand.
- The course contents should take into account the different educational background between participants.
- The course contents should be more broad to include case studies from other countries to which participants are more familiar.

4.7 Although the overall view was that the course was a success, the realization that there was room for improvement was quite evident. In going into the details of the course contents with former participants, it became clear that some modules were given greater importance than others. It appears that the way in which materials for particular modules were organized and delivered was important in determining whether a module was seen as being important or not. The direct relevance of the topic in participants day to day work was also critical.

4.8 The module on conflict resolution was ranked very high probably because the need to include it in the course was identified by course participants. Almost all participants that were interviewed said that conflict resolution was very relevant in their work and in most cases the material was well delivered. However, one interviewee felt that when such an important topic was handled by a resource person who was not familiar with the local setting, it became too theoretical. One such resource person was said to have been ineffective because she put too much emphasis on theories and models but did very little to link these models to practical situations that had been presented in other modules.

4.9 Although the module on Resource Economics like Conflict Resolution, was developed out of the Land and Resource Tenure Module (after participants felt that the topic was sufficiently important as to constitute a separate module), its ranking was very low in terms of importance. In fact most participants could not even recall what the module was all about. Some participants had said it was confusing and they felt that the resource persons had not chosen the right material. One participant felt the resource person covering the materials was try-

ing out a new area and it was not working out well. The inappropriateness of the resource person in this case reduced the importance of this module. The Resource Economics module did not make an impact on most participants.

4.10 The module on Resource Tenure was said to be very important and the material were well delivered. However, participants were not comfortable with the fact that the bulk of case studies were biased towards Zimbabwe. The explanation for this bias has been the unavailability of qualified resource persons with the knowledge and experience from other countries. It is not clear why some of the participants were not asked to present case studies from their own experience or were not asked to prepare materials before the course started.

4.11 The module on Institutional Structures for Environmental Management was well regarded. All interviewees felt that materials were well delivered and relevant. Some participants felt that this module made linkages with other modules. It focused on Community based approaches with emphasis on leadership in the communities and also touching on approaches to project management. The organization of sessions allowed for greater participation by course participants. The three case studies which have included Zambia's ADMADE Program, Zimbabwe's CAMPFIRE program. The resource sharing scheme of Zimbabwe's Forestry Commission and Namibian Conservancy Program have been presented by practitioners who demonstrated a very good and broad knowledge of their material.

4.12 Most participants were not happy with the way the module on Roles and Techniques for Resource Managers was delivered. They felt that although the module, was important, the module coordinator appeared to have been having problems organizing himself and his information. For example, an instance was cited where he had given PRA as the topic of discussion but went on to talk about RRA using the Robert Chambers earlier literature. He was also found to have difficulty communicating his ideas.

4.13 The Project Cycle module seems to have left most participants indifferent. However, the general response was that it was okay. It was strongly felt that the course could have benefited tremendously from using more of the country presentations on various experiences. In addition, better use could be made of the case studies that participants are asked to produce during the last week of the course. It appears that very little has been done to package these experiences and disseminate the information more widely. There has not been a clear system developed to share these experiences among participants after they have completed the course. The development of a course manual with these experiences compiled as case studies was seen as a solution to the problem of practical experiences being biased in favor of Zimbabwe and the lack of content co-ordination by resource persons.

4.14 The module on issues in Environmental Management was said to have been well delivered. It attempted to link the various modules but it was felt that more of the linkages could have strengthened the courses.

4.15 Many modules seem to have concentrated more on basic theoretical issues and creating awareness, rather than providing concrete tools for participants on how to bring about changes in their respective organization. Modules tended to be presented in too fragmented a way so that the final picture produced was not a holistic one.

The field visits

4.16 Most people said that the idea behind carrying out field visits was vital but the trips were a victim of poor organization. Some interviewees said that they spent most of their time traveling or just seated without instructor. Others complained about the catering facilities.

The desirability of the course

4.17 Almost all of the interviewed participants said that they recommended the course to someone and cited several reasons for this. Among them were the fact that they liked the course and they thought it was very important. Some even asked when another similar course would be hosted because they intended either to attend or send their colleagues or subordinates for the course. Most of the interviewees said they were even willing to sponsor such a course because they thought it was really worth it.

Interaction with the resource people

4.18 Although some people said there was need for improved accessibility to resource people and that resource people/instructors should improve their public relations skills, most of the participants said they had a chance to meet and talk with some of the resource people and among these highly accessible people were: Murphry, Matovanyika, and Murombedzi. They mostly discussed the parts of the course material related to their specific work situations.

Feedback to the employer

4.19 Back at home, most participants were requested to provide feedback about the course most of them in the form of reports, but some in the form of a discussion with the employer and colleagues. Other participants were requested to provide both a report and a discussion.

Analysis and Assessment of Course

4.20 Consultations with both former course participants, organizers and module Co-ordinators led to the general conclusion that the six-week course was a very useful one and there was a real demand for it. It was considered a success. However, both sides acknowledged the fact that there was a lot of scope for strengthening the course in terms of its content, delivery and organization. Former participants also felt that the training was making an impact on the ground because in applying some of the ideas obtained from the course, they brought about some changes in the contacts with their colleagues and communities they worked with. They all expressed a need for a special "package" designed to transform the minds of senior management and enable them to have a general understanding of social science perspectives in natural resource management.

Delivery of Course Materials

4.21 Concern was raised about the use of the classroom type approach in the course. Long, continuous lectures were viewed negatively. There was need to break classroom time to allow the revival of people's absorptive capacities. The suggestion from one of the participants was to introduce a common case study which would cut across all courses modules and allow a holistic view of a situation. This would even allow for greater linkages between modules. This idea of a common case study was borrowed from a regional course in Natural Resource policy analysis that is run in the Faculty of Agriculture at the University of Zimbabwe various approaches such as simulations role playing, seminar presentation ones etc. would be used in this case study to break the monotony created in a classroom situation. It would also allow for greater participation of course participants in the presentation and processing of information.

Field Trips

4.22 Field trips are a weak point in the course because of poor organization. Although some of the field visits were very relevant to the course, they were poorly planned. According to one participant, on one of the field trips, they spent up to seven hours traveling to see a project where they were only able to spend one hour. The time at the project site was very short and did not justify the long hours on the road. In some instances, not enough preparations were made on the ground so that some times the contact persons were not quite ready and did not make adequate logistical plans. Some of the visits did not seem to have much relevance to the course and the linkages in the course modules were not clearly brought out.

5. MANAGEMENT AND PROJECT STEERING

Implementation arrangements

5.1 The project was implemented by IUCN/ROSA in co-operation with CASS. IUCN/ROSA in particular has promoted the project idea prior to 1993 and was the driving force for the inception of the project. Its experience in national environmental action plans, environmental legislation, environmental impact assessment, promoting environmental awareness and related areas of activities are widely acknowledged. With its experience and its extensive network of members and associate organizations, as well as its office base in Harare, IUCN/ROSA was an obvious and suitable choice as implementing agency.

5.2 CASS, a research and teaching center at the university of Zimbabwe, was chosen as the institution responsible for conducting the courses. CASS is a well recognized academic institution considerable experience. Its director was instrumental in the design of the Campfire program. The primary focus of CASS is academic (esp. MSc. Course in Tropical Ecology). Links and practical experience with practical implementation of projects, however, is limited. With CASS as executing agency, the course clearly still has a stronger emphasis on theoretical background and conceptual linkages, rather than practical, job related know-how. However, since all participants are practitioners the critical thing is to link theory with practice practitioners do need theory.

Responsibilities

5.3 IUCN/ROSA and CASS agreed on a division of responsibilities. According to this understanding, IUCN/ROSA was responsible for administrative, financial and personnel-related matters, as well as conducting the policy workshops and research projects. IUCN/ROSA was also responsible for channeling the finances and concluding arrangements with financing institutions. The main responsibility of CASS was the development of the curriculum, providing the teaching staff/resource persons and conducting the training and field experience program. Overall responsibility for content and concept as well as selection of participants rested with a joint management of IUCN/ROSA and CASS. This general division of responsibility was a feasible arrangement, especially under consideration of the limited experience and university-related restrictions of CASS with regard to administration of independent projects. Organizational and institutional weaknesses of CASS became apparent in the field trips, which were conducted as part of the training course.

5.4 IUCN hired an additional staff to handle the organization, management and conceptual backstopping of the course. About 90% of his time was allocated to SSP/NRM activities. With part of his time, he was working for CASS. IUCN handled almost all administrative matters related to the project. Their attempts to move this responsibility to CASS were met with reservations on the side of CASS. A lack of related experience with handling such matters, difficulties with

University regulations, but also a resentment to deal with such "petty" administrative issues seems to have been the main factors for this position. Their recent attempts to set up a trust structure might change their position and increase their flexibility in future. The move by the University towards decentralisation and relative autonomy in the management of departmental and project finances should enable CASS to take over the administration of the SSPN project.

Resource Persons

5.5 The general comments on resource persons were mixed. Some resource persons demonstrated a good knowledge of their respective areas of specialisation. However, some of the academic resource persons were a disappointment. They did not appear well briefed and well-prepared. This raises the question of how much rigor there was in the selection of resource persons and what material was presented to them so that they could have a general picture of what was expected of them. Some participants felt that the absence of some form of handbook was partly the explanation for this ineffectiveness on the part of resource persons. It was generally felt that most academic resource persons were too narrow and easily confused.

5.6 In a co-ordinating committee meeting, one of the directors noted that module co-ordinators left it until it was too late to prepare for course lectures and as a result resource persons were engaged without being told exactly what was expected of them. This point was also echoed by the other course director who, through a memo, to all module co-ordinators, raised participants concerns on the lack of preparedness of resource persons. In this memo, it was suggested that all module co-ordinators put forward clear guidelines on what was expected of each resource person as part of the individual modules co-ordination.

5.7 Non-academic resource persons (practitioners) left a very good impression on participants. Their materials were considered practical and very relevant and participants could relate better to the issues. They also could elaborate further on issues presented. The only major concern here was that there was too much of a Zimbabwean bias in these practical experiences. Overall, participants stressed the need for a balance between resource persons who are more academically oriented and practitioners.

Co-ordination of The Various Modules

5.8 One course participant felt that although the material for the project cycle module was well-delivered, the resource person failed to appreciate the way local systems functioned and blamed failure of projects on local people's mismanagement. This approach could have been due to the fact that modules such as those dealing with participatory approaches and indigenous knowledge systems were not being linked with the project cycle.

5.9 On the whole, participants considered the co-ordination of the course content to be weak. Most resource persons appeared to have only been briefed on their specific topic and did not have an overall picture of the whole course. For instance participants felt that the module on participatory approaches did not make the point that building on what was existing i.e. indigenous knowledge systems, was essential for sustainability. Modules on Institutional Arrangements (which was well delivered), Resource Tenure and Conflict Resolution needed to be more strongly linked. Although some of the linkages were brought out by some of the module co-ordinators, there was still need to highlight them further, particularly in situations where various resource persons, both academics and practitioners presented special topics.

Costs and financing

5.10 The total amount of funds provided by the German Ministry for Economic Cooperation and Development for the current phase of the project was approximately 1.35 million DM. Although a detailed analysis of the budgeting of the project was beyond the scope of this mission, it appears, that this amount should have well covered the scope of activities of SSP/NRM. Among other activities, the field trips as well as the high number of resource persons utilized for the courses may provide scope for cost-cutting measures.

6. SUMMARY OF ACHIEVEMENTS AND PROBLEMS

Planned Targets	Results/Actual Situation	Weaknesses	Positive Experience
1. Regional training needs ascertained and analyzed	Training needs related to social aspects of natural resource management are apparent, but no systematic assessment is available and no priority areas defined; participants stated high demand for course	No systematic assessment of training needs prior to implementation of courses; needs assessment based on general IUCN perception and experiences; only internal review was done	Interests expressed by course participants were taken up and reflected in course design of following courses; demand for training reflected in plans for national courses in Namibia, Mozambique and South Africa
2. Training curriculum developed on the basis of regional experience	Course Handbook is now available, covering module composition of last course;	Handbook was developed after the courses; addressee of handbook not entirely clear; syllabi only preliminary; presentation of modules was largely left to the individual presenters	
3. Key individuals (catalysts) trained and appropriately motivated by means of follow-up contacts	A total of 67 participants from 13 countries have gone through 4 courses; background mostly from wildlife management, landuse/agric. and forestry; database on regional experts was started	No systematic follow-up contacts has been done, except in individual cases; several field trips poorly organized;	Overall very positive response from former participants

Planned Targets	Results/Actual Situation	Weaknesses	Positive Experience
4. Practical experience gained in the region with forms of natural resource management analyzed and disseminated with a view to providing the basis for policy recommendations aimed at changing general conditions.	Four research studies done in the region (e.g. on population and settlement, indigenous knowledge systems, eco-social zonation); two round-table meetings/workshops were held with policy makers	Research studies do not clearly link with objectives of project;	Generally high level of policy makers were involved in workshops, which may have resulted in significant awareness creation;
5. CASS postgraduate-study program strengthened through the provision of additional capacities.	Some support to CASS teaching and research program given by coordinator	No direct and clear link with project objective	

7. PROJECT IMPACT

Impact of the Course

7.1 Everybody interviewed categorically stated that the course was making a difference in his/her work environment. Most of them, who were natural scientists, had never realized the importance of community participation and community involvement. The course made them aware of both. The difference in the new approaches taken after participating in the course was in some cases noted by some colleagues who were aspiring to be participants. In Malawi at the Department of Fisheries, about six people who wished to attend the course were interviewed and asked why they were interested in participating in the course. Their response was that their colleagues who had been trained had demonstrated more effective ways of working with communities. They observed that in the area of conflict resolution former participants were more effective. One of the former participants confirmed by pointing to the fact that whenever related problems arose and people had difficulty dealing with them, the director often called upon him to address them. This former participant has made so much impact on the way his department is working in the area of Natural Resource Management that he has introduced some initiative which will allow him to share his learning experiences and pass some of the skills, techniques and tools to his colleagues. Later on this year, this participant will be hosting the first Fisheries Forum which will cover the applications of most areas taught in the course. This forum brings together high level people working in fisheries in government, non-government, and the private sector, and expose them to, learning other things Social Science Perspectives in Natural Resource Management.

7.2 The impact that the course is making in the various organizations where the participants are being drawn from is largely due to the level of the officer and to the openness or willingness of the boss to learn. In Malawi, participants included deputy director of Fisheries, head of the Forestry Research Institute and the head of the Co-ordination Unit for Rehabilitation of the Environment.

Most of these participants hold quite influential positions so that they are able to bring about some changes.

7.3 In South Africa, the situation is slightly different. Most former participants are relatively lower level people with less influential positions. Of the three that were interviewed, only one remained in his old job after the course. The rest had moved to other organizations. Whether this was because they had become more marketable after the course, could not be confirmed. The former participants felt that the movement was partly due to the fact that with the coming of the government of National Unity, there were more opportunities for people, particularly blacks, to move into new areas. South African participants were thus not able to make a significant impact on their old organization. However, they applied their new knowledge in their new areas of work. One admitted that his new job gave him more scope for applying techniques and concepts he had learnt. He particularly used the participatory methodologies and the conflict resolution techniques in his day to day work with communities. Whenever he helped start a new project in a community, he organized a workshop to discuss with members of communities in order to minimize conflict. He also found that areas covered in the module on resource tenure enabled him to situate problems in the correct context.

7.4 The South African who has remained in his old job in the Department of Parks and Wildlife felt that the course was making an impact in his organization. This, he believed was largely due to the fact that when the invitation for him to attend the course came, his organization was in the process of developing a working paper to address some of these issues. The organization was however handicapped in that it did not have adequate exposure to social science perspectives in Natural Resource Management. The invitation was just opportune because the organization was ripe for change.

7.5 After completing the course, this participant organized a two day report - back seminar at which he shared new ideas with colleagues. He made specific recommendations on what could be of greater relevance to them. In his day to day work, he made inputs into various projects. He also went out and spread these new ideas as widely as possible in his organization.

7.6 In both, the cases of Malawi and South Africa, those interviewed felt that there were definitely positive changes taking place because of the new ideas that came out of the course. Natural scientists were able to appreciate the social processes in natural resource management in a way they had not done before. The scope for longer time impact is great. For example, ensuring people's participation in decision making and implementation of projects in natural resource management creates greater chances of sustainability.

Policy Level Issues

7.7 In all cases, former participants pointed out the need for a special course targeted at directors and policy makers, so that they can have a general appreciation of the issues so that they are better able to provide the necessary support for the successful or effective application of ideas learnt. Already, such an initiative has been undertaken. The two workshops held for high ranking officials and policy makers in Chiredzi, Zimbabwe and near Johannesburg in South Africa were precisely meant to address that issue. Unfortunately the two different levels of courses did not seem to be linked, in terms of its participants. All former participants interviewed did not seem to be aware of the senior level courses that were run. It would have been more beneficial if a strong linkage was made so that the objective of creating an enabling environment for the middle level management would have been realized.

8. RECOMMENDATIONS

8.1 A continuation of the SSP/NRM project in a second phase is recommended. This second phase would start in 1/1997. Focus would be on the consolidation of regional courses which concentrate on support to local management structures (community-based institutions) in natural resource management and a reorientation of related government services and policies.

Target group

8.2 The target groups of the project should be more clearly elaborated. Specialists in middle management positions of institutions related to natural resource management should remain a major target group. This could be complemented by selected community leaders with key functions in community based organizations. Aiming some of the project activities at policy decision makers can remain part of the strategy, but this needs further clarification, e.g. in terms of what level of policy makers should be addressed, what key areas of policy making should be targeted, how can these decision makers be reached effectively. Social science faculties in the region should not remain a specific target group of SSP/NRM.

Regional orientation

8.3 The course should keep its regional orientation. This regional orientation should be reinforced by a short term study which clearly established the key issues of regional importance and more country-specific issues which should be addressed in the course. The establishment of other regional courses should not be aimed at under SSP/NRM. Instead, the various national "offsprings" (e.g. Mozambique, Namibia) should be supported with relevant expertise if requested.

Objectives/Project Planning Matrix

8.4 The project planning matrix outlining the strategy of interventions should be clarified in some aspects: the purpose of SSP/NRM should clearly specify the expected changes from the target groups (middle level staff, policy decision makers). The goal should outline the intended benefits in terms of community forms of management and appropriate policy decision on natural resource management. Complete sets of indicators should be developed for all results.

Research studies

8.5 The research studies undertaken (Mongu, Lusaka, Bukera, Nyanga) had no direct link to the course objectives and implementation. They are not considered a significant contribution the defined project objectives. This area of support should therefore be discontinued under SSP/NRM.

Amendment Of Course For Future

8.6 The course is quite comprehensive and contains many desired elements. Most topics covered were found to be useful and relevant. Some of the proposed additions by participants should be taken into consideration. These would include a more elaborate section on Holistic Approach to Resource Management and Gender Analysis. From what participants and other people interviewed said, there is no need for any major modifications to the general topics covered by the course.

8.7 The important areas to address are the desired linkages between modules and topics, making such areas as PRA more applied and less abstract. In fact, the course as a whole needs to be as applied as is possible. One way of facilitating this is to compile case studies from different countries and use them to give examples of concepts. The idea of having a course case study which includes all topics covered in the course is a very important one. As indicated earlier, it does not only present a holistic picture of real life situations but it also allows for the linkages to be brought out more effectively. Greater coordination by module coordinators and resource persons will help strengthen these initiatives.

8.8 The module on Resource Economics is to be reviewed in its present selection of learning objectives and mode of presentation. It should be made much more applicable to work situation of the course participants. The theoretical background needs to be kept to a minimum.

8.9 A much better coordination of course contents of the various modules needs to be aimed at. A continuous case study may contribute to that. A better preparation of the resource persons to that effect is required.

8.10 The lack of a systematic needs assessment, and the lack of a course curriculum until recently led to the problem of some modules being taken from university teachings with only minor adaptations. This does not well address the needs of the professionals attending the course. Therefore the course as a whole should be less academic, and more practically oriented. This was a general concern of the former participants which should be addressed. All modules should be critically reviewed towards this aim.

Case studies

8.11 The multitude of unrelated case studies used in the course should be reduced. Instead, it should be explored if one consistent case study throughout the course can be applied. This contributes to establishing linkages between the modules, and increases motivation and identification levels of participants. This could be complemented by only few other, short and simple case studies with a specific focus. Since the course should have a regional focus, the case studies should cover issues which are relevant beyond Zimbabwe.

Field visits

8.12 The number of field visits should be reduced to one or maximum two trips per course. These should be well prepared and integrated into the other course modules. It is not essential that the destination of the field trips change for every course. Likewise, the regional character of the course will not be ensured by taking the participants out of Zimbabwe during the six weeks. It is not the destination of the field trips, but the applicability of the field trip observations to the region as a whole what matters. Therefore it is not essential that all field trip will be outside Zimbabwe.

Resource persons

8.13 There seems to be the notion, that a high number of resource persons guarantees a wider scope of issues and a better learning effect. This is not affirmed by the review mission. Rather, a smaller number of resource persons, but better prepared and better coordinated is what should be aimed at. At least one of the lecturers should be part of all modules, conduct co-lecturing, securing the linkages between the modules and guiding participants through the course.

Handbook and Course Material

8.14 The course handbook which was finalized only recently needs further streamlining towards needs of participants. From its content and organization it is not entirely clear if it is meant as a handbook for participants which guides and accompanies them through the course, or if it should serve as reference for participants after the course or if it is meant to be a guideline for resource persons. This should be clarified. All of the above mentioned aims have their justification and might have to be addressed separately with separate materials.

Contributions to costs

8.15 Several participants expressed a willingness of their organization to contribute to the costs of the course. This should be further investigated and partial cost contributions sought from organizations sending participants. At the same time, cost cutting measures for the course can be applied. A reduced number of field trips, and fewer resource persons are just two examples.

Follow-up contacts/Networking

8.16 Although this was foreseen under SSP/NRM, there has been no systematic follow-up with former participants. This should be actively pursued in the new phase and include the course participants from all courses. An effort should be made to assess the impact of the courses on the day to day work of participants. The phone survey with former participants indicated a considerable interest in a continued dialogue. This would benefit the former participants, esp. in terms of information on new developments, contacts to other

projects and institutions etc., but would also be beneficial for the program. For example, the course impact could be elaborated, and new participants could be better addressed. A newsletter on current issues in natural resource management should be considered. In addition, participants should be linked with existing networks (e.g. Sector Network Rural Development, Working Group on Natural Resource Management). The database on regional expertise in social issues in environment should be maintained, expanded further and made known to prospective uses.

Institutional arrangements

8.17 The mission does not recognize any need for changes in the overall institutional arrangements with IUCN/ROSA and CASS (see para 5.3). The respective responsibilities appear sufficient and do not require changes. Recent discussions between IUCN/ROSA and CASS, pointing at personnel limitations should be clarified vis a vis the current agreements and division of responsibilities.

9. ANNEXES

Contacted persons

1. Dr. Matowanyika, Director ZERO, former IUCN Coordinator, Harare
2. Prof. Murphree, Director CASS, Harare
3. Dr. Murombedzi, Mr. Jackson, Dr. Nhira, Lecturers CASS
4. Ms. Carmen Lue-Mbizvo, IUCN-ROSA, Harare
5. Dr.T.Bonger, Dept. Ag.Economics (non-CASS lecturer), also coordinator for SADC-ELMS
6. Mr.T.Mavhenke, Director Campfire Association, Harare
7. Mr.G.Pangeti, Deputy Director Dept. Parks and Wildlife Management
8. Mr.Hove, Chief Exec. Officer, Nyaminyami Rural District Council
9. Evelyn Stoeckle, GTZ, Harare
10. Institute of African Studies, University of Zambia, Lusaka, Zambia
11. Institute of Natural Resources, University of Natal, Pietermaritzburg
12. Environmental Science Department, University of Botswana
13. Center for Social Research, Univ. of Malawi, Zomba
14. Former participants

Participants

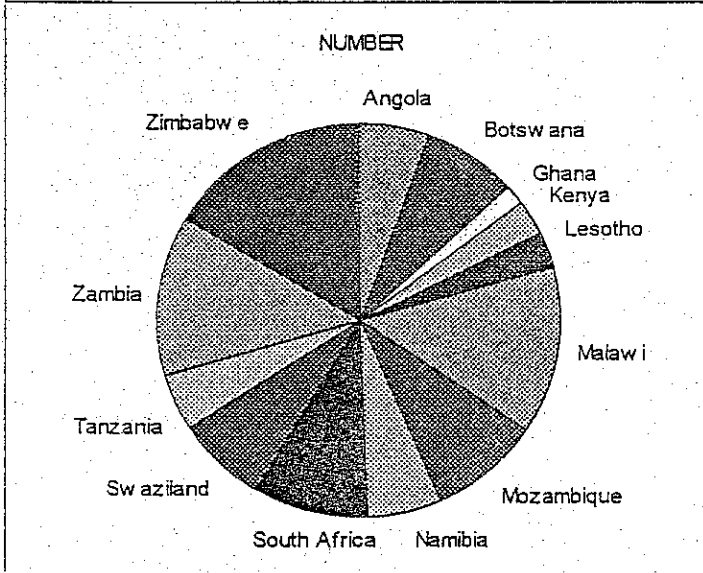
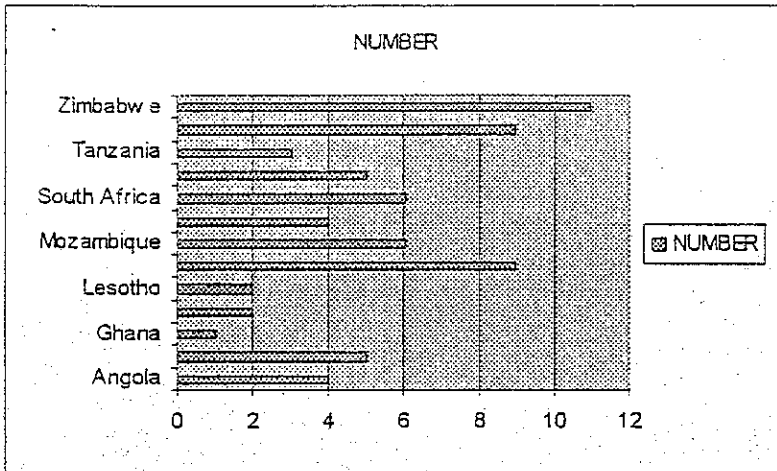
CO UR SE	NAME	POSITION	ORGANISATION	COUNTRY
1	Baiao, Maria	Planning Officer	Institute of Forestry Development	Angola
1	Bantsi, Bantsi	Park manager	Gemsbok Park	Botswana
1	Sebapalo, Matenje	Wildlife manager	Management and utilisation	Botswana
1	Donda, Steve	Regional fisheries officer	Central regional fisheries department	Malawi
1	Jiah, Ramosh	Regional Parks and Wildlife Officer	National Parks and wildlife	Malawi
1	Silva, Ana		Head Manica Community Forestry	Mozambique
1	Tomas, Paulo	Wildlife Warden	Barazuto National Park	Mozambique
1	Dembe, Ezekiel	Senior Warden	Department of Forestry and Wildlife Man- agement	Swaziland
1	Mubonda, Ngula	Senior Gender Analyst	Provincial planning unit	Zambia
1	Mwima, Henry	Chief Wildlife Research Officer	National Parks and Wildlife services	Zambia
1	Gwatura Do- minic	Senior executive officer	Guruve Rural District council	Zimbabwe
1	Kwaramba, Rachel	Senior Ecologist	Sebakwe Recriational Park	Zimbabwe
2	Major, Domingos		ADRA	Angola
2	Akwoviah		Department of Game and Wildlife	Ghana
2	Malembo, Luke		Forestry Research institute of Malawi	Malawi
2	Nsiku, Edward		Ministry of Forestry and Natural Resources	Malawi
2	Shaba, Tadeyo		Coordination unit for rehabilitation of environmen	Malawi
2	Mhlungu, Sam- uel		Trees for Africa	South Africa
2	Ntsala, Daniel		Pilanesburg National Parks	South Africa
2	Mlambo, Nomankosi		Ministry of Agriculture and Cooperatives	Swaziland
2	Nxumalo, Elliot		Ministry of Agriculture and Cooperatives	Swaziland
2	Mbewe, Mbam- wai		Itezhi-Tezhi Fisheries Research Trust	Zambia
2	Mulungushi, James	Provincial Administrator	Office of the president	Zambia
2	Simasiku, Phillis		National Parks and wildlife services	Zambia
2	Haukozi, Davi- son		Department of Natural Resources	Zimbabwe
2	Kawadza, Emmanuel		Department of National Parks and Wildlife Manageme	Zimbabwe
2	Sibanda, Bon- gani		Beitbrigde Rural District Council	Zimbabwe
3	Aribeb, Mutari	Programme Officer	Living in a Finate Environment	Namibia
3	Chooye, P.M.	Community Development Coordinator	Department of National Parks and Wildlife Services	Zambia
3	Sousa de, J.P.		Action for Rural Development	Angola
3	Dlamini, wilson	Acting Senior Land Planning Officer	Ministry of Agriculture and Cooperatives	Swaziland
3	Foloma, Mar- celino	Technician in Forestry and Wildlife	Direccao Nacional de Florestas E Fauna Bravia	Mozambique
3	Gwapela, Andina	Game Warden	Department of Wildlife and National Parks	Botswana
3	Kamuhuza, A.K.	Senior Natural Resource Officer	Natural Resources Department	Zambia
3	Kanyengumu Hezekia	Land Use Planning Officer	Land Use Planning Unit	Tanzania
3	Kumwenda, Vyachi	Economist, Policy Planning division	Ministry of Agriculture, Food and Fisheries	Zambia

EVALUATION REPORT SSP/NRM

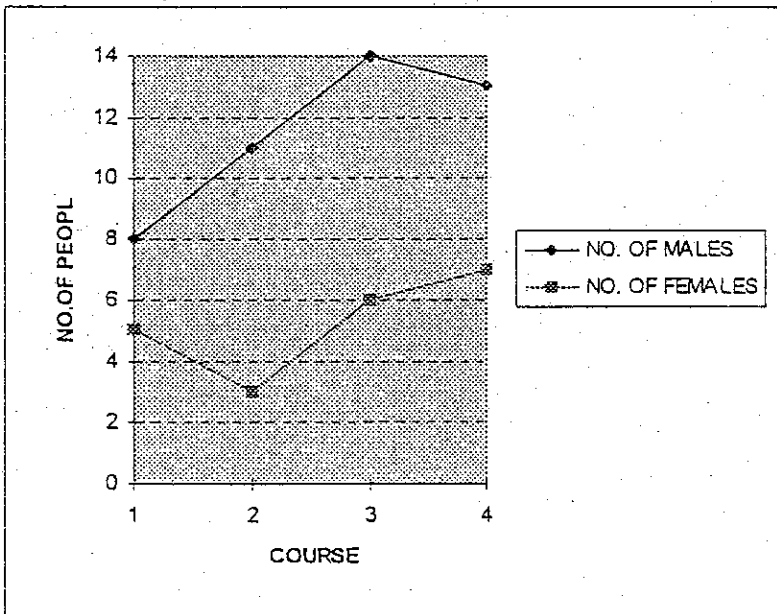
May 1996

CO UR SE	NAME	POSITION	ORGANISATION	COUNTRY
3	Maoka, Johnson	Game Warden	Pilanesburg National Parks	South Africa
3	Mapila	Natural Resources Policy analyst	Fisheries Headquarters	Malawi
3	Mohaule, Solly	Community Liaison Officer	The Conservation (PTY) Limited	South Africa
3	Morapeli-Mphale	Senior Land Use Planner	Department of Lands, Surveys and Physical Planning	Lesotho
3	Mudimba, Shadreck	CAMPFIRE Manager	Binga Rural District Council	Zimbabwe
3	Muxhlanga, Judite	Technician	Instituto de Desenvolvimento Rural	Mozambique
3	Kasweswe-Mwafogo		Department of Geography and Earth Sciences Unvers	Malawi
3	Ndlovu, Victoria	Community Based Conservation Coordinator	Ministry of Environment and Tourism	Namibia
3	Nyakabau, Judith	Forest Extension Officer		Zimbabwe
3	Wafula, Joice	Field programme coordinator	Kenya Wildlife Service	Kenya
3	Zvanaka, Solomon	Director	ZIRRCO	Zimbabwe
4	Baptista, Tarcicio	Agronomist	National Forestry Institute	Angola
4	Makgosa, Sekgabo	District Officer	Lands	Botswana
4	Masuku, Elizabeth	Game Warden	Department of Wildlife and National Parks	Botswana
4	Wanjau, Michael	Community Wildlife Officer	Kenya Wildlife Services	Kenya
4	Malephane, Nkhothetseng	Range Management Officer	Department of Livestock services	Lesotho
4	Jamusana, H.S.	Parks and Wildlife Officer	Department of national Parks and Wildlife	Malawi
4	Mtunda, Mayesero	Senior Fisheries Officer	Department of Fisheries	Malawi
4	Ndyambwana, Hilario	Forest Researcher in Ecology and Environmental Con	Forest Research Centre	Mozambique
4	Sousa de Camila	Coodinator Ecology and environmental Programme	Forest Research Centre	Mozambique
4	Kaure, Alex	Social Sciences Division	University of Namibia	Namibia
4	Tjipepa Ueri-kambura	Warden	Ministry of Environment and Tourism	Namibia
4	Mathenjwa, Musawenkosi	Natural conservationist	Natal Parks Board	South Africa
4	Roberts, Steven	Environmental Awareness Officer	Natal Paks Board	South Africa
4	Mngomezulu Dumisani	Land planning Officer	Ministry of Agriculture and cooperatives	Swaziland
4	Kaita, Mzamilu	Community wildlife Management Officer	Selous Conservation Programme	Tanzania
4	Madatta, Nalimi	Community Wildlife Management officer	Selous Conservation Programme	Tanzania
4	Munyenembe, F.E.C.	Director	Luangwa Integrated Resource Development Project	Zambia
4	Kasasa, Patrick	District Forestry Extension Officer	Forestry Commision	Zimbabwe
4	Zaranyika, Rudo		Department of National Parks and Wildlife	Zimbabwe
4	Zhou, Kaurai	Senior Agricultural Extension Specialist	Agritex	

Participants by Country



Female Participants



Questionnaire for Participants

Self-introduction of interviewer ...

We are conducting an evaluation of the project "Social Science Perspective in Natural Resource Management". Under this project a series of training courses were held. These were hosted by IUCN-ROSA and CASS and funded by GTZ. You have attended one of these six-week courses and we would like to get your feedback on this course. For that purpose we have designed a short telephone questionnaire. Please assist us by providing us with your assessment on the following questions:

1. Why did you apply for this course?

.....

.....

2. Why did your employer endorse your participation in the course?

.....

.....

3. Which modules or topics of the course do you remember?

(number in order mentioned)

Overview on Environment and development

Other topics:

Land and Resource Tenure (course 4 only)

Resource Economics (course 4 only)

*Instit. Arrangements for Environm. Man-
agement*

Conflict Analysis and Resolution

*Roles and techniques for resource man-
agement*

Project Cycle (course 4 only)

Field exposures

4. Which module or topic did you personally give highest priority in the course?

.....

.....

5. Which module or topic did you personally give lowest priority in the course?

.....

.....

6. Was the duration of the course adequate, too long or too short?

adequate ()

too long ()

too short ()

7. Were you able to discuss some of your specific work experience or professional problems during the course?

1. yes ()

a) If yes, which?

2. no ()

8. Did you apply anything what you learned in the course to your own work?

1. yes

a) If yes, what did you apply

2. no

9. How do you rate the course contents?

1. excellent ()

2. good ()

3. fair ()

4. poor ()

10. Which improvements do you suggest regarding the course contents?

.....

11. How do you assess the field visits during the course?

1. excellent ()

2. good ()

3. fair ()

4. poor ()

12. Which improvements do you suggest regarding the field visits?

13. How do you rate the organization of the course?

1. excellent ()

2. good ()

3. fair ()

4. poor ()

14. Which improvements do you suggest regarding the organization of the course?

.....

15. Did you recommend the course to any colleague?

1. yes

a) If yes, why?

2. no

16. Would you or your organization be willing to pay for the course?

1. yes

a) If yes, how much?

2. no

17. Did you contact any resource person after the course on a professional issue?

Yes

()

No

()

a) If yes, which resource person, which issue?

resource person	issue

18. Did your employer request any form of feedback from you after you came back?

1. yes

a) If yes, what?

2. no

Questionnaire Responses from Participants

Participant 1

Country: Mozambique
Date: 29/3/96

- 1 Because of my job, I wanted to know more about how to solve resource problems.
- 2 Same reasons.
- 3 Community resource management, legal policy on resource management, land and resource tenure.
- 4 Community based resource management.
- 5 Legal policy on resource management.
- 6 Adequate
- 7 Yes 7(a) How each is solving his problems, doing his work and the general set up of things in each other's country.
- 8 Yes 8(a) Community based resource management
- 9 Good
- 10 Needed some extra content
- 11 Excellent
- 12 Non
- 13 Good
- 14 Non because this is my first time to attend such a course
- 15 Yes 15(a) It was of much help to me
- 16 Yes
- 17 Yes 17(a) Ezekiel Dembe - Country issues
- 18 Yes 18(a) Report

Participant 2

Country: Lesotho
Date: 28/3/96

- 1 Related to my work - extension
- 2 Same cause
- 3 Community participation, Land and resource tenure, Project cycle.
- 4 Community participation
- 5 Project cycle
- 6 Adequate
- 7 Yes 7(a) Land tenure
- 8 Yes 8(a) Community participation
- 9 Good
- 10 Non
- 11 excellent
- 12 Sleeping and eating facilities
- 13 Fair
- 14 Coordinator should be always in touch with participants

- 15 Yes
- 16 Yes
- 17 No
- 18 Yes 18(a) Report

Participant 3

Country: Namibia
Date: 28/3/96

- 1 wanted to know more about how one can integrate the social sciences in natural resource management
- 2 No response
- 3 Conflict analysis and resolution, field exposures, land and resource tenure.
- 4 Conflict analysis and resolution.
- 5 No response
- 6 Too long
- 7 Yes 7(a) Too general
- 8 Yes 8(a) How to incorporate people in resource management
- 9 Fair
- 10 Stay away from theoretical presentations, should be more practical
- 11 Fair
- 12 Time spend traveling must be reduced
- 13 Excellent
- 14 Non
- 15 Yes 15(a) It is important to both of us
- 16 Yes
- 17 Yes 17(a) Murombedzi and Murphry - Course material related to my work
- 18 Yes 18(a) discussion

Participant 4

Country: Zimbabwe
Date: 29/3/96

- 1 Social aspects of natural resources are important to my work
- 2 Some as above
- 3 Conflict analysis and resolution, Land and resource tenure, Resource economics, Field exposures, PRA
- 4 Conflict resolutions
- 5 Resource economics
- 6 too short
- 7 Yes
- 8 Yes 8(a) Conflict resolution/appraisal
- 9 Good
- 10 Too concentrated on CAMPFIRE, should be broad
- 11 Good

- 12 Non
- 13 Good
- 14 Non
- 15 Yes 15(a) I felt his work involved much of social aspects of natural resource management
- 16 Yes 16(a) \$20000
- 17 Yes 17(a) Matovanyika and Murombedzi - course material
- 18 Yes 18(a) Report and discussion with the employer and colleagues

Participant 5

Country: Tanzania
Date: 3/4/96

- 1 Wanted to learn more about community based natural resource management
- 2 Same motive
- 3 Indigenous knowledge, PRA, Land and resource tenure.
- 4 PRA
- 5 No response
- 6 Theory too long but field visits too short
- 7 Yes 7(a) Activities taking place in my project- natural resource conservation
- 8 Yes 8(a) PRA and indigenous knowledge
- 9 Excellent
- 10 Non
- 11 Excellent
- 12 Too short, should be given enough time
- 13 Good
- 14 More time should be allocated to field visits
- 15 Yes 15(a) I think it is a nice course
- 16 Yes
- 17 No
- 18 Yes 18(a) Discussed it thoroughly

Participant 6

Country: Zimbabwe
Date: 28/3/96

- 1 Relevant to my work
- 2 Same as above
- 3 conflict analysis and resolution, Institutional arrangements for environmental management, conflict resolutions
- 4 Institutional arrangements for environmental management
- 5 No response
- 6 Adequate
- 7 Yes 7(a) Forestry related problems in the country

- 8 Yes 8(a) Importance of traditional leaders
- 9 Good
- 10 Add more to topic on resource economics, should add more on PRA technics
- 11 Good
- 12 Should be given enough time
- 13 Excellent
- 14 Non
- 15 Yes
- 16 Yes 16(b) \$17000
- 17 Yes 17(a) Nhira, Murphry and Matovanyika
- 18 Yes 18(a) A report

Participant 7

Country: Botswana
Date: 28/3/96

- 1 Wanted to know about usage of natural resources
- 2 No response
- 3 Land and resource tenure, Indigenous knowledge systems
- 4 Both of the above equally rated
- 5 No response
- 6 too short
- 7 Yes 7(a) Problems encountered in Botswana and how we are solving them
- 8 Yes
- 9 Good
- 10 Should consult different countries to find out what's relevant to their needs
- 11 Fair
- 12 Non
- 13 Excellent
- 14 Non
- 15 Yes 15(a) we both need the knowledge, we are doing the same work
- 16 Yes
- 17 Yes 17(a) Murombadzi- management issues
- 18 Yes 18(a) report

Participant 8

Country: Tanzania
Date: 29/03/96

- 1. Wanted to know social aspects of natural resource management
- 2 Felt it was necessary
- 3 Land and resource tenure, Conflict analysis and resolutions, Role and technics for resource management, Resource economics.
- 4 Land tenure
- 5 No response

- 6 adequate
- 7 No
- 8 Yes conflict resolutions
- 9 Good
- 10 Some of the topics should be made simpler and easier to understand
- 11 Good
- 12 Non
- 13 Good
- 14 Non
- 15 Yes 15(a) Good for the work he does
- 16 Yes
- 17 No
- 18 Yes 18(a) report

Participant 9

Country: Zimbabwe

Date: 1/4/96

- 1 Relevant to my work
- 2 same reason
- 3 Conflict analysis and resolutions, Institutional arrangements for environmental management, land and resource tenure, indigenous knowledge, environment and tourism.
- 4 Conflict resolutions
- 5 No response
- 6 adequate
- 7 Yes 7(a) ecotourism
- 8 Yes 8(a) The environment and tourism
- 9 Good
- 10 Non
- 11 Fair
- 12 They were time consuming
- 13 Excellent
- 14 Non
- 15 Yes
- 16 Yes 16(a) Z\$10000
- 17 Yes
- 18 Yes 18(a) Report

Participant 10

Country: Swaziland

Date: 1/4/96

- 1 I am dealing with natural resources
- 2 No response

- 3 Resource economics, Land and resource tenure, Roles and technics of natural resource management, Natural resource evaluation
- 4 Economic principle on natural resource management
- 5 No response
- 6 adequate
- 7 No
- 8 Yes 8(a) Evaluation of natural resources
- 9 Good
- 10 There was too much material, amount should be reduced to allow understanding
- 11 Excellent
- 12 Non
- 13 Good
- 14 Provision of transport should be improved
- 15 Yes 15(a) It is a very helpful course
- 16 Yes
- 17 No
- 18 Yes 18(a) Discussion and report

Participant 11

Country: Zambia
Date: 29/3/96

- 1 Social aspects of resource management are a new thing
- 2 Same reason
- 3 Indigenous knowledge, conflict analysis and resolutions
- 4 Community participation
- 5 Commercialization of natural resources
- 6 Too long
- 7 Yes 7(a) Tragedy of the common
- 8 Yes 8(a) conflict resolutions
- 9 Excellent
- 10 Non
- 11 Good
- 12 Participants should be given time to see enough of the places they visit.
- 13 Excellent
- 14 Non
- 15 Yes
- 16 No
- 17 No
- 18 Yes 18(a) Wrote a report

Participant 12

Country: Swaziland
Date: 28/3/96

- 1 I felt it was necessary to my work
- 2 Same reason
- 3 Land and resource tenure, institutional arrangements for natural resource management, conflict analysis and resolutions, field exposures, resource economics
- 4 Field exposures
- 5 Resource economics
- 6 Adequate
- 7 No
- 8 Yes 8(a) Land tenure
- 9 Good
- 10 Should be less academic and more clearly related to real world situations
- 11 Excellent
- 12 Non
- 13 Good
- 14 Non
- 15 No
- 16 Yes 16(a) \$20 000
- 17 No
- 18 Yes 18(a) report

Participant 13

Country: Zimbabwe

Date: 27/3/96

- 1 Relevant to work - social perspectives
- 2 same reason, staff development
- 3 Management of indigenous resources, indigenous technical knowledge
- 4 sustainable development, Participatory development
- 5 No response
- 6 Adequate
- 7 No 7(a) only lecture related material
- 8 Yes 8(a) Participatory land use planning
- 9 Fair
- 10 Non
- 11 Good
- 12 More field visits, poor organization
- 13 Good
- 14 Non
- 15 Yes
- 16 Yes
- 17 Yes 17(a) Matovanyika
- 18 No 18(a) but given to some colleagues

Participant 14

Country: Namibia

Date: 1/4/96

- 1 I felt its important to the work I do
- 2 I don't know
- 3 Roles and technics for resource management, land and resource tenure, conflict analysis and resolution, institutional arrangements for natural resource management.
- 4 community based resource management
- 5 No response
- 6 Adequate
- 7 Yes
- 8 Yes 8(a) Community resource management
- 9 Good
- 10 Should be less difficult
- 11 Good
- 12 Non
- 13 Excellent
- 14 Non
- 15 Yes
- 16 Yes
- 17 Yes 17(a) Can't remember - Indigenous knowledge utilization
- 18 Yes 18(a) report

Participant 15

Country: Malawi

Date: 4/4/96

- 1 Acquire new knowledge, improve skills on natural resources
- 2 Same reason
- 3 Gender and resource management, Project cycle, Indigenous knowledge, PRA.
- 4 PRA
- 5 Project planning
- 6 Too long
- 7 Yes 7(a) implementation of plans
- 8 Yes 8(a) PRA
- 9 Good
- 10 Should take into account the difference in the educational background of participants
- 11 Fair
- 12 Should be properly organized
- 13 Good
- 14 Non
- 15 Yes 15(a) I felt it was a necessary course

- 16 Yes
- 17 Yes 17(a) Jeremy - PRA
- 18 Yes 18(a) Report

Participant 16

Country: Zimbabwe
Date: 4/4/96

- 1 It was necessary to my work
- 2 They felt I was capable to take it
- 3 Local Knowledge, Community participation, CAMPFIRE, Land and resource tenure, Field exposures.
- 4 Community participation
- 5 CAMPFIRE
- 6 Adequate
- 7 Yes 7(a) Gully reclamation as a community problem
- 8 Yes 8(a) community participation
- 9 Good
- 10 Non
- 11 Excellent
- 12 Non
- 13 Fair
- 14 Leadership should develop more public relations skills.
- 15 Yes 15(a) Its very practical
- 16 Yes
- 17 Yes 17(a) Matovanyika - CAMPFIRE
- 18 Yes 18(a) Report

Participant 17

Country: Mozambique
Date: 28/3/96

- 1 I am working in natural resource management and I want to improve my competence.
- 2 No response
- 3 Land and resource tenure, roles and techniques in natural resource management, community resource management
- 4 Community resource management
- 5 No response
- 6 Too short
- 7 Yes 7(a) Our experiences here in Manica province
- 8 Yes 8(a) Community based resource management
- 9 Excellent
- 10 Non
- 11 Excellent

- 12 Non
- 13 Excellent
- 14 Non
- 15 Yes
- 16 Yes K50 000
- 17 Yes 17(a) Murphry - Implementation of community based resource management
- 18 Yes 18(a) Discussion

Participant 18

Country: Botswana
Date: 28/3/96

- 1 Its related to my work
- 2 Botswana views Zimbabwe as a pioneer in natural resource management
- 3 Conflict analysis and resolutions, PRA, Resource economics, Indigenous knowledge system, Land and resource tenure.
- 4 Indigenous knowledge
- 5 PRA
- 6 Adequate
- 7 Yes 7(a) Competition for resources
- 8 Yes 8(a) Resource tenure
- 9 Good
- 10 PRA should have been presented more thoroughly.
- 11 Fair
- 12 Most of the time we were not doing anything
- 13 Fair
- 14 People should be allowed to share country experiences more
- 15 Yes 15(a) It is an important course
- 16 Yes
- 17 No
- 18 No

Participant 19

Country: Zambia
Date: 29/3/96

- 1 The topic interested me
- 2 To improve my competence
- 3 Resource economics, land and resource economics, project cycle, field exposures, conflict analysis and resolutions.
- 4 Land and resource tenure
- 5 Project cycles
- 6 adequate
- 7 Yes 7(a) resource ownership and control

- 8 Yes 8(a) Indigenous knowledge systems
- 9 Good
- 10 Should not be very difficult
- 11 Excellent
- 12 Non
- 13 Good
- 14 Non
- 15 Yes 15(a) Social aspects of resource management are very important
- 16 Yes 16(a) Z\$15 000
- 17 No
- 18 Yes 18(a) I wrote a report

Participant 20

Country: Botswana
Date: 28/3/96

- 1 My job deals with natural resource conservation
- 2 Same as above
- 3 Land and resource tenure, Overview on environment and development, Conflict analysis and resolutions, field exposures.
- 4 Land and resource tenure
- 5 Environment and development
- 6 Adequate
- 7 Yes 7(a) Wildlife management
- 8 Yes 8(a) Utilization of indigenous knowledge
- 9 Good
- 10 Non
- 11 Fair
- 12 Non
- 13 Excellent
- 14 Non
- 15 No
- 16 No
- 17 Yes 17(a) DR Matovanyika
- 18 Yes 18(a) Report

Participant 21

Country: Zimbabwe
Date: 01/01/96

- 1 I got interested in the topic
- 2 No response
- 3 Resource economics, Land and resource tenure, Project cycle, field exposures, PRA.
- 4 Field exposures

- 5 Resource economics
- 6 Adequate
- 7 Yes 7(a) general
- 8 Yes 8(a) resource economics
- 9 Good
- 10 Should be shortened to suit time allocated
- 11 excellent
- 12 Non
- 13 excellent
- 14 Non
- 15 Yes 15(a) It is quite helpful
- 16 Yes 16(a) anything it is worth
- 17 No
- 18 Yes 18(a) discussion and report

- 5 Resource economics
- 6 Adequate
- 7 Yes 7(a) general
- 8 Yes 8(a) resource economics
- 9 Good
- 10 Should be shortened to suit time allocated
- 11 excellent
- 12 Non
- 13 excellent
- 14 Non
- 15 Yes 15(a) It is quite helpful
- 16 Yes 16(a) anything it is worth
- 17 No
- 18 Yes 18(a) discussion and report

