An **action learning module**

for local authorities to develop

SUSTAINABLE LAND MANAGEMENT PROJECTS

IUCN · gef · UN environment · CARI · THE GLOBAL MECHANISM United Nations Convention to Combat Desertification

- **Guidance sheets** -

The FLEUVE project

This action learning module has been produced as a regional component of the FLEUVE Project (*Front Local Environnemental pour une Union Verte*, or Local Environmental Coalition for a Green Alliance).

The FLEUVE Project is being delivered by the Global Mechanism with funding from the European Union amounting to 7 million euros. It seeks to build the capacity of local authorities in different countries to promote the sustainable development of natural resources and the implementation of the Great Green Wall initiative. It is a five-year project to be delivered over the period 2014-2018, in 5 Sahel countries, Burkina Faso, Mali, Niger, Senegal and Chad. It has 2 main parts, a national and a regional component.

The national component is directly coordinated by the Global Mechanism and applies to the 5 Sahel countries taking part in the project. This involves the implementation of micro investment projects for sustainable resource management in 23 communities.

The regional component is coordinated by CARI and seeks to build the capacity of local authorities that provide regional administration. As such, an action learning module has been jointly produced by the partners from the 5 countries.

Guidance for users

This learning tool comprises two documents.

The document entitled, "Principles and Approach" explains how the training module has been assembled, its main content, how it is organised and a proposal on how to deliver it in 5 stages. It helps provide updates on preparations to implement the action learning module with a local authority and specifies the various planned deliverables when running the module. It also provides options to organise field-based stages with the trained beneficiaries, to define their goals and how they organise themselves.

The second document entitled, "Guidance Sheets" assembles the documents required to run this action learning module properly. It comprises all "Content", country-specific "Case Study" and "Facilitation" worksheets proposed. This collection of sheets can be used on demand to supplement the various sequences of the training session, which trainers can use as they need.

An electronic version of this document can be downloaded at www.resad-sahel.org or www.cariassociation.org

Contents

Content worksheets

Sheet 1. How to carry out a territorial assessment that includes sustainable land management

Sheet 2. How to develop a territorial project that includes sustainable land management

Sheet 3. How to develop an operational project that fits with the regional development plan

Sheet 4. How to organise a local authority to make decisions and take action

Sheet 5. How to build a multi-stakeholder partnership to deliver the operational project

Sheet 6. How to raise awareness and rally support for sustainable land management. How to communicate project progress

Sheet 7. How to muster resources for the sustainable land management project

Sheet 8. How to formulate a budget for an operational project

Sheet 9. How to produce a project document

Sheet 1

HOW TO CARRY OUT A TERRITORIAL ASSESSMENT THAT INCLUDES SUSTAINABLE LAND MANAGEMENT.

The municipalities manage the municipal area and its development. They require a better understanding of the situation and their area to identify the main problems to be addressed, with the individuals concerned. This is the role of the territorial assessment.

What is a territorial assessment?

The assessment can be defined as an "identification of the nature of a situation…" (Larousse). The territorial assessment gathers quantitative and qualitative data to highlight the strengths, weaknesses and potential of a given area. Analysing this data helps to formulate a strategy for action tailored to the needs of the area and the people that live there.

The assessment is the first stage of developing the territorial project.

> (!) The assessment is a snapshot of a situation to guide future actions: what can actually try to change?

Why carry out a territorial assessment?

The main purpose of the assessment is to analyse a problematic situation (a lack of water, rural exodus, food shortages, a lack of customers in shops, social conflicts, etc.) to better understand and provide the right solutions. You can't change a situation if you don't stop to observe it and gain a clearer understanding of the aspects that have caused the problem, what risks there are for the future and what can be done to avoid them.

All too often, activities and projects are introduced without being based on an in-depth study of social, economic and environmental realities. The subsequent danger is implementing activities that do not really meet the needs.

A territorial assessment helps to:

• visit the area to be more familiar with it and better understand it in relation to the main topic, the issue on which you will work;
• gather information from discussions with the people concerned to get a picture of the issue (a snapshot or state of play of the situation);
• consider the main reasons which have brought things to this point (various causes) and the short and medium-term consequences of the situation (how things might change in the future if nothing is done);
• deliver an assessment to decision-makers and select an issue to address as a matter of priority.

> (!) The territorial assessment is a decision-making tool: it helps to define the situation, select a strategy and the means to deal with it.

How do I carry out a territorial assessment?

To best understand a situation, the individuals concerned must be part of the process, insomuch as you bring their knowledge and experience on the subject to the table and consider the situation and possible solutions. This means speaking with the various stakeholders present, on:

- the way they perceive the area and the topic at hand;
- their experiences and knowledge of concrete situations;
- their ideas to address the issue.

There are several steps involved when carrying out a territorial assessment:

1. Establish a framework for the work to be carried out

- define a main topic as a chosen priority: land degradation, diminishing soil fertility, degradation of plant cover, etc.;
- select and mark out the area for the assessment: municipality, city, neighbourhood, etc.;
- define the individuals concerned: villagers, young people, women, families, livestock farmers, farmers, etc.

2. Data gathering

Two types of data can be gathered:

- quantitative data: quantified data to measure the state of the situation, providing information on who, what, where, when (number of people concerned by the problem, hectares of degraded, grazing areas, etc.);
- qualitative data: these provide explanatory aspects on how and why things have got to this point (reduction on cultivable plots, production losses, water use methods, etc.).

3. Data analysis

Analysing the data defines the challenges to help develop the project and what must be addressed first. The data can be organised around observations: strengths, assets, weaknesses and vulnerabilities.

Comparing various points of view adds to the analysis. It will subsequently be more meaningful if done collectively.

4. Formulating strategies for action

This final step helps prioritise actions to be undertaken and to define:

- priority guidelines and objectives for the project;
- the main actions corresponding to the actions;
- the means to be used.

Note:

Communication throughout the process is crucial to the success of the work. Questions can be shared, discussions and debates had and development undertaken collectively.

Territorial assessments incorporating SLM

Building SLM into a territorial assessment means considering the situation concerning the land and especially, natural resources:

- their state: nature, quantity, location, pace of renewal and/or degradation;
- their economic, social and cultural uses and their importance in local processes;
- local management methods (local regulations and procedures to access land and natural resources, those individuals involved, managing authorities, local laws and land use) and existing local processes for conservation and prudent use;
- types of conflict related to land use and access, as well as resources and the way they are governed;
- processes at work and prospects for changes to the situation.

The following topics must be considered for a territorial assessment incorporating SLM:

1. The situation of land in the area and property

Property is the way in which local people and organisations in the area use and manage land and natural resources for agriculture, livestock farming, fisheries, hunting and forestry, etc. This includes access regulations, land use and management, together with other resources (rights). This also involves the person(s) who choose, apply and use these rules, as well as who monitors and adapts them.

2. The extent of human activity in land and resource use and their degradation

When addressing land degradation, it is important consider the changes observed and pinpoint where they occur. You also have to think about the consequences of the way humans use land, as well as land and resource degradation.

3. Current methods of improving land

You must also consider what is produced in the area by farming the land and extracting resources, together with what people do with these products. In addition, you must look to see if certain individuals in the local area are already managing to limit land and resource degradation, if individual or joint actions have been undertaken that might be expanded on and under what circumstances.

4. Including local economic processes in the assessment

Local life is closely tied to economic activities that enable its residents to make a living. The assessment will identify what economic activities there are in the area, the way in which the land and resources are used for these activities, to what extent their use enables local people to meet their needs, as well as the obstacles and levers that exist in businesses and with local stakeholders.

© CARI

HOW TO DEVELOP A TERRITORIAL PROJECT THAT INCLUDES SUSTAINABLE LAND MANAGEMENT

After carrying out an assessment of their territory, including sustainable land management (SLM), local authorities can devise a territorial project that considers the conservation, renewal and prudent use of land and natural renewable resources.

What is a territorial project?

The territorial project sets out the way in which the local stakeholders (the municipality, its residents and local organisations) perceive the main changes in the years ahead. It defines the long-term development strategies and features possible paths for action. The territorial project is a guidance tool for the municipality that serves as a benchmark to implement actions identified in the assessment. It is often summarised in a multiannual development plan, called a Municipal Development Plan (MDP) or Local Development Plan (LDP), using the technical jargon.

What is SLM?

Sustainable land management involves introducing a local policy to manage land and natural renewable resources. The policy enables these resources to be used and extracted but ensures they are conserved or renewed for future generations.

SLM focuses as much on technical matters (renewing soil facility, water resources, etc.) as the organisation of land and resource management (access rules, land use and management, forms of organisation and social relations, management and rule enforcement authorities, etc.).

Why include SLM in the territorial project?

By including SLM in the territorial project, the municipality makes it the focus of its actions. As a result, it is empowered to control SLM-related issues and to plan actions that address problems in the short and medium-term. This enables it to do away with a fragmented management style to its actions and provide coherent input from different stakeholders. Finally, it also means putting SLM at the heart of the consultation process, thereby facilitating awareness and debate about problems and solutions that can be found.

Note:

The territorial project promotes a consistent approach to implementing actions delivered by the various stakeholders.

Including SLM in the territorial project means putting SLM at the core of public action.

How can I incorporate SLM into the territorial development strategy?

1. Including SLM from the assessment phase

Putting SLM at the centre of the territorial project development process is primarily about considering the land situation during the assessment phase. This phase will help:

• review the area's strengths and weaknesses from a land and resources standpoint and the favourable circumstances that exist to address problems and adverse circumstances that limit options for action in the local area;
• identify SLM-related and resource management issues in the area, as well as economic challenges;
• choose guidelines that the area will try to comply with in terms of SLM;
• consider all types of possible solutions and prioritise them in main areas of work;
• identify actions to deliver these main areas of work.

2. Formulating an SLM policy

Including SLM as a part of the territorial development process firstly requires an SLM policy to be formulated and implemented. This involves:

• setting up a working group dedicated to considering SLM in planning. This body combines both local authorities tasked with land management, the users and the relevant technicians and advisors;
• assessing the situation regarding land and resources.

To properly apply an SLM policy, you need a local land charter that has been jointly drafted and approved. This concerns spatial organisation and existing resources, the nature of land rights, local land use, rules to conserve resources, plant and animal species, ways to include all residents (women, young people, herders, etc.) in accessing land and resources, the link between technical challenges and traditional management methods, local prevention and conciliation services, as well as implementation, monitoring, evaluation and review procedures to apply the charter.

3. Organising consultation

Just like the territorial assessment, the planning tasks also involve local residents, users and organisations in the local area. As such, you must bring them together for discussions and deliberations to develop your territorial project. Arrangements for the participation of local stakeholders in the planning process require the introduction of procedures and working bodies as part of the multi-stakeholder territorial governance process.

© CARI

4. Setting the boundaries of the territorial project

The territorial project can be defined beyond the perimeter in which the assessment was carried out. To be effective, the territorial project must focus on a space that is consistent with the resource or problem to be addressed. This space can be limited or conversely, cover several villages, the whole municipality or further still.

Draft the territorial project document

The usual components of a territorial project document are:

1. Data on the situation in the area (taken from the assessment)

- quick snapshot of the situation and changes (past, present, problems, advantages, constraints, etc.);
- observations and lessons learnt from past experience by those concerned.

2. Vision of long-term development

- asserting a local willingness to take action and change, etc.
- the collective project pursued (issues and guidelines);
- the general objectives selected;
- priorities, contingency programme;
- the strategy adopted based on the guidelines and priorities.

3. Action programme

- the featured actions;
- ongoing or already existing actions;
- means required;
- organisation to implement the plan;
    - measures and general provisions to be taken to actually deliver the strategy and comply with the guidelines,
    - prerequisites and support required to deliver the selected actions,
    - shared responsibilities between local and external stakeholders,
    - partner and outsourcing contract arrangements
    - internal organisation (committees),
    - training courses,
    - information,
    - checks and penalties;
- monitoring and evaluation;
- expenditure reviews.

Sheet 3

HOW TO DEVELOP AN OPERATIONAL PROJECT THAT FITS WITH THE REGIONAL DEVELOPMENT PLAN

Territorial projects are visions of a common future that various stakeholders would like to share and hand on to younger generations. They offer different solutions and methods to resolve problems identified in the territorial assessment.

Implementing different solutions provided for an SLM approach means developing concrete actions, or "operational projects".

What is an operational project?

An operational project is the idea of a concrete action, an approach that seeks to resolve a specific problem. It is part of the territorial project. The various operational projects contribute to delivering the territorial plan.

> The project helps transform the 'image of reality' developed during the assessment into a situational analysis based on the formulation of objectives and a strategy for action that is acceptable to all.

Why have an operational project?

Developing an operational project is about methodically and progressively organising an activity that you want to introduce. The project is defined and implemented as a response to an identified problematic situation. It features clear objectives, the activities to be delivered and the means to achieve them.

How do I develop an operational project?

There are several steps to developing an operational project (see stage two in the principles and approach document):

1. Check that the idea of the action properly matches the problem you want to address and that it features in the avenues for action in the territorial plan:

• Target the main problem the project must address: what specific problem do you want to tackle and for who's benefit? Does it feature in the territorial plan and is it considered a priority?
• Outline the various points that might underpin this specific problem (the main causes that explain the situation). Who can provide an explanation of this problematic situation? What happened, or what made it happen? Might there be other possible causes that come to mind? Are all the causes recorded sufficient to explain the situation?

> Undertaking a project is about deciding what you want to do, why you're going to do and how you'll do it.

The causes recorded are concrete, verifiable and specific facts!

© CARI

2. Produce a problem tree for the project

The problem tree illustrates the cause and effect relationships between the various factors at the root of the problems observed and helps consider them. This exercise requires you to ask the right questions and rank the needs to subsequently formulate concrete actions considered to be priorities.

It is a way of analysing the problems noted in the previous stage. A problem is a relevant observation expressed by an opinion that forms an obstacle for the person reporting the problem. A problem is not a lack of solutions but rather a situation that is negative. By formulating a problem you do not first need to come up with a solution.

3. Produce an objectives tree for the project

Developing an objectives (or a decisions) tree consists of transforming the problem tree by reformulating the problems into objectives to be achieved. The "negative situations" in the problem tree are changed into "positive situations" (or objectives) to be reached to produce an "objectives tree".

The objectives tree is the symmetrical opposite of the problem tree. It expresses the desired future situation on 3 levels:

- the overall objective which the project contributes to
- lasting and measurable effects (specific objectives) that the project generates when delivered to produce the anticipated outputs of the action
- the desired results (expected outcomes) of the action

The objectives tree provides a vision of the desired situation. From this phase, you must ask yourself about how feasible the stated objectives are and about any search for an alternative solution.

4. Formulate a logical framework

The content of the objectives tree serves as a basis to develop a simplified logical framework. The logical framework helps organise the rationale for action in the project. It will be structured around:

- **the overall objective**
This is the most general objective the project can meet. It embodies the direction of the project and its long-term vision. A set of actions contribute to meeting the overall objective.
Example: "Contribute to improved grazing on the plateau".

- **specific objectives (operational objectives)**
The overall objective can be broken down into specific objectives. A specific objective is what the action undertaken seeks to influence in a sustainable and reasoned way. There can be a certain number of specific objectives in an overall objective.
Example:
- "Carry out restoration activities and protect degraded land on the plateau",
- "Secure the improved plateau".

• Results

These are the final outputs, those stemming directly from project activities. All the results constitute the specific objective(s).

Example:

- "Protective actions to restore land on the plateau are delivered".

You must involve key stakeholders in developing the project as much as possible.

The local authority must involve other stakeholders in the project development stage so that it enjoys collective support both in, and by, the local area, and so that those directly concerned take ownership of the project. You can ask yourself several questions to select these stakeholders:

- What stakeholder categories must be involved in developing the project? Are these stakeholders representative bodies? If not, how are you going to involve them?
  - What contribution do you expect them to make in developing the project?
  - How are you going to work with them?

© CARI

HOW TO ORGANISE A LOCAL AUTHORITY TO MAKE DECISIONS AND TAKE ACTION

As a public institution responsible for managing the land, the local authority is the 'contracting authority' for the territorial plan and related activities, i.e. operational projects. It cannot, however, work alone because, using the old adage, "we are stronger together". Another reason is managing the land involves everyone living on it and, finally, land management requires complementarity of skills and resources.

What is a local authority?

A local authority is a legal body governed by public law to which the State has devolved part of its remit to manage local affairs in the public interest. As such, it benefits from legal and asset-based independence for the resources at its disposal and those transferred to it by the State to exercise its powers. A local authority consists of decision-making bodies, with local elected officials (the municipal council, for instance) and working bodies (municipal committees and technical and financial services).

The local authority is the contracting authority for the territorial plan

The contracting authority is the project leader. It takes the initiative to deliver a project and sets out the main operational guidelines, finances or musters the funding to deliver the project and then has responsibility to manage the deliverables. As such, a local authority is considered to be in charge of the territorial plan and delivering it also.

The local authority uses multi stakeholder territorial governance

Multi-stakeholder territorial governance is the way in which the local authority, in its position as contacting authority, decides to deliver the territorial plan by favouring the balanced participation of all stakeholders concerned (residents, local organisations, representatives of the state, business leaders). This also includes the way in which it treats and considers the needs expressed when seeking the general interest.

Local authorities perform three main functions:

- management: the local authority sets out the guidelines and decides to launch actions. It is tasked with delivering actions, monitoring procedures, discussing inherent discrepancies when implementing any project and identifying possible leeway to continue;
- technical management: it is tasked with technical input to activities, coordination, as well as technical and financial monitoring;
- consultation: the local authority makes arrangements to provide spaces for dialogue between territorial stakeholders (elected officials, technical officers, business owners and residents, etc.). All those concerned by a project can use this space to be informed and consulted on proposals, guidelines and decisions. The space can also be used to debate the needs and actions required to resolve a specific problem (development committee, inter-village facilitation, land commissions, support to muster internal resources, etc.).

Such participation-based institutions are also bodies for work, proposals and debate. They can also perform monitoring functions.

Political authorities to manage the territorial plan

As contracting authority, the local authority must take decisions to develop and deliver the territorial plan, as well as the related operational projects. To perform this function, it needs to organise itself by involving local elected officials, technical officers and the appropriate stakeholders in:

- the municipal council, which is the local community decision-making body;
- municipal committees, which are bodies in which elected officials study reports and formulate proposals;
- a steering group, which is tasked with guidelines and project monitoring. This body can directly involve partners concerned by the actions undertaken.

Local authority and project partner organisational arrangements to make decisions

The steering group for an operational project brings together local authority representatives (elected official and technical officers) and key technical and financial partners of a project. It involves the operational project leaders (project managers), who are tasked with informing and discussing project implementation progress with its members. The steering group asks itself various questions, such as: Where are we right now? What difference is there compared to what we planned? Why has this difference arisen? How do we continue?

As part of its work, the steering group must:

- analyse how feasible it is to deliver the project;
- make decisions on scenarios to pursue the action, decide and set out priorities;
- identify the consequences of each possible decision about the project, programme or policies.

Organising stakeholders to implement the operational project

Implementing the operational project relies on joint working arrangements that split responsibilities between:

- the project manager, who is the person tasked with technical and financial management and responsible for delivering the project. Their work is governed by the project document, the project schedule, the implementation agreement signed with the contracting authority and its technical and financial partners;
- the organisation(s) tasked with delivering the actions;
- the organisations representing the various categories of individuals involved in the project.

© CARI

The role of each stakeholder to deliver the project

Contracting authority - Natural or legal person on whose behalf the project is being delivered, responsible for:
- defining project objectives;
- the actual form the project will take;
- the decision to invest in the project;
- what the project introduces.

Project manager - Natural or legal person that, given their expertise, is tasked by the contracting authority to deliver the project.

Project steering and implementation groups

Bodies	Tasks and responsibilities	Composition
Steering committee	Stakeholder group that makes the important decisions to deliver the project. Steering committee members are chosen by the contracting authority.	Representatives of local organisations
Management committee	The management committee is generally designated by the board members who act on decisions made at the General Assembly. The role of the management committee is to ensure the project is managed well, runs smoothly and has financial monitoring.	- Chair - Secretary-General - Treasurer - Auditors
The coordinator (or project manager)	The Coordinator manages project delivery and ensures objectives are met, as validated by the steering committee. - They report on project progress and any eventual difficulties encountered. - They ensure that all partners participate in the project and facilitate the circulation of information about the project to the various stakeholders.	A person designated by the steering committee based on their project management and facilitation skills.
Monitoring committee	A monitoring committee is an operational body that can be established to make sure the project is regularly monitored. It reports on project progress, future planning and difficulties encountered.	- Coordinator - Monitoring manager - Technical advisors

Sheet 5

HOW TO FORM A MULTI-STAKEHOLDER PARTNERSHIP TO DELIVER THE OPERATIONAL PROJECT

Although the local authority is the devolved body tasked with managing and developing the local area, combatting desertification and promoting SLM affects all those concerned and/or involved in these matters. There are other public bodies such as decentralised state departments and services (in the role of support, advice and care), local civil society organisations (that represent users), businesses, community and traditional local groups or bodies (that manage local affairs), or finally, project operators in various functions working with local authorities. This situation requires collaborative systems to be set up for the various stages of an operational project.

Defining stakeholders and partners

Stakeholders are individuals, groups, organisations and institutions that may have a direct (as a beneficiary) or indirect (an interest in this type of activity) interest in the project.
Partners are individuals, groups, organisations and institutions with an interest in the project and who decide to get involved on a technical and/or financial level to deliver the project.

Forming partnership relations

The partnership is an alliance between individuals, groups and/or organisations, based on sharing resources, responsibilities and powers in relation to a collectively run project, to meet a defined objective. This aim is expressed in a joint commitment to an operational project that is discussed and delivered together.

As such, each partner makes their own contribution, but decisions on the project activity, the way it is implemented and managed, are taken together. The partnership entails jointly-made decisions by negotiation (equal powers) and joint responsibility, therefore mutual support and gain in terms of the action undertaken.

The partnership symbolises a shared aim focused on a common challenge for the future. This aim takes shape in a joint commitment to an operational project that is discussed and delivered together. A partnership only exists if it is properly fulfilled in a joint activity, in which the partners have shared values and common interests.

Partnership development stages

1. Define the aim of the partnership

Some stakeholders can become partners, but before you look to see who could contribute to the operational project, you need to know what exactly you are looking for. Wanting to enter into a partnership, means teaming up with someone to influence a situation, or to have an impact on the development of a problem. As such, it is a political approach in which you don't just join forces with anyone. What type of partners should I team up with to deliver the project? Who can provide the appropriate expertise, labour, materials, funding and training?

It is also important at this stage to think about your own reasons for forming a partnership and to examine what you can offer the partner.

2. Identifying key stakeholder categories and selecting your partners

All types of stakeholders can become partners. To combat desertification and promote SLM, the stakeholders with which local authorities can develop partnerships are mostly other local authorities, as part of inter-municipal associations, decentralised cooperation partners, NGOs and associations.

The following criteria help to pick the right partners that you want to work with:

- Their identity: what are their motives, values, approaches and notions related to the project activity and partnership that you want from your partner?
- Their influence: what role do you want your partner to have to change the situation?
- Their techniques: what abilities and expertise do you want them to harness?
- Their willingness: what type of commitment do you want them to embody in the partnership?

3. Introducing appropriate operating methods

For the process to work, clear operating methods must be established between the partners. These methods can be defined around the following topics:

- How the partnership is represented externally: Who represents it? On what (political matters, operational aspects, other)? How?
- Decision-making: Who decides what the project commits to? Who decides about activities? What are the methods employed to take make decisions?
- Running the partnership: How is the partnership run? According to what structure and organisational chart? Who are the stakeholders involved?
- Managing conflicts: What are the prevention and management mechanisms?
- Internal communication in each partner organisation: what is it informed about? Who informs? What is its place and role in the hierarchy? What are the means used and communication channels? What system is used to circulate information?
- Monitoring and evaluation: Monitor what? Using what criteria and indicators? Over what period? With which tools? How are the findings of the monitoring and evaluation managed?
- Checks: On what aspects? With what tools? Based on what kind of agreement?

4. Contractual arrangements

The partnership involves introducing two types of contractual arrangements:

- A partnership agreement, also called a framework agreement, which highlights the relationship that the partners want to prioritise. It is a general agreement for institutional purposes.
- An operational agreement, also called a technical agreement, that focuses on delivering the specific actions.

Implementing the project partnership and allocating responsibilities involves contractual arrangements between the partners. This does not mean, however, that this relationship is based on sub-contracting. The project is developed collectively, decisions on how the operational project is run are taken together. Any difficulties in implementation are raised and addressed collectively, monitoring and delivery depends on joint decision-making, accountability for the operational project is constant, the project will be evaluated together and experience gained from it will be generated and managed collectively.

When the partnership is starting up, non-contractual relations can be useful to get to know each other better. In this case, contractual arrangements will only apply to delivering the operational projects (an operational agreement). Conversely, in the long-term, partnerships without contractual arrangements frequently display a lack of a structured, long-term approach, a relationship without much consequence in the daily life of a partner, a one-way relationship, no political dialogue and any definition of local development guidelines and strategies. All these factors often result in tense, even conflictual relations.

Seeking equal participation in the project

To develop partnership relations with all types of stakeholders, including people or organisations that rarely get involved such arrangements, like those in disadvantaged areas, partnership arrangements must be develop a more inclusive approach.

Inclusion means taking into consideration people and their involvement in devising and managing an activity that transforms the surroundings in which they live. Social inclusion refers to providing the means to enable equal opportunities, both on an individual and collective basis.

A partnership is not:

• a donation or an act of giving, which is a human relation

When you give, the relationship remains unilateral. One person decides to give while the other receives, creating a relationship of dominance and dependence. Giving does not constitute a "common project" as nothing was discussed beforehand and no responsibilities have been taken concerning the donation, either by the donor or the receiver.

• a contractual arrangement based on sub-contracting

When you sub-contract, one person decides to carry out an activity (they become the contracting authority) and allocate all or part of the task to another person via a project management contract. In this type of relationship, the contracting authority alone, is ultimately responsible for the activity. The service provider's (operator) responsibility is limited to the subject defined in the contract (what they must do) and the contractual arrangement remains in place for as long as that contract lasts.

• an exclusive relationship

The partnership does not mean that each of the partners has to lose their identity in the relationship. Each partner has their own reasons, expectations, habits, resources (knowledge, skills, contacts, networks, information, human resources, financial and material, etc.). They use these to identify with the other partner common interests or points to select and negotiate what goes into the "collective pot" for the partnership action. The partnership entails the partners having their own autonomy to choose and decide who they do, or do not, want to work with.

HOW TO RAISE AWARENESS AND RALLY SUPPORT FOR SUSTAINABLE LAND MANAGEMENT. HOW TO COMMUNICATE PROJECT PROGRESS

Getting local people involved and informing them about the state of land degradation and its effects on local development is essential to change behaviour and practices that provide sustainable management. Each local authority has a responsibility to raise awareness, inform and get people involved in these matters.

Communication about the SLM project

The local authority must communicate about the SLM project and this falls into several categories:

• raising awareness and involving various stakeholders related to the situation of land degradation and the consequences for local people. This is a way of changing perceptions, attitudes and behaviour in relation to a situation that is causing a problem.

• communicating on project implementation and progress to ensure those involved stay involved. This is also a way of checking that the planned activities in the project actually match the needs of the community and the local area. You can also secure greater participation and encourage people to identify with the project as well as combining the resources and a social commitment to accomplish the SLM projects;

• lastly, communication helps influence public policy, either internationally, nationally and/or locally.

Why formulate a communication strategy?

Communicating is more than just saying something. For communication to happen, the message must be understood by the recipient and the sender receives a response. The recipient must therefore be exposed to the message. Broadcasters offer lots of programmes but if your television isn't switched on, the recipient cannot be exposed to the messages.

Communication uses channels. The choice of channel can be a help or a hindrance to successfully transmitting messages. Finally, a message is decoded and understood. For a communication activity to work, the language used must absolutely be that of the recipient.

For communication to be effective, you must devise strategies to reach different audiences. There are several possible approaches, but you need to consider how the target group accesses information and subsequently use a range of communication tools and methods.

Communicating is the act of exchanging information and if this is an act, there are necessarily, 'actors'. You must identify their roles and responsibilities for all acts of communication. A well-thought out and planned communication helps you to be more efficient. Ideally, you must start the communication process well before the project planning stage is completed.

Communication, how?

Raising awareness and rallying support for SLM

A range of targets and subsequent messages.

There is a variety of targets for sustainable land management projects. These include rural communities, farmers and producers, local authorities (contracting authorities for the project) and the state (political decision-makers), etc. Such a range of targets means a wide variety of messages. When planning awareness-raising or disseminating information, you must ensure your messages and means to disseminate them are tailored to your target audiences.

Carrying out this type of activity always requires the involvement of various partners. The different methods used can be complementary or one helps the other. For example, when preparing for an event on good land management, rural radio can be used to relay information and encourage participation.

Religious and/or customary authorities also have a role to play in raising awareness as they hold local power. They are commonly used to facilitate debates. A religious leader can equally oppose a new development (e.g. opposition to the family code in Mali). As such, they are key players to consider when planning your awareness-raising activities.

There are several approaches to convey your SLM messages

Local communication

Local communication makes it easier to have direct exchanges with local people and is useful for getting them involved in projects proposed by the local authority. The communication tools can be very varied, such as picture boards, the GRAAP method (Research and Action Group for Self-Promotion), photo stories, flash cards, photo albums, video, etc.

Traditional or community-based communication

Villages communities have traditional communication tools that the community frequently manages to meet their needs for information, education, entertainment, discussion and conflict management. They can be used as part of a project communication strategy.

Community radio stations are frequently used to communicate with the local people as they play a key role and have a real effect on village dynamics.

Mass communication

Mass communication is geared to a big audience. It is employed to raise awareness and inform. It uses radio, television and the written press, etc. as communication methods that can be applied nationally, regionally or locally.

It is mainly used to inform the general public and also promote local experiences on a larger scale.

Some examples of types of tools and channels available

Popular media (Theatre, theatre forum, gatherings, debates)

Pros	Cons
• No need for big investment • Credible and persuasive • Geared to local contexts • Adapts to a wide range of target audiences	• Requires a theatre group to be engaged without being used to working with these actors • Preparation time (e.g. a play)

Community radio

Pros	Cons
• Wide coverage, especially in rural areas • Cheap to produce • Based on volunteering and community participation • Helps establish dialogue with communities	• Can be used for political purposes

Video

Pros	Cons
• Highly persuasive media • Highly efficient media • Can be used in meetings, gatherings, etc.	• Access to equipment in isolated rural areas • Requires a certain level of quality and can become very costly if done by professionals • Ill-adapted, uncontrolled technology (films)

Television (local or national)

Pros	Cons
• Prestigious media • Reaches a wide audience	• Tends to be monopolised by powerful interests • Costly production • Not user-friendly to broadcast messages (messages about rural development, for example)

Communication about the SLM project

The communication goals for the project are mainly to increase its visibility, get various stakeholders to identify with it and encourage the involvement of financial partners and donors. Communication about the SLM project focuses essentially on project activities and progress. It is in itself a supplementary project activity that requires a budget and time, so you must include it beforehand in the logical framework and your budget!

The target audiences concerned by the communication activities about the project

The communication activities about the project will be aimed at a range of specific target groups, such as stakeholders, the local community concerned by the project, and finally, local, national and international organisations or partners.

Know how to address stakeholders and beneficiaries about your project

Communicating about the project with stakeholders and beneficiaries helps keep them informed of its progress and highlights the activities being delivered. Indeed, stakeholders may only have a limited understanding of the project activities and providing them with updates helps increase project visibility and sustains motivation and involvement as well as being transparent about how the project is proceeding.

Know how to address donors about your project

Part of the communication activity consists of "selling your project" to funders (donors), so knowing how to address these individuals when talking about your project is crucial.

• First contacts when searching for funding. Develop a simple message that corresponds to the donor and promotes everything that the project can offer them.
• Subsequent contacts during the project, to maintain links, keep the donor informed of events organised in the project but also all other happenings to better understand the community, the problems it faces, available resources and all the activities undertaken.

Know how to address the community about your project

This means being able to present project updates and achievements.
Communicating about the project to the community implies that it will reach people that know nothing about it or its activities. As such, what you say must include more general information than if you were just addressing stakeholders. The local authority needs to know what is going on in the project and any major achievements to:
- harness greater community support for the topics addressed by the project;
- change points of view and behaviour on the subject of SLM and combating desertification;
- and consequently secure additional resources and a social commitment to deliver the project.

Communication tools to boost project visibility and mobilise stakeholder support (see table hereafter)

Communication to influence public policy: advocacy

Advocacy is a process to influence political decisions taken locally, nationally or internationally. Organised citizens get involved to 'persuade' decision-makers to take up positions that appear fairer and contribute to the public interest.

Advocacy does not mean sending in the 'white knight' or a 'righter of wrongs', but rather a group of complementary stakeholders (civil society organisations, the media, opinion leaders, research centres, etc.) that join forces (formally or otherwise) to bring about change.

Tool	Description
Project document	The project document features all the aspects assembled during the development stage (assessment, logical framework, budget, communications activities, etc.) It is a key document to look for funding. It contains all the information needed to facilitate decision-making and persuade the partner (donor) of the project's merits, relevance and feasibility.
Activity report	The activity report is a document to keep the various stakeholders informed on project progress and achievements. It is an excellent tool to promote what has been accomplished and should be sent regularly to the principle project donors (e.g. every 6 months).

Project presentation brochure	The project presentation brochure features the key points contained in the project document. It must give the reader an overall vision of the project in just a few minutes, the issues, activities and details on the lead partner. The presentation brochure can be distributed at events related to the project topic, be sent with the activity report or other project documentation or serve as a basis for all other meetings with potential stakeholders and partners.
PowerPoint presentation	The presentation features the main components of the project: background, issues to addressed, project objectives, activities and delivery timeline, etc.). It can be used for public presentations (conferences, discussions) or for press conferences, etc.
Flyer	The flyer is for mass dissemination purposes. It conveys an idea, message, or announces an event. Everyone must be able to understand for it to be effective and it must capture the reader's attention straightaway with its appearance and content. Flyers are generally a third of an A4 page, which makes distributing it easier in public places.
Website	Websites are a vital tool that bring visibility to the project and lead partner. They provide a broad communication to a diverse and mixed audience.

Advocacy only works if you develop a strong argument based on acquired experience, illustrated with concrete examples. Using both approaches is therefore best to raise awareness about local SLM situations and successfully influence public policy.

Identify a topic for advocacy: What do you want to change?

- in-depth analysis of the situation that you want to change (causes and effects);
- produce referenced information (figures on the problem situation, quotes from those involved, data on changes related to the problem, etc.), accompanied by proposals for improvements. This information comes from the assessment undertaken when developing the project.

Identify advocacy goals: what can you change?

- identify policies directly or indirectly related to the problematic situation (which the project seeks to address). What policy should be changed or amended?;
- identify the individual involved in the decision-making process, relevant ministries (environment or other), MPs, political party leaders, business leaders, organisations working in the environmental sector, etc.;
- identify the strategies and positions of each of these individuals or organisations;
- it also helps to identify those people who share the same concerns as you and who could become your allies (NGOs, coalition members, networks, etc.).

Defining a strategy for action: what must you do to influence decisions?

- Define an action plan: activities, communication tools, timetable, etc.

Advocacy communication activities

Activity	Description
Media views	Communication designed to alert the media to the subject of the event to be held.
Press release	A press release is a written statement for the attention of the media (radio, newspapers, television) based on a public statement on the subject or event.
Press conference	A press conference is an event to which several members of the written press are invited. It is a format is suited to disseminating key messages.

Sheet 7

HOW TO MUSTER RESOURCES FOR THE SUSTAINABLE LAND MANAGEMENT PROJECT

Gathering local resources to sustain local initiatives ensures they remain independent, but it is also a strategy that makes it easier to muster additional external funding.

Local authorities are in the front line when it comes to sustainable land management. Without land to farm almost all development efforts in the local area will be compromised.

Local tax collection rates are highly variable according to country or local authority. Although most local authorities find it difficult to muster the resources needed to consolidate their budget, they can always direct some of these resources to supporting sustainable land management initiatives.

The municipal budget

The municipal budget determines the actions that the town or village will implement each year. It is also a legal instrument with which the Mayor (the local authority's executive body) is authorised to incur expenditure passed by the municipal council.

The budget for a municipality comprises expenditure and revenue:

• The two main sources of revenue are local taxes paid by residents (e.g. council tax and/or property tax) and state grants for transferring powers to the municipalities as part of the devolution process. If required, the municipality can also use bank loans (small municipalities can only take out loans if they team up in a group or an inter-municipal association).

• There are two main types of expenditure, overheads to be paid (e.g. wages for the Mayor and municipal staff) and investment expenditure to build infrastructure, such as schools and creches, etc. and to pay back loans.

Each year, the municipal council, comprising elected members tasked with taking all decisions for the community, vote on the budget.

Local authority internal finances

Communities often have to deal with the reluctance of tax-payers to part with their money as they see no use in paying these amounts if there is nothing in return. So that citizens accept to pay their taxes, you have to set out the 'benefits' for them. Problems related to land degradation have a direct effect on local residents. Taking action to manage land sustainably, inform people about it, show them and explain it to them, is a way to tell them about the advantages of local taxes.

As such, income from collecting taxes is a way for communities to fund SLM in the long-term.

Taxes, permits, fiscal stamps, etc.

Taxes collected at markets, bus stations and for trade are still the most stable forms of revenue for local authorities and, currently, the most reliable.

For this revenue to be spent on developing the local area through a sustainable land management project, be careful so that the tax chosen by the municipality does not, itself, hamper sustainable land management. As such, you must always ask yourself the question, just how will it be a lever for SLM? How might it hinder SLM?

Property tax: renting buildings or land, extracting natural resources (wood, fauna, etc.)

Property tax (particularly land) is an important source of revenue to improve the financial position of local authorities. For example, so that property tax is seen by local residents as a 'fair' and useful, municipalities must explain what they are doing for SLM, communicate the costs of activities, funding methods and also on the proportion of local finance invested in it.

Some of their own funds are directly linked to sustainable land management and will be partly allocated to SLM initiatives. This concerns, in particular:

1. Certain taxes and licence fees: export taxes on agricultural products, hunting, fishing and gathering permits, etc.
2. Property revenue: leases or permits to use undeveloped land, or tree felling, etc.

State grants for operational matters and/or investment

Devolution allows the state to transfer certain national funds to local authorities, particularly, to pay for technical labour input or infrastructure. It also concerns the transfer of funds in the form of grants of subsidies.

This is based on the law in each country and the level of devolution.

External finance in addition to internal funds (negotiated financial resources)

In the eyes of the law, local authorities are considered to be legal entities. As such, they can manage their own business by themselves within the limits of their remit as defined by national laws on devolved responsibility.
To manage local affairs, local authorities must have the means to act and a key element is funding. Given the scale of problems and local needs they must address, local authorities are rarely financially independent. They need external funding to supplement their own funds.

There are currently several types of donors able to fund SLM actions:

International organisations such as the FAO, UNDP, GEF and/or international programmes (Great Green Wall, carbon funding linked to climate change, etc.), are now pursuing ambitious policies on SLM and combating climate change. They are able to fund projects and actions on the ground. Grant requests can be made, explaining how the project contributes to their programme objectives, with their criteria, just as with public funding sources.

Private funds (foundations, companies and associations working in the project subject area). This can range from a simple donation or sponsorship arrangement by private companies to grant requests meeting specific criteria applied by foundations having developed a specialised fund relating to the subject of a project.

In France, decentralised cooperation refers to cooperation activities undertaken by one or several French local authorities (regional or departmental councils and municipalities), and one or more foreign counterparts. "Local authorities and their groupings can enter into contracts with foreign local authorities and their groupings within the limits of their competencies, while complying with France's international commitments (...)" – French definition

The term "decentralised" refers to a cooperation arrangement between local authorities in different countries. They are allowed to sign agreements, without state involvement, as part of their remit and based on the necessity to cooperate to meet the needs in their respective countries ("local interests").

According to official French legislation, a decentralised cooperation arrangement is carried out under the authority of the partner local authorities, who can involve specific bodies such as NGOs, associations, companies and universities, etc. Each local authority is, nevertheless, fully responsible for the choice and methods relating to the action.

The principle of co-funding

The principle of co-funding is part of the cost of a project and covered by the organisation delivering the action (in this case, the local authority), in addition to other sources of funding. They will have to work with several financial partners who 'top-up' its own contribution.

Co-funding is often required by donors to ensure beneficiaries play a part in the financial and operational viability of their projects (European Union, Regional Councils, Ministries, etc.). Co-funding frequently has a leverage effect. By putting in €1, you can get €1 to €5 from donors.

How can a decentralised cooperation arrangement help fund SLM actions?

Case studies:

• "Funding SLM practices through sanitation projects. Ecosan latrines in Burkina Faso"

• "Decentralised cooperation, a support tool for inter-municipal action tailored to SLM. APIMAK"

Submitting a funding request

Before you make a funding request to a financial partner, take the time to prepare it, by assembling the information used to present the local community, choose the donor partner(s) you are going to solicit, then present your project and your funding plan.

Carefully prepare the presentation about the community and the project

Prepare all the aspects and tools to help the donor understand the local community and its project. The project document can help you in this task.

© Manon Albagnac

• Presentation of the municipality.

A donor will not fund a project if they don't trust the lead partner. It is therefore vital in this presentation to present the community and its strengths (human resource capacities, types of existing partnerships, priority topics and areas of work, whether the municipality has a strategy or development plan, available funding, etc.

• The project presentation

This consists of presenting the outline of the project to the donors (background, objectives, activities, project delivery, etc.) and giving them other useful information so that they can make decisions. This presentation must also feature the case as to why the donor should get involved in the project.

Familiarise yourself with potential donors

Donors have strategies to govern their actions. You should therefore discuss with the donor what interests them in the projects they have funded. A donor is not a 'moneybag', but rather a financial partner. They are interested in the project, the issues, its implementation and its difficulties as well as successes. Do you need donors? Well, donors need you too. They don't exist without projects to finance and to play their role properly, they need to know about the project and the realities on the ground, how it will be delivered, how it progresses and its chances of success, etc.

Regular exchanges with the donor are therefore vital to make it easier for them to understand the situation. They could also learn lessons from this experience when they develop new financial procedures.

• Donors also have timetables to respect, in line with their funding policy cycles.
• Discuss things like funding policy, ideas on the project, principles for action, etc. first and ask for funding later.

Have a clear funding plan

Before you get stuck into a funding application, make sure you are eligible. To do this, you must compare the eligibility criteria set by the donor with the type of target activities that they support. If they do not support local authorities, the latter is ineligible for funding. You'll have to look elsewhere!

Next, choose two or three funders that you can approach, by selecting the most suitable and get their terms and conditions for co-funding.

From there, you can develop the funding plan that you'll present to the donor:

• Put all the potential funding you have for the project next to anticipated project expenditure (planned);
• Put the funding requested next to the planned expenditure.

Finally, complete the funding application in the formats required by the donor and offer to discuss it with the donor and possibly amend the funding plan.

Sheet 8

HOW TO FORMULATE A BUDGET FOR AN OPERATIONAL PROJECT

Formulating a budget allows you to judge what can be achieved (or not), identify secured and unsecured funds and to consider the means required to deliver the activities defined when the project was developed. In the spirit of partnership, developing a budget also presents an opportunity to work with your partner(s).

What is a budget?

The budget is the quantified image of the project as devised, planned and anticipated. The "provisional budget" gathers together the means that you intend securing to deliver the project. The budget is the logical next step of the operational planning process. A budget comprises income and expenditure.

Draw up a provisional budget

The shopping list: What are we going to need?

Just like going to the shops, you have to write as full a shopping list as possible. What do you need to deliver your project? A list of resources to carry out the project activities already exists in the logical framework and is also linked to the various planned activities. Your shopping list is based on these various items.

The price list: how much does it cost?

To write your shopping list, you must find out what already exists in the local area and/or refer to similar projects in the country or region.

Having completed this first step, now price your shopping list (how much does it cost?). You will draw up a price list and give a financial value to each item on the list.

The more specific you are in the item you need, the better choice you'll make (value for money). For example, what type of onion do I want? What taste and flavour, or what shape or size? The same goes for a building. What level of quality? How durable? How must it look? What size, etc?

Your expenditure (costs) must always stay in proportion to the investment and running the project. What you need to run the project must not be greater than the project itself. You must therefore think about how efficient the project must be (outputs/costs), or what the project is going to cost compared to what it will ultimately produce. Keeping your project efficient means:

• considering local capacity to maintain facilities and equipment paid for. Can your building be maintained? Are there skilled professionals who know how to repair the pump if it breaks down?;
• put suppliers in competition with each other. Ask for 2 or 3 quotes from different companies, especially for large amounts;
• know how much regular flat-fee costs amount to (e.g. travel costs, living costs);

• assess the payroll required, formulate a wage scale based on the circumstances, select a wage band, identify gross wage costs (employer and employee contributions);
• understand and evaluate the various taxes payable by the project.

Do the sums: it's in the budget!

The final step is to multiply and add all the items in your list. Pay attention, don't mix your apples with your oranges!

Tips on formulating your budget

• Be realistic: don't inflate your budget
• Remember to cost in-kind contributions
• Include detail but not too much
• Explain the calculation method in the document
• Follow the donor's instructions
• Keep the information you used to draw up your budget at your office (quotes, previous budget, wage scales, exchange rates used, etc.)

Monitor the budget throughout the project

• You must begin monitoring the budget from the moment the first costs are incurred.

• Monitoring the budget means comparing expenditure and commitments in relation to the provisional budget.

• The provisional budget is your reference to assess project progress:

    - Internally: this is the project management tool (expenditure schedule, warnings);
    - Externally: this is the contractual budget used to report to the donor.

Sheet 9

HOW TO PRODUCE A PROJECT DOCUMENT

The project document resumes and arranges all the information gathered from the project development stage. Once again, it provides an opportunity to understand what you want to do, how you are going to do it, who it concerns and who will be involved, etc.

Why draft a project document?

The project document will be very useful for several reasons:

• It is a tool to run the project, to check what has been delivered compared to a target throughout the project, such as one or more of the project objectives, one or more of the audiences and the work stages, etc. It can also be used as a benchmark or milestone to monitor and evaluate the project.

• It can be used to negotiate with donors. When you are looking for financial partners to carry out a project, you need to tell them what you are going to do, why and how. This helps them better understand what is happening in the local area, your intentions and to be better placed to decide on the possibility of forming a financial partnership.

The funding partners often require their own presentation formats, but it's best to first have a project document available for the lead partner and to run the project properly.

If this document is clearly and comprehensively written, it will be easily adaptable to the formats required by the donors.

The project document must cover the following aspects:

1. A presentation of the lead partner

• A presentation of the local authority, as "contracting authority" for the SLM project.
• A profile of the local authority, its location (country, province, department), its strengths in terms of human resource expertise, existing types of partnerships, priority topics and areas of work, the existence of a local authority development strategy and plan, available financial resources, etc.
• People to contact for the project, etc.

2. The project presentation

A detailed project description summarising the assessment and solutions provided. As a result, the project presentation must comprise several parts:

• A Presentation of the background and case for the project. This describes the problems that have forced the local authority to undertake the project (project idea).

• A presentation of content from the assessment (a reasoned description of the problem and how it is evolving, the effects on the local area and its inhabitants, solutions already being considered and an impact assessment for what has already been achieved, stakeholders present in the local area, etc).

• A presentation of the simplified logical framework (a summary) and internal logic for the project with the specific and general objectives, the anticipated outputs and the planned activities.

3. Presentation of the response measures

You should present the project management arrangements in this part of the document, the various partners involved, as well as their roles and responsibilities. You must also include the role of the local authority, the project decision-making and delivery mechanisms (steering committee, coordination, monitoring and evaluation), the consultation framework to foster dialogue between the project stakeholders, etc.

4. The work schedule

The schedule for the project sets out the arrangements over time, the project's main stages and when the activities must be delivered.

5. The budget

The budget features the anticipated expenditure and the expected funding. It can also include costs to conduct studies, awareness-raising, community involvement and capacity building with those involved in the project. Finally, all project coordination and monitoring expenditure can also be added to the budget.

6. The funding plan

You must present the funding plan by summarising all the project's financial requirements and all the funding secured (the local authority's own funding, for example).

It is also useful to include resources with attributable values in the funding plan, such as human resources and in-kind contributions, etc.).

The donor doesn't necessarily have the time to read a long document, so an executive summary or a project summary can be drafted to get to the point. The project summary must include:

- the project title;
- background:
    - information to see the context of the action,
    - the policies which the project complements;
- project origin and objectives: general and specific objectives;
- anticipated outputs and activities for each output;
- provisional schedule;
- local partners involved;
- human and technical resources used;
- monitoring and evaluation methods;
- provisional budget and funding plan.

Notes:

_____

_____

_____

_____

Case study sheets

Sheet 1. Collective organisation for resource management in Senegal: The Tessékéré pastoral unit, region of Ferlo

Sheet 2. Securing land in sustainable land management projects in Niger: The Assisted Natural Regeneration Project at Sakadamna, in the Dosso region

Sheet 3. Inter-municipal management to facilitate resource management in Mali: inter-municipal relations between Youri and Gavinané, in the Kayes region

Sheet 4. Promoting sanitation projects for sustainable land management in Burkina Faso: Ecosan latrines and decentralised cooperation in Koassanga, in the Central Plateau region

Sheet 5. Using community radio for sustainable land management in Chad: Ndjimi radio, in Mao, in the Kanem region

Sheet 6. Decentralised cooperation, a support tool for inter-municipal action tailored to sustainable land management: APIMAK, in Niger

Sheet 7. Twinning initiatives to manage cross-border livestock grazing between the villages of Tillia and Andéraboukane, in Niger and Mali

Sheet 8. Keeping strong links with your diaspora to channel migrant funds for sustainable land management projects in Mali

Sheet 9. Including agricultural adaptation to climate change in municipal development plans, in Mali

Sheet 10. Collaboration with women's groups to manage multi-purpose gardens in Senegal

Sheet 11. Involving the community in communal budgeting: participatory budgets in 105 municipalities in Senegal

Sheet 12. Financing sustainable land management actions: setting up a local development fund (LDF) in the Hauts Bassins region of Burkina Faso

Sheet 13. Promoting sustainable land management practices with the theatre forum: a project to promote improved seeds in 30 localities in the North region of Burkina Faso

Sheet 14. Using local networks to maintain sustainable land management projects in Chad

Preamble to case studies

FACILITATING THE CASE STUDIES

1. Methodological principles

Using a case study in the training session is a learning method that puts the groups to work on fictional situations to help develop their assessment and decision-making abilities in relation to a given situation. The participants must apply theory-based content provided in the training to the case studies and analyse how they were implemented (difficulties encountered, usefulness, alternatives, etc.).

There are two types of case studies linked to this action learning module:

- Video case studies
- Text case studies

Each case study relates to a particular stage in the training programme. You should therefore use them for the specific stage they were intended for. Before introducing a case study, regardless of what type it is, the trainer/facilitator must take some time to get used to this learning tool (view the videos and read the texts).

2. Prepare

The most important step when running a case study session is not when the participants start using it, but rather when the trainer/facilitator prepares it for their use. This comprises several stages:

a. Prior viewing and/or reading the case study

b. Organise the way the session will be run:

- The choice of topics which the trainer/facilitator will get the participants to work on, using the case study. Ask yourself questions such as: Using this case study, on what will I make the participants reflect on ? Do I have enough information in the video and/or the document to manage this?

- Select the length of time for the case study. How much time am I going to give to the case study during the whole day?

- Define the purpose of the session. What do I want this case study session to achieve in the training?

- Guidelines on how to use the case studies. How do I want the participants to work on the case study? In groups or all together?

- Defining questions to run the case study session

- Defining ways to get the most out of the case study

c. Case study session questions

The choice of questions when running the case study session largely depends on the time available and how long it takes to present and facilitate it.

Questions on the case study can focus on four aspects:

- Presenting the case study: What do we have here? What happened?

- Analysing the case study:
    - On the action itself: What use is this action in relation to SLM? What was the original problem? What are the advantages of this action? What are the disadvantages? What difficulties were encountered when delivering the action?
    - On those involved: Who took part in this action? What roles did the various partners have in the action? What strategy did they use to make things happen?
    - On the working method used: how did the partners tackle the action? What did they set up to work together? What work stages did they complete?
    - On the conditions for success: What made implementing the action easier? What helped make things happen? What conditions were required for it to work? What might have been a hindrance? What do you need to look out for?

- The views of the participants
    - On the action itself: What do you think about what they did? What use might it have for SLM?
    - On managing a multi-partner set-up: What is your impression of how the partners worked together?
    - On the working method: What do you think of the working method?

- Adapting the case study to the local authority area in the action learning module
    - Broadly speaking: If you were to undertake this kind of action, could this case study be replicated in your local area? Why?
    - On the changes required: What do you need to be wary of? What should you keep? Why? How could you do it differently?
    - On lessons learnt from the case study: What stands out as important for you in this approach? What priorities do you take from this?

If participants work in groups for the case study session, the trainer/facilitator must prepare instructions for working together. What must the groups produce? What questions must you ask them to do this?

3. Running the case study session

The case study must result in:

- An analysis of the situation (assessment),
- An approach to resolve the problem.

To achieve this, the trainer needs to give the training group clear and comprehensive instructions:
- What is the learning goal of the exercise?
- What work are you going to request from the participants based on the case study?
- What must the group of participants produce at the end of the case study session? In what form?
- How much time are you going to give to the work?

The role of the trainer/facilitator during the case study session is to facilitate the participants' work, by reminding them about the instructions, reformulating questions, sequencing the work into work stages, providing helpful technical advice and offering useful information when choices must be made.

If the work hits a problem, the trainer allocates role and manages exchanges, making sure that everyone gets a chance to speak. They also keep an eye on the time.

4. Promoting collective case study analysis

Promoting case studies involves the trainer/facilitator drawing together a summary. The following table can be used as a guide.

Why promote successful local experiences?

The issue of sustainable land management has been a long-standing and key concern for local authorities and civil society organisations in the Sahel. Local initiatives have sprung up to deal with problems such as desertification, climate change and soil degradation, etc. These organise stakeholders in municipalities, between groups of municipalities, overhaul ancestral land management practices (ANR), arrange agricultural areas and reforesting projects, etc. These initiatives are still, for the most part, poorly understood.

Capitalising on all these experiences by adopting them in order to share them with other locally, nationally or internationally is paramount. In most international initiatives, the problem arises of the link between developing a strategy to provide overall consistency and the implementation of projects at a local level.

Capitalising on experiences constitutes one of the ways to spread awareness about specific local conditions and help bring a coherent balance between "bottom-up" and "priorities for the common good" generated by all public policies.

The experiences accrued and adopted could form the basis for advocacy initiatives with decision-making bodies, such as, for example, the Great Green Wall in the Sahara and Sahel.

Some of the case studies featured hereafter are available as hard copies or in video format!

Find all the information and training materials at **www.resad-sahel.org**
under the "Nos actions / Accompagner les initiatives locales"
tabs, and also on the **CARI YouTube channel.**

Sheet 1

COLLECTIVE ORGANISATION FOR RESOURCE MANAGEMENT IN SENEGAL:
The Tessékéré pastoral unit, region of Ferlo

SLM projects related to pastoral activities seek to define an area based on boreholes, which are considered for these purposes, as central water resource points. Here, where most of the inhabitants are livestock farmers, ensuring water resources remain secure is vital to boost the resilience of these farmers and limit conflicts between farming and grazing.

With this goal in mind, pastoral units were introduced in Senegal, as instruments to manage resources and reduce clashes between farmers and herders. They involve a consultation-based approach to meet the needs of the local communities.

1. Description of the action

What is a pastoral unit?

A pastoral unit is an instrument to manage natural resources based on experiences led in Senegal since the 1980s. A pastoral unit (PU) can be defined as "a space and all of the resources that are specific to a pastoral drilling site" (Faye, 2001). To expand on this, it could be said that a PU is a space in which people share economic interests, grazing routes and use the same resources.

The purpose of a PU is to control the effect of transhumance on an area, while sustainably developing livestock and crop production.

UPs are innovative ways of managing natural resources as they define the area, by and for, its users (farmers, transhumance cattle farmers and herders).

Combining a PU and an MDP with a Management Plan becomes a real SLM tool for local authorities.

How does a Pastoral Unit work?

Although a PU can encompass several municipalities, it differs from an inter-municipal association. The PU area can contain several villages centred around the same borehole in a 10-20 km radius. Some villages can belong to a PU whose 'main town' lies in another municipality.

The municipalities establish a PU by decree and sign an implementation protocol pertaining to a management plan, which is subsequently managed by these municipalities.

In most cases, the livestock farmers themselves coordinate activities in the PU, with a management committee comprising a Chair, Vice-Chair, a Secretary-General and a Deputy. Members of these committees are delegates from the PU member villages and are mainly livestock farmers and breeders. The committee meets once a month and is renewed every two years by the General Assembly of delegates who established the PU.

These management committees rely on the responsibilities of the municipalities for managing natural resources and work with them on a regular basis.

How to set up a PU

Several stages are required to set up a PU:

• an assessment of the environment and resources: a map of the area (in Senegal, for example, the map was drafted by the Ecological Monitoring Centre - CSE), with its potentials and constraints;
• the formulation of a management plan: identifying sectors, potential activities and rules of use, approved by the local communities;
• the creation of management bodies: choice of delegates for the various bodies;
• the validation of documents, creation of the PU by the municipal council and signature of the management plan implementation protocol by the municipal council and the PU members.

A reference framework for activities: The Management Plan (MP)

The "Consensual PU Management Plan" produced by the group of farmers and livestock breeders sets out the reference framework for local development arrangements and initiatives. It organises the governance of resources and improvements to the working conditions of the livestock farmers in a PU (access to basic social and economic services such as veterinary chemists, facilities, including vaccination centres, and natural resources (Faye, 2014).

The MP is a prerequisite for the success of a PU as it incorporates current regulations and municipal development plans.

2. Incorporating PUs in territorial planning

Téssékéré PU – a territorial need

In Senegal, PUs address a difficult situation encountered by the livestock sector, the reduction of grazing areas, less pastoral land due to encroachments by investment projects, a focus on cultivation rather than livestock farming and increasingly destructive weather events for this sector (Faye, 2014).

Five PUs have been set up in the municipality of Téssékéré, in the District of Louga and the agro-sylvo-pastoral area of Ferlo. However, just two of them really work (Téssékéré and Amaly). The PU in Téssékéré seeks to manage the extraction and enhancement of resources, to avoid overgrazing, foster the proper development of plant-based resources and manage environmental pressures (particularly switching from sector to sector). In Téssékéré, technical developments have been directly undertaken by the PU, such as the drilling of boreholes, fire-breaks and reforesting.

The PU sets rules on the use of water and grazing resources.

Consideration of the PU in the territorial development strategy

The PU has been supported by regional projects such as PAPEL then PASA, in the Louga district (Food Security Support Programme targeting participatory and sustainable development of farming and livestock infrastructure to improve food security). The PU is part of the Téssékéré local development plan and contributes to the strategy to improve local governance and preserve ecosystems. It also complements the strategic priorities of the regional integrated development plan by boosting cooperation (inter-municipal relations and decentralised cooperation) and promotes good local governance and citizenship.

Reception of transhumance herders

This PU also helps manage the reception of passing transhumance herders and prioritises access to resources between those who live in the PU and those passing through it. Applying the regulations for the Téssékéré PU is done by the local stakeholders via transhumance reception committees. It is based on a system for the reception of transhumance herders that enables them to become familiar with the SLM rules in the local area. Transhumance reception committees comprise one delegate per sector and they inform transhumance herders about the territorial management plan, with the aim of improving their coexistence with local communities while respecting natural resources (they are based on rules of procedure and a local code for the PU). Each time someone comes from outside the PU, the committee meets to enable them to organise their stay in compliance with the regulations. There are also PU environmental monitoring committees with are operational bodies of the management committee.

3. Lessons learnt from the action

PUs, a framework to manage conflicts between farmers and livestock breeders

As concerns the constraints encountered by the pastoral sector in Senegal, PUs enable farmers and livestock breeders to better coexist in the same space. By encouraging a multi-stakeholder approach to their work, they help livestock farmers to fit into area-level schemes to manage resources.

The legal framework of PUs is an effective means to manage conflicts as those involved define, with the municipal council, the grazing routes for cattle and areas for crop cultivation. Fields are gathered together and do not encroach on grazing routes, as well as being protected from wandering animals. This method of conflict management is also based on a vision for the local area that incorporates mobility, which is an innovative concept in this subject area.

Participation and taking responsibilities

The management committees comprise local stakeholders and enable PUs to match local needs, as well as reconsidering how resources are managed. Indeed, they are best managed when their users are in charge of them. If the stakeholders take responsibility and are personally involved in the bodies set up to manage the space, they will take ownership of SLM.

With their support for the management plans, PUs constitute a regulatory instrument for the occupation of space by local communities. They provide livestock farmers with an alternative perspective on their environment and its natural resources, as they hand responsibility to those farmers. This tends to change the natural resource management model. Rather than penalising livestock farmers who may use ill-adapted practises, they become "eco-guardians" (Faye, 2014) to monitor the practices of various land users.

Examples of potential questions to facilitate the case study session

• Based on your experience, have you identified how and why PUs have helped to better manage natural resources?

• How are PUs included in the municipal development strategy?

• What are the main difficulties or obstacles that you can think of when setting up a PU?

• What are the methodological requirements for a PU to be successful?

• Is there a possibility to better anticipate and manage conflicts?

Project contacts :

• Ousmane Ggning, ENDAEnergie – gningenda@gmail.com

• Ibrahima Lo, Secretary-General of Tessékéré – alaibralo@gmail.com

Sheet 2

SECURING LAND IN SUSTAINABLE LAND MANAGEMENT PROJECTS IN NIGER:
The Assisted Natural Regeneration project at Sakadamna in the Dosso region

Assisted Natural Regeneration is a traditional agroforestry practice that consists of protecting stands of trees, especially natural regrowth from tree stumps and bushes in fields. It has several advantages insomuch as it contributes to human nutrition, local economic development, alleviates the problem of firewood and construction timber while helping maintain soil fertility (Samaké et al., 2011).

1. Description of the activity

ANR activities at Sakadamna (Dosso) and Tajaé (Tahoua)

ANR has been widely introduced as part of the Great Green Wall initiative (GGW) since 1980 and is thought to have prompted the regreening of regions covering some five million hectares, particularly through the development of new agroforestry parks (Botoni et al., 2010). It addresses resilience issues to tackle climate change and the rehabilitation of degraded land. Beneficiaries of ANR initiatives introduced in the municipality of Sakadamna make use of a support system to issue certificates of customary ownership and investigations have shown that the estimated take-up rate of practices in the municipality is currently 30 to 60%.

Stakeholder roles and organisation

Five key stakeholders were identified in the survey to run the ANR initiative:

• the Mayor: preparing the documentation and preliminary identification of sites;
• the environmental services: support and guidance, information, training, facilitation, monitoring and evaluation;
• the administrative and traditional bodies: community engagement and public awareness-raising campaigns;
• donors and NGOs: support to finalise the project and validate the sites;
• smallholders: implement the activities, facilitation and dissemination.

2. SLM directly linked to land management

Sustainable land management project must deal directly with land tenure issues and the local land and natural resource management measures. It is often difficult to encourage farmers to take up SLM initiatives when they don't own the fields or they don't have officially recognised ownership rights. There are systems to legalise ownership rights for a plot or as part of an inheritance, such as in Niger, where certificates of customary ownership are issued by the municipal land commission. However, accessing this instrument to secure tenure is not possible for all smallholders due to high land registration costs, administrative red tape and a lack of information and capacity to manage the process. An innovative solution can be included in SLM projects, by providing support to producers to secure certificates of customary ownership. If smallholders are accompanied through the major challenge of securing land tenure in SLM projects, this helps incentivise farmers to get involved in SLM activities, while providing them with the means to focus on the long-term.

© RascaProduction / Etienne Ramousse

Land tenure using certificates of customary ownership

Issuing certificates of customary ownership is a key stage in the process to secure title deeds. This act is legally recognised by the administrative and customary authorities and ensures that one or more users have tenure over a field. This arrangement is possible in Niger as the state legal system allows for it. Indeed, the law in Niger recognises ownership rights to use of land at a local level. Although this system is not necessarily transferrable to all countries, it can act as a catalyst for the introduction of similar types of instruments. In Niger, certificates of customary ownership are issued by the permanent secretary of the land commission and signed by the Mayor.

The process to introduce a certificate system comprises the following steps and conditions:

> • the user must prove that they are the "rightful" owner of the field or plot, i.e. that they inherited it or bought it, by producing a signed deed of sale (or ownership certificate) by the village chief and witnesses;
> • the commission then conducts numerous investigations to check that the plot really belongs to the smallholder, with the customary authorities, the smallholder's family members and with all the owners of neighbouring plots;
> • a visit to the field is organised by the environment and rural development committee members of the land commission to survey the field boundaries, with all the neighbours present to avoid any disputes;
> • the smallholder prepares application to the land register (accompanied by the ANR application, with support from the town council), along with a request for the certificate of customary ownership and a plan of the plot.

This certificate is an essential document as it is needed to register the smallholder's plot in the land register or secure a title deed.

Some activities in the ANR initiative in Niger provide participating smallholders with support to secure traditional land ownership certificates. Being involved in this type of action consequently delivers concrete advantages to facilitate the process:

> • identification of applicants requesting the certificate and scheduling visits;
> • combining and covering travel costs for land commission members;
> • support at the assessment stage and checking if requests made by smallholders are genuine.

This technical and financial support makes the process easier for the smallholders concerned.

3. Lessons learned from the activity in connection with the training priorities

An activity like ANR in the municipality of Sakadamna also helps to learn additional important lessons such as stakeholder organization, monitoring and the dissemination of practices.

Setting up ANR committees helps various stakeholders to consult with each other.

The committees comprise farmers with expertise in ANR who can also promote it (as leader farmers). These are 'outreach' farmers who provide support to others wanting to get involved in the process.

The committees have several roles:

• they supervise smallholders wanting to be part of ANR;
• they raise community awareness about ANR;
• they give demonstrations on ANR techniques in villages;

• they set up protective arrangements for ANR based on village monitoring committees;
• they are responsible for monitoring and evaluating ANR farmers;
• they provide support to issue certificates of customary ownership.

Setting up these village committees requires enough smallholders involved in ANR to be available, joint working arrangements between administrative and customary authorities, an effective awareness-raising campaign for livestock farmers and local communities on the importance of ANR as well as the need to protect it. These committees work closely with local authorities as the Mayor studies the land register application submitted by the smallholder and produces a certificate of customary ownership.

ANR helps inform smallholders about SLM.

This case study shows that including land tenure in a SLM initiative helps engage and motivate smallholders to start using SLM practices. Broadly speaking, this component brings some consistency to those actions that only make sense with long-term participation, especially for agroforestry practices.

Examples of possible questions to facilitate the various stages

• **ANR and the territorial development strategy**
How does ANR fit into the territorial development strategy?
How do the certificates of customary ownership help sustainable land management initiatives?

• **Does ANR facilitate dialogue between stakeholders?**
How do ANR committees facilitate dialogue between stakeholders?
How does this process generate other joint-stakeholder cooperation ventures?

• **What type of stakeholder awareness-raising and engagement arrangements?**
What role do outreach smallholder farmers play in informing and engaging local villagers?
Can you identify any possible hindrances to the involvement or that might discourage villagers?
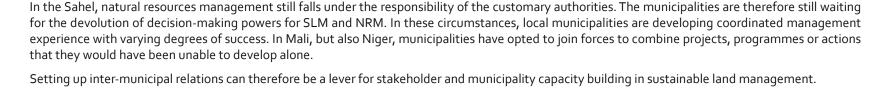
Project contacts:

• Assoumane Garba, CNCOD:
assoumanegarba@yahoo.fr

• Midou Djibo, General Secretary of
Sakadamna: (00 227) 96 28 92 82

© RascaProduction / Etienne Ramousse

INTER‑MUNICIPAL MANAGEMENT TO FACILITATE RESOURCE MANAGEMENT IN MALI:
inter‑municipal relations between Youri and Gavinané, Kaye Region

In the Sahel, natural resources management still falls under the responsibility of the customary authorities. The municipalities are therefore still waiting for the devolution of decision-making powers for SLM and NRM. In these circumstances, local municipalities are developing coordinated management experience with varying degrees of success. In Mali, but also Niger, municipalities have opted to join forces to combine projects, programmes or actions that they would have been unable to develop alone.

Setting up inter-municipal relations can therefore be a lever for stakeholder and municipality capacity building in sustainable land management.

1. Description of the activity

What are inter-municipal relations?

Inter-municipal relations refer to several municipalities coming together to cooperate in one or more sectors (it differs from the merging of municipalities insomuch as each municipality retains its independence). Inter-municipal relations are a way of decompartmentalising governance using inter-municipal associations. The purpose of these arrangements is to structure local initiatives and can also amend land use planning policies.
Inter-municipal relations can also be seen as an instrument to sharpen the relevance of an operational or territorial project by better incorporating local needs and characteristics.

Setting up inter-municipal relations

Firstly, a dialogue between the municipalities must be established, both prior to and during the process. Several scenarios can be introduced to encourage this, from establishing regular dialogue between town councils (such as a conference of Mayors) to pooling resources (by combining part of financial resources to deliver statutory municipal services) or by introducing an urban-type inter-municipal arrangement (combining the majority of powers[2]).

For example, various tools can be considered prior to setting up inter-municipal relations:

- Shared assessments introduced with local stakeholders and supported by technical units that help identify common issues in municipalities[3].
- Building a reciprocal knowledge base to propagate working opportunities with political decision-makers and technical teams.
- Defining an appropriate collective framework (plans for inter-municipal relations, a steering committee, permanent missions, monitoring and evaluation tasks) in the best interests of all stakeholders.
- Undertake a resource assessment (human and financial) to define a funding strategy and ensure the study process is managed properly (conciliation between partners, project managements, etc.).

Inter-municipal relations can adopt two types of funding strategies: funding from contributions by municipal members and/or by the inter-municipal association's own tax arrangements, if national legislation allows this. The second type of funding forces local authorities to make more of an effort to work together. Funding can also come from the inter-municipal association, as the contracting authority.

1 Negos – NRM, transfer of NRM remit to ensure devolution is effective and consolidates democracy: the case of Mali, Les Notes de Politique de Negos-GRN, issue 21, November 2012, p.3.

2 Ibid. These different scenarios had been designed in the planning process for the Bamako conurbation.

3 Inter-municipal relations, planning and managing a conurbation, Ateliers Bamako Grand Lyon, Bamako Project Report, Urban Planning Agency for the Development of the Greater Lyon area, 2008.

2. The case of the municipalities of Youri and Gavinané

SLM activities included in various programmes

Youri and Gavinané have jointly implemented SLM activities. For example, the village communities of Youri and Gavinané put common arrangements in place to run and manage specific SLM activities, such as creating vegetable gardens, establishing a gum tree plantation, creating ponds and managing land and property access rights. Activities to protect trees also forced the municipalities to create village protection brigades to protect village land. The town councils subsequently introduced operating rules by the village communities and together built a road between Youri and Gavinané. Larger-scale programmes provided support for these activities, such as PAPVD, PACEDEL and ZARESE.

In the region of Kayes, the regional council introduced a support scheme for the local development process (DADL) to encourage cooperative approaches for local planning and development in the inter-municipal area. It must also help build capacity in the inter-municipal associations.

The example of Sycoten, a local community association providing support to municipalities

Municipalities in the Nioro Cercle, in the Sahel, formed an association called Sycoten to support inter-municipal management activities. Youri and Gavinané could then use support provided by this association to set up their inter-municipal association and put in place management arrangements. Sycoten was established in 2008 with municipalities in the Nioro Cercle subdivision of the Sahel that teamed up with three development associations, Essonne Sahel (twinning), Kaarta Agency (research and development) and the KARED association, to sign a framework agreement with the government. The association is active in seventeen local authority areas, i.e. one Cercle subdivision and sixteen municipalities.

Its main purpose is to support inter-municipal development process between the municipalities in the Nioro Cercle. Sycoten fosters cooperation between these municipalities, making it possible to operate services that one municipality alone would not have the means to deliver. Its ultimate aim is to encourage sustainable development in the municipalities of the Nioro Cercle, in the Sahel.

This association comprises various bodies, including a committee (a deliberating body of representatives from the various municipalities), a board and a permanent secretary. It provides technical support and guidance to the municipalities, trains elected officials, council officers and community leaders. It also provides support for inter-municipal project management, takes part in literacy initiatives with various stakeholders, as well as capitalising on and making best use of resources (bibliographical and others).

3. Lessons learned from the project

Forming an inter-municipal association can help small municipalities with scarce human and financial resources broaden the scope of their activities. This applies to Youri, a municipality with three villages and one municipal officer. Inter-municipal relations provide an opportunity to combine their capacities and develop initiatives that one municipality alone with limited means, could not achieve. Inter-municipal relations can also enable elected officials to get a sense of perspective of their missions and build a common culture by training together (or by taking literacy classes, for example). Although it provides access to support, multi-stakeholder cooperation can also foster good relations between municipalities. As part of their joint-working arrangements to manage Sycoten or the devolution training centre, two elected officials from the Nioro (which includes Gavinané) and Diéma Cercle subdivisions set up a dialogue and consultation process[4].

Inter-municipal associations, levers for decentralised cooperation funding?

Funding arrangements through inter-municipal ventures can be instigated to compensate for limited financial resources in the municipalities. The decentralised cooperation, or twinning, partner can sometimes be a source of funding to support the municipalities in their efforts to form an association. The twinning committees of Youri and Gavinané have, for example, funded activities (the DDN Project with Essonne Departmental Council). Sycoten also has a decentralised cooperation resource and training centre at Nioro. The centre provides training (on devolution, good governance or participatory democracy, for example) which is supported by decentralised cooperation partners. Sycoten is a partner with the Saint-Quentin-en-Yvelines Urban Authority to deliver a programme entitled SECOM, providing municipalities with support and guidance on project management.

Creating an inter-municipal association has subsequently enabled Youri and Gavinané to play a full part in the decentralised cooperation process and gives them access to financial and technical support through this cooperation arrangement.

Inter-municipal management arrangements, a solution to resolve agro-pastoral conflicts?

In the case of Youri and Gavinané, one of the drivers to form the inter-municipal association was to manage relations between farmers and livestock breeders/herders. The rural municipality of Gavinané covers 22 administrative villages, mostly composed of Fula herders, while the rural municipality of Youri is mainly home to farmers.

Gavinané is therefore much larger than Youri and there were frequent conflicts between farmers and herders. Specific actions to manage these conflicts were subsequently introduced[5], such as developing an inter-municipal project to manage land and deal with land-related conflicts. In this case, decentralised cooperation acted as a tool to develop the inter-municipal process.

4 *http://www.essonnesahel.org/spip/IMG/pdf/09.09.07_CR_mission_ES_juin.pdf*

5 *Based on a summary of Mali Fleuve surveys*

Examples of possible questions to facilitate the various stages

• What advantages, risks or concerns do you see with this type of arrangement?
• Could your municipality take part in this process to better manage land?
• What would be the minimum conditions to enter into this process?

Project contacts

• Ibrahima Semega, GCoZa - sikubine@yahoo.fr

• Sambou Diaby, Youri Town Council
(00 223) 76 22 64 37 - sanboudiaby@yahoo.fr

Sheet 4

PROMOTING SANITATION PROJECTS FOR SUSTAINABLE LAND MANAGEMENT IN BURKINA FASO:
Ecosan latrines and decentralised cooperation in Koassanga, in the Central Plateau region

In certain cases, techniques used in sanitation projects help re-use by-products for agriculture, especially to improve soil fertility. In this case, the techniques help develop sustainable land management practices in rural areas.

The purpose of this case study is to show an interesting and original avenue to fund SLM practices by including these techniques in sanitation projects.

1. Description of the activity

The Oudin Act and funding SLM activities

Since 2005, the French Oudin-Santini Act has provided a legal basis for local authorities and water companies in France to offer financial and technical support for solidarity projects. It enables French local authorities to invest part of their funds from local taxes on water services that they collect (1%) to fund international solidarity-based projects.

Projects not directly linked to water, but which seek to indirectly preserve water supplies, are also eligible as long as they are properly justified.

The Oudin Act has also been extended to cover waste. Municipalities collecting taxes for waste management services can also invest up to 1% of these funds in international solidarity-based projects tackling waste.

2. EcoSan latrines and SLM

The EcoSan Project offers the advantage of helping fertilise land for farming and market gardening, while meeting local sanitation needs. The technical part of the process is based on installing latrines with channels to divert urine, to then collect urine and solids separately and process them appropriately. These latrines do not require water, which makes them ideal for hot, dry climates, in areas with permanent settlements and dense populations.

Recycling urine: urine is collected in hermetically-sealed drums and stored for 35 days to sanitise it. Once odourless, the urine can then be applied (using recommendations) to improve soil quality (as a mineral fertiliser).

Recycling solid waste: excrement is collected in tanks and sealed for 6 months. Two pits are used alternately for 6 months. Once dry, the contents are broken down and sieved before being bagged. The excrement is crushed, sieved then put into 50 kg bags. The resulting powder is odourless and can be applied to fields (using recommendations) to help improve soil fertility (as an organic fertiliser).

The management process for urine and solids can be done individually or collectively.

Summary of the Koassanga Project

• Stakeholders

The project in the municipality of Ziniaré was jointly run by two organisations, the Koassanga Association (located in France, in Cravanche) and the Koassanga Local Development Association (ADLK) located in Burkina-Faso, in the municipality of Koassanga). The town of Tulle, in France, has been supporting the project since 2013 through its decentralised cooperation initiative with Ziniaré. Various institutional, technical and financial partners have also supported the project, such as Cercoop Franche-Comté, Franche Comté Departmental Council and the water companies, etc.).

Partners in the South are also supporting the project, especially to use the by-products for farming and as part of the "food security" strategy (Bunasols, etc.).

• The various project stages and funding

 # Stage One:

The Koassanga Association received funding from the Rhône, Méditerranée and Corsica Water Company (RMC), the delegation of Besançon, in Franche-Comté and the ADLK via a modest contribution from the Burkina Faso government ministries. The funding received from the various financial partners was split between the two associations in the project.

The project was initially run in the village of Koassanga (municipality of Ziniaré) but gradually extended to other villages in Ziniaré, as well as other municipalities in Burkina Faso. This subsequent expansion occurred once the initial findings were assessed by the National Soil Agency in Burkina Faso and RMC, in 2013 and neighbouring municipalities were informed by visits to Koassanga (with a demonstration plot to show the results). Delegations from Southern municipalities were also invited (Tanghin Dassouri, Komki Ipala and Zimtanga) as part of decentralised cooperation initiatives with French local authorities (Belfort, Belfort Departmental Council, Montbéliard, Montbéliard District and Urban Community).

Facilitators became trainers through training courses provided by the CREPA (Regional Centre for Drinking Water and Sanitation in Burkina Faso). These 'home-grown' trainers then trained other facilitators and propagated the technique with other villages in the municipality.

 # Stage two:

A period of awareness-raising and dissemination followed to enable the project to be extended to other villages. In the municipality of Ziniare, some twenty additional villages also set up latrine projects. Those local authorities that encountered problems installing EcoSan technology as part of decentralised cooperation arrangements contacted ADLK. The association also provided support to them to promote the project by an exchange initiative with villages using the technology. The expertise of facilitators in Koassanga subsequently assisted these villages, with an emphasis on awareness-raising and setting up demonstration plots for the villages with latrines. Specialist input from the Koassanga Association also provided support to municipalities that were already involved in this project through decentralised cooperation arrangements.

 # Stage three:

Stage three comprised specific projects (public sanitation and scaling-up).
After the dissemination period, the project is now mushrooming and the project is looking to scale-up through decentralised cooperation arrangements between Tulle and Ziniare, as well as between the Aquitaine-Limousin-Poitou-Charentes Region (France) and the Central Plateau Region (Burkina Faso). Public EcoSan latrines are subsequently going to be installed in the urban municipality of Ziniare to provide by-products for farmers in the surrounding municipalities. The farmers will use them for growing grain and for vegetable production, with most of the by-products going to the market of Ziniaré (short supply chain) to be applied on fields in outlying rural villages. The aim is to check that income generated from the by-products offsets the public investment in EcoSan sanitation and provides ecological fertilizer.

This new stage is currently being rolled out (funding secured)

3. Lessons learned from the project

Decentralised cooperation – a means to establish long-term relations between local authorities in France and the South.

This type of cooperative venture helps local stakeholders from North and South work together and undertake local projects that they consider worthwhile. It also brings communities closer together. This case study shows the strong coherence that can occur in a project by combining sanitation issues and food security. Furthermore, the territorial project process helps sustain this initiative, specifically because it is supported by a decentralised cooperation arrangement that has a longer term vision than an NGO project. This marks an opportunity for SLM activities that must be managed and maintained over time.

The importance of demonstration plots

Demonstration plots help show the difference between yields obtained from fields without fertilizer applications and those with latrine by-product waste. They are also vital to harness support from the local community. This is particularly true insomuch as recycling and re-using human waste is often subject to numerous taboos and restrictions. As such, when a project is set up in a new village, demonstration plots are systematically installed so that the local community can easily understand the advantages of this technique and help them adopt it. They also serve as a means to train beneficiaries to use the by-products from the latrines. This training includes, application techniques, the quantities to apply based on crops and soils, cultivation techniques and biological measures to tackle pests or weeds.

Innovative project dissemination techniques

In each new village where EcoSan latrines are installed, facilitators are trained to support the project but also help disseminate it more widely. As such, in the 15 new villages in the municipality of Ziniaré, facilitators were elected by the local communities and trained by the CREPA (Regional Centre for Drinking Water and Sanitation, in Ouagadougou) and by local trainers from the Koassanga Association, to accompany local communities through the various technical stages of the project. The processing stages for organic matter follow a quite specific technical cycle, so these facilitators represent the local communities and are effectively the guarantors of using the technique properly, its dissemination and continuity in the long-term.

Examples of possible questions to facilitate the work stages

- How can funding sources be diversified to ensure the long-term future of this type of innovative project?
- How does it link with other existing projects in the local area?
- How can stakeholders be made aware and encouraged to take part in this type of innovative project?

Project contacts

- Omer Ouedraogo, ALDK President – wameba_o@yahoo.fr
- Samuel Kalaydjian, President of the Koassanga Association – koassanga@gmail.com
- Sylvain Davila, Nouvelle Aquitaine Regional Council – sa-davila@laregion-alpc.fr
- Soharé Tamani, BUNASOL
  (00 226) 25 36 18 85 / 25 36 18 89

USING COMMUNITY RADIO FOR SUSTAINABLE LAND MANAGEMENT IN CHAD:
Ndjimi radio, in Mao, in the Kanem region

Not everyone has access to information in the countryside. Sometimes, it is difficult to find out about prices and what's going on. There are, however, specific tools to disseminate information about projects and raise local community awareness about SLM, such as local radio stations. These help reach isolated rural communities to tell them about prices at the markets, activities developed in other regions and SLM initiatives. These radio stations are also a way of communicating with illiterate people in rural areas, who are key players in sustainable land management. The example of Radio Ndjimi in Chad is a particularly interesting case in this respect.

Community radio stations: a dual-purpose communication tool

Community radio stations can be tools with two advantages:

- they keep communities informed about prices, which helps promote produce, especially in the agricultural sectors;
- they are a good way of raising awareness and disseminating SLM practices as well as communicating about projects.

1. Illustration using the example of Ndjimi Radio, in Mao, Chad

Radio Ndjimi was established in 2005 and started broadcasting on 13 February 2006. It has been funded by a donation from the French-speaking community. Its aim is to inform, raise awareness and educate the rural population of Kanem to encourage changes in behaviour.

Financially, the radio station operates by providing services but it also receives contributions from partners, donations, money from the local community and state grants. A pre-established procedure governs its financial management, i.e. the Director drafts an annual budget approved by the radio management board so that he/she can draw down funding for the target expenditure.

Working arrangements

The management board is the decision-making body and comprises several elected council officials who take part on a voluntary basis. The radio station has presenters to broadcast programmes, journalists to handle and disseminate information, technicians and a radio station manager who supervises the aforementioned staff, together with an administrator. All the staff are multi-skilled and versatile.

The example of the Union des Femmes: using local radio for SLM

The Union des Groupements Féminins maraîchers et des Productrices du Kanem (an association of women farmers and market gardeners in Kanem) enables women to set up collective producer organisations and subsequently extend their scope to take action. They want to develop the market gardening and seed production parts of their business. This entails conserving, processing and selling produce. The women therefore benefit from the added value from selling (and processing) their vegetables. The leaders of the "Union des femmes de Kanem" (Kanem Women's Association) used Radio Ndjimi, in Mao, to deliver the project and were able to inform potential buyers about the sales prices of their products (seeds, vegetables, etc.). The radio station also helped them keep informed of prices at the markets and be able to set their sales prices accordingly, given fluctuations over the previous weeks and the current circumstances.

The radio station is a key communication tool for the local people who are mostly illiterate and the women attach great importance to information relayed by radio.

More generally, Radio Ndjimi also has other advantages in addition to the use made by the women's association:

- it helps raise awareness about traditional SLM practices;
- it broadcasts useful demonstration examples of SLM (relevant experiences);
- it informs about the prices of foods as well as appropriate seeds;
- it stops consumers far-removed from the markets falling victim to fraudulent prices.

In addition to broadcasting information about SLM, the radio station is sometimes used for other purposes (disseminating social cases, training opportunities, job offers, acting as a satellite station for RFI or ONRTV, raising awareness about environmentally-harmful agricultural practices and broadcasts advertising). It is therefore a catalyst for a wide range of activities and interests.

The radio station could develop by teaming up with three other radio stations in Kanem and with NGOs working more generally in local development. But, it could also develop closer ties with NGOs working in SLM too.

Elements for evaluation

The radio station is evaluated from listener feedback of various interactive programmes. The radio station is thought to have helped instigate a change in the behaviour of the local community, made possible by the radio station's activities being adopted by the population in the region. The limits that it is now encountering are primarily related to a lack of financial, human and technical resources. Broadcasts are limited to six hours a day and the difficulty in securing specialists on subjects that it deals with means that the same people are invited to programmes. While this restricts the points of view it does however strengthen the familiarity of listeners with the speakers. Links with journalists are currently poor and the radio station also lacks the technical means and resources to properly broadcast interactive programmes.

2. Lessons learned from this project

A tool approved by the people

One of the strengths of this communication tool lies in the fact that most people in local communities trust it. It offers a wide range of services and the people know about the station. It is a community radio station and therefore provides its own programmes dealing with everyday issues (farming, herding, SLM). It is well-established (material installed, studios and has substantial funding with the bank) and its success comes from the credibility given to it by the local community. It also has the support of the municipal authorities.

Linguistic diversity

The fact that lots of people listen to the radio station is also down to its range of languages, which makes it accessible to all the population. The radio station broadcasts to a large area covering three regions, including Kanem, Le Lac and Le Bahr El Gazal. It also broadcasts in two languages (French and Arabic) and two dialects (Kanembou and Gourane, spoken by many communities in the area).

Examples of possible questions to facilitate the work stages

• Can community radio stations be supporters to raise awareness about SLM in your municipality?

If yes, how?
If no, why?

• How can long-term relations be established with these types of media outlets?

Project contacts

• Parfait Maouale, LEAD Chad – parfmaouale@yahoo.fr

• Seid Mahamat Moustapha, Chief Executive of Mao Town Council – seimahamat700@yahoo.fr

Sheet 6

DECENTRALISED COOPERATION, A SUPPORT TOOL FOR INTERMUNICIPAL ACTION, TAILORED TO SUSTAINABLE LAND MANAGEMENT: APIMAK, in Niger

Decentralised cooperation programme provide a useful tool to develop the capacity of inter-municipal initiatives with local authorities. Indeed, using decentralised cooperation to combine experience and abilities to tackle inter-municipal issues is really effective and can foster SLM projects in the local area. It can also provide partner municipalities with technical and financial support for SLM projects.

The advantages of decentralised cooperation

Using the French approach to promote relations between local areas, decentralised cooperation focuses on dialogue and sharing between local authorities in different countries, with a view to exchanges and combining efforts in cooperation projects. It can be difficult to develop inter-municipal projects in relatively recent decentralised initiatives but learning from the experience of local authorities in the North can make this type of approach easier.

Setting up and maintaining a cooperation venture means defining the political, technical and financial systems available to the cooperation partnership to aid mutual understanding and dialogue between municipality partners, using participatory initiatives.

1. The example of decentralised cooperation in Picardy Tahoua

In 2005, Picardy Regional Council decided to get involved in a decentralised cooperation programme with municipalities in Niger. The council identified twelve municipalities in the Departments of Birni N'Konni and Madaoua and spoke to them about the possibilities of cooperation.

A group of operators (IRAM, RAIL and CIEDEL) provided support to the municipalities to launch and run their decentralised cooperation programme.

The first cooperation programme began in 2007 with the aim of building the capacity of the municipalities in Niger on four aspects. These included, working arrangements for the legislative bodies belonging to the new municipalities in Niger, dialogue between decentralised cooperation stakeholders in Niger, making it easier to muster funds in the municipalities and better meeting infrastructure needs, facilities and basic quality services.

A "combating desertification" strand was developed in 2009 and EU funding helped add a support mechanism for land management to the cooperation programme and recruit specialist officers. The support provided to local (Cofocom) and departmental (Cofodep) land commissions by the specialist officers not only served to secure environmental initiatives but also enabled the municipalities to exercise their mandate through statutory consultation and introducing regulatory measures for land tenure in various localities, including sites for municipal investment initiatives.

Establishing inter-municipal relations

The first phase of the cooperation programme enabled the 12 municipalities in Niger working with Picardy Regional Council to introduce specific conditions to create an inter-municipal association. The association, called APIMAK (association for the promotion of inter-municipal relations between the municipalities of Madaoua, Malbaza and Konni) was created at the end of the first cooperation programme and subsequently became the main point of contact with the Picardy Regional Council.

Stakeholders and their roles

The purpose of the current cooperation partnership is to boost the role of local authorities and improve local governance arrangements, to preserve and restore natural resources and improve the living conditions of people by greater coverage of basic social services. It also seeks to contribute to economic development and support the inter-municipal association in an innovation agenda in Niger.

Picardy Regional Council and the APIMAK decide on the cooperation programme guidelines and assume political responsibilities. Picardy and Niger elected officials speak with each other at a cooperation steering committee for the programme.

There are multiple technical support measures for the cooperation programme:

- the operator supporting the cooperation programme and its local teams provide direct support to the Niger municipalities (elected official and technical staff), to aid decision-making and build implementation capacities;
- devolved technical services provide the Niger municipalities with support as part of their supervisory role;
- local resources provide periodic support to deliver various activities (studies, infrastructure, etc.).

Financing the decentralised cooperation programme depends primarily on the partner municipalities own funds. These then help lever in other possible funding sources (state, multilateral donors, etc.). Picardy Regional Council provides funding for various forms of technical support to the Niger municipalities and by co-funding projects implemented to improve basic social services coverage.

Funding

An inter-municipal local development fund (LDF) finances the activities delivered by the Niger municipalities to fund the construction and renovation of their infrastructure and facilities.

2. Specific lessons learned from this project

A joint cooperation committee

The political system introduced for the period 2007 to 2013 was based on a joint cooperation committee that brought together the cooperation partners. Its purpose was to discuss and decide on cooperation projects and on an inter-municipal framework for informal consultation to be set up in each of the two departments of Birni N'Konni and Madaoua. This committee was accountable for the proper functioning of inter-municipal relations.

A "combating desertification" (CD) strand

An inter-municipal approach on CD was introduced both by and with the municipalities.

An environmental assessment helped introduce NRM activities in the various catchment areas. The purpose of these activities was to develop a thought process and management tools for local areas and natural resources that could act as a benchmark and be used to best effect by the municipalities.

A range of activities have been undertaken to recover land, plant trees, restore ponds and devise a forestry management plan. Decisions on scheduling development work are taken by the members of the inter-municipal association, while the delivery and management is allocated to management committees.

Examples of possible questions to facilitate the work stages

• Building SLM into the territorial planning process
What kind of consistency is there between the decentralised cooperation policy and the development strategy in your local area?
Multi-stakeholder governance and partnerships

• Decentralised cooperation seeks to boost the role of local authorities
What conditions would be needed to set up a decentralised cooperation partnership between your municipality and one from the North? What is there to be gained? What are the risks?
Is this type of partnership right for you to support your SLM policy? Why?

Project contacts:

• Hachimou HAMANI, APIMAK Chief Executive:
sapimak302@yahoo.fr
• Julian CREUSE, Hauts de France Reginal Council:
Julian.CREUSE@nordpasdecalaispicardie.fr
• Ali HASSANE, RAIL: a.hassane@railniger.com
• Marie-Jo DEMANTE, IRAM: mj.demante@iram-fr.org
• Pascale VINCENT, CIEDEL:
pvincent@univ-catholyon.fr

© CARI

TWINNING INITIATIVES TO MANAGE CROSS BORDER LIVESTOCK GRAZING
between the villages of Tillia and Andéraboukane, in Niger and Mali

6 Allocating some wells to split up the quantity of water for livestock farmers and herders.

7 This is a transhumance-related technique; Animals are taken to an area where there are salt crystals in the soil, or to brackish springs. This provides the animals with minerals and is also of culturally significant as Tuareg people can meet and discuss.

Twinning arrangements for cross-border cooperation can help two neighbouring towns to better manage their grazing lands and subsequently reduce conflicts that may exist in the herding community. The twinning process resembles inter-municipal relations although it must go beyond the limit constituted by various existing administrative arrangements between the two countries.

Twinning arrangements between two border municipalities are useful for NRM as it reviews the local area in terms of mobility routes and pastoral resources that extend beyond borders. This also helps to occupy land in insecure areas so they are no longer left to the mercies of militias, armed brigades or other criminal groups.

Twinning can therefore be a factor to reduce conflict by overcoming the confines of borders. It was in these circumstances that a twinning initiative was developed between two municipalities in Mali and Niger.

Cross-border twinning

Cross-border twinning involves two municipalities that decide to work together to pursue a common economic, cultural or social initiative (this can be developed with a twinning committee). The twinning arrangement has an international dimension in the activities of both areas involved. An inter-municipal arrangement is a relationship between two neighbouring municipalities in the same country that want to team up to combine human, financial and material resources to deliver joint projects. It is a form of cooperation between two municipalities in the same country that falls within a decentralisation process. It is possible to twin two cross-border towns although the legislation is different in each country but this type of twinning arrangement primarily concerns friendship initiatives between regions in the different countries.

1. Illustration using a twinning initiative between Tillia (Niger) and Andéramboukane (Mali)

The north eastern border between Mali and Niger is mainly populated by nomads (Fula, Tamasheq and Idaksahak). They have lived together peacefully for many years, farming the same pastoral resources (water and grazing). A situation of insecurity emerged during the Tuareg rebellions of the 1990s which led to tense relations between herders. Conflicts enabled the municipalities to acquire arms, which exacerbated problems of banditry. Despite the conflicts, livestock farmers and herders continue to move around the area regardless of national boundaries.

Cross-border areas in Niger and Mali are highly insecure and some parts are in the hands of bandits. The municipality of Tillia regularly experiences tense, sometimes critical situations, especially when grazing rights are allocated and there is discrimination between the different groups of herders. To deal with this problem, Tillia decided to introduce an integration and cooperation initiative based on twinning agreements with the neighbouring municipality of Adéramboukane. The project began with the organisation of forums for greater understanding between different people.

The various activities

Forums were organised to facilitate better relations between the people in the cross-border area.

A workshop in Mali (at Ménaka) bolstered municipal leaders' desire to get involved in a twinning arrangement. An evaluation workshop took place in September 2011 and confirmed the importance of managing cross-border pastoral resources by reducing conflicts and cattle raiding.

For example, an activity based on a "caravan of peace" was developed with a mission of raising awareness about the subject of peace. It involves municipal leaders from Tillia and Anderamboukan, twinning committee members, Mayors, Prefects, customary chiefs and members of the NGO, Aharog. This team visited villages and encampments all along the border, in both Mali and Niger, to speak directly with communities to tell them about various matters. These included the twinning process, the number of animals found lost or stolen, consensual conflict management around water sources and fair access to natural resources.

The stakeholders and their roles

Various organisations have supported the twinning process between the two municipalities.

The NGO, Aharog, in Niger and the SNV (a Dutch development organisation) acted as intermediaries to broker talks and get the different stakeholders involved in the process together. Discussion sessions were organised, as well as negotiations and exchanges between the stakeholders, information was researched (especially statutory regulations), facilitation tools were developed and assessments were conducted, while forums were run at water sources and workshops organised.

The NGO, Aharog, together with GENOVICO (Programme for the non-violent conflict management) organised a "caravan of peace" and ran several workshops of the peace process.

Aharog and SNV, with help from USADF (US African Development Foundation) restored wells, dug counter shafts, renovated pumping stations and introduced local agreements.

Twinning stages

1- Various meetings and workshops were held

Meeting following the "Cure salée d'Ingall7" at Tassara (Niger). The customary, administrative and municipal authorities, of the Ménaka Cercle subdivision and the Department of Tchintabaraden met and made a recommendation to develop inter-municipal relations and twinning arrangements.

The two municipalities that contacted each other and continued to exchange and communicate met at the workshop in Ménaka. The meeting served as a framework to analyse security issues.

2- A meeting of "mutual understanding" in Tillia where each municipality presented its potential, advantages and constraints to the others, then studied common problems (NRM and socio-cultural relations). An inter-municipal twinning committee was also established.

3- A twinning agreement was developed as well as a draft twinning agreement by each twinning committee to propose to their Mayors. The twinning agreement was then signed, approved and submitted to the appropriate administrative authorities.

4- Meetings and work between the two twinning committees plus the drafting of an activity programme for 2007.

5- Consideration on the introduction of a consultation framework to set up a structure to specifically manage pastoral resources.

6- Twinning evaluation workshop in 2011.

© CARI

The process enabled a twinning agreement to be signed taking into account the ecological and sociocultural realities in both municipalities. It also helped the various communities (Fula, Tuaregs, Idaksahak) better trust each other and reduce acts of banditry along the border.

Elements for evaluation

According to local stakeholders, trust between the two communities has improved and acts of banditry along the border have also dropped. More regular communication has been established between the two town councils to resolve problems posed by locals from the municipalities. This was highlighted at an evaluation workshop undertaken in 2011.

Difficulties

The remoteness and isolation of both municipalities constituted a hurdle to twinning arrangements, but also due to the different administrative procedures in both countries. This affected the period required to set up the project and slowed down procedures, in general.

In addition, the lack of financial resources in both municipalities to fund the process also slowed the project, especially when implementing the agreement.

2. Specific lessons learned from this project

Multi-stakeholder consultation framework and forum organisation

The forums seem to be one of the factors contributing to the success of the project. Indeed, they helped the stakeholders meet each other from the outset of the project, to strike up a dialogue on conflicts that oppose them and to facilitate discussions so that most proposals for solutions come from the target group right at the beginning. A consultation framework was introduced and is jointly managed by both Mayors to address problems related to using pastoral resources along the border. On this matter, the municipal and inter-municipal committee is a vital tool to develop this process in a participatory way and inter-municipal committee members have been nominated for both municipalities.

A facilitator for the process

The effectiveness of this twinning arrangement lies partly in the support given by a facilitator with good knowledge about the communities. This helped overcome the limits relating to various cultural aspects.
The facilitator is a person present to assist the municipalities in their understanding. He/she mediates by taking part in an arbitration process, using a maximum number of tools, while conducting in-depth information research for the partners.
The facilitator is identified based on their experience in pastoralism and conflict management. They are familiar with the customs of communities in the project area and adopt a participatory approach that includes nomadic peoples (Tamachek, Fula and Arabs). They are also able to summarise and draft reports.
Finally, it is better that they are of nomadic origin to easily understand certain 'coded' messages from the local community and have a closer tie with it.

Examples of possible questions to facilitate the work stages

• Do you consider cross-border pastoralism to be an appropriate framework for cooperation to manage land sustainably? Why?

• What would you set out as conditions so that this type of partnership functions between your municipality and the neighbouring one?

• How could the stakeholders organise themselves

Project contacts:

• Moussa Halilou, CNCOD: resadniger@yahoo.fr

• Amanaya Irrichid, Aharog NGO, President of the chamber of consultation of NGOs and development associations in the region of Tahoua: (00 227) 23 90 03 23 / aharogh@yahoo.fr

KEEPING STRONG LINKS WITH YOUR DIASPORA TO CHANNEL MIGRANT FUNDS
to sustainable land management projects in Mali

Funding SLM projects through diasporas helps give a long-term outlook to this work through the constant support of expats with a strong sense of belonging and identification with the local area. Communities must nevertheless organise themselves efficiently to harness this support. All members of the diaspora must receive good information and communicate on projects undertaken by the municipality. Various tools have been introduced and social networks can be good communication channels. Diaspora members can be highly scattered and you must use a range of communication tools to retain an active and permanent link with your migrant networks.

There are migrant associations that municipalities can ask to fund projects in their local areas.

Why mobilise the diaspora in an area?

The sheer volume of money sent by African migrants has a real impact on beneficiary countries. Sometimes, it exceeds the amount of development aid and these impacts can be maximised by channelling this money towards SLM projects.

To engage the diaspora, you must be able to link the migrants together, to help them get a snapshot of the situation in their region, while asking them not to fund private (family) projects but rather invest in long-term projects to benefit the entire community.

1. Description of the activity

Asking the diaspora to fund a project, for example, the Youri Development Association (ADY)

The municipality of Youri, in Mali, funds a large number of projects through its diaspora, coordinated by the ADY. Diaspora members are kept informed about priority programmes and activities in the local area and can choose which projects they want to fund.

Organising the migrant association

The Youri Development Association (ADY) was established following a project to build a water tower in Youri with a budget of 333 million francs CFA. Migrants decided to create an association to handle diaspora funding and this currently has 1,500 members in several countries.

Several bodies make up the association:

- a main office of 63 people comprising three diaspora representatives per country;
- an office in Youri with volunteers tasked with maintaining the link between the municipality and the migrant community of Youri;
- "disability", "awareness-raising" and "agriculture" commissions tasked with projects related to their subject areas. Each commission comprises some twenty country members. The main office takes the final decisions.

The association has a bank account in Bamako, as well as a treasurer in each country. The treasurers are responsible for transferring the funds from the migrants in various countries to the bank account in Bamako.

A government auditor manages and checks the payments. All treasurers have access to online accounts.

The stages to send requests to the diaspora via the association

1) **There are two options to instigate a process to fund projects by the diaspora:**
   - The municipality carries out an assessment and identifies local needs then sends them to the ADY. The ADY drafts a project (in conjunction with local stakeholders) to propose to the municipality.
     - The municipality drafts the project then requests support from the association.

2) **The decision to fund a project is taken by the main office:**
   - The 63 individuals consult each other and discuss the various projects to be funded.
     - The representatives (three per country) organise a meeting in their countries of emigration with all members of the diaspora to rank the projects.
       - Members of the main office consult with each other by referring to the choices made in the different countries then they discuss the projects to be funded first. If an agreement is difficult to find, a vote is organised at the main office.

3) **The final decisions are sent out via WeTchat to inform the entire diaspora.**

4) **A call for donations is launched for the chosen project.** Each person is free to give what they want, based on their savings.

5) **Each treasurer (one per country) transfers the funds from the members in their country** to the ADY bank account in Bamako.

Funding an SLM project: the example of building ponds

The community can ask migrant associations to fund projects related to natural resources in the local area.

There is an ongoing project in the municipality of Youri, partly funded by the diaspora via the ADY. It has two priorities: building a pond in Youri and developing four hectares of vegetable gardens. Building the pond involves two activities: excavating the pond and setting up a fish farming venture.

The ADY provided 20% of the funding for this project, while 80% was secured from the APEJ Mali, amounting to a total cost of 118 million francs CFA. The project was started by the municipality and then submitted to the ADY. It fully complied with the PDSEC (social, economic and cultural development plan). The requested funding was secured and the project is now underway.

2. Lessons learned

A method of organising the diaspora based on an online social network

Although diasporas represent funding opportunities for local authorities, you must use the tools and methods to mobilise them and stay in contact with your network of migrants. Indeed, migrants themselves must retain a strong link with the place they came from to be aware of projects and what is happening there. So, you have to foster links with the community and be able to keep this link active in the long-term.

As funding is generally collective, members of the diaspora must also keep links active between themselves.

This is why all members of the diaspora are connected to a social network (WeChat) and migrants are informed via this platform about ongoing projects in the municipality. The diaspora can also use it to communicate to each other. The WeChat group is split into three sub-groups of 500 people.

One representative, located in Youri, is tasked with posting information on the network and running it as members use it fairly regularly to contact each other.

Using a social network therefore helps overcome the limitation of distance and the dispersal of various members of the diaspora.

Examples of possible questions to facilitate the work stages

• Funding sustainable land management
What actions would you take to increase the awareness of the diaspora to the challenges of SLM?
What strategy could you take to help the diaspora to stop its tendency to assist private projects and support more collective ventures in accordance with the territorial development strategy?

Project contacts:

• Sambou Diaby, Mayor of the Municipality of Youri: (00 223) 76 22 64 37 - samboudiaby@yahoo.fr

• Mr Sissoko Yacouba, President of the Youri Development Association (ADY) and Vice-President of the Nioro Cercle Expatriate Association: (00 33) 6 72 60 81 86 - yacoubasissoko70@gmail.com

Sheet 9

INCLUDING AGRICULTURAL ADAPTATION TO CLIMATE CHANGE
in municipal development plans in Mali

Municipal development plans (MDP) are planning tools that can be used to organise territorial development. This is why building environmental dimensions and natural resources management into municipal development plans is a useful lever to empower local authorities on sustainable land management initiatives.

In Mali, most of the population lives in rural areas that are used for farming or herding. The agro-pastoral sector therefore supports the national economy. However, crops and grazing land in these arid areas are highly dependent on rainfall. Rural families are on the front line of climate change and can be forced to abandon land that has become too degraded.

Nevertheless, techniques for sustainable land management that adapt agriculture to climate change exist and have been validated by agronomic research. These techniques can contribute to restoring degraded land and mitigate the effects of climate change by increasing the quantity of CO_2 stored in the soil. However, local communities are not always familiar with these practices nor do they understand them. Publicising and applying them therefore represents a challenge to improve sustainable land development and the resilience of rural communities.

The ongoing devolution process in Mali helps transfer powers to manage natural resources to local authorities. The municipalities however require support to be fully-equipped to fulfil this role. Accordingly, a project run by NGO members of the Drylands Coordination Group (GCoZa) helped to include good agricultural practice in the PDSECs of 4 municipalities in the regions of Ségou and Koulikoro.

1. What is an MDP?

Municipal development plans are strategic guidance documents that define objectives and priority development actions, anticipated by the municipalities and local communities.

MDPs are designed collectively and in a participatory manner as tools for dialogue and exchange between elected officials, technical services, communities, civil society organisations and financial partners, etc.

MDPs define specific, priority actions that can be funded by national and international donors for the entire municipality. They are benchmarking tools to establish partnerships and cooperation initiatives, such as decentralised cooperation programmes with French local authorities.

2. Drafting an MDP

The process to draft an MDP can be broken down into different stages:

• a decree by the Mayor to establish a commission to draw up the MDP/ PDSEC;
• a General Assembly for all the villages to identify needs and problems (participatory assessment);
• combining needs and problems with community representatives, technical services, the municipal council, NGOs and technical and financial partners, etc.;
• drafting a document using a summary of needs and problems, either by the inter-municipal association or by a consultant;

- approval of the MDP by the municipal council;
- presentation of the MDP at the General Assembly.

3. How to revise MDPs to include a section on SLM

Illustration: including technology to adapt agriculture to climate change in the PDSECs of four municipalities in Mali.

PDSECs, or social, economic and cultural development plans, are the MDPs in Mali.

Three of the NGO members of GCoZa (AMAPROS, ASFEM and GRAPES) undertook a project to petition the municipal, administrative and technical authorities of four municipalities to address the scale of climate change in their PDSECs.

This plea was based on setting up demonstration plots to boost the awareness of the authorities and local people in cultivation practices that are adapted to climate change.

As such, including these practices in the PDSECs followed the steps below[8]:

1. Organisation of a workshop to ascertain the benchmark situation to consider cultivation practices adapted to the effects of climate change in existing PDSECs.

This workshop resulted in the same observations in different areas. Adaptation strategies used focus on research into late cropping varieties and early tillage. Agriculture is increasingly mechanised and the use of crop protection products and chemical fertilisers has risen. Although these strategies might deliver in the short-term, they will only exacerbate the soil degradation and leaching in the longer term.

2. Identify and pass contracts with 10 smallholders in each municipality.

The smallholder farmers were chosen democratically in each municipality. They agreed to monitor and maintain the demonstration plots, with support from the town councils and NGOs. They committed to this task on a voluntary basis and received a small sum of money.

3. Setting up demonstration plots

The demonstration plots were set up in 4 municipalities to test the selected cultivation practices (during the kick-off workshop, for example), i.e., mulching, crescent cropping, agroforestry with gliricidia to produce forage, or micro doses and soaking.

The land provided for the demonstration plots was in an advanced state of degradation, which helped show that it could be recovered. The trials were monitored by the NGOs as well as a scientific expert.

4. Organisation of community forums

The community forums gather together the participant smallholders, local authorities and devolved technical services. Community radio also took part. The forums helped the smallholders to discuss problems encountered in their own fields and on the results of the demonstration plots.

5. Organisation of exchange visits

Exchange visits were organised to the demonstration plots. This helped observe that seeds were properly sown and to check on progress of crops growing in them. For example, for plots using mulch, participants observed that the soil was nicely moist. These visits therefore enable pleas to the local authorities to be backed up with proof of good cultivation practices.

[8] stages defined by the "Planning" working group at the regional workshop in Niamey

6. Organisation of reporting workshops

Once the demonstration plot stage of the project was completed, reporting workshops helped share the findings obtained and the lessons learned, with all stakeholders. In identical ecological and rainfall conditions, the smallholders observed that crops using climate change adaptation techniques produced better yields than the other plots. Furthermore, the smallholders understood that bad environmental practices were often due to ignorance.

7. Organisation of campaign days

Information campaign days on agriculture and climate change were organised during the project in the 4 municipalities. These days brought the participating smallholders and the local authorities. The smallholders shared the results observed in the demonstration plots with the authorities and asked them to include the methods in the PDSECs. The campaign days also helped broach the responsibilities of the authorities, technical services and communities regarding changes required to adapt to climate change.

8. Integration workshops

Finally, workshops were organised in the four municipalities to include climate change aspects in the PDSECs, together with amendments approved and enacted by the decision of the municipal councils.

4. Project summary

Stakeholders

Local authorities

These are tasked with drafting and implementing the MDPs. For the project, they are also the target of the petitions to include climate change adaptation methods in their PDSECs.

They can call on support from associations and consultants to draft these planning documents.

Civil society organisations

Civil society organisations (CSO), working in development with local communities, provide their knowledge of the local area and their support for local authorities. This support can be technical, when drafting the plan, amending or implementing development plans. The SCOs also support local authorities by mobilising resources to deliver the MDPs.

Other partners

Other partners can provide input to this type of project, for example financial partners (cooperation bodies) such as the DCG Norway which funded the project to consider climate change in the PDSEC.

Devolved technical services can also get involved, according to their remit, to help smallholders use new cultivation techniques.

© RascaProduction / Etienne Ramousse

Finally, research bodies can also support this type of project by bringing in new scientifically tested and approved methods or technology.

5. Lessons learned

In Mali, in the context of devolved services, the PDSEC is a fundamental tool for planning development in municipalities. Including sustainable land management in these plans, especially practices to adapt to climate change, is an undeniable advantage for local authorities.

As such, communities can start to seek partners and funds to implement these adaptation practices on the ground.

Specific lessons to be learned from the project

This project presents the advantage of using practices delivered on the ground. Local authorities can see the concrete proof from the demonstration plots and be persuaded about the benefits of climate change adaptation methods for agriculture.

Before even applying these practices in local planning, work to disseminate them and inform smallholders is already happening with the demonstration plots. Local authorities are therefore already equipped to facilitate and encourage the take-up of these measures in their PDSEC.

Examples of possible questions to facilitate the work stages

• What were the stages to include climate change in the MDPs (detailed steps)?
• Detailed steps.
• What initiative does it come from?
• What are the roles of the various stakeholders? Who delivered it and how was it funded?
• Are there elements for evaluation? What effects has the SLM had on the local area?
• What are the factors governing the success or failure of this project?
• What lessons can be learned?

Project contacts

• Amidou Sako, GCoZa: gcoza.mali@gmail.com

Sheet 10

COLLABORATION WITH WOMEN'S GROUPS
to manage multi-purpose gardens in Senegal

Municipalities cannot forego community involvement to promote sustainable land management and combat poverty and food insecurity. In rural communities there are often grass-roots associations that represent farmers, women and young people. These associations are the first points of contact to ensure that communities are involved and their needs heard when development activities are implemented.

Introducing multi-purpose gardens in conjunction with women's associations enables municipalities to recover degraded land in the local area, while acting efficiently to improve nutrition in the community and women's incomes.

1. Multi-purpose gardens

What is a multi-purpose garden?

Multi-purpose gardens, also known as market gardens or nutritional gardens, are spaces made available to individuals or groups where vegetable, tree growing and horticultural activities are developed.

They help make the best use of land in arid areas, while improving the nutrition of communities as well as their incomes. The gardens are irrigated by drip systems fed with excess water from boreholes, which are mainly used for cattle watering.

How do multi-purpose gardens work?

The gardens are fenced and cover 5 - 7ha close to villages. They are maintained by women belonging to women's advancement groups (GPF).

Women are organised in these groups to work together alternately. This rotation system to cultivate vegetables helps each woman have more time to develop other supplementary activities.

The gardens can be used for several crops in the dry season, such as cabbages, onions, potatoes, or okra, etc. They can also be used to develop arboriculture, with fruit tree plantations. Finally, they offer the possibility to introduce other income generation activities, such as promoting non-timber products like honey.

Produce from the gardens meets the consumptions needs of the women involved and provides a surplus for sale. Profits from the sale of produce from the garden belong to the GPF. The women define the management method collectively. For example, they can use the income generated to buy food that they give on credit, in turn, to members of the GPF.

Links with SLM and CD

Developing multi-purpose gardens helps enhance degraded land, while combining vegetable, arboriculture and horticultural crops contributes to combating impoverished land. Furthermore, developing income generating activities in the gardens tackles poverty and abandoned land.

2. How to set up a multi purpose garden

Illustration : the case of multi-purpose gardens in the regions of Louga and Matam, in Senegal.

In Senegal, multi-purpose gardens have been developed by the Great Green Wall Agency to improve living conditions for communities to combat desertification and poverty. This is the showcase piece in its action plan. Since 2011, eight multi-purpose gardens have been developed by the ANGMV in villages with boreholes, in the regions of Louga and Matam, in Northern Senegal.

The work to set up these gardens is the fruit of a multi-stakeholder arrangement.

The Great Green Wall National Agency provides the project with technical and financial support and also assists the beneficiary women's organisations by building their capacity for sustainable horticulture with support from officers from the water and forestry departments.

The municipality chooses and agrees the sites for the gardens. It also contributes to the organisation and capacity building of women's advancement groups (GPF) which benefit from the gardens.

This multi-stakeholder approach has helped the garden project to operate properly and on a regular basis thanks to better organisation skills of women in the GPFs.

Steps to set up a multi-purpose garden

• Choice of plot
The municipalities select the plots in conjunction with technical specialists from the Great Green Wall. The preference is for fertile soils where watering does not conflict with domestic needs and watering livestock.
The municipalities allocate the land (which belongs to them) based on a decision approved by the municipal council. The municipality cannot recover the plot as long as the land is cultivated.
• Provision of materials and equipment
In Senegal, the ANGMV funded equipment for the gardens, providing fencing, drip irrigation systems and water containers, etc. It also gave the women's organisations farming equipments and certified seeds.
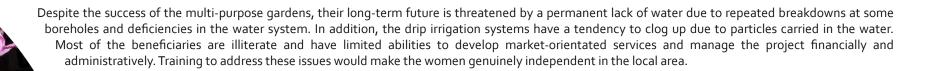• Capacity building for the GPFs
Finally, the ANGMV provided capacity building support for the women's groups. This focused on technical aspects (market gardening and beekeeping) and organisational measures. In terms of the latter, the women developed their abilities in financial management, to take charge of their own working capital, so that the project could be sustained.

The contribution of multi-purpose gardens (evaluation)

The success of multi-purpose gardens can primarily be measured in meeting the community's wood and non-wood product needs, improving their nutritional situation, increasing incomes and purchasing power for the beneficiaries, especially women. In the villages taking part in the project, this has led to the emergence of a new culture of female leadership. The women have more money thanks to the gardens and their contribution to household expenditure is rising.

A local microcredit policy has also been established, offering opportunities to diversify business activities (small-scale retail outlets and cattle rearing operations, etc.). These positive effects limit the enforced mobility of certain families and encourage better schooling for children.

Despite the success of the multi-purpose gardens, their long-term future is threatened by a permanent lack of water due to repeated breakdowns at some boreholes and deficiencies in the water system. In addition, the drip irrigation systems have a tendency to clog up due to particles carried in the water. Most of the beneficiaries are illiterate and have limited abilities to develop market-orientated services and manage the project financially and administratively. Training to address these issues would make the women genuinely independent in the local area.

3. Specific lessons learned from this project

The multi-purpose gardens enable the municipalities to hand sustainable land management tasks to civil society women's organisations, in multi-stakeholder partnerships. The municipality assists the women's groups to organise themselves and to facilitate their access to land. It also makes the link with a national partner (the GGW) that can provide materials and capacity building measures for the women.

The multi-purpose gardens are an opportunity to develop microcredit.

With the sale of produce from multi-purpose gardens, the women's organisations can gain additional benefits by investing in a consumer credit fund scheme (a revolving fund or renewable credit scheme). This fund helps them to develop other income generation activities.

The multi-purpose gardens are an opportunity to improve employment for women

This initiative enables the ANGMV to specifically target women's groups that suffer gender inequality added to all the other forms of precarity found in the communities in Ferlo. In addition to their limited access to cattle rearing, which embodies social dignity and forms the main asset in the local area, women are far removed from being part of alternative economic activities to deal with extreme poverty. Women have become talented horticulturalists through the initiative and now provide the main source of vegetables in this arid area.

Project contacts

• Amady Gnagna CISSE, DPS/ANGMV:
(00 221) 33 859 05 33 / agcisse@yahoo.fr

© RascaProduction / Etienne Ramousse

INVOLVING THE COMMUNITY IN COMMUNAL BUDGETING:
participatory budgets in 105 municipalities in Senegal

Municipalities are responsible for devising a development strategy for their local areas to benefit the communities living there. Community involvement in the decision-making process is essential to achieve this.

Participatory budgets involve local people in developing, implementing and monitoring the municipal budget. In doing so, it places citizens at the centre of decisions on budget priorities and therefore the use of funding that best matches their needs and concerns. Sustainable land management projects can be included in the municipality's budget priorities.

1. Description of the activity

What is a participatory budget?

A participatory budget is a hands-on democracy process that involves the population in the various stages to develop the local/municipal budget. Citizens can discuss problems in the local community and allocate available funding for priority actions.

This mechanism favours dialogue and local consultation by mustering and allocating funding. It is based on the principles of people participating in local public life as well as the accountability or transparency of decision-makers when managing public affairs.

It works because it channels local funding to meet the essential needs of local communities. It helps establish trust between elected officials and citizens as the latter, in addition to defining priorities, also have the necessary tools to monitor and check that the budget is being properly used.

The participatory budget for Porto Alegre (Brazil) was the first of its kind in 1989. Since then, similar initiatives have mushroomed worldwide, with varying levels of organisation and decision-making from one municipality to another.
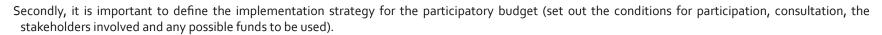
2. Introducing a participatory budget

There are several stages required to set up a participatory budget (PB) scheme, but for it to work properly, the following ingredients must be there from the outset:

- a strong political desire to commit to a participatory democracy process
- willingness and commitment in the local community to take part in local public decision-making

Each of these groups has a specific role to play. Regardless of who came up with the initial idea to set up a PB, prior consultation is vital.

1. Participatory budget preparation and launch phase

Firstly, the local authority has to state its political will to be part of the process. The Mayor, as leader of the municipality, must demonstrate their desire to get citizens involved in devising the municipal budget. A decision made by the municipal council can demonstrate this commitment.

Secondly, it is important to define the implementation strategy for the participatory budget (set out the conditions for participation, consultation, the stakeholders involved and any possible funds to be used).

This phase comes to an end with the official launch of the process and the start of an awareness-raising campaign.

2. Taking stock

The municipality gathers information essential to the success of the scheme, on infrastructure and its condition, as well as facilities that are lacking and alternatives developed by the local community to mitigate for the absence. The interests of the stakeholders and what is at stake for them are also analysed.

3. Internal regulations and setting ground rules

The roles and responsibilities of the stakeholders are defined, as well as the criteria to break down the area (zones grouping villages), the system to represent these zones and villages, as well as the nomination of delegates.

The same applies to the municipal council, to pass judgement and agree on the budget to be allocated for the BP.

4. Assessment and prioritising

This stage helps share the information gathered and the current state of the local community, with a view to analysing it to ensure those involved in the process have guidelines for making decisions.

The delegates are chosen based on their sound knowledge of the local community. They pinpoint the problems and propose solutions. The priority actions to be administered in the participatory budget are then identified.

5. Implementing the PB

Having followed a participatory approach to devise the budget, it is then voted on by the municipal council based on the guidelines defined during the process.

The projects are subsequently delivered according to the principles of making those involved aware of the responsibilities of handling public funds and transparency in the decision-making process. Various mechanisms can be tried out, such as invitations to tender, public-private partnerships, or community-based delivery, etc.

6. Monitoring and evaluation

Monitoring will be ongoing through the process, while evaluation will be conducted on a regular basis, at mid-term and at the end of the budget cycle.

Those initiatives that have not been delivered will be reinstated in the budget and presented to the local community to be part of a new PB process.

3. The participatory budget enables

The delivery of local governance

Transparency: this is one of the basic principles of a participatory budget. It must facilitate the circulation of information and strengthen trust between public authorities and citizens.

Accountability: the participatory budget favours elected officials being accountable to the local community.

Participation : the participatory budget involves all those living in the municipality, including the most vulnerable, as well as empowering citizens in public affairs.

Fairness/inclusion: the participatory budget facilitates the inclusion of vulnerable groups and ensures that everyone in the community has equal access to the decision-making process.

Better management and improvements to local funding

The participatory budget provides a better balance between community priorities and municipal investments, the latter being better targeted and, as such, more effective.

Furthermore, it makes it possible to increase financial contributions from the local community as they have greater control over municipal funding.

Examples of possible questions to facilitate the work stages

• **Governance and multi-stakeholder partnerships**
One of the advantages of the PB is that it enables citizens to grasp the complexity of work undertaken by elected officials (i.e., the choice for the 'common good'). What conditions would be required to introduce a participatory budget process in your municipality?

• **Raising awareness and engaging people in SLM**
Local people do not necessarily have an immediate incentive to promote SLM. How can the participatory budget process be used to facilitate and encourage the take up of SLM by the citizens themselves?

• **Funding SLM**
Do you think that using a participatory budget seems appropriate to fund SLM? If yes, how? If not, why?

Project contacts:

• Mamadou Bachir Kanouté, Director Enda Ecopop: (00 221) 77 569 02 70 / bkanoute@endatiersmonde.org

Sheet 12

FINANCING SUSTAINABLE LAND MANAGEMENT ACTIONS:
setting up a local development fund in the Hauts Bassins region of Burkina Faso

To achieve the objectives set out in their local development plans, the municipalities must, in part, depend on initiatives administered by other local stakeholders. However, the latter can also encounter difficulties in gathering the necessary funding.

The introduction of a local development fund helps the municipality work efficiently in conjunction with local civil society organisations to deliver projects that meet shared development objectives.

1. Local development funds

What is a local development fund (LDF)

An LDF is a financial instrument designed to support the budgets of local stakeholders, to fund public, social and community and economic investments, or capacity building and awareness-raising activities, etc. This investment can certainly be channelled to SLM. The fund provides grants to boost the performance of small project owners. It also contributes to capacity building of the latter and help them deliver locally-identified and devised micro projects more effectively. It is, therefore, a fund that adapts to local realities and provides easier access to funding.

The LDF is a financial tool with several advantages:

- it taps into the circuit of public funding in the municipalities, with financial and accounting procedures set out in devolution legislation;
- it is a financial system with a leverage effect;
- it incites the engagement of local funding;
- it is a versatile tool that focuses on social and community services, the local economy, natural resources management, food security, reducing women's tasks and stakeholder capacity building (public and private) for those involved in local development.

How does an LDF work?

LDFs are delivered by a grants committee based in the municipality. The grants committee gathers together a range of stakeholders from the municipality, civil society and representatives mandated by their villages to examine (using specific criteria discussed by all beforehand, together with a score sheet and funding rules that set the local grant intervention rates) the requests presented by the local project leaders (individuals and groups from the same villages or local authorities).

2. The introduction of a local development fund in the Hauts Bassins region (Burkina Faso) as part of a decentralised cooperation programme with the Rhône‑Alpes region (France)

Why set up an LDF?

Devolution legislation accelerated in Burkina Faso in the mid-2000s. As such, newly created local authorities had to organise and structure the way they

worked, find technical staff and devise their territorial development plans to fulfil their mandate. The municipalities therefore have an adequate budget but are struggling to work properly. As a result, they have to muster additional funds in order to fully deliver their role.

To meet the challenge of making devolution work and enable new local authorities to establish themselves and carry out the responsibilities transferred to them by the devolution legislation, the two regions involved in the cooperation programme (Hauts Bassins and Rhône-Alpes) agreed to work together to design and introduce a financial instrument to boost the capacities of institutions and local authorities and support their local development initiatives. As a result, they established a local development fund and a regional agency to administer it.

The fund management body: The Hauts Bassins Regional Development Agency (RDA)

The Hauts Bassins Regional Development Agency was created to support municipalities in fulfilling their remit. In addition to other missions, the regional agency was also tasked with managing the local development fund.

The agency is an officially recognised public organisation under Burkina Faso law with operational powers (general assembly, advisory board and technical team).

The "mechanisms and instruments" texts that govern the RDA give a pivotal role to representatives of local authorities in the decision-making bodies and are easily accessible to local authorities in the Hauts-Bassins region.

The regional development agency is governed by several principles

- a regional system: to address the concerns of all regional devolved institutions to establish services that provide facilities and infrastructures;
- a financial contribution from beneficiary local authorities to deliver the projects, in addition to funds provided by the RDA;
- a remit to be an organisation providing long-term support, such as legal, accounting and institutional compliance. It will be the referral organisation for financial partners wanting to invest in the area.

RDA funding:

- decentralised cooperation;
- local authority co-funding;
- other sources: SCAC, other decentralised cooperation programmes, NGOs, etc.

Adapting this example to municipalities: scaling

Municipalities can set up an LDF to support initiatives run by development partners in their local area (farmers' organisations, civil society organisations, companies, etc.).

The experience of the RDA can be used, for example, to set up a management unit for a municipal LDF. This unit can gather together municipal representatives and civil society organisations.

3. Specific lessons learned from the project

Setting up an LDF, an opportunity to muster funding

The municipality can gather funding and engage technical support from a decentralised cooperation programme, or alternatively, with other stakeholders.
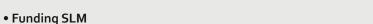
Funding the MDP

The municipality can fund activities deemed to be a priority in its MDP.

Multi-stakeholder participation

Governing the LDF requires the assistance of several partners and enables the municipality to strengthen synergies in order to achieve the objectives in its MDP.

Examples of possible questions to facilitate the work stages

• Funding SLM
Do you think that the LDF is a sustainable way to fund SLM? Why?
In your opinion, what would be the right scale to implement the LDF? Regional, inter-municipal, municipal?

Project contacts

• Alain Bostal, Auvergne - Rhône Alpes Regional Council: a.bostal@fasonet.bf

• Alassane Ouattara, Regional Development Agency Director: alassane_ouattara_05@yahoo.fr

© RascaProduction / Etienne Ramousse

PROMOTING SUSTAINABLE LAND MANAGEMENT PRACTICES WITH THE THEATRE FORUM: a project to promote improved seeds in 30 localities in the North region of Burkina Faso

The Sahel is a challenging natural environment. Soils are vulnerable to erosion and run-off and greatly affected by desertification, while a gradual drop in rainfall exacerbates this phenomenon. Various agricultural activities and soil improvement initiatives are being undertaken to tackle this situation, but to support these schemes, development stakeholders must encourage local communities to play a greater part in the process.

Rural communities are still poorly educated and illiterate. They also feel excluded from information circuits, yet rural development depends on their involvement. Communication and awareness-raising tools to directly engage rural communities have been developed and the theatre forum is one of these innovative tools to interpret the living conditions of those communities. It can even foster productive discussions about common problems within local communities.

1. The theatre forum

The theatre forum is an interactive event which, through various staged performances, helps giving people a voice. It is an effective tool to raise local community awareness about development or civic issues and has proved to be especially useful in reaching illiterate audiences. As a result, it is commonly used in development projects.

Firstly, actors play several short scenes portraying everyday situations that could be seen as conflictual or obstacles. These scenes are then replayed as many times as required so that the audience can come and replace a character on the stage (or create a new one) to try to reach a satisfactory outcome. Together with the actors and dealing with the initial scene, the spectators must try to introduce possible alternatives to the difficulties encountered.

The performance is the responsibility of the room, as a whole. The aim is not to provide a message or find the right answer but to experiment together on the stage with potential solutions.

This is a participatory theatre technique to raise audience awareness and inform local communities that are oppressed one way or another. The troupe acts out a typical play and the problem is presented in a way to outrage and dismay the spectators. The play ends badly and the spectators try to find a different ending.

A dialogue ensues between spectators and the theatre troupe, facilitated by the 'joker' and specialists on the problem to be resolved. The aim is to expand the debate or secure additional technical information.

When the most challenging parts are replayed in the forum, the spectators decide of their own accord to replace the actors that played the role of the negative or oppressed characters. They then change the situation and offer their remedy to the problem posed. They must act out the play with other characters who answer back. If their effort and their proposal satisfies the audience, they applaud them. Otherwise, another spectator offers to take part and the same scene is replayed. The same method is used for all the sequences of the play that pose a problem until the audience is satisfied with the solutions proposed.

After the performance, a discussion gives the spectators the chance to ask questions or share experiences. Some questions from the audience can be quite specific and the presence of technical experts is therefore vital to facilitate the discussion.

The theatre forum session facilitates and supports awareness-raising activities, musters community support and provides an incentive to adopt

'positive' forms of behaviour. It therefore helps support and supplement activities delivered in the local area.

2. How to raise awareness about SLM actions

Illustration : using theatre forums to inform local communities about the use of improved seeds as part for the project led by the OPDES/RN (farmers organisation for social and economic development) in the North region of Burkina Faso.

The agro-ecological situation in the North region of Burkina Faso is on a knife-edge. Soils are arid and vulnerable to erosion, while a gradual drop in rainfall all contribute to putting the region at serious risk of desertification. Activities to recover land and rehabilitate the environment must be undertaken to combat these threats. The OPDES/RN organisation is delivering various activities to restore soils and boost their fertility by the widespread use of new methods and other good practices.

In a region subject to rapid changes in weather that threaten agricultural production, farmers would gain from using adapted seeds from agricultural research and tested in real conditions. However, they are relatively unaware of these new seeds and their specific technical arrangements. As a result, they don't see their advantages. Furthermore, the producers are in contact with traders who loan them seeds in exchange for a share of their harvests.

This is the backdrop for OPDES/RN, which began a project to distribute improved seeds and new technical arrangements as a way of adapting to climate change. To encourage greater involvement and participation in the community, OPDES/RN uses communication and awareness-raising tools tailored to a target audience of smallholder farmers and, as a result, can engage with them. The purpose of the awareness-raising activities is to encourage them to form smallholder groups and make contact with microcredit organisations rather than traders.

3. Project summary

Aims of the theatre forum

The purpose of the theatrical performances is to promote the use of improved seeds and adapted technical arrangements. The plays seek to inform smallholders as well as opinion-makers (religious leaders, village development councils, villages chiefs, municipal councillors and leaders of farmer organisations, etc.).

Stakeholder roles

As the lead project partner, OPDES/RN is tasked with running the awareness-raising campaign through the theatre forum, taking care of the organisational, logistical and financial aspects.

The theatre troupe is responsible for the theatre forum preparations and performances, as well as facilitating the discussions.

The municipalities are responsible for getting local people involved.

The technical services are involved to provide their expertise on the topics touched on during the discussions.

© SPONG

The various steps to run the activity

Step 1: theatre troupe capacity building

This step aims to tailor the theatre troupe's knowledge to the topics that the project presents, based on using documentation about the topic and meetings with key stakeholders.

As such, meetings are arranged with the theatre troupe and technical services tasked with the issue, locally, regionally and nationally. Information is also gathered from the local community and opinion leaders, to supplement the creative process for the play.

The troupe then organises in-house workshops to incorporate and harmonise this knowledge.

Step 2: Play design

Using the chosen topic, the troupe writes a theatrical piece of drama. It adds real facts to the play gathered from the local community.

A meeting is then organised with the project partners and the technical services to perform and improve the play.

Step 3: Play casting, staging and performance

The troupe organises rehearsals of the play with the input of a director.
A performance is arranged to make any further improvements to the play from the project partners and the technical services.

Step 4: the theatre forum takes the play out to the communities

Before the theatre forum performs the play, there is a preparation phase to inform the local community, using the radio, for example.

The relevant authorities are asked to give their permission and provide a space for the performance. Finally, local leaders (customary and religious) are also asked to participate before the performance to secure their support for the play.

The theatre forum troupe performs the play to different target audiences for awareness-raising. Project partners, devolved technical service officers and municipal representatives all attend the performance by the theatre troupe and are asked to give their opinions when discussions begin.

Step 5: evaluation, summarising and reporting

Following the theatre forum performance, the audience is asked to evaluate the activity using a questionnaire provided to a representative panel of the audience. The evaluation focuses on the key messages conveyed by the performance, that have been understood by the spectators. Improvements are also requested as well as future prospects for the play.
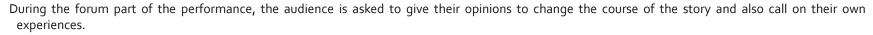
The purpose of the monitoring and evaluation is to check the quality of various presentations and their appropriateness with the given objectives. Making use of these outcomes to deliver activities is based on continually taking notes on the experience of successes but also difficulties encountered on the ground.

Elements for evaluation

Strengths

During the theatre forum performance, the local community targeted by the play comes to the performance of their own accord and in large numbers.

The theatre forum portrays an obviously entertaining side to the performance and solicits the emotions of the audience. This makes it easier to relay messages and the experiences of theatre forum performances delivered by OPDES/RN reveal positions during discussions.

During the forum part of the performance, the audience is asked to give their opinions to change the course of the story and also call on their own experiences.

The theatre forum helps raise awareness among a diverse audience of men and women of different ages. The women and girls play an active part in the discussions.

Weaknesses

Getting the religious authorities and other opinion leaders involved is not always easy (difficulties to speak to them by telephone beforehand).

Organising a theatre forum tour incurs significant costs and logistical measures. The troupe must be paid and its travel costs and materials covered.

It is a multi-disciplinary activity involving technical experts on the topics discussed, yet these people are not always easily available.

Outlook

In terms of sustainable land management, the skills of the theatre troupe need to be supplemented to deal with this topic.

Awareness-raising activities can combine community theatre, theatre forums and radio theatre broadcasts to produce compelling results.

4. Specific lessons learned

Often, sustainable land management projects require new agricultural practices to be relayed to rural communities that are generally illiterate and far-removed from traditional information channels. Efforts to raise community awareness and get local people involved must be made to ensure they lay an active role in the projects delivered.

As such, the theatre forum appears to be a useful awareness-raising tool that is tailored to various points of contact in the farming community. By using scenes from everyday life, theatre performances can communicate messages in local dialects to all members of the community. The way in which these performances are run enables the audience to take part and interact and express themselves, while searching for solutions to problems together.

Taking gender differences into account

Women are the first people to be concerned by development issues. They are involved in all food-related questions from start to finish, including agriculture. As such, they must be given specific attention in a performance. The active and interactive participatory approach used in the theatre forum frees-up the audience and makes discussion easier with women.

© CARI

Examples of possible questions for the work stages

• Raising awareness and involvement

What advantages and disadvantages of the theatre forum can you spot from this example?

Do you think the theatre forum is an appropriate tool to engage with the local community in SLM in your municipality?

If yes, how? If no, why?

How can the theatre forum be used to raise awareness among the most vulnerable communities?

Project contacts

• Mr Issaka Wermé, Chief Executive of the OPDES/RN: (00 226) 70 26 10 20 / billyplus2004@yahoo.fr

• Mr Germain Ouedraogo: (00 226) 76 63 68 92 / arcanblo@hotmail.com

Sheet 14

USING LOCAL BUSINESS SECTORS
to maintain sustainable land management projects in Chad

The region of Kanem, in Chad, has been greatly hit by malnutrition. People on low incomes have very limited access to more fertile, irrigated land, and are consequently food-insecure. FAO has developed a large-scale project to foster income generation activities in related sectors and by developing women's groups. The "union of women's market gardening producer groups of Kanem" represents and supports women's groups that develop market gardening and food processing activities in Mao.

1. Description of the activity

A summary of the FAO project in the region of Kanem

The FAO9 project, "Support for food security to combat malnutrition in Kanem, Chad" began in 2010 to boost the resilience of the most vulnerable communities in Kanem to cope with food crises and tackle malnutrition10. This worked with the most vulnerable people using agricultural development to encourage farming in wadis, to create a seed shop and develop inputs and combat the build-up of sand. The overall project covers the entire region of Kanem.

One of the project priorities was to foster income generation activities by developing different sectors of storing, processing and marketing vegetable products.

The FAO targeted villages according to their vulnerability (and therefore their support requirements) as well as the wadis in the villages that could be farmed. Households were then identified (families especially affected by food insecurity or those without land or with plots too small to be self-sufficient in food). The project mainly targeted women (income generating activities, cattle rearing and drip irrigation being reserved for women's groups11). The various SLM actions developed were mainly to use wadis to grow vegetables and off-season crops, enabling the women diversify their activities and generate new income and means of subsistence.

The complementarity of SLM actions in Mao

Various activities were developed for the project in 19 villages in the sub-prefecture of Mao, under the auspice of the union of women's market gardening producer groups of Kanem.

A range of activities were developed:

• vegetable gardening activities (garlic, onions, beet, okra, aubergines, peppers, cabbage, etc.), and counter-season crops (maize and pearl millet);
• groups to ensure that their gardening or sector activities ran smoothly received financial and technical support. Bank accounts were opened to ensure group funds were managed properly and they could also receive materials and tools (motor pumps and seeds, etc.);
• a shop selling seeds and inputs was opened at the market in Mao;
• the leaders of 19 wadis/villages took part in activities to combat silting by contributing to village nurseries, constructing fencing and caring for plants, etc.;
• 330 women subsequently benefited from FAO food security support and supervision.

2. Lessons learned from the project

Lessons learned

The diversification of activities to develop the means for subsistence was useful. Enhancing the sector-based approach helped boost the local economy and support the vegetable growing part of the project. In addition, the women sold their produce and this helped reduce their vulnerability.

To get the project accepted and sustain it, the activities focused on well-established practices in the region. To ensure it was financially viable, the project introduced group cash registers and a savings bank system was also developed so that the grower groups could pay back the costs of the materials. Group members could begin to manage the funds themselves by opening a bank account at the "Express Union" in Mao.

Finally, the project also contributes to combating land degradation as it seeks to farm low-lying areas in a sustainable way and tackle the build-up of sand in wadis needed to grow vegetables.

Organising women into groups

The farmers' groups mainly comprised women (5 groups of women compared to one men's group and one mixed). The union of women's market gardening producer groups of Kanem helped women organise themselves into producer groups by developing their capacity for action. One strand of the project was to foster income generation activities (IGA), especially by developing the sector-based approach for storage, processing and marketing vegetable produce. Based on the activities developed by the women, they could secure the added value when selling (and processing) vegetable grown in the gardens.

According to FAO's project evaluation the effect on income and on food production depended on support from the project being oriented to existing knowledge and subsistence systems developed by the beneficiaries (i.e. women). Developing sector-based opportunities promoted and developed local know-how on these wadi production systems.

Using community radio stations to promote the project

Activities to promote produce are all the more important when the sale price enables producers to generate an income stream. However, in isolated regions producers can be far-removed from markets and are not informed about changes in the price of products. As a result, they are at a disadvantage when it comes to negotiating prices for their products with traders or selling direct to customers at the market. Leaders in the union therefore used the Ndjimi radio station in Mao, as an information tool on the markets. By broadcasting the price of seeds and inputs to producers in the region, these producers were then properly able to set their selling prices in relation to fluctuations over the preceding weeks and the current situation.

More generally, community radio stations in Chad give isolated communities a voice. In the case of SLM projects, community radio stations can constitute a real broadcasting tool for people to discuss key information (prices), but also farming techniques or ideas for income generation activities. The radio is therefore an important instrument for informing people in isolated rural areas.

9 OSRO/CHD/905/EC independent evaluation, project completion, study visit, July-August 2011, Final report.

10 Support project for vulnerable vegetable farming households in the wadis of Kanem to combat malnutrition, FAO.

11 OSRO/CHD/905/EC independent evaluation, project completion, study visit, July-August 2011, Final report, p36.

Examples of possible questions to facilitate the work stages

• Involvement and awareness-raising

What role do women have? How do they develop their skills to properly govern these projects?
What difficulties are there in getting women involved? How can they be resolved?
Are community radio stations appropriate tools to raise awareness and engage the various stakeholders in SLM? Why?

• Funding SLM

How can this type of project be replicated on a wider scale to ensure income streams for women and also boost the local economy?

Project contacts

• Colette Benoudji, LEAD Chad: colette_issa@yahoo.fr

• Koutta Moutta Alifei, President of the union of women's market gardening producer groups of Kanem: (00 235) 99 46 30 40 / 62 58 50 81

Facilitation sheets

Sheet 1

CO‑FACILITATION: SOME PRINCIPLES

What is co‑facilitation?

As its name suggests, co-facilitation consists of running a training sessions with two or more trainers. You can be more efficient if you have a partner, as well as having greater reassurance if you are two. However, for co-facilitation to work, it must be well prepared.

What is the advantage of co‑facilitation?

The trainers almost certainly have different experience and skills. Successful co-facilitation provides a wider range of opinions and views, complementarity (especially when dealing with complex subjects) and greater control over discussions with participants.

From a learning standpoint, co-facilitation livens up training sessions due to the alternating styles of the trainers, their personalities, voices and faces, etc.

Co-facilitation is also useful if there is a large number of participants at the training session but also for supervision work in sub-groups and feedback sessions, etc.

Organising co‑facilitation

For co-facilitation to work effectively, you have to be well organised. If trainers speak when they want, interrupt or contradict each other , co-facilitation will be doomed to failure.

There are several rules to obey for successful co-facilitation:

Prepare the trainer's guide together

The only way to have a clear vision of how the overall training session will be delivered and what you want to achieve with the participants is to prepare the session together. The trainer's guide is a tool to provide guidance throughout the training session. It must be prepared by both trainers to define the aims of the training course and set out the different stages to deliver it. The trainers must discuss and finalise the teaching methods for each sequence. They must also define their respective roles and when each will facilitate an activity, making sure, of course, to keep a balance between both trainers.

Coordinating facilitation with each other

For co-facilitation to work, both trainers must be as far as possible on the same wavelength and not hinder each other. To achieve this, they must find some harmony in their facilitation styles, use the same types of learning materials and media and make sure each has roughly the same time to present the training. If one of the trainers talks for 20 seconds and the other for 20 minutes, this will unsettle the participants.

Don't find yourself competing with each other

Co-facilitation works when both trainers accept to work together and not try to compete with each other. Sometimes, because they are not paying

attention, or one trainer is enthralled by their subject, they can take longer than planned and reduce the time available for their partner.

The participants should be able to detect a certain complicity between the trainers. This enhances trust and support among the group and leaves more scope for improvisation. The last point also helps to adapt to the progress made by the group. It helps address participants' needs and expectations and makes for a better learning experience.

Stick together

This is rule number 1! No arguments or dissent in front of the participants! You must rely on the other regardless of the issue to be resolved. Some moments can be better managed by two facilitators and difficult discussions between group members, conflicts and aggressive challenges made to a participant or a trainer can be more easily channelled and controlled if the co-facilitators stick together.

A co-facilitator can also help out with logistical issues. While their partner listens and facilitates an exercise, the other can write on a flipchart and arrange the flipchart sheets so that they can be seen by the participants and prepare the next part of the session, etc.

Some tips

• Get to know each other well before you co-facilitate!

• Always let your colleague speak and acknowledge their contributions!

• Speak privately with your partner if you need to better adapt to the group.

• Give each other regular feedback.

• Make sure there are no misunderstandings when preparing the material: who brings the video projector, the paper, pens, etc.

Sheet 2

WORKING IN SUB‐GROUPS

To get participants involved and contributing, it is often best to have them work in sub-groups. Each group can then work at their own pace and what they produce will be more significant than if they were to work alone. By contrast, this requires preparation and cannot be improvised.

Why get the participants to work in sub‐groups?

Working in sub-groups has several advantages:

- it stimulates thoughts and reflection while boosting creativity;
- it makes discussions easier and helps some participants who are more reserved in large groups to contribute to the thought process;
- it helps work on real situations provided by the participants;
- it contributes to learning to work as a team.

Working in sub-groups can be used for:

- analysing documents (e.g. studying an MDP);
- analysing data gathered from field visits (e.g. land surveys);
- producing elements to develop the project (e.g. developing the logical framework for the project).

Preparing for working in sub‐groups

It is important when preparing the action learning module to allow for periods of work in sub-groups, to plan their make-up, define the maximum amount of time allocated for group work and formulate specific questions that each activity must address.

The make-up of sub-groups

You must split up the participants based on the desired outcome and the work to be undertaken. You can choose between similar groups (similar experiences, work topics and skills) or alternatively, mixed groups (with complementary and/or differing skills) to facilitate discussions or compare points of view.

The make-up of the sub-groups can be:

- based on a topic, to provide an incentive for the participants to think about subjects together. The choice can be made according to each person's interests;
- by affinity, to make speaking out easier. The trainer can let the members choose who they want to work with. The trainer just sets the rules for the maximum number of people and checks that everyone is included;
- at random, to broaden the exchange of points of view and avoid always having the same people together. This option requires drawing lots.

Generally speaking, a sub-group comprises three to six people. Less than 3 means that discussions are too limited to really be productive. More than six and getting everyone to speak becomes complicated.

Think about working instructions

Instructions should be formulated when preparing the trainer's guide:

1. Setting goals for each sub-group activity:
Example: "understand the area in which the SLM project takes place"

2. Clearly formulate instructions and questions which the participants must address:
EExample: this exercise will be undertaken in sub-groups each with a question to answer:
Sub-group 1 – Describe the features of the local area (geographical, economic, etc.);
Sub-group 2 – Identify the stakeholders present in the local area (groups, civil society organisations, NGOs and economic players, etc.);
Sub-group 3 - What are the challenges (the key problems to resolve) to development that the municipality must address?

3. Specify the anticipated reporting methods:
Example: Take 15 minutes to prepare the reporting session. Write the main ideas out on a large sheet of paper. Nominate a speaker to present the sub-group feedback at the plenary session.
It is often really useful (and sometimes necessary) to give each sub-group a sheet of paper stating the goals, breaking down the activity into stages to complete in a specific period of time and explaining the expected outcome that each group must deliver.

Running the sub group work sessions

Give the sub-groups their working instructions

1. First, describe the tasks given to each sub-group. Remember to get the participants to rephrase the instructions to make sure that have properly understood what to do.

2. Provide them a space to work in so that they don't waste any time looking for one.

3. Nominate or let them choose a facilitator and a reporter before starting the work task. The facilitator will oversee the discussions and ensure that everyone has the chance to speak. The reporter is tasked with presenting the work of the group at the plenary session.

Support the group work

Your support for the group work is vital if you want to worthwhile results from each sub-group during the session. Provide them with additional information, widen and refocus the discussions and overcome sticking points in discussions, etc.
It is tempting to sit back and relax for a moment, or prepare the next session, when the participants get working and everything appears to be going smoothly.
This has to be avoided as the participants might think that you are not interested in their work.

Sub group work debriefing

This is a key stage in the work session that will help gather together all the work produced by the participants. The trainer must ensure that all the feedback sessions are similar in nature, with the same presentation methods and visuals to aid understanding, keep to time for each sub-group to present their findings and supervise any exchanges in the plenary session.

After each presentation, the time for debriefing will depend on the volume of work provided. Any exchanges between the participants and the trainers

must be facilitated. The trainer can firstly ask for quick feedback to check if there are questions that need clarifying.

Time must also be given to discussions to explore certain subjects in greater detail and provide insights.

At the end of the session, the trainer gives a recap of the main ideas coming out of the group work.

Some tips

• Avoid overly long and boring feedback sessions
• Choose a reporter right at the start
• Always ask for materials to be prepared for the feedback session (flipchart paper, etc.)

USING TOOLS TO SPICE UP YOUR FACILITATION

Ice‑breakers

Ice-breakers are exercises that help people get to know each other better. This is important at the start of the training session, to ensure that everyone feels comfortable and get people speaking to each other as early as possible.

A short ice-breaker can be run at the start of the training session and/or at the beginning of each day, but also any time the participants need a boost or a break to relax a bit after a difficult discussion, for example.

An ice-breaker also helps to create a climate of trust; It also facilitates productive work and thoughts in the group. If some participants always seem preoccupied by work at their office, some physical activities can help distract them and make them really tune in to the training session.

An ice-breaker must be simple and not need lots of explanations.

Examples of ice-breakers

Creative introductions

This exercise encourages people in a group, who previously had not met, to get to know each other:

- Ask the participants to pick a partner;
- Each participant asks their partner to describe themselves (name surname, occupation, organisation and education) and notes these details down on different coloured cards. Once back together, each participant presents their partner.
- Ask who wants to start and move round the room until everyone has presented their partner.

This exercise also helps improve the ability of participants to listen to others in the training session.

"Energisers"

"Energisers" are short activities used by trainers to inject some energy into a group. They normally focus on creativity and the body and are also meant to be fun. "Energisers" can be used to renew the energy and enthusiasm of group members, instil team spirit, or encourage the group to think about a specific subject.

The trainer can use them during the day to recharge people's batteries (e.g. after lunch, a long presentation, or when the group is sleepy or tired) or when they notice that the group's concentration, interest or creativity is waning.

An example of an "energiser"

Chinese whispers

Main principle

Chinese whispers is a game where participants quickly pass on a phrase invented by the first player by whispering it in the ear of the next person and then the last person announcing the message they heard to the entire group. The aim of the game is to compare the final version of the phrase with the initial one. Given any eventual mispronunciations or confusion between the words and the sounds, the final phrase can be quite different from the initial message.

The game works better with larger numbers of players and the complexity of the message to be passed on.

Rules of the game

Each player whispers a phrase quietly in their neighbour's ear, without repeating it if the person has not understood.

Aim of the game

Transmit the message orally from the first person to the last without altering the phrase.

Running the game

The players sit side by side. The first player invents a phrase and whispers it in the ear of the person next to them. The second person whispers the phrase in the ear of the third person, and so on, until the last person announces what they heard to the group.

Ending the game

The game ends when the message arrives at the last player in the line.

Example of a phrase

"Life is an adventure that you build every day with the help of others".

FACILITATING A BRAINSTORMING EXERCISE USING CARDS AND PHOTOS

What is brainstorming?

Brainstorming is a learning method to gather and pool contributions from participants in the action learning module to share the ways people see things, analyse a situation, consider a problem, find ideas or make proposals, etc. The learning goal is to develop knowledge and know-how by combining the contributions from a group of participants.

Why use brainstorming?

Brainstorming can be used at the start of a session or sequence to begin considering a question or a problem that needs addressing. It enables the participants to express the way they see things, detect notions and concepts and come up with proposals without consideration for preconceived ideas.

Methodological stages

Preparing a brainstorming exercise

A brainstorming exercise always focuses on a topic, question or subject. It is therefore important that:

- the trainer firstly defines the subject that the participants will work on;
- the trainer then carefully formulates the questions which the participants must answer with the cards;
- the trainer prepares a series of indicative priorities for them to arrange the contributions from the participants.

The minimum materials required for a brainstorming exercise using cards is:

- cards or sheets of A4 paper cut in two. You can have different colours if you want to answer several questions (one question = one colour);
- large felt-tip pens. Each participant must have a pen. Black and blue are best;
- a sufficiently large surface (a wall-mounted board, a bare wall, or a flipchart). Remember to choose a surface that you can use Sellotape on;
- Removable Sellotape or adhesive putty.

Facilitating a brainstorming exercise

This is the creative phase in which the quantity and range of ideas will be provided. It should not be too short or too long.

Facilitating a brainstorming exercise depends on presenting the topic and the questions, as well as the principles to use the cards or sheets of paper:

- one idea = one card or sheet;
- the number of cards or sheets of paper per person (based on the number of people – generally two or three cards);
- colour-coded cards if the participants have to answer several questions.

Making use of the results of a brainstorming session involves:

- reading each card, each participant can present the contents of their card(s) and explain it before sticking it on the wall;

- clarifying the content of the card(s) if necessary.

Arranging ideas

The trainer-facilitator gathers together the cards at the end of the brainstorming exercise and arranges them according to topics or main priorities. This sorting exercise helps the trainer-facilitator make a summary of the contributions from the participants based on several aspects. This helps everyone understand more easily what the group said and contributed.

Prerequisites for using cards

All the participants must be able to write and be comfortable doing so. If this is not the case, the trainer can form couples or groups with a writer. They can stick the cards up and the authors can present or explain them.

The trainer can develop a brainstorming exercise using drawing or photos. Each person draws their idea and/or chooses a photo that expresses what they want to say.

Using photos

Using photos helps the members of a group to really deal with issues that affect them deeply, or relate personal experiences or concerns, etc. It makes it easier to express personal experiences, knowledge or practices and avoid discussions between members sticking to general considerations.

The participants are asked to choose one or more photos and consider them in relation to a question posed that introduces the topic for discussion. Specific instructions organise the group work so that each participant can make the connection between what the photo suggests to them and their personal experience.

The summary can be made using previously identified categories if there are essential elements that need to be highlighted about the topic. Alternatively, it can be done independently and freely. In the first case, the essential elements are supplemented by contributions from both the participants and the trainer-facilitator.

USING THE "CAROUSEL" FACILITATION TOOL

What is the "carousel"?

The carousel is a facilitation tool to foster exchanges on issues that interest the participants. It helps connect all members of the group to collective construction and discussion, to contribute to thinking, discoveries and new ideas.

The participants are split into sub-groups and examine a topic for a set amount of time. Once this time is up, the participants change topic by moving from one 'station' to another to contribute to discussions in each group. The advantage of this method is that it gets a large number of people contributing to the same subject in an active way and in a short time.

Steps to use the carousel method

Preparation before running the exercise

1. Define the subject

The subject must be well-defined beforehand by the organisers for the exercise to deliver useful results and concrete proposals. It is then broken down into questions to be addressed at each 'station'. The carousel can be organised around one or more questions and the question(s) must be simple and clear to encourage the participants to consider them and explore different possibilities.

2. Identify and prepare the facilitators

The "coffee table host" or reporter is a voluntary role for someone to stay at the table or 'station' during the different discussions held during the session. They must explain and summarise the points highlighted by the previous group to the new arrivals. This enables the following participants to react to the comments and create links between what has already been said and develop new ideas. The 'coffee table host' also plays the role of reporter by giving each proposal a focal point.

3. Prepare the room

The atmosphere in the room or space where the exercise takes place is key to encouraging exchanges and making people feel at ease to contribute. This involves organising small tables (4 people per table) and preparing material (leaving sheets of paper and pens at each table and preparing a poster on the wall for collective proposals).

4. Form sub-groups

This can be done randomly (using odd and even numbers) or using other criteria (stakeholder categories, similar or diverging areas of interest, gender, age, etc.). The organisers set the time for each subject and the time needed to change table or station before restarting discussions.

The travellers, or "idea ambassadors" move from table to table to provide key ideas, questions and subjects, etc.

Running the activity

1. Presentation of the rules by the trainer

The carousel starts with the organisers welcoming the participants. Then, the first stage consists of presenting how the exercise will proceed and giving the participants instructions. The instructions are flexible and intended to instil a climate of confidence and not constrain the participants. For example, four volunteers are chosen to be coffee table hosts if there are four questions.

2. Forming sub-groups

The trainer asks the participants to form sub-groups of 4-5 people. They then move to the coffee tables or stations with the task of discussing the topic and coming up with ideas and proposals. They have cards, felt-tip pens and flipchart paper to write down their proposals.

Each idea or proposal expressed at the table must be noted down. During the discussions, the 'travellers' or participants are asked to give their own points of view.

3. Rotating the sub-groups

After 20 to 25 minutes a bell warns the participants that time is up and they are asked to move to the next table or station, leaving their host behind. The host gives a brief recap of what the previous group proposed to the new group arriving at the table. The aim is to supplement their ideas with new ones.

The carousel continues until all the participants have visited all the stations or until the allocated time is up (15 - 20 minutes per station).

With the different contributions, the ideas will 'mature' and gain in potential. Each change of table helps pollinate the ideas and advances the conversation.

Gathering the findings

A plenary discussion session is organised to consider all the proposals and enable the participants to learn about them.

To achieve this, one participant at each table presents the main proposals selected and the others that were rejected by the group. The participant must be able to explain why the other proposals were not retained.

When the session ends, each participant is asked to vote on the proposals that they consider to be a priority and to rank them.

© CIEDEL

Running a carousel exercise in the action learning module

Organisation :

- 12 to 15 participants
- 4 tables for 4 people
- 4 facilitators (hosts) chosen from the participants by the trainers
- Time: 90 minutes to 2 hours
- Aim: identify all the stakeholders likely to be interested in the SLM project that could be potential partners
- 4 sub-groups: identify a stakeholder category per sub-group
    - Sub-group 1: NGOs, local associations,
    - Sub-group 2: groups, farmer organisations,
    - Sub-group 3: devolved technical services, state representatives, local authority representatives,
    - Sub-group 4: economic players, local media.

Running the carousel

Presenting the exercise: 10 minutes
- Presentation of the activity
- Presentation of questions

Table rotation:

- Time at each station/table (25 minutes for the first sub-group / 10 - 15 for the following groups)
- Plenary time: 45 minutes
    - Presentation by each group of the persons involved in the SLM project
    - Time for discussion in a large group to provide any additional information
    - Time for decision-making (list of persons involved in the SLM project to meet with the stakeholders)

Some tips

- Focus on the essentials.
- Give your thoughts too.
- Express what your head and your heart tells you.
- Listen to understand.
- Combine and connect the ideas.
- Listen to the points of view and more searching questions.
- Play, scribble, draw.
- Writing on the 'tablecloth' is encouraged.
- Have fun!

Carousel basics

- A room
- 4 tables and twenty chairs
- Sheets of paper to note down questions at each table
- Flipchart paper to note down proposals
- Colour felt-tip pens
- Removable Sellotape

Sheet 6

CREATING AND RUNNING A ROLE‑PLAY GAME

A role-play game is a learning method to help people and groups in the action learning module work properly together on simulated, fictitious situations with the learning goal of developing the acquisition of attitudes and behaviour for a given situation.

In a role-play game, the aim is to support the adaptation of depictions (ways of seeing things) and the principles for action raised in the action learning module. These principles for action are then analysed to see how the participants have adopted them (behaviour, difficulties encountered, alternatives, etc.).

1. Developing a role‑play game

The purpose of a role-play game is to work on building interpersonal skills (attitudes and behaviour). Developing a role-play game happens in several stages:

Choosing a situation or problem to address

Several questions can be used to define the situation or problem for the role-play game. What problems do you want to train the action learning module participants to address? What situation do you want them to deal with and make them react to? What will they discuss about it? What interpersonal skills do you want them to develop from it?
The simplest thing to do is to write a scenario that you can explain and gradually refine.

Writing a role-play game

A role-play game is a learning exercise. You will therefore have to define a certain number of elements that will help you run this exercise:
 • define the target group(s), the learning goal and the anticipated outcome ("the role-play game will help the participants to be able to…");
 • write down the scenario and the situation or problem (based on the story you have written). The description must be short and succinct but precise;
 • define the minimum number of players (you can't run a role-play game below a certain number of participants) and the maximum (you can't run a role-play game above this number);
 • set how long the game will take (minimum and maximum time);
 • describe each of the characters and their respective roles in the game;

Each role has a factsheet that describes the character, their role and the manner in which they should be played.
 • identify the materials you'll need to run the game (what items or space do you need, etc.?).

Create your tools (the scenario, the character scripts, a remarks form)

There are several tools required for the role-play game:

• the trainer-facilitator must hand out the scenario to the participants-actors beforehand so that they can familiarise themselves with the story;
• the character scripts must be handed out and read by each actor involved in the role-play game;
• the method to identify the participant-actors;
    the role-play game is a learning tool. It is therefore important to not put the participants in difficulty by forcing a role on them or by badly allocating the roles (tensions between participants or hierarchical relationships, etc.);

• the instructions can be repeated orally by the trainer-facilitator before beginning the role-play game. These instructions must enable the trainer-facilitator to address two key questions:
    - What must the trainer-facilitator do to facilitate the role-play game (before, during and after)?
    - How must it be played? What do you need to do?

2. Running the role‑play game

The role-play game is run by:

• presenting the game and reminding the participants about the principles of the role-play game and what is required for it to succeed (tolerance, listening, freedom, etc.);
• splitting to roles between:
    - actors,
    - observers;
• presenting and explaining the working tools for the role-play game:
    - the character scripts,
    - the remarks form;

The most common points of observation for remarks are attentiveness to the situation, positive attitudes, points to strengthen or improve, etc.
• preparing the participants-actors;
• overseeing the time allowed for the game.

During the game, if the trainer is an observer, they must not intervene. Conversely, the trainer can also take part in the game as one of the actors. Their participation will act as an example.
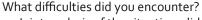
3. Getting the most out of the role‑play game

Getting the full value of the role-play game involves three work phases:

A period for discussions on analysing the role-play game using the remarks form.

These discussions involve covering several aspects:

• Deciphering the scene:
    - Overall: what happened or occurred? What did the various characters do?
    - For the various characters: what was your strategy? How did you think it went? What did you feel? Did you get what you wanted?

What difficulties did you encounter?
  • Joint analysis of the situation: did what happened in the game correspond to reality? Were other choices possible?

4. A period for joint development using the experience

  • What are the strengths to keep in mind? what was useful? Easy?
  • What could be improved?
  • How can this be transferred to reality?

A period for discussions about the role-play game as a learning tool to learn lessons from using it:

  • lessons learned from the experience;
  • advantages and limitations of the method;
  • improvements to be made.

5. How to play the role? What needs to be done?

  • The participants-actors
  The advantage of the role-play game is to get the participants to deal with a problematic situation that requires them to manage their behaviour based on their interests and their roles in a situation. They react to find a way to remedy the problem by developing interpersonal skills tailored to the situation.

  Each actor must therefore embody their role to create their character and play it properly:
  - Why did the character do what they did? What is their personality, their qualities and faults? What do they want to gain? What is important to them? What interests are they defending? What issues do they face?   What are their objectives?
  - How do they view the other characters? What do they mean for him or her?
  - How is the character going to meet their objectives?

  During the game, each actor tries to retain or reach the objectives of their character.

  • The trainer-facilitator
  The trainer-facilitator oversees the role-play game. Before starting, they explain what the purpose of the game is, reassure the participants about its aims (it is to learn not to be judged), take the time to identify the participants and the observers and give them all the information on what they must do during the game.
  The trainer-facilitator can act in the role-play game or observe. If they take part, they have to decide how they will play, to lead or refocus the other actors on the problem that they must resolve.

List acronyms

ADLK : Koassanga Local Development Association

ADY : Youri Development Association

AMAPROS : Malian Association for the Promotion of the Sahel

ANGMV : Great Green Wall National Agency

APIMAK : Association for the Promotion of Madaoua, Malbaza and Konni Inter-Municipal Relations

ASFEM : Action Association for the Awakening of Malian Women

BUNASOL: National Land Agency

CARI: Centre d'Actions et de Réalisations Internationales (Centre for International actions and projects)

CG: Departmental Council

CL: Local Community

CIEDEL: Centre International d'Etudes pour le Développement Local (International research centre for local development)

CO$_2$: Carbon dioxide

CofoCom: Communal Land Commission

CofoDep: Departmental Land Commission

CNCOD: National NGO Coordination Committee on Desertification

CREPA: Regional Centre for Drinking Water and Sanitation in Burkina Faso

CSE: Ecological Monitoring Centre

CSO: Civil Society Organisation

DADL: Support Facility for Local Development Processes

DCG: Drylands Coordination Group

DPS: Director of Strategic Planning

EU: European Union

FAO: Food and Agriculture Organization

GCoZa: Arid Zones Coordination Group

GEF: Global Environment Facility

GENOVICO: Non-Violent Conflict Management

GGW: Great Green Wall

GPF: Group for the Promotion of Women's Rights

GRAAP: Research and Action Group for Self-Promotion

GRAPES: Research and Action Group for Economic and Social Promotion

IRAM: Institute for Research and Application of Development Methods

KARED: Kaarta pour l'Action et la Recherche Développement (association for action and research development)

CD: Combatting Desertification

LDF: Local Development Front

LEAD: Leadership Association for Sustainable Development

MDP: Municipal Development Plan

MP: Management Plan

NGO: Non-Governmental Organisation

NRM: Natural Resource Management

ONRTV: Chad National Radio and Television Agency

OPDES/RN: Farmers' Organisation for Economic and Social Development, North Region

PACEDEL: Local Development and Local Authority Support Programme

PAPVD: Village Project Development Support Programme

PB: Participatory Budget

PDSEC: Social, Economic and Cultural Development Plans

PU: Pastoral unit

RAIL: Local Initiatives Support Network

RFI: Radio France International

RMC: Rhone Mediterranean Corsica

SCAC: Department for Cooperation and Cultural Action

SECOM: Joint Service

SLM: Sustainable Land Management

SNV: Stichting Nederlandse Vrijwilligers / Netherlands Development Association

UNDP: United Nations Development Programme

USADF: United States African Development Foundation

ZARESE: Zone at High Environmental and Social Risk

An **action learning module**

for local authorities to develop
SUSTAINABLE LAND MANAGEMENT PROJECTS

It is designed to accompany a over a several day period to come up with an idea for an operational project, ensure it fits with the regional development plan, validate it in simplified logical framework and identify potential partners, while formulating a budget and funding plan.

The module combines classroom and fieldwork sessions to supplement theory-based content with practical aspects. It is organised in different stages, each enabling participants to reach a learning goal and an operational objective. The specific and innovative combination of the two outcomes enables the local community to gain maximum benefit from the action learning process

The "Principles and Approach" document provides a basis for the action learning module that splits it into five stages, accompanied by various advices and tips for trainers.

It supplements the "Guidance sheets" produced as part of the same publication, freely available for download at:

www.resadsahel.org or www.cariassociation.org

CARI — THE GLOBAL MECHANISM United Nations Convention to Combat Desertification — UNION EUROPÉENNE — AFD AGENCE FRANÇAISE DE DÉVELOPPEMENT — IUCN — gef — UN environment