

SOUTHERN AFRICA LANDCARE MASTERCLASS REPORT



Sunbird Hotel, Lilongwe, MALAWI
14th - 19th July, 2013

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**agriculture,
forestry & fisheries**

Department:
Agriculture, Forestry and Fisheries
REPUBLIC OF SOUTH AFRICA



THE CRAWFORD FUND
For a Food Secure World



**African LandCare
NETWORK**



**LANDCARE
INTERNATIONAL**



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SOUTH AFRICA**



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INTRODUCTION

The Southern Africa Masterclass was held over six days between the 14th to 19th July, 2013 to strengthen potential and existing Landcare networks in the Southern Africa region. The class was organized by the African Landcare Network and the World Agroforestry Centre (ICRAF) through financial support from the Republic of South Africa Department of Agriculture, Forestry and Fisheries and the Crawford Fund in Australia.

The anticipated outcomes of the Masterclass included:

1. Provide a platform to facilitate shared learning's of Landcare between countries representatives with existing and non-existing Landcare programs;
2. To meet the learning needs of individuals and country Landcare programs in order to have a significant impact upon the development of these programs over the short and long term;
3. To help Masterclass participants develop short to medium term action plans that can be implemented by participants and their networks upon their return home; and
4. To develop useful international networks for Masterclass participants that can provide ongoing advice and support for the participants in their efforts to enhance their local, regional and national Landcare Programs.

The Masterclass, held at the Sunbird Hotel in Lilongwe, Malawi, was facilitated by a team of three Australians supported by the Crawford Fund, in addition to two representatives from the African Landcare Network.

1. Dr Julian Prior – University of New England, Australia
2. Ms Mary Johnson – RMIT, Australia
3. Mr Theo Nabben – Social Impact Consulting, Australia
4. Mr Awadh Chemangei – Kapchorwa & District Landcare Association, Uganda
5. Mr Clinton Muller – ICRAF/African Landcare Network, Kenya

The countries which were represented in the Masterclass included Kenya, Lesotho, Malawi, Namibia, South Africa, Swaziland, Uganda, Zambia and Zimbabwe. This report has been prepared to provide information on the Masterclass proceedings. The programme and list of participants is attached in the annex of the report as well as the evaluation of the proceedings and work plans that were developed during the Masterclass by the representatives from the countries mentioned above.

Presentations and photos from the Masterclass are downloadable via

<https://drive.google.com/folderview?id=0B9SBsjZ9Z-5xM0FSNmo2VHBtU1k&usp=sharing>

DAY ONE

WELCOME REMARKS

Lydia Bosoga, co-chairperson of the African Landcare Network (ALN), gave the opening remarks. In her remarks she highlighted South Africa (SA) was one of the first African countries to successfully adopt Landcare. She also pointed out that SA is open to contributing to knowledge sharing in the area of natural resource management. The goal of Landcare in SA is to care for the land, i.e., reduce land degradation and improve quality of life-improving livelihoods so as to benefit from natural resources through partnerships with relevant stakeholders. She noted that “it is possible, if we align to government strategy programs to meet the needs of the people, we can access allocation from government for better financial planning”. She also described ALN as a strategic network that will help in the bid to spread Landcare programs in the region. She also appreciated the facilitators and participants who were representing their various countries. Lastly she encouraged the participants to share the challenges that they face in implementing Landcare programs at the country level, for instance in policies, so as to find a way forward using resources available including necessary support from fellow colleagues. With those remarks she officially opened the Southern Africa Landcare Masterclass.

SESSION 1: INTRODUCTION

Julian Prior, a member of the Landcare International Steering Committee and Masterclass facilitator, noted that SA had shown great leadership in Landcare program in Africa as evident in the ALN. Success stories can be used as case studies. However, he did appreciate that every country is different and they will structure their network as per their needs; the most important aspect is the network and maintaining the linkages.

Julian highlighted an overview of the training as:

- i. *Welcome ceremony,*
- ii. *Overall learning objectives and training approach,*
- iii. *Schedule overview,*
- iv. *Introduce participants,*
- v. *Introduce facilitators,*
- vi. *Housekeeping.*

Outcomes of the Masterclass include:

- i. *Facilitate co-learning about Landcare between country representatives;*
- ii. *To meet the learning needs of individuals and country Landcare programs;*
- iii. *To help Masterclass participants develop short to medium term action plans; and*
- iv. *To being to develop useful international networks for advice and support in efforts to enhance Landcare programs.*

He proceeded to go through the Masterclass agenda (annex 1), summary provided below.

Day	Activity
Day 1	Get to know each other and learn more about Landcare activities in the countries represented in the Masterclass
Day 2	Landcare principles, lessons learnt, building effective farmer groups, sustainable livelihoods approaches, Landcare partnerships, stakeholders and branding-co-learning, governments linking with private sector, Landcare good practice criteria for assessing the field trip case studies, monitoring and evaluation
Day 3	Field trip case studies
Day 4	Debrief and discussion on the field trip. Diversity in Landcare-gender, culture, division of labour.
Day 5	Country Action Plans and African Landcare network
Day 6	Graduation and close of Masterclass

Round the room introductions (annex 2).

Housekeeping

- Please turn off your mobile phone.
- Please be on time to each session.
- Please actively participate by sharing and giving ideas, opinions and views.
- Display material
- Please begin to formulate your action plan as we progress through the next five days.
- Use meal breaks and evenings to network, meet others and develop long term professional relationships.

Sponsors of the Southern Africa Masterclass were acknowledged, including the Crawford Fund, World Agroforestry Center (ICRAF), Landcare International, African Landcare Network, Landcare South Africa and the South African Department of Agriculture Forestry and Fisheries.

Mary pointed out that the training program would be adjusted accordingly after an evaluation each day, with a final copy of the programmes evaluation provided in annex 3. Julian added that there would be a recap each day.

Discussion

Participant: What makes a Masterclass?

Julian: A Masterclass is designed in a way that those invited are not beginners; they have existing experience in NRM, Conservation Agriculture and even Landcare.

Participant: A Masterclass is about a merge of master minds, those that have experience in NRM and other fields relevant to Landcare.

SESSION 2: OVERVIEW OF LANDCARE EXPERIENCES

Experiences on how Landcare works and how it has evolved in various countries.

1. Australian Landcare experience

– Julian Prior

The Australian Landcare experience is a very successful example of an extensive farmer knowledge network. Australian Landcare is a community based NRM model involving partnerships between governments, NGOs, private sector and communities. Landcare groups are at the core. Landcare processes and staff help groups to identify and meet their needs; they have built institutions that have survived twenty plus years. Landcare is also about social capital development in farmer groups to build themselves in the group. Due to the success of Landcare it is a valuable and trustworthy brand that private sector wants to be associated with. In the late 1980s, National Farmers Federation and the Australian Conservation Foundation joined forces to lobby government because there was massive land degradation and as a result soils were not fertile. They received funding for sustainable agriculture activities in a ten year policy experiment that began in the year 1990 up to the year 2001. The government during this period researched the impact of the new policy. The number of farmer groups that belonged to Landcare grew from 200 in 1988 to 4,500 groups by 2003. This was by far the largest farmer network in Australia. Farmers were receiving information from Landcare extension activities and from each other. It was also found that people learn better in groups. The farmers now invite the extension officers unlike years back when the extension officers organized the workshops. The Australian institutions were designed to meet local conditions. These networks communicate issues to the local government.

The role of Landcare groups included; problem identifiers and problem solvers; research and investigation agents; extension agents, publicists and communicators, networking agents (farmer to farmer extension), local resource mobilisers, natural resource managers, policy implementers.

Lessons learnt include: Clear vision about community involvement in NRM; Landcare can only be part of broad NRM strategy; Decade of Landcare was key government policy commitment; Cultural change in government necessary; constructive media coverage was critical; Government funding and community facilitators were important; Capacity building necessary for communities, government and NGOs; Structured approaches using adult learning principles needed for engaging groups in learning.

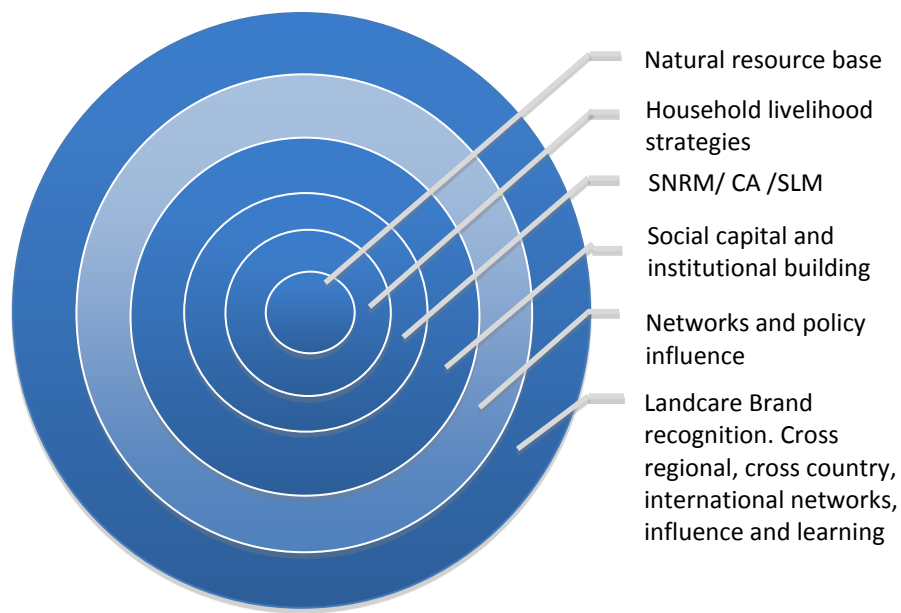


Figure 1: The Landcare Diagram presented to the Masterclass to help participants conceptualize how Landcare adds value to existing programs rather than displacing them.

2. *Philippines Landcare experience*

– Mary Johnson

In the Philippines soil erosion is a major problem. The Philippines landscape features steep slopes, highly erodible soils, heavy rainfalls, forest clearing and intensive cropping practices. A combination of these has made farming very difficult. 65% of Asia's 1.6 billion rural people earn their livelihoods from farms. Landcare started in 1996 in Philippines in Northern Claveria, Mindanao to promote soil conservation on the steep hillside farming. A village co-operative was used to form groups with support from ICRAF and the local government. In 1999, the Australian Landcare Project and Philippines Spain Landcare Project was started. In 2003 the Philippines Landcare foundation started a non-profit and non-stock NGO an entity to lobby on behalf of groups to get funds and help with scaling up and out. By 2008 Landcare Foundation of the Philippines becomes the lead organisation for Landcare in the Philippines. It appointed a research manager to coordinate research, undertake case studies and evaluate impact of Landcare on farmers' livelihoods.

Landcare in the Philippines is a strong three way partnership between farmers, local government units (LGUs) and technical providers. Trained extension workers (Landcare facilitators) build the capacity of farmers by focusing on improving farmers livelihoods through establishing farmer groups to encourage sharing and learning amongst members. This results in high levels of farmer/community participation and a focus on local solutions for local problems. Highly competitive NGOs environment competing for funding has been a challenge. Successes include: The Landcare approach has supported other initiatives in conservation agriculture; High level of farmer and community participation; Capacity building programs and

partnership agreements. Longevity of farmer groups has been strengthened by facilitators who are sometimes provided by an NGO.

3. South Africa experience

– Klaas Mampholo

South Africa (SA) is mostly arid and semi-arid, and experiences widespread soil erosion. Since 1997, the National Government had been working together with the provincial administration to strengthen implementation of Landcare programme in SA. For SA launching the program was propitious due to political and government system changes after the apartheid regime. The constitution placed emphasis on the need for community participation. Landcare is a community based initiative underpinned by the goal of optimizing productivity and sustainable use of natural resources. The purpose of the programme is to enhance a sustainable conservation of natural resources through community based participatory approach to create job opportunities through expanded public works programme model to improve food security and well-being of society as guided by six indivisible principles. The model works in the context of the whole interaction of environment, ecological and socio-economic infrastructure or natural capital. The SA Landcare network is a collection of groups, partners and focus groups. The challenges include: Maintenance and formalization of Landcare groups; Limited real private involvement in Landcare group/community based NRM; Capacity building across level of governance and community in NRM; Complex blending of traditional governance and municipal system in communal land and integrated development plan; Limited action learning research projects; Re-orientation of extension officers to NRM.

Successes include: Growing commitment from government through funding; Climate change focus on adaption; Green jobs through labour intensive; Agriculture in particular on farm infrastructure; Conservation agriculture; Area wide planning approach for conservation; Adoption of methodology.

4. Ugandan experience

– Awadh Chemangei

Uganda has a decentralized government and power has been devolved to the county, district and sub county levels. Districts get funds directly from the centralized government and disburse to the sub-county. Urban councils are autonomous. The landscape in Uganda has banana and coffee with extremely steep slopes with rampant soil erosion. In 2003, some individuals came together to form small household groups. In the same year African Highlands Initiative (AHI) and AGILE (African Grassroots Innovations for Livelihoods and Environment) in partnership with ACTIONAID was active in the district. Some ground activities took place from the year 2003 to 2005 which included forming of groups. In 2005 KADLACC (Kapchorwa District Landcare Chapter) was formed with 3 member platforms, it later became an umbrella district platform. Currently it has 35 groups and a sub platform, BUDLACC which had broken from KADLACC with 5 groups due to a change in sub-county boundaries. KADLACC is an alliance of institutions involved in land management. KADLACC has a steering committee that meets periodically and oversees the groups. Groups make their own plans, then a forum is called where the groups discuss their work plans and from there a way forward on activities. Landcare in Uganda is

made up of groups who are part of the platform networks like KADLACC. These are networks that comprise of groups and partners and are an initiative that is community owned and led, rooted in collective action. Activities that relate to income generation could act as an incentive as this may help slow adapters to catch up in the landscape.

Challenges include: Going to scale to involve all those affected and other cultivations approaches that experience land degradation.

Successes include: It is sustainable because they are community owned and led; improved networking and partnership enables technical support from partners e.g. ICRAF; skills and technology enhancement to member organisation (hands on activities); improved community attitude change towards land management in Landcare sites; improved access and use of technologies through the support of government extension officers.

5. African Landcare Network experience

– Joseph Tanui & Lydia Bosoga

It is important to consider the role of working with community groups to address issues of NRM. There are some very big differences as to how these Landcare approaches have worked, however the most important is the value of the Landcare model. It has evolved quite differently, for instance, between what has happened in Southern Africa versus what is happening in East Africa. The role of the Africa Landcare Network (ALN) is to look at how we share the lessons relating to Landcare between the different African countries. Rural areas are becoming more urbanized and face new challenges with regards to land use and this create complexities. Landcare provides an avenue to address some of these issues. Land degradation is a big problem the government is dealing with. We need to devolutionise ALN to handle the new challenges. The current membership of the ALN is from East Africa and South Africa among the EA countries there are 7 countries at different levels of engagement. There are opportunities in other networks. Lessons can be learned from more experienced Landcare networks, for example Australia, which have excelled in making communities understand the importance of conservation. In 2006 Landcare International and ALN were able to come up with a coherent plan to proceed, using 'champions' to drive this change. The SA government supports ALN. ALN was formed to handle the local regional issues; the network has a detailed communication and governance structure; they also have a business plan that has identified a capacity and knowledge building plan.

6. Malawi Landcare experience

– Anderson Kawajere

Due to massive land degradation and the fact that Malawi is an agricultural economy various NGOs intervened to curb the effects of land degradation. In 2012, three Malawians attended the East Africa Landcare Masterclass to gain the necessary knowledge for NRM. These were the champions for Landcare programs. Landcare platforms have been formed such as the Agriculture task force that is working with stakeholders in regards to issues of agriculture and NRM.

Challenges faced in Landcare programs include; little support from government, conflict of interest because policy makers down played the situation hence little support to Landcare programs.

DAY TWO

SESSION 3: REVIEW OF DAY 1

The day started with an exercise to find out the level of expertise in Landcare that the participants thought they have. This activity was carried outdoors to also serve as an ice breaker. There were 5 areas under which a participants could place themselves, the five areas were:

1. I have been working with Landcare a long time, can share experiences and have something to learn.
2. I have been working with Landcare a long time.
3. I know a little about Landcare and want to learn more.
4. I know a little bit about Landcare.
5. My first time with Landcare.



Figure 2: Participants lining up on a spectrum of their knowledge of Landcare

Responses given to why participants chose specific category include;

- 3: Challenge of receiving funding for Landcare activities.
- 1: Groups are able to grow and find ways to solve their problems and challenges.
- 1: Environmental services, getting necessary expertise.

For personal introductions, participants were asked to stand next to someone who was not from their country and find out; their name and country; their job role and how and where they work with farmers. After which everyone introduced their colleague (the person they stood next to).

Comments

- The issue of engaging diversity i.e. the youth
 - Land is an orphan. Wildlife, forestry and water shed are taken care of by communities.
- Landcare tries to address issues of land management

SESSION 4: PANEL SESSION

The panel was made up of presenters who presented on various Landcare experiences from their countries.

Group discussion

Question: What work is total Landcare doing?

Response 1: Total Landcare is an NGO that works in conservation agriculture; they work within a range of the principles of Landcare, but aren't considered to be a Landcare group

Response 2: Works on a range of conservation agriculture projects including agroforestry, looking at conservation through tree planting, and labour saving as the impact on natural trees is reduced and the community has time for other things to improve the livelihoods.

Question: How did the government in SA use the top-down approach when ownership is a very important issue of Landcare?

Response 1: Government acts on the interests of the people, through formulation of a policy that was approved in parliament to realize legislative mandate that provides for the wise use of the natural resources. Every year there is a call for use of resources and the criteria that meets the needs of the people to provide evidence that it is community endorsed. The project also has to be supported by the municipality; which assess the local level up to the national level. Continuous capacity building is carried out to ensure that the project is community owned.

Response 2: From the government perspective, have to ensure that people were consulted. This ensures that the people needs are addressed.

Response 3: Government developed good practice criteria which then became the funding criteria.

Question: In some countries it may be difficult to form a parallel system from government, how did Uganda achieve success?

Answer: Uganda is a decentralized state hence autonomy in the municipalities. District authorities are the ones consulted in the Landcare programs. The land belongs to the people. Community-based organisations are brought together by the district authority to deal with land management. It is not parallel to government but substituting government. It therefore addresses common issues.

Question: What are the challenges that Malawi face in adoption?

Response: There have been low adoption levels due to inadequate funding.

Question: Who initiated the formation of farmer groups in Australia?

Answer: There was a crisis that pushed them to form groups to collectively lobby for government funding. In Uganda a women's group formed because they had a challenge with lobbying. In Australia it was formed around natural resources management, also there was good facilitation and group leadership known as 'champions'. Government aligned its programmes to deliver through groups, there was also capacity building from government and collaboration with NGOs.

Question: How do you ensure group sustainability?

Response 1: Groups usually start with a single issues e.g. salinity. From a survey done in Australia it was found that the groups which had a good facilitator within the group i.e. good champions that support groups to explore other activities and identify their own solutions to problems, still need external assistance but know where to get help from such as government and partners, were branching into multiple issues such as healthcare etc. It highlighted the importance of a skilled facilitator to take the groups to the next level.

Response 2: In Australia in the second phase (of the 20 year government policy experiment) many groups disintegrated. The groups that survived have improved in their social capital within the 20 years because of their ability to adopt and survive. In Vietnam, groups practice merry-go-round i.e. household rotate taking a lump sum of money, this helps them have the necessary capital for their business ventures and livelihoods.

Response 3: In Australia there is an example of a group that won a national award for being the best group however they later disbanded because they felt they have succeed and met all their goals.

Responses 4: In Uganda, engaging the groups is the key driver to success, along with sharing knowledge and technologies. The avenues that linked groups needed district support through by-laws, such as issues of agroforestry and markets, therefore the authorities' saw it fit to have local level by-laws that address the environmental goals. Initially the groups had their goals, however, the funding and knowledge the groups receive is very important.

SESSION 5: LANDCARE PRINCIPLES

In order to clearly define what Landcare is about, the Landcare principles were developed through a stakeholders workshop in 2003 held in S.A. The principles are:

1. Integrated Sustainable Natural Resource Management addressing primary causes of natural resource decline.

2. Community based and led natural resource management within a participatory framework.
3. The development of sustainable livelihoods for individuals, groups and communities utilising empowerment strategies.
4. Integrated Sustainable Natural Resource Management addressing primary causes of natural resource decline.
5. Community based and led natural resource management within a participatory framework.
6. The development of sustainable livelihoods for individuals, groups and communities utilising empowerment strategies.

It is important to define Landcare; otherwise it can become all things to all people and thus prove to be meaningless. Sustainable NRM does not equal Landcare. It is crucial to distinguish between Landcare groups and communities, Landcare ethic, Landcare technologies, Landcare policy and institutions and Landcare funding. While the origins and development of Landcare in each country have distinct similarities, they also differ significantly from each other. Landcare programs differ in each country because they have been adapted to meet local conditions and local needs. Landcare is community based NRM involving partnerships between governments NGO and communities with Landcare groups are at the core. Landcare processes and facilitators help groups to identify and meet their needs, while Landcare structures and institutions are the architecture around which Landcare is constructed. Landcare policies define the objectives and outcomes, with Landcare also featuring a bottom-up feedback process.

Discussion

Question: How relevant are these principles to your context?

Response 1: South African experience- need to check how to operationalize these principles. Within our criteria and framework we can ensure that it is community based and initiated. It is important how you build your institutions to ensure sustainability; this can be done through capacity building.

Response 2: Monitoring is important.

Question: How are partnerships kept active and stakeholders' engaged? How do you operationalize and ensure groups are sustainable and ensure the system is community based not NGO-based.

Response 1: Zimbabwe and Zambia experience -The system is centralized however with the new constitution, there will be more decentralization of power to the counties.

Response 2: The 6th Landcare principle is challenging due to the difficulty in linking up policy makers to the community-based groups.

Response 4: It is always a challenge when it comes to policy as it is bureaucratically engrained, during the bi-annual conference of Landcare in SA we can find a resolution to how the policies can be community initiated. It is easier when the government supports initiatives. Need to reward the leaders 'champions' within the community, once they feel empowered they are a source of inspiration for the whole community and they also serve as mobilisers.

Response 5: To apply the 6th Landcare principle beyond those who came up with the principles, the government support needs to be transparent.

Response 6: When interacting with farmers and communities using available participatory approaches, you often find that the initiatives are government-led and not community-led; however it is important to have community-led initiatives. Also the challenge of getting policy makers to agree with the facilitators on the ground and finding solutions to the challenges is often difficult to ensuring the right policy approach is applied.

Response 7: Malawian experience - the government was reviewing the land policy however when producing the Bill to be passed by parliament the traditional leaders refused the bill as some of their powers were being reduced, it is therefore necessary to consult and to blend the upper and middle level of power.

People come together to solve the secondary cause and later deal with the primary cause of a problem.

Response 8: It is necessary to build consensus, it is better to do this in the initial stage to avoid conflict later on.

Response 9: The Landcare principles can be used when designing projects to persuade partners and donors as they are a powerful communication tool. It would also be important to demonstrate clearly how the project activities align to efforts for up-scaling.

SESSION 6: MODELS OF EXTENSION AND RESEARCH

We assume that farmers do not adopt technology for a range of reasons. Farmers vary in age, education, farm size etc. and the role of an extension officer, apart from providing extension services, is to support farmers to make the right decisions. Empowering members to do things for themselves, as opposed to external facilitator helping, is done through capacity building within the group. Also, finding a way to make the technologies work for the group, to help the farmers develop through learning and teaching each other between the facilitators and farmers. Specific management or technical outcomes are envisaged from the start. Landcare can use some of these approaches; however, it is also separate. Group needs, facilitator and farmer involvement is also included. Landcare involves farmer field schools, agroforestry, conservation agriculture, EverGreen agriculture and many other NRM, SNRM aspects.

The figure below illustrates capacity building levels as information access, facilitation and empowerment, and technical development.

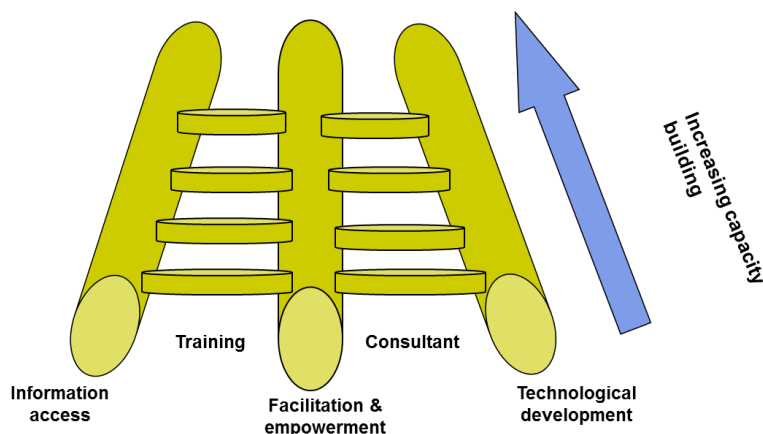


Figure 3: Capacity building ladder

SESSION 7: LIVELIHOODS, SOCIAL CAPITAL AND LANDCARE

The sustainable livelihoods approach is holistic in investing in NRM. For example, community health outcomes affect NRM and vice versa. To understand a community we need a holistic view or framework. The 7 sustainable livelihoods are natural capital; financial capital; human capital; social capital; physical capital; political and spiritual capital.

Below are examples of where livelihoods analysis and understanding help limit agricultural development (research and extension) from doing damage or achieved better outcomes. Example 1 is about the Alan Waters Wool Project in South Africa, where a wool growers association was trying to increase their production, as the production was decreasing post-apartheid. They wanted to categorize the wool they had to process as middlemen would buy the wool cheaply if it was not processed post-harvest.

Example 2 was on the Central Dry Zone Research in Burma on understanding the livelihoods analysis. First risk areas is increasing the legumes production means less land for livestock production second, the price of the commodity will drop due to increased demand. Sustainable livelihoods approach encompasses a conceptual framework, development approach and analytical framework. It is concerned with household and community risk and vulnerability; enforces a holistic approach to sustainable natural resource and development and conceptualizes the system as highly dynamic, this includes the 7 capital assets of natural capital, financial, human, social, physical, political and spiritual capital.

Social capital refers to norms and networks that enable collective action. Components of social capital include participants in networks, reciprocity mutual obligations, trust, social norms, proactivity, problem or issue identifiers, local resource mobilisers, learning from successes and mistakes and scaling-up, horizontal and vertical linkages the group has with another group. Social capital is important for SLM because it identifies problems early. Landcare can add value

in several levels which include; natural resource base, household livelihoods strategies, technologies (such as EverGreen, SLM), social capital and institutional building, networks and policy influence, Landcare Brand recognition, cross regional, cross country, international networks, influence and learning.

SESSION 8: DEVELOPING LANDCARE PARTNERSHIPS

Mary Johnson, Social Research Fellow led this session based on a presentation prepared by Rob Youl from Australia Landcare International (ALI) on Landcare groups and networks run as community enterprises.

Below are examples of Landcare partnerships.

Example 1 is on the friends of Westgate Park that receives income from many businesses that pay the group to run corporate planting days. Their annual budget is approximately \$100,000 of this, 80% comes from the corporate sector.

Example 2 is on Bass Coast Landcare network which is made up of 10 Landcare groups (1000 members) from the municipality of Bass Coast, Australia. They operate a team of young trainees and advise farmers and other landowners they are engaged in carbon and native vegetation offsets and attract government and corporate funding on an impressive scale. Their annual budget is \$1.5-\$2 million dollars of this, 30% comes from the corporate sector.

Partnerships can be useful in mobilizing resources from diverse sources and in achieving results. Landcare deals with government (national, state and regional, local), universities, research bodies, farmers and rural associations, churches, political parties, philanthropy (Gates foundation, Rockefeller, World Vision) and corporates including multinationals.

We can identify ourselves to corporates and the community as a whole through logos. Logos have commercial property, i.e. selling rights, companies use logos in advertising campaigns and to endorse products. Once partnerships are established, they can help in the communication, publicity, recognition and accountability as well as monitor Landcare activities.

Discussion

Question: What are the possible Landcare brands such as traditional design, flag and map?

Responses: 1-Caring hands with colours of national flag on country
2-Inclusive and caring hands.
3-Have colours blue for water and brown for land.
4-Include sounds e.g. lion roaring.
5-Have particular project logo for identification.

Important to include a key to the map to capture what each colour means

Question: What makes Landcare attractive?

Responses: Holistic approach and benefits to communities while for the corporates it is the social returns they will receive; it is also people centered; green technologies; compliance e.g. ISO certification

Question: What business sectors might readily support Landcare in your country?

Responses: Phone companies, processing companies especially agro-industries, bio-energy and tourism, banks, airlines.

Question: Which programs in your countries lend themselves to corporate support?

Response: In Malawi sustainable land management program, also bio-energy resources; In South Africa the Permaculture where Woolworths buy schools seeds; Runde catchment project; KARIBA red project

SESSION 9: DESIGNING AND EVALUATING LANDCARE PROJECTS

Landcare projects act as guidelines for project design, they provide criteria for monitoring and evaluation of projects, and provide a platform for capacity building of groups.

The participants were taken through the programme in preparation for the field visit. During the field trip, participants of the Masterclass used the *assessment criteria for evaluating good practice Landcare projects* to evaluate two communities.

SESSION 10: MONITORING AND EVALUATION

Theo led this session. Most significant change is one techniques used for Monitoring and Evaluation of projects. Most significant change tells us about changes from the view of the storyteller. It's about what change happened in thinking, practices, attitude, knowledge and practices employed. It also allows one to know the values of the beneficiaries. These values tell about positive changes. It also includes unexpected and negative change (for instance, conflict in the home due to empowerment of women) as well as facilitator challenges. The technique has 3 essential steps. First, collect the stories of change, second, have them tell you the most significant story and third get feedback from your findings and recommendations.

In groups of 3, the masterclass shared stories on most significant change in a project they worked on at personal, work or partnership level.

Table 1 lists down the positive (rewarding) and negative (challenging) points of being an interviewee and an interviewer.

Table 1: Stories of significant changes

	Challenging	Rewarding
Being interviewed (story teller)	<ul style="list-style-type: none"> • Telling in a logical format. • Spice it up-making it exciting. • Can I remember enough detail? • Telling negative stories. • Whose perspective to tell the story (who to attribute to). 	<ul style="list-style-type: none"> • Interviewer seemed interested. • The interviewer not knowing the story, it belongs to the interviewee. • Interviewer showing concern and connected with interviewee. • Interviewer feeling important. • Reflection and reward of achievements
Being the interviewer (asking for story)	<ul style="list-style-type: none"> • How to draw out information especially from quiet people. • Sensing too much spice 'lies'. • Being selective. • Keeping the conversation going. • Remembering the detail of the story if you did not note down –balance between writing and listening. 	<ul style="list-style-type: none"> • Interesting story. • Finding interviewees ready to talk. • Learning about brilliance in others. • Learning from other's stories. • Thinking about things we take for granted. • Making connections.

Guidelines for extracting stories

- Give clear boundaries to get the stories of change; give broad boundaries,
- Don't ask leading questions,
- Finding the right words to talk about something negative, the wording,
- Reassure the people that nothing they say will affect the benefits they receive,
- Recap the story you have heard to ensure you got the facts right.
- Why did they choose that particular story?

DAY THREE

FIELD TRIP

The group visited two groups in Salima district, one group, Msangu Cluster in Mtanda Village, practices conservation agriculture with *Faidherbia albida*, and the other group in Menyako Village practices agroforestry through establishing tree nurseries. These two groups were quite different. The group that practices conservation agriculture is made up of mostly older members (men and women) while the agroforestry group is made up of younger members. Both these groups are doing well with their respective practices; however were considered to be examples of project based groups rather than Landcare groups.



Figure 4: 1st and 2nd group visited respectively

DAY FOUR

SESSION 11: FIELD TRIP DEBRIEF AND DISCUSSION

In groups, participants discussed the two communities visited with regards to what was observed, heard, thought and any additional questions that may have wanted to be asked.

Group discussion

What was observed?

- The beneficiaries have passion and have knowledge of what they are doing.
- Group 1 had strong government and group cohesion. They were also able to work as a team when planting by helping each other.

- Skills transfer- other farmers practicing after seeing the benefits to practicing community members. The groups had pilot areas for show-casing the technologies. The interested members of the community would get linked to the extension officer who would help them establish a group of their own as it is difficult to work with individual farmers.
- When the groups have conflicts they take advantage of the traditional leadership. However, the group constitution should be the reference point as opposed to the leaders.
- The traditional leaders would deal with those who disobeyed the rules of the group.
- The village as a local governance structure is a unit under which the group forms. These groups are headed by traditional leaders who are the local government administration. The by-laws are at two levels; group level and traditional by-laws.
- The groups both talked about different interventions in the future plans. The 1st groups talked of planting more *Faidherbia albida* trees however the group had more short term goals unlike Group 2.
- The group is not homogenous; some group members if Total Landcare were to exit feel have acquired necessary knowledge while others will wait for another NGO to come around and help them.
- The women were not forthcoming with information and let the men speak most of the time. Therefore it is important to consider the gender set-up and how to empower women in decision-making and voicing their opinions. Also, need to understand the decision-making in the group because it is not always as it 'appears'.
- Fund raising in the groups was not well developed as they rely only on penalties.
- Women hold the treasurer role in the group because they are more trustworthy than men. Women take better care of the farm inputs and equipment as they are gentle and nurturers by nature.

What additional questions would you have wanted to ask?

- Do they demonstrate to other community members or do they just engage in casual conversation?
- Was there an incentive for those who adhere to the group rules and regulations?
- Are there any other interventions that the groups are using to provide more benefits to the group?
- How do we make women more visible - how to empower women to speak up/out?
- Do the groups receive additional training e.g. financial management? If so from which organisations?
- Where do the groups get additional funds from if no penalties are collected?
-

What advice you would give the manager about the future development of the communities?

- The groups need training on business planning, financial management, enterprise development (value chain) and risk management.
- Assist the group to attain financial sustainability and capacity building on conflict management and exit strategy.
- Link the groups with partners by using a partnership strategy.
- The manager should look to improve livelihoods.

- Wide community awareness on adaption of conservation agriculture
- Explore village dynamics (decision - making and power relationships) also gender set-up.
- Assist the group in goal and vision setting; short, medium and long term goals.
- Explore platforms of information dissemination.
- Look at the community contribution and also the inputs that NGOs and government are providing to the groups.
- Apply cutting issues i.e. marketing, cultural norms, property rights, labour division and gender issues etc.

SESSION 12: DIVERSITY IN LANDCARE

Mary outlined that we respond to different things in different ways, women think about the future, livelihoods, family and community. As women become empowered they increase incomes within the household and community.

Women in the Australia Landcare network contribute through: food production; energy conservation; soil fertility enhancement; group formation and maintenance; poverty alleviation; and synergizing soil and water conservation activities. Women have a strong role to play in Landcare as they: hold executive roles in group, provide communication, mobilise groups, work on projects, networks, organize education and training and help set direction. Women are engaged in planting and weed management, sustainable agriculture activities, water quality monitoring, erosion control, education programs, seed collection and propagation.

Speed planting events modeled on the concept of speed dating in Australia were quite successful at engaging young members of the community into Landcare, through Landcare for Singles. Indigenous groups engage with Landcare through practicing traditional ecological knowledge; revitalizing spiritual and physical well-being; looking after ancestral land; engendering pride through personal development; highlighting cultural values and indigenous aspirations in land management and passing on knowledge and skills to youth, other nations and the broader community.

Awadh led the next section highlighting the role of Junior Landcare. South Africa Junior Landcare encourages a sense of responsibility towards the land and other natural resources, it empowers disadvantaged youth and promotes food security at home and in schools. It has stimulated the formation of youth clubs and projects. It has reached 22,166 young people and created 14,815 green jobs-rehabilitation works related to soil, water and yield management. Uganda Junior Landcare was incorporated under Masaka District Landcare Chapter (MADLACC) Landcare as part of the school curriculum. 20 schools were selected and one teacher trained per school, they were equipped with skills to be Junior Landcare facilitators over a 5-day program. At the end of each day the trainees would report back on what they had learnt. 95% of Landcare Club members have reported establishing their own gardens at home.

Group discussion

Who should be included in Landcare groups and why?

- Everyone who may not have a voice because benefits are for all in the landscape
- Businesspersons should be included because they own businesses and have a social responsibility.
- Women, leaders, the elderly and youth because women are good financial managers, leaders have influencing powers, the elderly are wise and the youth are energetic respectively.

Who may not currently have a voice in the community?

- Those who are not part of the beneficiaries of the project.
- Absentee land owners (those who do not reside in the area).
- Those who do not have rights to own land in the community.
- The elderly, chronically sick and the foreigners.
- Women due to cultural norms.
- Orphans, widows and disabled persons.

SESSION 13: POLICY TOOLS AND STRATEGIES FOR INFLUENCING POLICY

Julian led this session which discussed how we can all influence policy if we understand the local policy processes and institutions. Policy is what government decides to do. For instance in natural resources, Landcare, health, education, security. Many non-government organisations will have their own policy framework. Policies often create organisations, agencies and institutions to do the implementation of policies. Policies are about people. Policy usually attempts to change the behaviour of people or influence their lives in some positive way. Policy will change for the better or for the worse. Policy is always an experiment. The communities are the evidence of good policies through past success. Landcare policies and Landcare institutions should respond to and support Landcare processes at the grassroots level. There is a need to monitor and evaluate. Effective policy comes from using the right tools for the particular circumstances.

Discussions

Examples where local community groups or networks represent the needs of the local people.

Example

- In Kapchorwa, Uganda domestic animals were destroying the crops in the gardens. It therefore necessitated formulation of by-laws to restrict the animals to certain zones. The by-laws were passed through consensus building at the district level.

- In Western Australia, a certain community requested local government to create by laws on some guidelines that they had developed; by doing so, Landcare was able to access funding.

The six general policy tools;-

1. Regulatory mechanisms: such as licenses, legislation, quotas, rules.
2. Informative related mechanism: such as education, extension, publicity, communication, training.
3. Financial mechanism: including incentives and disincentives such as government investments, grants, loans, fines, taxes, levies.
4. Policy related function: such as setting of policy objectives, the development of institutional frameworks, organizational structures and relationships, and the employment of staff.
5. Infrastructure mechanisms such as construction or enhancement of infrastructure that allows other mechanisms to operate.
6. Research and development: research and analysis on effectiveness of policy.

Landcare good practice is a powerful policy tool. South Africa Good Practice Projects; initially 8 were selected from each of the provinces from the existing Landcare/CBNRM projects. Powerful education and capacity building tool for both communities and government policy makers. Excellent tool for Landcare promotion and publicity.

Tips to making policy more bottom up include: recognising that policy operates at many scales from local to national, target where you can have an influence, and the need for politicians and policy advisors who know what is going on at the community level and the community needs, so invite them out to visit you.; Develop organised and articulate communities who know what they want to happen – e.g. Mayoka (Malawi); Kapchorwa (Uganda); Kapingazi (Kenya). Regional Landcare networks in Australia worked well for this, as they build institutions and processes that give the community a voice upwards to the policy makers. Form strategic alliances and horizontal and vertical linkages e.g. with other community groups and local government and don't just complain but provide workable solutions, and provide effective ongoing monitoring of policy impacts whilst giving credit to the policy makers.

Landcare Good Practice Criteria and Landcare Principles can be used as tools to educate policy makers. Making policy involves having a bottom up approach which recognizes that policy operates at many scales from local to national; we need politicians and policy advisers. You can propose a solution to the problem beforehand and develop organized and articulate communities who know what they want to get done while building institutions and strategy through horizontal and vertical linkages.

In focus group of 3-5, participants were to discuss the following:

- How is NRM community development agricultural development policy developed?
- Who is responsible for it?
- What are the policy institutions at the various levels?

- Within your own area of influence-how might you influence, inform and educate the policy makers about your issues or concerns?

BRAINSTORMING ON ACTION PLANS

Theo led this session and asked participants sit according to their nationality to brainstorm before developing full action plans to use back home. Below are some action points that the countries discussed.

Country	Action points
Zimbabwe and Zambia	<ul style="list-style-type: none">• Capacity needs assessment for the targeted communities.• Stakeholder's assessment.• Baseline survey of both socio-economic and biophysical nature.• Identify the beneficiaries.• Sensitization workshop within the community.• Have a study tour to look at best practice in other countries for example South Africa.• Feedback on Masterclass outcome colleagues when we go back to work.• Setting own version of Landcare principles.• Establish an organisation (Landcare network) to coordinate activities.
Lesotho and Uganda	<ul style="list-style-type: none">• Present Masterclass outcome to superiors and possibly write a paper.• Engage with schools to establish Junior Landcare.• Engage Ministry of Education, Health as well as private sector to lobby for Landcare activities.• Development of the criteria for assessing good practice.• Follow up on guidelines that are not implemented.• Capacity development for the groups to strengthen their capacity (Uganda).• Creating awareness for those out of school (20-45years) as there is an emphasis only on those in school (Lesotho).
Malawi and Swaziland	<ul style="list-style-type: none">• Scoping exercise (situation analysis), also sensitizing the communities.• Feedback session with government departments that deal with environment i.e. forestry, agriculture as well as civil society networks.• Setting strategic framework for policies.

Namibia

- Stakeholders analysis
- Situation analysis
- Value add to already existing organisations and networks

Suggested topics

Topics for clarifications that the class wanted tackled;

- How to operationalize work plans in terms of resources and capacity building.
- Working with partners,
- Ownership and participation of communities in Landcare programs
- Junior Landcare; how to mobilise and train the teachers in school who will then teach the youngsters, also in a community not only in schools.
- Lack of a strong awareness of Landcare in the countries especially among the relevant organisations.

DAY FIVE

SESSION 14: AFRICAN LANDCARE NETWORK

Lydia presented on the African Landcare Network (ALN). Benefits of using the ALN tools are alignment and participation in international programmes, standardized methodology, expert support and able to access information.

Discussion

Question: Is there a cost associated with being part of the ALN?

Question: What benefit is there for NGOs?

Question: What is the process for accessing the ALN funds?

Answer: ALN contacts are available on its website; other resources are also available online.

Question: Are the themes restricted to soil and water management?

Answer: These are the themes for the time being, however they are under revision.

SESSION 15: INCENTIVES FOR POSITIVE BEHAVIOURAL CHANGE

Julian presented a session that detailed incentives may be applied at the individual, household or community level to stimulate rapid change such as adoption to climate change. Incentives may be used to stimulate group formation and social capital building and may be necessary for poor and marginalized groups.

Tips for incentives are: have a clear purpose for incentives that includes risk mitigation, cost sharing and clear contributions from farmers, mutual obligation from both the giver and receiver of incentives, incentives must be only short term to achieve short term objectives, use incentives for social capital building and capacity building.

Discussion

1. Negative experience with incentives, plus some guidelines.
 - Monetary incentives seen as payments.
 - Incentives should be short term and have an exit strategy.
 - Benchmark to see how other programs are carrying out their operations, carry out a situational analysis
 - Introduction of a water pump project that was making men very tired and hence the women were unhappy and viewed it as a government plan to family planning.
 - Avoid paying for sitting allowance; find other way to cover it.
 - Government of Namibia, build houses for the San people and they are not used to living in houses, so the houses to this day are not occupied and are used as storage areas or animal sheds, it is crucial to engage the people to find out their needs.
 - Think of the value chain to ensure the product has market also avoid overproduction which brings down the price of a commodity.
2. Positive experiences with incentives plus some guidelines.
 - Monetary incentives are well accepted.
 - In the provision of fertilizers and seeds, the people would eat the seeds and sell the fertilizers. Guidelines are for organisation to provide different incentives, to address both short term and long term needs.
 - Donor should not fully provide for the community it should be a co-contributor and an enabler.
 - Allow community to come up with their own solutions to their problems.
 - Monitor and evaluate the effect of the incentives in order to adjust accordingly.
 - In South Africa, a community was given materials to fence their boundaries to prevent wild animals encroaching; however the community was not engaged hence they used the fences for private use in their homes, therefore it is necessary to should engage the community.
3. What types of incentives have you experienced (both financial and non-financial) and for what purpose were they used?
 - Certificates after training.

- Farmer's garden is used as a demonstration plot for farmer field days.
- Recognition incentives e.g. leadership and power.

SESSION 16: MONITORING AND EVALUATION FOR LANDCARE

Theo led a session on monitoring and evaluation for Landcare. Evaluation is an intrinsic part of the project cycle. Monitoring tends to be the on-going collection of information; while evaluation is less frequent than monitoring. The purpose of the evaluation dictates the sort of answers you get. Be clear about the purpose and consider different methods. Most common tool to collect information in agriculture is a survey. A survey however does not give all the details.

Program logic is the rationale behind a program's theory of action. The cause and effect relationships between program activities, outputs, intermediate outcomes and ultimate outcomes. Program logic shows a series of expected consequences, not just a sequence of events that can be at a program, project or initiative level. Benefits of using program logic are it enables critical thinking, shared understanding and forms the spine of monitoring and evaluation.

When it comes to the log-frame, the assumptions are very important. The assumptions should be monitored and evaluated to validate them.

A small activity was done where participants envision what happens as a result of a road in South Sudan, what impact the road has on farmers and life in the region. Responses were written down on Zopp cards which were then hang on the wall, using the responses Theo demonstrated the cause and effect relationship.



Figure 5: Theo Nabben demonstrates the cause and effect relationship

Discussion topics

- What would we be considering for Landcare - imagine a successful group and discuss what their program logic would look like.
- What would we see or hear that signaled the group was successful.
- What evidence do we already collect? Identify and list all evidence associated with the performance.

SESSION 17: OPEN DISCUSSION ON DRAFT ACTION PLANS

Country	Action plan
Zimbabwe action plan	<ul style="list-style-type: none"> • Bringing together stakeholders to have a network around Landcare principles. Also do a stakeholder's analysis to establish the network and identify a secretariat by August / October 2013. • Provide feedback on the Masterclass to colleagues within 2 weeks of going back home. • Undertake a study tour to a good practice site depending on resources. • Standardize Landcare by August/October 2013. • Policy appraisal by Dec. 2013.
Zambia action plan	<ul style="list-style-type: none"> • Baseline survey of Landcare for needs assessment in August. • Sensitize Landcare activities in schools in October. • Stakeholder's analysis by December 2013.
Lesotho action plan	<ul style="list-style-type: none"> • Analyse the policies within the Ministries i.e. Agriculture, Education. • Make a presentation to the Ministerial Principles on Landcare programs. • Carry out stakeholder's identification with other Ministries on board. • Develop Landcare principles for Lesotho. • Awareness focusing on 4 districts. • Training school teachers and ex-prisoners on Landcare principles.
Malawi action plan	<ul style="list-style-type: none"> • Situational analysis to build a national Landcare network • Sensitize the public and stakeholders as well as Parliamentary Agricultural Committee • Validation meeting to guide on the establishment of a network all between August/October 2013.
Uganda action plan	<ul style="list-style-type: none"> • Scale out Landcare as well as Junior Landcare.
ALN action plan	<ul style="list-style-type: none"> • ICRAF Malawi to coordinate national network.

	<ul style="list-style-type: none"> • The marketing and exhibition of ALN in upcoming conference in South Africa. • Identify countries to facilitate i.e. capacity building Awadh from Uganda, partnership Lydia from South Africa and Joseph Tanui for resource mobilization.
Swaziland action plan	<ul style="list-style-type: none"> • Introduce Landcare principles to the ministries. • Sensitize partners involved in NRM. • Identify 2 communities involved in Landcare activities and use that platform to make them form a Landcare network and expand from here in the next six months.
Namibia action plan	<ul style="list-style-type: none"> • Bring together stakeholders in NRM on plan how to introduce Landcare activities. • Situational analysis. • Promote and create awareness • Junior Landcare in some communities and schools

Q&A SESSION

Question: Do we need political champions?

Response 1: It may be challenging because political champions means aligning with one party, it is better to be non-partisan to ensure tenure of Landcare regardless of the ruling party. In Australia, Landcare use musicians and sportsmen as they are well regarded.

Question: Can we establish a group email for communicating and sharing information among the countries.

Response: This can be done.

Question: Are farmer field school complementary to Landcare?

Response 1: Farmer field school can be relative in terms that it has a different meaning that varies with different people. However, if the farmer field school has the same structure and purpose, then it is complementary to Landcare.

Response 2: Farmer field schools should adopt adult education technology, use local knowledge and define the process in their context.

Response 3: Constraints analysis: the case of Uganda, when it came to building trenches which is a tasking job there was need for mobilization. Look into sustainable land management through establishment of task forces that manage the landscapes. This describes social capital very well as it included trust and cooperation. We should not focus only on the technology but social element as well. Testing and finding out from other people are also important elements.

Response 4: Partnerships are important in the case where multiple organisations are working with the same community these organisations need to collaborate to avoid repetition of activities.

Question: What income generating activities can Landcare incorporate to ensure sustainability in farmer groups?

Response: Study and understand the market chain and lead the groups to engage in production of products needed in the market

Question: How can we excite governments to embrace and fund Landcare?

Response: We as community facilitators need our programs to link to national programmes and demonstrate what we are doing will strengthen and bring positive recognition to the nation. Also, demonstrate that you have important partners working with you.

Question: How do countries maintain project sustainability?

Response: Have a system for promotion of groups to another level in the value chain and production of commodities, lead the group to specialize.

Question: How do countries maintain the Landcare network (groups and committee)?

Question: How do we strengthen Landcare programme with sub-regional organisations like NEPAD, AU?

Learning outcomes pointed out by participants in the masterclass

- Robust Landcare networks
- Alignment of Landcare principles with international conventions
- Exit strategy for groups to keep running after project come to an end
- Challenges in operationalization of Landcare principles
- Farmer field school in Landcare context
- Going through what level we are at after the training from the start.

CLOSING REMARKS

On Thursday evening a special dinner was signal the end of the Southern Africa Masterclass. The certificates would be sent to participants in coming days. The training officially came to a close.



Figure 6: Participants enjoying a social gathering as a close to the proceedings of the Masterclass

ANNEX 1: SOUTHERN AFRICA LANDCARE MASTERCLASS AGENDA

Southern Africa Landcare Masterclass

AGENDA

Sunday 14th – Friday 19th July, 2013

Sunbird Lilongwe, Malawi

Anticipated Masterclass outcomes

1. Provide a platform to facilitate shared learning's of Landcare between countries representatives with existing and non-existing Landcare programs
2. To meet the learning needs of individuals and country Landcare programs in order to have a significant impact upon the development of these programs over the short and long term.
3. To help Masterclass participants develop short to medium term action plans that can be implemented by participants and their networks upon their return home.
4. To develop useful international networks for Masterclass participants that can provide ongoing advice and support for the participants in their efforts to enhance their local, regional and national Landcare Programs.

The Southern Africa Landcare Masterclass is sponsored and supported by:



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REPUBLIC OF SOUTH AFRICA



THE CRAWFORD FUND
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Time	Session	Topic	Content	Lead Facilitator
DAY ONE – Sunday 14 th July				
12.00	Participant arrivals – flights and road transfers			
1.00-2.00	Accommodation Check-in and Lunch			
2.00-3.15	1	Welcome Introductions	Welcome from African Landcare Network chair and representatives of local Landcare networks hosting the Masterclass. <ul style="list-style-type: none">• Introductions of Masterclass participants and Trainer-Facilitators• Setting individual training outcomes• Housekeeping	Lydia Bosoga Julian Prior
3.15 – 3.30	Afternoon Tea			
3.30-4.40	2	Landcare experience around the world	Presentations highlighting involvement in Landcare and experiences 10 minutes for each presenter; <ul style="list-style-type: none">• Australia – Julian Prior• Philippines – Mary Johnson• South Africa – Klaas Mampholo• Uganda – Awadh Chemangei• Malawi – Anderson Kawajere• ALN – Joseph Tanui	Clinton Muller
4.40-5.50	3		Panel session involving country representatives from previous session, chaired by African Landcare Network representative	
5.50-6.00		Wrap up	Participants to complete evaluation sheet of day’s activities	Mary Johnson
7.00	Group Dinner			
DAY TWO – Monday 15 th July				
9.00-9.15	4	Review of Day 1	Review of insights, learning’s, future practices from Day 1 discussions	Awadh Chemangei

Time	Session	Topic	Content	Lead Facilitator
9.15-9.45	5	Landcare Principles	Defining Landcare and what Landcare is Suggested Principles of Landcare highlighting what is similar and fundamental in Landcare around the world	Julian Prior
9.45-10.30	6	Models of Extension and Research	Provide a review of extension theory and changing approaches leading to discussion of Farmer-First models, Effective farmer groups, On-farm research, farmer to farmer extension etc.	Theo Nabben
10.30-11.00	<i>Morning Tea</i>			
11.00-11.30	7	Livelihood Approaches	Understanding livelihoods and the 6 SL Capital Assets	Julian Prior
11.30-12.30	8	Developing Landcare Partnerships	Stakeholder analysis, mutual partnerships and the importance of branding (logo)	Mary Johnson
12.30-1.30	<i>Lunch</i>			
1.30-2.30	9	Landcare community (project) good practice Includes workshop session	Based on the "Landcare Good Practice Assessment Criteria" (from South Africa) explore the range of criteria that could be used to interpret the viability and effectiveness of a Landcare project. Provides a discussion framework for the field trip (not an evaluation tool)	Julian Prior and Mary Johnson
3.00-3.30	<i>Afternoon Tea</i>			
3.30-4.30	10	Monitoring and Evaluation of Landcare Programs	Description of a range of M&E techniques include Most Significant Change	Theo Nabben
4.30-5.20	11		Group discussion on suggested topics Open forum for participants to suggest topics of interest for discussion	Clinton Muller
5.20-5.30		Wrap up	Participants to complete evaluation sheet of day's	Mary Johnson

Time	Session	Topic	Content	Lead Facilitator
			activities	
DAY THREE – Tuesday 16th July				
	12	Field Trip	Visit a number of Landcare groups and their projects with an emphasis on the diversity of activities. If it is possible to undertake this field trip in half a day it would allow more time for a detailed discussion and expansion of other topics.	Total Landcare
On way back from field		Wrap up	Participants to complete evaluation sheet of day's activities	Mary Johnson
DAY FOUR – Wednesday 17th July				
9.00-11.00	13	Field trip debrief discussion	Based on the modified "Landcare Good Practice Assessment Criteria" explore the complexity, viability, resourcefulness, dependence and sophistication of the projects visited on the field trip	Awadh Chemangei
11.00-11.30	<i>Morning Tea</i>			
11.30-12.30	14	Working with diversity	Gender, culture, division of labour,	Mary Johnson & Awadh Chemangei
12.30-1.30	<i>Lunch</i>			
1.30-2.00	15	Supporting Landcare and community development	Policy Tools and NGO interventions to support Landcare <ul style="list-style-type: none"> • Regulatory • Information • Financial (including effective incentives) • Institutional frameworks • Infrastructure 	Julian Prior

Time	Session	Topic	Content	Lead Facilitator
			<ul style="list-style-type: none"> Research for development Assistance with project development and management 	
2.00-3.00	16	Development of a Landcare Action Plan / Group work on presentations	<p>Introduction to the group exercise including a framework for the development and presentation of an Action Plan</p> <p>The Plan should include issues, objectives, outcomes, partners, extension/communication, resourcing</p>	Theo Nabben
3.00-3.30	<i>Afternoon Tea</i>			
3.30-4.30	17	Group work	Groups commence work on action plan	
4.30-4.50	18	Open discussion on draft action plans	Open discussion on approaches taken. Time to share experiences and clarify any issues.	Clinton Muller / Awadh Chemangei
4.50-5.00		Wrap up	Participants to complete evaluation sheet of day's activities.	Mary Johnson
DAY FIVE – Thursday 17th July				
9.00-9.15	19	Review of Day 4	Review of insights, learnings, future practices from Day 4 discussions	Awadh Chemangei
9.15-11.00		Group work continues	Completion of Action Plans	
11.00-11.30	<i>Morning Tea</i>			
11.30-12.30	20	Groups present	Action plans presentations and discussion of future steps	
12.30-1.00	<i>Lunch</i>			
1.00-2.00		Groups present cont.	Action plans presentations and discussion of future steps	
3.00-3.30	<i>Afternoon Tea</i>			
3.30 – 4.00	21	ALN Workplan	Discussion on aggregate workplan for activities and focus for the African Landcare	Lydia Bosoga Clinton Muller

Time	Session	Topic	Content	Lead Facilitator
			Network	
4.00-5.20	22	Masterclass evaluations	Undertake a number of participatory and individual (survey, mapping) review exercises to review the week and provide ideas as to how extension interventions and activities might be evaluated. Should include a review of the results	Clinton Muller
5.20-5.30		Wrap up	Participants to complete evaluation sheet of day's activities.	Mary Johnson
7.00	Group Dinner			
DAY SIX – Friday 18 th July				
	Those with afternoon flights to check out after breakfast			
9.00-9.15		Review of Day 5	Review of insights, learnings, future practices from Day 5 discussions	Awadh Chemangei
9.15-9.45	23	Graduation	Presentation of certificates with opportunity for participants to share MSC stories for the week.	
10.00		Wrap-up - Close	Thanks to sponsors, presenters, hosts and supporters	
10.15	Departure of Bus for transfers to the airport			

ANNEX 2: LIST OF PARTICIPANTS

	Full Name	Country	Email	Organisation
1	Julian Prior	Australia	jprior2@une.edu.au	University of New England
2	Theo Nabben	Australia	theonabben@optusnet.com.au	Social Impact Consulting
3	Mary Johnson	Australia	mary.johnson@rmit.edu.au	RMIT
4	Clinton Muller	Kenya	c.muller@cgiar.org	ICRAF
5	Joseph Tanui	Kenya	j.tanui@cgiar.org	ICRAF
6	Grace Mwangi	Kenya	G.M.Mwangi@cgiar.org	ICRAF
7	Anderson Kawajere	Malawi	akawejere@yahoo.com	Department of Land Resources Conservation
8	Spencer Ngoma	Malawi	ngomaspencer@gmail.com	Total LandCare
9	Issac Nyoka	Malawi	B.Nyoka@cgiar.org	ICRAF, Malawi
10	Emmanuel Chirwa	Malawi	etcchirwa@yahoo.com	Land Resources Conservation Department
11	Yvonne Mmangisa	Malawi	yvemangisa@yahoo.com	LandNet, Malawi
12	Herbert Mwalukomo	Malawi	herbert@cepa.org.mw	Civil Society Network on Climate Change
13	Obedi Mkandawire	Malawi	obedigm@gmail.com	Total LandCare
14	Richard Mseka	Malawi	richardmuseka@yahoo.com	Total LandCare
15	Rufina Ineekela Shifa	Namibia	rshifa144@gmail.com	University of Namibia
16	Taimi Sofia Kapalanga	Namibia	tskapalanga@gmail.com	Okashana Rural Development Centre
17	Lydia Bosoga	South Africa	LydiaBDLandUsageandSoilManagement@daff.gov.za	South Africa Dept. Agriculture Forestry & Fisheries
18	Klaas Mampholo	South Africa	klaasm@daff.gov.za	South Africa Dept. Agriculture Forestry & Fisheries
19	Victor Mohlabe	South Africa	VictorMoh@daff.gov.za	South Africa Dept. Agriculture Forestry & Fisheries
20	Sipho Shiba	Swaziland	sthokozane@yahoo.co.uk	Ministry of Agriculture
21	Awadh Chemangei	Uganda	chemawadh@yahoo.com	KADLACC
22	Richard Musoyo	Zambia	richardmusoyo@yahoo.com	Nkana Academy College Education
23	Teddy Malipilo	Zambia	teddymalipilo@yahoo.com	Ministry of Agriculture and Livestock, Solwezi District

24	Anold Musoki	Zimbabwe	anoldmu@carezimbabwe.org	CARE Zimbabwe
25	Somandlau Ndlovu	Zimbabwe	somainzim@gmail.com	Environmental Management Agency
26	Lewis Mashingaidze	Zimbabwe	lewis@fambidzanai.org.zw	Fambidzanai Permaculture Centre
27	Livai Matarirano	Zimbabwe	L.Matarirano@cgiar.org	ICRAF Country Liaison, Zimbabwe

ANNEX 3: SOUTHERN AFRICA LANDCARE MASTERCLASS EVALUATION

Compiled by **Mary Johnson**, RMIT University

NUMERICAL RESULTS

Participants were asked provide a score (scalable from 1-10) in response to the following questions:

1. Training was relevant to my needs
2. Materials provided were helpful and relevant
3. Length of the training time was sufficient
4. Content was well organised
5. Questions were encouraged
6. Instructions were clear and understandable
7. (no question)
8. Training met my expectations
9. The presenter and/or presentation was very effective

The Country Results and Mean are presented in Figure 1

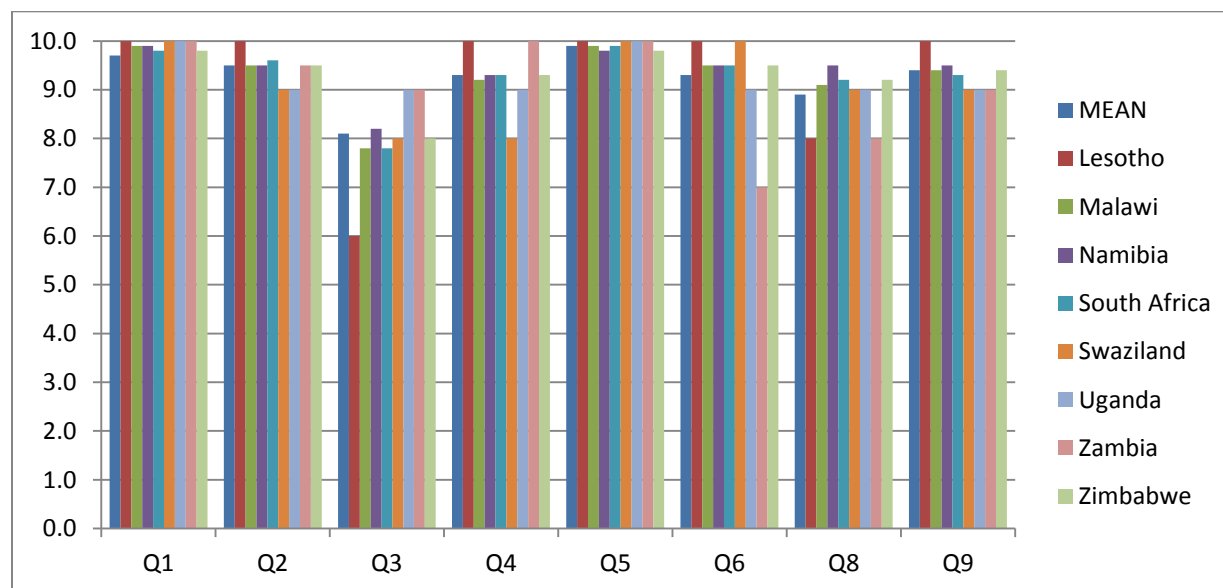


Figure 1: Participant (by country) responses to questions 1-9

Participants were also asked provide a score (from 1-10) to two questions to provide some indication of the extent of their learning:

10. What do you consider your level of knowledge about the workshop content was BEFORE attending the training? Scale where 1 = No knowledge and 10 = very good

11. What do you consider your level of knowledge about the workshop content is now AFTER completing the training? Scale where 1 = No knowledge and 10 = very good

The results are presented in Figure 2 (below) based on the difference between the before and after score.

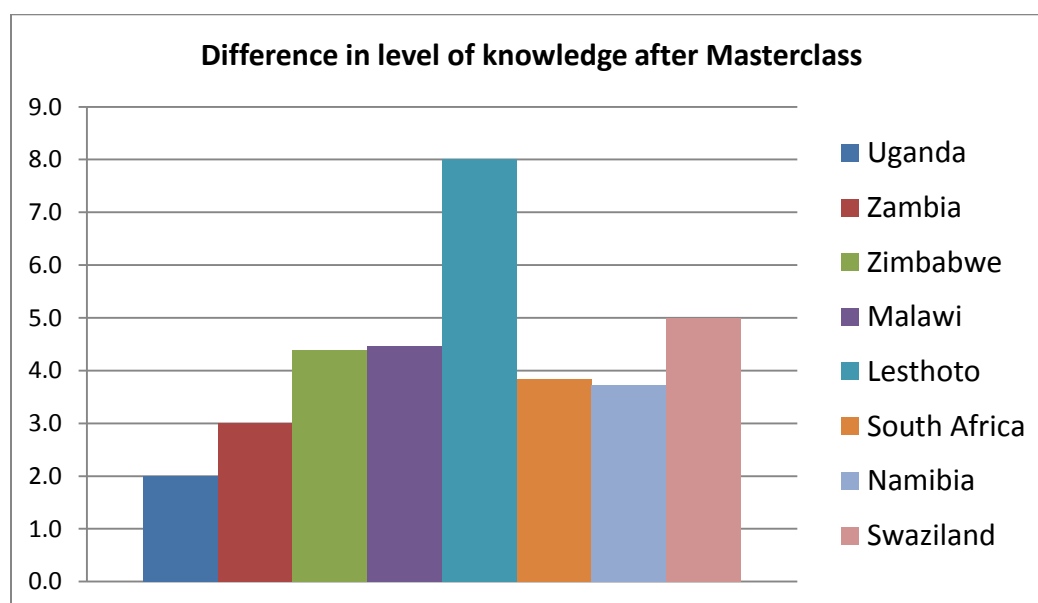


Figure 2. The difference between the score provided for Questions 10 and 11

Additional questions (12-15) sought views about different aspects of the Masterclass:

Question 12: Do you believe there should there be more: (No. responses)	
Content/knowledge?	21
Practicing Skills?	6
Or was the mixture about right?	11
Question 13: How would you describe the pace of training?	
Too fast	1
Too slow	0
About right	18
Question 14: How would you describe the time allowed for training?	
Too long	0

Too short	1
About right	18
Question 15: I would recommend this training to other people from my country	
Yes	19
No	0

The following responses are collated from Questions 16, 17 and 18.

Question (16) Were there any aspects of the session that you particularly liked?

- *Yes Monitoring and evaluation and all the rest. I felt I needed a simpler way to monitor.*
- *Monitoring and evaluation. Open discussions and work plans. Reports from other countries where Landcare has been in existence.*
- *Livelihood analysis, policy tools, incentives, gender.*
- *Facilitation skills, field tour, hard copies of notes provided, active participation, case studies, venue*
- *1.building of true partnerships 2.building of social capital 3.addressing of underlying causes*
- *Explanation/clarity of what Landcare is and how it differs from NRM. Feedback sessions and group discussions. Presenters were really helpful and willing to elaborate on topics.*
- *Yes the Monitoring and Evaluation Aspects and Gender (Diversity) in Landcare Programs.*
- *Group work, field trips*
- *Landcare Principles*
- *Landcare Principles active and true partnerships with communities, Govt, NGO Industry and private sector. Blending of upper level policy processes.*
- *Field trip, practical session/workshop session*
- *The content was good and the participation was also fine. The facilitators explained things well with examples for easy understanding.*
- *The principles made the understanding of the concept much easier.*
- *The field trip was good because it helped to think theory into practice.*
- *All aspects appeared very relevant as they depend on each other.*
- *Yes I liked the principles discussion and how one can distinguish Landcare from NRM & SLM and I also liked it when participants referred to experiences in their country.*
- *About everything was actually great.*
- *Setting the principles and criteria - that benchmarking.*
- *Consolidation of experiences from other countries and that has provided opportunity for me to improve the way I was implementing projects.*

Question (17) What improvements could be made?

- *A minute's time per country (for those) has not started to give an overview of what related to Landcare work being done. So that we get on from there. (*Note: unfortunately two representatives were delayed by a day due to a missed flight)*
- *More time for exercises. Some were a bit rushed.*
- *Provide soft copies to participants, participants to find their own accommodation*
- *Focus the training on operationalisation (institutionalisation) of the Landcare approach thus balancing with theoretical principles how to deal with dynamics.*
- *The length of the course. It sounds about right but may be - can be extended for 2 weeks to allow practical time.*
- *Should have practical/group works on cases involving M & E aspects. Should be exposed to financial sources for financing Landcare programs.*
- *Transport for field trip to be more reliable.*
- *Program is too packed. I would like a little free space in between*
- *Allow for more time so as not to rush through presentations. Avoid starting the workshop on the arrival day as any slight hitches can disrupt the well planned programme.*
- *Process of implementing Landcare in a country especially for beginners.*
- *Sharing the presentation material.*
- *More exposure to communities being worked with and presence of government stakeholders (for host country) especially the very influential ones.*
- *The class can start a day after arrival instead of right away to accommodate inconveniences during travel.*
- *Identification of groups to be visited should at least be more in terms of numbers because we (the facilitators) can learn a lot about those groups.*
- *Perhaps visits to different practices to widen the practical side.*
- *More time should be given for daily exercises.*

Question (18) Further comments and suggestions for future training.

- *Project planning. I would suggest concepts in project planning involving project implementation to be involved.*
- *Some illustrations too small/not legible.*
- *Especially beginners to have at least a month training and to be done in countries with success stories of Landcare*
- *Training to be rotated in countries with established Landcare programmes. 2 Study tours may be necessary to appreciate implementation of Landcare programmes e.g countries like South Africa or Australia*

- *The next Masterclass is welcome to be hosted in Namibia.*
- *In future there should be more time allocated for field visit because that's where things are happening. Participants can learn and understand more and better on processes and strategies which are key in promoting Landcare activities.*
- *presentation on experience of East Africa*
- *ALN should support countries to establish country networks.*
- *This workshop improved my understanding of Landcare concept.*
- *Get perspective from local government representative hosting or politician.*
- *Time for participation to familiarize themselves with the town they are in.*
- *Field visit time to sites need an extension to ensure collection of relevant information from the field. Provision of learning material to be on discs or flashes.*
- *More fieldwork/practice should be incorporated even two days of field work because we didn't have enough time to ask questions.*
- *Increase in duration of time to accommodate the above (Q17) comment.*
- *If there are sites implementing these practices.*
- *Themes arising from participant written responses and management debrief sessions*

SESSION EVALUATION

This section covers the collation of evaluation responses from Sessions 5 – 9 and Sessions 14 – 16 of the Masterclass program.

SESSION 5: Landcare Principles

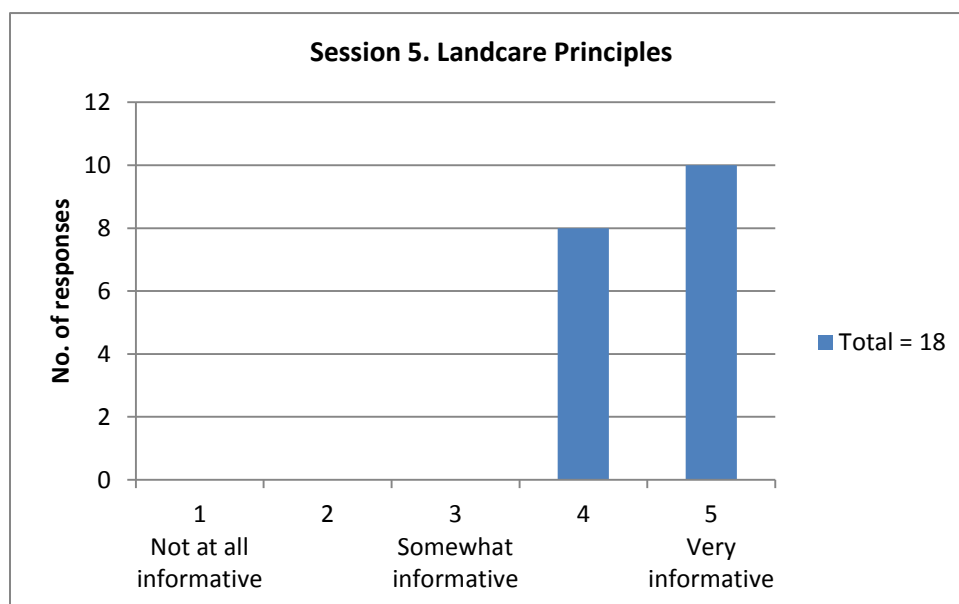
This session defined Landcare and suggested six principles of Landcare to highlight what is fundamental to Landcare for applicability worldwide. Developed in South Africa in 2003 the Landcare Principles are:

1. Integrated Sustainable Natural Resource Management addressing primary causes of natural resource decline.
2. Community based and led natural resource management within a participatory framework.
3. The development of sustainable livelihoods for individuals, groups and communities utilising empowerment strategies.
4. Integrated Sustainable Natural Resource Management addressing primary causes of natural resource decline.

5. Community based and led natural resource management within a participatory framework.

6. The development of sustainable livelihoods for individuals, groups and communities utilising empowerment strategies.

This session was critical to understanding Landcare as opposed to other approaches. Participant feedback reflected the importance of clarifying this at the beginning of the Masterclass: *"I had a problem understanding the concept and ended up defining it wrongly. The session clarified it for me."*



Participant comments:

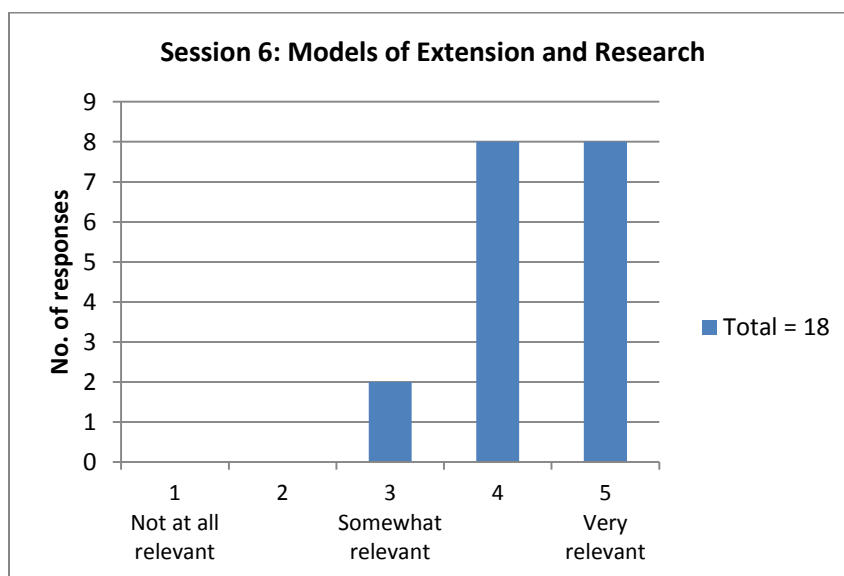
- *I had a problem understanding the concept and ended up defining it wrongly. The session clarified it for me.*
- *These guiding principles were supported by key words such as community based and led, integrated and sustainable use of natural resources.*
- *The definition had all the components of Landcare adequately covered.*
- *All the details of Landcare principles were discussed.*
- *From my experience up to 3/4s of the principles worked very well though not completely.*
- *A very informative session and elucidated the principles behind Landcare*
- *I now understand Landcare principles but not yet confident to use them in distinguishing the difference between Landcare and other similar programs.*
- *Linking practice to the principles was interesting.*
- *It was very clear from one country to another.*
- *First time to come across them (principles). Bedrock of program.*

- *I was familiar with some of the principles from other work done before.*
- *First experience with the concept.*
- *The presenter was very knowledgeable and took a step by step process to explain the why the principles and the basis for having the principles.*

SESSION 6: Models of Extension and Research

This session provided a review of extension theory and changing approaches leading to discussion of Farmer-First models, effective farmer groups, On-farm research, farmer to farmer extension etc.

Eighteen participants rated the relevance of this session (see below) and provided comment. An equal number of participants rated the session relevant (8) and very relevant (8) with two responding somewhat relevant. One participant commented that: *“not necessarily applicable to my working environment however could follow-up in areas of relevance”*, and two participants observed *“need for more time to be spent on this subject”*. Participants mostly commented positively, *“as someone involved in extension the session actually strengthened my skills of extension and research”*.



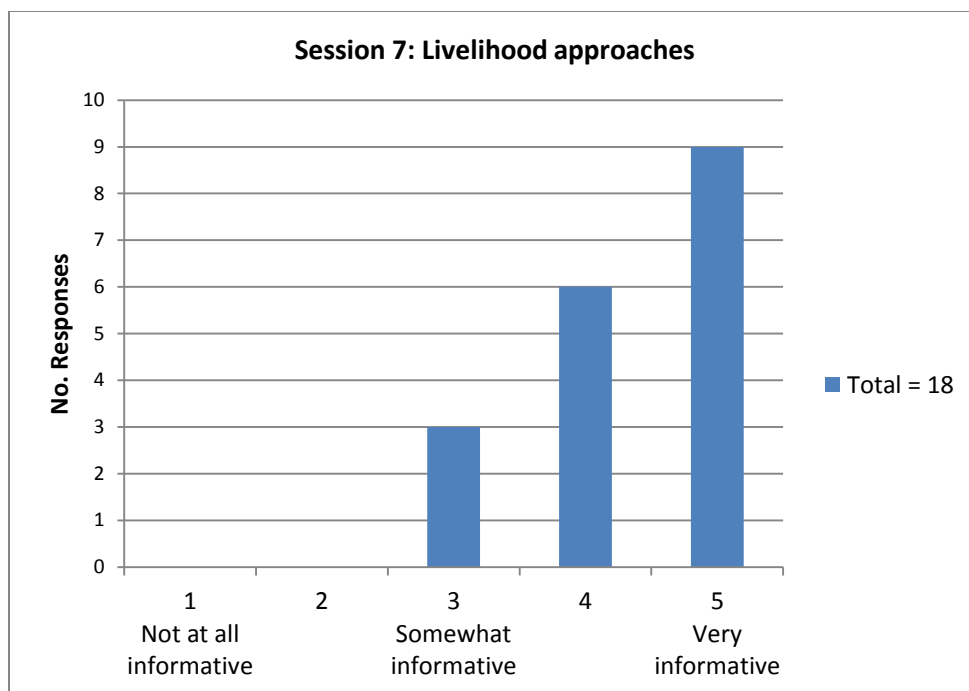
Participant comments:

- *As an extension and training officer in my department the relevance was superb.*
- *Getting it right in dealing with communities as we need to consider possibilities of bottom up technological changes and working with champions. Getting feedback.*

- *Not necessarily applicable to my working environment however could follow-up in areas of relevance.*
- *We're still employing more of technology transfer type than technological development model which reflected to work better.*
- *The session addressed practical and possible approaches to community based extension methodologies.*
- *Critical in the implementation of projects and to ensure that the baseline study is understood and implemented.*
- *It was well designed presentation which connected the past and present approaches*
- *As someone involved in extension the session actually strengthened my skills of extension and research.*
- *Good history and stressed on importance of groups and community development.*
- *Very interesting but we need also to spend more time discussing it as we had a lot of extension participants in the group.*

SESSION 7: Livelihood Approaches

This session covered understanding sustainable livelihoods including components of social capital (i.e. reciprocity mutual obligations, trust, social norms, proactivity, problem or issue identifiers, local resource mobilisers, learning from successes and mistakes and scaling-up). The session also explored where Landcare can add value to: household livelihoods strategies, technologies (such as EverGreen, SLM), institutional building, networks and policy influence, Landcare Brand recognition, cross regional, cross country, international networks, influence and learning.

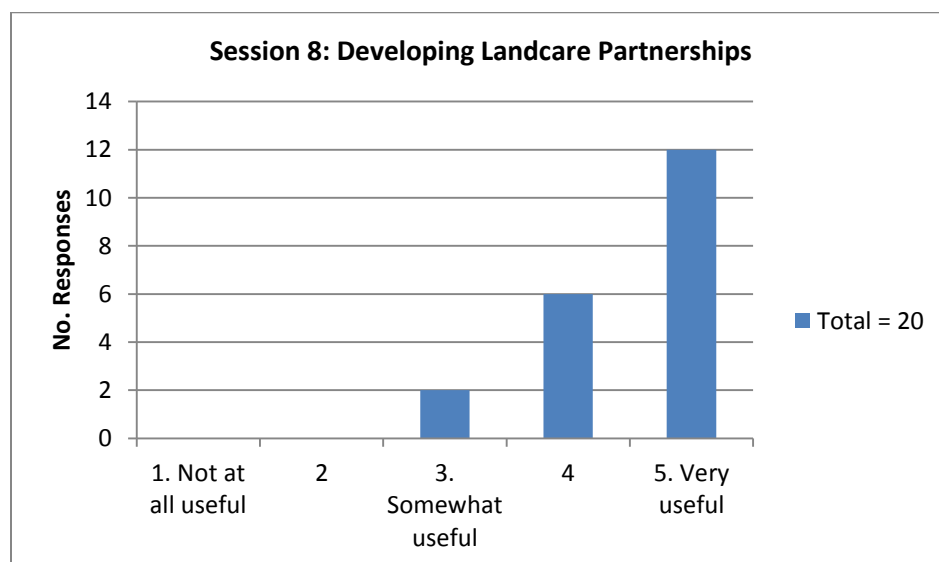


Participant comments:

- *Enjoyed the social capital part of the presentation mostly*
- *The importance of social capital in sustainable livelihoods as it breeds farmer groups that are proactive and learn to manage their situations.*
- *Very informative and useful.*
- *It informed on how projects can affect households and communities.*
- *The session tackled the most important drivers and approaches to designing Landcare programs.*
- *It has highlighted the importance of social capital.*
- *Very informative in deciding the approaches to be used.*
- *It varies but the principle remains which is a pushing factor sustainability*
- *Best on the environment that we are operating it is critical to consider the approach.*
- *Lacked examples*
- *Information on asset analysis/risks.*
- *More focus on seven SL capital assets due to time frame.*
- *Good link we the evolution of livelihood literature and its application*

SESSION 8: Developing Landcare Partnerships

This session covered Landcare Partnerships and provided an overview of the value of partnerships in mobilizing resources from diverse sources including government (national, state and regional, local), universities, research bodies, farmers and rural associations, philanthropy and corporates.



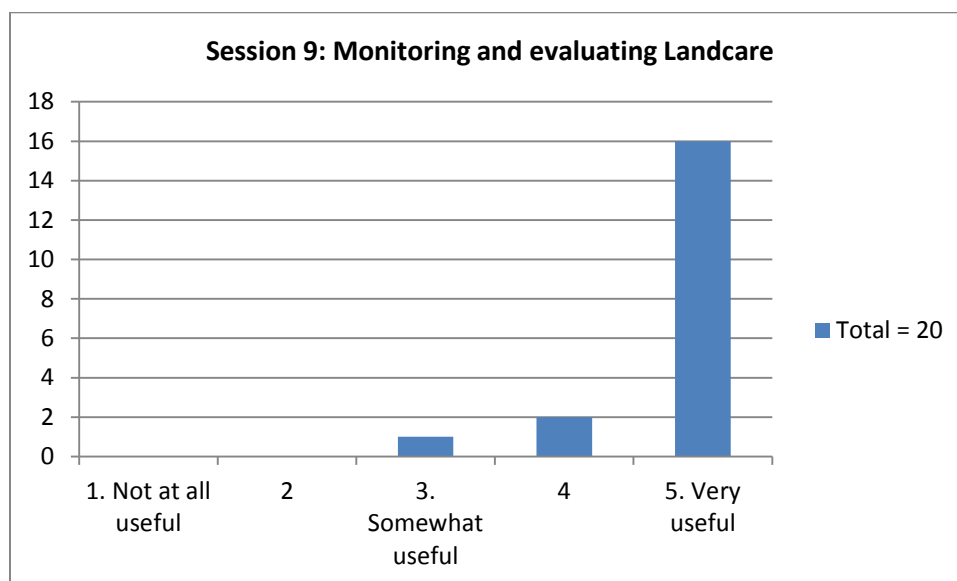
Participant comments:

- *The information was great and being involved with Landcare has made me realise how important it is to develop and sustain partnerships.*
- *It was important to think outside the box as to who we can work with in Land conservation.*
- *Very well tackled and useful especially when one looks at it in terms of advocating for policy changes.*
- *It helped to identify partners who can come on board to help the Landcare programs.*
- *It was a chance to learn how effective partnerships can enhance Landcare program adoption and sustainability.*
- *It has enhanced the importance of considering the land user as an important partner and not a follower.*
- *An insight with partners in our areas.*
- *From implementation networks amongst groups platforms intra and inter has increased the learning.*
- *Gave an opportunity to think of partners per individual countries and how they can benefit Landcare.*
- *Was logically presented.*

- *Helped in how to identify important partners.*
- *It is vital to know who to partnership with in developing Landcare program /projects in order to get most valuable support.*
- *It helped me think about which corporates to go approach when I go back home and also about the importance of logos.*
- *Looked at other areas one would not traditionally consider/branding etc.*
- *Identified critical issues in success of projects.*
- *A very good step by step process and a good exercise.*

SESSION 9: Monitoring and evaluation for Landcare

Session 9 covered monitoring and evaluation as an intrinsic component of the project cycle. It explored the differences between monitoring and evaluation, the systematic collection of information to improve decision making and enhance organisational learning, people Centred project logic and factors that would be useful to use in a Landcare program. Participants considered monitoring and evaluation for their own projects. From twenty participants sixteen rated the session as very useful.



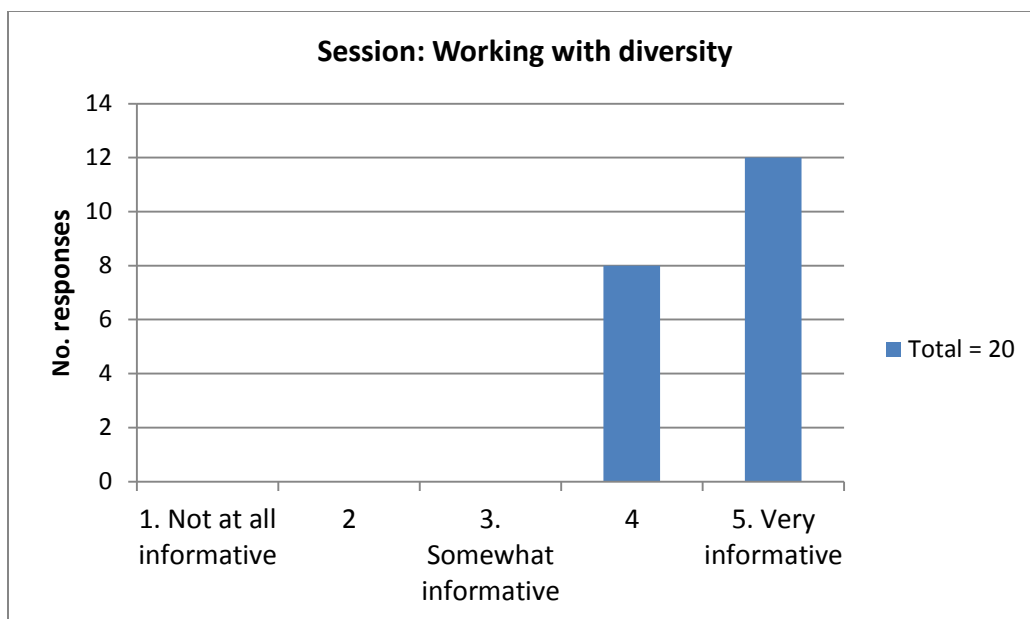
Participants Comments:

- *The presenter was very clear and lively and this enhanced understanding during an afternoon session.*
- *Quite useful and relevant as this assists in tracking where beneficiaries are coming from, current position and where they destined to go.*

- *Monitoring and evaluation will help to keep their Landcare program to head in the right direction.*
- *It has introduced me to the understanding of Most Significant Change, challenges and easy aspects.*
- *Improved skills in the monitoring and evaluation of groups.*
- *Builds trust between facilitator and those being facilitated.*
- *Learn on ways to obtain information but at the same time make the interviewee relaxed.*
- *The group discussion created a perfect background to the plenary discussion.*
- *The trainer explained the need for M and E and indicators as per case study. This was good to know and it created some understanding.*
- *Because it was practical (going out and telling a story). Participants could identify their challenges and rewords from a practical activity which can be used as a learning process.*
- *Very good for progress of a particular project.*
- *Interesting introduction to Most Significant Change, interviewing/storytelling*
- *Did not have enough time.*
- *Very interesting methodology, which was well explained and also the exercise made it very clear.*

SESSION 14: Working with diversity

Working with diversity addressed the composition and diversity of Landcare groups (including women in Landcare, Junior Landcare) and working with different groups and under different settings (for example Indigenous, cultural, urban and rural and remote communities). This topic also explored the notion of inclusiveness and providing opportunity for engagement with minority groups or disempowered community members. Twenty participants rated this session in the higher end of informative.

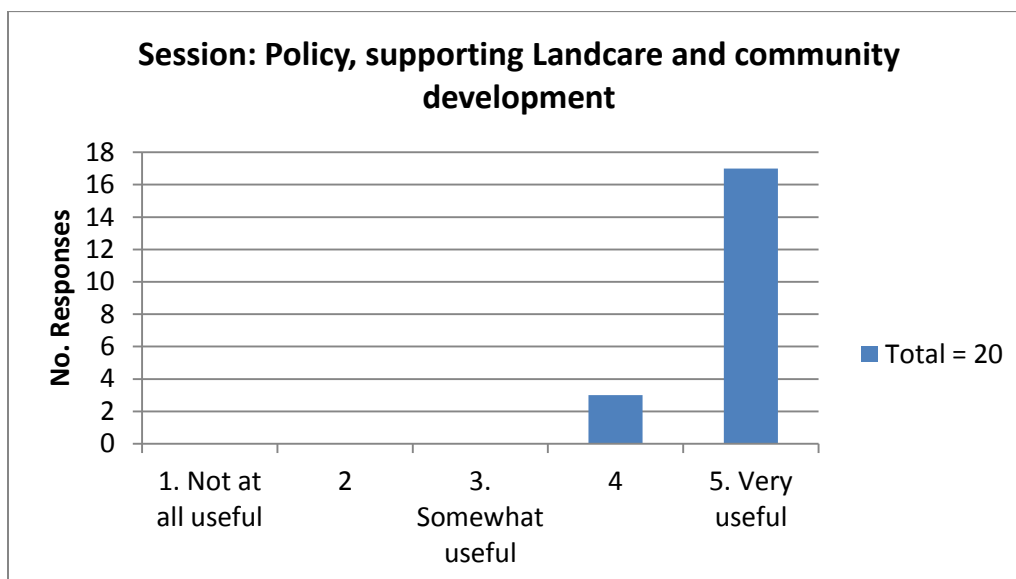


Participant comments:

- *Will help in empowering women to get into the management of natural resources.*
- *Didn't include the role of men.*
- *Women and youth are always at the centre of development hence to put on that Landcare.*
- *It was informative. That how NRM is supposed to be tackled.*
- *The session provoked conscience for realising that there are sectors of community that are ignored.*
- *It gave insights on how one can involve various sections of the population in Landcare*
- *We should bring all with different ideas to go forward together. All should be involved.*
- *All groups looked important as an insight - but has come clear.*
- *Women have lot to offer. What we need to do is to change the mind-set that "women's place is in the kitchen".*
- *Realizing that there will always be diversity in the group and utilising such appropriately.*
- *Quite clear and implementable.*
- *It opened my eyes to gender and vulnerability minority groups that are always excluded.*
- *It was a very informative session with relevant examples.*
- *Various groups identified/mentioned and group exercise to ID these.*
- *Critical issue to deal with.*
- *Very informative with real examples from country level.*
- *It was not very clear how the diversity can be guaranteed in Landcare programs.*

SESSION 15: Policy, supporting Landcare and community development

This session explored policy tools and Non-Government Organisation (NGO) interventions to support Landcare and the settings under which Landcare can exist worldwide. Specific topics included understanding policy and how it can assist Landcare, the regulatory framework, financial (including effective incentives), institutional frameworks, infrastructure, research for development and assistance with project development and management. Again twenty participants rated this session at the high end of the scale.



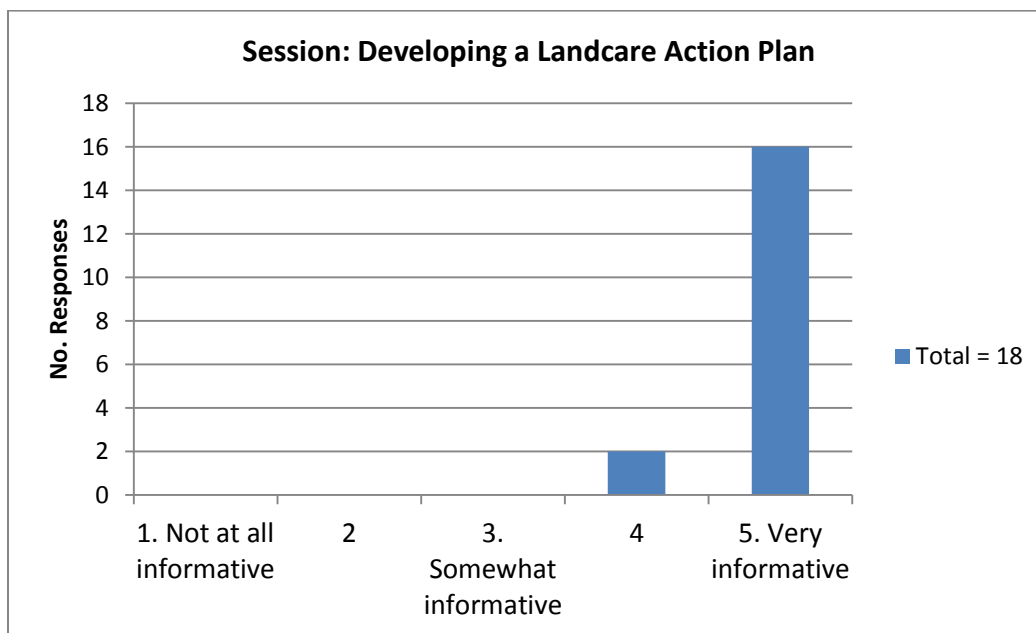
Participant comments:

- Can from now participate "proudly" and effectively on policy development at all levels.
- Landcare related activities will need strong policy support.
- Very useful as there are no results (meaningful) that can be attained through a Landcare that does not subscribe/influence policy change.
- Every meaningful programme and policy should be there, which should be a guide for implementation of the programme.
- The session observed that there is need for policies and provide solutions.
- Gave the practical side of integrating CD and LC.
- It was helpful because policy and community development can go hand in hand.
- Could see across the board how it would support the Landcare policy with role and politics.
- Great insight and processes on policy formulation and tools to lock into.
- Of critical was evaluation of the intended policy to ensure that it delivers what people need.
- Realised that it was quite an important area for LC implementation at different levels.

- *It indicated how policy formation is important and when to rather have regulations than politics and also to ensure that the policy is formed at grassroots however issues to consider when setting policies could have been elaborated.*
- *How to influence or pointers on policy making or Landcare and community development.*
- *It is a challenge formulating useful policy.*
- *The policy topic was explained in a very clear and practical way.*
- *It showed how to develop and support communities doing Landcare activities.*

SESSION 16: Developing a Landcare Action Plan

Session sixteen brought together all the discussions and learning's from the previous days through the development of country level Landcare Action Plans. Session participants worked developing their Action Plans which include issues, objectives, outcomes, partners, extension/communication and resourcing. Eighteen participants worked on these plans over two days, interspersed with open discussions on approaches taken, shared experiences and clarification of any issues. Participants presented their Action Plans on the final session and with open discussion and feedback from the group.



Participant comments:

- *Have really realised that Lesotho is not very much behind in terms of Landcare activities since the information/experiences that I received from other participants is more or less the same.*

- *It shows what actual activities are going to be done. Also indicates timeframe and source of resources.*
- *Very useful especially with other experiences being started by other countries such as RSA and Uganda.*
- *It was relevant but plan need to be supported with financial for them to be implemented smoothly. The plans will kick start the programme were the implementation is still low; and not supported by gov't structure.*
- *It gave the country an opportunity to focus on issues that regional immediate action.*
- *We have started thinking of how LC can be integrated in our day-to-day activities and brought the whole LC to life. We can see where we are going.*
- *I feel that the process is key to having Landcare awareness and projects taking off and being practical.*
- *A plan gives a direction and the issues discussed at table and presented re-organised me and how I will carry on tomorrow.*
- *Give members the platform to reflect on what is lacking in their respective countries and the plan to implement the plan.*
- *Gave me a road map on aspects to think of for the implementation of the project.*
- *This helped me to think what we can do after the workshop back home. It gave idea (prompting) and was good to hear what others are planning.*
- *Got me thinking about what we can do in our country. Where to start and what others have done.*
- *Most presenters developed very exciting plans. A very relevant session as well.*
- *It is the major output of the workshop since it's important to operationalize whatever we have learnt.*
- *Good placing learning into perspective in readiness for implementation and relating to back home implementation.*
- *Critical exercise for moving forward. Need more details on the log frame.*
- *This is relevant to ALN because it provides the opportunity to continue with participants.*
- *It showed how to develop and support communities doing Landcare activities.*

LANDCARE MASTERCLASS OUTCOMES

The Masterclass intended to deliver four primary outcomes. Using the Masterclass participant's evaluation feedback this could be considered to have been achieved.

The outcomes delivered included:

1. A platform of facilitated shared learning's of Landcare between countries representatives with existing and non-existing Landcare programs
2. A tailored curriculum that met the learning needs of individuals and country Landcare programs with potential for significant impact upon the development of these programs over the short and long term
3. Short to medium term action plans developed by Masterclass participants that could be implemented by participants and their networks upon their return home
4. Further expansion of international networks for Masterclass participants that provide ongoing advice and support for the participants in their efforts to enhance their local, regional and national Landcare programs

However, this evaluation does not capture the longer term impact of the Masterclass approach.

Evaluation Recommendations

Three Landcare Masterclasses have now been delivered. The first Masterclass held was in Australia in 2006, the second in Uganda in 2011 and the third Malawi 2013.

The success or otherwise of the Landcare Masterclasses need to be evaluated with further research on the medium to longer term impact.

An evaluation has been discussed by the Masterclass training providers and partner supporters and a follow-up survey is intended to be undertaken.

ANNEX 3: UGANDA WORKPLAN

	Objectives	Activities	indicators	when	By who
1	To share experiences of Landcare from other parts of Africa	Report back to TPC, Landcare platforms stressing the principles of Landcare,	No of meeting held with relevant stakeholders	End of July	KADLACC (Awadh) / CAO, DEC
2	Scale out junior Landcare	KADLACC visit MADLACC & see success to carry forward to KADLACC	A visit and interaction with MADLACC junior Landcare.	Aug – Nov	KADLACC/MADLACC /ICRAF
		Assessments of the primary /secondary schools	No of schools assessed	Nov -	KADLACC/MADLACC /ICRAF
		Engagements and implementation	A club formed, List of activities done by the junior Landcare	Dec 13 – Mar 14	KADLACC/MADLACC /ICRAF
3	Build and strengthen Landcare institutions	Continue with capacity building of Landcare group gaps, Support BUDLACC (leadership resource mobilisation, legal issues).	Gaps identified, gaps capacity built,	AUG - DEC	Chapters/ICRAF/ ALI
3	To ensure district leaders participation in Landcare (buy – in district leaders)	Presentation of masters class 2012 and 2013 held and led by the district chairperson (Lessons learnt and what to take forward).	Leaders meeting to include some chairpersons of the platforms and sub county leaders	Nov – Dec.	KADLACC / ICRAF/ Local Government
	To continue with the 2 activities i.e. No. 2 and 4 of the 2012 Landcare work plan. It was don partially (see the two activities bellow - I refer)				
4	To conduct stakeholder analysis and building partnerships	Identification of all stakeholder in Landcare	List of identified stakeholders	Nov	Chapters
		Consensus building	No. of multi-stakeholder meetings conducted	Nov - Dec	Chapters ICRAF/ALN

		Action planning	Key actions of common interest		Chapters
5	To conduct training and mentoring of Landcare facilitators	Identification of facilitators	List of facilitators	Aug - Dec	Chapters
		Identification of existing gaps	No of gaps identified		Chapters/ICRAF
		Train and mentor on gaps identified	No. of facilitators trained, gaps filled		Chapters/ ICRAF

ANNEX 4: ZAMBIA WORKPLAN

Objectives	Activities	Indicators	When	By who
To conduct stakeholders analysis and partnership building	Identifying farmers at district level- Ndola	-List of identified stakeholders -No. of meeting conducted	Aug. to Sept.	T. Malipilo R. Musoyo
To assess Landcare networks at all levels	Identifying of stakeholders in Landcare	-List of identified stakeholders -No. of meeting conducted	Oct. to Nov.	T. Malipilo R. Musoyo
Sensitization of Landcare activities in schools	Identification of Landcare facilitators	-List of schools sensitised -No. of facilitators	November	
To conduct training and mentoring of Landcare facilitators	-Identification of Landcare facilitators -identification of existing gaps	-List of facilitators -No. of gaps identified	Oct-Nov. Nov- Dec.	T. Malipilo R. Musoyo
To conduct a baseline survey of Landcare	Identification of needs assessment	-List of participants -No. of meetings conducted	August	T. Malipilo R. Musoyo

ANNEX 5: MALAWI WORK PLAN

No.	Objective	Activities	Indicator	When	Who
1	To build a Landcare network for Malawi	Conduct a scoping study	Scoping study report	August September 2013	Yvonne; Spencer & Issac
		Conduct validation meeting	Validation report	October 2013	Anderson & Emmmanuel
		Form Landcare network		October 2013	Anderson & Emmmanuel
2	Publicize Landcare network	Conduct awareness campaigns on existence of the network (Govt and parliamentary committees)	No. Of meetings conducted and meeting reports	November – December 2013	Yvonne & Spencer
3	Produce a network strategy	Develop a strategic framework for Landcare in Malawi	Strategic framework developed	January – February 2014	Issac & Yvonne

ANNEX 6: LESOTHO WORKPLAN

Objective	Activities	Indicator	When	Responsible
To establish Junior Landcare in Lesotho	<ul style="list-style-type: none"> Analysis of the existing strategies and policies within the Ministry 	<ul style="list-style-type: none"> Research Baseline study Documents 	August – Dec 2013	Lerato
	<ul style="list-style-type: none"> Present the LC programme focusing on Jnr LC to the Ministerial Principals 	<ul style="list-style-type: none"> Meetings Internal consultation Presentation 	Jan – March 2014	Lerato
	<ul style="list-style-type: none"> Identification of all relevant stakeholders 	<ul style="list-style-type: none"> List of all relevant stakeholders identification 	Feb – March 2014	Lerato/ rep from the other 2 depart
	<ul style="list-style-type: none"> Development of LC principles for Lesotho and adoption by the Ministerial principals 	<ul style="list-style-type: none"> Meetings Internal consultation Presentation 	April – May 2014	Lerato/Rep from M&E
	<ul style="list-style-type: none"> Awareness raising on LC focusing on selected Districts 	<ul style="list-style-type: none"> Awareness activities conducted 	July – Sept 2014	Lerato/ rep from the other 2 depart
	<ul style="list-style-type: none"> Conduct training/workshop sessions for Government officials, Ex con and teachers. 	<ul style="list-style-type: none"> List of trainees Production of training material 	July – Aug 2014	Lerato/ rep from the other 2 depart
	Establishment of pilot site (schools, community land etc) <i>Note: A maximum of two pilots will be advantageous looking into funds/distance</i>	<ul style="list-style-type: none"> List of proposed sites List of beneficiaries List of Stakeholders involves Provision of start-up material 	Aug – Dec 2014	Lerato/ rep from the other 2 depart

ANNEX 7: ZIMBABWE WORKPLAN

No.	Objective	Activities	Indicator	When	By who
1	To appraise representative organisations on Landcare Training	Compilation of feedback reports	Feedback reports	02 August 2013	Participants to SALT in Malawi
2	To gain practical knowledge on Landcare programme implementation process	Undertake study tour of a country with an established Landcare programme	Report	Dates dependent on availability of resources	Landcare Masters (Lewis Mashingaidze, Arnold Musoki, Livai Matarirano, Somandla Ndlovu)
3	To conduct stakeholder analysis and building partnerships	Identification of all stakeholders in landcare	List of identified stakeholders	Aug – Oct 2013	Landcare Masters
		Consensus building	No. of multi-stakeholder meetings conducted	Aug – Oct 2013	Landcare Masters
		Formation of a Landcare Network (ZLN)	Network	Aug – Oct 2013	Landcare Masters
		Identification of Secretariat	Report	Aug – Oct 2013	Stakeholders

		Action planning	Action plan	Aug – Oct 2013	Landcare Masters
4	Standardise landcare implementation within the country	Refine, expand and agree on landcare principles	National landcare principles	Aug – Oct 2013	Landcare Masters
5	To be informed of existing policies governing landcare	Appraisal of policies on landcare in the country	Paper	By Dec 2013	Stakeholders
		Identify gaps in existing policies on landcare	Report	Ongoing	Stakeholders

ANNEX 8: ASSESSMENT CRITERIA FOR GOOD PRACTICE LANDCARE PROJECTS

Project Being Assessed.....

Assessment Criteria	Indicators	Assessment Rating High, Medium, Low (Why?)
1. Sustainable use and conservation of natural resources	<ul style="list-style-type: none"> Utilization of sustainable farming systems Potential positive impact on conservation of natural resource base Plans for infrastructure maintenance or enhancement 	
2. Economic viability	<ul style="list-style-type: none"> Degree of profitability of project activities Potential for improvement in sustainable incomes 	
3. Recognises or addressing primary causes of natural resource decline	<ul style="list-style-type: none"> Primary causality addressed if possible Plans in place to address causes over long term if possible 	
4. Community ownership, and community contribution	<ul style="list-style-type: none"> Appropriate community consultation strategies utilised Degree of community contributions to project inputs in cash and kind Plans for infrastructure maintenance or enhancement in place 	
5. Appropriateness of approach and technology	<ul style="list-style-type: none"> Whether technology is appropriate for circumstances Impact of technology on primary causes 	
6. Socially and political acceptable	<ul style="list-style-type: none"> Endorsement of business plan by community leaders 	
7. Potential to improve household food security over long term	<ul style="list-style-type: none"> Potential to improve food production Reduction of risk to food security 	
8. Potential degree of benefit to target groups and area	<ul style="list-style-type: none"> Potential degree of additional benefits provided to target groups 	
9. Short term and long term job creation potential.	<ul style="list-style-type: none"> Short term job opportunities created. Project design has promoted conditions for long term prospects for small business enterprises 	

	<ul style="list-style-type: none"> • Project provides training in skills likely to lead to employment 	
10. Potential for project spread	<ul style="list-style-type: none"> • Whether technology can be replicated by community with limited external inputs • Rate of adoption 	
11. Ability of project owners to plan, manage and maintain project in long term;	<ul style="list-style-type: none"> • Well-structured administrative committee with appropriate representation and skills • Existence of constitution • Operational bank account • Proposal for record keeping system • Proposed system for fund collection and management • Previous successful experience of community in managing projects • Proposed conflict resolution plan or skills development 	
12. Development of skills and capacity within the community	<ul style="list-style-type: none"> • Project design incorporates skills training • Number of people to be trained 	
13. Contribution to Landcare awareness and education	<ul style="list-style-type: none"> • Strategies for Landcare awareness and education integrated into project design • Proposed visits to project site by external groups for the purposes of awareness and education • Plans for project launch 	
14. Management of risk	<ul style="list-style-type: none"> • Proposed strategy to minimize risk 	
15. Representation and gender equity, gender sensitive impact	<ul style="list-style-type: none"> • Proportion of women on management committee • Proportion of women in executive positions • Needs of target groups being addressed 	
16. Community aspirations and wishes about the future of the project	<ul style="list-style-type: none"> • Strong concept of the possible evolution of project focus and activities • Can identify additional opportunities for project or associated activities • Demonstrates a sense of empowerment, enthusiasm and control of project in thinking about the future 	
17.	<ul style="list-style-type: none"> • 	