

Nature Conservation via Flagship Species Approach

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1. INTRODUCTION

Jimma –Center for Southwestern Ethiopia

NATIONAL PARK BIOSPHERE RESERVE

Chebera Chuchua National Park



Yayu Coffee Biosphere Reserve



Kefa Biosphere Reservation



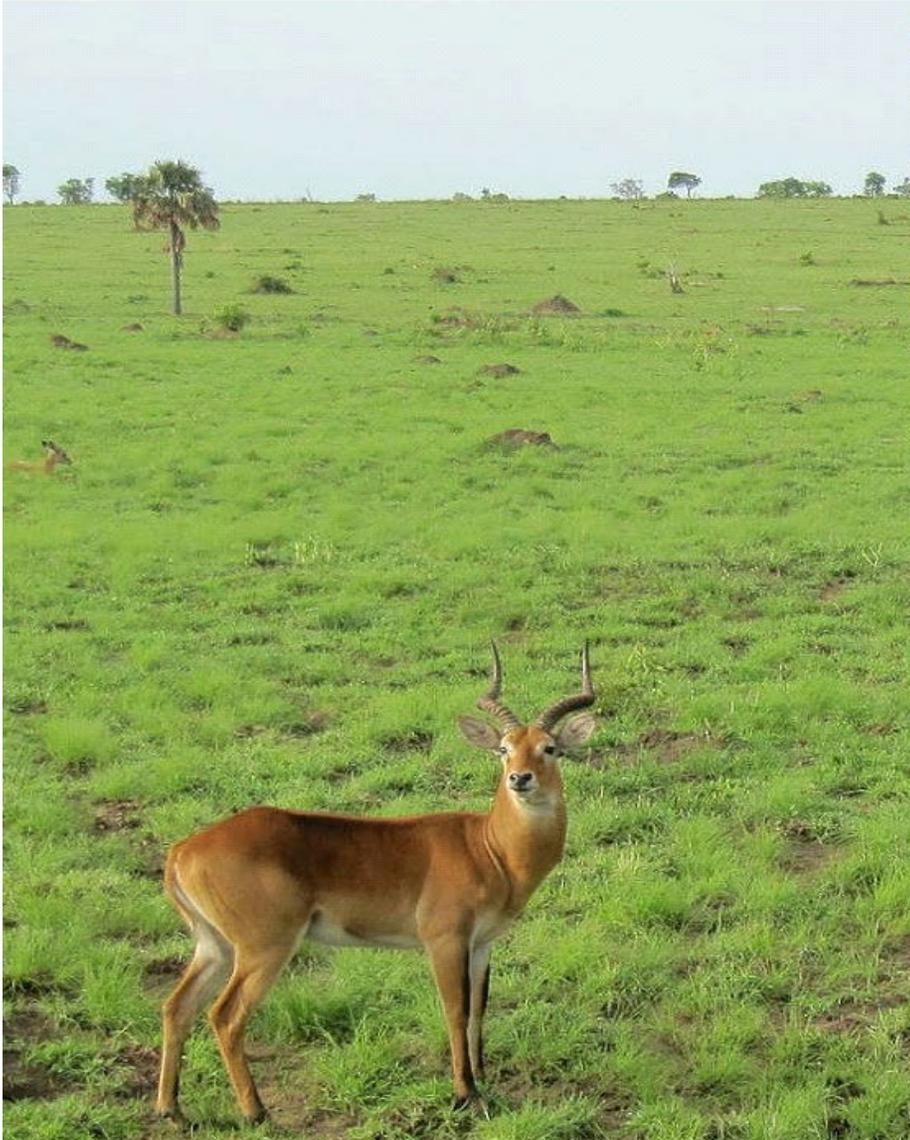
Sheka Forest Biosphere Reserve



Majang Forest Biosphere Reserve



Gambella National Park



2. NATURE CONSERVATION WHY WE CONSERVE NATURE?

(JULY, 28) 5 MINUTES DISCUSSION

i) **Direct value (UTILITARIAN VALUE)**

Earth has provided basic necessities to live like water, air, soil, minerals, trees, animals, food, etc.

ii. Right to exist (INTRINSIC VALUE)

- **Right to exist regardless of function**
- **Existence value**
- **The view is that nature has a right to exist regardless of function**

iii. Future value (NON-USE VALUE)

- Indirect value
- The value of nature to humans even when there is no direct use
- We need to conserve for future generations

iv. Human is the major factor for disturbance of nature

“EARTH PROVIDES ENOUGH TO SATISFY EVERY MAN'S NEEDS, BUT NOT EVERY MAN'S GREED.” — MAHATMA GANDHI

PLASTICS



LION KILLED ZEBRA: NORMAL FOOD CHAIN



157685673

Due to natural imbalance, we are facing several problems like:

- **global warming,**
- **various diseases,**
- **natural disasters,**
- **increased temperature, etc.**

3. WETLAND “NATURE’S KIDNEY”:

- **As human beings need their kidneys to remove toxins from their blood,**
- **They help to dilute and filter contaminants that harm lakes, rivers and the seas.**
- **They act as natural climate buffers;**
- **They protect us from floods by collecting and holding water during strong rainfall**

- **They recharge groundwater supplies to reduce droughts they protect coastal communities against storm surges.**
- **They can also be key drivers of local economies, given their importance to agriculture, recreation and fishing**

FLAGSHIP SPECIES INJIMMA

A flagship species is a species selected to act as an ambassador, icon or symbol for a defined habitat

Example: in Semein and Bale Mountains National Park



Flagship species Mammals in Jimma



BLUE MONKEY



BUFFALO



FLAGSHIP SPECIES IN JIMMA, WETLANDS





www.big

47

WATTLED CRANE ON NEST



BLACK CROWNED CRANE







HIPPOPOTAMOUS



GROUP OF HIPPOS



Therefore, awareness among people all over the world is vital to:

- **understand the importance of saving resources,**
- **recycle it,**
- **preserve it,**
- **understand the consequences of damaging it.**

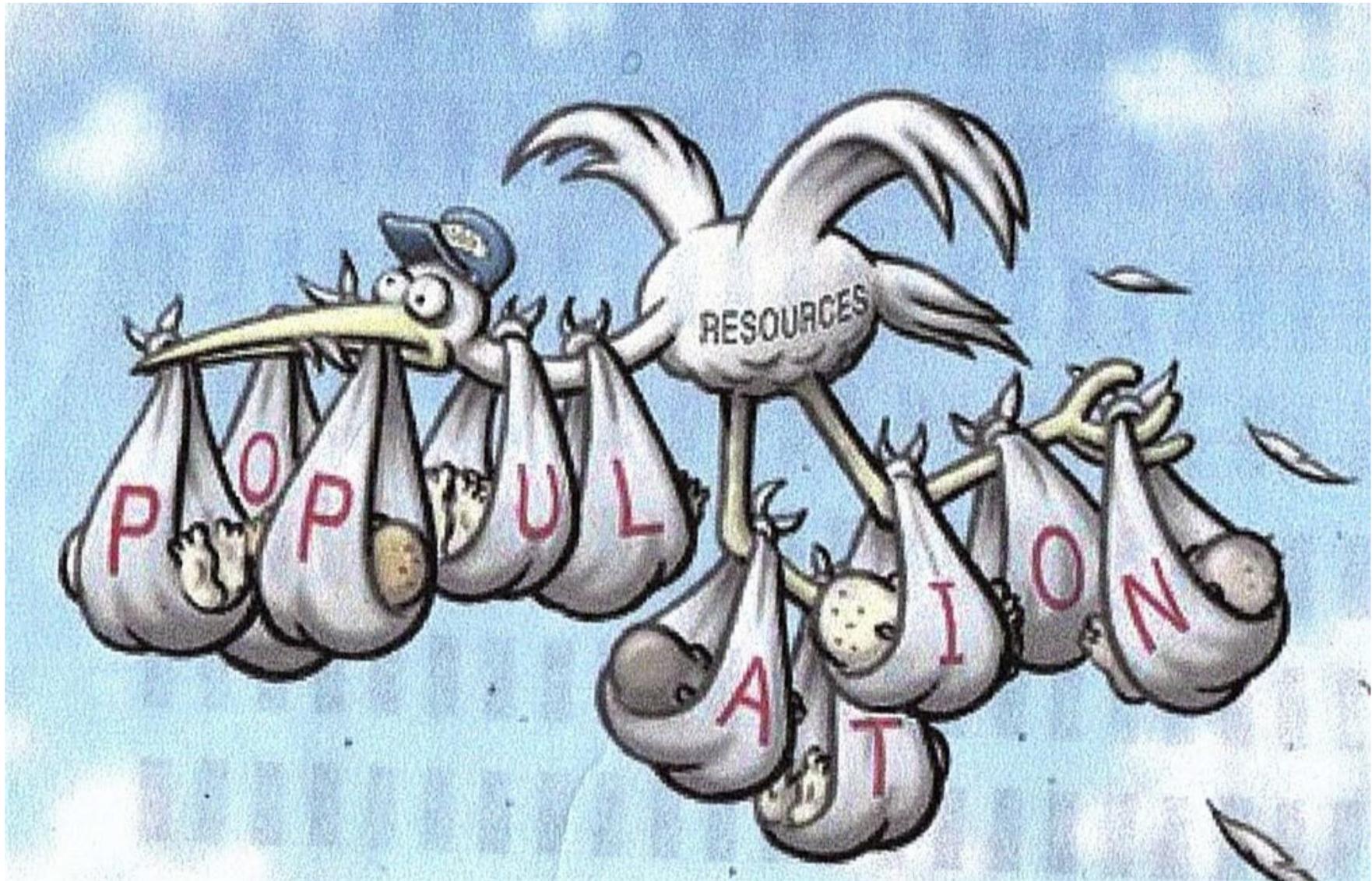
WORLD NATURE CONSERVATION DAY

“Conservation means the wise use of the earth and its resources for the lasting good of men”-

Gifford Pinchot



NATURAL RESOURCE IS LIMITED



GALATOOMA!!



Customized Training on Community Environment Action Planning (CEAP) held at Jimma University College of Agriculture and veterinary Medicine

Adapted from A Guide for Practitioners developed by
IUCN-Eastern & Southern Africa Regional Office

Facilitated By: Dereje Bekele January 15 -16, 2021

General Introduction

- There has been a shift from the past conventional top-down approaches for planning and management of NRs,
 - to the use of more comprehensive and participatory approaches and tools
- Critics of the top-down approaches have increasingly called for,
 - the devolution of management responsibility for natural resources from distant-centered professionals to,
 - those people directly influenced by resource-management decisions.

Outline

- General Introduction
- CEAP as a participatory Environmental management tool
- CEAP Principles and Values
- CEAP Process
- Key Lessons learned about CEAP
- Challenges of CEAP

Introduction, ...

- Devolution, in this sense, implies a scaling down of a management responsibility from large, centralized agencies,
 - to smaller agencies and organizations at local levels.
- This change also involves the re-orientation of government interventions in ways that,
 - support natural resource dependent communities and maintain or restore natural ecosystems.

Introduction, ...

- Such modern day innovative and holistic approach of community-based environmental governance requires:
 - poverty alleviation,
 - environmental sustainability, and
 - food security issues should complement each other than competing one another. Discuss on how this can be realized in the local context??

Introduction, ...

- The quality of NRs/environmental governance depends on the link created between conservation and human rights and poverty alleviation.
- Too often, the management of precious natural resources had been based on models that exclude the local resident populations in the past.
- Local resident communities had been forcibly denied access to land and other natural resources without negotiated agreement and fair compensation.

Introduction, ...

- These are now unacceptable practices in the modern day governance systems,
 - especially as the international community adopts commitments for the reduction of poverty and
 - the application of principles of “good governance” at all levels.
- In this sense, it has been argued that conservation must embrace moral and ethical principles,
 - which start by “doing no harm”, especially to local people who depend on natural resources for their livelihoods.

Introduction, ...

- Therefore, there has been a paradigm shift in resources and environmental management to co-management approach with communities.
- However, this desired end could only be achieved by
 - empowering communities to the extent that they become credible in their management of local resources with
 - sufficient capacity to carry out that task.

Introduction, ...

- In addition to stronger community participation, other aspects, such as:
 - good governance and ownership;
 - institutional development;
 - comprehensive training;
 - enterprise development; and
 - monitoring of the natural resource base are important requirements in both environmental management and rural development.

CEAP as a tool of Participatory Approach

- Establishing CEAPs is an important contribution towards enhanced environmental management,
 - particularly as people have greater commitment to caring for their environment.
- There is sufficient evidence that CEAP processes have contributed positively to:
 - the enhanced level of awareness and involvement of local community in natural resource management.
 - e.g. People's livelihoods have improved and ecosystems appear to be more sustainably managed or are healing through restoration efforts.

CEAP as a tool, ...

- CEAPs, if adequately applied to address the existing gaps,
 - have the potential to make a shift from conventional donor planned and implemented projects to,
 - becoming institutionalized as an accepted model of management,
 - which embraces local communities as rightful planners and managers, and
 - stewards of their natural resources.

CEAP as a tool, ...

- CEAP offers an alternative to the top-down approaches that have characterized natural resources management in the past and proved unsustainable.
- It has improved the quality of life for the local people participating in the CEAP,
 - they are able to obtain economic benefits, and the integrity of the local ecosystems is maintained.
- In addition it has contributed to improved and efficient natural resource management through
 - a more participatory and devolved arrangement of regulations regarding resource use.

CEAP Principles and Values

- CEAP has been founded in process-oriented approaches that encourage “interactive participation”
 - whereby people participate in joint analysis, which eventually leads to locally formulated action plans.
- The CEAP process is therefore guided by a set values and principles that
 - ensure participation
 - enables local people themselves to assume ownership and accountability for activities, which they
 - have identified and developed with the support of local government, or a project or donor.

Key Principles of CEAP

- Involve all relevant stakeholders including marginalised groups within the community;
- Create local ownership by ensuring the process is understood by all stakeholders;
- Develop a common vision based on consensus by all relevant stakeholders;
- Be aware of policies and laws that might impact on the process positively and negatively; Aim to strengthen existing policies;
- Use and build on existing structures and institutions e.g. appropriate government structures;
- Be sensitive to the community's seasonal and daily calendar;

Key Principles,...

- Seek to enhance traditional natural resource management systems by building on local indigenous knowledge;
- Encourage active community participation and ownership;
- The process should promote the culture of learning by doing;
Ensure the process is empowering and devolves power to the people;
- The process should aim at providing added value to the community by responding to natural resource management and livelihoods;
- The process should be adaptive;
- Be able to incorporate quick actions for quick benefits.

CEAP Values

- Practice fairness with all stakeholders;
- Have respect for others by being tolerant to other people and their views;
- Be open, transparent and credible;
- Be sensitive to culture and gender;
- Be simple yet professional;
- Have fun in the process;
- Be humble;
- Be committed to the completion of the planning phase;
- Take responsibility for furthering the process.

CEAP Process

Community	Environment	Action	Plan
<p>Developed by Community, owned by them, for their use and implementation. Outsiders can help, support, provide assistance, facilitate, build capacity etc-but it has to be owned by community.</p>	<p>Relates to their environment, NRs (trees, range, crops, livestock, etc). The emphasis is on integrated land use-not just one sector</p>	<p>Refers to activities that need to be carried out to address problems and explore opportunities. Activities that can realistically be achieved.</p>	<p><u>What</u> is needed to implement actions; <u>Who</u> will implement; <u>When</u> the actions will be implemented; and <u>How</u> do we know we are successful.</p>

Instructions for use before CEAP

- Divide the participants into small groups (3-4, though the groups can be larger), and have them answer the following questions:
- What do participants mean in CEAP?
- What “broad issues” would we expect in a CEAP?
- Who should be involved in drafting, implementing and follow-up?
- Why do we need a CEAP?
- Allow about 30 minutes in groups for this exercise; and then
- Have presentations made to the larger group in order to gain agreement from the group on their understanding of CEAP.

Conducting CEAP, below is the Flow Chart



Summary of Steps in CEAP

- Collect baseline information among the target community;
 - (Train community facilitators in undertaking baselines and actions using participatory processes/tools);
- Collect and Collate scientific information as a backup to the baseline;
- Conduct a stakeholder analysis to identify key stakeholders who can influence or can be influenced by the process;
 - (Involve government, community and civil society organizations)
- Conduct a mapping exercise to identify the current situation and Map the future desired vision;
- Identify positive and negative environmental issues and reach a consensus with stakeholders;

Steps of CEAP,...

- Develop a CEAP using the information collected. It should include:
 - the approach of achieving the vision,
 - commitments, roles and responsibilities,
 - resource mobilization,
 - monitoring and Evaluation.
- Develop strategies for quick action activities, and others for inclusion in the development frameworks.

Mapping- Present Situation

- Everyone, be they literate or not, can draw maps but this tool enables all participants to
 - actively participate and in this way it helps empower people and allows everyone to participate.
 - maps are a quick way for people to share what they feel that their village lands look like,
 - where the important features and resources are, and start to identify some of the problems and opportunities.
- Depending on time and resources different groups can draw their maps – men, women, and other stakeholders, depending on the context.

Instructions for use during mapping

- Divide participants into at least two groups (e.g. Men and Women);
- We want you to make a map of the village lands as they are now (present situation) – including all the area that “belongs” to the village;
- Mark in the borders of the village (for example with the next village- agree on the scale);
- Mark in all the natural resources – water/wetlands, farm land, grazing lands, forests, livestock;

Instructions, ...

- Mark in rivers, roads;
- Do not mark in all the houses, schools, etc. – as the emphasis of this work is on the environment;
 - just mark in a few houses to show where the village is.
- Spend time discussing the map amongst yourselves;
- Allow between 1 and 2 hours for this task; and
- At the end we will share the maps with the other groups in plenary.

Notes on CEAP Maps

- Make sure everyone in the group participate in discussions, drawing, presentation;
- Maps to contain - title, key & north-south line, boundaries, & names of authors;
- Focus maps on “Environment & landscape” & not just the village – it is in the landscape where water, grazing, farms, forests, livestock etc. are;
- Use the maps as basis for discussion on good things, problems, issues, potential activities that may be needed etc.; and
- At village level we are likely to have men’s & women’s maps depending on the culture.

MAFASA PRESENT LANDSCAPE



Visioning Maps (5-10 years time)

- After the different groups have presented their “present situation” maps,
 - they can start to think about their “vision” for their landscapes and environment for the future (for example in 5-10 year’s time).
- Participants can think about what they would like their “desired future to be”.
- This allows participants to think about how their lives, land and environment would be in the future.

Visioning Maps, ...

- Vision mapping is a fun way to look to the desired future, and provides a good basis for discussion about:
 - why a community wants that vision;
 - how they will actually achieve their vision;
 - what needs to be put in place;
 - the problems and opportunities they may have.
- The combination of these two maps (present situation and vision) provides the foundation (or the building blocks) for CEAP.

Visioning Maps, ...

- It is the basis for discussing problems and opportunities, for
 - doing more detailed stakeholder and resource use analysis,
 - identifying activities that need to be implemented and
 - starting to look at issues relating to institutions, rules and regulations, and
 - how the landscapes are actually managed.
- While the maps by themselves are important, it is the discussions about the maps and how to get to the vision that is more important.
- Vision maps should be done with same groups as for present situation map following same notes provided already.

MAFASA DESIRED LANDSCAPE - men group



Opportunities and Problems in the Landscape

- The mapping exercise provides an easy way to start discussing the problems and opportunities in the village and landscape area.
- These now need to be discussed and analyzed in more detail as opportunities are one way to solve problems.
- As you analyze and discuss your problems, it provides an opportunity to start to think about short and long term solutions, which can then form part of the action plan.

Opportunities and Problems, ...

- On the basis of the discussions made during the mapping exercises, the opportunities and challenges should be summarized in the provided flip chart as follows:

Name of village:

Opportunities- Men	Opportunities- Women
Challenges- Men	Challenges- Women

Resource Use and Stakeholder Analysis

- So far we have identified the important resources and where they are found in the village landscape,
 - together with some of the opportunities and challenges.
- We now want to understand who uses these different resources, and why.
- This is an initial and introductory part of stakeholder analysis,
 - which coupled with the resource use analysis will help us understand in more detail the problems and opportunities around.

Instructions for Use

- Discuss in the group as to who the different stakeholders are who have an interest in or use the natural resources, environment etc. in your village;
- Be as definite as you can (so for example do not say “community”, but you could say the women, or pastoralists, or livestock keepers, or traders);
- Discuss what interest (or stake) they have, and mark this on the map (use a number or letter) to show the important areas in the village where use of this resource is important;

Instructions, ...

- Make sure you do not mix up Resources (e.g. Water, trees,) with Uses (land use, fuel wood, etc.);
- Why do they have an interest in this resource, and what opportunities/challenges are there related to this;
- Allow at least one hour for this work; and then
- Have group presentation of the results.

Instructions, ...

Template for Resource use and Stakeholder Analysis

Illage	Resource	Who Uses?	Why?	Problems and Opportunities

Developing the Action Plans

- We have now completed our present situation and vision maps, had detailed discussions about these.
- We have then analyzed the opportunities and challenges of our environment and natural resources in the village.
- Then we have carried out a timeline/historical trend, root cause and resource user analyses.
- This gives us enough information to start activity planning and make the first version of our **Community Environment Action Plan (CEAP)**.

Instructions for Use

- You may wish to have the same groups as the ones who did the mapping (for example Men's and Women's groups);
- Decide on the actions that need to be done. At the end you may want to prioritise them;
- Why does this action need to be done (relate to problems);
- What things (for example capacity, resources, land) are needed so that you can implement the action;
- Where will the action be carried out – on the map;
- Who will implement the action – try and be definite, don't just say the "community";

Instructions for Use, ...

- If you can, please identify some actions that can be implemented quickly (in the next few months) and that do not cost too much;
- How will all these activities be coordinated at the village level (in detail) to make sure that by doing one activity,
 - (for example expanding the area under cultivation) does not impact negatively on another (for example natural forest management);
- Allow 2 to 3 hours for this work; and then;
- Make plenary presentations to discuss the work plans.

Instructions for Use, ...

Template/Sample for CEAP Development

Village	Activity	Why	What is needed	Where	Who

Monitoring and Evaluation (M & E)

- Monitoring action plans is not only about checking if we did according to plan,
 - but also about learning from successes and identifying and addressing problems.
- It is an integral management tool to introduce continuous reflection into local planning.
- If we do not identify problems and address them on time, then a problem can get bigger with time and can also prevent us from reaching our overall goals.
- We can also use the successes to learn how to do things better in the future and maybe even to address some of the problems.

M and E, ...

- A participatory Monitoring process is used to:
 - check how far all stakeholders including communities implemented their plans;
 - learn from successes;
 - identify and address problems/issues on time; and
 - use the successes to learn how to do things better in the future.

Instructions for Use

- Key Questions to Ask in Participatory Monitoring and Learning:
 - what activity was planned, when, and who was responsible?
 - why do we do this? What are the specific interests of stakeholders?
 - how do we organize ourselves to do the work?
 - how successful were we in doing the work?
 - what went well? Why?
 - what went wrong? Why?
 - what is next? How do we adapt to improve?

Instructions, ...

- Reflect on the progress on action plans by asking:
 - what worked well? Why?
 - what did not work well? Why?
 - what should be done in the future?
- This forms the basis for Action Learning.

Key Lessons of CEAP

- Over the years key lessons have been learnt and they should serve as pointers to the development of new CEAP programmes.
- Accordingly, key lessons learned from previous CEAP include the following:
- Involving **local governments in the design of CEAPs** is a key success factor in terms of supporting implementation and ensuring sustainability.
 - what is good about CEAP is that it helps Governments institutionalize participatory processes in planning.

Key Lessons, ...

- For the process to be effective it has to be facilitated in a way that identifies and addresses key underlying issues such as **governance, tenure, and livelihoods**;
- The devolution of resource management functions and power to grassroots level increases the sense of value and ownership of the natural resources in addition to raising awareness;
- Approaching resource management practices through **livelihood enhancement interventions**
 - is a positive practice with multiplier effects on both conservation and livelihoods;

Key Lessons, ...

- CEAP requires regular contact and nurturing between facilitators and communities especially in the beginning;
- There is need to find a balance between engaging at community level and involving district leaders and experts;
- CEAP processes require time and patience in order to elicit the required results and benefits of the targeted stakeholders;
- There is need to find a balance between using detailed scientific analysis to complement community baselines;
- The importance of quick actions for quick benefits has to be underscored;

Key Lessons, ...

- More resources need to be dedicated to the implementation of CEAPs.
 - experience from the region shows that what is planned is ambitious compared to what is actually implemented.
 - there are normally very high expectations during planning but resources are limiting;
- There is need for enhancing the capacity of CEAPs;
- It is important to integrate other sectors in the CEAP such health, education, water and infrastructure in addition to the environment so that the final document is holistic.

Challenges of CEAPs

- The CEAP process is not without challenges; so the initiators of the process need to be prepared for them.
- The challenges include the following:
- When planning for CEAPs in different countries it is important to accommodate the local calendars (e.g. rainy or harvesting season, festivities etc);
- Budget constraint can affect community motivation;
- There can be a mismatch between the long term aspirations of CEAPs and the desire of donors to deliver short-term results;

Challenges, ...

- Some communities are mobile e.g. pastoralists and displaced communities and this can affect their participation and commitment to the process;
- Low capacities of communities to influence decisions regarding resource use especially where there is conflict and competition with stakeholders;
- Long term sustainability of participation requires institutionalisation in government processes, and
 - CEAP should be conducted in close partnership with government institutions.

Previous Experiences in Jimma

Zone Woredas

Some Interventions of Small-scale Community owned projects- From previous experiences of Joint project initiatives by JU and GEF

Beekeeping





Fattening





Energy Saving Stoves



Animal Feed from Restored areas, Dam Buffer zone



Thank you for your
Attention!!

Galatooma



Status of nature in JIMMA TOWN setting: From where to where?

Abebayehu et al.,2021

Note!

- This presentation is research paper submitted to journal & under review process.
- So, full information will be shared to The Rufford Foundation when the article is published.