



Centre for Rural Development and Training (CRDT)

**LAKE TANGANYIKA BIODIVERSITY PROJECT
BURUNDI, D. R. CONGO, TANZANIA, ZAMBIA
REPORT OF A MONITORING VISIT
FROM JANUARY 25TH TO FEBRUARY 13TH, 2000**

BY

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ABBREVIATIONS

| | |
|---------|---|
| BOSS | Biodiversity Special Study |
| CRDT | Centre for Rural Development and Training, University of Wolverhampton |
| CRH | Centre de Recherche en Hydrobiologie, Uvira |
| DiWASHE | District Water, Sanitation, Health and Environment (Committees) |
| DRC | Democratic Republic of Congo |
| EE | Environmental Education |
| INECN | Institut National de l'environnement et Conservation de la Nature |
| LTBP | Lake Tanganyika Biodiversity Project |
| PCU | Project Coordination Unit |
| PRA | Participatory Rural Appraisal |
| SAP | Strategic Action Plan |
| SLO | Scientific Liaison Officer |
| SE | Socio-Economic (Special Study) |
| SS | Special Study |
| TACARE | Tanganyika Catchment, Reforestation & Education (Jane Goodall Foundation Project) |
| TDA | Transboundary Diagnostic Analysis |
| TEC | Training, Education and Communication (Programme) |
| TECC | Training, Education and Communication Coordinator |
| TOT | Training of Trainer |
| VCDC | Village Conservation and Development Committee |

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The administrators in the LTBP Dar-es-Salaam, Kigoma and Mpulungu Offices for their enthusiastic and professional logistical support;

Richard Paley (BIOSS Facilitator), Olivier (Sediments Facilitator) and Sylvie Drieu and Ritesh Bhandari (LTBP Administrator), for their generosity and hospitality.

1 RECOMMENDATIONS

It is recommended that:

1.1 General

- 1.1.1 The presence of a Training, Education and Communication (TEC) Facilitator in the field based in one of the riparian countries would strengthen the capacity of the TEC Coordinators (TECC) (Para 8.1.5 and 6.15, 9.3);
- 1.1.2 There should be greater support from a Facilitator by more field visits in order to monitor, evaluate and contribute to “on-the-job-training” of the TECCs (Para 6.15);
- 1.1.3 Co-ordinators of future activities using scientific materials from LTBP Special Studies or elsewhere, creatively translate the material into language, images and materials which are appropriate to the target group and ensure the planning and use of appropriate and accompanying training/facilitation messages to inform their groups. They should ensure that strong communication exists between SS Coordinators (or authors) and TECC, (Para 7.4.3.3);
- 1.1.4 In order for any future work progress and be monitored against agreed and mutually beneficial objectives, future phases of LTBP and TACARE draw up a memorandum of agreement to regulate their joint activities (Para 9.7.6);

1.2 Burundi

- 1.2.1 After further discussion with PCU, The “Clean Bujumbura Day” could be postponed until a future phase, where pollution issues could be discussed in a broader view. This would make all the pollution issues part of a TEC programme of primary importance for the Biodiversity of Burundi (Para 5.10);
- 1.2.2 Special attention is given to use the journalist training activity to strengthen the first activity, bring up the findings of the Special Studies and show the importance of Burundian biodiversity in relation of the rest of Lake Tanganyika biodiversity (Para 5.12);
- 1.2.3 The production of a poster on the Rusizi National Park Biodiversity showing its link to Lake Tanganyika, could be conceived and distributed during the 20th anniversary, (March 3rd 2000), celebrations of the Institut National de l' Environnement et de Conservation de la Nature (INECN), or during the activity for decision makers and local authorities (Para 5.13);
- 1.2.4 The TECC team choose between the above and another possible activity: that of realising an environmental education (EE) activity for the local population using the National Park resources. This should be in order to make them aware of the overexploitation of these resources, the impact of this on the biodiversity not only of the park, but on Lake Tanganyika at the same time (Para 5.14);

1.3 Democratic Republic of Congo (DRC)

- 1.3.1 The TECC team should receive basic training on computing (how to use computer to facilitate the proposal and report writing (Para: 6.3);

- 1.3.2 The Consultant agrees with the TECC Team's recommendation that more training on the use of role play should take place, as training during the Training of Trainers (TOT) workshop (Bujumbura, July, 1999) was not in sufficient depth for participants to become proficient (Para: 6.10);
- 1.3.3 Posters be produced to be put in strategic places in villages to remind people of the issues and to continue the awareness process with local communities. As these will be in Kiswahili, they also could be distributed throughout the region (Para 6.16);

1.4 **Tanzania**

- 1.4.1 A resolution and a harmonised conclusion be agreed on the LTBP view on the use of beach seines. Thus, that further discussions between legal, fishing practices and EE specialists be held to settle this issue as soon as possible (Para 7.4.3.4);
- 1.4.2 In future workshops, improvements are made in the way of producing more VISUAL aids for the sessions having thought first when and how they could be used with participants; and that more real materials are used to enable focus, experience-sharing, and even demonstration or practice. (Para 7.5.4.3);
- 1.4.3 For future evaluation forms, questions are used to ensure that participants can reveal their underlying attitudes about the workshop and their future intentions (Para 7.4.6.5);

1.5 **Zambia**

- 1.5.1 International Consultants should strive to make direct communication with TEC Team Leaders and that TEC Team Members should share ALL official correspondence and information they have either written themselves or received, as part of their team's planning for a monitoring visit; (Para 8.1.5);
- 1.5.2 A first meeting be held as soon as possible in Mpulungu District to try to co-ordinate the roles of the different committees existing in villages. The results of this meeting should be fed into the relevant sessions in the Village Conservation and Development Committee (VCDC) training workshops (Para 8.3.7);
- 1.5.3 Participants are encouraged to find ways of working within VCDCs that do not encourage a policing approaches. Thus effort should be placed on finding another formula for ensuring that people appreciate the benefits of working within the nationally or locally defined rules of an area (Para 8.3.11);
- 1.5.4 To save money and to rationalise the work that is done, three facilitators form the TEC field team for the next batch of workshops and that they have definite TORs (Para 8.3.15);
- 1.5.5 In future all sectors of the project should co-ordinate very well with each other over whom, from outside organisations, is suitable for different types of work, and ensure that no one person neglects their full time job through their work with the Project (Para 8.3.16);
- 1.5.6 In order to increase the opportunity for participants to practice their new skills and to help them look towards the future, there should be an extended role play on consensus

building and running a meeting. The subject of this should be prioritising the activities in the village (Para 8.3.18);

- 1.5.7 There should be an extra practical session in the VCDC workshop, the subject of which should be Action Planning. This should be up to half a day in length and give time to VCDC groups to start on their own action plans (Para 8.3.18);
- 1.5.8 The Zambia TEC team strives to find and develop materials appropriate to the running of the VCDC workshops (Para 8.3.19);
- 1.5.9 It is urgently recommended that for all the remaining workshops, simple, informal evaluation techniques, such as those used by the DRC TECC teams, are put into action, are recorded and analysed. The TECC should ensure that these are in place (Para 8.3.20);
- 1.5.10 It is recommended that the follow-up activities for the workshops, take place throughout June and that reporting is made on them before the close of the project (Para 8.4.2);

2 INTRODUCTION

- 2.1 The visit to the Lake Tanganyika Region by the Training, Education and Communication (TEC) Consultants, Rachel Roland and Monique Trudel, was the 5th and last in a series of inputs to the Lake Tanganyika Biodiversity Project (LTBP) in its current phase. The purpose of this consultancy was to follow up activities planned as a process after the Training of Trainers (TOT) and Communication Skills Workshop in Bujumbura, July, 1999.
- 2.2 The recommendation was made that, a “One-to-one follow-up be carried out with workshop participants during a monitoring mission to lake stations later on in 1999. This was in order to check progress following the TOT/Communications Skills course, and to ensure that project personnel are confident to carry out their work programmes. This would also serve the purpose of a 'rolling' training needs assessment (Bujumbura, July 1999, Paras. 6.3.2, 6.6.1).
- 2.3 This visit took place between Jan 23rd and Feb 13th (Roland) and Jan 25th – Feb 14th (Trudel), 2000.
- 2.4 Due to the security situations in both Burundi and the Democratic Republic of Congo (DRC), it was impossible to plan work directly in the field. It was thus agreed that these teams would come to Kigoma in order to receive feedback and support for the future implementation of their Environmental Education (EE) and Training activities.
- 2.5 Visits to the Tanzanian and Zambian Lake stations to work with these countries' TECC teams were possible to support work in train. The Consultants' itineraries can be found at Appendix I.

3 TERMS OF REFERENCE (TORs)

- 3.1 The Consultants' TORs can be found at Appendix II.

- 3.2 **Changes to TORs.** Point 7 of the TOR constitutes an addition that was made following an initial discussion between the Consultants and Dr Andy Menz (Project Co-ordinator) of the Draft Strategic Action Plan (SAP) document, to which the Consultants had no input. This was carried out and a letter sent to the SAP team leader, Nicholas Hodgson. However it is not copied in this report .

4 **WORKPLAN TO FOLLOW UP TECC ACTIVITIES**

- 4.1 Before leaving for Kigoma to start work with the different TEC teams, a draft workplan was established for the consultancy. This workplan was discussed and amended on a daily basis with the TEC teams to ensure that the TECC's priorities were addressed and that relevant tools to carry out the work were given. The actual timetables followed may be found at Appendix III.
- 4.2 It was established through reasons of language, that the Tanzanian and Zambian teams would work with Rachel Roland, and that the Burundian and Congolese teams would work with Monique Trudel.
- 4.3 The process for reviewing progress between the Consultants and the TECCs from the four countries was carefully planned. This was so that the Consultants were responding to specific needs in order to facilitate the implementation of the different programmes of activities linked to the LTBP, Transboundary Diagnostic Analysis (TDA) and SAP priorities.
- 4.4 The methodologies used by the Francophone and Anglophone groups were different. For the Francophones, where no activities have started yet, the process was much more about planning strategies for their implementation. A review of their proposals provided the basis for planning. Discussion and exercises were planned to arrive at and agree details on approach, timetable, content, TORs for potential trainers, material to be produced and used during the activities and for the follow up of these initial ones.
- 4.5 The Anglophone groups were already implementing activities. Thus detailed discussions and forward planning was important. However time was short as the Anglophone Consultant had to travel to the different Anglophone Lake stations. This is why the report does not have a standardised layout.
- 4.6 The results of these processes can be found for Francophones at Appendices IV - XI and for Anglophone work at XII onwards.

5 **BURUNDI**

- 5.1 The work with the Training, Education and Communication Co-ordinator's (TECC) team from Burundi (Cecile Gakima and Felicissima Nzomahabonimana) ran from February 5th to February 11th, 2000. An agenda was proposed in order to fulfil the objectives of this consultancy. The timetable can be found at Appendix III.
- 5.2 On the day of their arrival, a general introduction of the aim and objectives of the consultancy brought up a discussion on the proposed agenda. This was agreed,

keeping in mind a need for flexibility in order to give the TECCs the essential tools for an implementation of priority activities as soon as they return to their country.

- 5.3 The Burundian TECC team came with the proposal written in August, 1999. No materials were produced up to date.
- 5.4 Kelly West, Scientific Liaison Officer (SLO), joined the first meeting on the revision of the actual proposal. Kelly brought with her a new opportunity as a result of (i) findings of the different Special Studies (SS) in regard to the Rusizi National Park and (ii) and due to the new designation of the old 'park' as a 'reserve'. Discussions were held and Richard Paley, Biodiversity Special Study (BIOSS) Facilitator, was able to give us the report of the BIOSS team in Burundi. It was then agreed that from the reading of this report, looking at the TDA and SAP, a decision would be taken in order to prioritise a potential activity surrounding this issue.
- 5.5 Day 2, a decision was made and a target group chosen to prepare a specific activity to address the issue of Biodiversity of the Rusizi National Park and its importance for the Biodiversity of Lake Tanganyika. The target group of importance for this activity are the decision-makers and local authorities, and the aim is to encourage them to be aware of the importance of the National Park. In addition the latest decision of the authorities has been to take away more than 3000ha from the Conservation Area and to allow human activities to take place there. The issue of making these officials aware of the Rusizi's importance for the future of the Biodiversity for Burundi and the Lake as a whole is a key environmental education opportunity.
- 5.6 A proposal of content and topics was discussed. A draft proposal is given in Appendix IV (i).
- 5.7 Day 3 concentrated in writing the proposal and a timetable in regard to the major topics to be addressed through this activity. Day 4 revised the proposal and discussion was held to identify and agree the Participants list, timetable and budget. The budget will be revised by the PCU and SLO in order to finalise it and ensure that funds can be released for its implementation. A proposal, timetable, list of participants and draft budget can be found at Appendix IV (ii).
- 5.8 A second activity was planned and proposed by the team and submitted to the SLO and the Consultant in order to receive comments on its feasibility. By the end of Day 4, the proposal was given for discussion to be held on Day 5.
- 5.9 Day 5 started with the revision of the second activity proposal. The team proposed a "Clean Bujumbura Day". At a first look, it was difficult to see how this activity could be a priority for LTBP. Discussion between the team showed the importance of Pollution in Burundi and this has been recognised by the TDA and SAP process as one of the priorities. The SLO recalled that the SAP mainly recognised the importance of industrial and Commercial pollution compared to domestic wastes. She reminded us that a similar activity was once realised in Kigoma and afterwards the Regional Steering Committee made a statement that this kind of activity should not be made a priority for LTBP. Taking this issue into account, the submission of this activity will be presented to PCU for further discussion before any budget could be released. The proposal can be found at Appendix V.

- 5.10 **As this activity is regarded as of a great importance for the TECC, some ideas were proposed in case this one is refused by PCU. After discussion with PCU, it is recommended that the “Clean Bujumbura Day” could be postponed until a future phase where pollution issues could be discussed in a broader view. This would make all the pollution issues part of a TEC programme of primary importance for the Biodiversity of Burundi (industrial and domestic pollution issues).**
- 5.11 Some alternatives were discussed. A reminder was that in the initial proposal, training journalists was strongly recommended by the TEC team as being priority Number One. The Media was regarded as the best communication pattern for the transmission of relevant information and messages to be brought to decisions makers' attention as well as for the general public. Their expertise in these issues was mentioned. So perhaps this activity could be reactivated.
- 5.12 **It is therefore recommended that special attention be given to use this journalist training activity to strengthen the first activity, bring up the findings of the Special Studies and show the importance of Burundian biodiversity in relation of the rest of Lake Tanganyika biodiversity.**
- 5.13 **Another idea that came up from the discussion was on material production. It was recommended that the production of a poster on the Rusizi National Park Biodiversity showing its link to Lake Tanganyika could be conceived and distributed during the 20th anniversary, (March 3rd 2000), of the INECN, or during the activity for decision makers and local authorities.**
- 5.14 **It is recommended that the TECC team choose between the above and another possible activity: that of realising an environmental education activity for the local population using the National Park resources. This should be in order to make them aware of the overexploitation of these resources, the impact of this on the biodiversity, not only of the park but on Lake Tanganyika at the same time. This activity could strengthen the message brought to decision-makers and local authority and inform the local population of the impact of their activities on the Biodiversity of Lake Tanganyika.**
- 5.15 On the last day, discussion concentrated upon the lessons learned through out the process of implementing the Training Strategy (Roland and Trudel, May 1998) and since the beginning of their involvement. The recommendations of the TECC team together with contributions for the SAP implementation can be found at Appendix VI.
- 5.16 By the end of this working week, the TECC team came out with a Work Plan and TORs for the potential trainers for the activity aimed at decision makers and local authorities. These can be found at Appendix VII.

6 **DEMOCRATIC REPUBLIC OF CONGO (DRC)**

- 6.1 The work with the TECC team (Assumani Kimanuka and Irengé Bahizire) from DRC started on January 29th and went up to February 4th, 2000. An agenda was proposed to

them in order to fulfil the objectives of this consultancy. This timetable has already been given in Appendix III.

- 6.2 On the day of their arrival, a general introduction of the aim and objectives of this consultancy initiated a discussion on the proposed agenda. Thus it was agreed, keeping in mind a need for flexibility in order to give them the essential tools for an implementation as soon as they arrived in their country. They came with their updated proposal, draft material and proposed topics per training session written by potential trainers (Dr Nshombo and M. Mulimbwa from Centre de Recherche en Hydrobiologie (CRH), de Uvira)
- 6.3 **The methodology used was based on discussion, practical exercises and participants themselves rewriting the proposal using LTBP computers. Noticing the difficulty they had in using the computer, it is recommended that the TEC team should receive basic training on computing (how to use computer to facilitate the proposal and report writing)**
- 6.4 The initial proposal included 2 workshops and field visits to support and monitor these first activities.
- 6.5 The first workshop is aimed at fishermen (owners of boats, chief of fishing associations and head of villages) with the purpose of making them aware of the impact of their fishing practices as well as their exploitation of the vegetation in breeding sites. The second one is on agricultural practices in the catchment areas and is aimed to give the population solutions and practical skills to improve their agricultural practices in order to contribute to erosion control and better understand its link to the sedimentation issues of the Lake. Field visits will be used to: strengthen the message and monitor the activities agreed during the workshop; their implementation; as well as to discuss problems and causes of non implementation and to identify further activities to help them to go forward. It has to be noted that many of the villages chosen are the same for both activities, hoping to strengthen the messages on both issues.
- 6.6 The review of the actual proposal started on Day One. Discussions were held about the whole proposal on clarifying aims and objectives, target group analysis and content and methodology to be used during the workshop. Special attention was made to develop an appropriate timetable with regard to the trainers and trainees fulfilling the aims and objectives.
- 6.7 The activity on fishing practices issues was analysed in depth. It was agreed that there was a need for more specification on certain issues. A revised proposal can be found at Appendix VIII (i)
- 6.8 The radio journalist in the participant list will not only be publishing the event but producing radio programmes on Fishing practices and issues linked to the lake. TORs for the trainers and radio journalist were written. These TORs can be found at Appendix VIII (ii).
- 6.9 Based on the aim and objectives, the timetable was reviewed, the proposed topics were analysed and material proposed to make them as understandable and useful as

possible for the participants. Writing and practical exercises were made to see how role play could be useful to, for example, introduce, legislation.

- 6.10 **Based on recommendations made by the TECC teams, the Consultant agrees that more training on the use of role play should take place, as training during the Training of Trainers (TOT) workshop (Bujumbura, July, 1999) was not in sufficient depth for participants to become proficient**
- 6.11 A timetable and a list of materials per session can be found at Appendix VIII (iii).
- 6.12 The Draft material brought was also analysed taking into account its use during the workshop. Some of this material will be given as handouts to participants These are mainly images with short messages linked to the different sessions as well as some leaflets to be passed on to their fishermen or workers. They will be revised in Uvira and from the comments of the workshop, some of them will be chosen to become posters for the participants to use as awareness tools for their community. The Draft material can be found at Appendix VIII (iv).
- 6.13 A draft budget can be found at Appendix VIII (v).
- 6.14 On the basis of the work done for the first workshop, a similar exercise was made for that relating to agricultural practices. The potential trainers have not provided a similar proposal of content for each session, but instead brought with them the articles to be used during the training. The first stage was to discuss the content of these articles and how the information could be use to make the training useful for the target group. On that basis and from the target group analysis, a review of the timetable with a more practical approach was proposed. TORs were written for the potentials trainers. A new approach and material were proposed in order to facilitate the translation, transmission of the technical information and knowledge by the trainers. A revised Proposal, Draft TORs and Timetable can be found at Appendix IX (i).
- 6.15 As for the Fishing practices workshop, a list of material for each session was realised and will be discussed with the trainers in the early future. A list of materials per session can be found at Appendix IX).
- 6.16 The original proposal was mainly improved and has not been changed except for the activities related to the follow-up of the workshops. It was agreed that up to the end of the LTBP (July 2000), work had to be done to ensure that follow-up activities would strengthen the awareness and willingness of the different groups, to go forward and implement activities. Thus to contribute to the improvement of the impact of their activities on the Lake issues. For each activity, an evaluation form was prepared and can be found at Appendix IX (iii)
- 6.17 A draft proposal for follow up activities and a work plan up to the end of the project was prepared and can be found at Appendix X.
- 6.18 On the last day, the future of the project and the possibility of a second phase was discussed in order to get participants' ideas and recommendations to be integrated into

the SAP. These and the rest of the TECC team's recommendations can be found at Appendix XI.

- 6.19 **There were a few lessons learned from the process within the LTBP project and our approach with regards to the Training, Education and Communication components. It is recommended that the presence of a facilitator in the field based in one of the riparian countries will strengthen the capacity of the Training, Education and Communication Coordinators (TECC). Plus, there should be greater support from a facilitator by more field visits in order to monitor, evaluate and contribute to “on-the-job-training” of the TECCs**
- 6.20 **The material that will be used for the different workshop are of a good quality and will be discussed and revised during the workshops. It is therefore recommended that Posters be produced to be put in strategic places in villages to remind people of the issues and to continue the awareness process to local communities. As these will be in Kiswahili, they also could be distributed throughout the region.**

7 TANZANIA TECC TEAM

7.1 The Situation

7.1.1 The Tanzania TECC team consisted of Mr Bart Tarimo (BT), National Environment Management Council (NEMC), the Tanzania TECC, Mr Miti – the Lake Contact Person, from Tanganyika Catchment, Reforestation & Education (TACARE), Mr Fred Malissa (Park Warden, Mahale) and Mr Kweka (Kigoma District Fisheries Officer).

7.1.2 This team’s proposal, (developed since July 1999 and approved, November 1999) was to hold two workshops. The need the workshops were addressing was that of a lack of understanding at community level regarding the need to change traditional habits which impact on the environment of Lake Tanganyika. They decided that one group who could bring influence to bear on this was the fisheries Officers and Village Chairmen.

7.1.3 The Workshops Aim and Objectives

- To give Fisheries Officers and Village leaders new communication skills to replace the old, top down methods in which villagers’ views were not important
- To give this group new information about conservation of Lake Tanganyika.

At the end of the workshop, the participants will be able to:

- Identify and list different fishing practices which have an impact on lake shore and its biodiversity
- Develop and design various EE materials appropriate for local people
- Plan, prepare and facilitate participatory meetings with community members
- Practice new, participatory communication skills with local fishermen at the lakeside.

7.1.4 The two workshops took place on 17-22 and 24-28 January, 2000 in Kigoma Town, Kigoma District and Region and Kirando Ward, Nyasi District of Rukwa Region.

The Consultant met with the TECC team upon their return to Kigoma, late on January 29th, 2000.

7.2 Progress during the Meeting

7.2.1 The work together has been divided below into the areas discussed. The day by day activities together can be found at Appendix III.

7.2.2 The methodology used during the meeting was a mixture of discussion and practical work. Some exercises were set and the TECC team used the opportunity of their presence and that of the Consultant, to work on their workshop report.

7.3 Introduction

7.3.1 Due to the Consultant's lack of time, the TECC team were asked to convene briefly on Sunday, despite their tiredness. At this meeting, Tarimo, Kweka and Malissa attended, where the week's work was discussed. Several priorities were quickly agreed upon. These were to:

- write a report in Kiswahili to be delivered in a short time to the participants of the workshop, to serve as a reminder for them and also to reverse the image participants had of a perennial one-way flow of information. This report would be translated into English and French for dissemination around the project team/partners;
- Discuss and decide the Report structure;
- Review the workshops, and evaluate them in terms of timetable content, materials, evaluation form;
- develop ideas for future activities flowing from the workshops, that would fit within SAP priorities, those of Tarimo's activity list, time and the remaining TEC budget.

7.3.2 Briefing on the Workshops

The TEC team briefed the Consultant on the way they felt about the two workshops, how they had been run and received, and gave the Consultant all the available workshop materials to digest, ready for the following day. The team appeared positive about the reaction their workshops had been given. In particular they were happy about some participants' apparent change in attitude from resistance to change, to being enthusiastic advertisers of the need for it.

7.3.3 Reading the Materials convinced the Consultant that participatory methods had indeed been used. There was evidence of useful questions being answered in groups by candid expressions of views. However analysis of the evaluation questionnaire showed that some questions did not necessarily probe deeply enough to uncover the real feelings of the participants.

7.4 Review of the Workshops

7.4.1 This was achieved by going through the workshops, session by session. Since the need and target group were established long ago these were not reviewed.

7.4.2 Timetabling

The TECC team found this satisfactory, were able to keep to plan in all except: i) discussions, the original timing of which was only every afternoon. It was soon realised that these discussions had to be linked to the session in which natural

questions and issues arose. This change was welcomed by the Consultant. Firstly because unstructured, post-event discussion, usually loses most questions, motivation and intention to act, on behalf of the participants; and secondly because of the fishing Practices session, for reasons seen below in 7.4.6.

The Consultant liked the flow of subjects and the way that days were given over to particular themes.

7.4.3 *Content*

7.4.3.1 The content was seen to be ok except for that of the two papers given at the beginning of the workshops. It was recognised that these had been over formal. These were scientific papers that needed to be rearranged in such a way as to attract the attention and memory of participants. As it was, the originator of one paper was not present at either workshop, and the other, only at one. The TEC team felt inhibited to change information written by anyone else. This situation could be remedied in future if:

- i) terms of reference for the contributors had been written and agreed upon;
- ii) greater communication had taken place between the writer and the TECC team;
- iii) the originator of the material had been presenting it. In these cases, resource persons should be those from the special study from which the content comes.

7.4.3.2 This raises the on-going and bigger issue of the translation of scientific findings for different target groups. No time or resources have yet been put to this task. Yet for the material to be useful in the SAP implementation down to EE, this matter is crucial.

7.4.3.3 It is therefore recommended that:

- **co-ordinators of future activities using scientific materials from LTBP Special Studies or elsewhere, creatively translate the material into language, images, materials which are appropriate to the target group ;**
- **they should ensure strong communication between SS Coordinators (or writers) and TECC, and**
- **ensure the planning and use of appropriate and accompanying training/facilitation messages to inform their groups.**

7.4.3.4 In addition to the above example being at an inappropriate level, one paper raised the problems of confusion and contradiction which are laid out below. Different interests and the impossibility of a simple message were clear:

- i) the author believes that the FPSS results show that beach seine nets are not a sufficient cause of biodiversity degradation to be singled out and banned – the wider attitudes, practices and context are the real threats;
- ii) the beach seine is banned by law in Tanzania and by bye-law in Zambia;
- iii) environmentalists believe that beach seines certainly destroy the lake bed environment;;
- iv) it seems likely that fishermen with beach seine gear, faced with change, would welcome research at odds with the law and empirical feelings ‘outsiders’ have about the environment, thus they would not have it in mind to change their attitudes.

7.4.3.4 It therefore seems very important to establish the view of the project on this issue. This is certainly because the use of the gear is one of the key issues surrounding different practices in Lake Tanganyika.

- **It is urgently recommended that a resolution and a harmonised conclusion be agreed. Thus that further discussions between law, fishing practices and EE specialists be held at the cost of the Project, to settle this issue.**

7.4.4 *Approach*

7.4.4.1 The TECCs agreed that the approach taken in this workshop was more participatory than usual. Indeed the change of approach was central to the ‘training of facilitators’ aspect of the workshop. Aspects the Consultant found to be particularly successful in this respect were:

- amount of time given over to discussion and the quality of some for this discussion;
- amount of group work together with the open-ended questions asked;
- negotiation of daily timetable;
- comparatively less information-intensive (compared to previous models of training) and thus listening, and more doing;
- developing and practising work on issues that would be relevant to them;
- courage to discuss a very real problem during the communication skills exercises – that of the difference of interest between fisheries officers and village chairman. The resulting frank discussion led to a general conclusion that the workshops facilitated;
- team building

7.4.4.2 Further improvements in this style will come when aspects of content (see 7.4.2) and materials (7.4.5) are addressed. However some sessions, like fishing law and practices should be approached by asking people what they know/understand first and giving any information later. Role play, such as that to be used by RDC, would be particularly helpful for opening discussion.

7.4.5 *Materials Used*

7.4.5.1 The materials used were discussed whilst reviewing each session. In the main these were:

- handouts
- chalk and talk;
- one or two posters;
- real materials (alternative posters, dissecting kit and dagaa)

7.4.5.2 In general the handouts were slightly academic in tone and language. However it was interesting for the Consultant to note that they consisted not only of transcriptions of ‘TOT’ material from July 1999, but also from elsewhere and from the distillation of thoughts of the TECC team, which is welcomed.

7.4.5.3 It is recommended that in future courses, improvements are made in the way of

- **producing more VISUAL aids to the sessions having thought first when and how they could be used with participants;**
- **using more real materials to enable focus, sharing experience, even demonstration or practice.**

7.4.6 *Evaluation Form*

7.4.6.1 A discussion was held on the value of the evaluation form and how to total the forms to analyse them. The English translation (by the Consultant) can be found at Appendix XII.

7.4.6.2 The TECC team explained that they had made the form simple and multiple choice in order to avoid the confusion these forms can bring to those who are not used to filling them in. On addition the questions were moved around – not following a logical order, nor containing the same a-c criteria or good-bad, to ensure that respondents thought about their answers. There was evidence that this strategy worked well although it gave initial consternation to the Consultant. There was one open question which was well-used.

7.4.6.3 The main aspect to note about the evaluation forms was how consistent the answers were. This could either be a very strong indication of the success of the workshops or could herald the conventionality of response to the slightly obvious questions. It is to be hoped that follow-ups will show the former option to be correct.

7.4.6.4 The discussion centred around the questions of whether and how much this form measured the level of learning that had taken place. One questions (no.5) was seen to have been answered consistently with ‘creative licence’ – the TECC team could see by people’s reactions that the workshop approach was new to them, as was some of the information. But most answers did not reflect this. In fact, the questions did not allow for an accurate answer and as such needs to be changed. In addition there is no way to know whether an answer of ‘this is very important to my work’ means that participants will actually use it in their work. The words are uplifting but it would be difficult to construe changes of behaviour from them.

7.4.6.5 For these reasons it is recommended that:

- **for future evaluation forms, questions are used to ensure that participants can reveal their underlying attitudes about the workshop and their future intentions.**

This could take the form of:

- rewording the statement about knowledge to ask which knowledge, if any, was new;
- rewording the statement about usefulness in work, by adding a supplementary line, asking ‘How’ or ‘in what way’?
- adding a question about the approach;
- keeping domestics to the end and having them addressed in a single question.

7.5 **Reporting**

7.5.1 It was decided that there would be two versions of the report from the workshops and that the initial version would be in KiSwahili. This was to ensure that there would be a smooth and understandable version for the workshop participants, rather than one that had been translated from another language. This in itself, is an unusual choice and should be monitored to see the effect. If positive, as anticipated, it would be a very good model to use in any future reports intended for people living around the lakeshore.

7.5.2 The report structure was decided, at least in draft, as follows:

- Recommendations
- Introduction, to include:
 - Background of workshop,
 - Preparation
 - Dates
 - Staff
 - Participants
- The Timetable
 - Day One
 - Day Two, etc.
- Evaluation
- Lessons Learned

7.5.3 The TECC team decided that they wanted to reflect all the work that had been achieved for the participants to see and compare with the other group. They also decided that they wanted to finish as much as possible by the end of the period together. Hence it became a priority of the work together that this be finished.

7.5.4 The English version of the report will contain more comment and analysis and less of the actual work produced. It is intended that this version be spread amongst the project workers and partners and that in this way, experiences may be shared. It is hoped that the English version will be translated into French.

7.5.5 By the time the Consultant left Dar-es-Salaam, the first draft of the report was finished and had been proof-read by the Consultant and discussed with BT, the TECC team leader. This was a good start to what will, it is hoped, become practice for those working in villages with this project.

7.6 **Poster Materials and Their Improvement**

7.6.1 As part of the workshop, the TECC team had requested participants to draw a problem or a message that they wanted to convey to their own target groups. It was promised that these materials would be improved by a professional artist, printed and returned to them to distribute.

7.6.2 A total of 7 posters resulted from the process this exercise involved. At this point these 7 were commented upon and changed in order that the final posters would convey a self-explanatory, simple purpose.

7.6.3 In addition it was discussed that in the design, these posters should

- have a balanced message – it is not good conveying a “don’t do” message when there is nothing tried and tested and available which can replace the offending behaviour;
- keep the desired effect in mind;
- not present a message in a vacuum but should be part of something else that is going on in the area and be able to be introduced as such
- have a single message.

- 7.6.4 After further discussion it was decided to write the Terms of Reference for the artist who was going to actually design the posters. These were written for one poster and can be seen at Appendix XIII.
- 7.6.5 It was also decided that a questions sheet for each poster should be drawn up and should be distributed to those who would use the posters so that the posters would achieve their goal of having an educational effect on those looking at it. The questions for the first poster followed a line from general to specific:
- what message do you get from this poster?
 - what are the types of environmental degradation you can see?
 - how did they come about?
 - what could you do to improve the situation?
- 7.6.6 It was decided that at the bottom of the poster would be a small section saying that for further information, please visit your village office.
- 7.6.7 Once in Dar-es-Salaam, the Consultant and BT decided that the first poster dealt with the overall catchment and would constitute a very good poster to introduce a multidisciplinary discussion. Thus there should be only one other poster and this should look more at the use of the lake resource itself. Having a total of two posters to be distributed should be enough to hold a day long meeting at village level (see 7.8).
- 7.6.8 It was further decided that although the final quotations from Agenda, a printing agency, were not available, the aim would be to produce two posters within the month, of 4,000 copies each and costing not more than \$800. If possible, these will be of three colours. If not possible, the number printed, or the copies made, will have to be reduced.

7.7 Summary of Kigoma Activities

- 7.7.1 Before the end of the time with the TECC team in Kigoma, a brief list of lessons learned were drawn up. These may be found at Appendix XIV.

7.8 Future Activities

- 7.8.1 The Consultant and The TECC leader met in Dar-es-Salaam and went over the revised suggestions for the future as well as making a provisional budget for these. This budget will be presented as soon as possible along with a brief proposal to the Project Co-ordination Unit (PCU) for approval. The draft budget can be found at Appendix XV.
- 7.8.2 *Materials.*
It was decided that instead of improving all seven of the posters drawn up by project participants, that only two would be used; one that involved a discussion of general catchment environmental activities, and one that concentrated on the lake environment.
- 7.8.3 The official quotations from the printing company were not available and so it was only possible to estimate the costs.

- 7.8.4 It was decided not to devote more than \$800 to the printing of the materials and that if possible, this should provide 4,000 copies of two, three-colour posters.
- 7.8.5 Based around the suggestions made in Appendix XIV, a draft plan was made for 7 workshops to be held in order to disseminate the poster materials and hold multisectoral discussions at the same time. This plan can be seen at Appendix XVI.
- 7.9 **Meeting with George Strunden, TACARE**
- 7.9.1 Monique Trudel and Rachel Roland went to meet the Director of TACARE, in Kigoma, after it was realised that the Lakeshore Contact person, Mr E Mtiti, was over-stressed with his work and was not able to undertake all that the Project was asking.
- 7.9.2 It transpired that the feeling within TACARE was that the relationship between the two projects was rather one-sided, with TACARE putting in a lot of work but not seeing mutual benefits of the kind it was anticipating at the beginning of the link.
- 7.9.3 It was explained that on the project's side, the mutual benefits had not been deliberately overlooked, but that the time had not arrived in the project where there were benefits, such as extension materials or reports, that could be easily used in villages.
- 7.9.4 It was suggested that part of the reason for a build up of frustration, was overwork on TACARE's side, and also some overuse of TACARE personnel by the LTBP. The Socio-Economic (SE) special Study had also used TACARE staff several times for Participatory Rural Appraisals (PRAs) and together, all LTBP's reliance on TACARE staff had lead to quite a build up of extra work.
- 7.9.5 In addition to this, it seems that an underlying problem exists: that of a lack of some kind of formal memorandum of agreement. Whilst the workload was at a manageable level, an informal agreement sufficed, but now that the workload had increased, this clearly was not sufficient.
- 7.9.6 **In order that any future work progress and be monitored against agreed and mutually beneficial objectives, it is recommended that future phases of LTBP and TACARE draw up a memorandum or agreement to regulate their joint activities.**
- 7.9.7 Various suggestions for future relations were made that would ensure mutual benefit. TACARE would like to have both extension materials (maps, posters, videos) and a person who could help their programme to support the lake situation. Whereas any future iteration of the LTBP would probably like to have a lakeshore contact person who is readily available to carry out project activities and is integrated within a local NGO. It would be advisable to have a Memorandum of Agreement in the future.
- 7.9.8 For the present it was just left that Mr Mtiti would not be guaranteed to be able to work with us in the future but that if we ask in time, TACARE might be able to supply someone to work with us.

8 ZAMBIA TECC TEAM

8.1 The Situation

8.1.1 The Zambia TECC is now Kwali Mfuni, from the Environmental Council of Zambia (ECZ), who was moved from this job approximately six months ago. Welcome back Kwali! She has a heavy schedule of work and has had a lot of catching up to do on Project news and activities.

8.1.2 Immediately prior to arrival in Mpulungu it had been impossible for the Consultant to establish contact with the Zambia TECC team, who were working on the plans for implementing their proposal. When the Consultant arrived in Mpulungu, she discovered that the TECC team had already gone to the field but were due to pick her up that day. However they did not arrive until 1530 hrs the next day.

8.1.3 Upon their arrival, it was noted that there had been a great many miscommunications, such as the following:

- the Zambia TECC team leader and the Consultant had not been in direct contact before their arrival in Mpulungu and so the TECC did not realise why the Consultant was coming and why therefore she needed to be involved in planning the training;
- The Zambia TECC, newly reinstated in her post, wished to start the TECC activities as soon as possible since they were so late
- the field team changed their mind about collecting the Consultant once they had arrived in the field but did not send a message to that effect;
- the Consultant believed that she was coming to help in the preparation of materials and did not receive updated information to comment upon, based on new decisions, and discovered that the field work was already taking place by the time she arrived;
- messages had not been passed effectively between the team by those people who did have the relevant information;
- the Zambia SE Team Leader was involved in the EE work but nobody at PCU had officially been informed. It turned out that he had been asked by the TECC leader to lend his expertise and encouraged by the SE Facilitator when they had arrived too late for her fieldwork;
- the TECC team believed that the Consultant had asked to become involved in SE work when she had only been ascertaining whether there was a possibility of carrying out both sets of fieldwork at one time since the new SE team consists of almost the same people as the EE team and had a heavy schedule;

8.1.4 The result of this was twofold:

- i) that work with the team started two days later than would have been ideal, thus leaving only two office days for work;
- i) ii) that a decision had to be made regarding the newly-set village workshop timetable. If the monitoring mission was to be achieved, discussions between the Consultant and the TEC team had to take place. This could not be achieved by the Consultant by only watching a Village Workshop and then having no opportunity for discussion. The TECC team and the Consultant quickly arrived at the conclusion that the next workshop had to be put off until the Wednesday. Plans were made for the following day to inform the concerned villages and to collect the rest of the training team, who were staying in a Village called Chisanza.

8.1.5 There are several lessons to be learned from the mix-up and the following recommendations are made. That:

- **International Consultants should strive to make direct communication with national team leaders;**
- **Team Members should share ALL official correspondence and information they have either written themselves or received, as part of their team's planning for a monitoring visit;**
- **In any future phase of the project, there is a named, regionally-based officer, who is charged with co-ordinating TECC activities.**

8.2 **Planning and Implementation of Workshops**

8.2.1 The TECC team consisted of Ms Kwali Mfuni, TECC Zambia; and Mr Frighton Ng'andu, Lakeshore Contact Person.

8.2.2 Ms Mfuni arrived on Monday January 31st, 2000 and with Mr Chitalu, SE Coordinator, and Mr Ng'andu, immediately started to plan the workshops that were to take place later that and the following week. They worked from the proposal submitted to the PCU by the previous TECC, Mrs Ngula Mubonda. The activity was timely since the Village Conservation and Development Committees (VCDCs) had recently received official recognition from the Government and had been given certificates to acknowledge this.

8.2.3 The field facilitation team consisted of Ms Kwali Mfuni, Mr Ng'andu, Mr Chitalu, Mr Mugallah, Headteacher and person familiar with the villages along the lake shore and Ms Lillian Mulutula, Community Development Officer, Mpulungu District.

8.2.4 The Workshops aimed to fulfil a perceived need of training the VCDC members in their roles and ensuring that the VCDCs had a Term of Reference to work towards.

8.2.5 The field timetable commenced with two workshops held on the Eastern Lakeshore, at Chipwa (close to Tanzanian border) and Chisanza. Each Workshop had up to 10 members of 3 Village Conservation and Development Committees (VCDC) from Stratum One of five in Zambia.

8.3 **Review of the Workshops**

8.3.1 *General Feedback*

It was explained that after the two pilot workshops, it was time to conduct a review and to feed back new learning into the design of the next batches of workshops. A general review was conducted first. The resulting discussion helped highlight aspects to change in the workshop planning and implementation and also some wider issues. The outcomes of this can be found at Appendix XVII.

8.3.2 *Target Group Review*

This review was undertaken in order to ascertain whether there had been an accurate analysis of the VCDC participants' characteristics during the planning of the workshops and to enable fine-tuning where necessary. The review summary can be found at Appendix XVIII.

- 8.3.3 In the main, it was found that the target group had been accurately analysed and that the main aspects to take into consideration were those of:
- Encouraging participatory working and learning styles
 - Encouraging the participation of those who were quiet or unused to speaking in public

8.3.4 *The Need for the training*

The Need for the workshop was reviewed in terms of whether it was a perceived need of the trainers or whether indeed it came from the villages themselves. Several issues emerged of importance to programme design and implementation

- There are other village committees in existence - the Village Productive Committee (VPC), the Village Health Committees, the District water, sanitation, and health committee (DiWASHE) and the Neighbourhood committee.
- The situation in each village regarding which committees work and who runs them (mostly it is the same people on each committee) is different and not transparent
- The VPC would not be happy if the VCDC attempted to usurp its role by being a coordinating committee, as some people appear to have this aspiration for VCDCs

- 8.3.5 The greatest confusion is that surrounding the difference in TORs between all these different committees and the 'organogram' into which they fit. Whilst not wishing to upset structures which are apparently coherent within villages, there are inconsistencies as at present. For example, a situation could occur where DiWASHE, VCDC, and the Village Health committee would wish to improve a well; or VPC and VCDC would wish to form a credit union for the purchase of new nets.

- 8.3.6 The only way to try to rationalise these roles so that the results could be fed back into the VCDC workshops (as noted in Appendix XVII for purposes of standardisation of VCDC TORs) was seen as by getting representatives of all the different parties together.

- 8.3.7 Although these committees exist in villages run by three different district councils, it is recommended that

a first meeting be held as soon as possible in Mpulungu District to try to co-ordinate the roles of the different committees existing in villages. The results of this meeting should be fed into the relevant sessions in the VCDC training workshops.

- 8.3.8 A plan for such a meeting was made for 18th February, 2000 and the agenda and plans may be found at Appendix XIX.

8.3.9 *Session by session review of workshop*

The overall timetable was discussed in terms of its flow. It was noted that the sessions were called LESSONS. The Consultant cautioned against this wording as it made the workshop appear to be very teacher-centred and this was not coherent with participatory training. The timetable of the workshop may be seen in Appendix XX.

8.3.10 *Content*

The workshops were reviewed for their content

8.3.11 Terms of Reference (TORs) of the VCDC. In this session there were group discussions and group work was presented. It is now recognised that this session needs to incorporate the learning from the meeting held to co-ordinate the village committees' TORs. The outcomes of this session seemed quite similar but there was less idea about social issues than about conservation ones. One worrying aspect is that committees tend to want to concentrate on policing activities

It is recommended that participants are encouraged to find ways of working within VCDCs that do not mimic the current policing activities of government services. These do not work in Zambia or elsewhere. Thus effort should be placed on finding another formula for ensuring that people appreciate the benefits of working within the defined rules of an area.

8.3.12 During the session on Roles of Committee Members participants tried to define their own roles. This was seen as successful but missing a definitive conclusion by the facilitators.

8.3.13 The participatory activities for meetings session needs to have a stronger vision and cannot be introduced into a 'participatory' vacuum.

8.3.14 *Approach and number of facilitators*

It was acknowledged that at some stages, the facilitators were not using facilitation skills but were, perhaps in reaction to the expectations of the participants, quite trainer-centred and authoritarian in their approach.

8.3.15 There were five facilitators on this course but there was not work for five facilitators as several had nothing to do for large portions of each day.

Thus it is recommended that to save money and to rationalise the work that is done, three facilitators form the TECC field team for the next batch of workshops and that they have definite TORs.

8.3.16 Appendix XVII noted that The TECC and SE field teams consisted of almost identical people. It is felt by the Consultant that this situation should be avoided as much as possible since in Tanzania the effect of overloading one organisation with the work (however complimentary) of another, compounds issues of quality of work and time. In addition, the field team members from outside the Department of Fisheries have full time jobs which, with SE and TECC activities, they may well be absent from for periods of up to one month at a time.

It is therefore recommended that in future all sectors of the project should co-ordinate very well with each other over whom, from outside organisations, is suitable for different types of work, and ensure that no one person neglects their full time job through their work with the Project.

8.3.17 Due to the above recommendation (8.3.16) it is recognised that a certain amount of rotor-duty will be undertaken by the field staff available. Thus it is not possible to describe a very narrow TOR for the staff. However it was possible for the TECC team to design a general TOR for the facilitators and this can be found at Appendix XXI

8.3.18 Range of facilitation/training styles

This was found to be limited to question and answer and one role play. They were not as diverse as had been originally planned, perhaps due to the rushed planning.

- **It was discussed and is now recommended that, in order to increase the opportunity for participants to practice their new skills and to help them look towards the future there should be an extended role play on consensus building and running a meeting. The subject of this should be prioritising the activities in the village.**
- **It is further recommended that as there should be an extra practical session, the subject of which should be: Action Planning. This should be up to half a day in length and give time to VCDC groups to start on their own action plans.**

8.3.19 *Materials*

These were found to be minimal, again perhaps due to lack of planning time. It is felt that workshops need to be visually stimulating. There should be a selection of real materials available: such as action plans, meeting minutes.

It is recommended that the Zambia TECC team strives to find and develop materials appropriate to the running of the VCDC workshops

8.3.20 *Evaluation*

There was no evaluation made of the workshop activity. This was seen as an oversight on behalf of the team as every activity should be appropriately evaluated so that lessons can be learned and so that these can be built into new activities.

It is urgently recommended that for all the remaining workshops, simple, informal evaluation techniques, such as those used by the DRC TECC teams, are put into action, are recorded and analysed. The TECC should ensure that these are in place

8.4 **Planning the Future Activities**

8.4.1 It is recognised that there is not much time left in this project. Moreover from the target group analysis and workshop review it was shown that a) all the committee should be present at the workshops in order to allow maximum opportunity for sustainable learning; b) that all committees should be worked with. This means that there is no short option for finishing the workshop activities soon.

8.4.1 *Budget*

A comprehensive budgeting activity was done. The tentative budget (subject to PCU approval can be found at Appendix XXII.

8.4.2 **Calendar of activities**

A calendar of activities was planned and can be found at Appendix XXIII.

It is recommended, and has been agreed by PCU, that the follow-up activities for the workshops, take place throughout June and that reporting is made on them before the close of the project.

8.4.3 Summary of Progress made

A summary of the progress made during the Consultant's visit can be found at Appendix XXIV.

9 CONCLUSIONS

- 9.1 The visit by the Consultants represented the first on-going support to the TEC teams in their Country programmes of activities. It was appreciated that this stage was arrived at late in the implementation of the LTBP. But it is recognised that, in general, the TEC teams have moved forwards in their vision and skills as swiftly the circumstances have allowed. They are to be congratulated and encouraged by their tenacity.
- 9.3 The presence of the Consultants to support and encourage the implementation of the TECC country programmes was timely. The Consultants feel that the effect of the TECC/Consultant teamwork upon planning was visible and positive.
- 9.3 The TECC teams who have kept within the small budget and have still managed to create and run meaningful programmes are to be congratulated. The lessons learned from small-scale planning and action should be taken forward into any new phase of work at the lake side.
- 9.4 This visit was also the last planned for the Consultants during the LTBP. The remaining work for the whole team is to develop a Final Report. This is envisaged to include analysis of the TEC process and to evaluate its effectiveness within the context of the LTBP. Lessons learned from the LTBP relating to the TECC component will also be reflected.

ITINERARY

| DATE | WHERE | WHAT AND WHO |
|--------------------------|--------------------------------------|---|
| 23-01 2000 | London-Dar Montreal- Nairobi-Dar* | RR travel –Alliance Y2000 MT travel - KQ |
| 25-01 2000 26 and 27. | Dar es Salaam | Meeting with Andy Menz, preparation of consultancy |
| 28-01-2000 | Dar-Kigoma | Travel to Kigoma |
| 29-01-2000 | Kigoma | Arrival DRC.TEC team Arrival Tanzania TEC team |
| 30-01-2000 to 4-02-2000 | Kigoma | MT Work with DRC TEC team |
| 31-01-2000 –02-02-2000 | Kigoma | RR work with Tanzania TECC |
| 02-02-2000- 04-02-2000 | Kigoma-Mpulungu | RR travel on M.V. Mwongozo (boat) |
| 04-02-2000-06-02-2000 | Mpulungu | RR work with Zambia TEC team |
| 05-02-2000 | Kigoma | Departure DRC team Arrival Burundi team |
| 06-02-2000-10-02-2000 | Kigoma | MT work with Burundi TEC team |
| 08-02-2000 | Mpulungu-Kasama | RR travel to overnight to Kasama |
| 08-02-2000- 10-02-2000 | Kasama-Dar | RR travel by train to Dar |
| 11-02-200 | Dar | RR work with TECC Tanzania |
| 11-02-2000 | Kigoma-Dar | MT Travel to Dar |
| 12-02-2000 | Dar | RR&MT : Report writing |
| 12-02 2000 | Dar-UK | RR travel on Alliance Y2000 |
| 13-02-2000 | Dar-Canada | MT travel to Canada by BA |

MT already in the region coming from Nairobi on 25 January

**TERMS OF REFERENCE FOR JANUARY-FEBRUARY 2000,
RACHEL ROLAND AND MONIQUE TRUDEL**

With each country TECC/CFEC teams the consultants will:

1. Review planned activities and those undertaken to date
2. Visit field programmes where possible and support their implementation
3. Support the detailed planning of work to the end of the project
4. Draw out lessons for future TECC/CFEC project management
5. Aid planning for post project activities
6. Comment on the SAP with reference to the EE and Capacity Building components.
7. Submit a report within 4 weeks of return from Region.

WORKPLANS

**(i) CALENDRIER DE TRAVAIL CFEC – JANVIER-FÉVRIER 2000.
PROPOSITION BURUNDI et RDCONGO**

JOUR 1 : Analyse et discussion des propositions à ce jour (activités- calendrier, budget)

JOUR 2 : Travail sur une activité prioritaire :

- Rédaction de la proposition si nécessaire :
- Termes de référence des personnes ressources et des formateurs potentiels.
- Budget provisoire
- Calendrier de l'activité
- Matériel : ébauche du matériel (syllabus, affiches etc.)

JOUR 3 :

Matinée : Activité prioritaire d'ici la fin du projet

- Analyse et révision de la proposition

Après-midi :

- Discussion Futur et Phase II

JOUR 4 : Le futur

- Plan de travail des activités futures
- Recherche de fonds (donateurs potentiels versus critères de sélection)

JOUR 5 : Approche PBLT - CFEC

- Leçons apprises
- Recommandation pour le PAS et Phase II.

(ii) CONSULTANTS WORK WITH TECCS: TANZANIA

Day One

- Introduction meeting for discussion of timetable
- TECC team briefing of Consultant
- Consultant reading of Kiswahili workshop materials (timetable, handouts, group work, posters, evaluation forms)

Day Two

Review and evaluate workshops (All)

- (Need, timetable, flow, content, materials evaluation)
- Analysis of Evaluation forms
- Reporting need, structure and style
- Writing the Report

Day Three

- “Improvement” of participants’ materials
- RR & MT visit George Strunden, TACARE
- Writing the Report

Day Four

- Discussion with RR and BT about work to do in Dar-es-Salaam
- Swap experiences with Congolese TECC team
- Continue to Write Report
- Summary of Work together – looking to future.

Day Five

DSM, RR and Bart Tarimo (BT) only

- Proof-reading of draft report
- Reviewing budget
- Review quotations for poster printing
- Plan future activities with relation to: BT activity Plan, Mar, 199, draft SAP, Jan, 2000, remaining budget)

(iii) CONSULTANTS’ WORK WITH TEC TEAM: ZAMBIA

Day One

RR arrival in Mpulungu)

Day Two

- RR report writing in Mpulungu
- Arrival of TECC team from field
- Briefing on TECC field activities
- Discussion of work plan

Day Three

- Village visits along eastern lakeshore to postpone two workshops and collect training team

Day Four

- Review of workshops

Day Five

- Planning activities until end of project
- Budgeting to end of project

L'IMPORTANCE DU PARC NATIONAL DE LA RUSIZI SUR LA BIODIVERSITE DU LAC TANGANYIKA

| Thème principal | Contenu | Matériel |
|---|---|---|
| <p>1. Importance du Parc National de la Rusizi pour la survie de la faune</p> | <p>1. Pour les grands mammifères - Montrer l'importance (économique, touristique et scientifique) de la protection des grands mammifères pour le pays (utiliser l'exemple des hippopotames) - Montrer que les grands mammifères ont besoin d'espace relativement vaste pour vivre: - Souligner que certains d'entre eux ont besoin du milieu tant aquatique que terrestre : ex: hippopotame - Mettre en relief combien les hippopotames sont menacés suite à la destruction progressive de leur habitat (Ex : pression démographique)</p> <p>2. Pour les oiseaux : 252 espèces - Importance pour la migration par ex : Afrique Centrale et Australe - Importance comme lieu de repos - Montrer que le Parc est le seul site de nidification pour certaines espèces</p> <p>3. Pour les reptiles : attrait touristique, alimentation et commerce</p> <p>4. Pour les poissons : site de reproduction *Informer les participants sur les espèces vivant dans le parc et qui sont protégées par CITES. Évaluer leur risque de disparition au niveau local</p> | <p>Images ou diapo pour illustrer l'importance de certains mammifères</p> <p>Diapositives : illustrer par des images les espèces les plus connues au Burundi</p> <p>Diapositives de frayères Diapositives des espèces menacées</p> |

| | | |
|---|---|---|
| <p>2.. Le rôle de la végétation naturelle du parc dans la conservation de la qualité des eaux et de la biodiversité du lac.</p> | <ul style="list-style-type: none"> - Montrer l'importance de la végétation dans le Parc national de la Rusizi comme : - microclimat - lieux de reproduction et de repos, etc. <p>Démontrer que chaque espèce a son milieu spécifique de reproduction :</p> <p>Ex: 30 % des espèces de poissons ont besoin du Parc National de la Rusizi pour la reproduction (utiliser des exemples concrets)</p> <ul style="list-style-type: none"> - - lieu de pâturage de la faune sauvage souligner que les grands mammifères ont besoin d'espaces vaste pour vivre : souligner que certains ont besoin du milieu aquatique et terrestre (hippos : leur menace suite a la pression démographique) - - habitat pour certaines espèces - lieu de récréation pour la population - lieu offrant des ressources à la population environnante - Montrer l'importance de la végétation dans la réduction de l'apport de sédiment vers le lac | <p>Illustrer par des diapos ou photos des différents types de végétation</p> <p>Comparer les zones humides détruites et celles encore existantes</p> <p>Diapos des différents habitats de la faune</p> <p>Montrer des tas de phragmites en attente de vente</p> |
|---|---|---|

| | | |
|--|--|---|
| <p>3. Le rôle des zones humides du Parc National de la Rusizi dans la sauvegarde de la biodiversité du lac Tanganyika et de ses environs</p> | <ul style="list-style-type: none"> - Définir les zones humides - Rôle des zones humides - Espèces qui vivent dans ces zones et pourquoi <ul style="list-style-type: none"> Site de nidification Site d'alimentation etc - Montrer la relation entre l'avifaune et les activités de pêche (ex: site de nidification pour les oiseaux et de reproduction de poissons. Montrer l'impact de la destruction de ce milieu sur la diversité biologique du lac * Montrer le rôle des zones humides pour le maintien du microclimat dans le parc. Montrer que le Parc est important au niveau national, régional et international pour l'avifaune (Parler des conventions internationales RAMSAR, CITES, Diversité Biologique) | <p>Images ou diapo pour illustrer un milieu naturel des frayères</p> <p>Diapo sur les sites de nidification Frayères</p> <p>Photos sur transparents</p> |
| <p>4. Exploitation des Ressources naturelles du parc par la population</p> | <ul style="list-style-type: none"> - Montrer que la population tire avantage des ressources du parc (ex: Phragmites, feuilles d'Hyphanae ventricosa, bois mort, sels minéraux, pêche dans les lagunes, etc.) - Montrer le danger de l'exploitation non contrôlée des ressources naturelles (ex: dégradation, rareté, disparition, etc.) Montrer que l'exploitation de ces ressources doit être contrôlée afin de garantir la durabilité de ces ressources. - Montrer que l'exploitation de ces ressources doit être contrôlée afin de garantir la durabilité de ces ressources | <p>Diapo sur les tas de bois mort et des phragmites</p> |

PROJET SUR LA BIODIVERSITÉ DU LAC TANGANYIKA

**Programme D'activités Pour L'équipe Chargée De La Formation, Éducation et
Communication (FEC)
PBLT au BURUNDI**

Février- Mai 2000

Préparé par :
Cécile Gakima et Félicissima Nzomahabinimana
Février 2000

JOURNÉES DE RÉFLEXION À L'INTENTION DES DÉCIDEURS ET DES AUTORITÉS
LOCALES
SUR
L'IMPORTANCE DU PARC NATIONAL DE LA RUSIZI SUR LA
BIODIVERSITÉ DU LAC TANGANYIKA

Contexte et justification

Le lac Tanganyika est le deuxième lac le plus profond du monde. Il est considéré comme un centre de biodiversité du fait qu'il a le plus grand nombre d'espèces observées dans le monde. Il constitue des réserves importantes de poissons, sources de protéines indispensables pour la santé humaine.

D'après le Plan d'Action Stratégique du lac Tanganyika et les résultats des Études Spéciales, les enjeux majeurs identifiés au niveau régional sont les suivants: la pêche excessive, la sédimentation, la pollution et la destruction de la zone supra littorale.

Dans le but de lutter contre les différentes formes de dégradation du Lac Tanganyika et de prendre en compte les mesures visant à protéger la biodiversité de ce réservoir biologique, il convient de mener des actions de sensibilisation. Les décideurs et les autorités locales doivent être informées en priorité sur ces enjeux pour une prise de conscience et un engagement en faveur de la gestion rationnelle de ces ressources.

Le Parc National de la Rusizi, malgré son rôle essentiel dans la conservation de la biodiversité du Lac Tanganyika, subit une pression démographique importante. En prenant en considération cette menace, des journées de réflexion auprès des décideurs et des autorités locales seront organisées afin d'échanger et d'identifier des mesures visant à une gestion rationnelle et durable de ces ressources.

But de l'Atelier

Discuter avec les participants les facteurs mettant en jeu la biodiversité du Lac Tanganyika et le rôle du Parc National de la Rusizi dans le maintien de cette biodiversité.

2

3 Objectifs spécifiques

A la fin de l'atelier, les participants seront à mesure de :

1. Comprendre la relation existant entre la biodiversité du lac et celle du Parc National de la Rusizi ;
2. Comprendre la nécessité de protéger le Parc National de la Rusizi pour le maintien de la biodiversité du lac
3. Comprendre l'impact des activités humaines menées dans et autour du Parc sur la disponibilité et la durabilité des ressources.

4. Formuler des recommandations pour une exploitation rationnelle et durable des ressources du Parc National de la Rusizi et du lac Tanganyika.

4 Méthodologie

Pour atteindre les objectifs fixés, la méthodologie à utiliser sera axée sur les points suivants:

- La présentation des différents exposés par les spécialistes des thèmes. Ces exposés seront suivis par des séances de discussions pour d'éventuelles questions d'éclaircissement et de compréhension ;
- Visite sur terrain au Parc National de la Rusizi pour se rendre compte des réalités du milieu ;
- Des travaux en commission sur des thèmes préalablement choisis seront précédés par une séance d'échanges sur les observations faites sur terrain,
- Restitution en plénière;
- Formulation des recommandations

Pour informer la population burundaise en general et, celle vivant dans la ville Bujumbura ainsi que celle des communes Mutimbuzi et Gihanga en particulier, le projet collaborera avec les medias nationales avant, pendant et apres la tenue de ces journées de reflexion. Ainsi, des spots publicitaires et sketches seront diffuses quelques jours avant et durant l'évènement. Apres la tenue de ces journées, des émissions seront preparees et diffusees a la Radio Television Nationale du Burundi (RTNB) en integrant les personnes ressources, les participants, les gestionnaires du Parc, et la population riveraine.

Apres ces journées de reflexion une séance d'évaluation sera organisee pour permettre au comite d'organisation d'analyser le deroulement de l'activite, les recommandations formulees, les intervenants dans leur mise en application , les strategies a prendre, etc.

CALENDRIER DE L'ATELIER

| Calendrier | |
|----------------------------|---|
| JOUR 1 : Session 1: | |
| 9h00 | Cérémonies d'ouverture |
| 9 h 30 | Pause –café |
| 10h00 – 10h30 | 1er Exposé : 1. Importance du Parc National de la Rusizi pour la Biodiversité du lac Tanganyika : par Gaspard Ntakimazi |
| 10h30 –10h45 | Débat |
| 10h45-11h15 | 2eme Exposé : Exploitation des ressources par les populations (Oda Sindayizeruka) |
| 11h15-11h30 | Débat |
| 11h30-12h00 | 3. Conventions internationales (Ramsar, Biodiversité, Désertification, CITES) par Benoit Ndabashika |
| 12h00-12h15 | Débats |
| 12h30 | Depart pour le Parc National de la Rusizi |
| JOUR 2 : Session 2: | |
| 13h00 | Déjeuner au Parc national de la Rusizi. |
| 14h00 | Visite au Parc National de la Rusizi |
| 16h30 | Départ du Parc pour le retour vers Bujumbura. |

| JOUR 2 : Session 1 | |
|-------------------------|--|
| 8h30 | Échanges sur les observations faites sur terrain |
| 5 9h00- 12h00 | Travaux en commissions |
| 6 | Plénière Clôture |

THEMES POUR LES TRAVAUX EN COMMISSIONS – JOUR 2 10H00

1. Discuter et analyser les problèmes qui contribuent à la fragilité du Parc National de la Rusizi et de la biodiversité du lac (inventorier tous les problèmes, déterminer leurs causes et conséquence, classer les par ordre de priorité).
2. Proposer des mesures d'atténuation et/ou d'éradication des menaces environnementales qui pèsent sur la biodiversité du lac Tanganyika
3. Discuter de l'applicabilité des conventions internationales ratifiées par le Gouvernement du Burundi : Diversité Biologique, RAMSAR, CITES.

Importance du Parc National de la Rusizi sur la Biodiversité du Lac Tanganyika
ATELIER DE FORMATION DES DÉCIDEURS

Liste des Invités

I. Invités d'honneur

1. Ministre l'Aménagement du Territoire et de l'Environnement
2. Ministre de l'Agriculture et de l'Élevage
3. Ministre de l'Intérieur
4. Ministre des Travaux Publics et de l'Équipement
5. Ministre de la Géologie et des Mines

II. Participants

a. Participants de Bujumbura

1. Chef de Cabinet au MINATE
2. Monsieur le Maire de la ville de Bujumbura
3. Directeur Général de la Géologie et des Mines
4. Directeur Général du Développement Communal
5. Directeur Général de l'ATE
6. Directeur Général du Développement Urbain
7. Directeur des Conventions Internationales (Min des rel. Ext. et de la Coopération)
8. Directeur de Département de l'Environnement
9. Directeur du Cadastre
10. Directeur du Génie Rural
11. Directeur de Département des Forêts
12. Directeur des Pêches
13. Coordonnateur Volet Pollution
14. Coordonnateur du Volet Pratiques de pêches
15. Chef du Parc National de la RUSIZI
16. Représentant de l'ODEB
17. Représentant de l'Association Femme et Environnement
18. Expert National au Projet SNPA –DB
19. Monsieur KARIMUMURYANGO Jérôme: Expert en Environnement et Développement
20. Monsieur SONGOLE: Volet Sedimentation
21. Monsieur KABWA Agapit: Conseiller au MI
22. Journaliste : Dorothee Nahayo (Radio)
23. Journaliste ; Chantal Nimbona (ABP-INFO)

b. Les participants de l'Intérieur

1. Directeur Général de l'IGEBU
2. Directeur Général de l'Agriculture
3. Directeur Général de la Vulgarisation Agricole
4. Directeur Général de l'Élevage
6. Directeur Général de la SRDI
7. Gouverneur de Bujumbura Rural

8. Gouverneur de Bubanza
9. Directeur Technique de l'INECN
10. Directeur de la DPAE Bubanza
11. Directeur de la DPAE Bujumbura Rural
12. Administrateur de la Commune Mutimbuzi
13. Administrateur de la Commune Gihanga
14. Monsieur NTUNGUMBURANYE Gérard : Volet Sedimentation
15. Monsieur RUSHEMEZA Jean: Convention CITES

III. Comite d'organisation

1. Coordonnateur National du Projet : * Président +
 - Protocole des invites d'honneur
2. Coordonnateur du Volet EE : Vice – Président
3. Monsieur Nindorera Damien : Secrétariat + Protocole
4. Monsieur Nsengiyumva Josué: Secrétariat
5. Madame Nzohabonimana Felicissima: Secrétariat
6. Madame Kamangaza Consolate: Logistique
7. Monsieur Ndabahagamyé Francois: Logistique

Personnes Ressources

Volet Biodiversité: Ntakimazi Gaspard

Nzigidahera Benoit

Nicayenzi Felix

Volet Socio – économie: Sindayizeruka Oda

Andre

Modérateur: 1ere journée (Matin) : Ruzima Salvator

2eme journée (Matin) : Président des Commissions (4?)

Après –midi : Nyakageni Boniface

Journées de réflexion auprès des décideurs et autorités locales :Budget prévisonnel

| Désignation | Quantité | Prix Unit.e (Fbu) | Prix Total (Fbu) | Prix total en \$ |
|---|-------------------|-------------------|------------------|------------------|
| 1. Location salle | | | | |
| - Grande salle | 1 | 100 000 | 200 000 | 323 |
| - Petites salles | 3 | 20 000 | 60 000 | 97 |
| 2. <u>Matériel Didactique</u> | | | | |
| - Transparent | 1 boite | 30 000 | 30 000 | 48 |
| - Papier Flipchart | 30m | 600 | 18 000 | 29 |
| - Papier duplicateur A4 | 10 paquets | 4 500 | 45 000 | 73 |
| - Banderoles | 3 | 40 000 | 120 000 | 194 |
| - Cartes d'invitation | 60 | 150 | 9 000 | 15 |
| - Marqueur | 20 | 500 | 10 000 | 16 |
| - Depliants | 100 | - | - | - |
| 3. <u>Matériel de Secrétariat</u> | | | | |
| - Stylos à bile | 2 boites | 5 000 | 10 000 | 16 |
| - Fardes | 50 | 300 | 15 000 | 24 |
| - Blocs-notes | 50 | 1 000 | 50 000 | 81 |
| 4. <u>Transport</u> | | | | |
| - Location bus | 3 | 30 000 | 90 000 | 145 |
| - Carburant pour vehicules de liaison | | | | |
| - Carburant pour déplacement Gitega-Bujumbura | 100 l | 470 | 47 000 | 76 |
| | 50litres x 3tours | 470 | 70 500 | 114 |
| 6. <u>Restauration</u> | | | | |
| - Pause-café | | | | |
| - Déjeuner au Parc | 4 x 50 pers | 1 000 | 200 000 | 323 |
| - Cocktail (Cloture) | 1 x 50 pers | 2 500 | 125 000 | 202 |
| 7. <u>Primes</u> | 1 x 60 pers | 2 000 | 120 000 | 194 |
| - Preparation atelier | | | | |
| - Participants (Bujumbura) | 1.5 pers x 5jrs | 15 000 | 112 500 | 181 |
| - Participants (Interieur) | 22 x 2 jrs | 8 000 | 352 000 | 568 |
| - Personnes ressources | 15 x 2 nuites | 20 000 | 600 000 | 968 |
| - Comité organisation | 5 x 2 jrs | 30 000 | 300 000 | 484 |
| - Presidents des commissions | 7 x 2 nuites | 25 000 | 350 000 | 565 |
| - Cameraman | 4 x 1 jr | 25 000 | 100 000 | 161 |
| | 1 x 2 jrs | 50 000 | 100 000 | 161 |
| 8. Medatisation | | | | |
| 8. Imprévis (10% du total) | forfait | forfait | 500 000 | 465 |
| | | | 313 400 | |
| 7 Total | | | 3 447 400 | 5 560 |

1\$ = 620 Fbu

JOURNÉE VILLE PROPRE À BUJUMBURA

1. Contexte et justification

Le lac Tanganyika est l'une des ressources biotiques les plus exceptionnelles sur terre. D'après le Plan d'Action Stratégique, le problème de pollution est reconnu comme le deuxième enjeu prioritaire au Burundi. Pourtant, malgré de récents efforts à Bujumbura, les déchets ménagers sont une source majeure et une source croissante de pollution organique et chimique (PAS, page 23). Face à ce constat, l'engagement des populations dans la gestion des ordures ménagères est essentielle.

Les principaux impacts porteront sur la santé publique et puisque les zones les plus polluées sont aussi celles où les utilisateurs sont les plus nombreux à Bujumbura, les bénéfices pourraient être localisés et plus immédiats.

Au cours de ces dernières années, l'Institut National pour l'Environnement et la Conservation de la Nature (INECN) a organisé quelques activités visant la sensibilisation des décideurs politiques et des industriels. Jusqu'à présent, très peu d'activités à l'intention de la population résidant dans les différents quartiers ont été organisées.

Dans cette optique, des journées de sensibilisation des autorités administratives locales (Chefs de zones et chefs de quartiers) et une journée « Ville Propre » seront organisées dans les quartiers Buyenzi et Bwiza afin qu'elles prennent conscience du lien entre les ordures ménagères et leurs impacts sur la diversité biologique du Lac.

2. But :

Informier et sensibiliser les autorités administratives et la population de ces quartiers sur le problème de pollution et sur son impact sur la biodiversité du Lac Tanganyika en vue de mener des activités d'assainissement de leur milieu afin de contribuer à la préservation de la biodiversité dudit lac.

3. Objectif :

A la fin de cette journée ville-propre, cette population sera :

- * initiée aux activités d'assainissement de leurs quartiers ;

- * sensibilisée sur l'impact des déchets ménagers sur la biodiversité du lac Tanganyika.

4. Méthodologie :

Pour atteindre les objectifs fixés, l'équipe chargée de l'éducation environnementale va travailler en étroite collaboration avec la Mairie de Bujumbura et plus particulièrement les chefs de zones et les chefs de quartier ainsi que les Services Techniques Municipaux (SETEMU).

Nous allons d'abord organiser deux journées de sensibilisation à l'intention de tous les partenaires (Chefs de zone, Chefs de quartiers, SETEMU, etc.) pour qu'ils prennent conscience de la relation qui existe entre la lutte contre la pollution en Mairie de Bujumbura et la protection de la biodiversité du Lac Tanganyika. Il s'agira également d'attirer leur attention sur l'impact de la pollution sur leur principale source de protéine animale qui est le poisson du lac.

Les participants à ces journées de réflexion seront les principaux partenaires du projet dans l'organisation et le déroulement de la Journée « Ville Propre ». Ainsi, ils vont contribuer à la mobilisation, pendant deux journées, de la population des quartiers ci-haut cités.

Dans le but de sensibiliser la population ciblée pendant cette journée et tout ceux qui sont concernés par le problème de pollution, le projet collaborera avec les médias en général et la Radio Télévision Nationale du Burundi en particulier. Ainsi, des spots publicitaires et des sketches relatant l'ampleur du problème et son impact tant sur le milieu environnant que sur la biodiversité du lac Tanganyika, seront diffusés avant la tenue de la journée. De même, les médias seront impliqués pour la collecte d'informations qui pourront être diffusées le jour de la réalisation de l'activité et même après.

6. Ressources matérielles :

- Affiches sur les thèmes en rapport avec la pollution
- Pioches
- brouettes
- pèles
- Camions bennes

8. Prévisions budgétaires :

| Désignation | Nombre | Coût unitaire | Coût total |
|---|--------|---|--------------------|
| Perdiem des partenaires de Bujumbura: | 15 | 8 000 FBU x 15persx3jours | 360 000FBU |
| Perdiem des organisateurs de Gitega | 5 | 15 000 FBU x5 persx 5nuites | 375 000 Fbu |
| Location des camions bennes | 4 | 4 camion / quartier x 2 quart. x 60 000 Fbu | 480 000Fbu |
| Location du matériel (Pioches, Brouettes, Pèles, etc.) | | Forfait | 200 000Fbu |
| Publicité et mobilisation par les Radios et Télévisions | | | 500 000 Fbu |
| Cloture de la journée | | | 200 000 |
| Imprevus (10%) | | | 211 500 |
| Total | | | 2 326 000 |

SOUS-TOTAL : 2 326 000 Fbu soit 3 753 US\$

RECOMMANDATIONS BURUNDI

Contraintes observées:

1. Le volet EE dans les pays francophones a démarré presque à la fin du projet (14 semaines à partir de mi-février à mi mai)
2. Le volet EE a bénéficié d'un budget très maigre (10,000\$US) pour l'exécution des activités sur le terrain
3. Le projet a privilégié les formations à l'intention des coordonnateurs au détriment des activités de terrain, ce qui aurait permis d'augmenter l'enveloppe budgétaire destinée aux activités d'EE.
4. Dans les pays francophones en particulier au Burundi, les études socio-économiques devraient se faire un peu avant les activités d'EE, ce qui aurait permis à l'équipe d'EE d'élaborer un programme à partir des priorités exprimées par la population riveraine du lac. Ceci aurait permis une bonne identification des groupes cibles prioritaires.
5. Que dans l'avenir le programme EE soit approuvé au niveau de chaque pays pour raccourcir le processus d'approbation du programme technique et prévision budgétaire relatives afin d'éviter les retards dans l'exécution des activités.
6. L'équipe de l'EE a toujours élaboré un programme des activités sans connaître le montant du budget disponible.
7. Il y a une incohérence entre le contenu les termes de référence du coordonnateur de la FEC et de l'EE et les moyens mis à sa disposition pour honorer ses engagements.
8. Le coordinateur de la FEC n'a pas de contrat qui le lie au projet ce qui fait qu'elle ne sait pas ce qu'elle est payée (sa prime est de loin inférieure à celle des coordonnateurs des études spéciales).

Recommandations:

Que le volet FEC bénéficie d'un budget consistant permettant d'élaborer et exécuter un programme intensif pour le volet ci-haut cité (contraintes 1 et 2) qui couvre toute la durée de la phase.

Que les formations à organiser à l'intention des coordonnateurs FEC soient plus adaptées à leur niveau en tenant compte de leurs besoins spécifiques.

Que la population riveraine soit associée dans la détermination des enjeux qui menacent la biodiversité afin que soient élaborés des plans d'action spécifiques soient élaborés et que les rôles des différents groupes cibles identifiés soient déterminés.

Que celui chargé de l'éducation environnementale soit informé du budget disponible afin qu'il élabore un programme réaliste et en fonction des priorités du PAS au niveau national.

Que le programme soit initialement élaboré pour la durée de la phase et que les fonds soient débloqués périodiquement et anticipativement en fonction du programme périodique.

Que les priorités soient terminées par chaque pays et que celui-ci approuve le programme élaboré.

Qu'il y ait harmonie entre les termes de référence du coordinateur et les moyens mis à sa disposition.

Que les coordonnateurs des différents volets soient régis par des contrats signés par les deux parties.

| Activités | Février | | | | Mars | | | | Avril | | | | Mai | | | | Juin | | | |
|--|---------|---|---|---|------|---|---|-----|-------|---|---|---|-----|---|---|---|------|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4-5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| A. Journée de Reflexion | | | | | | | | | | | | | | | | | | | | |
| Préparatifs : | | | | | | | | | | | | | | | | | | | | |
| * Elaboration des TDR pour les pers. ressources | | x | | | | | | | | | | | | | | | | | | |
| Discussion des TDR avec les pers. Ressources | | | x | | | | | | | | | | | | | | | | | |
| * Finalisation des TDR | | | x | | | | | | | | | | | | | | | | | |
| * Preparation des cartes d'invitation | | | x | | | | | | | | | | | | | | | | | |
| * Preparation du message pour banderoles | | | x | | | | | | | | | | | | | | | | | |
| * Preparation de dépliants, | | | x | x | | | | | | | | | | | | | | | | |
| * Collection et preparation d'affiches | | | x | x | | | | | | | | | | | | | | | | |
| * Reservation des salles | | | x | | | | | | | | | | | | | | | | | |
| * Impression des Cartes d'invitation et des banderoles | | | x | | | | | | | | | | | | | | | | | |
| * Distribution des cartes d'invitation | | | x | | | | | | | | | | | | | | | | | |
| * Reception des exposes | | | | x | | | | | | | | | | | | | | | | |
| * Achat du materiel didactique et de secretariat | | | | x | | | | | | | | | | | | | | | | |
| * Multiplication des exposes, & dépliants | | | | x | | | | | | | | | | | | | | | | |
| Tenue de l'atelier | | | | | x | | | | | | | | | | | | | | | |
| Rapport : | | | | | | | | | | | | | | | | | | | | |
| Rédaction , Impression & Multiplication | | | | | | x | x | | | | | | | | | | | | | |
| * Transmission | | | | | | | | x | | | | | | | | | | | | |
| Evaluation de la Journée | | | | | x | | | | | | | | | | | | | | | |

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|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|--|--|--|--|--|--|
| B. Journee Ville Propre | | | | | | | | | | | | | | | | | | | | |
| Preparatifs | | | | | | | | | | | | | | | | | | | | |
| * Sensibilisation des partenaires | | | | | | | | | X | | | | | | | | | | | |
| * Elaboration des dépliants, affiches | | | | | | | | | X | X | | | | | | | | | | |
| * Publicites et mobilisation (par la Radio et Television) | | | | | | | | | | | X | | | | | | | | | |
| * Mobilisation dans les quartiers | | | | | | | | | | X | X | | | | | | | | | |
| Tenue de la Journee | | | | | | | | | | | X | | | | | | | | | |
| Evaluation de la journee | | | | | | | | | | | X | | | | | | | | | |
| Elaboration et transmission du rapport | | | | | | | | | | | | X | X | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| C. Rapport Final | | | | | | | | | | | | | X | X | | | | | | |

FORMATION SUR LES PRATIQUES AGRICOLES ET DE PECHE DANS LE BASSIN DU LAC TANGANYIKA.

I. INTRODUCTION

Le lac Tanganyika présente un intérêt économique et scientifique certains pour les pays riverains et pour la communauté internationale par sa faune et sa flore diversifiée. L'agriculture et la pêche sont les plus importantes activités qui fournissent de l'emploi et des revenus aux populations riveraines. Les produits de la pêche et de l'agriculture constituent la base de l'alimentation de ces populations.

Certaines de leurs activités constituent de sérieuses menaces à la biodiversité du lac. Par exemple, les pratiques agricoles inadaptées dans le bassin versant ont une incidence négative certaine sur le lac et sur ces ressources piscicoles. D'une part, l'érosion des terres observée à divers endroits dans le bassin versant contribue à la baisse de la production agricole. D'autre part, le déversement des sédiments dans le lac conduit à l'appauvrissement des habitats aquatiques et à la diminution de la production piscicole.

La gestion rationnelle de ce lac doit donc passer par le renforcement des capacités des utilisateurs pour qu'ils soient mieux informés de ces menaces. Un effort visant à faire participer les populations à la gestion présente et future de ce patrimoine doit être fourni. Pour y parvenir, des programmes de formation et d'éducation environnementale s'inspirant de leurs connaissances, de leurs capacités, de leurs attitudes et de leurs valeurs doivent être mises en œuvre tant il est vrai que le lac représente plus d'un symbole dans le milieu. Ils représentent des moyens sûr pour introduire des changements dans les pratiques des communautés riveraines dont la vie dépend étroitement des ressources de ce lac.

Nous inscrivant dans cette logique, ce programme de formation et de sensibilisation s'adresse d'abord aux responsables des associations de pêcheurs, d'agriculteurs et aux chefs des villages. Ces personnes déjà identifiées sont considérées comme des leaders ; elles sont non seulement propriétaires et utilisateurs de moyens de production, elles ont aussi une longue expérience dans ces activités. Plusieurs d'entre elles viennent des mêmes villages et vont permettre ainsi de renforcer le lien entre ces activités.

Pour la pêche, les personnes choisies assurent l'approvisionnement en engins de pêche et déterminent souvent les migrations des pêcheurs. Pour l'agriculture, elles possèdent une certaine expertise leur permettant de mieux produire que la majorité de la population. Des paysans n'ayant pas cette expertise prendront également part à cette formation.

Ce programme de formation contribuera à corriger les pratiques agricoles et de pêche inappropriées et à faire naître chez les agriculteurs et les pêcheurs la notion de gestion rationnelle et durable des ressources de l'environnement.

Deux ateliers de formation composent ce programme : un premier pour les pêcheurs et un second pour les agriculteurs. Dans un deuxième temps, des visites sur le terrain permettront d'assurer le suivi et poursuivre la sensibilisation initiée avec les participants à ces ateliers.

II. ATELIER DE FORMATION SUR LES PRATIQUES DE PÊCHE DURABLE

7 au 10 mars 2000.

Groupes cibles :

1 Responsables des associations de pêcheurs et comités des plages

Besoins de formation

- Reconnaître le matériel et les pratiques de pêche inadaptées pour une exploitation durable et rationnelle des ressources halieutiques.
- Connaître les zones de frayères et comprendre leur importance afin de les protéger.

Buts et objectifs

Buts :

- Amener les participants à comprendre les conséquences de la destruction des zones de frayères sur la reproduction des poissons pour qu'ils prennent conscience de la nécessité d'assurer leur protection.
- Amener les participants à prendre conscience de la nécessité d'utiliser un matériel de pêche adapté afin d'éviter la surexploitation et l'épuisement des ressources piscicoles.

Objectifs :

A la fin de cet atelier, les participants seront capables de :

- identifier les zones de frayères
- reconnaître l'importance de certaines espèces et la nécessité de les protéger.
- reconnaître les méfaits de la destruction des habitats aquatiques
- identifier les moyens pour reconstituer et protéger les zones de frayères
- connaître les périodes de ponte et le cycle de reproduction dans les zones de frayères
- savoir les méfaits des filets inadaptés sur le stock piscicole
- identifier les mailles des filets adaptés à la pêche durable
- comprendre la réglementation sur la pêche et son implication sur leurs activités
- connaître et adopter ultérieurement des techniques de pêche appropriées
- discuter et transmettre aux autres pêcheurs les informations reçues.

Quand ?

Cet atelier se tiendra du 7 au 10 mars 2000, période pendant laquelle il y a interruption des activités de pêche (pleine lune) .

Lieu :

Uvira dans la salle de réunion du CRH et sur terrain au bord du lac.

Facilités :

Presque tous les responsables des associations de pêcheurs ont des bureaux à Uvira et aussi le CRH dispose sur place un personnel formé en la matière et aussi la présence du matériel audiovisuel.

Nombre de participants

24 participants seront formés à cet atelier, y prendront aussi part 4 invités, venant du CADIC, NOPTA ,du service de l'environnement et pêche et un journaliste de la Radio Uvira, considérés comme des personnes ressources.

Contenu (Tous les thèmes seront développés en swahili)

1. Contexte
2. Buts et objectifs
3. Biodiversité
4. Notions sur les frayères
5. Cycle de reproduction de certaines espèces
6. Différents types de pêche et matériel de pêche sur le lac Tanganyika
7. Diminution de production des poissons dans la zone d'Uvira : bilan et perspectives
8. Importance de réglementer la pêche
9. Visite de terrain (zones de frayères)
10. Protection et reconstitution des zones de frayères

Matériel :

- Différents types de filets de pêche
- Rétroprojecteur
- Présentoir (flipchart)
- Transparents
- Affiches
- Dépliants
- Carte, dessins
- Diapositives
- Tableau noir.

TERMES DE REFERENCE POUR L'ATELIER DE FORMATION SUR LA PECHE DURABLE

Termes de référence des formateurs (Nshombo et Mulimbwa)

En collaboration avec l'équipe FEC, les formateurs accompliront les tâches suivantes:

- Utiliser les approches participatives au cours des sessions de formation
- Fournir aux participants l'inventaire des espèces importantes en soulignant celles qui sont menacées (importance économique et scientifique)
- Traduire et dispenser en un langage simple les notions sur les zones de frayères
- Approfondir les connaissances des participants en matière de ponte des poissons et leurs cycles de reproduction dans les frayères
- Préparer un matériel simple et imagé illustrant d'une part, l'habitat aquatique dégradé et d'autre part, celui qui est intact
- Exploiter les connaissances des participants sur les types de pêche et matériel de pêche et relever leur impact sur le stock piscicole
- Montrer le matériel réel adapté à la pêche durable
- Simplifier les statistiques en des images compréhensibles par les pêcheurs
- Concevoir un questionnaire sur les causes de la diminution de la production piscicole en vue de se rendre compte de leur perception du problème
- Approfondir les connaissances des participants en matière de législation sur la pêche
- Discuter et explorer avec les participants les conditions de mise en application de certaines dispositions de la réglementation sur la pêche
- Dans l'optique d'avoir des sessions de groupe de travail, préparer un questionnaire sur les voies et moyens de reconstituer et protéger les frayères par les comités existants
- Soumettre le matériel et le contenu des thèmes à développer à l'équipe FEC deux semaines avant la tenue de l'atelier

Termes de référence du journaliste de la Radio

En collaboration avec l'équipe FEC le journaliste accomplira les tâches suivantes :

- Faire la synthèse du contenu des thèmes développés au cours de l'atelier en vue de préparer des reportages pour la radio
- Recueillir par des interviews individuelles ou de groupe les impressions des participants sur l'atelier et leur engagement pour le futur
- Faire des reportages à la radio
- Réaliser des émissions radio-phoniques sur les enjeux de la pêche à Uvira (à raison de 1 par semaine sur un mois, minimum 4 par mois)

Appendix VIII (iii)

CALENDRIER DE :L'ATELIER DE FORMATION SUR LES PRATIQUES DE PÊCHE DURABLE

| Jour | Session 1 9 h 00 à 10 h 45 | Session 2 11 h 00 à 13 h 00 | Session 3 15 h 00 à 17 h 00 |
|---------------|---|--|---|
| Jour 1 | Ouverture Introduction : PBLT- FEC Buts et Objectifs (Assumani) La Biodiversité du lac (Dr. Nshombo). | Notions sur les frayères (Dr. Nshombo) | Cycles de reproduction (Dr Nshombo) |
| Jour 2 | Histoire de pêche (Irengé) Différents types de Pêche et matériel de Pêche et leur impact sur le stock piscicole (Mulinbwa) | histoire de pêche2 (Irengé) Diminution de la Production piscicole à Uvira : bilan et perspectives (Mulinbwa) | Jeu de rôle. Rôle de la réglementation de la pêche.(Nshombo et Mulimbwa) |
| Jour 3 | Visites des zones de frayères(Delta de la Ruzizi) | Visites de zones de frayères(Étang naturel de Nyangara) | Résumé de la sortie : Observations et questions Film et Debat |
| Jour 4 | Protection et Reconstitution des zones de frayères (Nshombo et Irengé) | Travaux de groupe sur la recherche de moyens pour la protection et reconstitution des zones de frayères Plénière : Résumé des mesures et rôles des participants. | Évaluation Conclusion Clôture. |

PLANIFICATION DU MATERIEL POUR LES SESSIONS DE LA FORMATION

ATELIER SUR LES PRATIQUES DE PÊCHE A UVIRA 22-25 FÉVRIER 2000

| Jour | Session | Animateur | Sujet | Matériel |
|----------|------------------|---------------------|---|--|
| 1 | 1 ^{ère} | Assumani Nshombo | Introduction La Biodiversité du lac Tanganyika | Logo PBLT |
| | 2 ^{ème} | Nshombo | Notions sur les frayères | Grande affiche illustrant les frayères intactes Grande affiche illustrant des frayères dégradées par des actions anthropiques notamment la coupe des roseaux, ramassage des pierres dans le lac, Grande affiche d'un paysage dégradé, sujet a l'érosion suite a des pluies torrentielles Une fiche représentant les dessins se rapportant à ces trois affiches à remettre aux participants. |
| | 3 ^{ème} | Nshombo | Cycles de reproduction | Affiche illustrant les lieux de ponte(lagune) a Nyangara et au Delta de la Ruzizi Tour dans le laboratoire pour observer les espèces des poissons du lac Tanganyika Réutiliser les dessins sur les frayères |
| 2 | 1 ^{ère} | Irengé | Une histoire de pêche | Affiche sans message sur la pêche Dépliant avec message sur la pêche à distribuer aux participants |
| | | Mulimbwa | Différents types de pêche et matériel de pêche | Démonstration du matériel réel (filets) |

| | | | | |
|----------|--------------------------------------|---|---|--|
| | 2 ^{ème} | Irengé Mulimbwa | Une histoire de pêche Diminution de la production piscicole à Uvira | Une légende Dessins illustrant la diminution des captures depuis 25 ans Dessin montrant un vieux très content de sa capture malgré son matériel rudimentaire Dessin d'un père souriant, content de sa capture pas tellement mauvaise Dessin d'un jeune homme (acteur actuel) déçu de sa capture malgré la performance de ses engins Dessin d'un petit garçon qui s'interroge sur son avenir vu que le lac n'est plus productif |
| | 3 ^{ème} | Toute l'équipe Mulimbwa et Nshombo Équipe | Introduction Rôle de la réglementation sur la pêche Explication | Saynète sur le non-respect de la réglementation* Discussion-débat Explication de la journée de visites : attentes** |
| 3 | 1 ^{ère} et 2 ^{ème} | Toute l'équipe | Visite des frayères | Observation – discussion avec les pêcheurs |
| | 3 ^{ème} | Toute l'équipe Nshombo | Résumé de la sortie Biodiversité du Lac Tanganyika | Discussion sur Observations des participants Film : extraits mettant en évidence les menaces |
| 4 | 1 ^{ère} | Nshombo Irengé | Protection et reconstitution des zones de frayères Expérience NOPTA | Rappel sur la migration des poissons lac-lagune Moyens pour reconstituer et protéger les frayères Photos et matériel d'éducation utilisé |
| | 2 ^{ème} | Participants | Protection et reconstitution des zones de frayères | Travaux de groupes (1 heure)*** Plénière : présentation des travaux de groupe |
| | 3 ^{ème} | Assumani et Irengé Participant | Evaluation Résumé de l'atelier Clôture officielle | Fiche d'évaluation Conclusion Recommandations des participants |

2ème Journée

2^{ème} session : Dessins illustrant la diminution des captures depuis 25 ans (au lieu d'utiliser un graphique)

Dessin montrant un vieux très content de sa capture malgré son matériel rudimentaire

Dessin d'un père souriant, content de sa capture pas tellement mauvaise

Dessin d'un jeune homme (acteur actuel) déçu de sa capture malgré la performance de ses engins

Dessin d'un petit garçon qui s'interroge sur son avenir vu que le lac n'est plus productif

*** 3ème session :** Saynète sur le non-respect de la réglementation

Le pêcheur avec un filet moustiquaire pêche des alevins et est attrapé par le garde pêche.

Le Garde pêche intervient et discute avec le pêcheur qui ne veut pas payer l'amende mais est prêt à corrompre l'agent.

L'agent de sensibilisation d'une ONGD arrive et tente de leur expliquer le bienfait des roseaux et des alevins pour la reproduction des poissons.

Surgit le Superviseur de l'environnement qui gronde le garde pêche pour avoir pris le pourboire d'un fautif qui coupait les roseaux.

**** 3ème Journée Visite guidée des zones de frayères (ASSUMANI, IRENGE, NSHOMBO et MULIMBWA)**

A la fin de la session du 2^{ème} jour, les formateurs prendront le temps d'expliquer le but de la visite et le soin de demander aux participants avant de partir de dire ce qu'ils attendent de la visite de demain. Ils inscriront au tableau les points sur lesquels leur attention devra se porter plus particulièrement, notamment:

Pour les frayères du Delta de la Ruzizi :

- État de l'environnement (couleur des eaux, verdure, pierres, etc.)
- Quantité capturée, taille et espèces des poissons capturés
- Nombre de lampes par unité de pêche, types de filets et autres matériels de pêche
- Nombre de pêcheurs à chaque plage

Pour l'étang naturel de Nyangara :

- État de l'environnement (roseaux, pierres, ...)
- Nombre de pêcheurs
- Quantité capturée
- Taille de poissons
- Sortes de pêche
- Activités autour de la lagune
- Types d'engins utilisés

*****4ème Journée Travaux de groupe**

PROTECTION ET RECONSTITUTION DES ZONES DE FRAYÈRES

Thèmes de discussion

- Comment les participants peuvent-ils contribuer à protéger les frayères ?

- Quels sont les moyens entendent-ils utiliser ?
- Quel rôle entendent-ils jouer dans la protection et la reconstitution des zones de frayères ?