

# **'Let's Quench that Thirst for Knowledge'**

## **'Tukate Kiu cha Maarifa'**

**A Proposal for a Communications Education and Public Awareness strategy for Malagarasi–Muyovozi Ramsar Site -with emphasis on the Core SIMMORS Project area.**



**Client: SIMMORS**

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**Date: June 2004**

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## Acronyms

<b>CBO's</b>	-	Community Based Organizations
<b>CEPA</b>	-	Communication, Education and Public Awareness
<b>DALDO</b>	-	District Agricultural and Livestock Development Officer
<b>DCDO</b>	-	District Community Development Officer
<b>DED</b>	-	District Executive Director
<b>DFO</b>	-	District Forest Officer
<b>DGO</b>	-	District Game/Wildlife Officer
<b>DHEO</b>	-	District Health Education Officer
<b>DLDO</b>	-	District Land Development Officer
<b>DLNREO</b>	-	District Lands Natural Resources and Environment Officer
<b>DNRO</b>	-	District Natural Resources Officer
<b>DFsO</b>	-	District Fisheries Officer
<b>H/W</b>	-	Halmashauri ya Wilaya
<b>IDCC</b>	-	Inter District Coordination Committee (of SIMMORS)
<b>IUCN</b>	-	The World Conservation Union
<b>MEK</b>	-	Mratibu Elimu Kata./Ward Education Coordinator
<b>MMRS</b>	-	Malagarasi – Muyovozi Ramsar Site
<b>MoEC</b>	-	Ministry of Education and Culture
<b>NEMC</b>	-	National Environment Management Council
<b>NGO's</b>	-	Non Governmental Organizations
<b>O and OD</b>	-	Opportunities and Obstacles to Development, a nationwide village planning process
<b>PLUM</b>	-	Participatory Land Use Management (Refers to district teams as well as the process in SIMMORS)
<b>PSU</b>	-	Project Steering Unit (of SIMMORS)
<b>Ramsar Bureau</b>	-	International Office of Ramsar, Switzerland
<b>Ramsar Focal Point</b>	-	National Ramsar focal Point at the Wetlands Unit, Wildlife Division
<b>R.T.D</b>	-	Radio Tanzania, Dar-es- Salaam.
<b>R.F.A</b>	-	Radio Free Africa.
<b>SIMMORS</b>	-	Sustainable and Integrated Management of Malagarasi-Muyovozi Ramsar Site.
<b>T.I.E</b>	-	Tanzania Institute of Education
<b>UCCP</b>	-	Ugalla Community Conservation Project.
<b>VLUM</b>	-	Village Land Use Management.(Refers to the village level team, to the plan itself and to the process in SIMMORS)
<b>WEO</b>	-	Ward Executive Officer.
<b>WEC</b>	-	Ward Education Coordinator (MEK in Swahili)

## **1 Background**

The Malagarasi-Muyovozi Wetland is the first Ramsar Site declared by Tanzania and so the local administrative authorities, the eight District Councils (Mpanda, Sikonge, Urambo, Kigoma, Kasulu, Kibondo, Bukombe and Kahama) in which the geographical area falls, are the first Tanzanian Districts to be challenged with implementing CEPA programmes for a Ramsar Site.

The districts in the core area of the Ramsar Site, Urambo and Kigoma Districts, are thus at the forefront of developing suitable processes and programmes for communicating about wetland issues.

The Implementation Plan for the SIMMORS Project, which supports the two districts in carrying out their commitment to the Ramsar Convention, as designated authorities by GOT, devotes a complete Key Result Area to Public Awareness and Education.

SIMMORS has begun implementing communications, awareness and education activities as part of its other Key Result Area tasks, but has yet to devise a holistic CEPA strategy. This is why a special consultancy was devised to design a Strategy for Environmental Awareness, Communication and Education for the Malagarasi-Muyovozi Ramsar Site.

## **2 Introduction**

The consultancy began in November 2003 and has to date delivered two reports to SIMMORS, one in December 2003 and one in February 2004. Each report corresponds to a fieldwork period during which the consultants acquired knowledge of the wetland communities' education and communications needs and tested materials and methods with them. Details of the methods used, the information gleaned and conclusions and recommendations are contained in the reports. The main focus of this document is to present the strategy which best fits the needs, capacities and interests of the various stakeholders. It briefly describes the methodology used to arrive at this strategy and suggests an approach for use of the strategy. The document also discusses major limitations and assumptions, which might affect the validity or implementation of the strategy.

## **3 Preparation of the Strategy**

A very wide variety of methods were used to gather information about the interests and the capacities of various types of wetland stakeholders. These included: Questionnaire Surveys, Semi-structured Interviews, Activity mapping, Community Mapping Exercises, Pair-wise comparison of publicity materials, Analysis of secondary sources of information, Experiential Learning, Role Play / Drama, Group Analysis and Discussion, Drawing/graphic art/use of visual examples, Children's 'Environment' Drawing, Computer – based presentations, Workshops, Word games, song and poetry creation, creation of displays and design and implementation of wetland walks in conjunction with World Wetlands Day. Following analysis of the information conclusions and recommendations were formulated and feedback was given to stakeholders through workshops, meetings and circulation of a draft strategy document. The responses and opinions of stakeholders were collected and

incorporated into the redrafted strategic matrix, which is presented in Tables 1. and 2. Consultations were also held with the Tanzania Institute of Education and the Environmental Education Unit of the Ministry of Education regarding the proposals that relate to the formal education sector. The strategy presented also takes into account the status and approach of the National Wetlands Working Group regarding its national level CEPA strategy. The strategy was prepared during a period of relatively high activity towards development of a national environmental education and communications strategy (NEECS) by the National Environment Management Council (NEMC).

#### **4 Overall Observations/Conclusions /Recommendations**

The following is a list of conclusions, recommendations and observations which have been made during the CEPA design process. The sentiments expressed have been captured as far as possible in the proposed strategy but, because they are so important for understanding the situation in which the strategy will be implemented, we provide them for guidance to the implementers.

- ✓ There is a lot of goodwill towards and support for the SIMMORS (locally known as ‘Ramza’) project at all levels.
- ✓ Concepts of destructive behaviour—some people, especially VLUM committee and village government members are highly aware of these. Concepts of gains from taking more control are also understood. The ‘bit in the middle’ of moving from one to the other (learning, mapping NR and NR issues; discussion, forming new institution/s, and reaching agreement) is vague in even the VLUM committees’ minds.
- ✓ Conducting environmental education activities outdoors and in the wetland has a lot of positive spin-offs (including the wetland area gets attention and recognition, people learn what is meant by the term ‘wetland’, it is easier to explain (e.g. for the VLUM team) if you are actually standing in it) and is certainly worth the effort.
- ✓ The extent of the MMRs and its national and international importance need to be explained to all stakeholders at all levels.
- ✓ There is a strong and wide demand for written information especially species recognition books and technical information about wetland ecology, sustainable agricultural methods, fisheries and alternative enterprises.
- ✓ There is communications’ capacity among the village communities, which with facilitation, could be tapped for implementation of parts of the CEPA strategy.
- ✓ There are some exceptional people at divisional and ward levels whose enthusiasm and offices can be further tapped for CEPA work, if they are given more technical information and methods for using it.
- ✓ Further on-the-job advocacy of ‘sitting on one’s hands’ and letting the villagers do it themselves is needed to challenge the educated personnel’s attitudes that ‘we must do it for them’
- ✓ While competition can be an incentive for some to engage in activities, it is not necessary for a person to gain a learning experience. Also where there is competition a prize is expected and that is a cost that might not be sustainable. The more that can be done to encourage people to become involved in

environmental learning activities because they find it interesting and enjoyable, the better the chances of getting the less competitive (and often shy) personalities involved.

- ✓ Teachers at the primary schools are supportive and participated enthusiastically as well as providing facilities for the WWD activities and the workshop at Mtegowanoti. Their openness to new ideas and methods is an opportunity that can be tapped.
- ✓ Schoolgirls and women's choirs (although sometimes under the domineering tutelage of a male choirmaster) and female VLUM committee members were quite confident performers of musical contributions to the public WWD events. This is an opportunity to build upon while attempting to raise women's levels of involvement in other aspects of environmental communication, information accession and future decision-making.
- ✓ Without financial support from SIMMORS/Ramsar Project Office it may be difficult to sustain World Wetland Day (February) or other environmental celebrations e.g. World Environment Day (June) in village annual calendars. However most of the educative activities involve very little cost and could be run by enthusiastic villagers.

## **5 A Process Approach to CEPA**

Ideally this CEPA Strategy should be viewed as a working document to improve and update as experiences yield lessons about the appropriateness of a particular response to the issues/areas of need, which are identified so far. It should allow for identification of further needs and for desisting from a response/s, which are found to be unnecessary or inappropriate. A monitoring and evaluation section is provided in order to provide a guide for future analysis and review of the process.

## **6 Limitations of the Strategy Design / Areas needing further research**

Table 1 and 2 contain the fourth draft of the CEPA strategy. This fourth draft strategy incorporates the comments of district personnel and SIMMORS management met at Kigoma and at Urambo, and those obtained during the seminar at Urambo, April 30th. It is suggested that the strategy, be translated into Swahili and given to a range of stakeholders e.g. Sub/Village leaders, Ward Executive Officers and Ward Education Co-ordinators, district staff and leaders. Some Result Areas/Output areas are dealt with in more detail than others. This reflects the levels of information and insight into the particular issue, which was available/possible at the time of the consultancy fieldwork. For example, the proposed Field /Resource Centres for the Ramsar Site have not been taken into account in preparation of this strategy. Their functions and management towards enhancing CEPA need to be outlined during their establishment phase. The strategy is designed for the whole Ramsar Site, but it takes into account that there are elements, which are beyond the scope of the present SIMMORS project. For example the design of formal school programmes is not within the capacity of the project, but the project can contribute by facilitating the piloting of materials and methods in the project area. Funding and technical skills for this and other components can be sought from the relevant institutions and projects.

## **7 Indicative Budget for the Strategy**

Indicative budgets are laid out for the ten elements of the strategy. As dubbed 'indicative' they are **estimates** of the cost of carrying out a particular activity. Estimates are made with data limitations, for example the numbers of schools, sub-villages, wards etc. that might be included each year. Also the variability of costs of reaching the different locations is unknown and therefore ballpark figures are applied to all locations. It should be noted that with the exception of the radio programme costs consultancy fees are included in the indicative budget, pushing up the costs. It was recognised by district personnel and the consultants that there is limited capacity in the districts to implement a CEPA strategy and that outside assistance will be required. It is expected that funding may be sought from outside of the project for certain aspects of the strategy, e.g. from the Wetlands Unit National CEPA strategy.

## **8 Major assumptions**

### **8.1 Personnel: Who to do what?**

A major assumption is that appropriate personnel will be available to carry out the activities suggested in the strategy. Presently, as acknowledged by District personnel, this is not the case and there is a recognition that capacity needs to be raised in order to carry out the strategy. It is suggested that personnel who have the enthusiasm and potential to acquire the skills to implement specific elements of the strategy be identified from communities, village committees, wards and districts and that consultant trainers be engaged to pass on skills on-the-job over the first two to three years of the strategy implementation. Because the engagement of consultants entails a work burden for the project management, it is suggested that rather than contracting a series of short-term consultants directly, a long-term (2-3 year) arrangement be made with one agency which would guarantee to provide the variety of skills required at the appropriate and agreed times.

### **8.2 Personnel from Ministries**

The Environmental Education Unit of the Education Ministry has two personnel who are eager to make links with the various initiatives in environmental education throughout Tanzania. They have prepared a draft set of EE guidelines for primary school teachers and would like to test them with teachers before finalising and disseminating them nationally. It may be possible to invite these personnel to work with Ward Education Coordinators and teachers on the detailed identification of primary and secondary teachers' needs in terms of supervisory support, training, materials and facilities for the implementation of environmental education throughout the school curriculum.

In other words an agreement could be drawn up in which financial and logistical support could be provided by the project on the understanding that the EE Unit of the Education Ministry supplies a report outlining the needs to implement an EE programme in primary and secondary schools in the wetland.

National Wetlands Working Group is preparing a National Wetlands CEPA strategy and could be encouraged to use Malagarasi-Muyovozi Ramsar site, which has a head start in environmental education, as one of its pilot areas. This would bring top-level environmental educators, funded by the national programme, into the project area.

They might be encouraged to focus on a particular part of the SIMMORS CEPA strategy in their trials and design work. For example the informal awareness and education and the publicity and communications issues (Output / Result area Number 3).

The Participatory Forest Management Unit of Forest and Beekeeping Division has recently drafted an awareness and education strategy. Perhaps as the SIMMORS project sub-villages and villages proceed with the implementation of their land and natural resources plans they and ward and district staff, might be able to benefit from links to the PFM. Similarly the GEF funded Eastern Arc Strategy are developing a communication strategy, there may be opportunities for sharing of experiences and lessons learnt.

The Farmer's Extension Unit of the Ministry of Agriculture, Food Security and Cooperatives is reputed to have state of the art video production, dissemination and projection facilities. This might be a cheaper option than a commercial company for video production, but cost and logistics of using their mobile unit/s for touring the project area might not be feasible.

There are also skills in printed materials production available from this Unit, which could be tapped for training staff in desktop publishing and materials dissemination skills.

### **8.3 Staff for Dissemination of materials to sub-village levels.**

Although this consultancy has assembled a list of those individuals (see input one report and Nguruka Workshop report), and NGOs who might be willing to disseminate materials to sub-village and lower levels, use of these routes may not prove reliable. It might be advisable to have a special designate in each district who is paid to disseminate materials and is given a budget to travel to the required places specifically for dissemination of project materials. The person would also be required to track the dissemination and report to district staff whom keep a file on responses from recipients of the materials (see monitoring and evaluation section below). One might argue that such a recruitment would not be sustainable, but it is the information and its absorption which is required to be sustainable and ensuring its arrival to the target group is crucial for a critical mass of the population to gain the basic concepts of wetlands' values and reasons for good management.

## **9 The proposed CEPA Strategy**

The main details of the strategy are contained in the following two tables. Table 1 summarises the issues, which need to be addressed by the strategy, and gives Output/Achievement/Result Area headings, which respond to these issues and captures opportunities, which can be used to tackle those issues. Main activities are suggested for implementation in order to achieve those Outputs/Results.

Table 2 provides details of sub-activities, timings and names those officers or institutions who/which should be responsible for ensuring that the activities are carried out.

**Table 1. Summarised Strategy Matrix – Issues, Outputs and Activities**

Issue to be addressed	Output / Result Area	Activity/ Action Required
<b>1</b>		<b>Improved access to published information on NR at all levels</b>
<b>Inadequate access to published information on NR at all levels</b>		1.1 Prepare brief Swahili language leaflets on policy and laws of NR, and other technical issues for household distribution
		1.2 Supply of basic legal and ecological texts and reference books to districts, wards, villages and sub-villages.
		1.3 Website introduction/training for staff and volunteers
<b>2</b>		<b>Increased supply of information about the Ramsar Site to relevant stakeholders</b>
<b>Inadequate Supply of information about the Ramsar Site to relevant stakeholders</b>		2.1 Strengthen existing and create new information distribution systems
		2.2 Preparation of radio programmes. Contracting Radio Kigoma and perhaps broadcasting on Radio free or on Radio Tanzania. Contract Radio Kigoma and Radio Programme Design Consultant
		2.3 Prepare briefs about local and international events, project progress and review SIMMORS leaflet
		2.4 Expand use of existing materials from the Ramsar Bureau (e.g. website, written materials etc.)
<b>3</b>		<b>Skills to communicate, about environmental issues to informal and adult audiences, improved</b>
<b>Weaknesses in skills and methods to communicate about environmental issues</b>		3.1 Plan and Prepare and undertake a special environment programme including training courses in experiential learning and other communication methods for sub-village leaders, village volunteers, environment committees, clubs, CBOs, drama groups, school teachers, ward and district staff and others to be identified.
		3.2 Identify journalistic talent and arrange preparation of training in sourcing information-writing skills. <i>Linked to 9.1 and 7.1</i>
		3.3 The Celebration of major events World Wetlands day, world Environment Day Integrated into planning calendars and budgets of the District and Region.

**Proposed CEPA Strategy for the Malagarasi – Muyovozi Ramsar Site**

Issue to be addressed	Output / Result Area	Activity/ Action Required
4		<b>Internal communication and civil participation in villages and sub-villages improved</b>
<b>Information stalling at higher levels and with most prominent people</b>		4.1 Provide training and consultation in legal issues relating to community based natural resource management. (Link with dist. of leaflets 1.2)
		SIMMORS has already begun this activity
		4.2 Provide good governance training for leaders and representatives of the public.
		4.3 Trial trusted–friend networking in a sample of sub-villages.
5		<b>Inter-village / Ecosystem / Regional / National / level communication systems established/improved.</b>
<b>Limited communication of wetland issues between wetland adjacent communities and the district, region and national levels</b>		5.1 Encourage establishment of inter-village communication systems e.g. around ecosystem managed
		5.2 Wetland representatives’ groups, which link with other networks and feed into national wetland policy & strategy development, encouraged.
6		<b>Environmental education programmes for formal education sector devised</b>
<b>Inadequate emphasis on environmental issues in formal education</b>		6.1 A special environmental education programme for primary schools devised.
		6.2 A special programme for secondary schools devised. <i>Same as for Primary schools, far less expensive because there are fewer schools and fewer students</i>
7		<b>Improved Maisha Maji Magazine</b>
<b>Use of opportunities to improve content</b>		7.1 The content of Maisha Maji magazine reviewed and improved. (Increase opportunities for writers to broaden sources for content, use guest writers, involve communities in contributing to articles stories, poetry, song lyrics, games, quizzes)
		7.2 Annual Maisha-Maji content plan lay out.
		7.3 Consider increased number of copies, but perhaps reduce number of issues per year.

**Proposed CEPA Strategy for the Malagarasi – Muyovozi Ramsar Site**

Issue to be addressed	Output / Result Area	Activity/ Action Required
<b>and distribution of Maisha Maji magazine.</b>		7.4 Improve distribution system for Maisha Maji magazine.
		7.5 Distribute and evaluate Maisha Maji Magazine
<b>8</b>	<b>Educational content of merchandise improved</b>	
<b>Opportunities to increase the educational impact of merchandise</b>		8.1 Design a series of Ramsar ‘merchandise’ which informs about Ramsar meaning and species that live in MMRS
<b>9</b>	<b>Knowledge and Awareness of MMRS increased, regionally, nationally and internationally.</b>	
<b>Opportunities to increase Regionally, Nationally and International Awareness of MMRS</b>		9.1 Provide Information about the RAMSAR site to National and International Media
		9.2 Network with other Districts and Regions within MMRS
		9.3 Produce Audio - visual programme about MMRS and its values
		9.4 Strengthen MMRS linkage to National and International networks
<b>10</b>	<b>Increased numbers of personnel within the project area have and are using knowledge of wetland ecology, communications and participatory educational skills.</b>	
<b>Limited capacity for awareness raising and implementing an education programme</b>	<b>10.1 Send committed personnel (District/Ward and others) on appropriate courses and support them to apply newly acquired skills</b>	



**Proposed CEPA Strategy for the Malagarasi – Muyovozi Ramsar Site**

Issue to be addressed	Output / Result Area	Activity/ Action Required	Sub-activities	Timing															Who will do activities
				Year 1			Year 2			Year 3			Year 4			Year 5			
				Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June	July - Sept.	Oct. - Dec.	
<b>1.2 Supply of basic legal and ecological texts and reference books to districts, wards, villages and sub-villages.</b>																			
			1.2.1 Establish reading and lending centres at field centres, offices, districts, wards, villages and sub-villages, schools (sites, personnel, lending arrangements, stocks, inventory, lending use training, sourcing).															Appointed District staff. Ward level staff, MEK, Field Centre staff, District Adult education officer and asst. to undertake training. Village governments. Ramsar Project Office.	
			1.2.2 Source the texts e.g. from ministries, NGOs and other international organisations NHBS catalogue, Novel idea bookshop DSM															District Adult education officer and asst. Ramsar Project Office	
			1.2.3 Decide quantities and order															Ramsar Project Office /District Adult education officer and asst./Village governments	
			1.2.4 Distribute															District Adult education officer and asst. / relevant departments / NGO's / Ward + Village leaders specialist distributor	
			1.2.5 Receive acknowledgements.															Ramsar Project Office /District Adult education officer and asst./Ward level Staff	
			1.2.6 Evaluate use of books, readings centres, choice of materials															Ramsar Project Office /District Adult education officer and asst./Ward level Staff	
<b>1.3 Website introduction/training for staff and volunteers</b>																			
			1.3.1 Identify interested and appropriate staff															SIMMORS Ramsar / Ramsar Project Office	
			1.3.2 Assess training needs and design course															SIMMORS Ramsar / Ramsar Project Office	
			1.3.3 Arrange logistics, budgets, schedules, trainers.															SIMMORS Ramsar / Ramsar Project Office	
			1.3.4 Run course (year 1 for one key person)															Trainer / Participants	
			1.3.5 Evaluate training															SIMMORS Ramsar / Ramsar Project Office	
			1.3.6 Consider establishment of internet connection and equipment.															SIMMORS Ramsar	

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<b>2</b>	<b>Increased supply of information about the Ramsar Site to relevant stakeholders</b>																		
<b>Inadequate Supply of information about the Ramsar Site to relevant stakeholders</b>		<b>2.1 Strengthen existing and create new information distribution systems</b>																	
		2.1.1 Review existing information distribution systems																SIMMORS Ramsar / District Adult education officer and asst./ Ramsar Project Office	
		2.1.2 Identify constraints on those systems particularly identify parties not receiving information through existing information distribution systems																SIMMORS Ramsar / District Adult education officer and asst. / Ramsar Project Office	
		2.1.3 Take measures to reduce those constraints and include those parties neglected up to date																District Adult education officer and asst. / relevant departments / NGO's / Ward + Village leaders specialist distributor	
		<b>2.2 Preparation of radio programmes. Contracting Radio Kigoma and perhaps broadcasting on Radio free or on Radio Tanzania. Contract Radio Kigoma and Radio Programme Design Consultant</b>																	
	<i>A detailed process and budget for radio progs. is given in Field report Two</i>	2.2.1 Develop programme themes															Kigoma and Urambo staff (CEPA Team plus Coordinators/DNROs, Senior Adviser and Project Manager). EE Consultant Radio programme task force.		
		2.2.2 Plan recording phase															Radio programme task force. Radio Kigoma producer and technician. Teachers and Schoolchildren. Singing teacher. Drama group (performers/actors and directors- 'ideas people'). (10)		



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																			Village leaders specialist distributor
			2.3.6 Record acknowledgements and evaluate comments.																SIMMORS Ramsar / District Adult education officer and asst.
			2.3.7 Review																SIMMORS Ramsar + Ramsar Project Office / District /Ward and Village reps
		<b>2.4 Expand use of existing materials from the Ramsar Bureau (e.g. website, written materials etc.)</b>																	
			2.4.1 Contact NWWG/Ramsar Bureau through Ramsar Focal Point and request materials to be sent to the project.																SIMMORS Ramsar/Ramsar focal Point (NWWG/WU)
			2.4.2 Distribute those materials to relevant officers, groups, institutions, clubs, organisations and individuals																SIMMORS Ramsar
			2.4.3 Check Ramsar website monthly for new materials and articles																SIMMORS Ramsar, Kigoma
			2.4.4 Distribute copies of such materials and articles to officers, groups, clubs, institutions, organisations and individuals																SIMMORS Ramsar
			2.4.5 Evaluate use of materials by relevant officers																SIMMORS Ramsar
<b>3</b>	<b>Skills to communicate, about environmental issues to informal and adult audiences, improved</b>																		
<b>Weaknesses in skills and methods to communicate about environmental issues</b>		<b>3.1 Plan and Prepare and undertake a special environment programme including training courses in experiential learning and other communication methods for sub-village leaders, village volunteers, environment committees, clubs, CBO's, drama groups, school teachers, ward and district staff and others to be identified.</b>																	
		3.1.1 Design an Experiential Learning programme of training and exchanging of ideas to improve communication of clubs, CBO's, adult groups, environment committees, village leaders, ward leaders devised.																	CEPA Team / EE trainers
		3.1.2 Implement pilot programme in selected areas in core project area																	

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			3.1.3 Revise and update programme and then implement in Core Ramsar Area																	CEPA Team / EE trainers / Trainees
			3.1.4 Support groups by providing opportunities for exchange of ideas and provision of new information as it becomes available																	CEPA Team / EE trainers / Trainees / SIMMORS
<b>3.2 Identify journalistic talent and arrange preparation of training in sourcing information-writing skills.</b>																				
	<i>Linked to 9.1 and 7.1</i>		3.2.1 Identify interested and talented individuals																	Ramsar Project Office / SIMMORS Ramsar
			3.2.2 Identify training needs and arrange for a trainer																	Ramsar Project Office / SIMMORS Ramsar /Trainer
			3.2.3 Implement training activities																	Trainer / Trainees
			3.2.4 Evaluate application of skills learnt																	Ramsar Project Office / SIMMORS Ramsar/Trainees
<b>3.3 The Celebration of major events World Wetlands day, world Environment Day Integrated into planning calendars and budgets of the District and Region.</b>																				
			3.3.1 Agree budgets for celebration events early. (District/SIMMORS/Other Sources)																	SIMMORS Ramsar/Relevant District Staff/Ward level staff / Celebration Committee / District Planning officer
			3.3.2 Link with District events committee or create special committee.																	SIMMORS Ramsar/Relevant District Staff /Ward level staff
			3.3.3 Inform / remind villages and sub-villages early, supply ideas and some materials.																	SIMMORS Ramsar/Relevant District Staff/Ward/Village Government/Networks/CBO's, Clubs, NGO's, Schools, Sports teams.
			3.3.4 Arrange visits by dignitaries.																	SIMMORS Ramsar/Relevant District Staff/ Ward level staff
			3.3.5 Evaluate and report lesson learnt																	Independent reviewer / District Staff / Participants / Organisers









**Proposed CEPA Strategy for the Malagarasi – Muyovozi Ramsar Site**

Issue to be addressed	Output / Result Area	Activity/ Action Required	Sub-activities	Timing															Who will do activities		
				Year 1			Year 2			Year 3			Year 4			Year 5					
				Apr - June	July - Sept.	Oct - Dec.	Jan - Mar.	Apr - June	July - Sept.	Oct - Dec.	Jan - Mar.	Apr - June	July - Sept.	Oct - Dec.	Jan - Mar.	Apr - June	July - Sept.	Oct - Dec.		Jan - Mar.	
			7.5.1 Distribute Maisha Maji Magazine																	District Adult Education Co-ordinator / relevant departments / NGO's / Ward + Village leaders / specialist distributor	
			7.5.1 Evaluate annually Maisha Maji magazine (Content, distribution, design and format)																	Ramsar Project Office / Independent Reviewer / Secretariat.	
<b>8 Educational content of merchandise improved</b>																					
<b>Opportunities to increase the educational impact of merchandise</b>	<b>8.1 Design a series of Ramsar 'merchandise' which informs about Ramsar meaning and species that live in MMRS</b>																				
			8.1 Initiate design process of 'merchandise' materials, e.g. playing cards, khangas / kikois, hats, T-shirts, colouring books/postcards, pictures, calendars, posters and guidebooks etc.																		SIMMORS Ramsar, CEPA Team, Ramsar Project Office, EE advisor, Consultant, Designer/Artist.
			8.2 Commission artist to develop / gather rights to use images.																		SIMMORS Ramsar, CEPA Team, Ramsar Project Office
			8.3 Commission production of appropriate numbers of different kinds of merchandise																		SIMMORS Ramsar, CEPA Team, Ramsar Project Office
			8.4 Develop and implement distribution system of merchandise																		SIMMORS Ramsar, CEPA Team, Ramsar Project Office, District Adult education officer and asst. / relevant departments / NGO's / Ward + Village leaders specialist distributor
		8.5 Evaluate educational impact of merchandise																		Ramsar Project Office / Independent Reviewer	

**Proposed CEPA Strategy for the Malagarasi – Muyovozi Ramsar Site**

Issue to be addressed	Output / Result Area	Activity/ Action Required	Sub-activities	Timing															Who will do activities
				Year 1			Year 2			Year 3			Year 4			Year 5			
				Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June	July - Sept.	Oct. - Dec.	
<b>9</b>	<b>Knowledge and Awareness of MMRS increased, regionally, nationally and internationally.</b>																		
<b>Opportunities to increase Regionally, Nationally and International Awareness of MMRS</b>	<b>9.1 Provide Information about the RAMSAR site to National and International Media</b>																		
		9.1.1 Set out and implement a programme of article – writing for national newspapers, websites and methods for getting them published.																CEPA Team, SIMMORS Ramsar, Ramsar Project Office, Ramsar focal Point, Facilitator	
		9.1.2 Promote Radio, TV and newspaper journalist coverage of Celebration Events																CEPA Team, SIMMORS Ramsar, Ramsar Project Office, Facilitator	
	<b>9.2 Network with other Districts and Regions within MMRS</b>																		
		9.2.1 Invite other districts in the Ramsar site to attend major celebrations.																SIMMORS Ramsar	
		9.2.2 Evaluate how the other 6 districts are raising awareness e.g. whether and how they used the materials, how they celebrate World Wetlands Day and World Environment Day and what quantities of materials they would wish to receive and for whom.																CEPA Team, SIMMORS Ramsar, Ramsar Project Office, Wetlands Unit	
		9.2.3 Supply materials and ideas to other Regions and Districts regarding celebration of major environmental events including World Wetlands Day and World Environment Day																CEPA Team, SIMMORS Ramsar, Ramsar Project Office, Wetlands Unit	
	<b>9.3 Produce Audio - visual programme about MMRS and its values</b>																		
	9.3.1 Produce a video series (e.g. 15 minute programmes) on the Ramsar site, the fishery and its success story, the shoebill and other birds, for local communities (video showers) but also distribute to national TV and to PSC and MPs Prepare accompanying notes and evaluation set.																Video Production Company, CEPA Team, SIMMORS Ramsar, Network Representatives, Ramsar Project Office, Wetlands Unit,		



## **10 Monitoring and Evaluation of the Strategy**

The monitoring and evaluation system should assist in future decisions as to the appropriateness and required duration of the various Outputs/Result areas of the CEPA strategy. It needs to be simple and practical so that it is possible to implement. However we need to be clear about what we wish to monitor.

### **10.1 Activity Monitoring**

Activity monitoring involves setting targets for the quantity and the timing of the activities that are agreed to be carried out. (e.g. number of village libraries set up by December 2005). Decisions need to be made about how and who will check that the activities have been done. Provision should be made for recording the reasons for carrying out the activity earlier or later than expected and for adjustment to the action plan according to the lessons learnt from the implementation experience. Activities which were not initially planned may have been implemented and need to be recorded.

### **10.2 Impact Monitoring**

Impact monitoring is much more difficult to decide targets for and to perform than activity monitoring. Immediate impacts are often intangible changes, for example, the environment becoming a more common topic of conversation in the bars of Nguruka. The fact that people are talking more about the environment may not mean much in terms of a CEPA strategy's impact on their attitudes to the environment. It is only when people start to change their actions in relation to the environment that we are more easily able to count changes. For example, counting the number of fishers who have abandoned the use of destructive fishing gear is a means to measure the impact of a CEPA strategy. However, matters are usually more complicated and CEPA strategies are not usually run as stand alone programmes because, once a person has become more aware, means to offer that person the capacity to change their behaviour are combined with the CEPA intervention. Therefore it is difficult to measure the impact of the CEPA alone.

Choice of indicators become more obvious as a programme is implemented; therefore the indicators given in this document (Table 3 below) are just suggestions to provide ideas for what might be appropriate at Output/Result Area level.

### **10.3 Personnel to monitor the strategy**

Means of Verification (MOVs) of the indicators proposed are given in Table 3. below. Some of the MOVs are already part of the normal tasks of district and ward level staff; some are not and would impose a burden on them. Support to raise their M+E capacity and to make the once-off surveys proposed can be obtained from consultants but also perhaps from academic institutions and government institutions e.g. Environmental Education Unit of Education Ministry, Wetland Unit of Wildlife Division, PFM project of Forest and Beekeeping Division, scheduled national educational, fisheries, agricultural, forestry, livestock and wildlife monitoring survey programmes.

The project might consider forming a link/s with academic institution/s who are interested in following the impacts of such a strategy. A long-term partnership

between two university departments, one in Tanzania e.g. Sociology and Anthropology Dept. at UDSM and a Danish or other overseas department or institution which researches impacts of educational/mass media interventions might provide overall supervision by the University departments to a series of interns who need study topics/filed sites for primary degree or higher level qualifications. The Tanzania Institute of Education might also be interested in forming links for its curriculum development work.

**Table 3: Indicators and Means of Verification for Each of the ten Output/Result Areas.**

<b>Issue to be addressed / Output/Result Area</b>	<b>Targets (All to a five year timing)</b>	<b>Impact Indicators</b>	<b>MOV's</b>
<b>1. Inadequate access to published information on NR at all levels</b>			
Improved access to published information on NR at all levels	X Number of Households have received Y leaflets	Knowledge level of recipients has increased	Survey of sample of participants
	X Number of District Staff are well informed on the latest wetland policies, national events, content of documents		
<b>2. Inadequate Supply of information about the Ramsar Site to relevant stakeholders</b>			
Increased supply of information about the Ramsar Site to relevant stakeholders	X number of stakeholders at household, sub-village, village, ward, and district levels are receiving information in y formats z times per year.	Physical presence of the information materials at the stakeholder sites.	Site checks to see materials. Check acknowledgement slips and evaluation comments records.
<b>3. Weaknesses in skills and methods to communicate about environmental issues</b>			
Skills to communicate, about environmental issues to informal and adult audiences, improved	X number of stakeholders from y number/types of organisations have acquired and are using and teaching communications skills of z different types.	Use of posters, dramas, songs, poetry, visual aids, quizzes, wordsearches and EE games etc. On celebratory occasions, in training events, in school timetable	Project training records, survey of trainees.  Reports of trainees usage of the skills at public events, school etc.
<b>4. Information stalling at higher levels and with most prominent people</b>			
Internal communication and civil participation in villages and sub-villages improved	X % Increased numbers participate in village assembly meetings. Y % increased numbers of people know about the wetland and wetland management principles, Qualitative changes to leadership, Z% change to gender balance in meetings and decision-making bodies.	More quantitative participation in village meetings. More transparent leadership - more of the public know the balance in the village development and environment account, what it is spent on etc. More women involved in decision-	Check Village records, reports of project field visits

Issue to be addressed / Output/Result Area	Targets (All to a five year timing)	Impact Indicators	MOV's
		making roles.	
<b>5. Limited communication of wetland issues between wetland adjacent communities and the district, region and national levels</b>			
Inter-village / Ecosystem / Regional / National / level communication systems established/improved	X number of inter-village/ecosystem associations established and working.  X number of representatives attend/contribute to y number of regional and z number of national fora.	Ecosystem management plans developed and agreed between villages. Regional awareness of MRS increased.	Records of meetings of village representatives. Lists of names of representatives of villages, Ecosystems. Committee members lists. Documents outlining agreed plans. Records of implementation of plans.
<b>6. Inadequate emphasis on environmental issues in formal education</b>			
Environmental education programmes for formal education sector devised and implemented	Programme outlines, means of implementing and persons responsible outlined in document agreed by respective DEOs and supported by the EE Unit at MEC, available for Primary and secondary educational systems and being used in x primary and y secondary schools.	Schoolchildren and teachers are talking, experimenting, exploring, singing, making art and thinking about the environment more.	School records of lessons, visits to forests, wetlands etc, Lesson plans containing environmental examples for mathematics, Stadi ya Kazi, Kilimo, Maarifa ya Jamii. Survey of knowledge of schoolchildren and teachers.
<b>7. Use of opportunities to improve content and distribution of Maisha Maji magazine.</b>			
Improved Maisha Maji Magazine	Two issues of improved content and format produced and distributed to x number of households, y sub-villages, z villages, w wards q other stakeholders each year.	More stakeholders like and understand the magazine. More interest in managing the wetlands better.	Project records. The presence of the ten issues in the sites to which it has been distributed. Records of borrowings of the magazine from village libraries.
<b>8. Opportunities to increase the educational impact of merchandise</b>			
Educational content of merchandise improved	5 new slogans and themes (one new per year) applied to merchandise of a wider and less expensive range than at present. Distribution of the merchandise increased-at least one item reaching all project area households.	More stakeholders understand the project aims and the importance of the MMRS wetland. More interest in managing the wetland better.	Presence of the merchandise. Distribution and acknowledgement of receipt records.

Issue to be addressed / Output/Result Area	Targets (All to a five year timing)	Impact Indicators	MOV's
<b>9. Opportunities to increase Regionally, Nationally and International Awareness of MMRS</b>			
Knowledge and Awareness of MMRS increased, regionally, nationally and internationally.	X number of stakeholders and others at regional, national and international levels exposed to website articles, newspaper articles, videos and other media on the topic of MMRS.	Increased consideration of the needs of MMRS in regional, national and international decision-making bodies.	Collect and analyse references to MMRS in a fixed number of media.
<b>10. Limited capacity for awareness raising and implementing an education programme</b>			
Increased number of personnel within the project area have and are using knowledge of wetland ecology, communications and participatory educational skills.	X number of persons trained in y, z, w, topics and are applying their new skills in their daily work.	Improvements to technical content and methods of expression used by the trained personnel of reports, training materials and participation of personnel in meetings, workshops etc.	Project training records, Staff feedback reports on training, staff certificates of attendance, records of use of the skills in workshops etc.

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Table 4. Provides details of the proposed budget for each activity and sub-activity.

**Table 4: Activities and Indicative Budget**

Issue to be addressed	Output/ Result Area	Activity/ Action Required	Sub-activities	Timing					Budget Notes	Year 1	Years 2-5		
				Year 1	Year 2	Year 3	Year 4	Year 5					
				Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June				July - Sept.	Oct. - Dec.
<b>1</b>	<b>Improved access to published information on NR at all levels</b>												
<b>Inadequate access to published information on NR at all levels</b>		<b>1.1 Prepare brief Swahili language leaflets on policy and laws of NR, and other technical issues for household distribution.</b>											
		1.1.1 Assemble and review materials available from ministries etc and prioritise individual policies/acts for summarisation (check CEPA Strategy reports for needs of target groups)											
		1.1.2 Identify authors, editors and agree, length format, schedules for drafting, editing, and legal checking.									Consultancy days for legal checking, 5 @ 200, 000, per diems for meeting 15,000 * 10 travel for staff 27,000 *10	1,420,000	1,420,000
		1.1.3 Finalise texts											
		1.1.4 Design and layout (use as training exercise for district staff or engage other organisation?)									Consultancy days for designer/trainer 5 @ 300 Euros * only do in yr 1 trained personnel can train others in yr 3	1,950,000	
		1.1.5 Decide quantities and print.									5,000,000 for each print yr (divided between as many leaflets as produced)	5,000,000	5,000,000
		1.1.6 Make distribution list, transportation plan, and cover /acknowledgement/ evaluation form.											
		1.1.7 Distribute									See 1.2.4		
	1.1.8 Record acknowledgements and evaluation comments.												

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Issue to be addressed	Output/ Result Area	Activity/ Action Required	Sub-activities	Timing															Budget Notes	Year 1	Years 2-5
				Year 1			Year 2			Year 3			Year 4			Year 5					
				Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June	July - Sept.	Oct. - Dec.			
			1.1.9 Review																Meeting costs per diems and travel 15,000*10, + 27,000 * 10	420,000	420,000
		<b>1.2 Supply of basic legal and ecological texts and reference books to districts, wards, villages and sub-villages.</b>																			
		1.2.1 Establish reading and lending centres at field centres, officers, districts, wards, villages and sub-villages, schools (sites, personnel, lending arrangements, stocks, inventory, lending use training, sourcing).																	10 centres in each year @ 100,000 each centre money for minor renovation materials, paint etc. benches, reading tables, trunks/ shelves for storing books	1,000,000	4,000,000
		1.2.2 Source the texts e.g. from ministries, NGOs and other international organisations NHBS catalogue, bookshops in DSM																			
		1.2.3 Decide quantities and order																	300,000 Tsh for each set of books try to get as many free copies as possible. 300,000* 10 centres per year	3,000,000	12,000,000
		1.2.4 Distribute																	To cover cost of fuel, personnel etc. by using existing channels.	500,000	2,000,000
		1.2.5 Receive acknowledgements.																			
		1.2.6 Evaluate use of books, readings centres, choice of materials																			
		<b>1.3 Website introduction/training for staff and volunteers</b>																			
		1.3.1 Identify interested and appropriate staff																			
		1.3.2 Assess training needs and design course																			
		1.3.3 Arrange logistics, budgets, schedules, trainers.																			
		1.3.4 Run course (yr 1 training for 1 key person – in-house training)																	Per diems and travel for 5 participants 15,000 *5 *2 days, travel 27, 000 *5 Trainer 2 days @ 300 Euros	500,000	1,000,000



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Issue to be addressed	Output/ Result Area	Activity/ Action Required	Sub-activities	Timing															Budget Notes	Year 1	Years 2-5			
				Year 1			Year 2			Year 3			Year 4			Year 5								
				Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June	July - Sept.	Oct. - Dec.				Jan. - Mar.		
			2.3.2 Identify suitable subject matters and topics for dissemination to relevant stakeholders	█			█			█			█			█			█			Meeting costs per diems and travel for 20 people 15000* 20	840,000	3,360,000
			2.3.3 Identify appropriate personnel to write materials	█																				
			2.3.4 Arrange and implement timetable of production of materials (to include coverage of annual events)	█																				
			2.3.5 Distribute (see 1.2.4)				█			█			█			█			█			See 1.2.4		
			2.3.6 Record acknowledgements and evaluate comments.																					
			2.3.7 Review and evaluate				█			█			█			█			█			Meeting costs per diems for 10 people = 15000* 10 Travel 27,000 *10	420,000	1,680,000
			<b>2.4 Expand use of existing materials from the Ramsar Bureau (e.g. website, written materials etc.)</b>																					
			2.4.1 Contact NWWG/Ramsar Bureau through Ramsar Focal Point and request materials to be sent to the project.	█			█			█			█			█			█					
			2.4.2 Distribute those materials to relevant officers, groups, institutions, clubs, organisations and individuals				█			█			█			█			█			SEE 1.2.4		
			2.4.3 Check Ramsar website monthly for new materials and articles				█			█			█			█			█			Budget for checking internet each month @ 2000 Tsh for one hour 5 hours per month	120,000	480,000
			2.4.4 Distribute copies of such materials & articles to officers/groups/ clubs/institutions/organisations																			SEE 1.2.4		

**Proposed CEPA Strategy for the Malagarasi – Muyovozi Ramsar Site**

Issue to be addressed	Output/ Result Area	Activity/ Action Required	Sub-activities	Timing					Budget Notes	Year 1	Years 2-5		
				Year 1	Year 2	Year 3	Year 4	Year 5					
				Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June				July - Sept.	Oct. - Dec.
<b>3</b>	<b>Skills to communicate, about environmental issues to informal and adult audiences, improved</b>												
<b>Weaknesses in skills and methods to communicate about environmental issues</b>	<b>3.1 Plan, prepare and undertake a special environment programme including training courses in experiential learning and other communication methods for sub-village leaders, village volunteers, environment committees, clubs, CBOs, drama groups, teachers, ward and district staff and others to be identified.</b>												
		3.1.1 Design an Experiential Learning programme of training and exchanging of ideas to improve communication of clubs, CBOs, adult groups, environment committees, village leaders, ward leaders devised.									EE advisor 2 days @ 300 Euros, to design and prepare materials, begin training of facilitators	780,000	
		3.1.2 Implement pilot programme in selected areas in core project area									5 day courses, 2 facilitators @ 15,000 Tsh per day, EE advisor @ 300 Euros 20 participants @ 5000 Tsh per day, food, fuel etc 200,000 Tsh per course <b>Do three pilot courses</b>		8,400,000
		3.1.3 Revise and update programme and then implement in whole Ramsar Area									Run <b>7 courses</b> EE advisor supports and contributes (15 days) but does not facilitate all courses		10,400,000
		3.1.4 Support groups by providing opportunities for exchange of ideas and provision of new information as it becomes available									Materials, meetings, transport etc. 1,000,000 per annum		4,000,000
	<b>3.2 Identify journalistic talent and arrange preparation of training in sourcing information-writing skills.</b>												
	<i>Linked to 9.1 and 7.1</i>	3.2.1 Identify interested and talented individuals											
		3.2.2 Identify training needs and arrange for a trainer											
		3.2.3 Implement training activities									Trainer @ 300 Euros per day for 3 days		1,560,000
		3.2.4 Evaluate application of skills learnt											

**Proposed CEPA Strategy for the Malagarasi – Muyovozi Ramsar Site**

Issue to be addressed	Output/ Result Area	Activity/ Action Required	Sub-activities	Timing					Budget Notes	Year 1	Years 2-5						
				Year 1	Year 2	Year 3	Year 4	Year 5									
				Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June				July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June	July - Sept.	Oct. - Dec.
		<b>3.3 The Celebration of major events World Wetlands day, world Environment Day Integrated into planning calendars and budgets.</b>															
		<i>2004 events already done</i>	3.3.1 Agree budgets for celebration events early. (District/SIMMORS/Other Sources)											Costs to support personnel (5 in each district for a total of 20 days), costs of materials 500,000	1,000,000	16,000,000	
			3.3.2 Link with District events committee or create special committee.														
			3.3.3 Inform / remind villages and sub-villages early, supply ideas and some materials.														
			3.3.4 Arrange visits by dignitaries.														
			3.3.5 Evaluate and report lesson learnt														
<b>4</b>	<b>Internal communication and civil participation in villages and sub-villages improved</b>																
<b>Information stalling at higher levels and with most prominent people</b>		<b>4.1 Provide training and consultation in legal issues relating to community based natural resource management (link with distribution of leaflets 1.2).</b>															
		<i>SIMMORS has already begun this activity – costs covered by other project budget lines</i>	4.1.1 Identify interested and appropriate communities														
			4.1.2 Assess training needs and design course.														
			4.1.3 Arrange logistics, budgets, schedules, trainers.														
			4.1.4 Run course alongside other field activities e.g. PLUM activities.												Cost of per diems for participants, trainer for 3 day course * 12 courses for 25 people		
			4.1.5 Evaluate training												Money and transport for field visits for 2 district staff		354,000
		<b>4.2 Provide good governance training for leaders and representatives of the public.</b>															
		4.2.1 Identify how SIMMORS can support District activities to improve governance.															

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Issue to be addressed	Output/ Result Area	Activity/ Action Required	Sub-activities	Timing															Budget Notes	Year 1	Years 2-5		
				Year 1			Year 2			Year 3			Year 4			Year 5							
				Apr - June	July - Sept	Oct - Dec	Jan - Mar	Apr - June	July - Sept	Oct - Dec	Jan - Mar	Apr - June	July - Sept	Oct - Dec	Jan - Mar	Apr - June	July - Sept	Oct - Dec				Jan - Mar	
			4.2.2 Arrange timetable of support with relevant authorities / communities																				
			4.2.3 Implement supporting activities																		Cost of per diems for participants, trainer for 3 day course * 10 courses for 25 people		5,000,000
			4.2.4 Evaluate																		Money and transport for field visits for 2 district staff		354,000
			<b>4.3 Trial trusted–friend networking in a sample of sub-villages.</b>																				
			4.3.1 Identify pilot communities																				
			4.3.2 Identify consultant/staff to implement 'trusted-friend' network																				
			4.3.3 Run trusted friend networking training sessions																		Cost of external facilitator 20 days		4,000,000
			4.3.4 Evaluate networking benefits																		Money and transport for field visits for 2 district staff		354,000
<b>5</b>	<b>Inter-village / Ecosystem / Regional / National / level communication systems established/improved.</b>																						
<b>Limited communication of wetland issues between wetland adjacent communities and the district, region and national levels</b>			<b>5.1 Encourage establishment of inter-village communication systems e.g. around ecosystem managed</b>																				
			5.1.1 Investigate other natural resource networking experience / systems.																		Travel and per diems of 2 district staff 7 days per diems 300,000 Tsh travel	705,000	
			5.1.2 Facilitate meetings of village representatives for scheduling of future network mechanisms, e.g. roles, responsibilities and finance training																		Allowance 2 district staff,	600,000	3,600,000
			5.1.3 Support implementation of network mechanisms																			1,000,000	3,000,000
			5.1.4 Evaluate network and prepare lessons learnt for future implementation																		Money and transport for field visits for 2 district staff		354,000

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Issue to be addressed	Output/ Result Area	Activity/ Action Required	Sub-activities	Timing												Budget Notes	Year 1	Years 2-5			
				Year 1			Year 2			Year 3			Year 4						Year 5		
				Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.				Apr - June	July - Sept.	Oct. - Dec.
		<b>5.2 Wetland representative organisations, which feed into national wetland policy and strategy development, encouraged.</b>																			
		5.2.1	Suitable network representative groups identified/established in RAMSAR area																		
		5.2.2	Material and Capacity needs identified															Money and transport for field visits for 2 district staff		354,000	
		5.2.3	Suitable groups encouraged (provision of training, resources, opportunities for discussion & feed back)																	3,000,000	
		5.2.4	Facilitate representative organisation to form national and international links															500,000 Tsh per annum		1,500,000	
<b>6</b>	<b>Environmental education programmes for formal education sector devised. <i>Apart from facilitation trialling materials and methods in schools, the SIMMORS project does not have the capacity to tackle this national level issue</i></b>																				
<b>Inadequate emphasis on environmental issues in formal education</b>		<b>6.1 A special environmental education programme for primary schools devised.</b>																			
		6.1.1	Investigate present and appropriate methodologies, sites and materials (plus check equipment that needs improving/providing e.g. science kits).															EE advisor 1 days @ 300 Euros	390,000		
		6.1.2	Adapt / develop programme of training for teachers to include improved science teaching.															EE advisor 2 days @ 300 Euros, to design and prepare materials, begin training of facilitators	780,000		
		6.1.3	Arrange and implement training for teachers with pupils.															5 day courses, 2 facilitators @ 15,000 Tsh per day, EE advisor @ 300 Euros 20 participants @ 5000 Tsh per day, food, fuel etc 200,000 Tsh per course x courses EE advisor supports and contributes (20 days) but does not facilitate all courses	4,800,000	4,800,000	
		6.1.4	Follow-up support to teachers.															Materials meetings, transport etc. 1,000,000 per annum		4,000,000	





**Proposed CEPA Strategy for the Malagarasi – Muyovozi Ramsar Site**

Issue to be addressed	Output/ Result Area	Activity/ Action Required	Sub-activities	Timing															Budget Notes	Year 1	Years 2-5
				Year 1			Year 2			Year 3			Year 4			Year 5					
				Apr - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr. - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr. - June	July - Sept.	Oct. - Dec.	Jan. - Mar.	Apr. - June	July - Sept.	Oct. - Dec.			
			8.4 Develop and implement distribution system of merchandise																See 1.2.4		
			8.5 Evaluate educational impact of merchandise																Reviewer 2 days per annum		1,200,000
<b>9</b>	<b>Knowledge and Awareness of MMRS increased, regionally, nationally and internationally.</b>																				
<b>Opportunities to increase Regionally, Nationally and International Awareness of MMRS</b>	<b>9.1 Provide Information about the RAMSAR site to National and International Media</b>																				
		9.1.1 Set out and implement a programme of article – writing for national newspapers, websites and methods for getting them published.																			
		9.1.2 Promote Radio, TV and newspaper journalist coverage of Celebration Events															Pay per diems and travel of journalists	545,000	2,180,000		
	<b>9.2 Network with other Districts and Regions within MMRS</b>																				
		9.2.1 Invite other districts in the Ramsar site to attend major celebrations.															Allowances 2x20,000x3 days x6 districts, plus travel.		4,000,000		
		9.2.2 Evaluate how the other 6 districts are raising awareness e.g. whether and how they used the materials, how they celebrate World Wetlands Day and World Environment Day and what quantities of materials they would wish to receive and for whom.																			
	9.2.3 Supply materials and ideas to other Regions and Districts regarding celebration of major environmental events including World Wetlands Day and World Environment Day																				



**Proposed CEPA Strategy for the Malagarasi – Muyovozi Ramsar Site**

Issue to be addressed	Output/ Result Area	Activity/ Action Required	Sub-activities	Timing					Budget Notes	Year 1	Years 2-5
				Year 1	Year 2	Year 3	Year 4	Year 5			
				Apr - June July - Sept Oct - Dec	Jan - Mar Apr - June July - Sept Oct - Dec	Jan - Mar Apr - June July - Sept Oct - Dec	Jan - Mar Apr - June July - Sept Oct - Dec	Jan - Mar Apr - June July - Sept Oct - Dec			
										<b>0</b>	

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**EEASA Environmental Education Association for East and Southern Africa.** You can become a member of this association by contacting Elizabeth Martens. Email; emartens@futurenet.co.za

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IIED PLA Network (PLA notes and participatory methodology series free to Southern subscribers) IIED 3 Endsleigh Street, London WC 1 H 0DD, UK

**IUCN**, particularly its wetlands website site and its REMP site;  
<http://iucn.org/themes/wetlands/REMP>

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Several useful articles available on the worldwide web.

Website;

[http://iucn.org/themes/wcpa/pubs/pdfs/PARKS/parks\\_12.2.pdf](http://iucn.org/themes/wcpa/pubs/pdfs/PARKS/parks_12.2.pdf)

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Website; [www.odi.org.uk/nrp](http://www.odi.org.uk/nrp)

Email ; [nrp@odi.org.uk](mailto:nrp@odi.org.uk)

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**Ramsar Bureau,The** Website: [http:// www.ramsar.org](http://www.ramsar.org) the main website has lots of helpful information and leads to sites such as [www.ramsar.org/WWD2004](http://www.ramsar.org/WWD2004) where you can post your activities of World Wetlands Day 2004. It's not too late as nothing from Tanzania has yet been posted!

### **SADC Regional Environmental Education Centre**

Website: [www.sadc-reep.org.za](http://www.sadc-reep.org.za)

E-mail : [emartens@futurenet.co.za](mailto:emartens@futurenet.co.za)

P.O. Box 394, Howick 3290, South Africa. This organisation distributes an email newsletter which you can subscribe to. It gives news of happenings in the East and Southern African Region (to which you can subscribe). The Regional Environmental Support Project (REES) contact Mr. Bernard Bakobi may be able to support your EE initiatives and invite you to regional workshops.

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Taarifa ya Matokeo ya Zoezi la Ushirikishwaji Jamii (PRA) Katika Kijiji Cha Lumbe

Taarifa ya Tathmini ya Kijiji cha Maboha Septemba 2002 SIMMORS

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**Wetlands International.** Ramsar site database site: [www.wetlands.org/RSDB/](http://www.wetlands.org/RSDB/)  
On this site you can make queries about a particular site e.g. statistics and also get definitions about Ramsar Sites.

**WetlandsUnit, Wildlife Division, Ministry of Natural Resources and Tourism, Dar es Salaam.** Ramsar Focal Point for Tanzania. Contacts for National CEPA Strategy and for educational materials supplied by Ramsar Bureau.

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**WWF Tanzania Environmental Education Programme (TEEP)** Dar es Salaam Plot 350, Regent Estate, Mikocheni. Ms. Mary Shuma and Mr. Stuart Heddi. [stuart@wwftz.org](mailto:stuart@wwftz.org) A series of booklets in Swahili designed for primary school children and their teachers. Also other materials.