



# Community Environment Action Planning A Guide for Practitioners



IUCN - Eastern and Southern Africa Regional Office



**Irish Aid**

Department of Foreign Affairs  
An Roinn Gnóthaí Eachtracha

Community Environmental Action Planning is a stripped-down and simple participatory approach that has been used successfully over several years, and in a variety of forms, to introduce a greater degree of participation into environmental planning. CEAP is a proven and practical way to introduce greater accountability and community-ownership into ongoing institutional processes, such as district development planning, and to build capacity for creating and implementing policies of community participation.

This guide has been designed for practitioners who are involved in environmental planning at community level and who want to do things better. It borrows from IUCN's experiences in participatory environmental work in the Eastern Africa region. The guide provides a quick and hands-on toolkit that is easy to use and which can help introduce simple but effective tools for participation within institutions that aim to become more accountable.

CEAP approach empowers local communities to undertake conservation and development initiatives that fit with their unique culture and value systems. This guide has been developed with this in mind and it is organised into five chapters.

Chapter 1 provides a brief background to CEAP, its evolution and benefits of engaging in participatory approaches. Chapter 2 lists the key principles and values of CEAP. Chapter 3 Describes the CEAP process in details by outlining the key steps to follow and provides a list of complimentary tools that can be used to support the process. Chapter 4 has captured some of the key lessons while Chapter five describes some of the key challenges encountered in CEAP process.

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# Community Environment Action Planning A Guide for Practitioners

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## 1.0 Background to CEAP

The second half of the last century witnessed the shift from conventional top-down approaches for planning and management of natural resources to the use of more comprehensive and participatory tools. Critics of the top-down approaches have increasingly called for the devolution of management responsibility for natural resources from distant-centered professionals to those people directly influenced by resource-management decisions. In this sense, devolution implies a scaling down of management responsibility from large, centralized agencies to smaller agencies and organizations at regional and even local levels. Elsidig *et al.* 2002<sup>1</sup>, highlighted that previous studies point to a long history of government control and intervention in the management of natural resources and attempts over the last twenty or thirty years to re-orient government interventions in ways that support natural resource dependent communities and maintain or restore natural ecosystems.

The prevailing pattern of government intervention has been an increasing control over natural resources, and relatively limited access to resources, especially forest resources, by stakeholder groups that have traditionally or historically depended on them. The rationale for government control over the forest has long been based on the assumption that only government officials can exert rational and long term management of natural resources of which productive and protective benefits extend to other areas of the country. Such exclusionary approaches have profound social costs and a number of protected areas have impoverished the communities living in and around them, including some of the world's poorest and most vulnerable, by denying them access to traditional resources for food gathering, grazing, water, etc.

Over the last decades, the top-down exclusionary conservation approach has been increasingly questioned on both ethical and practical grounds. Consequently, the introduction of the concept of community based natural resources management (CBNRM) which seeks to engage local communities in management decisions, devolve rights to resources and allows sustainable use, has to varying degrees presented a paradigm shift towards co-management of natural resources. It represents an innovation in resource and environmental management with great potential for improving its practice. However, this desired end could only be achieved by empowering communities to the extent that they become credible in their management of local resources with sufficient capacity to carry out that task. That is, communities should first display a genuine desire to steward local resources in the interests of all stakeholders and have sufficient knowledge to manage the resource base in order to achieve adequate and stable returns<sup>2</sup>.

Increasing community participation is not a stand-alone solution to poverty, resource degradation and bad governance but rather it is a development process that involves constant power struggle. It is therefore wrong to assume that once initiated it is a guaranteed self-sustaining success, which needs no monitoring or adjustment. Stronger community participation, governance and ownership are both a conservation and rural development strategy, involving community mobilisation and organisation, institutional development, comprehensive training, enterprise development, and monitoring of the natural resource base.

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<sup>1</sup>Elsiddig E., Elasha B., Goutbi N. (2002) .Community Based Natural Resources Management (CBNRM) - Intergovernmental Authority on Development (IGAD)

<sup>2</sup>Gaafar A, Sharawi, H. & Elasha B. (2009). Assessment of Community Environmental Management Plan (CEMP) in Eastern Sudan.

## Evolution of CEAPs

In the Eastern Africa Region IUCN<sup>3</sup> has used participatory planning for many of its programmes but the use of a more structured Community Environmental Action Planning approach (CEAP) started around 1997 with the Somaliland Natural Resource Management Project (SNRMP). A similar approach was later used under the Rufiji Environment Management Project (REMP) in Tanzania starting in 1999. REMP was meant to develop the Environmental Management Plan for the lower Rufiji Ecosystem as a framework to harmonize conservation objectives and human development needs in the area. REMP principles were to:

- Integrate ecosystem management to address the various management issues afflicting the lower Rufiji Ecosystem.
- Emphasize integration of ecosystem management and conservation in biodiversity conservation and natural resources management.
- Actively engage local communities as main stakeholders in all steps of the development and implementation of the environmental management plans.

From REMP the process transformed to Village Environment Management Plans (VEMP) in Tanzania. VEMP was based on a detailed understanding of the local culture, economy, sociology and land use practices. The philosophy behind VEMP was that devolution in planning and decision making for natural resources management is the most viable practical solution at large scale and the process can be a catalyst for real change in the environment, livelihoods, people's perceptions and attitudes at the local level. At the heart of the various CEAP approaches deployed by IUCN has been the endeavour to institutionalise good practices of community participation and empowerment, both in Government and nongovernmental organisations.

Since 2004 IUCN has further developed and used CEAP through partnership with UNHCR, and since 2005 this work has been complemented by a partnership with Irish Aid. In the refugee context the approach has been labelled Community Environmental Action Management Planning (CEMP), and it has been used in Uganda, Tanzania, Kenya, Sudan, Ethiopia, and most recently Rwanda. CEMP as a concept is an empowering approach that has been used in refugee hosting areas to improve local governance over land, land use and natural resources management in communities (both hosts and refugees). This process includes a visioning exercise, a detailed action plan as well as monitoring and evaluation and lesson sharing activities.

The acronyms CEMP and CEAPs thereafter have been used interchangeably in Kenya, Sudan, Uganda, Ethiopia and Djibouti. Irrespective of the acronym the basic principles outlined in chapter 2 should be applied for a successful participatory process. Throughout this guide, the term CEAP is used consistently.

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<sup>3</sup>This work was carried out in the former Eastern Africa Region of IUCN (EARO) prior to merger with Southern Africa Region in 2008.

## 1.1 Benefits of Participatory Approaches

Establishing CEAPs is an important contribution towards enhanced environmental management particularly as people have greater commitment to caring for their environment. There is sufficient evidence that CEAP processes have contributed positively to the level of awareness and involvement of local community in natural resource management. People's livelihoods have improved and ecosystems appear to be more sustainably managed or are healing through restoration efforts<sup>4</sup>.

CEAPs, if adequately applied to address the existing gaps, have the potential to make a shift from conventional donor planned and implemented projects to becoming institutionalized as an accepted model of management, which embraces local communities as rightful planners and managers, and stewards of their natural resources. The implementation of these people-oriented environmental management plans would represent a great shift in the orientation of donors' policy from the traditional ready-made assistance package towards a more developmental, people and service-oriented approach.

CEAP offers an alternative to the top-down approaches that have characterized natural resources management in the past and proved unsustainable. It has improved the quality of life for the local people participating in the CEAP, they are able to obtain economic benefits, and the integrity of the local ecosystems is maintained. In addition it has contributed to improved and efficient natural resource management through a more participatory and devolved arrangement of regulations regarding resource use<sup>5</sup>. The approach allows an increase in community participation, but is simple enough to realistically be adopted by local government institutions and can therefore be useful in scaling up participatory principles and values country-wide.

### Why the Guide

Variations of the CEAP approach have been used by a range of IUCN staff and partners in different ways and with different outcomes. As a result there has been a wide range of experiences and lessons to draw upon. Through a regional workshop held in 2010 a number of institutions came together to share lessons and experiences about CEAP. The process was singled out as simple and easy to use hence the need for a guide.

Some of the core questions that helped in the formulation of the guide include:

- Q1.** Why do we participate? Who participates with whom? Is the approach Extractive, Consultative or Empowering? These questions are aimed at helping us understand and agree on the logic of participatory approaches;
- Q2.** What is unique to the CEAP approach? Learn from the ways that CEAPs have been applied and identify good and bad practices;
- Q3.** What could be done better? Compare CEAP with other participatory approaches to identify strengths and weaknesses;
- Q4.** Are there fundamental principles that should never be sacrificed? Which are principles and which are best practices? Agree on the principles and best practices of CEAP;
- Q5.** How do we standardise our approach whilst remaining true to the logic of flexibility inherent in participatory approaches?

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<sup>4</sup>Gaafar A, Sharawi, H. & Elasha B. (2009). Assessment of Community Environmental Management Plan (CEMP) in Eastern Sudan.

<sup>5</sup>Ngaga Y, Mwaipopo R, & Cheche B. (2009): Assessment of Results and Impact of VEMPs in improving Natural Resources Governance and Community livelihoods in Rufiji District, Tanzania.

## 2.0 CEAP Principles and Values

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

### 2.1 CEAP Principles

Some of the key principles to be adhered to during the CEAP process are as outlined in box 1 below;

#### Box 1: Key Principles

- Involve all relevant stakeholders including marginalised groups within the community.
- Create local ownership by ensuring the process is understood by all stakeholders.
- Develop a common vision based on consensus by all relevant stakeholders.
- Be aware of policies and laws that might impact on the process positively and negatively. Aim to strengthen existing policies.
- Use and build on existing structures and institutions e.g. appropriate government structures.
- Be sensitive to the community’s seasonal and daily calendar.
- Seek to enhance traditional natural resource management systems by building on local indigenous knowledge
- Encourage active community participation and ownership.
- The process should promote the culture of learning by doing.
- Ensure the process is empowering and devolves power to the people.
- The process should aim at providing added value to the community by responding to natural resource management and livelihoods.
- Use a phased approach – scoping, planning and implementation.
- The process should be adaptive.
- Be able to incorporate quick actions for quick benefits.



## 2.2 CEAP Values

The CEAP process is about empowerment of local communities and hence it is guided by a set of values, ideals, or standards. Since success depends on attitude and behaviour these values are critical to effective participatory planning.

### Box 2: Values

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



### 3.0 The Process

CEAP is an approach and a process rather than a “one-off planning event” and it focuses initially on a few key elements. Below is a brief introduction to CEAP followed by the steps that are typically followed (Box 3) depending on the extent of the target area and objectives. A set of tools with instructions for use is also presented and it is worth noting that these are flexible and should be adapted to the particular situation.

#### 3.1 Introduction to CEAP

Getting some initial understanding of what “Community Environment Action Planning” means by the participants helps them have some initial understanding from their personal and group view points. It also helps them start to focus on environmental planning from a community view point. Services (for example health, schools, and infrastructure) are important but are not the primary focus of CEAP. Figure 1 below provides a simple definition of CEAP using its main elements.

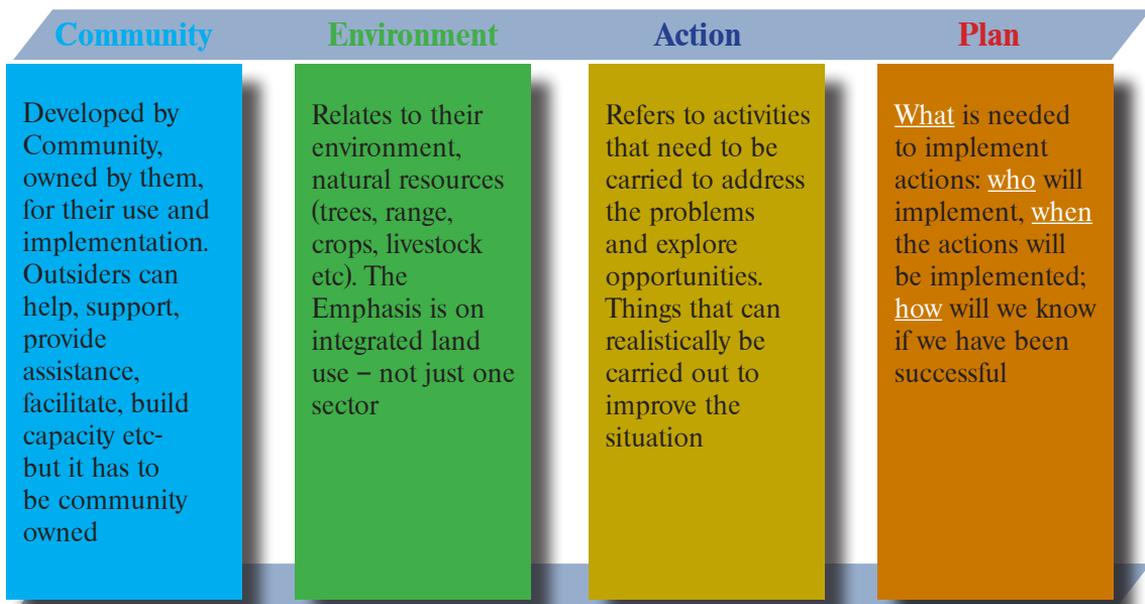


Figure 1: Elements of a Community Environment Action Plan

#### Instructions for use

Divide the participants into small groups (3-4, though the groups can be larger), and have them answer the following questions

1. What do participants mean by “Community Environment Action Plan”
2. What “broad issues” would we expect in a CEAP?
3. Who should be involved in drafting, implementing and follow-up
4. Why do we need a CEAP?
5. Allow about 30 minutes in groups for this exercise; and then
6. Have presentations made to the larger group in order to gain agreement from the group on their understanding of CEAP. Also refer to fig 3 after group work.

### 3.2 Conducting CEAP

There are several steps that are typically followed in the CEAP Process. These are summarized in Figure 2 and Box 3 below and also expounded in the subsequent subsections in 3.2

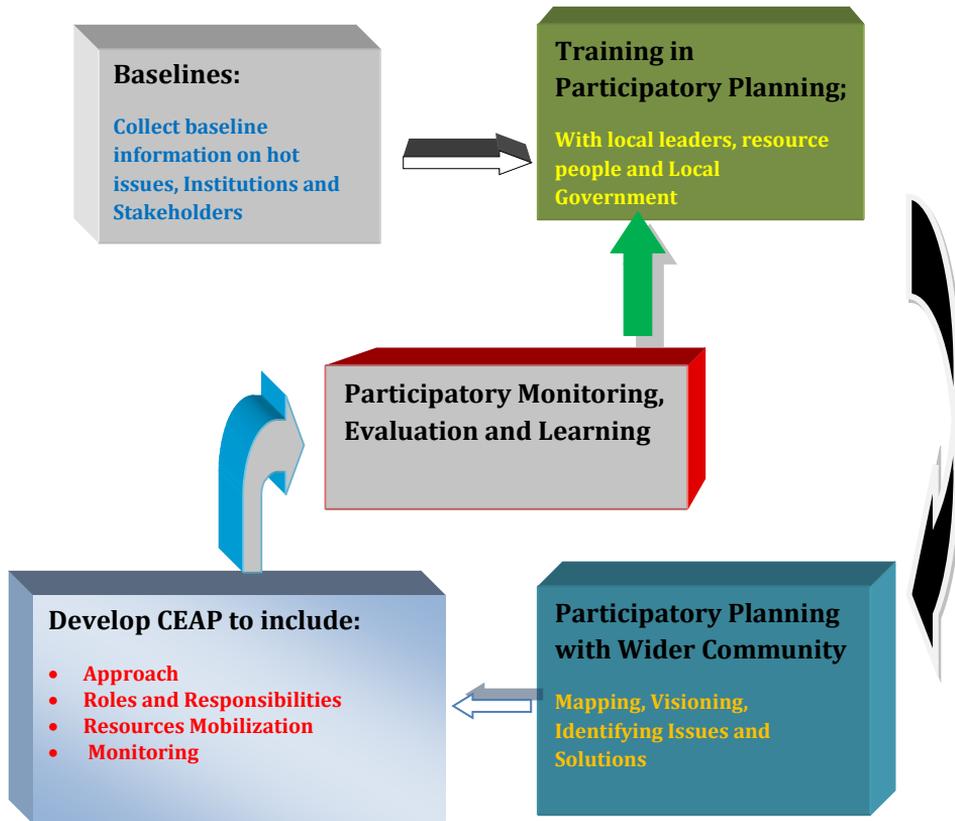


Figure 2: CEAP Process Flow Chart

#### Box 3: Summary of Steps in CEAP

- Collect baseline information among the target community (Train community facilitators in undertaking baselines and actions using participatory processes/tools)
- Collect and Collate scientific information as a backup to the baseline,
- Conduct a stakeholder analysis to identify key stakeholders who can influence or can be influenced by the process. (Involve government, community and civil society organizations),
- Conduct a mapping exercise to identify the current situation and Map the future desired vision,
- Identify positive and negative environmental issues and reach a consensus with stakeholders,
- Develop a CEAP using the information collected. It should include:
  - The approach of achieving the vision,
  - Commitments, roles and responsibilities,
  - Resource mobilization,
  - M and E.
- Develop strategies for quick action activities, and others for inclusion in the development frameworks

### 3.2.1 Mapping –Present Situation

Everyone, be they literate or not, can draw maps but this tool enables all participants to actively participate and in this way it helps empower people and allows everyone to participate. Maps are a quick way for people to share what they feel that their village lands look like, where the important features and resources are, and start to identify some of the problems and opportunities. Perhaps more importantly, such mapping exercises allow participants an easy and friendly way of discussing such issues as: a good thing, who does what where, problems etc.

Depending on time and resources different groups can draw their maps – men, women, different stakeholder groups (e.g. pastoralists, non-pastoralists) in the village.



*Tip: In such mapping at least two groups should do their maps separately i.e. Men and Women– as women often access and use different natural resources than men*

#### Instructions for use

1. Divide participants into at least two groups (Men and Women) and depending on numbers and time more groups may do this exercise, e.g. more than one ladies or men’s’ groups; or have separate groups for youth, pastoralists, other land user groups;
2. We want you to make a map of the village lands as they are now (present situation) – including all the area that “belongs” to the village;
3. Mark in the borders of the village (for example with the next village- agree on the scale);
4. Mark in all the natural resources – water, farm land, grazing lands, forests, livestock;
5. Mark in rivers, roads;
6. Do not mark in all the houses, schools, etc. – as the emphasis of this work is on the environment. Just mark in a few houses to show where the village is (see figure 5 for an example);
7. Spend time discussing the map amongst yourselves;
8. Allow between 1 and 2 hours for this task; and
9. At the end we will share the maps with the other groups in plenary.

#### Note on CEAP Maps

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

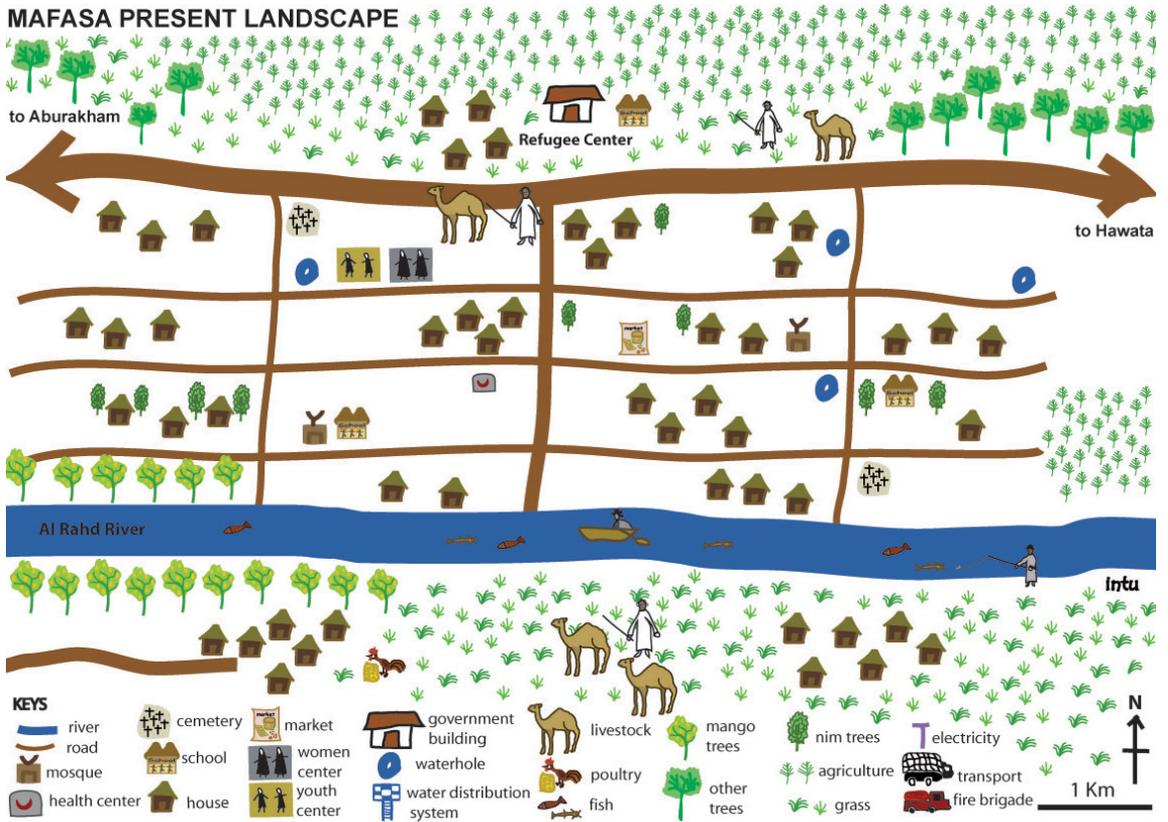


Figure 3: Current map of Mafasa Landscape -Sudan

### 3.2.2 Visioning Maps (5-10 years time)

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

Vision mapping is a fun way to look to the desired future, and provides a good basis for discussion about: why a community wants that vision; how they will actually achieve their vision; what needs to be put in place; the problems and opportunities they may have. (See also 3.3.5)

The combination of these two maps (present situation and vision) provides the foundation (or the building blocks) for CEAP. It is the basis for discussing problems and opportunities, for doing more detailed stakeholder and resource use analysis, identifying activities that need to be implemented and starting to look at issues relating to institutions, rules and regulations, and how the landscapes are actually managed.

While the maps by themselves are important, it is the discussions about the maps and how to get to the vision that is more important. In addition such maps can, with time, be used to more definitely agree and identify where all the resources etc. are using a GPS.

## Instructions for use

1. Use same groups as for present situation map;
2. Imagine and dream what you would like your village lands to look like in some agreed future (say 5-10 years time) – this is the Vision (or desired future) map for the future;
3. Make a new map but use the same basis as for the present situation map;
4. Draw in your vision for the future and what the village lands will look like in 5-10 years time;
5. Mark in the borders of the village (for example with the next village); all the natural resources – water, farm land, grazing lands, forests; and rivers, roads;
6. Do not mark in all the houses, schools, etc. – as the emphasis of this work is on the environment. Just mark in a few houses to show where the village is;
7. Spend time discussing the map amongst yourselves;
8. Allow between 1-2 hours for this work; and
9. At the end share the maps with the larger group.

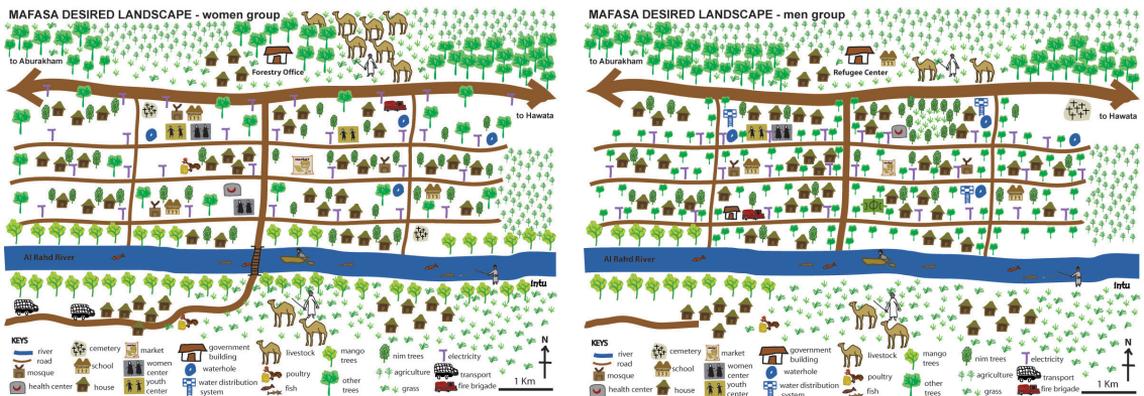


Figure 4: Women (l) and Men (r) Desired Vision for Mafasa Landscape in Sudan

### 3.2.3 Opportunities and Problems in the Landscape

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

## Instructions for use

1. As you worked on your maps you probably discussed the opportunities that existed and the challenges faced in your village area;
2. In your groups discuss these opportunities and challenges in more detail, and you may wish to make notes on the sheet provided in Table 1;
3. Allow at least one hour for this exercise; and
4. Then write the “challenges and opportunities” on the flip charts provided

Where possible table 3 should be completed by both male and female members based on their experiences.

*Table 1: Opportunities and challenges Matrix*

Name of village: .....

| Opportunities – Men | Opportunities – Women |
|---------------------|-----------------------|
|                     |                       |
| Challenges – Men    | Challenges – Women    |
|                     |                       |

### 3.2.4 Resource Use and Stakeholder Analysis

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

#### Instructions for use

1. So far we have done our present situation and vision maps for the villages. We have also discussed and agreed on some of the opportunities and challenges. Now we need to better understand the stakeholders at the village level and the resources they use;
2. Discuss in the group as to who the different stakeholders are who have an interest in or use the natural resources, environment etc. in your village;
3. Be as definite as you can (so for example do not say “community”, but you could say the women, or pastoralists, or livestock keepers, or traders);
4. Discuss what interest (or stake) they have, and mark this on the map (use a number or letter) to show the important areas in the village where use of this resource is important;
5. Make sure you do not mix up Resources (e.g. Water, trees,) with Uses (land use, fuel wood, etc.);
6. Why do they have an interest in this resource, and what opportunities/challenges are there related to this;
7. Allow at least one hour for this work; and then
8. Have group presentation of the results.

Table 2 below should be filled by participants with examples from the field exercise.

*Table 2: Examples of Resources and Users of the Resources*

| Village | Resource | Who uses? | Why | Problems & Opportunities |
|---------|----------|-----------|-----|--------------------------|
|         |          |           |     |                          |
|         |          |           |     |                          |

### 3.3 Complementary Tools that can be used in the CEAP Process

There are a number of participatory tools that can be used in the process of participatory planning, but these tools are seldom used in CEAP. However, a competent facilitator should be aware of the range of tools and methods that are available so that they can be used when an opportunity presents itself. Facilitators should be able to choose the appropriate ones depending on the context and the tools should also be adapted to the site/area/situation or community. Some examples are given in the box below with a brief explanation on their application.

#### **Box 4: Complimentary CEAP Tools**

- **Stakeholder analysis** – the objective is to introduce and set stage for negotiation in the CEAP Process by knowing who the main stakeholders are.
- **SWOT analysis**<sup>6</sup> – may be used in any decision making situation when a desired end-state (objective) has been defined
- **Risk analysis** – focuses on identifying the most vulnerable groups in a community and explores what local capacities that can be used to enhance the resilience of the community
- **Capacity Assessments**
- **Visioning** – similar to scenario planning as the objective is to make problem and solution visual- “show, don’t tell”
- **Livelihood analysis** – is often an iterative process that involves several steps ranging from site selection to participatory monitoring and evaluation
- **Action planning matrix**
- **Action learning**
- **Wealth ranking**
- **Focus group discussions** – groups of 8-10 people gather to discuss topical issues of interest with the discussion being guided by a facilitator/moderator- the aim is to encourage participants to talk with each other rather than answer questions directly.
- **Transect walks** – consists of the walk and a diagram recording the walk and what was observed along the way.
- **Power relations analysis**
- **Gender analysis** – the aim is to redress inequalities and inequities
- **Trends of historical events/Time line** – is a history of major events in the recollected life of a community- important incidents, developments, disasters and achievements.
- **Rapid Environment Appraisal** – used for preliminary scoping
- **Institutional analysis**
- **Resource mapping**
- **Natural resource listing and mapping**
- **Seasonal calendar**
- **Social mapping and analysis**
- **Problem tree/Root Cause analysis** – it provides a schematic and participatory means of exploring immediate and indirect causes of environmental issues.
- **Baseline surveys** – which include collection of scientific data.
- **Village Resource mapping**

<sup>6</sup>Workforce planning toolkit: Environment Scan and SWOT Analysis- CPS Human Resources Services (Dec 2007)

### 3.4 Developing the Action Plans

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

#### Instructions for use

1. You may wish to have the same groups as the ones who did the mapping (for example Men's and Women's groups);
2. Decide on the actions that need to be done. At the end you may want to prioritise them;
3. Why does this action need to be done (relate to problems);
4. What things (for example capacity, resources, land) are needed so that you can implement the action;
5. Where will the action be carried out – on the map;
6. Who will implement the action – try and be definite, don't just say the "community";
7. If you can, please identify some actions that can be implemented quickly (in the next few months) and that do not cost too much;
8. How will all these activities be coordinated at the village level (in detail) to make sure that by doing one activity (for example expanding the area under cultivation) does not impact negatively on another (for example natural forest management);
9. Allow 2 to 3 hours for this work; and then;
10. Make plenary presentations to discuss the work plans.

Table 3 is to be filled by participants as part of the actual CEAP process which is the main output of the training.

*Table 3: Sample Action Plan from Kordofan - Sudan*

| Village                            | Activity                                     | Why   | What                                       | Where   | Who  |
|------------------------------------|--|---|--|---|--|
| <i>Ferik el Baghal<sup>7</sup></i> | <i>Clear fire lines in the rangelands</i>    | Protection of the rangelands and pasture from fires | Tractor and plough plus a recurrent budget | East and West of the Village where Rangelands are found | Herders, Village committees, Range dept, Native admin, Farmers Unions and Agric dept in the locality |
|                                    | <i>Broadcasting Range seeds (Re-seeding)</i> | Increase spp. Diversity in the rangelands           | Seeds, Transport and funds                 | East and West of the Village where Rangelands are found | Herders, Village Committees, Range dept, Native admin, Farmers Unions and Agric dept in the locality |

<sup>7</sup>Meetings were held with the Native Admin where role of community was agreed upon and actions prioritized with Technical agencies only carrying out supervisory role. Additional consultations were done with Forest National Corporation(FNC), Pastoralist Union, and Politicians

### **3.5 Monitoring and Evaluation**

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

A participatory Monitoring process is used to:

- Check how far all stakeholders including communities implemented their plans;
- Learn from successes;
- Identify and address problems/issues on time; and
- Use the successes to learn how to do things better in the future.

#### **Instructions for use**

Key Questions to Ask in Participatory Monitoring and Learning:

- What activity was planned, when, and who was responsible?
- Why do we do this? What are the specific interests of stakeholders?
- How do we organize ourselves to do the work?
- How successful were we in doing the work?
- What went well? Why?
- What went wrong? Why?
- What next? How do we adapt to improve?

Reflect on the progress on action plans by asking:

- What worked well? Why?
- What did not work well? Why?
- What should be done in the future?

This forms the basis for Action Learning.

## 4.0 Key Lessons of CEAP

Over the years key lessons have been learnt and they should serve as pointers to the development of new CEAP programmes. They are outlined below:

- Involving local governments in the design of CEAPs is a key success factor in terms of supporting implementation and ensuring sustainability. What is good about CEAP is that it helps Governments institutionalize participatory processes in planning.
- For the process to be effective it has to be facilitated in a way that identifies and addresses key underlying issues such as governance, tenure, livelihoods and it should allow community decision on the best approaches that can lead to the attainment of their priorities.
- In a refugee setting resource tenure issues can be partially solved by involving both refugee and host communities in natural resource management and negotiations with government stakeholders. In addition specific environmental indicators are required.
- The devolution of resource management functions and power to grassroots level increases the sense of value and ownership of the natural resources in addition to raising awareness.
- Approaching resource management practices through livelihood enhancement interventions is a positive practice with multiplier effects on both conservation and livelihoods.
- CEAP requires regular contact and nurturing between facilitators and communities especially in the beginning.
- There is need to find a balance between engaging at community level and involving district leaders so that the process is not hijacked or undermined by the people who are not the key stakeholders.
- CEAP processes require time and patience in order to elicit the required results and benefits of the targeted stakeholders.
- There is need to find a balance between using detailed scientific analysis to complement community baselines in order to support /justify actions to other stakeholders.
- The importance of quick actions for quick benefits has to be underscored in order to demonstrate the value of the CEAP and create incentive and motivation for the target communities. Thus it is important to enhance the capacity of CEAPs to identify and streamline benefits from natural resource into other economic benefits for the communities.
- More resources need to be dedicated to the implementation of CEAPs. Experience from the region shows that what is planned is ambitious compared to what is actually implemented. There are normally very high expectations during planning but resources are limiting.
- There is need for enhancing the capacity of CEAPs to include adaptive planning and respond to the impacts of population and environmental dynamics.
- It is important to integrate other sectors in the CEAP such health, education, water and infrastructure in addition to the environment so that the final document is holistic. In this way resources from probable donors in different sectors can be sought and utilised effectively to uplift the livelihoods of the community without compromising ecosystem integrity.

## 5.0 Challenges

The CEAP process is not without challenges so the initiators of the process need to be prepared for them. They include:

- When planning for CEAPs in different countries it is important to accommodate the local calendars (e.g. rainy or harvesting season, festivities etc) and on the other hand find available dates with all the other involved stakeholders including the facilitators.
- If budgets are not included for implementation of CEAPs, community motivation may wane, but conversely if budgets are available, this may affect the motivation of communities to implement action plans autonomously.
- There can be a mismatch between the long term aspirations of CEAPs and the desire of donors to deliver short-term results, which may compromise the nature of support given to partners on the ground.
- Some communities are mobile e.g. pastoralists and displaced communities and this can affect their participation and commitment to the process.
- Low capacities of communities to influence decisions regarding resource use especially where there is conflict and competition with stakeholders who wield more political power can become a challenge to the planning and implementation of CEAPs.
- Long term sustainability of participation requires institutionalisation in government processes, and CEAP should be conducted in close partnership with government institutions from the outset to avoid project-dependency and to identify policy options to support continuation





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