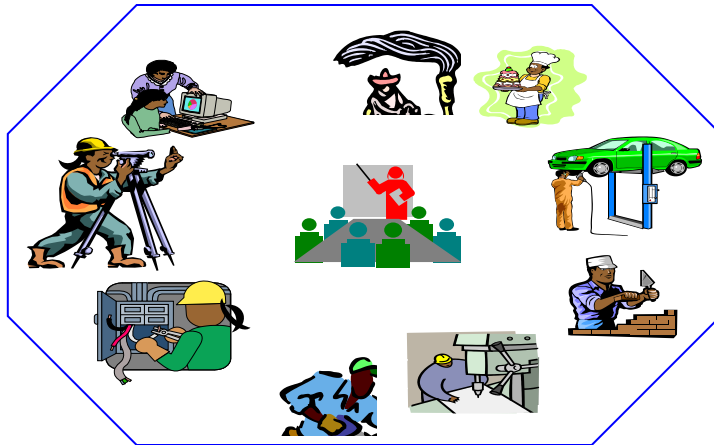


Natural Resource Conservation and Development-IV



Based on March 2018, Version3 Occupational standards

Module Title: Implementing Natural Resources Policies and Legislations

LG Code: AGR NRC4 M17 LO (1-5) LG (73- 77)

TTLM Code: AGR NRC4 TTLM 0921v1

September, 2021

Adama, Oromia, Ethiopia.



Table of content

page

LO1: Monitor and supervise the application of related Policies and legislations 4

Instruction sheet..... 4

Information Sheet 1- Identifying and applying Forestry, wildlife, land, water and soils policies and legislations..... 5

Self-check 1 16

Information Sheet 2- Community awareness Creation 17

Self-check 2 20

Information Sheet 3. Promoting Community involvement in monitoring and supervision 21

Self-Check –3..... 23

LO2: Supervise the Identification and objective realization of natural resources property rights 24

Instruction sheet..... 24

Information Sheet 1- Identifying and Documenting Property Rights either state, communal or private..... 25

Self-Check –1..... 30

Operation Sheet 1 31

Information Sheet 2- Conservation and sustainable use of resources 32

Self-Check –2..... 36

Information Sheet 3- Checking Community awareness..... 37

Self-Check –3..... 40

LAP Test 41

LO3. Identify and Analyze the role of formal and informal institutions 42

Instruction sheet..... 42

Information Sheet 1- Role of formal and informal institutions 43

Self-Check –1..... 48

Information Sheet 2- Involvement of communities and rural population 49

Self-Check – 2..... 52

LO4: Facilitate and support local bye-laws formulation and implementation 53

Instruction sheet 53

Information Sheet 1- Formulating and implementating of local bye-laws 55

Self-check 1 60

Operation Sheet 1 61

Information Sheet 2- Revision and documenting Bye-laws 62



Self-check 2 64

Information Sheet 3- Harmonizing Bye-laws 65

Self-check 3 67

LAP Test 68

LO5: Establish Informal institutions for conflict resolution 69

Instruction sheet 69

Information Sheet 1- Identifying Source of conflicts 71

Self-check 1 75

Operation Sheet 1 76

Information Sheet 2- Conflict resolution committee 77

Self-check 2 80

Information Sheet 3- Conflicts Resolution mechanism 81

Self-check 3 83

Operation Sheet 3 84

Information Sheet 4- Reporting un resolved Conflicts 85

Self-check 4 87

LAP Test 88

Reference..... 89



LG #73	LO1: Monitor and supervise the application of related Policies and legislations
--------	--

Instruction sheet

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Identifying and applying Forestry, wildlife, land, water and soils policies and legislations
- Community awareness Creation
- Promoting Community involvement in monitoring and supervision

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Identify and apply Forestry, wildlife, land, water and soils and related policies and legislations and industrial rules and regulations correctly.
- Create Community awareness regarding the updated rules and regulations
- Promote Community involvement in monitoring and supervision in accordance with relevant laws

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks” which are placed following all information sheets.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If your performance is satisfactory proceed to the next learning guide,
7. If your performance is unsatisfactory, see your trainer for further instructions or go back to “Self-checks”.



Information Sheet 1- Identifying and applying Forestry, wildlife, land, water and soils policies and legislations

Introduction

Natural resources are the foundation of the economy. Smallholder peasant agriculture, in some areas including forestry, is the dominant sector accounting for about 45 per cent of the GDP, 85 per cent of exports and 80 per cent of total employment. Agriculture has also been the main source of the stagnation and variability in GDP growth caused in the main by policy failures and exacerbated by recurrent drought, civil war, natural resource degradation, and poor infrastructure.

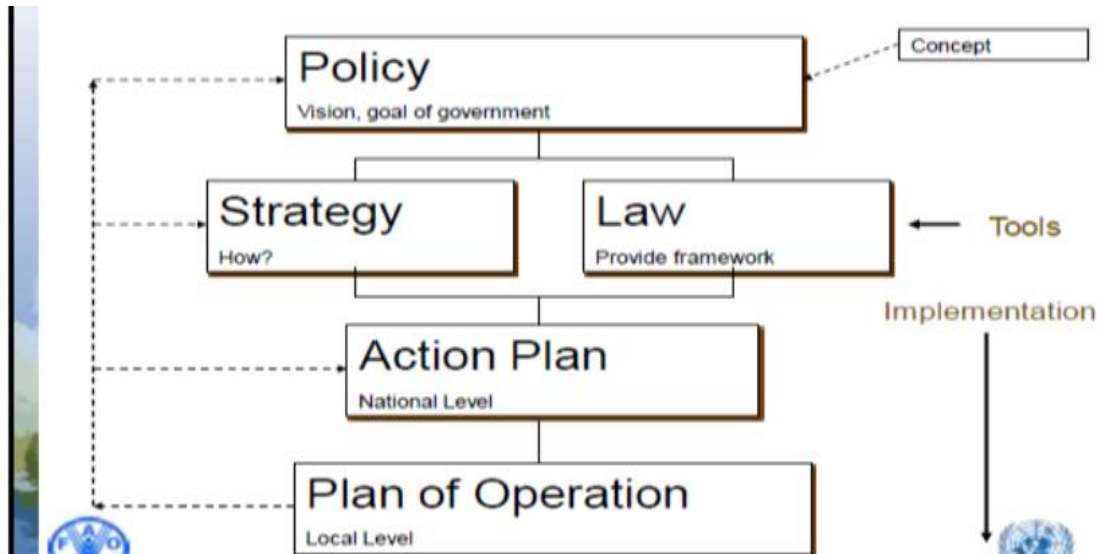
A policy is a document that outlines what a government is going to do and what it can achieve for the society as a whole. It also outlines any and all methods and principles that the government or any entity, for that matter, will use to achieve its directive. Legislation is another term meaning statutory law. These laws have been enacted by a legislature or the governing body of a country.

Legislation can also mean the process of making the law. Policies and legislations are an important aspect of a society; these ensure that a person know how to act in a society. It also regulates and ensures that everyone follows the rules and law that should be followed. These laws are made to treat every person as equal and so that no person can consider himself above the law based on his social standing. Policies and legislations are similar in nature and because of this they are often confused; however, they have distinct differences.

A policy is a set of principles or a course of action adopted or proposed by an organization or individual in order to achieve rational goals. We can describe it as a statement of intent we implement as a protocol or procedure. Governments, public sector organizations, private companies as well as individuals can have policies. The country’s foreign and domestic policy, privacy policies, company policy, HR policy, insurance policy, etc., are some examples of policies.

Page 5 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
--------------	--	--	-------------------------------

Legislation basically refers to laws and rules made by the government. It can also refer to the act or process of lawmaking. Before an item of legislation becomes law, we call it a bill. Furthermore, legislation can have various purposes: to authorize, to regulate, to outlaw, to sanction, to grant, to declare or to restrict. The power to formulate new legislation and review and amend existing legislation lies with the parliament.



The Constitution was adopted by Ethiopia in 1995 and provides guiding principles for environmental protection and management thereof in Ethiopia.

The concept of sustainable development and environmental rights are enshrined in Article 43, 44 and 92 of the Constitution of FDRE.

Article 43: The Right to Development identifies peoples' right to:

- Improved living standards and to sustainable development
- Participate in national development and, in particular, to be consulted with respect to policies and projects affecting their community.
- The enhancement of their capacities for development and to meet their basic needs, are recognized.

Similarly, in Article 44: Environmental Rights, all persons have the right to:

- A clean and healthy environment



- Commensurate monetary or alternative means of compensation, including relocation with adequate state assistance when they have been displaced or whose livelihoods have been adversely affected as a result of State programs.

Article 51 (3): Powers and Functions of the Federal Government, states that Federal Government shall establish and implement national standards and basic policy criteria for public health, education, science, and technology as well as for the protection and preservation of cultural and historical heritage.

Moreover, in Article 92: Environmental objectives, it is identified that:

- The design and implementation of programs shall not damage or destroy the environment
- People have the right to full consultation and to the expression of views in the planning and implementation of environmental policies and projects that affect them directly; and
- Government and citizens shall have the duty to protect the environment.

Rebuilding Ethiopia’s natural assets is a pre-requisite for sustainable social and economic development, and good management of the country’s land resources that provide a range of basic ecosystem functions and services considered essential for sustaining the social and economic wellbeing of the country’s inhabitants. Past and present non- sustainable use practices have contributed to the degradation of the country’s natural resource assets, thus putting such ecosystem functions and services at risk. Poverty, food insecurity, ill health, malnutrition, land conflicts over scarce land, water and fuel resources, as well as increased vulnerability to natural disasters, are the direct results of inappropriate and or absence of development policies and program that in turn led to under evaluation and failed to adequately invest, in sustainable management of country’s ecosystem resources.

1.1. Forestry, wildlife, land, water and soils policies and legislations

The Environmental Policy of Ethiopia was approved by the Council of Ministers in April 1997 and contains elements that emphasis the importance of mainstreaming socio-environmental dimensions in development programs and projects.

Page 7 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
--------------	--	--	-------------------------------



The goal of the Environmental Policy of Ethiopia is to improve and enhance the health and quality of life of all Ethiopians and to promote sustainable social and economic development through the sound management and use of resources and the environment as a whole so as to meet the needs of the present generation without compromising the ability of future generations to meet their own needs. For the effective implementation of the Environmental Policy of Ethiopia, the policy encourages creation of an organizational and institutional framework from federal to community levels. The Environmental Policy of Ethiopia provides a number of guiding principles that require adherence to principles of sustainable development; in particular, the need to ensure that Environmental Impact Assessments-

- Consider impacts on human and natural environments
- Provide for early consideration of environmental impacts in projects and programs design
- Recognize public consultation
- Include mitigation and contingency plans
- Provide for auditing and monitoring; and
- Is a legally binding requirement.

Forest- Land spanning more than 0.5 hectares with trees higher than 5 meters and a canopy cover of more than 10 percent, or trees able to reach these thresholds in situ. It does not include land that is predominantly under agricultural or urban land use

1. Forest Policy

Forest policy is the set of orientations and principles of actions adopted by public authorities in harmony with national socio-economic and environmental policies in a given country to guide future decisions in relation to the management, use and conservation of forest and tree resources for the benefit of the society.

Regarding forest resources during the Italian occupation (1936-1941), there were some constructive achievements regarding forest resources development and management. It was during the Italian occupation that modern forestry activities began in Ethiopia.

Page 8 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
--------------	--	--	-------------------------------



In 1965 the Ethiopian parliament passed three forestry laws namely,

- State Forest Proclamation No. 225
- Private Forest Conservation Proclamation No. 226 and
- Protective Forest Proclamation No. 227.

Proclamation No. 225 (1965) indicated the need to conserve, protect, develop and utilize forests under State ownership. Private Forest Conservation Proclamation No. 226 (1965) declared all forests, not owned by the State, as “Private forest”. And Protective Forest Proclamation No. 227 (1965) indicated that the main rationale behind the legislation was the conservation of the soil, preservation of fertility and beauty of the country. It was declared that Protective Forest included any land, regardless of ownership, which the Ministry of Agriculture might find to be indispensable for the conservation of the soil, water, and control of floods and spread of desertification.

The Forest Conservation, Development and Utilization Proclamation (**Proc. No 94/1994**) stipulates community-based forest management as a strategy for forest conservation in the country. It also elaborates that the Regional Agriculture and Rural Development Bureau (RARDB) shall conclude agreements with appropriate parties to strengthen forest protection, development and management.

Empowering communities in the management of natural resources is fully in line with rural development strategies and decentralization processes being undertaken in Ethiopia and clearly stated that the delineation, demarcation, development, protection, rehabilitation and management of protected areas shall be done with the participation of the local communities

The Policies are:

- a. To recognize the complementary roles of communities, private entrepreneurs and the state in forestry development;
- b. To encourage all concerned individuals and communities as well as the government to actively involved in the planning and implementation of forestry programs to ensure sustainability, minimize cost, and forestall conflict;

Page 9 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
--------------	--	--	-------------------------------



- c. To ensure that forestry development strategies integrate the development, management and conservation of forest resources with those of land and water resources, energy resources, ecosystems and genetic resources, as well as with crop and livestock production;
- d. To ensure that afforestation with exotic species be restricted to backyard woodlots, to peril-urban plantations and to plantations for specific industrial and other projects; otherwise until reliable information and knowledge on exotic species are available afforestation shall use local species as these are in tune with the environment and thus ensure its well-being;
- e. To assist the natural process of afforestation of uncultivable areas by controlling felling and grazing and by planting judiciously selected local species, as well as by other affordable interventions.
- f. To adhere to the principle that "sustainable forest management" is achieved when social acceptability and economic viability have been achieved and the volume of wood harvested in a given period is about equal to the net growth that the forest is capable of generating;
- g. To pursue agricultural and other policies and programs that will reduce pressure on fragile woodland resources and ecosystems; and
- h. To promote changes in agricultural and natural resource management systems which will limit the need for free grazing of animals in protected forest areas.
- i. To find substitutes for construction and fuel wood whenever capabilities and other conditions allow, in order to reduce pressure on forests.

Role of Forest Policy

- To guide actions of different forest-related agencies of a government
- To build broad support amongst stakeholders through a common vision and shared understanding of the issues
- To facilitate communication, co-ordination and collaboration
- To negotiate with other governmental bodies (finance)

Page 10 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



2. Wildlife Development, Conservation and Utilization policy.

The management and utilization of wildlife resources in the Country was regulated, until recently, by the wildlife legislation Issued in 1980 (**Proclamation № 192 of 1980**), which remained unchanged in spite of the new trends in wildlife management. A new Wildlife Proclamation was finally enacted with the view to adapt the management of wildlife to existing realities (**Proclamation № 541/2007**). Recognizing that the previous strategy to conserve wildlife was not working, the new Wildlife Proclamation seeks to enable the active participation of local communities living around wildlife conservation areas and private investors in the conservation, development and utilization of wildlife resources; and to enhance the contribution of wildlife resources to poverty reduction by maximizing their economic benefit. In relation to maximizing the economic benefit from the wildlife resources of the country, the proclamation encourages investment in wildlife-based tourism, to be conducted in such a way that shall not endanger the ecological integrity of protected areas (Art. 11). In addition, it requires that any economic activity to be undertaken in wildlife conservation areas shall be carried out in accordance with the proclamation, and its corresponding regulations and directives (Art. 10). While the proclamation’s assertion that wildlife-based tourism should not endanger the ecological integrity of the protected areas is a positive measure, the proclamation fails to subject the granting of permits for development of wildlife tourism infrastructures such as hotels, camp or other facilities in protected areas to the EIA process. Unless the regulations and directives envisaged to be issued under the Wildlife Proclamation address this issue, there will be a legislative gap in integrating EIA with wildlife-based tourism development.

3. Land Resource policy.

The Federal Rural Land Administration and Land Use Proclamation (**Proc. No. 456/2005**) focuses on tasks of land management to be taken up by the regions. All proclamations (federal and regional) describe the rights and obligations of users of rural land, including traditional subsistence farmers, and of recent (Proc. No. 456/2005) private commercial farmers as well.

Page 11 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



In principle, the proclamation is a positive move; the possibility to enforce it in practice is yet to be seen. Some rules for proper use of land are defined in a simplified but yet rather rigid way. For example, the rule that “degraded lands of any slope shall be closed from human and animal interference” would preclude future exploitation on a more sustainable basis (cut and carry). Others are very general and need further specification, e.g. “users should protect and develop the productive capacity, and biodiversity in rural wetlands shall be conserved”.

A meaningful intervention in land use rights has been initiated by several regional states, Amhara , Tigray, Oromia and Southern Nations, Nationalities and People's Regional State (SNNPRS) where the proclamation stipulates that “a book of ownership shall be prepared by the relevant organ....peasants (individual or in communal holding) have the obligation to have a book of ownership....redistribution of land shall not be effective unless otherwise the land distribution does not affect the productive capacity, requested by the community, supported by the study and decided by law”.

The Federal Land Proclamation (Proc. No. 456/2005) demonstrates the government’s concern about land degradation and its commitment to combating the problem. Most importantly in the current context, it defines obligations of rural land users, and land use restrictions. Thus, protection of land becomes an obligation and failure to protect can lead to loss of title. Free grazing in areas with soil and water conservation (SWC) is prohibited and appropriate SWC measures are required for all lands of <30 percent slope. Cultivation on slopes of 31-60 percent slope requires bench terraces. Closure of degraded lands, and compensation for prior users is provided for. A minimum holding size is referred to, but is to be determined by the Regions.

4. Water Resources policy.

Water Resources Management Proclamation (197/2000)

The purpose of the Proclamation is to ensure that the water resources (both surface- and groundwater) of Ethiopia are protected and utilized for the highest social and economic benefits of the country’s people. It addresses the requirement for environmental conservation and water resource protection measures to be incorporated into water resource planning and project development.

Page 12 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



The Water Resources Management Policy including the Water Sector Strategy (issued in 2001) and the Water Sector Program of 2002 also cover soil and water conservation measures to reduce soil erosion and reservoir siltation; local community participation in watershed management and water conservation measures and practices; recognition of wetlands as a key feature in watershed management.

The Policies are:

- a. To ensure that the control of environmental health hazards be a necessary condition in the design, construction and use of dams and irrigation systems;
- b. To recognize that natural ecosystems, particularly wetlands and upstream forests, are fundamental in regulating water quality and quantity and to integrate their rehabilitation and protection into the conservation, development and management of water resources;
- c. To ensure that any proposed introduction of exotic species into water ecosystems be subject to detailed ecological studies and environmental impact assessment;
- d. To promote the protection of the interface between water bodies and land (e.g. lake shores, river banks and wetlands);
- e. As most large and medium scale irrigation potential is located in the rangelands of the lowlands occupied by pastoralists, to consider the opportunity costs of irrigating important dry season grazing areas of the pastoralists for crop production in any cost benefit analysis of such irrigation projects;
- f. To involve water resource users, particularly women and animal herders, in the planning, design, implementation and follow up in their localities of water policies, programs and projects so as to carry them out without affecting the ecological balance;
- g. To subject all major water conservation, development and management projects to the environmental impact assessment process and to include the costs and benefits of protecting watershed forests, wetlands and other relevant key ecosystems in the economic analysis of such water projects; and
- h. To promote, through on-site training, effective water management techniques at the farm level for improved performance of medium to large-scale irrigation schemes.
- i. To promote, to the extent possible, viable measures to artificially recharge ground and surface water resources.

Page 13 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



j. To recycle waste water when it has been found to be safe for health and the environment or when it has been made safe without entailing high cost.

Rules and Regulations

Rules can be described as the guidelines or instructions of doing something correctly. these are the principles that govern the conduct or behavior of a person in an organization or country. On the other hand, **regulations** refer to the directives or statute enforced by law, in a particular country.

The primary difference between rules and regulation is that while the former do not as such have a legal binding, the latter have a legal binding.

Key Differences between Rules and Regulations

The points, given below explain the difference between rules and regulations in a detailed way:

1. In general, the rules are the set of instructions issued for the public are known as rules. The rules which are legally accepted by the governing authority, are considered as regulations.
2. Rules are not very strict in nature, but regulations are very strict in nature.
3. Rules are a part of regulation, but regulations are a part of act i.e. some regulations can come under an act.
4. Individuals and organization can set rules, but the government sets regulations.

Similarities

- Part of the constitution.
- They are to be followed by people.
- The violation can cause punishment or penalty.
- Made for the good of the people

Page 14 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



Fig1. Hierarchy of policy



Self-check 1	Written test
--------------	--------------

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I. Choose the correct answer (2pts each)

1. _____ is a set of principles or a course of action adopted or proposed by an organization or individual in order to achieve rational goals
 - A. Policy
 - B. Legislation
 - C. Regulation
 - D. all

2. Article 43: The Right to Development identifies peoples' right to:
 - A. Improved living standards and to sustainable development
 - B. Participate in national development and, in particular, to be consulted with respect to policies and projects affecting their community.
 - C. The enhancement of their capacities for development and to meet their basic needs, are recognized
 - D. All

3. The Forest Conservation, Development and Utilization Proclamation (**Proc. No 94/1994**) stipulates
 - A. community-based forest management
 - B. ensure afforestation with exotic species
 - C. adhere the principle that sustainable forest management
 - D. All

Test II: Give short answer (12 point)

1. Define policy. (3pts)
2. What is the d/c b/n policy and legislation? (4pts)
3. What is the importance of policy in natural resource management? (5pts)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating – 9 points Unsatisfactory - below 9 points

Page 16 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



Information Sheet 2- Community awareness Creation

Introduction

Environmental awareness is to understand the fragility of our environment and the importance of its protection. Promoting environmental awareness is an easy way to become an environmental steward and participate in creating a brighter future

To define environmental awareness, we must first understand the environmentalist movement. Environmentalism is an ideology that evokes the necessity and responsibility of humans to respect, protect, and preserve the natural world from its anthropogenic (caused by humans) afflictions.

Environmental awareness is an integral part of the movement's success. By teaching our friends and family that the physical environment is fragile and indispensable, we can begin fixing the problems that threaten it.

Man cannot be considered in isolation from his environment. Every human being should be aware, conscious and knowledgeable about his role in the environment as well as necessity of healthy environment for survival. Under natural conditions there should be a balanced relationship between human beings and the environment and it has to be maintained. However, since the last few decades, it has been increasingly realized that environment- development issues are of great concern not only in developed countries but also in developing countries where there are widespread environmental problems.

Developed industrial countries from many decades releasing wastes in to the environment thereby causing environmental pollutions which are today became irreversible adverse result, for example, climate change, loss of biodiversity, health problems and the like effects. In similar way, if we developing countries let a little room for pollution on precious environmental resources, really tomorrow we will incur inevitable considerable cost.

Page 17 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



2.1. Environmental education

Therefore, different international environmental conferences recommended environmental education as one of the important tools combating against arising environmental problems and to solve already ongoing one.

For instance, the Stockholm Conference (UN) on Human Environment (1972) had recommended to establish programs of environmental education at all levels such as primary, secondary and tertiary levels of educational system and also to motivate the general public in rural and urban areas about environmental awareness. This was followed by Belgrade (1975) and Tiblisi (1977) Conferences on Environmental Education. These laid stress on developing basic concepts of quality of life and environmental knowledge, awareness, attitudes, skills and participation. As a result, by understanding man environment interactions and consequential effects, adopting Environmental Education become more of mandatory than choice to all society.

In Ethiopian education system also incorporate environmental issues as core course mode and environmental related programs or disciplines such as environmental science in lower grades; environmental science, agriculture, geography and environmental studies in some higher institutions,

Environmental Awareness

Before you can begin promoting environmental awareness in your community, you must first make sure that you have a thorough understanding of environmental issues. Stay up to date on environmental news, read books and other resources, and learn about the issues affecting your own community. It's much easier to talk to others about the environment if you've already taken the time to educate yourself.

Numerous resources are available to promote environmental awareness and education: group learning (inside or outside of the classroom), informational and inspirational seminars, online courses, books, articles, videos, and brochures are just a few of the tools that can get you involved in promoting the environment.

Environmental Education and Awareness

a. To promote the teaching of environmental education on a multidisciplinary basis and to integrate it into the ongoing curricula of schools and colleges and not treat it as a separate or additional subject, though this should also be done at the tertiary level;

Page 18 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



- b. To target the public, particularly those involved in public and private sector activities that have significant environmental impacts, for environmental education and awareness programs;
- c. To formulate environmental awareness programs in such a way as to make them address specific environmental problems of particular localities in view of the extreme variability of environmental conditions and problems in Ethiopia;
- d. To recognize the important role the mass media play and to effectively use them in creating and promoting environmental awareness in view of the physical problems of access and communications in Ethiopia;
- e. To strengthen existing higher-level training and education institutions so that they can offer programs and courses in sustainable resource and environmental management for economists, planners, lawyers, engineers, sociologists and medical practitioners as well as for natural resource and environmental scientists;
- f. To provide in-service training in such specialized subjects as environmental economics, environmental law, environmental monitoring, geographical information systems (GIS), pollution monitoring and control, and hazardous waste management;
- g. To encourage the local development of environmental awareness associations and programs specific to particular agro-ecological zones and support them with scientific inputs;
- h. To develop environmental awareness programs for urban environments for dissemination by the mass media and foster the development of urban environmental awareness associations; and
- i. To initiate, encourage and support the involvement of local community and religious leaders in programs to promote environmental awareness.



Self-check 2	Written test
---------------------	---------------------

Name _____ ID _____ Date _____

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I. choose the correct answer (2pts each)

1. Tools to promote environmental awareness and education includes one of the following except,

A. inspirational seminars	C. books or articles,
B. online courses	D. None

2. Which one is true about environmental education
 - A. tools combating against arising environmental problems
 - B. understand the fragility of our environment and the importance of its protection
 - C. strengthen existing higher-level training and education institutions
 - D. All

Test II: Short Answer Questions (12 pts)

1. Discuss the importance of community awareness. (4pts)
2. Write way to deliver community awareness (3 pts)
3. What is the role of community in NRM (5pts)

You can ask you teacher for the copy of the correct answers

Note: Satisfactory rating – 6 points Unsatisfactory - below 6 points



Information Sheet 3. Promoting Community involvement in monitoring and supervision

Introduction

Community based natural resource management (CBNRM) is broad rubric encompassing a wide-array of resource management programs that share a recognition of the importance of the participation of people who live near and are interconnected with threatened natural resources.

CBNRM and its variants attempt to restore the focus of natural resource management to rural communities, whose lives are the most immediately linked to the well-being of resources and whose cooperation is required to achieve conservation objectives (Brandon & Wells, 1992; World Resources Institute, 1992)

The implementation of Community Based Natural Resource Management (CBNRM) is a collective effort by communities, government, the private sector and NGOs.

The monitoring and evaluation (M & E) system is an essential part of the preparation and implementation of development assistance and allows for joint planning, programming and review.

Monitoring and evaluation also facilitate learning from experience. The collection and analysis of data is necessary to improve accountability and the effectiveness of management decisions. Various people use M & E methodologies for different purposes

What is monitoring?

- it is a ongoing process for collecting and storing information
- it is an integral part of project management and not just something done by an external team.

Monitoring:

- a) is the routine collection of information on selected aspects of specified activities;
- b) identifies what has changed, and what is needed, through an ongoing process;
- c) is a management tool that provides information needed to make decisions;
- d) helps to ensure that effective use is being made of available resources;
- e) results in individual and group learning;

Page 21 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



- f) promotes ownership of the project activity;
- g) enables transfer of learning to other situations.

Participatory monitoring and evaluation (PM&E) involve the assessment of change through processes that involve many people or groups, each of whom is affecting or affected by the impacts being assessed. Negotiation leads to agreement on how progress should be measured and the findings acted upon. It is a challenging process for all concerned as different stakeholders must examine their assumptions about what constitutes progress and together deal with the contradictions and conflicts that can emerge

Role of monitoring

Monitoring is an important element of any natural resource management project. Monitoring provides the informational basis of adaptive management, which is often the most effective strategy for managing natural systems characterized by high levels of human use and natural fluctuation. Monitoring also provides mechanisms for ensuring accountability for resource use, building local management capacity, and planning public education. Monitoring systems can serve to build confidence and trust between central government departments and local management systems, facilitating the decentralization process.

Page 22 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



Self-Check –3	Written test
----------------------	---------------------

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: choose the correct answer (2pts each)

1. The implementation of Community Based Natural Resource Management is a collective effort by
 - A. Communities
 - B. Government
 - C. NGOs
 - D. All
2. Which one of the following is not true about monitoring?
 - A. ongoing process for collecting and storing information
 - B. management tool
 - C. not important in decision making
 - D. none
3. Monitoring is an important element of any natural resource management including,
 - A. mechanisms for ensuring accountability for resource use
 - B. building local management capacity
 - C. planning public education
 - D. all

Test II: Multiple choice. (6 point)

1. what is monitoring? (3pts)
2. what is the role of local community in natural resource monitoring? (3pts)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating – 6 points

Unsatisfactory - below 6 points



LG # 74	LO2: Supervise the Identification and objective realization of natural resources property rights
----------------	---

Instruction sheet

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- Identifying and documenting Property rights
- Conservation and sustainable use of resources
- Checking Community awareness

This guide will also assist you to attain the learning outcomes stated in the cover page.

Specifically, upon completion of this learning guide, **you will be able to:**

- Identify and document ownership rights, either state, communal or private properly
- Specify objectives related to the conservation and sustainable use of resources
- Check Community awareness for compliance

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks” which are placed following all information sheets.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If you earned a satisfactory evaluation proceed to “Operation sheets
7. Perform “the Learning activity performance test” which is placed following “Operation sheets”
8. If your performance is satisfactory proceed to the next learning guide,
9. If your performance is unsatisfactory, see your trainer for further instructions or go back to “Operation sheets”.



Information Sheet 1- Identifying and Documenting Property Rights either state, communal or private

Introduction

Property rights establish relationships among participants in any social and economic system. “Property” is actually the stream of benefits from a particular resource. The “right” to that stream of benefits is an expression of the relative power of the bearer. Ownership of a property right commands certain responses from other people that are enforced by the government and culture.

Property rights are a function of what others are willing to acknowledge. A property owner’s actions are limited by the expectations and rights of other people, as formally sanctioned and sustained in law. The boundary between an obligation and a right varies. Patterns of rights and obligations reflect prevailing judgments about fairness, based on people’s values.

Property rights or “tenure” refers to control over and access to resources, that is, the way in which people (individually or collectively) hold rights and responsibilities to land and natural resources upon it. Thus, the issue of property rights raises fundamental questions of who claims rights to what resources, who has access to the land and associated natural resources, and who has the responsibility for managing these lands. Of particular interest then is how land and property rights create incentives or disincentives for sustainable management and governance of natural resources such as agricultural lands, forest resources, freshwater and coastal resources, wild species of plants or animals or watersheds. These fundamental property rights questions become even more critical where natural resource markets are concerned, such as markets for timber or non-timber forest products, wildlife, ecotourism, agricultural products, payment for environmental services and other revenue-generating activities.

Control or access to land and natural resources is important for sustainable management, good governance and empowerment of the rural poor for several reasons:

Page 25 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



1. Land and natural resources are important assets for individuals and households in meeting subsistence needs including food and shelter.

To that end, access to land and natural resources (renewable natural resources in particular) is critical for poverty alleviation and food security.

2. Land and natural resources provide important assets for income generation for most rural households. Rural households may generate income through production of cash crops, or from collection and sale of forest, marine or coastal resources. Indeed, households with secure rights to land are typically better off than those with insecure, limited or no land rights (FAO, 2002a).

3. Property rights are a critical tool for promoting self-reliance among the poor. Specifically, improved access to arable land can provide incentives for greater investments in time and labor toward enhancing the natural resource base, leading to greater productivity of arable lands and hence greater food security at the household level. To that end, secure access to land and natural resources is essential for lasting solutions to sustainable land and natural resource use and management, as well as poverty alleviation.

1.1. State, communal or private Property rights

It is a Forestry Conservation, Development and Utilization Proclamation No 94/1994. It has changed the types of forest ownership. According to Article 3 of the Proclamation, there are three types of forest ownership. These are:

1. State forests (or the federal government forests);
2. Regional forests; and
3. Private forests.

As any private property, private forests are under the control of their owners. However, owners of private forests must obey the instructions given to them by the Ministry of Agriculture.

Proclamation No 94 of 1994 was repealed and replaced by Proclamation No 542 of 2007. The statements included in the preamble of the new Proclamation have clearly shown the purposes of the law in protecting forest resources together with the ecological as well as economic functions of forests. The Proclamation, as its policy

Page 26 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



objective, recognized the right of participation and benefit sharing of the local communities, which are key elements for PFM activities.

Proclamation No 542 of 2007 has recognized only two types of forest ownership. These are: Private forest; and State forest.

1. State property - The state or its agencies have the right to determine rules of access and use, but a duty (at least in theory) to manage publicly owned resources for the public welfare. Individual members of the public do not necessarily have a right of access or use, but they have a duty to observe access and use rules promulgated by the controlling/ managing agency.

The FDRE RLAUP identifies, under Article 2(13), “forestlands, wildlife protected areas, state farms, mining lands, lakes, rivers and other rural lands,” as state holding lands. In this case, “other rural lands” means all land which is not held privately or communally. State land in Ethiopia means, land held by Federal or Regional government or by city municipalities. Rural land held by Regional governments is administered by woredas, while urban land is administered by respective city/town administrations. This means woredas and city administrations have the power to give and take land. The Federal government holds vast tracts of land found in lowland rural areas of the country destined to be transferred for large-scale agricultural investments. All urban land which is not occupied by private lessees is held by the government/ municipality. Although it is not mentioned in the current lease proclamation, one can assume that all city streets, sewerage systems, parks, highways, and empty spaces must belong to the state.

2. Private property - Owners have the exclusive right to undertake socially acceptable uses to the exclusion of nonowners, and they have a duty to refrain from socially unacceptable uses. Nonowners have a duty to refrain from preventing owners’ socially acceptable uses, but they have the right to prevent or be compensated for socially unacceptable uses.

Private ownership is a property arrangement in which full and exclusive rights to decide about the property are given to a single person (natural or artificial) or group



of persons. The owner shall have the right to use, possess, receive income from it, or alienate it gratuitously or for consideration.

when one looks into the FDRE RLAUP 456/2005, one finds under Article 2(11), “private holdings” referring to private farming plots given to peasant farmers, pastoralists and semi-pastoralists. It is not clear about the private plots to be given to pastoralists, though. But, the assumption is that the plots may be those which the pastoralists will use for settlement or housing, rather than for grazing, which is communal in nature. Private land plots that are provided to peasants in the highlands are used for farming and housing. In urban area, land that is acquired through lease or government grant is considered as a private possession

3. **Common property** - Each member of the ownership group has the right to access and use group- owned resources in accordance with access and use rules established collectively by the group, and a duty not to violate access and use rules. Each member also has the right to exclude nonmembers of the ownership group, but no right to exclude other members of the ownership group.

Nonmembers of the ownership group have a duty not to access and use the resource except in accordance with rules adopted collectively by the ownership group.

As opposed to private ownership, communal ownership is a property right allocation made in the interest of group of users. Here, there is no single individual in a privileged position to control and have command over all of the resources. In a system of communal property, rules governing access to and control of material resources are organized on the basis that each resource is, in principle, available for the use of every member alike. As noted by Clark and Kohler, writers on property law, “The defining characteristic of communal property is that every member of the community has the right not to be excluded from the resource.” In principle, the needs and wants of every person are considered, and when allocative decisions are made they are made on a basis that is in some sense fair to all.⁶⁸ The most usual types of properties owned in common are grazing lands, forest lands, fisheries, irrigation systems, underground water, water wells, village roads, neighborhood streets, and so on.

Page 28 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



In Ethiopia according to Article 2(12) of the FDRE RLAUP 456/2005, “communal holding” is “rural land which is given by the government to local residents for common grazing, forestry and other social services.” This list is just an illustrative one and what are given are only examples. The government may allocate additional land as communal ones, if the local community needs it for some social or economic activities. Thus, land necessary for religious ceremonies, cultural festivities, or social gatherings may be permanently allocated to the village community in common.

4. **Non-property/open access-** No individual has a duty to refrain from accessing and using a resource. No individual or group has the right to prevent any other individual or group from accessing and using the resource as they choose

Table 1. Characteristics of different property rights

Type of property	Ownership	Management	Access	Enforcement
Private	Individuals	Individuals	Closed	Society/ law
Public	All members	No one	All members	No one
<ul style="list-style-type: none"> • Open access • Closed access 	Group members	Group members	Group members	group members
Government	Government	Government	All	government



Self-Check –1	Written test
----------------------	---------------------

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Part I. Matching (2pts each)

A

1. _____ Property rights
2. _____ Private property
3. _____ public property

B

- A. control over and access to resources
- B. Open access
- C. closed access

Part II. Give short answer (10pts)

1. What is property right (2pts)?
2. List and discuss types of property right (2pts)
3. Proclamation No 542 of 2007 has recognized only two types of forest ownership. List and discuss them (2pts)
4. According to the FDRE RLAUP state property right identifies under Article 2(13). List them (4pts)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating – 5 points

Unsatisfactory - below 5 points



Operation Sheet 1	Identify property right
--------------------------	--------------------------------

Objective to Identify property right

Materials needed:

1. Compass
2. note book
3. pen
4. Over all tent

Procedures:

1. Undertake assessment on land and forest resource
2. collect resource required
3. ask owner ship
4. classify as private, communal or public
5. Prepare a report



Information Sheet 2- Conservation and sustainable use of resources

Introduction

Sustainable natural resources conservation is a process of rational use and skillful management and preservation of the natural environment with all its resources. Integrated environmental education can provide knowledge which is useful in sustainable management of natural resources. All human efforts towards development are based upon the presence of natural resources. There is need to develop approaches and management strategies that should combine both developmental efforts and conservation measures of the natural resources. This would improve, maintain and protect the natural environment and its resources for the benefit of all mankind. Natural resources are finite, limited, and capable of being destroyed by unsustainable use and this can be a limiting factor on sustainable development

Sustainable use is a valuable tool to promote conservation of biological diversity, since in many instances it provides incentives for conservation and restoration because of the social, cultural and economic benefits that people derive from that use. In turn, sustainable use cannot be achieved without effective conservation measures.

2.1. Sustainability- means meeting our own needs without compromising the ability of future generations to meet their own needs. In addition to natural resources, we also need social and economic resources. Sustainability is not just environmentalism. Embedded in most definitions of sustainability we also find concerns for social equity and economic development.

Underlying conditions for sustainable use in structuring a sustainable use program and the attendant policies, laws and regulations to implement such a program, there are a few underlying conditions that should be taken into account in government and natural resource management planning:

- (b) It is possible to use biodiversity components in a manner in which ecological processes, species and genetic variability remain above thresholds needed for long-term viability, and thus all resource managers and users have the responsibility to ensure that use does not exceed these capacities. It is crucial that the biodiversity in ecosystems is maintained, or in some cases recovered,

Page 32 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



to ensure that those ecosystems are capable to sustain the ecological services on which both biodiversity and people depend.

- (c) Ecosystems, ecological processes within them, species variability and genetic variation change over time whether or not they are used. Therefore, governments, resource managers and users should take into account the need to accommodate change, including stochastic events that may adversely affect biodiversity and influence the sustainability of a use
- (d) In circumstances where the risk of converting natural landscapes to other purposes is high, encouraging sustainable use can provide incentives to maintain habitats and ecosystems, the species within them, and the genetic variability of the species. Also, for particular species, such as crocodiles, sustainable use has provided substantial incentives for conserving a dangerous animal that represents a threat to humans
- (e) The supply of biological products and ecological services available for use is limited by intrinsic biological characteristics of both species and ecosystems, including productivity, resilience, and stability. Biological systems, which are dependent on cycling of finite resources, have limits on the goods they can provide and services they can render. Although certain limits can be extended to some degree through technological breakthroughs, there are still limits, and constraints, imposed by the availability and accessibility of endogenous and exogenous resources.
- (f) To ameliorate any potential negative long-term effects of uses it is incumbent on all resource users, to apply precaution in their management decisions and to opt for sustainable use management strategies and policies that favor uses that provide increased sustainable benefits while not adversely affecting biodiversity. Likewise, Governments should be certain that licensed or authorized sustainable uses of biological diversity are taking such precaution in their management;



Sustainable use is one of the three objectives of the Convention on Biological Diversity
The three objectives are:

1. The conservation of biological diversity;
2. The sustainable use of its components; and
3. The fair and equitable sharing of the benefits arising out of the utilization of genetic resources, including by appropriate access to genetic resources and by appropriate transfer of relevant technologies, taking into account all rights over those resources and to technologies, and by appropriate funding.

Sustainable use is recognized as a cross cutting issue by parties of the Convention on Biological Diversity. As such, the CBD Conference of the Parties 7 (in 2004) adopted the Addis Ababa Principles and Guidelines for putting the principles of sustainable use into action. These guidelines consider broad issues on how sustainable use can be integrated into policies, laws and institutions at various levels from a community to international scale. They also give specific guidance for practices such as adaptive management and education. These guidelines include fourteen principles that should be considered together although the relevance of each to a particular situation will vary. The principles take into account legal, economic and social processes.

Page 34 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------

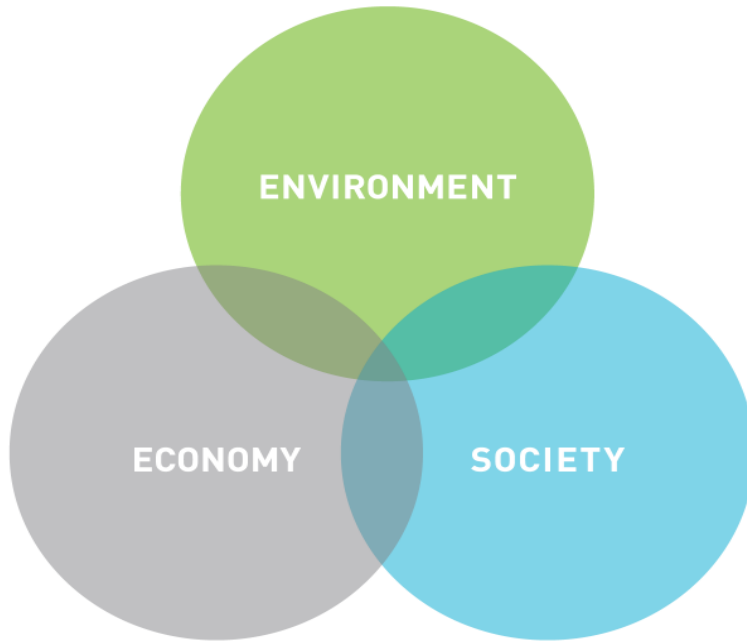


Fig 2. Sustainable world



Self-Check –2	Written test
---------------	--------------

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Give short answer. (8 point)

1. Define sustainability (4pts)
2. What is the importance of sustainable use of natural resource? (2pts)
3. Write down the objectives of sustainable use of NR? (2pts)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating - 4 points

Unsatisfactory - below 4 points



Information Sheet 3- Checking Community awareness

Introduction

Public awareness indicator provides a barometer for public support and interest and of the motivation of individuals at all levels to lead and to take conservation action. The purpose of this indicator for public opinion is therefore to gauge attitudes of the general public in relation to issues such as: awareness of and opportunities to see wildlife and visit wildlife sites; awareness of threats to biodiversity and natural resources; opinion regarding the effectiveness in delivering biodiversity gains through public funding, knowledge of and value (financial and otherwise) assigned to wildlife; etc

3.1. Principle of community awareness generation

The community awareness generation should be based on the following broad principles An ideal campaign has to be sustained over time to foster changes in social and behavioral norms.

1. The strategy for generating community awareness should be designed and implemented with a clear understanding of local perspectives and requirements with materials reflecting local conditions in a community. The strategy should target all sections of the society including decision makers, professionals, public and individuals living in vulnerable areas.
2. It postulates that different types of messages and delivery systems should be used to reach various target audiences at different community. Community awareness generation framework should follow the target audience's segmentation i.e. grouping by demographic, social, economic variables to create messages that are salient, effective, oriented which is attractive for the community people.
3. Community awareness process - based on probable or upcoming disaster strike
Community mapping Appreciative Inquiry Historical timelines and trends
4. Methodology for awareness generation and dissemination- Educational curriculum, Quiz, Declamations and Debates, Messages during Assembly, Focus group

Page 37 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1
			September, 2021



discussion about disaster, Social networking, Social media, Workshops, Seminars, Orientation programmes and Lectures , Field visits to disaster affected /hit areas

5. Curricula, modules and presentations, including slide presentations and oral presentations, E-learning, Performing and cultural arts, Games and competitions, Audio and video materials, Web pages and activities
6. Campaign-planning template
7. Participatory learning People are especially motivated by approaches in which they themselves participate in a solution, and especially when they believe it is their own idea. The focus of participatory learning is to engage people in discovery and problem solving for disaster risk reduction. This involves using language, stories, songs and traditions to strengthen the emerging culture of prevention.
8. organizational level – headquarters, branches, schools, businesses, workplaces, homes, The community level – being scaled up to reach villages, towns, cities, school systems, and regions. The population level – being expanded to incorporate entire urban populations, by taking advantage of internet- based tools and social media. Parallel tools specifically for use with children and for marginalized populations can be valuable as well. There are three elements of participatory learning can be applied at three levels:
9. Informal education- The focus of informal education is taking advantage of brief moments and encounters to stimulate thinking and engage people in discovery of actions and behavior's to increase safety and resilience. Informal education in communities and schools is the most flexible of all approaches with respect to setting, audience and timeframe. The various types of informal education are shown in table.
10. Formal school-based interventions The focus of formal school-based interventions covers two areas: school disaster management and disaster risk reduction in school curricula. These are considered to be formal because accountability and responsibility for school safety and curricula belong exclusively to education authorities, so they require support for long-term planning and capacity building. The following elements are essential

Page 38 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1
			September, 2021



11. An incident command- Community-based first aid type of system to organize, light search and rescue, Fire suppression, Communications, Psychosocial support, Shelter, Nutrition, Evacuation, Student–family reunification procedures



Self-Check –3	Written test
----------------------	---------------------

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: short answer. (14 point)

1. Write down Public awareness indicator (5pts)
2. Write at least five principle of community awareness generation (5pts)
3. Why Public awareness? (4pts)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating - 7 points

Unsatisfactory - below 7 points



LAP Test	Practical Demonstration
-----------------	--------------------------------

Name. _____ ID _____ Date: _____

Time started: _____ Time finished: _____

Instructions: Given necessary templates, tools and materials you are required to perform the following tasks within 6 hours.

Task 1. Identify property right



LG #75	LO3. Identify and Analyze the role of formal and informal institutions
--------	---

Instruction sheet

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- Role of formal and informal institutions
- Involvement of communities and rural population

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, **upon completion of this learning guide, you will be able to:**

- Identify and analyse the roles of formal and informal institutions related to Natural Resources Management
- Secure and document successful involvement of communities and rural population groups in activities related to natural resources management

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks” which are placed following all information sheets.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If you earned a satisfactory evaluation proceed to “Operation sheets
7. Perform “the Learning activity performance test” which is placed following “Operation sheets”
8. If your performance is satisfactory proceed to the next learning guide,
9. If your performance is unsatisfactory, see your trainer for further instructions or go back to “Operation sheets”.



Information Sheet 1- Role of formal and informal institutions

Introduction

Natural resource governance in coupled social and ecological systems often involves multi-level interactions between formal and informal institutions based on agreed-upon rules (Cash et al. 2006; Poteete 2012). When such interactions are absent or there are insufficient rules, disparity and incoherence can arise between institutions managing the same resource, potentially posing a challenge to sustainable natural resource governance (Acheson 2006; Rahman et al. 2012). Such challenges, if unnoticed or not adequately addressed, can lead to conflict and degradation of natural resources as well as undesired outcomes for the stakeholders involved (Berkes 2002; Rastogi 2014)

Institutions -are set of rules, conventions and norms to regulate actions of individuals or groups.

Institutions are the formal and informal rules and norms that organize social, political and economic relations (North, 1990).

Formal institutions are represented by legal rules and sanctions (e.g. Forestry Policy, regulatory mechanism for REDD+) whereas informal institutions include social norms and social networks devised and nurtured by members of the communities (Bajracharya, 2008)

Institutions differ according to the situation and place and play a key role in governing common pool resources (CPR) by formulating rules and incentives for people to act in a certain manner (Bajracharya, 2008).

1.1. Formal and Informal Institutions

Institutions involved in natural resource management are typically divided into two categories: ‘formal’ and ‘informal’ (North 1991; Grigsby 2002). defined ‘formal’ as a de jure body of rulemaking and enforcement in a hierarchical organizational structure, accompanied by codified norms of behavior and bureaucratic polity.

In contrast, ‘informal’ refers to a rule system that largely lacks such official codification, and thus typically comprises habitual, verbalized, or customary rules, and conducts,

Page 43 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



which function as the *de facto* rulemaking and enforcement body. Conflict has been commonly observed both in the form of the informal practices of local communities being negatively and substantially impacted by centralized (often post-colonial) formal regimes as well as resistance by communities and their associated informal institutions to government policy. According to Ostrom (1990), formal and informal resource access and management institutions have been found critical in inducing collective actions and enforcement of regulations in resource management. The formal institutions are those regulations and legislations enacted by the state in the form of Acts, Ordinances and Laws. The informal institutions are made up by rules based on customs, traditions, and folk laws

Some roles are described below

a. To give political and popular support to the sustainable use of natural, human-made and cultural resources and environmental management for effectiveness at the federal, regional, zonal, wereda and community levels;

b. To ensure that legally established coordination and management bodies from the federal down to the community level handle the sectoral and cross sectoral planning and implementation issues identified as the responsibilities of concerned line ministries commissions, authorities and bureaus, as applicable to the level of organizations, including those of the relevant federal executive organs as well as regional and municipal governments, elected councilors, non-governmental organizations, community representatives, representatives of professional or other environmental associations and the private sector;

c. To use to the maximum, whenever possible, existing institutional structures;

d. To determine institutional arrangements for the formulation of conservation and natural resource development and management strategies, legislation, regulation, monitoring and enforcement using the following criteria:

(i) conformity with the Constitution, especially with respect to the decentralization of power;

(ii) harmonization of sectoral interests;

(iii) integration of environmental planning with development planning;

(iv) minimization of incremental financial requirements;

Page 44 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



e. To avoid conflicts of interest by assigning responsibilities to separate organizations for environmental and natural resource development and management activities on the one hand, and environmental protection, regulation and monitoring on the other;

f. To ensure that enforcement of government laws and regulations with respect to environmental protection remain the responsibility of federal and regional courts and administrations; nevertheless, where government's own development activities are controlled by laws and regulations, the monitoring of such laws and regulations to ensure compliance of specific ministries and other government entities should be carried out by the government organization responsible for environmental protection and regulation.

1. Informal Institutions

In different countries local knowledge and traditions have shown diversified means of forest management based on the customary rules and have found that, ethnographic

knowledge has important contribution with traditional institutions for forest use and management. Larson et al., (2010) have explained that most of the African forest management institutions are stemmed from the local traditions by which some are formalized with some modification and others still in an informal structure.

Nevertheless, traditional knowledge and informal institutions are dominated and ignored as if they are weak to manage NRs.

2. Formal institutions- Institutions are the set of rules to govern individuals, groups, NGOs, government agencies behaviors, and their actions. Institutions are “rules” that govern a specific activity of groups of individuals or organizations (Melaku, 2003; FAO, 2005). Tenure institutions are full bundles of rights. Property rights are institutions, which can have role in predicting individual actions and relationship in relation to NRs (Melaku, 2003; Meinze-Dick, 2005 and Abebe, 2010).

Page 45 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------

Overview of differences between informal and formal institutions

Aspects	Informal institutions	Formal institutions
Nature of evolution	Endogenous	Exogenous
Functional and structural arrangements	Site specific	Common at district or national level
External input and material support	Low	High
Consideration of social and cultural embeddedness	High	Low
Ownership	Local community	State
Enforcement and monitoring	Based on agreement of community	Legally by state

1.2. Interaction between Formal and Informal Institutions

Informal institutions are norms embedded in interactions between groups or individuals. They can consist of codes of conduct about appropriate behavior in the society or within particular organizations or professions. Just like formal institutions, informal institutions shape and condition what actors can do, should and should not do (Ostrom, 1990; Scott, 2001; Primmer, 2011 cited in Primmer et al., 2014). They differ from the formal ones in that they are not explicitly stated or written. The control of customs is social; breaking against informal rules triggers disapproval. As an example of informal institutions organizations or policy processes might give certain actors a decisive role, even if all actors formally hold similar positions.



Informal institutions about biodiversity conservation can include customary rights to access a resource, shared norms about what rights humans or animals have, or ways that phenomena are understood, framed, and categorized in everyday practice (Primmer et al., 2014). The stability of institutions and the clarity of rules contribute to predictability and efficiency in the society and in organizations. However, because institutions incorporate and express power relations, they may constrain the available management options. For this reason, institutions might cause tensions, trade-offs, and conflicts.

To avert the threats of biodiversity loss, natural and social sciences have helped by acquiring and applying knowledge about ecosystem conservation and restoration by strengthening the policy and practice of sustainable development. The concept recognizes that, the well-being of human society is closely related to the well-being of natural ecosystems. Sustainability science is building on need to take into account the knowledge of indigenous people as well and needs

collective intellectual resources of both formal sciences, and indigenous knowledge systems.

Page 47 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



Self-Check –1	Written test
----------------------	---------------------

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I. Fill the blank space

1. _____ is a set of rules, conventions and norms to regulate actions of individuals or groups.
2. _____ is a de jure body of rulemaking and enforcement in a hierarchical organizational structure, accompanied by codified norms of behavior and bureaucratic polity.
3. _____ refers to a rule system that largely lacks such official codification, and thus typically comprises habitual, verbalized, or customary rules, and conducts, which function as the *de facto* rulemaking and enforcement body

Test II. short answer (10pts)

1. What is institution? (2pts)
2. List and discuss the two types of institution? (2pts)
3. What is the role of institution in case policy implementation (3pts)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating - 5 points

Unsatisfactory - below 5 points



Information Sheet 2- Involvement of communities and rural population

Introduction

Community participation in local land management is important to the long-term success of conservation at a regional level. A prevailing notion is that community-based approaches to planning tend to be more effective because they incorporate the relevant knowledge and experience of those affected by land-use decisions (e.g., Brandon and Wells, 1992; McNeely, 1993). In this way, participation can help to mitigate potential and existing conflicts and empower the community to take a more active role in exploring management issues and initiating possible responses.

Community empowerment is both desirable and critical to the success of collaborative management. it serves four main purposes: (1) it promotes democracy and equality with equal opportunity to share in decisions, (2) it increases economic and technical efficiency because resource users have more clearly defined responsibilities for their actions, (3) it is adaptive and responsive to variation in local social and environmental conditions (locals are able to respond to changes more quickly than outsiders are), and (4) it increases stability and commitment to management that central government cannot duplicate.

2.1. Community participation

The function of community participation can be viewed from two broad perspectives--coercive or interactive. The difference between these perspectives is the level of input from, or power given to, the community. In the coercive approach, protected-area managers try to "sell" the idea of protection to the communities because they feel the protected areas are doomed unless local communities "buy into" them. The interactive point of view is that sustainable development and benefits to the protected area and surrounding communities are possible only to the extent that local people are involved.

Page 49 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



Community Based Natural Resources Management is an approach under which communities become responsible for managing natural resources (forests, land, water and biodiversity) within a designated area (CBNRM Net,2008). The community often assisted and monitored by outside technical specialist utilizes and protects natural resources within established guidelines according to a detailed, mutually agreed plan.

The active participation of stakeholders in natural resources decision making and use increases economic and environmental benefits (ibid, 2008)

Zulu, 2012 articulated that population growth and economic development increase pressure on resources (land, water, forest, and biodiversity) in most developing countries; limited government capacity to enforce laws and regulations has compounded to management problems particularly regulations which are inappropriate to social, cultural and ecological context thus leading to failure of the government attempts to conserve resources through top-down regulatory frameworks (Zulu, 2012).Alternatively; participation gives the community partial or full control over decisions regarding natural resources like water, pastures, forests, communal land, protected areas about fisheries; natural resources managers have found that increasing the role of the local people in managing their natural resources is the most appropriate solution (FAO,2013).

Community participation means some form of involvement of people with similar needs and goals in decisions affecting their lives.

community participation as the process by which professionals, families, community groups, government officials get together to work out something preferably in a formal or informal partnership.

Community Based Natural Resources Management (CBNRM) is a term that describe the management of resources such as land, forests, wild life and water by collective, local institutions for local benefits.

Page 50 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



The involvement of the community in the management natural resources has several purposes such purposes include:

- Reducing the degradation of marine and terrestrial biodiversity,
- To address resource use conflicts,
- To improve the community's quality of life and provide opportunities for economic activities.
- It also seeks to improve governance through building stronger community institutions and increased community capacity,
- Ensures empowerment and voice to the communities which in turn provide a vehicle for strengthening local governance in other spheres of social and economic development



Self-Check – 2	Written test
-----------------------	---------------------

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Part I. short answer (14pts)

1. What is the main purpose of community empowerment at local level (4pts)
2. What is community participation (4pts)?
3. Write the two function of community participation (6pts)

You can ask you teacher for the copy of the correct

Note: Satisfactory rating - 7points

Unsatisfactory - below 7 points



LG # 76	LO4: Facilitate and support local bye-laws formulation and implementation
---------	--

Instruction sheet

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Formulating and implementing of *local bye-laws*
- Revision and documenting Bye-laws
- Harmonizing Bye-laws

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Formulate and implement Local by-laws by communities in accordance with socio-cultural setting of society
- Assist and document Revisiting/Revision of bye-laws in accordance with the current situation of the community
- Harmonize Bye-laws with existing rules and regulations

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks” which are placed following all information sheets.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If you earned a satisfactory evaluation proceed to “Operation sheets
7. Perform “the Learning activity performance test” which is placed following “Operation



sheets”

8. If your performance is satisfactory proceed to the next learning guide,

9. If your performance is unsatisfactory, see your trainer for further instructions or go back to “Operation sheets”.



Information Sheet 1- Formulating and implementing of local bye-laws

Introduction

In Ethiopia the process of bylaws formulation starts at different levels (watershed, kebele¹) depending on the issue. For bylaw formulation starting at watershed level a watershed committee elected by the watershed community and representing different villages in the watershed drafts the proposed bylaws which are discussed by the watershed community. After the draft is agreed by the watershed community, it is forwarded to the Kebele administration. Discussions are made by the Kebele council members and watershed representatives. The kebele administration forwards the draft to the Wereda² Court where lawyers establish if the bylaws are in line with the different laws and rights in the country. The proposed bylaws are then forwarded to the Wereda Council for endorsement. Once approved, the bylaws are recorded in the main Wereda file. The approved bylaws are returned to the Kebele council and a copy made available to the Zone.

The formulation of most of the existing by-laws did not fully involve the local communities. For example, in Kapchorwa, it was observed that there was inadequate participation of the poor and civil society organizations in NRM bylaws formulation. Failure to involve all possible stakeholders in the process of bylaws formulation would render most bylaws ineffective.

Page 55 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



1.1. local bye-laws

Bye laws can be defined as rules or regulations initiated by local communities and passed by local governments at district or lower levels through Local government council resolution. It can also be defined as a rule relating to a matter of detail; as, civic societies or corporations often adopt a constitution and by-laws for the government of their members. In Ethiopia, bye laws are made at Kebele (Peasant Association) and other lower local government levels e.g. Villages and Gotes.

Like other policies and legislations, bye laws are tools to help govern society members towards acceptable social behavior and to allow society to achieve justice that is predictable, fair and right. In the context of SLM, bye laws are made to put in place local means to implement community objectives and development policies to guide rational use of the relevant land and land resources. They help put the national laws in the local context and put in place mechanism for actions on use, misuse and abuse of natural resources.

Bye laws therefore help to:

- empower communities in deciding on natural resource management issues and concerns that affects their livelihoods
- put in place measures to sustain the benefits for future use, bearing in mind the livelihood aspects.
- contribute to national, regional and international objectives to prevent land degradation

1.2. Involvement of communities in bye law formulation

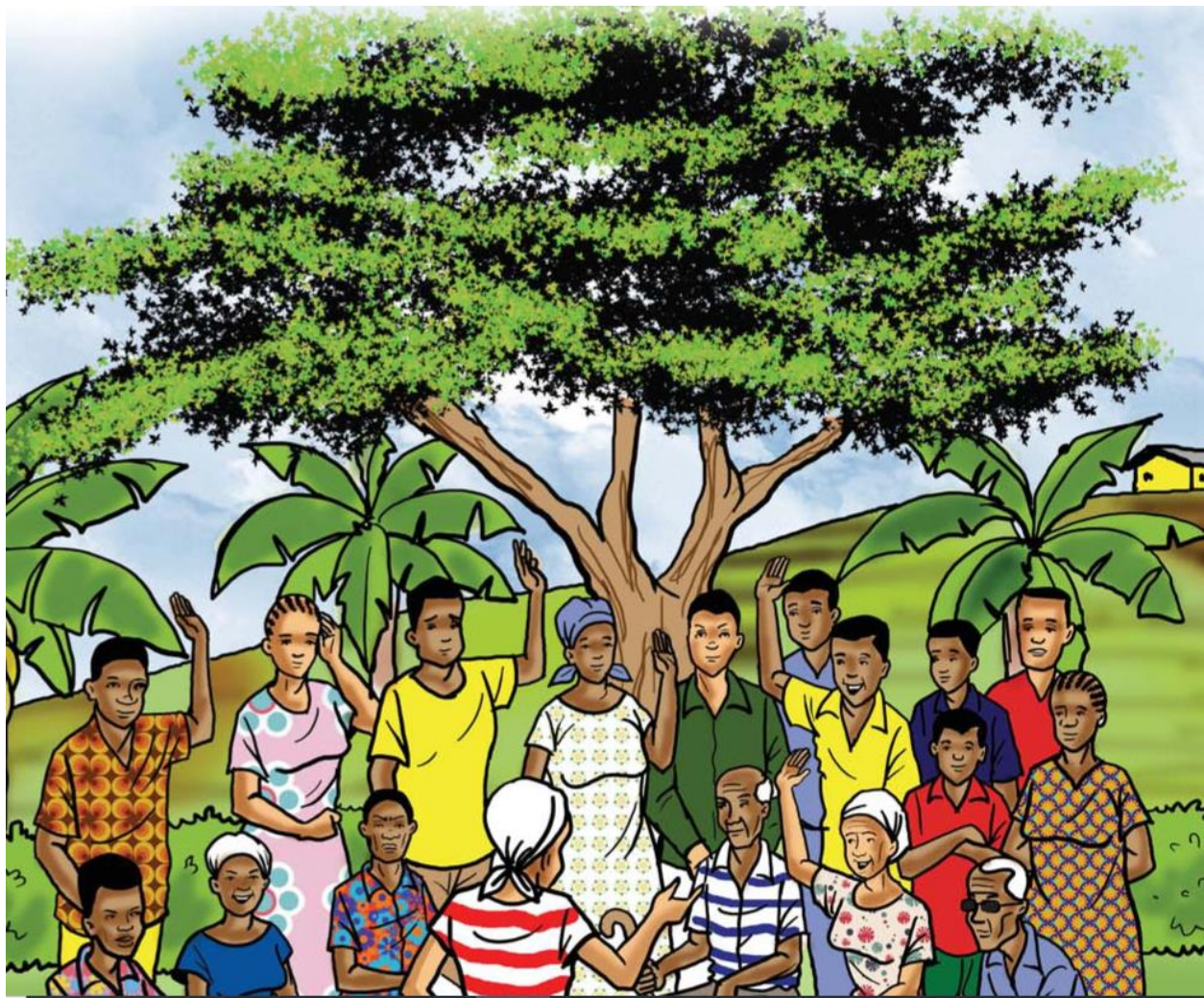
Community involvement in bye law development is important to build consensus and community acceptance of the rules and regulations governing natural resources.

In addition, communities are core stakeholders because of the knowledge and experiences they have on natural resource issues.

In many countries, bye laws are legally recognized in national laws. In Ethiopia, they are recognized under the 1995 Constitution. Local governments have authority to formulate and pass bye laws, as long as they do not conflict with the national level laws and the Constitution.

Page 56 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------

However, one of the keys past short comings of Ethiopia’s policy and legislation was the use of the “top-down” approaches to policy formulation, where governments took up planning, development, operations, and maintenance of development activities with limited involvement of local communities. This created a culture of dependence on the central government with respect to policy formulation. It also resulted in the local communities having a limited sense of ownership, understanding and willingness to implement the relevant policies and legislation



Pic.1. community involvement in by-law formulation



process of bye law formulation

Formulation of bye laws is a flexible undertaking that should allow including new experiences and lessons learnt during the process. The facilitator should therefore be sensitive to the prevailing situation and adjust according to the available circumstances. There are seven key steps that are necessary during bye law formulation and implementation

1. Setting the Agenda
2. Consultations and Formulations
3. Review and feedback to the communities and leadership
4. Formal Approval
5. Endorsement, Printing and Publicity
6. Implementation, Participatory Monitoring & Evaluation
7. Revision

Page 58 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------

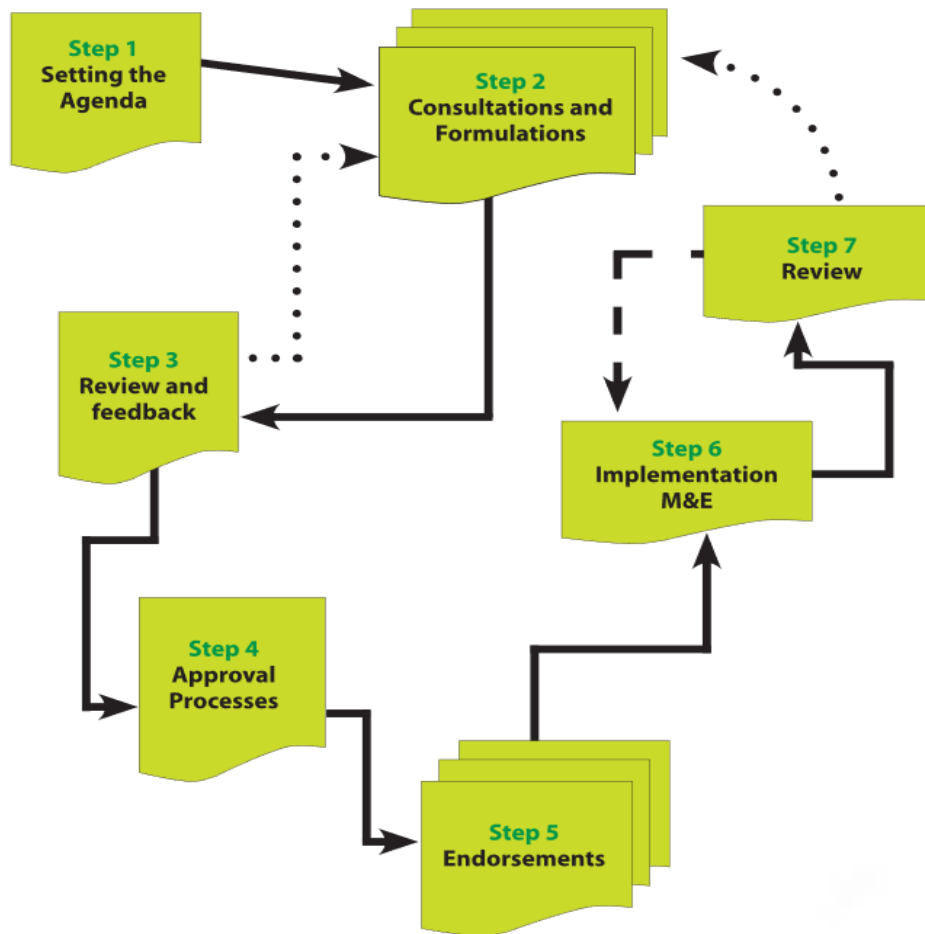


Fig.2. Key steps in bye law formulation and implementation



Self-check 1	Written test
--------------	--------------

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Choose the correct answer (2pts each)

- _____ is a rules or regulations initiated by local communities and passed by local governments at district or lower levels through Local government council resolution
 - Bye laws
 - Policy
 - law
 - legislation
- Process of bye law formulation includes one of the following except,
 - Setting the Agenda
 - Consultations
 - informal Approval
 - Implementation
- One is not true in bye law participation
 - top-down approach
 - Common approach
 - communities are core stakeholders
 - none

Test II: Give short answer (12 point)

- What is local bye-law? (2pts)
- List the process of formulating local bye-law (4pts)
- Write the importance of bye-law implementation (6pts)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating - 7 points Unsatisfactory - below 7 points



Operation Sheet 1	Identify local bye law formulation
--------------------------	---

Objective to Identify local bye law formulation

Materials needed:

1. Camera
2. video recorder
3. note book
4. pen
5. Over all tent

Procedures:

1. Select one rural kebele
2. collect resource required
3. ask as they are volunteer to communicate you
4. select the elders or popular person to get more idea
5. ask them the process of bye law formulation
6. identify what type of bye law has been implemented
7. Prepare a report



Information Sheet 2- Revision and documenting Bye-laws

Introduction

Major revisions in Special Interest Group (SIG) bylaws may be occasioned by the merger of two SIGs, or because a number of major changes in SIG governance are contemplated, or because a major revision of the SIG bylaws has not occurred in many years. The formation of a new SIG also means developing bylaws for the SIG; there is a template for SIG bylaws.

2.1. Revising bye law

The power to pass a bylaw includes the power to amend or repeal it.

the amendment or repeal must be made in the same way as the original bylaw and is subject to the same consents, conditions, or advertising requirements as the passing of the original bylaw.

Revising bye laws includes the following

- (a) omit and provide for the repeal of a bylaw or a provision of a bylaw that is inoperative, obsolete, expired, spent or otherwise ineffective;
- (b) omit, without providing for its repeal, a bylaw or a provision of a bylaw that is of a transitional nature or that refers only to a particular place, person or thing or that has no general application throughout the municipality;
- (c) combine 2 or more bylaws into one bylaw, divide a bylaw into 2 or more bylaws, move provisions from one bylaw to another and create a bylaw from provisions of one or more other bylaws;
- (d) alter the citation and title of a bylaw and the numbering and arrangement of its provisions, and add, change or omit a note, heading, title, marginal note, diagram or example to a bylaw
- (e) omit the preamble and long title of a bylaw
- (f) omit forms or other material contained in a bylaw that can more conveniently be contained in a resolution, and add authority for the forms or other material to be prescribed by resolution;
- (g) make changes, without materially affecting the bylaw in principle or substance,
 - (i) to correct clerical, technical, grammatical or typographical errors in a bylaw,

Page 62 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



- (ii) to bring out more clearly what is considered to be the meaning of a bylaw, or
- (iii) to improve the expression of the law.

The amendment to bye-laws shall only be passed by a resolution of the meeting of the general body in which a quorum is present by a vote of not less than two thirds of the members present there and not less than 15 clear days' notice for considering of such amendment has been previously given.

Page 63 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



Self-check 2	Written test
---------------------	---------------------

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Give short answer (12 point)

1. Why revising bye law? (2pts)
2. List process of revision (4pts)
3. Write down the evaluation process (6pts)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating - 6 points Unsatisfactory - below 6 points



Information Sheet 3- Harmonizing Bye-laws

Introduction

Unifying or harmonizing the laws of different countries means replacing, to respective degrees, the existing national laws with common rules. The merits of law unification or harmonization may seem to be obvious. Engaging in a commercial operation with a partner of another legal system immediately raises the question of which law will govern the relationship, with the consequence that, for one of the parties, the contract will be subject to unfamiliar rules (perhaps even for both parties if the law of a third party is determined to be applicable).

harmonization aims to:

- create consistency of laws, regulations, standards and practices, so that the same rules will apply to businesses that operate in more than one member state, and so that the businesses of one state do not obtain an economic advantage over those in another as a result of different rules.
- reduced compliance and regulatory burdens

3.1. Harmonizing with Policy Strategic Actions

The process of harmonizing local bye law and natural resources policies includes

1. Develop protocols for regional collaboration in the areas of joint control of alien plant and animal species, locusts, grasshoppers, the obnoxious water weeds, tsetse fly infestation, disaster preparedness and response plans; and pastoralism.
2. Develop manuals for mainstreaming cross-cutting issues (environment, gender), into development plans, programs and activities of Member States.
3. Develop a framework for the use of community bye-laws as a tool for transboundary resources management including quarantine and transboundary transport of flora and fauna.
4. Awareness creation promoted and the process of developing appropriate strategies and concepts in transboundary resources management supported and guided

Page 65 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------

5. Promote the development of ecosystems approaches to environment and natural resources management and the establishment of region-level river basin organizations where these do not exist.
6. Member States assisted to comply with the provisions of, and benefit from, the international instruments

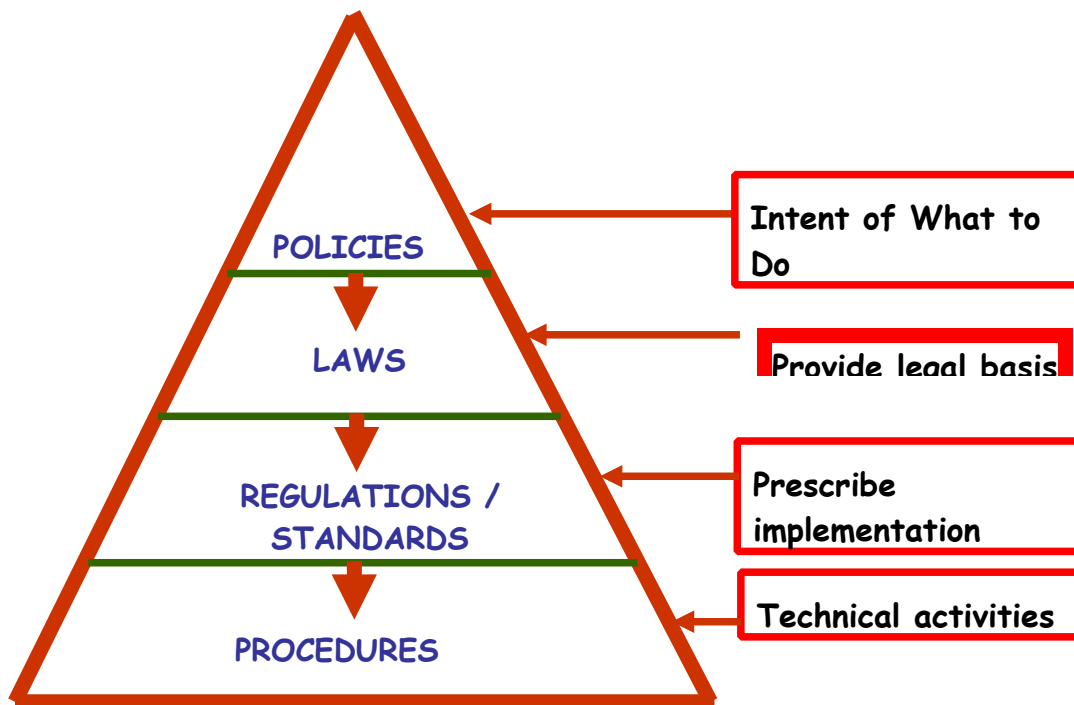


Fig 3. Harmonizing by law with policy



Self-check 3	Written test
---------------------	---------------------

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Give short answer (8point)

1. Why harmonizing local bye law? (2pts)
2. What is the main objective of bye law harmonizing? (4pts)
3. What is harmonization? (2pts)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating - 4 points Unsatisfactory - below 4points



LAP Test	Practical Demonstration
-----------------	--------------------------------

Name. _____ ID _____ Date: _____

Time started: _____ Time finished: _____

Instructions: Given necessary templates, tools and materials you are required to perform the following tasks within 6 hours.

Task 1. Identify local bye law formulation



LG #77	LO5: Establish Informal institutions for conflict resolution
--------	---

Instruction sheet

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Identifying Source of conflicts
- Conflict resolution committee
- Conflicts Resolution mechanism
- Reporting un resolved conflicts

Reporting un resolved Conflicts This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Identify Source of conflicts through discussion with communities
- Elect Conflict resolution committee members from the community based on acceptance by community
- Resolve Conflicts based on various conflict resolution mechanisms
- Report Conflicts which are not resolved to respective authority

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks” which are placed following all information sheets.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If you earned a satisfactory evaluation proceed to “Operation sheets



7. Perform “the Learning activity performance test” which is placed following “Operation sheets”
8. If your performance is satisfactory proceed to the next learning guide,
9. If your performance is unsatisfactory, see your trainer for further instructions or go back to “Operation sheets”.



Information Sheet 1- Identifying Source of conflicts

Introduction

Conflict is not a new phenomenon in the history of human beings. It always exists as long as human beings live together and it is an inescapable human experience. Conflict can be understood as engagement in a fight or possible confrontation between two or more parties as aspiring towards incompatible or competitive means or ends (University of Peace, 2005). According to Francis (2006), conflict is by definition natural and unavoidable part of human existence, i.e. a nature disagreement resulting from individual or groups that differ in attitude, beliefs, values or needs.

Conflict appears to be an integral component of human performance in diverse activities. The term could be classified based on different criteria's and variables, and this creates difficulty in formulating an operational and exact definition. According to Slabbert (2004), conflict is a process that begins when one party perceives that another party has negatively affected, or is about to negatively affects, something that the first party cares about. Hence, attempting to avoid conflict is not only going against nature but it is also going against development. However, conflict should be wisely resolved before it turns to be destructive

1.1. Source of conflict

Land, water, forests and livestock as well as marine life are primary sources of income for a good part of the population of developing countries. In many cases, natural resources are considered common goods or are utilized by several users. Resource management always involves cooperation but also different often competing interests.

To prevent violent conflicts, assess risks and foster adaptation as well as innovation, we advocate for increased analysis of interest and needs of actors, as well as their power relations and rights that influence resource management in different settings. Evidence shows that good analysis and subsequent measures allow projects to increase their impact and contribute to conflict prevention.

Page 71 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



Conflicts over natural resources are not a new phenomenon. A series of factors or trends are known which often trigger or substantially exacerbate conflicts over natural resources. The result is that local/traditional mechanisms are no longer able to address or solve conflicts and mediate diverging interests. The following list gives an overview of such factors:

- In most cases, natural resources have more than one user. Without clear agreements and/or legal status, this opens doors for conflicts, which reflect the power relations between users.
- Economic and population growth, combined with the destruction of ecosystems leads to a situation where competition over resources increases. Such conditions can easily exacerbate the potential for conflicts, particularly where other conflict factors (e.g. politicized ethnicity or social inequality) are also present.
- Climate change substantially affects developing countries. More and longer drought periods increase the pressure on natural resources, thus triggering new or worsening existing conflicts.
- A richness in natural resources (e.g. timber, mining, gold) can increase corruption and create a so-called “resource curse”. Here, conflicts between state officials or companies on one side and rural people and their organizations on the other side are likely to occur.
- Political changes in many countries, especially in fragile contexts, can create new aspirations in terms of exploitation of resources. Functioning institutions, arrangements and regulations are especially necessary in such situations.
- Official laws regarding natural resources management do often not match with traditional indigenous user rights and regulations, thus causing conflicts between government officials and local users.
- Privatization policies of common natural resources or services can trigger serious (political) conflicts within a society (e.g. land grabbing).
- Especially in post-war situations, but also in areas with neighboring countries experiencing armed conflict, weapons are easily available. At

Page 72 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



times, armed groups play a role in controlling the access to natural resources or landlords are having their possessions guarded by armed militia. If safety and security are not guaranteed by the state, even small producers' resort to weapons. This often leads to smaller or larger scale war-like confrontations between different ethnic groups or producers.

Types of conflicts arising in NRM

Intra micro–micro conflicts:

- disputes over land and resource ownership, e.g. between private and communal land owners;
- disputes over land boundaries between individuals or groups;
- latent family and relationship disputes;
- disputes due to natural resource projects being captured by élites and/or those who happen to own resources of a higher quality;
- breaking of CPR constitutional or operational rules, such as protection agreements for grazing areas, fish net sizes, forests, or misappropriation of funds
- disputes over the unfair distribution of work and profits.

Inter micro–micro conflicts:

- conflict between land-owners and resource users;
- conflict between indigenous CPR groups, and more recent settlers;
- disputes generated by jealousy related to growing wealth disparities;
- lack of co-operation between different community groups;
- disputes over renewal arrangements for leased land;
- internal land ownership disputes ignited by the speculation activities of commercial companies;
- resentment built up due to lack of representation on village committees.

Micro–macro conflicts:

- contradictory natural resource needs and values, e.g. between wildlife habitat protection and local livelihood security;
- cultural conflicts between community groups and outsiders;
- disputes over project management between community groups and outside project-sponsors;

Page 73 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development -L IV	Version -1 September, 2021
---------------	--	--	-------------------------------



- disputes caused by political influence (national, provincial or local);
- disputes arising from differences between the aspirations of community groups and expectations of NGOs or commercial companies;
- off-site environmental impacts affecting unintended third-parties.



Self-check 1	Written test
---------------------	---------------------

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Give short answer (10 point)

4. List and Explain conflict arise in resource utilization? (4pts)
5. List at least three sources of conflict (3pts)
3. Why conflict occur (3pts)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating - 5 points Unsatisfactory - below 5 points



Operation Sheet 1	Identify source of conflict
--------------------------	------------------------------------

Objective to Identify source of conflict

Materials needed:

1. Camera
2. video recorder
3. note book
4. pen
5. Over all tent

Procedures:

1. Select one rural kebele
2. collect resource required
3. ask as they are volunteer to communicate you
4. ask them why conflict occur
5. identify the main sources of conflict
6. Prepare a report



Information Sheet 2- Conflict resolution committee

Introduction

A committee can be one of the most productive tools that an association has for goal achievement. But committees are also indispensable to the work of an association, enabling work to get done in the most efficient manner. But committees can also be incredible time sucks, eating up countless hours while not accomplishing much. According to Bain and Company, “At their best, committees are an efficient way of assembling people. They facilitate debate on important issues, and they can be effective forums for decision making. So, the challenge is to manage committees well; to get the most out of them while nipping their dysfunctional traits in the bud.

Committees don’t work well when there is:

- 1. Lack of long-term agenda.
- 2. Reliance on bad information.
- 3. Inability to focus on the right issues.
- 4, Poor involvement by one or more members.
- 5. Lack of clear purpose.

2.1. Effective Committees

Committee Members should be carefully selected, preferably from among persons of equal status, and possessing ability to help fulfill the purposes of the committee.

There are at least five elements to ensure committee effectiveness:

- 1. Written Committee Description. There should be a written description of what is expected of each committee to guide the chair and members. The description should summarize the purpose of the committee, its composition and selection procedure, and the specific duties of the committee.
- 2. An Effective Committee Chair. A good committee chair needs to understand the content of the committee and have experience relevant to the work of the committee as



well as proven leadership and people skills that will be essential if the committee is to work effectively. You want a good leader of people and process, someone who feels confident in guiding committee members to accomplish the task in a timely manner.

The committee chair must also have confidence in the members, and put the committee's success over his or her own goals.

The good chair is one who can work with people, who can excite them to work together and draw out each members' best skills.

3. Effective Members Appointed. You need members who have been thoughtfully appointed. They should be recruited with the following question in mind: What tasks are the committee responsible for and who among our members possess the skills and experience needed to complete those tasks? Match the needs and requirements of the committee and the skills, knowledge and interests of prospective committee members.

4. Accountability to the Central institution. Committees must have clear accountability. This begins with the written committee function that describes what is expected from the committee.

5. Well-run Meetings. If a committee meets the above four factors, then the meetings will likely be well run. "In a sense, if a committee reflects the first five indicators of effectiveness a clear description of its work, a chair that knows how to lead, a solid match between the interests, skills and experience of individual members on the one hand, and the needs and requirements of the committee on the other, a good mix of members, and direct accountability to the board. we will have the makings of excellent committee meetings. It will still be important to provide for meeting space that matches the needs of the group, a written meeting agenda and any necessary information mailed out to members in advance of the meeting."

There are also some personal characteristics of the effective chair that also need to be considered:

- Has confidence in other committee members;
- Wants to release the potential energy of the group;
- Is willing to relinquish some of the chair's formal authority if the job requires it;



- Is more interested in the committee's success than in his or her own feeling of personal importance; and is committed to creating a welcoming, inclusive environment for all and to uphold commitment to equity, diversity and inclusion.

Factors to be considered during meeting

- a. Set the agenda. The agenda provides a road map for the conversation so make sure the leader has a clear agenda before the meeting starts. That agenda needs to be communicated on a handout in advance of the meeting, and any other necessary information should be e-mailed out to members in advance of the meeting.
- b. Clarify the decision-making process. The chair must clarify its decision-making process at the outset. Is it by majority vote? Is it that the chair gathers input and then he or she makes the decision? Make it clear from the outset how decisions will be made.
- c. Start on time and end on time. "A definitive end time will help ensure that you accomplish what's on your agenda and get people back to work promptly
- d. Make sure the leader lets people speak. a leader is to flush out all the facts, all the opinions, and at the end make a good decision.
- e. End with an action plan. Determine who is responsible for what and what the timelines are. The secretary must record all time frames to make sure all action items are taken care of and followed up on.
- f. Do a meeting audit every few months. The chair should examine the results of each meeting and determine whether they are effective. Review the meetings that worked and didn't, and determine if you need every meeting you've held.



Self-check 2	Written test
---------------------	---------------------

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Give short answer (10 point)

1. Write down characteristics of the effective chair? (2pts)
2. What factors must be considered during meeting (4pts)
3. Write down at least four characteristics of effective committee (4pts)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating – 5 points Unsatisfactory - below 5 points



Information Sheet 3- Conflicts Resolution mechanism

Introduction

As long as people live in society or group, there are conflicts arising from differences of interests, prejudice, needs and ambitions. Therefore, the approach adopted to prevent or resolve such difference of interests determines its resolution. In other words, when a conflict happens, the crucial point should be the effective adoption of the necessary principle of the resolution. Indigenous mechanisms are grass root approaches to solve conflicts by the society. The most important elements involving in this mechanism include the tradition of forgiveness, respect for elders because of their symbolic authority to enforce decisions and transfer of resource as compensation (Zartman, 2000).

Indigenous conflict resolution typically incorporates consensus-building based on open discussions to exchange information and clarify issues. Conflicting parties are more likely to accept guidance from these mediators than from other sources because an elder’s decision does not entail any loss of face and is backed by social pressure. The end result is, ideally, a sense of unity, shared involvement and responsibility, and dialogue among groups otherwise in conflict (USAID, 2005).

3.1. Conflicts Resolution

- 1. Facilitation-** Facilitators are used to help make group processes more effective and efficient. The facilitator is impartial and leads the parties in a structured process that helps the group achieve agreement and resolution of an issue by providing a “safe” setting for the airing of differences, keeping meetings on track, insuring equal time for all participants, instilling a sense of fairness in the process, offering optional processes and approaches, and moving parties toward consensus. Variations include co-facilitation, circles, and town meetings. Facilitators are also used for informed discussions, which do not have agreement building as the task or goal of the meeting.



2. **Mediation.** In mediation, an impartial third party helps disputants improve their relationships, clarify their future plans, resolve a dispute or plan a transaction, but does not have the power to impose a binding solution.
3. **Coercion-** Threatening or using force to impose one's will.
4. **Partnering.** A formal, but non-binding agreement among parties playing different, but interdependent roles in an undertaking. In general, partnering is a proactive attempt by interdependent groups to create a working relationship conducive to trust, understanding and the pursuit of mutually acceptable goals. Parties make agreements in principle to share risks and promote cooperation. Partnering may be used, for instance, in construction projects.
5. **Arbitration-** Submitting a conflict to a mutually agreeable third party who renders a decision. Many arbitrations are voluntary in that both parties agree to submit the dispute to arbitration as part of an agreement. Some collective agreements provide for arbitration of grievances and other matters. The parties often agree on selection of the arbitrator and procedural rules. Rules of evidence and procedure are usually more relaxed than the rules of court. Arbitration can also be ordered by a court or be compelled by a statute, and in such cases a judge or authority figure usually appoints the arbitrator. An arbitrator has limited jurisdiction that is strictly determined by the construction of the relevant arbitration agreement, statute or regulation. Agreements can be binding or advisory, depending on the forum and the agreement between the parties prior to submitting their case to arbitration.
6. **Adjudication-** Adjudication includes decision-making by a judge in a court, by an administrative tribunal or a specially appointed commission. An adjudicator determines the outcome of a dispute by making a decision for the parties that is final, binding and enforceable.



Self-check 3	Written test
---------------------	---------------------

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Give short answer (14 point)

1. What is cost (2pts)
2. What is the importance of estimating cost (4pts)
3. Write down elements of cost (6pts)
4. Who is responsible body to estimate cost? (2pts)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating - 6 points Unsatisfactory - below 6 points



Operation Sheet 3	Identify conflict resolution mechanism
--------------------------	---

Objective to Identify conflict resolution mechanisms

Materials needed:

1. Camera
2. video recorder
3. note book
4. pen
5. Over all tent

Procedures:

1. Select one rural kebele
2. collect resource required
3. ask as they are volunteer to communicate you
4. ask them ways of conflict resolution
5. identify the best option
6. Prepare a report



Information Sheet 4- Reporting un resolved Conflicts

Introduction

Conflict is not always resolved. There are times when positions are too strong and independent to change that no agreement can be met (Floyd, 2009). A conflict will then be pushed to the background of the relationship, unresolved. Research shows that different types and styles of conflict revolve around unresolved conflict. Avoiding, stonewalling, serial arguments, perpetual arguments, and intractable arguments all play a role in circumstances surrounding unresolved conflict

4.1. Unresolved Conflict

1. Avoidance

Avoiding a conflict can leave it unresolved. Folger et al. (2001) defines an avoidance strategy as one in which a party will refrain from openly addressing or managing the conflict. It is avoided because a party prevents it from happening. Although avoidance can sometimes be a good thing, there are many instances where conflict exacerbates, when parties try to make it disappear (Floyd, 2009). Wilmot and Hocker (2001) establish two consequences resulting from avoidance. First, avoidance can lead to more avoidance. This perpetuates into a downward “spiral of avoidance” (Wilmot & Hocker, p. 243). Secondly, conflict avoided once can lead to the escalation conflict, and this pattern can repeat. Both courses do not resolve the conflict. They can cause future eruptions because the conflict has not been reduced and the contribution of both parties is not acknowledged (Wilmot & Hocker, 2001)

2. Stonewalling

More than avoiding, stonewalling is another precursor to unresolved conflict. The act of stonewalling occurs when one party, who is listening, proceeds to withdraw completely from the interaction (Gottman; 1999; Floyd, 2009; Wilmot & Hocker, 2001)

3. Serial Arguments

Once unresolved conflict has been conceived, it can continue to live and grow in the form of serial arguments. Conflict over a particular issue that remains unresolved from a



single argument and is reintroduced in subsequent arguments is the foundation of serial arguments (Miller et al., 2008; Johnson & Roloff, 1998).

Essentially, when an argument ends without resolution and begins again (and often again) without any change of topics, it has become serial. Vuchinich (1987) contributes that arguments can have a quick ending or continue for a long while because of the pressure one party puts on another to conform. In W. L. Benoit and P. J. Benoit's (1987) study, reoccurring arguments with the same person were about the same issue 40% of the time. Johnson and Roloff (2000) contend that these reoccurrences are due to the inability of both parties to align their views after the primary clash between both sides. Hence, serial argument ensues in frequent cases of unresolved conflict

With the common occurrence of serial arguments, negative effects can occur. The most important factor revolving around serial arguing is perceived resolvability, or the supposed progress each party thinks they are making toward a resolution.

4. Intractable Conflict

Intractable conflict is almost indistinguishable from perpetual conflicts because it too describes conflicts that seem to be unresolvable (Coleman, Vallacher, Nowak, & Bui Wrzosinska, 2007). Northrup (1989) defines intractable conflict as being resolve-resistant, progressively intensifying, and exemplifying attempted destructiveness on the behalf of at least one party involved. This category of unresolved conflict is both heated and hostile. Longevity of these intractable conflicts is a factor, too, because many consume a lot of time.

Reporting

1. Employee Information

Name of employee reporting incident:

Employee's job title:

Date of meeting with immediate supervisor:

Date of meeting with department head (if applicable)

2. Conflict Information

Date/time of incident:

Location of incident:

3. Description of Conflict



- 4. Witnesses to incident:
- 5. Signature of person preparing report

Self-check 4	Written test
---------------------	---------------------

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Give short answer (12 point)

1. What is un resolved conflict (2pts)
2. List at least for un resolved conflict (4pts)
3. Who prepare un resolved conflict (6pts)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating - 6 points Unsatisfactory - below 6 points



LAP Test	Practical Demonstration
-----------------	--------------------------------

Name. _____ ID _____ Date: _____

Time started: _____ Time finished: _____

Instructions: Given necessary templates, tools and materials you are required to perform the following tasks within 6 hours.

Task 1. Identify sources of conflict

Task 2. Identify conflict resolution mechanisms



Reference

1. Primmer E.; Schleyer, C.; Bela, G.; Bouwma, I.; Görg, C.; Keune, H.; Mortelmans, D. and H. Saarikoski (2014): Institutional Analysis. In: Potschin, M. and K. Jax (eds): OpenNESS Reference Book. EC FP7 Grant Agreement no. 308428.
2. Larson, A., M., Deborah, B., Ganga, R. D. and Colfer, C. J.P. (2010). Forest For People: Community Forest Tenure Reforma. London, Washington DC. Earthscan.
3. Lingard M, Raharison N, Rabakonandrianina E, Rakotoarisoa J, Elmqvist T (2003). The role of local taboos in conservation and management of species: The radiated tortoise in Southern Madagascar: Conservation and Society, 1: 223-246
3. North D. (1990). Institutions, Institutional Change and Economic Performance, Cambridge University Press, Cambridge, UK.
4. ASARECA 2010. Assessment of Policy, Legal Frameworks and Institutional Governance Structures in Dendi and Were Jarso Districts, Uganda. Entebbe, ASARECA
5. FAO (1999). Incentive systems for natural resource management. Environmental Reports Series FAO Investment Centre. Rome, Food and Agriculture Organization of the United Nations.
6. Smith, P. (1998). The use of subsidies for soil and water conservation: A case study from western India. Network Paper No. 87. London, Agricultural Research & Extension Network. Overseas Development Institute.
7. Tomforde, M. (1995). Compensation and incentive mechanisms for the sustainable development of natural resources in the tropics: their socio-cultural dimension and economic acceptance. Report prepared for the German Agency of Technical Cooperation (GTZ), Eschborn.
8. WorldBank (2008). Sustainable land Management Resource Book



ACKNOWLEDGEMENT

We wish to extend thanks and appreciation to the many representatives of TVET instructors and respective industry experts who donated their time and expertise to the development of this Teaching, Training and Learning Materials (TTLM).

We would like also to express our appreciation to the TVET instructors and respective industry experts of Regional TVET Bureau, TVET college/ Institutes, Holeta Polytechnic College, East Africa Skills for Transformation and Regional Integration Project (EASTRIP) who facilitate the development of this Teaching, Training and Learning Materials (TTLM) with required standards and quality possible.

This Teaching, Training and Learning Materials (TTLM) was developed on September, 2021 at Adama, Pan- Africa Hotel.

Page 90 of 91	Holeta polytechnic college Author/Copyright	TVET program title- Natural Resource conservation & Development L-IV	Version -1 September, 2021
---------------	--	---	-------------------------------



The trainers who developed the learning guide

No	Name	Qualification	Educational background	Region	E-mail
1	Belay Beyene	B	NRM	Oromia	belaybe.bb@gmail.com
2	Dereje Siyoum	B	Agr. Engineering	Oromia	derejeseyoum99@yahoo.com
3	Mohamed Kabo	B	NRM	Oromia	mohakabo.kabo1@gmail.com
4	Sekata Kenea	A	NRM	Oromia	sekata.ken@gmail.com