

**LAKE TANGANYIKA BIODIVERSITY PROJECT**

**REPORT ON THE SEMINARS FOR INTER SECTORAL EXTENSION  
WORKERS AND LOCAL COMMUNITY LEADERS ON SUSTAINABLE USE  
OF THE LAKE RESOURCES –APRIL, 2000**

**BY :**

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# **Seminar for Inter Sectoral Extension Workers and Local Community Leaders on Sustainable use of Lake resources**

## **1.0 Recommendations**

It is recommended that:

- 1.1. Follow-up to be carried to the villages where the seminars were conducted in order to assess the progress /implementation of strategies/activities decided during the seminars.
- 1.2. The Government to design a mechanism or a provision to assist the fishermen in getting loans in order to afford the recommended fishing gears.
- 1.3. Due to high rate of piracy along the lake shore, the Government is requested to protect the fishermen from bandits who steals the fishing gears.
- 1.4. For the future activities that will involve a long travel on the lake, the use of small engine boat is not safe due to the fact that the engine can as well be robbed by the bandits.
- 1.5. Political leaders who are in most cases decision makers need to be sensitized on the sustainable lake usage.
- 1.6. Environmental education (EE) being an endless process, it is strongly recommended that the government or any their funding agency should assist EE activities as a way of reminding the community the sustainable usage of lake resources.

## **2.0 Introduction**

This report describes the outcome of the seminars for inter Sectoral extension workers and local community leaders on sustainable use of the Lake resources. The seminars were conducted in six villages along the lake shore in Kigoma and Rukwa regions.

In Tanzania for quite some times environmental issues have been handled in isolation or without involving other sectors. For example its very common to find Forestry officers advocating tree planting and at the same time Agricultural officers encouraging farmers on expansion of agricultural land. This contradiction sometimes creates a confusion within the Community. Also in some instances, the village leaders and extension officers doesn't work as a team due to various factors. These reasons and many others necessitated the above mentioned seminars which aimed at bringing environmentally related sectors together.

The seminars, therefore were partly a follow-up of the previous PRAs where the feedback were given and partly to train the participants on the use of posters and prepared set of questions. The Project background and activities were explained to participants and some questions were raised regarding further collaborations in terms of implementation of recommendations from various Special Studies.

The seminars drew participants from various institutions and local leaders. These include: Health, Education, Fisheries, Agriculture, Community development, Forestry, village chairpersons, Ward Secretaries and religious Leaders.

## **2.1 Training needs**

The following could be summarized as the training needs:

A changed approach of the participants in their day to day activities and work as a team (as opposing the current very sectorised approach.).

Visual information (posters) on the lake environment and how to use this as teaching and learning materials (combine posters and questions)

Link PRAs and other training (follow-up of previous studies)

Facilitation of the communities to make their own, sensible decisions for sustainable use of the Lake.

## **2.2 Seminar Aim and Objectives**

The aim and objectives of the seminars were:

### **2.2.1 AIM:**

To provide participants with skills in the use of posters and questions (teaching /learning material) so that they can use them in their localities to facilitate new undertakings about the Lake and to initiate decisions regarding sustainable lake usage.

### **2.2.2 Objectives**

By the end of seminar, participants will be able to:

- Identify the project activities
- Combine poster and questions to discuss environmental problems with their respective target groups
- Build a team where they can work as Inter-sectoral as opposing the current sectoral approach.
- Share experience between participants
- Decide on the way forward regarding lake management.

### **2.2.3 Seminar Contents**

### **Introduction**

- Previous PRA's
- Team work
- Participants (Introducing each other)
- Over view of the day
- Project activities

### **Poster No. 1**

- Explanations
- Group work to answer the questions
- Feedback (Presentations)
- Discussions and round up

### **Poster No. 2**

- Explanations
- Group work to answer the questions
- Feedback (Presentations)
- Discussions and round up

### **Summing up**

- Way forward
- Link between sectors.

### 3.0 Timetable

The timetable was discussed and agreed upon by the seminar participants. This timetable was flexible depending on the prevailing circumstances in each village. The timetable was arranged as from 9.00 am to 5.00pm as shown below:

DAY/ TIME	TIME	ACTIVITY/FUNCTION	RESPONSIBLE
03-4 13.04.2000	09.00-09.20am	Registration	All
	09.20-09.40am	Introduction	All
	09.40-10.15am	Seminar objective	Seminar-Coordinator
	10.15-10.30am	Participants Expectations	Participants and Facilitators
	10.30-11.00am	<b>Tea break</b>	All
	11.00-11.15am	Short explanation on poster I	Coordinator EE
	11.15-12.00pm	Group Work	Participants
	12.00-12.45pm	Presentation of Group Work	Participants and Facilitations
	12.45-01.15pm	Discussion	All
	01.15-02.15pm	<b>Lunch Break</b>	All
	02.15-02.30pm	Short explanation on poster II	Coordinator EE
	02.30-03.15pm	Group Work	Participants
	03.15-03.30pm	Presentation of group work	Participants and Facilitators
	03.30-04.00pm	<b>Tea Break</b>	All
	04.00-04.20pm	Discussion	All
	04.20-05.00pm	Sectoral linkages, plans/way forward/strategies	Participants and facilitators.

### 4.0 Seminar participants and facilitators

#### 4.1 Participants

The seminar drew participants from various environmentally related institutions and local leaders. The seminars were conducted in six villages along the lake namely; Mwamgongo, Mgambo, and Kalilani in Kigoma region. It was not possible to conduct seminar at Mtanga village in Kigoma due to the fact that the intended participants were very few hence the decision was made not to conduct the seminar at that village. Seminars were also conducted in Karema, Kirando and Kipili villages in Rukwa region.

The table below shows villages and the corresponding number of participants:

**Table 1**

<b>DATE</b>	<b>VILLAGE</b>	<b>NO. OF PARTICIPANTS</b>
3, April	Mwamgongo	17
7, April	Mgambo	16
8, April	Kalilani	16
10, April	Karema	17
12, April	Kirando	18
13, April	Kipili	17
<b>Total</b>		<b>101</b>

## **4.2 Facilitators**

The seminars were facilitated by three facilitators namely Mr B.D. Tarimo from the National Environment Management Council (NEMC), Mr R.S. Mfanga from Lake Tanganyika Catchment Reforestation and Education Project (TACARE) and Mr F. Malisa from Mahale Mountains National Park. Mr D. Kweka from District Natural Resources Office in Kigoma could not be available as he is currently the Acting District Executive Director (DED) in Kigoma District Council; hence we were forced to negotiate with TACARE to get Mr R. Mfanga who replaced Mr. D. Kweka.

## **5.0 Participant expectation and experience on changed environment**

### **5.1 Expectations**

After explaining the objectives of the seminar, the participants were requested to give one or two expectations related to the seminar for the facilitators to compare and see whether the planned objectives are in line with expectations of the participant.

The raised expectations are summarized here under:

- 1 To acquire skills in participatory environmental conservation approaches
- 2 To understand and learn more on environmental conservation techniques
- 3 To be able to advise others on how to conserve water sources
- 4 To share experience with other participants and facilitators
- 5 The gained knowledge to be transferred to the respective community
- 6 To understand how to prepare and conduct environmental education seminars
- 7 To understand how to use posters as teaching/ learning material

### **5.2 Experience on changed environment**

In all villages where the seminars were conducted, the participants were given an opportunity to explain what they know regarding environmental changes along lake Tanganyika. Here under are the summarized points from the participants at each village regarding their experience on environmental degradation along the Lake shore:

- 1 Majority of the fishing camps have no toilets hence most people use the lake as an alternative
- 2 People cut down trees for various reasons like fuel wood, expansion of agricultural land, building materials etc.
- 3 Majority of the community have little or no spirit of planting trees
- 4 Most of the fishermen use gears which are not friendly to the environment, the reason being the expensiveness of the recommended fishing gears and the piracy situation existing along the lake shore
- 5 Overgrazing by the livestock keepers is the main cause of soil erosion and deforestation
- 6 Poor agricultural practices and lack of vegetation cover is the main contributing factor for the sedimentation in the lake.
- 7 The trend shows the decrease in fish catch, some fish species have disappeared because of various reasons like poor fishing gears, overfishing, sedimentation etc.
- 8 Wastes from the ship causes a lot of pollution and the villagers have very little control over the ship operators
- 9 The water level in the lake is decreasing due to inadequate rainfall and sedimentation
- 10 Population increase and modern fishing are said to contribute in the decreased fish catch
- 11 Low level of awareness and Environmental Education (EE) to the community is another contributing factor for the rapid environmental degradation along the lake
- 12 Some wild animals have disappeared because of poaching and expansion of agricultural land

## **6.0 Poster Materials and Questions**

The previous workshop participants designed the posters. The participants were requested to draw a problem or a message that they wanted to convey to their own target groups. It was agreed that the posters would be improved by a professional artist, printed and returned to them.

### **6.1 Poster No. 1**

The seminar participants were requested to split into two groups and study the posters very carefully in order to answer the prepared set of questions. The questions followed a line from general to specific:

- What message do you get from this poster?

- What are the types of environmental degradation you can see?
- What do you think is the existing problem in your village?
- How did they come about?
- What could you do to improve the situation?

Generally, all seminar participants were able to answer the questions properly and the answers were in line with the objectives of the seminar. For example the poster No. 1 which was mainly on the fishing practices (fishing gears), the participant could easily pointed out the difference between two fishing gears that is, the fishing net with small size holes which is not selective in fishing and the other one with bigger holes which is selective. Moreover, almost all participants in their presentations were able to say that fishnets with small holes have many disadvantages one being the fishing of the juveniles (immature fishes) which in the long run can cause the disappearance of some fish species. They all agreed that such practice is still in use in their localities. The main reasons were:

- Inadequate capital to afford the modern fishing gears
- Piracy –bandits from within and outside the country
- Some people are still using the beach seines
- People are not aware of the effects of using such gears –they still believe that fishes are plenty and can not finished in any way.

## **6.2 Poster No.2**

The approach in Poster No. 1 was also used in addressing poster No. 2. The general observation was that, the poster had two scenarios that is, environmental conservation aspects and environmental problems caused by human activities. Some of the environmental problems observed in this poster includes; air pollution, water pollution (from both domestic and agro-chemicals), deforestation, and soil erosion. They all agreed that most of the environmental problems observed in the poster are also found in their respective villages.

The general observation regarding the two posters is that the posters are simple in design

and have achieved the goal of having an educational effect on those looking at it. The workshop participants were requested to act as a “bridge” between LTBP and the community. The participants were given some posters to be used as teaching materials for their respective target groups.

## **7.0 Forward plans (Strategies)**

After a long discussion and sharing of experiences, the participants were given an opportunity to suggest the ways forward/ activities that are within their reach (does not need external funding). Most participants suggest some activities that can be



implemented by the villagers such as construction of pit latrines, tree planting, enforcement of the existing by-laws regarding use of beach seines, undersize nets, etc.

The following are the suggested strategies for future implementation of conservation measures in their respective localities.

### **7.1 Mwamgongo village**

- To mobilize people (villagers) to build toilets
- To mobilize people to plant trees.
- Conduct meetings on environmental education.
- To mobilize villagers to dig pits for wastes disposal.
- To educate villagers on how to avoid water pollution.
- To mobilize fishermen to use recommended fishing gears.

### **7.2 Mgambo village:**

- To build toilets away from the water sources.
- To mobilize villagers to cultivate away from the water sources.
- To mobilize villagers to plant trees.
- To use recommended fishing gears.
- To locate local palm oil industries away from the lake shore in order to prevent water pollution.
- To mobilize all fishermen to have and use toilets.
- To have natural vegetation plots and protect them.

### **7.3 Kalilani Village:**

- To mobilize villagers to plant trees.
- To mobilize villagers to build toilets and use them.
- To train farmers on improved methods of Agriculture.
- To strengthen by laws on environmental conservation

### **7.4 Karema village**

- To educate villagers on all aspects related to environmental conservation
- To employ by laws on environmental conservation.
- To advice fishermen on the use of modem/recommended fishing gears.
- To mobilize villagers to plant trees.
- To mobilize all participants attended the seminar to work as team in all environmental conservation matters.
- To form a special committee which will monitor all activities related to environmental conservation.
- To make sure that all village leaders and technical staff are practically active in environmental conservation matter

### **7.5 Kirando village**

- To educate villagers on how to conserve the environment.
- To form environmental committees which will monitor, educate and implement all activities related to environmental conservation.
- To form by laws which will help to protect environment in the village.
- To select fits for conservation of natural vegetation.
- To plant trees along the lakeshore.
- To make sure that each/every household has a toilet and bathroom and should be utilized.
- To abolish all unrecommended fishing gears.

### **7.6 Kipili- Village**

- To make sure that tree harvesting much with tree planting .
- To educate the community on environmental conservation techniques.
- To utilize extension staff and other experienced people on all matters related to environmental conservation.
- To establish woodlots around the village.
- To form by laws on environmental conservation.
- To plant trees along the farm boundaries.
- To report any bad environmental degradation practice done by refugees at their locality.
- To train farmers on improved method of Agriculture.
- To make sure that all sewages from the toilets are not channeled to the lake shore/any water source.
- To make sure that all wastes from the ship are thrown far away from the lake shore.

### **8.0 Conclusion**

- This activity provided an excellent opportunity to form experience of people living and working in some villages along the lake shore.
- As a part of a follow up of the previous PRAs, the conflict between Kalilani village and Mahale Mountains National Park is reduced to some extent.
- After conducting seminars in six villages along the lake shore, the facilitators were convinced that the participants were provided with skills and knowledge in the use of posters and questions which can now be used to facilitate teaching process.
- Issues and problems were identified at various villages many of which are to be addressed by strategies or plans drawn from these seminars.

- Throughout these undertakings, the team have received every assistance possible from various institutions include TACARE, TANAPA, Village Leadership right down to the individual villager.