

**Evaluation of the project  
“Institutional cooperation between:  
Mokolodi Wildlife Foundation and the Royal  
Norwegian Society for Development”**

By

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# TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
FOREWORD	3
<b>1. INTRODUCTION</b>	<b>4</b>
<b>2. THE SCOPE OF THE PRESENT ASSIGNMENT</b>	<b>5</b>
2.1. Contributions made by outputs produced to the achievements of project objectives and how external factors have affected project achievements	6
2.1.1. <i>Organisational structure</i>	6
2.1.2. <i>Should EE staff also provide services to tourism in addition to their daily tasks?</i>	8
2.1.3. <i>The need for a functioning Education Committee</i>	9
2.1.4. <i>Opportunities for new EE activities</i>	9
2.1.5. <i>Specific comments to EE strategies and plans</i>	11
2.1.6. <i>Outreach and networking</i>	12
2.2. Short and long term impacts of the project on the target group(s)	13
2.3. Environmental impact of the project, both direct, i.e. impact on nature, and indirect i.e. improved environmental knowledge and awareness among Botswana's young generation	14
2.4. The project's contribution towards creation of lasting workplaces for local citizens and families	15
2.5. Cost and time efficiency in relation to project outputs	15
2.6. Relevance of external factors that may have influenced project implementation and status	15
2.7. Technology used, including promotion and use of local materials and skills, and labour-based methods	16
2.8. Socio-cultural aspects and gender issues	16
2.9. Social ownership of the project	17
2.10. Project benefits for children and youth	18
2.11. Institutional and management capacity and compliance, with reference to project objectives and intentions	18

2.12. The project’s economic viability	19
2.13. The project’s financial sustainability	19
2.14. The project’s role on a national level, and its political impacts and effects	19
2.15. Possible interventions for a transfer of experiences and knowledge from Mokolodi to other areas in Botswana and to neighbouring countries	20
2.16. Opinions of local counterparts concerning the technical assistance provided by NRD	20
<b>LITERATURE</b>	<b>23</b>
<b>APPENDIX 1.</b> Terms of reference for evaluation of the project	<b>25</b>
<b>APPENDIX 2.</b> Mokolodi Nature Reserve Organisational Structure 2004	<b>30</b>
<b>APPENDIX 3.</b> Comments to “ <i>Strategies, Activities and Action Taken by Mokolodi Nature Reserve Regarding Environmental Education in Botswana, November 1998-November 2003. A Review of the Mokolodi EE Plan, Phase 2</i> ”	<b>31</b>
<b>APPENDIX 4.</b> Number of Tswana and English medium school bookings for year 2003 for primary and secondary schools	<b>42</b>
<b>APPENDIX 5.</b> Schedule of meetings with stakeholders	<b>43</b>





## EXECUTIVE SUMMARY

**All staff, however senior, are expected to roll up their sleeves when required and perform necessary tasks, however menial.**

(Quote from the Park Manager's job description)

The Mokolodi Wildlife Foundation (MWF) was registered in 1991 as a charitable organisation. The difference between MWF and an NGO is that the Board of Trustees appoints its own members, whilst NGO Board members are elected at annual members' meetings. The Foundation has established Mokolodi Nature Reserve 15 km. outside Gaborone. MWF has an interesting and sound business concept, which aims to generate funds from a variety of activities, which support environmental education and awareness raising. MWF aims for financial sustainability.

Mokolodi's organisational structure was revised in 2004. A Park Manager has the overall leadership responsibility with middle-level managers on a "flat" structure. The Education Director is *de facto* Mokolodi's Deputy Director, and this post should therefore be placed in a box between the Park Manager and the rest. Provided funding can be made available, there should be Deputy positions under each sectional director or manager. Education and conservation should be merged.

Mokolodi Education Centre's (MEC) staff should prioritise education and conservation whenever possible, and do less tourism guiding. Financial constraints for education and conservation may be overcome via additional revenues from new activities.

MEC's Education Committee does not function well enough. The Committee should be re-vitalised and expanded to include members from other like-minded institutions.

The Evaluation Team recognises that current financial constraints does not allow for expansion of environmental education, awareness raising, networking etc. as envisaged in strategy documents and plans. The Team presents ideas and revenue-earning activities, which emerged from informal brain-storming sessions. Specific comments to MEC's strategies and plans are embedded in Appendix 3.

Marketing of MNR should be better and more targeted. MEC should be made available to like-minded partners for meetings and sessions of mutual interest and importance, and free of charge when the Centre is not booked for MEC education, courses or other Mokolodi-activities. There is an urgent need to re-establish Internet access for MEC's staff.

It is difficult have an opinion about MEC'S impacts upon schoolchildren and other target groups who are scattered all over the country, and because time constraints did not allow an in-depth study. Pending resources, this should, however, be pursued.

Information at the gate and in the Reserve should be large and very visible. The Friends of Mokolodi could be appointed Honorary Rangers with some special duties for the Reserve. Improved grey water treatment could contribute to environmental education/awareness raising.

The Mokolodi village view the park as a positive development, not least because MWF currently employs 109 people, many of who are from the village. Cooperation and networking should be pursued. Districts should be informed formally about Mokolodi's activities, because they are responsible for communities and can assist whenever required. Regular contacts e.g. at *khotla*-meetings, should be re-established. Mokolodi should be represented by the Park Manager, or by someone delegated to take that responsibility. MNR's assistance and "guardianship" to Mokolodi village's youth group, and in particular to the Ditshwene Dance Group, is commendable should be maintained.

Some staff expressed concerns over employment procedures. Some key posts have been manned without any prior public advertisement. The Board and Management should strive to fill vacancies with women. Vacancies must be advertised and selections must be transparent and, as much as possible, follow normal employment procedures for the public sector.

The Evaluation Team recognises MWF's current financial constraints. MWF should, however, pursue new income generating projects that may foster EE/ environmental awareness, and which also serve to subsidise EE related activities.

A possible transfer of The Mokolodi-concept to other areas in Botswana and to neighbouring countries is a challenge. Mokolodi could facilitate communication between like-minded institutions/ enterprises, and plan for bilateral/ regional cooperation. This is an area where there is a need for external assistance and where e.g. NRD could contribute.

There is a need for MFF/ MNR to assist Majakathata with liaison services, e.g. with support from NRD and via the village's VDC. The Kweneng district should be involved in the next phase of support to Majakathata. MWF/ MNR should consider careful and sustainable harvesting of non-timber products, traditional medicinal plants etc. within the Reserve by adjacent local communities. NRD could play important roles in such a project, be it outside and/ or within the Reserve. NRD could assist in exploring current traditions and use of products, in Botswana and elsewhere in the region, and could also assist in setting up small enterprises, with marketing etc.



## **FOREWORD**

The Royal Norwegian Society for Development (with the English abbreviation NRD used hereafter), who commissioned this evaluation, has been an important stakeholder in the Mokolodi Wildlife Foundation for very many years. We were very happy when we were approached by NRD to do this evaluation, for several reasons. First and foremost, this evaluation has been a professional challenge. It has been exciting because Mokolodi is based upon a rare combination of business activities that jointly support what is the Foundation's "flagship" – environmental education and awareness raising - which is targeting Botswana's schoolchildren and other citizens. The evaluation represents a particular challenge to the team. Dr. Thor S. Larsen was the environmental advisor to NORAD's Director General when Mokolodi was the Kirby family's vision, but when there was little on the ground. He visited Mokolodi in the early 1990<sup>ies</sup>, and recommended that NORAD should support the project. Since then, he has not been involved with Mokolodi. Now he has an opportunity to see what the plans from that time have lead to. Ms. Rapelang Mojaphoko is a former Director of Research at Botswana's Department of Wildlife and National Park and more recently a UNDP employee. She is dedicated to her country's unique wildlife and nature, and is equally concerned with the need to enhance better understanding and more appreciation of conservation and sustainable use of Botswana's natural resources for the benefit of today's and the future's generations.

We had very little time to do this work – only one week in the field and two weeks to write up the first draft. We have thus only "scratched the surface", and we shall be the first to admit that much may have been overlooked, and that much could have been done better. Nevertheless, we do hope that some of our recommendations and suggestions can be useful and thus contribute to an even better performance of Mokolodi – and in particular its environmental education activities - in the future.

The people we have met are dedicated to what Mokolodi stands for and what the Foundation wants to achieve. We want to thank Mokolodi's staff, the Board of Trustees representatives and other stakeholders for setting precious time aside for us, for providing us with so much important information, and for facilitating every aspect of our work in Botswana.

Finally – but not least! We have enjoyed this assignment. Mokolodi is a challenging project and its future is promising.

Thor S. Larsen  
(Sign)

Rapelang M. Mojaphoko  
(Sign)

## **1. INTRODUCTION**

The Mokolodi Wildlife Foundation was registered under the Societies Act Deeds on the 23<sup>rd</sup> May 1991 as a charitable organisation. Its main aims are environmental education and conservation of rare and endangered wild species in the area, which go hand in hand with tourism related to conservation (see Literature, “Constitution of the Mokolodi Wildlife Foundation”). The foundation operates “Friends of Mokolodi “ whose membership is open to all persons regardless of nationality, who espouse the objectives of the foundation, and who pay such annual subscription as may be determined by the Board of Trustees. The Board of Trustees comprises of a Chairman, the Vice Chairman, an Executive Trustee and Secretary. The Board has a Patron and there is an Honorary Treasurer. Ex-officio representatives are from the DWNP, Department of Tourism and Ministry of Education. Other ex-Officio members are from the Land Boards surrounding the Mokolodi Nature Reserve. The Park Manager and ED are ex-officio members employed by the Foundation.

Thus, the Foundation is close to what usually is called a Non Governmental Organisation (NGO). The difference is, that the Board of Trustees is not elected by the members (i.e. Friends of Mokolodi), but appointed by the Board itself. The Constitution of the Mokolodi Wildlife Foundation does, however, stipulate that Annual Meetings be held (see the Constitution’s clause 9.1). If such meetings were held, e.g. where Friends of Mokolodi were given opportunities to elect/ approve Board members, then Mokolodi would truly be a NGO.

The Foundation has established Mokolodi Nature Reserve, which is located ca. 15 km. from Botswana’s capital, Gaborone. Made up of 5.000 hectares of land, which was formally set aside for cattle and livestock grazing, it is now stocked with a variety of plant and animal species indigenous to South Eastern Botswana. Mokolodi’s Education Centre (MEC) has facilities that can accommodate up to 80 school children at one time. Education takes place in the Centre as well as outdoors through a variety of activities.

Lessons learned from the field, as well as research, show that sound management and sustainable use of natural resources (including wildlife, and preferably coupled with co-management in one form or another) can work, can do the greatest good for the greatest number of poor people, and that the hoped-for synergy between conservation and development indeed occurs (see Literature, e.g. Hulme, D. and Murphree, M. 2001, IIED 1994 and IUCN 1993). This is particularly true in Africa’s low rainfall lands, where it has been shown that consumptive and non-consumptive use of wildlife can generate more revenues and provide more jobs than any other form of land use (Kiss, A. 1990.)

The Mokolodi Wildlife Foundation’s vision is therefore challenging, and its business concept is sound, in the sense that it aims to become self-sustaining through income-generation from a variety of activities on its Reserve, ranging from conservation related tourism (game viewing etc), use of its World’s View Conference Centre, income from campsite and chalet accommodation, and from its restaurant, etc. The Serendib/ Mokolodi Elephant Project and the Cheetah Conservation Botswana are unique projects

that add to environmental awareness raising and appreciation. Environmental education also generates income. Although this currently is running with a loss, and therefore has to be supported by tourism activities, the long-term goal is that even this very important component of the Foundation will be able to run with a modest surplus.

## **2. THE SCOPE OF THE PRESENT ASSIGNMENT**

The evaluation team's Terms of Reference emphasizes that focus mainly should be on the period of time that NRD has been involved in the project, i.e. since 1997. But we are also asked to consider "... *the whole history of Mokolodi from establishment, consolidation and development up till today.*" See Appendix 1, items "*Background*", "*From governmental support to institutional cooperation*" and "*Project development*". Our ToR requests us "*To assess the short and long term impact of the project*" and to "... *make recommendations concerning additional interventions that may be considered to ensure sustainable impact of the project.*"

We have thus discussed NRD's definition of "*the Project*". Is it only the components where Mokolodi has been supported by NRD since 1997, or is it NRD's contributions towards Mokolodi's overall development and consolidation? We agree that the latter is the most important. Mokolodi's main objective is to provide environmental education and conservation programmes for Botswana's schoolchildren and young, to support conservation, and to encourage local participation and stewardship in the Reserve's many activities. Conservation-related tourism to support education and environmental awareness raising, and financial sustainability in the foreseeable future, are equally important. Because environmental education and awareness raising is firmly embedded in Mokolodi's vision statement (see Introduction) and – as we see it - the Foundation's most important activity, and because EE and related activities are the main reasons for NORAD's and NRD's substantial support to Mokolodi for many years, we have paid particular attention to EE and to Mokolodi's Educational Centre (MEC).

The ToR's Scope of Work is specified in 16 items, which we have addressed. Our recommendations and suggestions are presented in bold and highlighted, for easy reference and reading. Our points of departure for this evaluation are evaluation reports and, other reports that address projects, finances and management plans and achievements, plus miscellaneous other relevant documents, reports and literature that has been available to us (see Literature).

The documents regulating Norwegian financial and technical support to Mokolodi, and that have been made available to us are:

1. Agreement between the Government of the Kingdom of Norway and the Government of the Republic of Botswana Regarding Financial Support to Mokolodi Educational Resource Centre of 29.11.93
2. Agreement between Mokolodi Wildlife Foundation and the Royal Norwegian Society for Development of October/ November 1997.

3. Agreement between Mokolodi Wildlife Foundation and the Royal Norwegian Society for Development of May/ June 2002

We do admit that none of us have formal qualifications that allow for reviews of financial management and business administration. But both of us have held senior administrative posts for many years, with responsibilities that include management and acquisition of projects for income and financial sustainability. We will argue that finances and management cannot be isolated from technical aspects as of our ToR. We have therefore provided some recommendations for improvement on these topics too. We offer our suggestions on these matters as “*food for thought*” for the Foundation’s Board of Trustees and for Mokolodi’s Management.

**2.1. CONTRIBUTIONS MADE BY OUTPUTS PRODUCED TO THE ACHIEVEMENTS OF PROJECT OBJECTIVES AND HOW EXTERNAL FACTORS HAVE AFFECTED PROJECT ACHIEVEMENTS.**

**Mokolodi’s objective is to provide Environmental Education and Conservation programmes supported by tourism and business activities. Mokolodi offers a host of game viewing opportunities, secluded accommodation, and a purpose built conference center.**

(Quote from the Foundation’s Annual Report 2002/3)

**2.1.1. Organisational structure**

Mokolodi’s organisational structure has recently (2004) been revised for the better. A Park Manager has now the overall leadership responsibility for all of Mokolodi’s activities and projects. He is therefore *de facto* Mokolodi’s CEO – and hence the title of this post should reflect that. Perhaps Director would be a title that is more appropriate, because he/she oversees all activities at Mokolodi and reports to the Board. Other key positions, i.e. managers for Operations, Finance, Rest & World’s Views, and the ED, are all on the same level on a flat structure, and report to him/her.

For one reason or another, the Restaurant & WV Co-ordinator/ Front Gate Manager is currently in a box between the Park Manager and the rest, i.e. in a position, which can be interpreted as being Deputy Director.<sup>1</sup>

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<sup>1</sup> The Park Manager’s comment is that this box is slotted in that position in view of the fact that she acts as his PA.

**Recommendation: The post as Park Manager, who *de facto* is Mokolodi's CEO, should bear the title Director, which better reflects this position's mandate and duties.**

**The Restaurant & WV Co-ordinator/ Front Gate Manager, which is a technical/management position, should be moved down in the hierarchy, to the same level as the other middle-level managers.**

Environmental education and awareness raising - among school children and many other target groups – is a key activity at Mokolodi. It is firmly embedded in the Foundation's vision statement (see box in "Introduction"), and is indeed the reason why e.g. NORAD has provided substantial support to Mokolodi over many years (see e.g. "*Scope and Objectives*" in the Agreement between the Government of the Kingdom of Norway and the Government of the Republic of Botswana of 29.11.93). We also refer to the Agreement between Mokolodi Wildlife Foundation and the Royal Norwegian Society for Development of May/ June 2002, which covers NRD's support to establish the World's View Conference Centre. The Agreement's "*Scope and Objectives*" makes it clear that "*The main objective of the Project is to financially subsidize the established environmental training centre...*" The Agreement's Article VI furthermore state that "*Net income from the Conference Facility will only be used to specifically subsidize the Education Centre...*"

The importance of environmental education and awareness raising cannot be underestimated. It is a core element in the Foundation's Constitution and indeed Mokolodi's main activity. These facts should therefore also be reflected in the organizational structure and in job descriptions for top and middle level management.

**Recommendation: The current Education Director's (ED) position should be re-defined to embrace EE and conservation, i.e. EE/ Conservation Director. The post should be reflected in the organogram, in a box between the Park Manager and the rest, because in addition to his/her day-to-day tasks, he/ she should also serve as Deputy Director.<sup>2</sup> This should also be recognized in the ToR/ job description for this position. There are two good arguments for this: First, there is a *de facto* need for a Deputy Director who can take over if/ when the Park Manager/ Director is away, and who can assist him/ her whenever needed. Second, with an EE/ Conservation Director/ Deputy Director, Mokolodi signals that environmental education, coupled with conservation, is indeed the Foundation's core activity.**

Under the current ED, there is a Conservation Officer (to be confirmed) and five conservation staff, plus a Guide Coordinator with six staff. But there is no box for education and no deputy ED on the same level as the Conservation Officer and the Guide Coordinator (although there are "*Duties of a deputy director at Mokolodi nature reserve*"). Educators and trainers at MEC all come from what is now classified as conservation and guiding staff. Education – MEC's most important activity – is, however,

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<sup>2</sup> The Park Manager's comment is that the ED director already is Mokolodi's Deputy Director.

not highlighted in the organogram at all. We acknowledge that conservation (e.g. maintaining proper records of wildlife management, management of wildlife, assist in the proper conduction of researches, organize game captures and game counts, etc, see “*Conservation officer job description*”) is a prerequisite for environmental education and vice versa. But education/ conservation and related activities are also very demanding and time consuming, not least with reference to the very many activities mentioned in the EE Strategy and Action plan (see below). It takes time to prepare for lessons and presentations, and even more time to revise course plans, to prepare new ones, to pursue cooperation and outreach activities, networking, etc. etc.

**Recommendation: There should be deputy positions under each sectional director or manager, to strengthen resilience of the structure and enhance creativity.<sup>3</sup> With the proposed revision of the organogram, and with a merger of education and conservation, an EE/ Conservation Director needs a deputy on the same level as the current Conservation Officer and Guide Coordinator. There is already an “*Educators Job description at Mokolodi Nature Reserve*”, which could serve as a point of departure for a revision of a job description for this post. This may not be possible for all sections under the prevalent financial situation, but should be considered in the future. In the case of Education, one of the conservation graduates can assume that role.**

### **2.1.2. Should EE staff also provide services to tourism in addition to their daily tasks?**

There is a positive aspect to this, because multi tasking can ensure synergy between EE and tourism components. As suggested by Mr. Corea, tourism aspect can feed into the education curriculum to teach Batswana about the non-consumptive use of wildlife and its value to the economy. This would be in line with government efforts of getting Batswana to participate as entrepreneurs in the tourism industry, which is currently dominated by non-Batswana. This non-conventional curriculum content is what will make Mokolodi unique and different from schools. In the near future, EE will be in the school curricula, and MRN will have to carve itself a new niche. This would also bridge the gap between Education and tourism operations as the latter would serve as resource persons periodically.

We presume that the rationale for putting guiding under the ED in the current organogram is because it is his staff that has the skills to perform such duties. We recognise that Mokolodi’s current financial and manpower constraints require that educators also provide services to tourism activities, e.g. that they are guides. Tourism’s primary objective is, however, to support activities at MEC. One could therefore argue that guiding belongs under Operations. The important thing is that staff responsible for education, coupled with conservation activities, get the attention, time and resources they need to perform their many demanding duties. We appreciate and accept that everybody at Mokolodi has to assist wherever and whenever needed, but as a result, EE projects and

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<sup>3</sup> The Park Manager comment is that - cash permitting – the following addition to present staffing complement is critical: 1. Deputy ED Director, 2. Deputy OP Manager, 3. Deputy Finance Manager, 4. Procurement Officer.

their quality may be compromised. In the long run, poor EE quality will undermine the essence of what Mokolodi stands for, and what donors and supporters expect.

**Recommendation: In the foreseeable future, the EC’s teachers and trainers should therefore have EE activities and conservation as their main responsibility and workload, and should be allowed time and resources to participate in the many activities which the Strategic Plan calls for (see item 2.1.1. and comments in Appendix 3). Current arrangements that are justified by current financial constraints may possibly be overcome via revenues from new events and activities (see item 2.1.4.) Requests for educators/ conservation officers to serve as tourist guides should therefore be resolved case by case by the proposed EE/ Conservation Deputy Director, in consultations with operations and park management.**

### **2.1.3. The need for a functioning Education Committee**

There is currently an informal and ad hoc Education Committee at the MEC, which does not seem to be effective. There is a constant need to strengthen revision of course programs, to plan new ones, and to diversify and prepare other education related events - that also may be sources of additional revenues (e.g. survival courses, corporate team building courses, special events etc. etc – see item 2.1.4). Much brainstorming and planning is needed in order to cope with changing environmental challenges in a world, which changes even faster (who would be concerned about climate change and far reaching airborne pollution only a few decades ago?). Mokolodi does, however, not have sufficient in-house competence and capacity to address all these challenges professionally and properly. The ED and his staff would definitely benefit from more advice and professional support from other like-minded institutions in Botswana.

**Recommendation: In order to plan and improve ongoing and new environmental education course programs and other activities, and to enhance outreach and cooperation, the Education Committee should be expanded to include members from other like-minded institutions, including the UB. An Education Committee must be formally recognised, e.g. by the Board.**

### **2.1.4. Opportunities for new EE activities**

Mokolodi aims to be a “*Centre of Excellence*” and H.E. The President of the Republic of Botswana, Festus G. Mogae, has declared that “*Mokolodi is a national treasure*”. Ambitious and challenging indeed! In addition to ongoing EE course programs, which mainly are targeting school children, there are very many interesting opportunities for expansion into new and challenging fields – which will make Mokolodi even more visible among the public, and that also may contribute with revenues that improve financial sustainability for MEC. We have had some informal, but very interesting brainstorming sessions with staff and others over this, and some ideas have emerged:

- Many children, and their parents, would be interested in special events at Mokolodi during weekends or school holidays. For instance survival courses in the bush, which would introduce the participants to simple survival principles, and at the same time involve them in environmental education through “see-hear-touch and learn”.

- Ms. Madeleine Kirby has prepared two interesting project proposals, “*People to People Student Ambassadors program to Botswana*” (see e.g. mission and objectives at <http://www.studentambassadors.org/>) and “*International Student Program*” (with the primary objective to provide subsidization for less advantaged students of Botswana). See literature, copies available upon request. Both should receive some careful consideration.
- Corporate team building exercises is already an important up-market business in many countries, and many of them involve “hardship” in the bush, combined with talks and discussions. There should be interesting opportunities for such events in the region, and Mokolodi is ideal for provision of such services.<sup>4</sup>
- Africa is already in the forefront with regard to approaches that address local stewardship over natural resources, e.g. wildlife co-management/ CBNRM. (The CAMPFIRE programme in Zimbabwe and Zambia’s SLAMU-project are two of very many examples). Mokolodi could take a lead on new initiatives that involve local communities and authorities as well as key government agencies and the private sector, e.g. through courses/ workshops etc. This need to be planned together with like-minded institutions, e.g. the KCS, DWNP, etc. But there are also certain constraints that must be recognised. The Majakathata community is already struggling to fulfil their mandate under their MoU with Mokolodi, and should not be burdened with additional responsibilities, which can be very demanding. Good park neighbourliness – e.g. availing access to neighbours at least cost, taking them on tours of the reserve during off peak periods, etc – could suffice under current conditions and capacity.
- Mokolodi could arrange special events, which seek to bring together key personnel in Ministries and other Government agencies, and leadership from the private sector for discussions over topics of common interest. With interesting programs and with recognized keynote speakers, Mokolodi’s World’s View Centre, the restaurant, and the Reserve are ideal for such events. Mokolodi is very close to Gaborone, and yet far enough away to be attractive for high-level executives, who often have little time to spare for such events – but who will do it if the programme is attractive and not too time-consuming. Experience from Europe and elsewhere shows that there is a market for such events.
- Occasionally, wildlife is captured at Mokolodi for sale and translocation to other areas, e.g. the recent sale of white rhinos from the Reserve. In other parts of the world, there are “expeditions”, which take paying guests along when large animals are captured and handled for translocation. The guests are not allowed to use the equipment (e.g. immobilisation equipment, traps etc, but they can participate as handymen as decided by those in charge. The guests participate as observers whilst they are told why and how this is done – an important education exercise in itself. If possible, they also should be allowed to follow the whole project, from the capture

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<sup>4</sup> The ED has the following comment to this proposal: “*Survival courses and corporate team building are not in Mokolodi’s mandate. Facilities can be offered to those organizations that specialize in these. Mokolodi will then come in to offer those activities that fall in our mandate.*” Nevertheless, we suggest that our proposal is considered by Management and the Board, and that mandates are amended if and when required.



and handling, via the transport to the release in their new environment. There is a large potential for up-market paying visitors to Mokolodi to participate on such events.<sup>5</sup>

**Recommendation: Mokolodi should, e.g. via brainstorming sessions that also involve outsiders, discuss and plan for new EE/ environmental awareness activities that are interesting and challenging, and which will sell.**

#### 2.1.5. Specific comments to EE strategies and plans

**If you think training is expensive – try the cost of ignorance**

(Poster in the EE office at Gaborone Game Reserve)

We refer to activities, action plans and suggested ways forward described in Mokolodi's more recent "*Mokolodi Education Center Management Plan*" and "*Strategies, Activities and Action Taken by Mokolodi Nature Reserve Regarding Environmental Education in Botswana, November 1998- November 2003. A Review of the Mokolodi EE Plan, Phase 2*" These documents address and suggest remedies for most of the concerns expressed in earlier evaluations and documents.

**Recommendation: Detailed comments and suggestions are embedded in this strategy (Appendix 3), highlighted and in bold. Some main recommendations include:**

- **It is important to revise and upgrade syllabus and course contents in order to meet today's very many environmental challenges, e.g. specifics about African dryland ecosystems, keystone species impacts (e.g. elephants), species adaptation to e.g. drought and fire, impacts from pollution, soil erosion, the importance of sustainable use of natural resources (co-management/ CBNRM models), etc. etc.**
- **Mokolodi's EE activities have to expand beyond schools and children if the Centre is to acknowledge its strategic objectives and goals.**
- **There are long traditions for communication via traditional story-telling, art, music, drama and dance in Africa. Mokolodi's support to the Ditshwene dance group should be pursued and, if possible, also be directed towards EE and environmental awareness.**
- **Displays and posters at the EC have not been revised for years. It is easy and cheap to produce updated and challenging information. Mokolodi's library and displays need upgrading too.**
- **We recommend sessions and workshops with like-minded NGOs (KCS, and others), which will add expertise from fields where Mokolodi is weak. Could be planned and prepared through NEEC.**

<sup>5</sup> In the ED's opinion, it is difficult to involve the public in activities like game capturing and game count for financial purposes. Volunteer Friends Of Mokolodi (FOM) can, however, be involved in special cases. We do not share that view, but care should be taken in selecting *bona fide* participants.

- **Out-reach activities need to be strengthened. Village representatives and other stakeholders should be invited to the EC for discussions about their particular environmental concerns. Participation of like-minded NGOs etc. will add to the quality of presentations and discussions, and will also strengthen institutional cooperation for common good.**
- **Co-management and CBNRM are important, but also very demanding, and not Mokolodi's strength. KCS has a CBNRM programme, which should provide opportunities for cooperation. It should be possible to raise some donor support for this, and there may be a role for NRD here.**
- **Recycling represent challenges, e.g. of metals, paper etc, organic waste as fertilizers in vegetable gardens, production of methane gas from manure, etc. Mokolodi can draw upon interesting experiences from many developing countries (e.g. methane gas from manure in Asia). It should be possible to obtain some donor-support for this, e.g. with assistance from NRD.**

#### **2.1.6. Outreach, publicity and networking**

A general increase in environmental awareness and appreciation of nature, in Botswana and beyond, may have contributed to the extensive support to Mokolodi and what the Foundation stands for over many years. We have not access to any data that may support this, but it was unanimously agreed by all interviewed that MNR could be marketed more than current efforts indicate.

Organisations cannot exist in isolation, but need to foster “*smart*” partnerships with others. Mokolodi has done well in terms of reaching out to schools countrywide. The number of visitors that go the reserve has been over 10,000 since 1998. The challenge that remains is that of the effectiveness of the education programme in terms of leaving long-lasting impressions on those that have benefited. However, the interaction of Mokolodi with other NGOs and organisations in the same business has dwindled over the years. This observation was reiterated in previous evaluation reports (Ketlhoilwe and McColaugh 2000 and Morolong 2002). Mokolodi needs to prioritise and collaborate with others strategically to build strong partnerships. Such collaborations are of a “*give and take*” nature and potential benefits include maximizing impact of limited resources, and creating an enabling and friendly environment that is conducive to smooth implementation.

It is a concern that like-minded institutions frequently have workshops and other events on topics that are important to Mokolodi, but at locations in Gaborone, because they find Mokolodi to be too expensive for them. Mokolodi should be proactive in such instances and cut win-win deals. For instance offer a room for a meeting or workshop for free and charge food and beverages only.<sup>6</sup> Other non-monetary benefits include publicity leading to more friends of Mokolodi and being considered for other meetings by participants and their associates. Making Mokolodi more accessible will boost its credibility and build mutual confidence with others. It does matter how Mokolodi is perceived by others, since this is what constitutes “*image*” of the organisation.

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<sup>6</sup> The ED feels that it is difficult to offer the Education Centre use free of charge. In our opinion, this is indeed possible, provided the EC is not used for courses and other priority activities.

Mokolodi markets itself through a weekly slot on one of the local commercial radio stations and has strived to have brochures at some upmarket hotels in town. But the management unanimously agreed with the evaluation team that more could be done to market Mokolodi, and even the Board appears concerned about the same. The Board minutes of June 2004 reflect a suggestion by the Director of Tourism that Mokolodi places their brochures in the Tourism information desk at the Sir Seretse Khama Airport. It could also be an idea to put up posters at the airport's arrival lounge.

**Recommendation: In order to maintain and enhance Mokolodi's positive image in the society at large, it is important that MNR prioritise and increase its outreach activities, cooperation and networking, particularly in EE activities, and with some new activities. See also recommendations under items 2.1.4. and 2.9.**

**Hotels and conference centres in Gaborone, and the airport are important. Marketing efforts should continue to include Mokolodi village's Ditshwene dance group, and Majakathata's wire craftwares in addition to the MEC, tourism opportunities, etc.**

**Possible partners should be invited for brainstorming sessions and mutual planning/ project preparations at the MEC free of charge when the center is not used for courses and other priority activities. Opening the facilities to like-minded institutions when they are vacant, i.e. not used by schools and others should not cost Mokolodi anything, but would mean a lot for much needed cooperation. Mokolodi could ask in-kind services from such institutions in return for such favours – much needed in the many EE activities Mokolodi want to prioritise.**

**Outreach and networking include extensive use of Internet. Today, the only access to Internet at the MEC is via the ED's office. There is an urgent need to re-establish Internet access for staff in other offices, e.g. in the library and in the office in the centre's 2<sup>nd</sup> floor. Procedures which secure that systems are closed down, e.g. before thunderstorms, is a trivial technical matter that can be overcome at no cost.**

## **2.2. SHORT AND LONG TERM IMPACTS OF THE PROJECT ON THE TARGET GROUP(S)**

This item is part and parcel of item 2.3. below, i.e. "... *improved environmental knowledge and awareness among Botswana's young generation.*" It is, however, difficult for this team to say something meaningful about impacts upon target groups. Botswana's young generation - who and where are they? – Schoolchildren and other target groups (teachers, tourist guides, other adults, conference participants, etc.) are scattered all over the country. Besides, time constraints did not allow for meetings with children and others who have been at MEC and participated in courses or other activities.

More generally, we believe that both short and long term impacts depend upon the quality and diversity of course programs and related activities, and how much leeway/ support EE staff has in order to do what they plan/ want to do.

**Recommendation: The topic is, however, both relevant and interesting and deserves an in-depth study – provided time and resources are made available.**

### **2.3. ENVIRONMENTAL IMPACT OF THE PROJECT, BOTH DIRECT, I.E. IMPACT ON NATURE, AND INDIRECT I.E. IMPROVED ENVIRONMENTAL KNOWLEDGE AND AWARENESS AMONG BOTSWANA'S YOUNG GENERATION**

We could not observe any major negative environmental impacts upon nature within the Reserve. As far as we could see, there was no off-road driving anywhere. We did see some empty beer cans, paper and other trash adjacent to roads and trails. We acknowledge that Mokolodi's staff is on constant alert to pick up garbage in the Reserve, but we a few more things can be done at very little (if any) cost.

**Recommendation: Notice boards and other information at the gate and in the Reserve, that remind visitors not to leave anything behind but their tracks, should be large and very visible.**

**The Friends of Mokolodi could be appointed Honorary Rangers with some special duties, e.g. to look after garbage disposal in the Reserve. Perhaps also to provide visitors who drive around in the Reserve without guides with garbage plastic bags, to be deposited at the gate upon return?**

**Improvement of Mokolodi's grey water disposal system is a question of costs and available resources – but there are also win-win opportunities. Improvement will benefit environmental conditions adjacent to buildings etc, and also provide demonstration sites for the public on grey water treatment, i.e. another contribution to environmental education/ awareness raising.**

As mentioned above (Item 2.2.) time constraints did not allow for an evaluation of improved knowledge and awareness among Botswana's young generation, i.e. as a result of education opportunities at Mokolodi. This is, however, an interesting and important topic, which require attention in the future.

**Recommendation: Other than being an outing for children and teachers, a study is needed (providing resources can be made available) to assess the impact of the EE programme on children's perception and attitudes before and after their visit to Mokolodi. See also our comments under item 2.1. above.**

### **2.4. THE PROJECT'S CONTRIBUTION TOWARDS CREATION OF LASTING WORKPLACES FOR LOCAL CITIZENS AND FAMILIES.**

Before the establishment of Mokolodi, the Reserve and MEC, only five to six people made an outcome here, e.g. from looking after grazing cattle. Today (August 2004),

Mokolodi employs 109 people on permanent positions, many of them from the Mokolodi village. In addition, there are 9 volunteers, for whom Mokolodi provides housing with some furniture, but no salary and no food allowances. Other local people are employed on short term contracts, e.g. for constructions, maintenance etc.

Because local job opportunities and employment have increased significantly, the people of Mokolodi village view the park as a positive development. Mokolodi and its Reserve does indeed demonstrate and confirm that sound management and sustainable use of natural resources and wildlife on relatively marginal land is better land use than when used for livestock. Mokolodi thus demonstrates win-win opportunities between conservation and development.

**Recommendation: Workplaces and job opportunities related to conservation is an important aspect related to sustainable use of natural resources, i.e. that nature itself can pay for conservation. This is indeed demonstrated at Mokolodi, and should be emphasised in EE and tourism activities.**

## **2.5. COST AND TIME EFFICIENCY IN RELATION TO PROJECT OUTPUTS**

This item is somewhat diffuse and hence difficult to answer. Cost/ time efficiency in relation to what? Investments in time and money related to the establishment of the Foundation, its reserve, buildings, infrastructure etc. etc? Or efficiency in relation to possible impact on very many schoolchildren and adults over many years, which ultimately will change attitudes and enhance appreciation of nature and natural resources in Botswana? It is difficult, not to say impossible, for the Team to say anything sensible about this – not least in light of the short time available for this assignment.

**Recommendation: The topic is nevertheless important, and we suggest that the efficiency of delivery be included in the in-depth study of possible impacts of Mokolodi's EE activities. Again, we would emphasise the need to provide resources to carry out this study. See also recommendations under items 2.2. and 2.3.**

## **2.6. RELEVANCE OF EXTERNAL FACTORS THAT MAY HAVE INFLUENCED PROJECT IMPLEMENTATION AND STATUS**

It is evident that Mokolodi has attracted much interest and support from institutions and private persons in Botswana and abroad – see e.g. an impressive list of donors and supporters, Friends of Mokolodi, etc. etc. Without the significant support received, not least for capital investments, Mokolodi would never have been what it is today. On the other hand, Mokolodi is also regarded by some as a rather close entity, without a sincere interest for cooperation and joint projects, which can be counter-productive.

**Recommendation: The poor collaboration alluded to in 2.1.6 can jeopardise the efficacy and effectiveness of implementation. This has to be addressed very seriously – see also item 2.9.**

## **2.7. TECHNOLOGY USED, INCLUDING PROMOTION AND USE OF LOCAL MATERIALS AND SKILLS, AND LABOUR-BASED METHODS**

Mokolodi's many buildings bear witness about African building traditions (although modified for use in a modern world) and much use of traditional material, e.g. natural stones, thatched roofs, often simple (but nice) furniture etc. etc. Much of this requires local skills indeed. We have no information about labour-based methods – but we question the relevance of this in the Mokolodi context. It is more important that Mokolodi has created jobs and employment for very many local people and has benefited local communities around the Reserve.

## **2.8. SOCIO-CULTURAL ASPECTS AND GENDER ISSUES**

In the short time available to us, we learnt that there is almost equal representation of men and women in the staffing of the Reserve, even at managerial level. There are still sections that are engendered, e.g. housekeeping staff is all women, and rangers are all men. This is not peculiar to Mokolodi, but true to the society at large. We have not observed the level of participation and influence of the two genders in decision making of the Reserve. The Board of Trustees has, however, a male dominance that is exacerbated by the recent retirement and resignation of two female members.

The team learnt that there had not been a staff meeting since April 2004. We did pick up some concerns among staff on the quality of accommodation provided for junior staff and unfair employment practices. A forum is needed for management to address such queries and explain why it was necessary to act in such a manner. This would cultivate an atmosphere of trust and confidence. It is the “*soft*” management that has retained some of the long serving staff members.

**Recommendation: The Board and Management should make a concerted effort to fill the required competencies with women, and raise the level of feminine perspectives in Board discussions. Staff meetings should be reconvened and run in a professional manner.**

## **2.9. SOCIAL OWNERSHIP OF THE PROJECT**

Mokolodi's Board composition fosters social ownership, as it comprises high-ranking politicians and public servants, as well as representatives of districts within which

Mokolodi falls. It also has important representation from the business community and civil society. It is also interesting that people in Mokolodi and Majakathata villages are positive towards Mokolodi and the Reserve. All too often, villages adjacent to protected areas in Africa are either indifferent, or even hostile to them. Residents of Mokolodi village perceived the park as a workplace. The fact that the Reserve was a private property was respected. Local communities' positive attitude towards Mokolodi seems in particular to be due to the Kirby family's sincere interest in local people's concerns and well-beings. Mr. Ian Kirby, and his son Puso Kirby (former Park Manager), participated regularly in *kgotla* meetings and provided important assistance to the communities on many occasions.

If there is to be any genuine social ownership of the park it should begin with the neighbouring communities. The formal contact between village and MNR is essential for the latter's efforts to be visible to all. The village elders did not seem to know about MNR's developments, as they were not told anymore. The regular communication between Mokolodi's management and the communities has been less (i.e. none at all) over the last year. Both the VDC members and Majakathata had not been to the park to see the various developments, but expressed an interest to know better about it. The elders of Mokolodi expressed their wish for regular contacts with the management of Mokolodi so that they can inform each other about developments. Our conclusion is that formal information exchanges need to be improved.

The sense of ownership within the community of other "*like-minded*" institutions - be they NGO or government - appears to be minimal. While Mokolodi was appreciated, it was not readily accessible to them for a various reasons including that of cost and perceptions of Mokolodi's lack of efforts to collaborate with others. See also item 2.1.6. above.

This assignment was conducted during school holidays, therefore we could not get perspectives of the teachers and pupils who have been to Mokolodi' environment education programme.

**Recommendation: The park neighbours, "like minded" institutions and school groups are all potential ambassadors for Mokolodi. Concerted effort should be made to win their loyalty and strike partnerships. Similarly the relevant districts should be informed formally about Mokolodi's activities within the respective districts. They are responsible for communities and schools in their districts and can assist with implementation and necessary follow up. The district structures have a potential of enhancing social ownership greatly, provided they have an open working relationship with Mokolodi.**

**Regular contacts e.g. at kgotla-meetings, should be re-established. Mokolodi should be represented by the Park Manager, or by someone delegated to take that responsibility.**

**Among the experts, it would be desirable to bring back someone from the University of Botswana.**

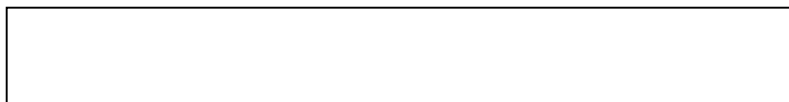
## **2.10. PROJECT BENEFITS FOR CHILDREN AND YOUTH**

The MEC has been used extensively over the years it has been in operation, and the number of visitors including students – ranging from pre-school to teachers and adults – usually range between 10-12.000 each year. Some told us that Mokolodi favours private English school students who can pay, but we were unable to find evidence that could support that statement. With reference to school bookings in 2003, there was an overweight of Tswana medium school bookings that year. See Appendix 4. However, the above myth that portrays Mokolodi as an elitist entity needs to be addressed as it can be damaging to the image of Mokolodi.

Mokolodi has certainly benefited the Ditshwene Dance Group, an initiative of the youth of Mokolodi village. The group approached MNR for assistance and were permitted to perform for visitors for a fee. Assistance from Mokolodi include leadership role provided by the current Sales/Tourism manager of MNR, provision of transport to venues where the group has to perform, some marketing by the office, and drama training and custodianship of a fund for revenue generated by the group. Management of MNR is exploring means of raising funds to augment the group's savings in order to buy a minibus for the group. The same minibus will run transport for school children who currently walk about 8 km each way to the nearest primary school. The transport has a potential of improving the current high rate of truancy and drop-outs that plague the village. Before the minibus project came up, the group used to divide the revenue earned amongst themselves at the end of each year. Many of the dancers are still in school, and have their uniforms bought with the group's funds.

**Recommendation:** MNR's assistance to the village youth group is commendable and the "guardianship" should be maintained. Mokolodi should continue to support the Ditshwene Dance Group, and to use them in EE activities whenever possible. See also our comments in Appendix 3, strategy item 2.6 "Develop new EE approaches".

## **2.11. INSTITUTIONAL AND MANAGEMENT CAPACITY AND COMPLIANCE, WITH REFERENCE TO PROJECT OBJECTIVES AND INTENTIONS**



We observed very dedicated and professional management of the Foundation's assets towards fulfilment of overall goals, i.e. finances, buildings and infrastructure, management of the Reserve and its wildlife, education/ conservation, tourism, etc. But the current organisational structure may benefit from some revisions, and management capacity/ capability can be improved in the Foundation's core activity, i.e. the EE and the MEC.

**Recommendation:** This item is addressed above, see e.g. item 2.1.1. and Appendix 3.



## 2.12. THE PROJECT'S ECONOMIC VIABILITY

The financial statements for 2003 can show a small surplus for the Foundation, which is mainly due to the sale of live rhinos from the Reserve. The financial situation may be somewhat fragile for the moment, but Board members interviewed seemed rather confident that the future would be promising, not least because of expected revenues from the World's View Conference Centre.

Mokolodi's management and Board have suggested that the MEC and EE should become self-sustainable. We do not believe, however, that Mokolodi's EE component will be able to sustain itself in the foreseeable future. The parallel focus on tourism development to subsidise education and environmental awareness raising is necessary. However, we believe that with some creativity, additional EE revenues can be increased by several activities (see e.g. item 2.1.4. "*Opportunities for new EE activities.*"), and charging those that can afford more to subsidise those that cannot afford e.g. private schools to subsidise public schools, fund raising activities that are educational in nature, etc.

**Recommendation: The Foundation should be prepared to subsidise EE/ environmental awareness activities also in the future, as indeed has been an important prerequisite since Mokolodi started up its activities. In addition, other projects and activities that foster EE/ environmental awareness should be pursued.**

## 2.13. THE PROJECT'S FINANCIAL SUSTAINABILITY

This item is addressed above (item 2.12)

## 2.14. THE PROJECT'S ROLE ON A NATIONAL LEVEL, AND ITS POLITICAL IMPACTS AND EFFECTS

The President has referred to Mokolodi as a "*national treasure*" and is thus giving the project some national political ownership. This is not surprising since the Board comprises the former President, the Chief Justice, and more recently the Attorney General as well as high ranking public servants, and the Vice President is the patron of Mokolodi. This raises the profile of the Foundation. Other than that, the project occupies a unique niche in Botswana. Its mandate of environment education ranks high in the list of national priorities, especially in light of efforts to diversify the economy and tourism being regarded as the next engine of growth. This places Mokolodi in a very strategic position in terms of relevance to Botswana's development.

**Recommendation: This item is also addressed in items 2.1.9, 2.2. and 2.3. above. As to national and political impacts, there is a need for an in-depth study, resources permitting.**

## **2.15. POSSIBLE INTERVENTIONS FOR A TRANSFER OF EXPERIENCES AND KNOWLEDGE FROM MOKOLODI TO OTHER AREAS IN BOTSWANA AND TO NEIGHBOURING COUNTRIES**

This is indeed a challenge, and also possible. There are evidently similar experiences/ initiatives in neighbouring countries (one example from Zambia was mentioned – which?) Mokolodi could bring these together in order to discuss concepts, approaches and experiences with other like-minded institutions/ enterprises, and also plan for bilateral/ regional cooperation, including exchange of staff. Such initiatives would contribute to Mokolodi’s strive to be “*a national treasure*” and a “*Centre of Excellence*”.

**Recommendation: This is an area where there is a need for external assistance, e.g. donor support, and where NRD could contribute. NRD could act as a facilitator by bringing regional stakeholders together in order to share “*lessons learned*” and to discuss “*ways forward*” on projects with visions and objectives that are comparable with MNR’s.**

**NRD should explore opportunities for involving the recently re-organised Norwegian Volunteer Service (FK), which prioritise cooperation between partners and stakeholders in the South, and particularly in Africa.**

## **2.16. OPINIONS OF LOCAL COUNTERPARTS CONCERNING THE TECHNICAL ASSISTANCE PROVIDED BY NRD**

<u>Before it was:</u>	<u>Now it is:</u>
- Preserve	- Protect
- Prohibit	- Participate

As mentioned under items 2.6, 2.9 and 2.10, Mokolodi has already received significant support from very many institutions and individuals over many years. NORAD’s support began already in 1993 and NRD has provided much assistance to MNR since 1997. NRD’s involvement include several projects, i.e. financial support to purchase land at Crocodile Pools that was included in the Reserve, the “School to School LA-21/NORBOT”, “Community bush clearing” (a.k.a. “The Donkey Cart project”), “Neighbours in the Global Village/NORBOT”, “The Bamelete/ the Majakathata Development Project” and more recently, support to build the World’s View Conference Centre. From an early stage, NRD provided professional and technical advise to Mokolodi on EE/ environmental awareness raising at MEC.

The Team found that MNR and the local communities, and in particular the Mokolodi and Majakathata villages, truly appreciated NRD’s involvement and assistance over many

years. NRD has to some extent contributed to lasting workplaces also in Majakathata, e.g. via the “The Donkey Cart project”. But most of the projects where NRD was involved are now over.

As has been learnt with similar initiatives in Botswana, communities need to be “handheld” until they can stand on their own feet. Experience elsewhere in Botswana has shown that for a community to be able to run its own affairs can take at least three years to achieve. Majakathata is the “brainchild” of MNR. It would be only ethical for MNR to continue what they started to fruition to avoid potential resentment from the Reserve’s neighbours. It is in the best interest of MNR’s image for Majakathata to succeed. This would be a demonstration of social obligation for the foundation. The Team is convinced that there still are roles that NRD should play in this context, not least because of NRD’s long involvement with the local communities in the area, whereby mutual trust and confidence have been established.

So –where are the opportunities? We have already mentioned that NRD may act as facilitator during exchanges of experiences and knowledge between Mokolodi and similar projects in neighbouring countries (item 2.15). Another challenge is to encourage small enterprises in local communities that can develop and market non-timber products, i.e. honey, nuts, seeds, medicinal plants etc. etc. Products from “the bush” play important roles in rural households in many parts of Africa – see Literature, e.g. Brown 2003 “*Bushmeat and Poverty alleviation: Implications for development policy*”, Sale 1981 “*The Importance and Values of Wild Plants and Animals in Africa*” and Vedeld et al 2004 “*Counting on the Environment. Forest Incomes and the Rural Poor.*” NRD has much experience from small business enterprises and from small-scale cooperative movements in Africa and elsewhere, which could be beneficial in this context.

If markets for bush products are to be explored, then we want to challenge MNR: Rules and regulations for most protected areas in Africa are rather strict and do not allow for any use of natural resources (commonly called the “*Fortress conservation*” approach). This is thus very different from management and use of protected areas e.g. in Norway and some other European countries, where very careful utilisation of resources can be allowed. Differences in conservation philosophies and approaches can be described as “*The Three Ps*”. See box above.

There is now an opportunity for MNR to live up to the modern version of the three Ps (i.e. “*Protect, Participate and Profit*”) and to allow for some careful and sustainable offtake within the Reserve by adjacent local communities. It should not be difficult to strike a balance between this and tourism activities, e.g. by restricting where and when non-timber products are harvested. Because the Reserve is private property, and under the stewardship of the Foundation, it is up to the Board to decide upon this, and to set a framework for this approach. This would also demonstrate that MNR is indeed living up to the modern philosophy of the three Ps, is indeed an important contribution to EE and environmental awareness raising.

**Recommendation: We strongly recommend that NRD assists Majakathata with liaison services, e.g. via the village's VDC, to guide them through. We do not expect major capital investments (Botswana is after all not a LDC anymore), but professional and technical support that should be targeted towards an experienced community liaison officer, visits to established CBOs in Botswana and establishment of an office at Mmankgodi.**

**It is further recommended that the Kweneng district be involved in the next phase of support to Majakathata. MNR may wish to engage another NGO that is experienced in working with CBOs to facilitate this on their behalf.**

**In addition, NRD could play important roles in future sustainable use and marketing of non-timber products and medicinal plants, outside and/ or within the Reserve. NRD could assist in exploring current traditions and use of such products, in Botswana and elsewhere in the region, and could furthermore assist in setting up small enterprises, assist with marketing etc.**

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## **APPENDIX 1**

### **Terms of reference for evaluation of the project:**

Institutional Cooperation between:

**Mokolodi Wildlife Foundation**

**and**

**The Royal Norwegian Society for Development**

#### **Contents:**

Background

From governmental support to institutional cooperation

Project development

1) Majakathata Community Development Trust:

2) Neighbours in the Global Village

Objectives of the evaluation

Scope of work

Personnel

Timing and Reporting

**Name of project**

Institutional cooperation between Mokolodi Wildlife Foundation and the Royal Norwegian Society for Development – hereby referred to as “the project”.

**Name of partners**

Mokolodi Wildlife Foundation, hereby referred to as Mokolodi  
The Royal Norwegian Society for Development hereby referred to as Norges Vel.

**Background**

In November 1993 an agreement was signed between the Government of the Kingdom of Norway and the government of the Republic of Botswana, which set forth terms and conditions for the provision of financial support to the establishment of the Mokolodi Educational Resource Centre outside Gaborone.

The main objective was to establish an environmental training resource centre at the Mokolodi Nature Reserve with an aim to promote and facilitate environmental education for children of all ages, to encourage the preservation, breeding and reintroduction into the region of rare and endangered species of plants, birds and animals and to create sanctuaries for orphaned, injured or confiscated wild animals. This was going to be achieved by arranging courses for approximately 5000 secondary school children per year, courses for teachers, development and production of teaching material, maintain a fairly large herd of wild indigenous animals, facilitate and implement profitable public tourism and facilitate research possibilities for researchers in relevant disciplines.

**From governmental support to institutional cooperation**

In 1997, the Norwegian Agency for Development Cooperation (NORAD) withdrew from Botswana, due to the nation’s successful progress, in which Botswana had managed to raise herself out of the status as a “least developed country”. However, even if Botswana was no longer a priority country to the development authorities in Norway, NORAD felt it was yet too early to leave Mokolodi to stand on her own feet. NORAD, therefore, invited Norges Vel to join in, and inherit the responsibility for the project.

Norges Vel, at the time, was running a small Agricultural School Care Community Centre in Norway, with many familiarities to the Mokolodi Educational Resource Centre. Therefore the project now took a new direction, in the sense that Norges Vel did not only provide financial support on behalf of NORAD. In addition Norges Vel stepped in as a professional/technical advisor to Mokolodi, having many years of valuable experience within the environmental field on her back. Mokolodi on her side gave valuable input to stimulate the development of the Agricultural School Care Community Centre. Mokolodi and Norges Vel were now partners.

**Project development**

The first thing Norges Vel did for Mokolodi was to help them finance the purchase of an additional plot of land, neighbouring the Nature Reserve. Portion 10 of Crocodile Pools, in extent 1326 ha, was purchased and added to Mokolodi by the end of 1997 – bringing



Mokolodi closer to the optimum size for a park to sustain viable groups of browsers, grazers and carnivores.

By the time the extra land had been purchased, a continuing cooperation between the two organisations was being considered, resulting in two other pilot projects being born under Mokolodi.

**1) Majakathata Community Development Trust:**

The project was first named the Bamalete Community Project, or the Donkey Cart/Community Project, and was initiated actually as a result of the land purchase. Villagers in the area had more or less been depending on the purchased land for cattle grazing, fire wood collection and so on, and by purchasing the land Mokolodi had now eliminated their access to these benefits. Donkey Carts were provided, and a bush clearing team consisting of members of different families in the community started operating. The objective was to give these people an opportunity to generate income for themselves and their families, and as such make up for the loss they had experienced when they could no longer benefit from the land area.

**2) Neighbours in the Global Village**

The second pilot project born under the cooperation between Mokolodi and Norges Vel, was a school to school friendship programme focusing on LA21. Networks of friendship between schools in Norway and Botswana were established, and the objective was to exchange knowledge about problem areas within the environmental field between students in the two countries.

Alongside these projects Norges Vel has continued to be a professional advisor for Mokolodi, aiming to help Mokolodi improve its Educational Resource Centre to benefit more children of Botswana and provide them with knowledge of the environment and human affects on nature.

**Objectives of the evaluation**

Statement of objectives of the evaluation:

- To assess the short and long term impact of the project
- Based on the assessment make recommendations concerning additional interventions that may be considered to ensure sustainable impact of the project.

**Scope of work**

- 1) Assess effectiveness of the project including an assessment of the contributions made by the outputs produced to the achievement of the project objectives, and how external factors have affected project achievements.
- 2) Assess the short and long term impact of the project on the target group.
- 3) Assess the environmental impact of the project, both as direct impact on the nature and as impact in the sense that knowledge and environmental awareness has been established in the up-growing generation of Botswana.

- 4) Assess the contribution by the project to the creation of lasting workplaces, with employment of local citizens, and the effect of employment for the extended families.
- 5) Assess efficiency including an assessment of to what extent the outputs have been produced at reasonable cost and in an acceptable time frame.
- 6) Assess the relevance of the project in relation to the external environment including assessment of external conditions that has influenced project implementation
- 7) Assess technology used in the project and to what extent it has been promoting use of local materials and skills, and labour-based methods.
- 8) Assess socio-cultural aspects/gender issues and to what extent it has been in relevant to the present socio-cultural norms and practices, to what extent it has met the needs of the local community, increased labour opportunities, capacity building and education including assessment of distribution of benefits and costs of project to men and women.
- 9) Assess social ownership of the project, as involving different groups within the society, (rich-poor, low and high educated, locals and foreigners, environmentalists, black and white, etc.)
- 10) Assess the benefits as impacting children and youth.
- 11) Assess the institutional and management capacity of the project and the extent to which the institutions have fulfilled their responsibilities and managed their roles efficiently.
- 12) Assess the economic viability of the project with quantification of main benefits and costs, and/or assessment of cost efficiency.
- 13) Assess the financial sustainability and to what extent the project will sustain its operations financially.
- 14) Assess the role of the project on a national level, and also consider political impacts/effects of the project.
- 15) On the basis of the above make recommendations on possible new interventions needed in order to transfer the experiences and knowledge to other areas in Botswana and neighbour countries.
- 16) Assess the opinion of local counterpart concerning the technical assistance provided by Norges Vel.

Though focus should be mainly on the period of time that Norges Vel has been directly involved in the project, it is important that the evaluation team also considers the whole history of Mokolodi from establishment, consolidation and development up till today.

**Personnel**

The evaluation is to be implemented by a team of experts consisting of:

- Mr. Thor Larsen, Norway, Professor in Natural science, acting as team leader
- Ms. Rapelang Mosa Mojaphoko, Botswana, Master of Natural Resources.

**Timing and Reporting**

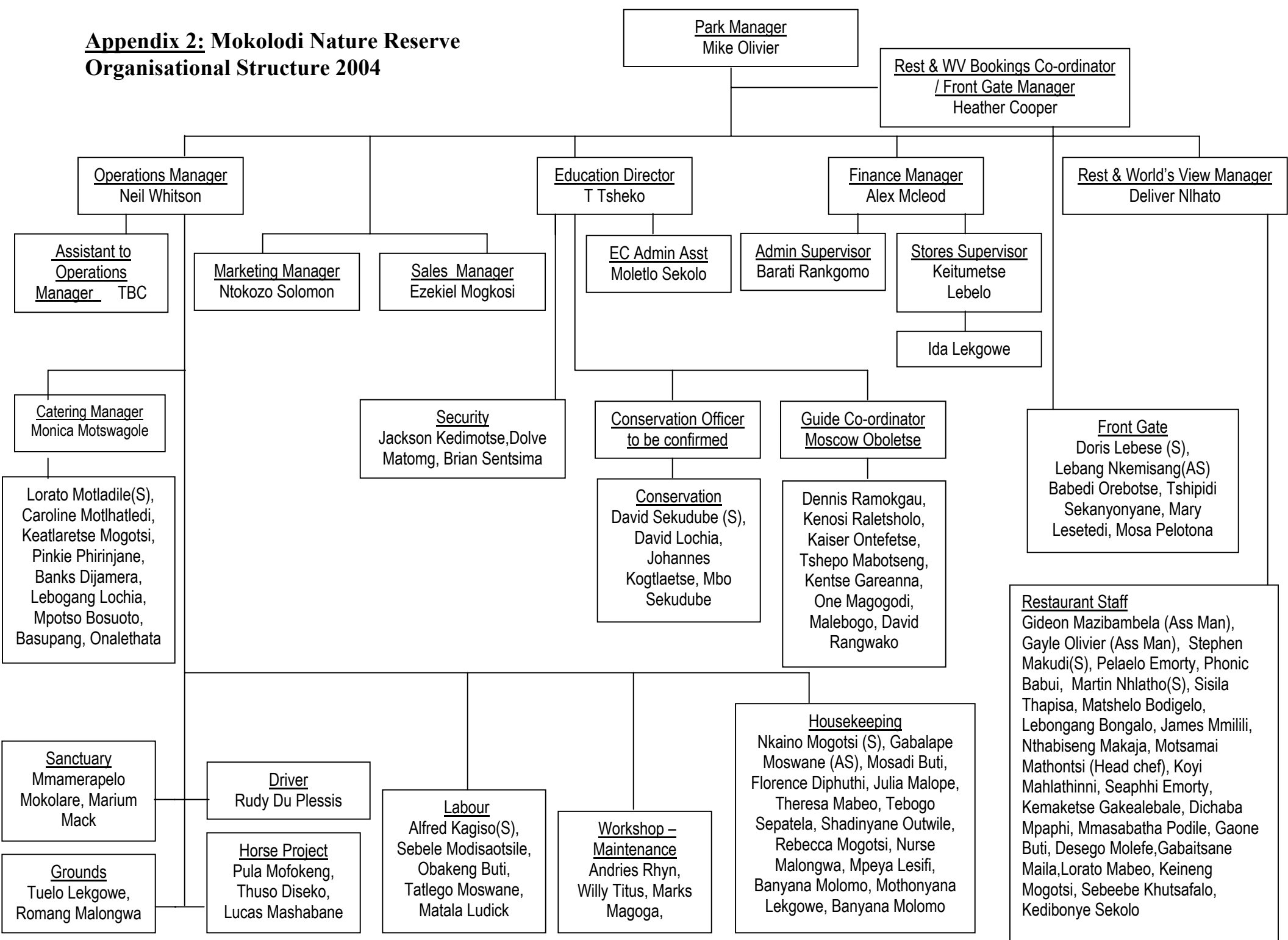
The duration of the evaluation is expected to be maximum 18 working days, commencing on the 27<sup>th</sup> of September 2004. The team will present a draft report in electronic form to Norges Vel by the 13<sup>th</sup> of September 2004. Norges Vel will co-ordinate the comments and feedback on the draft report, and present it to the evaluation team by the 20<sup>th</sup> of September 2004. The evaluation team will take account of the comments in preparing the final report. The purpose of submitting the draft report for comment before the final version is produced, is to ensure that all issues specified in the T.o.R. are properly covered and possible misunderstandings sorted out. Actual findings and recommendations by the evaluation team are not meant to be influenced by the comments.

The final report will be submitted to Norges Vel and Mokolodi in paper copy as well as electronic form, by the 27<sup>th</sup> of September, 2004.

The above report shall be presented in English.



**Appendix 2: Mokolodi Nature Reserve  
Organisational Structure 2004**





### APPENDIX 3:

#### Comments to “Strategies, Activities and Action Taken by Mokolodi Nature Reserve Regarding Environmental Education in Botswana, November 1998- November 2003. A Review of the Mokolodi EE Plan, Phase 2”

##### STRATEGY 1.2. DEVELOP EE TEACHING/ LEARNING MATERIALS

Activity	Action Plan	Way Forward
Review existing materials to include Education for the Environment	On-going packages from other countries adapted	More workshops with teachers to be done
Develop supplementary EE materials for formal and non-formal education.	Has developed EE package for teachers, professional guides and Community Based Organisations.	To strengthen existing packages
Develop EE resource books and handbooks	Booklets on trees, spoors and grasses developed	More to be done during workshops

*Materials, packages, resource books and booklets are not enough. It is even more important to revise and upgrade syllabus and course contents in order to meet today's very many environmental challenges. Course components, e.g. also for other groups than primary/ secondary schools should address the uniqueness of the Mokolodi reserve's habitat: African dryland ecosystems, e.g. species adaptation to drylands, keystone species impacts (e.g. elephants), species adaptation to e.g. drought and fire, ecological/ social/ economic consequences of bushfires, climate change, impacts from pollution, soil erosion, economic and social benefits from management and sustainable use of natural resources (co-management/ CBNRM models) etc. etc. This not least to meet demands in a fast changing world and expectations from target groups other than small children.*

##### STRATEGY 1.3. BUILD CAPACITY FOR FORMAL AND NON FORMAL EE

Activities	Action taken	Way forward
Training of teachers and educational leaders	Presented papers at EEASA conferences Workshops conducted for teachers Member of EE in service committee	To continue

Pre service and in service training of teachers	Member of the EE in-service committee Workshop package available	To continue
In service EE workshop courses for teachers	Resourced in regional EE workshops, workshop package available	To continue
Workshops for field education officers	Presented papers at EEASA conference Member of the EE in service committee No specific package developed	To continue
Structured training of expatriate teachers	A one day visit by TSM recruited teachers	To continue
Training of Education officers and curriculum developers in EE	Member of the in-service committee Presented papers at EEASA conference No specific package developed	To continue

**OK!**

#### **STRATEGY 1.4. TEACHING AND LEARNING ACTIVITIES**

<b>Activities</b>	<b>Action taken</b>	<b>Way forward</b>
Conduct EE workshops for students teachers	A package for college students available	Improve existing package
Address students in their schools and during visits to existing centres	Have visited and talked to some schools in Gaborone and surrounding areas	To continue with the outreach programme

***See comments under item 1.2 above. Room for much improvement here!***

#### **STRATEGY ACTION PLAN 1.5. DEVELOP EE CO-CURRICULAR AND STRENGTHEN CLUB INITIATIVES**

<b>Activities</b>	<b>Action taken</b>	<b>Way forward</b>
Undertake practical ( hands-on) projects for schools and club related to protection of environment	Have visited and talked to some schools in Gaborone and surrounding areas	To review existing programme and include in the outreach programme
Organise environmental fairs for schools and clubs	Participates in fairs	To continue
Organise environmental quizzes	Member of NEEC. Done during national days. Packages available for all ages.	To continue
Strengthen EE clubs of Botswana	Package of managing EE clubs developed	To improve using School Environmental Policy (SEP) package



Organise workshop for club leaders	Included in the SEP pack	To continue
Develop project monitoring system for clubs	Package available on managing clubs for visitors	To improve package used
Organise youth rallies on environmental themes	Replaced by EE fairs	To continue participation

***This is important, but more can be done in order to improve cooperation for synergy and win-win opportunities. Not enough to talk to “some schools in Gabs...” We were told that Mokolodi has not attended meetings at NEEC for more than a year, which is regrettable. Need to be much more pro-active on this!***

**STRATEGY 1.7. CREATE MODELS OF ENVIRONMENTAL RESPONSIBILITIES AT EDUCATIONAL INSTITUTIONS**

<b>Activities</b>	<b>Action taken</b>	<b>Way forward</b>
Develop internal school EE policies/environmental activity and work plans	Internal policy on recycling, reuse and conservation available	To implement internal policy and be exemplary
Promote sustainable conservation practices	Packages available for teachers and students visiting	Package developed with Majakathata Trust
Encourage schools to engage in community conservation activities	Part of the programme offered to visitors	To continue

***OK!***

**STRATEGY 2.1. INFORM THE PUBLIC ABOUT ENVIRONMENTAL ISSUES AND PROBLEMS**

<b>Activities</b>	<b>Action taken</b>	<b>Way forward</b>
Organise thematic campaigns (e.g veld fire, desertification control, conservation, clean up etc	Done through monthly Sunday talks. Water quality and quantity project initiated	To start with availability of funds
Commemorate environmental days,	Member of the NEEC and participated in all of them.	To continue
Prepare regular press releases, publish environmental articles and support production of EE newspaper supplements.	Presented in FONSAG Radio Programme, Mokolodi newsletter, KTV Programme, RB programme. BTv	To continue
Increase distribution of EE publications.	Mokolodi newsletter	To continue
Promote TV broadcasting of EE videos	A video to be made	Ongoing

*This seems to be OK – but important to pursue information to the public repeatedly and vigorously.*

**STRATEGY 2.2. TARGET SPECIFIC AUDIENCES**

<b>Activities</b>	<b>Action taken</b>	<b>Way forward</b>
Address EE Fairs on environmental issues	Participates in fairs	To continue
Organise workshops and training courses for women	Not done so far	To be considered
Organise workshops on resource utilization and management	Not done so far	To be considered

*Mokolodi’s EE activities have to expand beyond schools and children if the Centre is to acknowledge its strategic objectives and goals. Women are very important target groups, and the very many positive opportunities related to sustainable use of natural resources need much more attention. Hence the way forward is not “to be considered” but “to be prioritized!”*

**STRATEGY 2.3. INCREASE PEOPLE’S PARTICIPATION IN ENVIRONMENTAL PROTECTION AND REHABILITATION**

<b>Activity</b>	<b>Action taken</b>	<b>Way forward</b>
Organise national tree planting days, tree planting events and programmes	November 28 <sup>th</sup> Tree Planting - organised and held in neighbouring villages	To improve participation
Organise gardening activities	A project on planting trees in homes in Mokolodi and Metsimaswaane village	Improvement needed
Carry out recycling activities	Paper recycling, grey water project	Improvement needed

***This is OK and we understand it is more planned in this field. Keep up the good work!***

**STRATEGY 2.4. UNDERTAKE EE RESEARCH ACTIVITIES**

<b>Activities</b>	<b>Action plan</b>	<b>Way forward</b>
Conduct small scale research	Research done by graduate students	To invite more researchers

***Here there are many good opportunities that will foster cooperation and strengthen much-needed alliances. Research and expertise can provide professional advice and even in-kind support to EE activities if Mokolodi makes its facilities available to students and researchers on a no-cost basis, that is when they are not booked by schools and other priority target groups for courses etc.***

**STRATEGY 2.6. DEVELOP NEW EE APPROACHES**

<b>Activities</b>	<b>Activities</b>	<b>Way forward</b>
Make use of traditional story-telling set-ups	Invites a village elder to tell stories to visiting students	Needs to be improved
Make use of art, music and drama in conservation festivals	Packages available for students	To include in new packages

***Traditional story-telling, art, music, drama and dance in EE and E-awareness raising is important. There are long traditions for this in Africa, and experience shows that such communication-approaches often have far better impact than lectures, books, posters etc. Compare e.g. very positive experiences from Zimbabwe’s CAMFIRE programme etc. Mokolodi requires credit for its support to Mokolodi village’s Ditshwene dance group. That and other traditional communication activities should be pursued vigorously by the EC also in the future.***

**STRATEGY 2.7. DEVELOP EE MATERIALS**

<b>Activities</b>	<b>Action taken</b>	<b>Way forward</b>
Produce educational targeted materials	Programmes for pre-school up to university level available, professional guide course available	To improve existing materials
Produce newsletters	Production of Mokolodi newsletter	To send to targeted destinations
Produce videos	NORBOT video	More to be done

***Fair enough – but start with the displays and posters at the EC! They have not been revised for years and much of what is on the walls are haphazard bits and pieces about everything and nothing. It is easy – and cheap – to produce something that is really interesting and challenging, see e.g. comments under item 1.2. above. Need to be prioritized.***

**STRATEGY 3.1. DEVELOP EE MATERIALS**

<b>Activities</b>	<b>Action taken</b>	<b>Way forward</b>
Organise seminar on key issues for high level government officials	None so far	To be considered

***Do this! And not only one seminar, but repeatedly. Should in particular target key officials in ministries that are responsible for finances, industries etc. etc, because it is first and foremost they who need to understand and appreciate the importance of sustainable natural resource management/ use. Should be done on site, e.g. at World View, coupled with field trips/ demonstrations. And invite key professionals to do this – it will pay off in the long run. See also suggestions under item 2.1.4.***

### STRATEGY 3.3. TRAINING FOR DISTRICT AND COMMUNITY LEADERS

Activities	Action taken	Way forward
Organise seminars and workshops for district local authorities and community leaders	Workshop done to CBOs	To be improved

*This is indeed important and should be prioritised*

### STRATEGY 3.5. TRAINING FOR MEDIA PRACTITIONERS

Activities	Action taken	Way forward
Organise workshops on EE for religious leaders	A package for church groups, visiting available	To continue

*Also important. Religious leaders can do a lot for environmental awareness.*

### STRATEGY 4.1. TRAINING OF KEY STAFF AT AGENCIES AND INSTITUTIONS PROVIDING EE SERVICES

Activities	Way forward	Way forward
Organise workshops for relevant District personnel	None so far	To be considered
Organise training of EE officers	Secondment of teachers to Mokolodi done but stopped.	To be reviewed

*Not only to be considered! It is very important to work together with, and to obtain support from, district personnel and other local key stakeholders on environmental matters. Partnerships are important, and recommend therefore brainstorming sessions together with other like-minded NGOs etc. for common approaches and actions. We have been told that e.g. KCS are active on this already, and cooperation with them (and others) will benefit everybody involved. Could e.g. be planned and prepared through NEEC.*

**STRATEGY 4.2. TRAINING FOR DISTRICT OFFICERS AND STAFF**

<b>Activities</b>	<b>Action taken</b>	<b>Way forward</b>
Organise workshops for district personnel	None so far	To be considered

*As above: Not only to be considered, but do something fast!*

**STRATEGY 4.3. INTEGRATE EE INTO EXTENSION SERVICES**

<b>Activities</b>	<b>Action taken</b>	<b>Way forward</b>
Organise EE training for government extension staff and NGO's extension staff	Training for NGO/CBO's staff, Professional Guide and Educators None for government extension staff	Improve existing packages

*Work together with other like-minded NGOs/ organizations on this. Will improve courses/ presentations/ seminars/ workshops etc. and will add expertise from fields where Mokolodi is weak (e.g. environmental constraints/ opportunities in agriculture, water management, industry etc. etc)*

**STRATEGY 4.4. TRAINING IN DEVELOPMENT OF EE INFORMATION AND TEACHING/ LEARNING MATERIALS**

<b>Activities</b>	<b>Action taken</b>	<b>Way forward</b>
Organise workshops on EE materials and production	Material production workshops done	More workshops to be done

*Seems OK, but please continue with this too...!*

**STRATEGY 4.5. DEVELOPMENT OF EE MATERIALS FOR THE KEY STAFF**

<b>Activities</b>	<b>Action taken</b>	<b>Way forward</b>
Prepare a series of information and teaching materials for extension staff	Member of EE in service committee Package available for teachers	Improve existing packages

Review existing environmental publications and newsletters	Additions ongoing in the material production workshops	More workshops to be done

*Good – but not only a matter for a service committee. Information and teaching materials and publications are too passive. There should also be meetings and discussions for all staff in informal settings, e.g. combined with braais, field excursions etc. etc. This is a challenge for an education committee that needs to be re-vitalised. See item 2.1.3 above.*

#### STRATEGY 5.1. DEVELOPMENT FOR OUT-REACHED COMMUNITIES

Activities	Action taken	Way forward
Strengthen district conservation committees	None so far	To start with funds being available
Introduce environmental components into existing projects at village level	None so far	To start with funds being available

*This is very important, and lack of funds is no excuse for not doing anything. Does not cost much, if anything. Bring the committees/ village stakeholders to the EC, show them around, discuss their particular environmental concerns. And invite other like-minded NGOs etc. to join you. That will add to the quality of presentations and discussions, and will also strengthen institutional cooperation for common good.*

#### STRATEGY 5.2. SUPPORT DEVELOPMENT OF COMMUNITY INITIATIVES

Activities	Action taken	Way forward
Provide training and guidance to community groups	Working with Majakathata on any issues arising	To continue
Involve communities in CBNRMP	Workshop already done for CBO and Majakathata	To continue

***Interesting and very important. Co-management and CBNRM are indeed relevant topics, but not Mokolodi’s strength. Another opportunity for cooperation, e.g. with KCS who has its own CBNRM programme. Should also address needs and opportunities in Mokolodi village and other adjacent communities. This is an activity where it should be possible to raise some donor support, particularly if close cooperation with other like-minded organizations can be demonstrated.  
Maybe a role for NRD here?***

**STRATEGY 5.3. ESTABLISH RESOURCE CENTRES**

<b>Activities</b>	<b>Action taken</b>	<b>Way forward</b>
Identify location of and establish a national EE Resource centre, collect and produce EE materials and equipment	Have library, display room and some equipment ongoing	To expand the buildings and add more materials
Develop local EE resources and libraries	Library and display room available	To expand the buildings

***Mokolodi’s own library and displays need upgrading before anything else. Work with other Mokolodi staff who have expertise and experience in this – there are several very good people. And some urgently needed improvements will not cost much – if anything.***

**STRATEGIES 5.4. DEVELOP AND STRENGTHEN ENVIRONMENTAL EDUCATION CENTRES**

<b>Activities</b>	<b>Action taken</b>	<b>Way forward</b>
Support EE Centres in developing their activities	We are registering as an EE institution	Assist new centers with availability of resources
Involve local communities to use EE centres	Facilities open to public	To continue

***Too passive! If Mokolodi – together with other relevant institutions – could assist in the establishment of new EE centers, in Botswana as well as in neighboring countries, then we are confident that some donor support would become available. Lessons learned at Mokolodi and elsewhere would prevent “re-invention of the wheel” and would optimize use of available funds and resources for new initiatives.  
Another future role for NRD?***



### STRATEGY 5.5. BUILD RECYCLING CENTRES

Activities	Action taken	Way forward
Promote placement and building of waste collection points	Sourced supply of dustbins to Mokolodi village separates wastes	Improvement needed

*What about recycling, e.g. of metals, paper etc, use of organic waste as fertilizers i vegetable gardens, production of methane gas for cooking and heating from manure, etc? Many challenging opportunities in this field and much good experience from many developing countries, not least in Asia. Another argument for pursuing this is that adjacent villages (Mokolodi) may experience shortage of fuel wood from time to time. Should be explored - e.g. with some donor-supported technical assistance and assistance from NRD?*

### STRATEGY 6.3: INCREASE EXCHANGE OF INFORMATION AND NETWORKING

Activities	Action plan	Way forward
Compile an EE calendar	Uses the SEP pack	To be included in policy
Create an E- mail network and connect to the internet	Connected to internet and email	To continue
Joint participation in EEASA	Has participated in the organisation of the 2001 conference	To continue

*Very important topic, and addressed in item 2.1.6- above. Much to be done here!*

## **APPENDIX 4**

Number of Tswana and English medium school bookings for year 2003 for primary and secondary schools

<b>MONTH</b>	<b>Tswana medium</b>	<b>English medium</b>
<b>Jan</b>	4	0
<b>Feb</b>	10	1
<b>March</b>	4	9
<b>April</b>	14	2
<b>May</b>	15	5
<b>June</b>	12	7
<b>July</b>	8	2
<b>August</b>	6	0
<b>September</b>	11	5
<b>October</b>	14	8
<b>November</b>	15	3
<b>December</b>	10	0

## APPENDIX 5

### Schedule of meetings with stakeholders

<b>DAY 1 24 August 2004</b>		
<b>Time</b>	<b>Name and position of person(s) and met</b>	<b>Institution represented</b>
15:00 - 17:00	Mike Olivier -Park Manager and Tebelelo Tsheko - Education Director	Mokolodi Nature Reserve Management
<b>DAY 2 25 August 2004</b>		
09:30	Joe Matome –Authorised trustee of Mokolodi Board and the Management Committee, chairperson of the latter.	Debswana
<b>DAY 3 26 August 2004</b>		
09:00	Uttum Corea – former chairperson of Mokolodi Board	Price Waterhouse Coopers and Serendib elephant project
11:30	Herbert Kebafetotse, Education Officer and Felix Monggae- CEO	Kalahari Conservation Society
14:00	Moshotle – Chairperson of trust	Majakathata Community Development Trust, Mankgodi
16:00	Muriel Sanderson – Retired Accountant for Mokolodi	N/A
<b>DAY 4 27 August 2004</b>		
09:00	Kgosi and VDC	Mokolodi village
11:00	Arabang Kanego	National Conservation Strategy Coordinating Agency, MEWT
12:00	Cosmos Rathipana, Manager Gaborone Game Reserve (Educational park)	Department of Wildlife and National Parks, MEWT
15:00	Doreen Mc Colaugh, retired educator, University of Botswana.	Author of ARD publication entitled, ‘Strengths and Constraints of Mokolodi Education Centre’

*Institutional Cooperation between Mokolodi Wildlife Foundation and  
The Royal Norwegian Society for Development*

<b>DAY 5 29 August 2004</b>		
<b>Time</b>	<b>Name and position of person(s) and met</b>	<b>Institution represented</b>
	08:00 Uttum Corea on elephant walk  13:00 Boipuso Kirby	Former Park Manager and son of I.S. Kirby, donor and founder of Mokolodi Wildlife foundation
<b>DAY 6 30 August 2004</b>		
Education staff	09:00 Mr Tsheko – follow up to the Majakathata story.	Education Director at Mokolodi Nature Reserve
<b>Day 7 1 September 2004</b>		
	10:00 Marketing - Ezekiel	Sales/Tourism Manager at Mokolodi Nature Reserve
	12:00 Mr Tsheko – follow up	Education Director at Mokolodi Nature Reserve