



2019

CREATING PARTNERSHIPS
THAT REDUCE THE IMPACTS
OF THE ILLEGAL WILDLIFE
TRADE ON PEOPLE,
ELEPHANTS AND RHINOS



USAID
FROM THE AMERICAN PEOPLE



Community Practitioners Workshop Report: Finding Common Ground

Tzaneen, South Africa

10 – 12 September 2019

Table of Contents

Acronyms	3
About Khetha	4
Executive Summary.....	6
Main themes and discussions	10
Value of wildlife	10
Partnerships are critical	10
Foster a culture of listening	11
Community Engagement	11
Governance	12
Direct and indirect community engagement approaches with conservation outcomes	12
Research in/on communities	13
Policies	13
Other	13
Learning Hub: Practitioners Network	15
Conclusion.....	19
Acknowledgements.....	20
References	21
Appendix 1: Workshop Programme.....	23
Appendix 2: Workshop Participants List	26
Appendix 3: Vision for the Learning Hub	30
Appendix 4: Learning Hub Workplan	44

The Khetha Community Engagement Workshop: Finding Common Ground was made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the World Wide Fund for Nature (WWF SA) and do not necessarily reflect the views of USAID or the United States Government.

Acronyms

ANAC	National Administration of Conservation Areas - Mozambique
CIRAD	Agricultural Research for Development
DEFF	Department of Environmental Affairs, Forestry and Fisheries
EWT	Endangered Wildlife Trust
GKEPF	Greater Kruger Environmental Protection Foundation
GLTFCA	Great Limpopo Transfrontier Conservation Area
HWC	Human-wildlife Conflict
K2C	Kruger to Canyons Biosphere Region
LEDET	Limpopo Department: Economic Development, Environment and Tourism
MTPA	Mpumalanga Tourism and Parks Agency
NGO	Non-government organisation
SADC	Southern Africa Development Community
SANParks	South African National Parks
SSW	Sabi Sands Wildtuin
UMP	University of Mpumalanga
USAID	United States Agency for International Development
WWF SA	World Wide Fund for Nature South Africa

About Khetha

“Khetha”, meaning “choose” or “choice”, is a word associated with the Nguni languages of southern Africa. The word “Khetha” reflects the program goal to offer communities surrounding protected areas an opportunity to choose to conserve wildlife whilst making informed choices to improve their livelihoods.

Khetha is a five-year USAID co-operative agreement, implemented by WWF SA. Its overall goal is to promote paradigm shifts and partnerships to reduce wildlife trafficking impacts on flagship species and communities in the South African and Mozambican landscape of the Great Limpopo Transfrontier Conservation Area (GLTFCA). More specifically, by 2022, the program will contribute to an increase in growth rates of black and white rhinos and maintain positive growth rates for elephants in the focal area.

The overall goal of the project will be achieved through collaboration between WWF SA and partners towards the following objectives:

- 1) Support innovative partnerships and novel approaches to improve relationships between people and wildlife within civil society, communities, private sector, and government in at least four innovation nodes in the GLTFCA, by July 2022
- 2) Support the implementation of critical wildlife trafficking policy frameworks for South Africa and Mozambique to increase crime prevention, detection, prosecution, and collaboration, by July 2022.
- 3) Learn, collaborate and coordinate with influential institutions in the GLTFCA landscape to strengthen the collective response to wildlife trafficking, by July 2022.

The project objectives contribute to the implementation of the [United States National Strategy for Combating Wildlife Trafficking](#) and complement further regional and bilateral programs managed by USAID and other United States Government agencies in southern Africa as well as ongoing responses by donors, governments, private sector and other organisations.

Khetha Programme Focus Area



- 1a Greater Lebombo Conservancy (GLC), Moamba district, Maputo Province, Mozambique
- 1b GLC, Magude District, Maputo Province and Massingir District, Gaza Province, Mozambique
- 2 Pafuri Node, Chicualacuala District, Gaza Province, Mozambique
- 3 Makuya Node, Vhembe District, Limpopo Province, South Africa
- 4 Gidjana-Bevhula, Vhembe District, Limpopo Province, South Africa
- 5 Sabie River Node, Ehlanzeni District, Mpumalanga Province, bordering the Sabie River, South Africa
- 6 Matsulu Corridor Node, Ehlanzeni District, Mpumalanga Province, South Africa

Executive Summary

Community involvement and shared benefits are critical components in conservation and addressing illegal wildlife trade in the GLTFCA

The WWF SA, through the Khetha Program, supported by USAID, hosted community practitioners from the public, private and non-government organisations (NGO). The purpose was to share experiences in implementing community-based conservation initiatives along the western boundary of the Kruger National Park in South Africa – an area heavily affected by wildlife trafficking, especially the poaching of rhinos and increasingly elephants. Community involvement and shared benefits are critical components in conservation and addressing illegal wildlife trade (Agrawal, 1997; Hackel, 1999; Cooney *et al.*, 2016; Derek, 2018). Yet, it remains unclear how to effectively engage and include communities in these efforts.

This report captures the diverse experiences of practitioners, provides insights into current and historical issues that shape the relationship between local communities and protected areas and explores how existing community-based projects aim to address these challenges. Government, NGOs and the private sector have invested in community-based initiatives that aim to create opportunities for people living on the boundary of conservation areas to share in the benefits. These include environmental education, sports and food programs, access to parks and reserves for recreational purposes or sustainable resource harvesting, training and skills development, jobs, and to some extent, land ownership and co-management.

The discussions showed a common yet multifaceted understanding of the causes of poaching, the impacts of illegal wildlife trade on communities and the socio-economic interventions required to influence the wildlife conservation story.

The workshop allowed for robust reflection on whether current conservation activities are adequately inclusive of and of benefit to communities. It was clear that concepts of community engagement and inclusion and benefits should be more widely reconsidered from a community-based perspective.

The community and conservation practitioners agreed that working with communities is complex and requires awareness of the governance structures, socio-economic priorities, history, culture and language, in order and the need to ensure co-development projects that speak to diverse community interests. Fundamentally, conservation should encourage co-existence between people and nature, and the equitable sharing of the benefits and costs.

As part of mapping a way forward, workshop participants agreed on the need for the development of a Learning Hub to act as a platform for information sharing, learning and capacity building to improve the implementation of community-based initiatives. Participants drafted a rough framework for the Hub that will determine its identity, purpose and practical value. Through exploring common ground, Khetha established valuable contacts and partners that are motivated to improve the relationship between communities and protected areas and between people and wildlife.

Situating the Report in a Broader Context

The Community Practitioners Workshop: Finding Common Ground, held September 10 to 12, 2019 in Tzaneen, South Africa, brought together 88 prominent community and conservation practitioners, from government, NGOs and the private sector to share their experiences working with communities living on the boundaries of protected areas affected by the illegal wildlife trade.

When designing and implementing community-based projects and initiatives to address wildlife trafficking affecting both communities and protected areas, the context and setting in which community and protected area-relations exist is important to understand (Brooks *et al.*, 2012). According to Chaminuka *et al.*, (2012) parks, reserves, wildlife, and communities living in the Greater Kruger continue to bear the majority of negative social and ecological effects of rhino poaching. Many organisations, the private sector and the government have stepped in, investing extensive human and financial resources to disrupt illegal wildlife trade (Brisman and South, 2018). Community engagement and inclusion are increasingly recognised as essential in these efforts (Hübschle and Shearing, 2018).

However, community engagement is complex. Conservationists have inherited the results of historical social injustices committed in the name of conservation (Freund and Witt, 2010). The forced removal of people from their land and their homes to create protected areas for the benefit of the wealthy has created negative relationships between communities and protected areas. As noted by Hübschle & Shearing (2018), “dealing with the nearly 400-year-old legacy of colonial land dispossession is an ongoing government project in South Africa, where the land question is closely linked to persistent poverty and structural inequality. The redistribution of land taken from indigenous and local communities in the colonial and apartheid eras has either not been tackled or only partially so.” (p.8) These tensions between communities and protected areas persist today.

Over the past 20 years, considerable work has been done to foster community-inclusive conservation, for example, through the National People and Parks Strategy, land reform, and public-private partnerships (Freund and Witt, 2010). However, these initiatives often took a top-down approach, with limited inclusion of community voices in planning and implementation, as communities were often seen as passive recipients of conservation benefits (Pratt, 2012).

Land reform and sharing the benefits from the wildlife economy are major government priorities as the country undergoes a period of socio-political transformation and reform (Freund and Witt, 2010; DEA, 2019; SANParks 2019). However, the lack of funding and capacity to establish sustainable businesses remain some of the major challenges for those who historically excluded from the wildlife economy (Ngwakwe and Mokgalong, 2016).

Economic challenges place further stress on conservation as land and natural resources become more contested with growing human populations, increasing poor service delivery of basic needs such as water and sanitation, unemployment and continued inequality (Snyman, 2017). For conservation to remain relevant, it needs to be adaptive and inclusive of communities, policymaking, sustainable development planning, natural resource management, research and implementation, safety and human wellbeing, capacity building and economic benefit sharing (King, 2007). Where community-based conservation initiatives have been successful in the Southern Africa Development

Community (SADC) region, these initiatives moved away from asking communities, “what do you want?” to “how can you contribute to making this work?”

It is against this backdrop that WWF SA and USAID hosted the Community Practitioners Workshop. The primary objective of the workshop was to bring community and conservation practitioners together to:

- 1) Share their experiences of working with communities in and along the western boundary of the Kruger National Park to address illegal wildlife trade;
- 2) Borrow lessons, approaches and tools from sectors outside conservation that may be valuable and applicable to wildlife conservation and community engagement; and
- 3) Co-develop aspirations for the Learning Hub as a platform for information-sharing, capacity building, training, and translating theory to implementation on the ground.

This report provides an overview of the discussions at the workshop categorised according to various key issues and themes and gives an overview of the workings of the Learning Hub, which was co-developed by workshop participants. Appendices provide more detailed information on the workshop program, list of attendees, the development of the Learning Hub, and background on the Khetha Programme.



Isaac Hlatshwayo
Senior Service Officer
USAID

RIPCHL
1996

Shabunhanda Mkhobane
Senior Service Officer
USAID

Main themes and discussions

The three-day workshop was structured around core thematic presentations, followed by interactive discussions. The presentations can be found here:

https://www.dropbox.com/sh/6qh5hdiw907xvqu/AAC-KcW_DXzq7ixsjOGEIwqNa?dl=0

Diverse expertise provided insights into current and historical issues that shaped the relationship between people and protected areas in the Greater Kruger area and beyond. The discussions showed a common yet multifaceted understanding of the causes of poaching, the impacts of illegal wildlife trade on communities and interventions required to influence the wildlife conservation story. The workshop also allowed for robust reflection on whether current conservation activities are adequately inclusive of and of benefit to communities. It was clear that concepts of community engagement and inclusion and benefits should be reconsidered from the community-based perspective.

From the discussions throughout the workshop, several themes arose:

Value of wildlife

We need to recognise that all people value wildlife differently. For some, wildlife has aesthetic value, but in many places around protected areas, people live in poverty and cannot afford the luxury of enjoying wildlife in this manner. To some, wildlife has commercial value, while to others, it has cultural value in terms of traditional practices and beliefs. Some regard wildlife and its use as an opportunity to uplift themselves and their families out of poverty, while others see wildlife as a threat to their livelihoods, for example, the effects of human-wildlife conflict (HWC).

Partnerships are critical

Conservation areas, such as the Great Limpopo Transfrontier Park and adjacent private, public and communal protected areas, are often part of a mosaic of land uses, including commercial and communal farming, mining and settlements ranging from isolated and sparsely populated villages to dense towns. If we are to ensure that conservation areas remain viable and that conservation contributes to socio-economic development, an integrated land use approach is important. Integration requires various parties – representing different value systems - to come to the table and form meaningful partnerships.

Different sectors and stakeholders have strengths and weaknesses when it comes to their contribution to socio-economic development, the impact of its practices on the environment, and how well they engage with other stakeholders. Partnerships allow stakeholders and projects to complement one another to achieve greater impact. To build meaningful partnerships require us to foster a culture of inclusiveness, with a particular focus on communities, in conservation initiatives. On the western boundary of Kruger, many parties are already doing work with communities, but the efforts are disjointed across the landscape and there could be more sharing and learning between parties. Thus, there needs to be better coordination, communication and engagement between the various stakeholders in the region.

Foster a culture of listening

Meaningful partnerships that bring about positive change are only possible where stakeholders are continuously considering each other's needs and challenges and actively working together to finding a balance that brings about more equitable benefits. Foundationally, the region and its stakeholders need to foster a culture of listening, in particular, listening to those who live on the boundary of protected areas, to better understand their realities, their social and economic challenges, as well as their perceptions and challenges with wildlife and what the suggested solutions are. We need to pay attention to people's aspirations at a community-level as well as an individual-level.

We need a better understanding of existing platforms, such as the People and Parks Community Forum or Community Forum on HWC, to identify areas that can be strengthened or broadened. We then need to leverage existing platforms and create platforms where they are lacking so that people are allowed the opportunity to share their views and ideas. These platforms range from effective community forums to talk radio stations and other forms of media.

Different tools and approaches can be experimented with to foster opportunities for sharing, listening and collective understanding. For example, innovative tools such as SenseMaker™ and Wayfinder capture people's perspectives and attitudes and help to develop shared visions and understanding of solutions.

Community Engagement

First and foremost, it is critical that we recognise that all communities are different and that there is no blueprint for engaging and working with communities. We need to consider the context and cultural, political and economic dynamics of each community in all our endeavours. We also need to respect and recognise their cultures, beliefs, and religious and indigenous practices and traditions.

We also need to recognise that history matters. The historical political regime in South Africa has resulted in poor relationships between communities and protected areas or conservation entities through the forced removal of people from their land, restricted access to natural resources and exclusion from the economy, including the wildlife economy. Community-based approaches to conservation cannot take place in an apolitical space.

In some areas, such as in Mozambique, local government is trusted to play a leading role in community engagement, but this may not always be the case. Community Liaison Officers or Practitioners are important in brokering and strengthening the relationship between people and protected areas and their role should never be underestimated.

Where communities have rights to natural resources (tenure rights, harvesting rights, commercial opportunities and rights etc.), we should provide support and training to create a better understanding of the rights and responsibilities associated with the use of natural resources.

We also need to invest in building the capacity of community-based organisations which provide training and education to build good governance and leadership skills.

Governance

Good governance at all levels, from community structures to local government and other state institutions, as well as in the private sector, is critical for partnerships and the implementation of community-based projects.

Corruption is a major obstacle that is becoming more and more visible and known throughout all parts of South African society. It is being exposed at all levels of government, in the private sector and in community structures. When it comes to illegal wildlife trade, corruption is a major enabler and a systemic part of the problem. There is a dire need for an anti-corruption strategy if we want natural resources to be properly managed for the wellbeing of people and the building of a wildlife economy that contributes to the prosperity of the country.

Direct and indirect community engagement approaches with conservation outcomes

Sports programmes are used in the region to engage youth. Where sports programmes adopt purposeful play, the programme provides youth an opportunity to ask questions, raise concerns and to discuss issues that matter to them or that are introduced to them such as wildlife, conservation or wildlife trafficking. Purposeful play further promotes confidence and builds self-esteem. Sports programmes, such as soccer programmes, often do not need much in terms of infrastructure (a ball and an open field).

Other programmes, such as wildlife photography training and environmental education, bring people closer to conservation areas. In some programmes the natural environment is taken to the classroom and in other cases, the classroom is brought to the natural environment. This makes an educational experience accessible to people who live near protected areas.

Several environmental education programs are implemented in the region, run by Provincial and National agencies, such as the South African National Parks (SANParks), as well as the private sector and NGOs. It is, however, important to note that awareness alone does not necessarily lead to behaviour change. These programmes can create an appreciation for wildlife and conservation, build confidence, and inspire careers in conservation and wildlife management and enterprises in the wildlife economy. But if the purpose is to encourage behaviour change we need to give people options and choices that will build their resilience. There is furthermore the concern around the sustainability of sports and educational programs, especially where driven by NGOs dependent on donor funds.

Community-based Environmental Monitors Programs are bridges between communities and the conservation sector. Environmental Monitors receive environmental education which they then deliver within their communities. They also support and strengthen community-based projects that improve the socio-economic wellbeing of their communities.

Private and public sectors should support and help build local economies as much as possible. In many cases, businesses in the region source their goods and services from the metropolises or other large cities, rather than locally. We need to better understand the barriers that prevent local people from forming part of the wildlife economy's supply chain to remove these barriers.

Research in/on communities

Researchers need to be cognisant of possible research fatigue in communities on the western boundary of Kruger. This could be the result of the frequency of research done in/on the community or where communities perceive that research does not bring about any change or benefit to them. Giving incentives for participation in research is not always best practice, as it could influence the process and results. Thus, the expectations research might create, need to be carefully managed. Researchers can consider including communities in research design to allow for research questions and outcomes that are of mutual benefit. Giving appropriate feedback on research results is also critical.

Policies

There are numerous policies on wildlife management and the wildlife economy, but some create more obstacles than opportunities. These policies need to be reviewed and changed to allow for greater participation in the wildlife economy.

We need to integrate both scientific and indigenous knowledge in policies and strategies to support wildlife conservation.

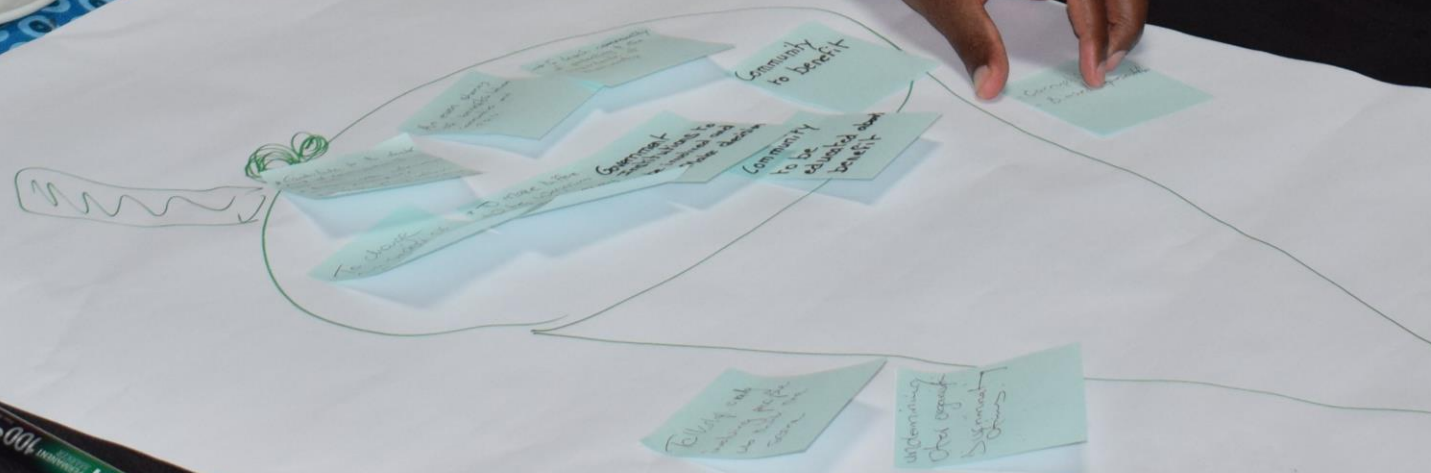
Other

There are other themes that arose from the discussions that require more unpacking and considering:

- a) Women and youth - initiatives, projects and policies should consider and promote the inclusiveness and equal representation of women and youth leadership
- b) Land claims – how is the region planning for the finalisation of land claims, what can we learn from successful land claims or where there are lease agreements between communal landowners and private or public sector? What role can be played in the transition?
- c) Monitoring and evaluation – is what we are doing working? Are our initiatives having the intended impact/creating conservation outcomes?



W



PILOT

PILOT

Learning Hub: Practitioners Network

Workshop participants saw value in the establishment of a Learning Hub to improve communication and learning to work collectively on initiatives and adaptively manage their initiatives.

Through a workshop exercise, participants identified what they want the Learning Hub to be and what some of the barriers and the opportunities are, which could influence the effectiveness of the Learning Hub. See Appendix 4 for the detailed input.

There was consensus that the Learning Hub has the potential to convene critical thinkers in the landscape, but that it should not become an academic platform or a “talk show.” Rather its needs to be a mechanism for action that promotes bottom-up approaches that address the root cause of the conservation challenges experienced today.

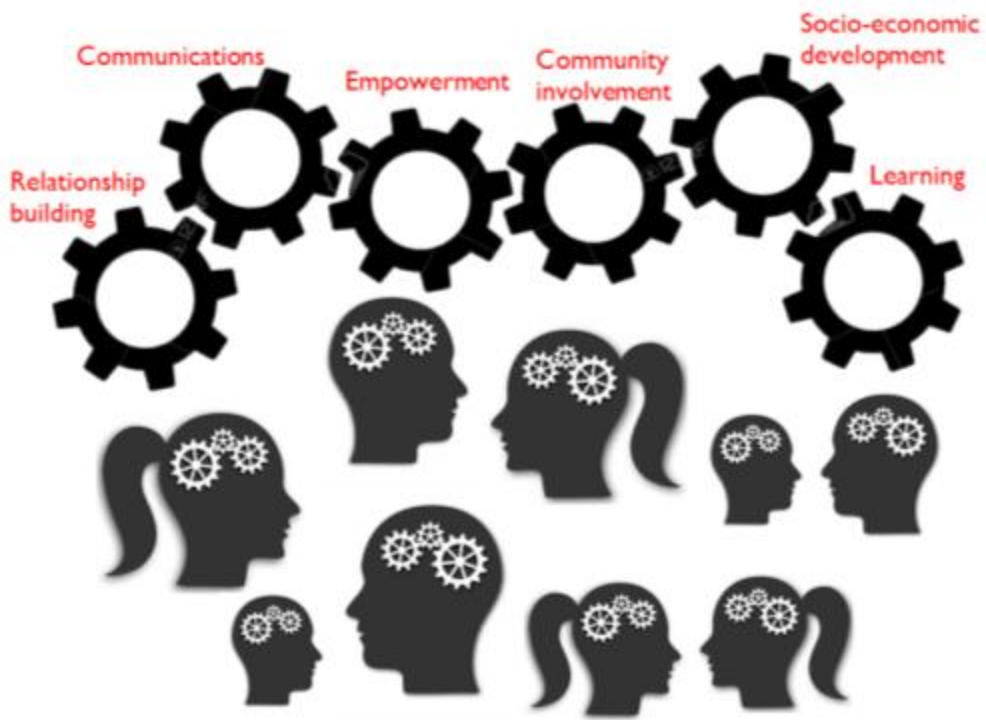
Potential functions of the Learning Hub:

- Serve as a training and learning platform for the landscape on issues related to community engagement approaches in the context of illegal wildlife trade.
- Capture, package and share broad or very sector-specific experiences with local and international partners to accelerate collaborative learning.
- Help create a trusted learning and sharing environment for project partners in South Africa and Mozambique where everyone can benefit from a shared understanding of what works and what requires improvement.
- Create a local culture of collaborative practice, partnership, sharing and problem solving, thereby promoting collaborative learning in the landscape.

Figure 1 illustrates the shared visions for the Learning Hub as per the input from workshop participants.



Supporting partners collaborate in common efforts



Bringing people together to talk about areas of common interest

Figure 1: Illustration summarising the vision for the Learning Hub

Learning Hub Workplan

A workplan for the Learning Hub was developed with input from workshop participants. The participants identified various opportunities and activities to support the short- and long-term aspirations of the Hub. The workplan includes consideration for potential barriers to achieving the aspirations for the Learning Hub and consequently includes mitigation strategies and activities that contribute to creating an enabling environment for community initiatives and collaborations to thrive.

Workplan activities focus on improving communication between the various stakeholders, in particular, the communication between communities and conservation practitioners and protected area managers. It includes a review of policies and legislation that influence community involvement in the conservation sector.

The workplan also includes various learning activities, such as creating a better understanding of community livelihoods and the role of natural resources, as well as how communities can be involved and participate in decision-making to ensure the sustainability of protected areas. Through collaborative learning, the Learning Hub will build practitioners' capacity to contribute to the transformation of the socio-economic challenges in the landscape so that communities are empowered to lead in the development of their futures.

Finally, the workplan also looks at supporting youth through graduate programs and mentorship.

Khetha can support stakeholders in their participation and use of the Learning Hub relating to learning, tool development or implementation, training and funding to pilot relevant community-based initiatives.

The workplan is a living document that will be revised and adapted according to needs on the ground. See Appendix 5 for a detailed workplan.



Musa Shikwambana
WWF SA
Khatla Community Engagement Workshop
Finding Common Ground 10-12 Sept 2019
USAID WWF

Mukondeleli
Limpopo Department of
Environment
Khatla Community
Finding Common
USAID WWF

I BRAKE FOR
SAMANGO
MONKEYS

Conclusion

The workshop connected and inspired community and conservation practitioners from diverse backgrounds, institutions and countries to find common ground on community engagement in the GLTFCA. The workshop presented different values, approaches and practical tools through case studies from the landscape and different sectors. More importantly, the workshop offered the practitioners the opportunity to network, share experiences and develop new partnerships.

Discussions revealed a general consensus that much more needs to be done to address the historical injustices that continue to challenge conservation efforts today. If community-based conservation efforts are to be successful, it is fundamentally important to involve communities meaningfully and recognise community leadership structures in the design and implementation of these efforts. Some presentations provoked critical thinking about what conservation should look like; its inclusivity of people, matters of coexistence and co-management and human rights. The Learning Hub, it was decided, would assist in finding a response to some of these issues.

The purpose of the Learning Hub, as determined by the participants, includes promoting learning, communications, socio-economic development, empowerment and relationship-building. The Learning Hub will achieve this through training programmes, research, seminars and workshops which cover themes of interest in the landscape.

Feedback from workshop participants indicated support for an annual networking workshop for the GLTFCA. The Khetha Programme looks forward to supporting, experiencing and sharing learning with all stakeholders in the GLTFCA landscape with the goal of safeguarding wildlife and enhancing human-wellbeing.

Acknowledgements

WWF SA thanks everyone whose assistance and cooperation made this workshop possible. We are particularly grateful to the representatives of those organisations that gave their time to present during workshop sessions.

We extend our gratitude to all delegates for their active engagement, participation and contribution through discussion and willingness to share their lessons and expertise in the landscape.

We thank the media houses who supported the communications for this event and offered their expertise and committed to sharing opportunities with the delegates.

A special thank you to Tzaneen Country Lodge for hosting the workshop and ensuring our comfortable stay and careful preparation of meals and going beyond expectations to help us host our Green Event according to WWF guidelines.

A big thank you to Marcia Mabuza from Via Africa Conferencing for her diligent planning, travel logistics and coordinating skills to ensure the event ran smoothly.

References

- Agrawal, A. 1997. Community in Conservation: Beyond Enchantment and Disenchantment. CDF Discussion Paper. <http://dlc.dlib.indiana.edu/dlc/handle/10535/3963> access date 08 Oct 2019.
- Brisman, A., & South, N. 2018. Environment, conflict and profit: Harmful resource exploitation and questionable revenue generation. In Green Crimes and Dirty Money. Ed., Spapens, T., White, R., van Uhm, D., and Huisman, W. Routledge. New York.
- Brooks, J, S., Waylen, K, A., & Borgerhoff Mulder, M. 2012. How national context, project design, and local community characteristics influence success in community-based conservation projects. *PNAS*. 109:52. Pp 21265-21270.
- Chaminuka, P., McCridle, C., & Udo, H, M, J. 2012. Cattle Farming at the Wildlife/Livestock Interface: Assessment of Costs and Benefits Adjacent to Kruger National Park, South Africa. *Society and Natural Resources*. 25:3. Pp 235-250
- Cooney, R., Roe, D., Dublin, H., Phelps, J., Wilkie, D., Keane, A., Travers, H., Skinner, D., Challender, D, W, S., Allan, J, R., & Biggs, D. 2016. From Poachers to Protectors: Engaging Local Communities in Solutions to Illegal Wildlife Trade. *Society for Conservation Biology*. 10:3. Pp 367-374.
- Derek, E, L. 2018. Evaluating conservation effectiveness in a Tanzanian community wildlife management area. *Conservation Biology*. 82:8. Pp 1767-1774.
- Department of Environmental Affairs. Biodiversity Economy. <https://www.environment.gov.za/projectsprogrammes/biodiversityeconomy> access date 8 November 2019.
- Freund, B., & Witt, H. 2010. Development dilemmas in post-Apartheid South Africa. Scottsville, South Africa: University of KwaZulu-Natal Press.
- Hackel, J, D. 1999. Community Conservation and the Future of Africa's Wildlife. *Conservation Biology*. Pp 726-734.
- Hübschle, A., & Shearing, C. 2018. Ending Wildlife Trafficking: Local communities as change agents. The Global Initiative Against Transnational Organised Crime. <https://globalinitiative.net/wp-content/uploads/2018/08/TGIATOC-Wildlife-Trafficking-Report-WEB-4.pdf> access date 09 December 2019.
- King, B,H. 2007. Conservation and community in the new South Africa: A case study of the Mahushe Shongwe Game Reserve. *Geoforum*. 38: 1. Pp 207-219.

Ngwakwe, C. C., & Mokgalong, N, M. 2016. Revenue and conservation implication of

Pratt, K. 2012. Rethinking community: Conservation, practice, and emotion. *Emotion, Space and Society*. 5:3. Pp 177-185.

Snyman, S. 2017. The role of private sector ecotourism in local socio-economic development in southern Africa. *Journal of Ecotourism*. 3. Pp 247-268.

South African National Parks. Five-year strategic plan. 2019-2024.

https://www.sanparks.org/assets/docs/about/annual_performance_plan_2019-2020.pdf access date 8 November 2019.

Appendix 1: Workshop Programme

Day 1

TIME	ACTIVITY	SPEAKER
09h00	Welcome and health & safety	Nelisiwe Vundla WWF SA
09h15	Welcome to the Limpopo Province	Prof Antoaneta Letsoalo Limpopo Department: Economic Development, Environment and Tourism (LEDET)
Session 1: Community conservation approaches in Southern Africa		
09h30	Introduction: WWF SA/Khetha Programme	Michael Murphree WWF SA
09h50	Working with communities in complex socio-economic and political space: A national overview of South Africa	Abner Ditshego Department of Environmental Affairs, Forestry and Fisheries (DEFF)
10h10	Community and illegal wildlife trade: Experience of Mozambique	Raufo Usta WWF Mozambique
10h45	TEA BREAK	All
Session 2: Working with communities: Private sector experiences in South Africa		
11h15	What it takes: Growing conservation initiatives with communities	Sharon Haussmann Balule
11h35	Dual interface: What has worked?	Isaac Hlatshwayo Sabi Sand Wildtuin
11h55	Timbavati: Why work with communities?	Candice Pierce Timbavati
12h00	Discussion	All
Session 3: Community crime prevention and decision making		
12h15	Lessons from Criminology & Behavioural Economics for Community Crime Prevention interventions	Alastair Nelson Conservation Synergies
13h00	LUNCH	All
14h00	Decision making: Wildlife economy experimental games	Herbert Ntuli WWF SA
14h20	Discussion and observations	Herbert Ntuli WWF SA
Session 4: Working with communities: Provincial agency perspective		
14h45	Rural province and rural complexities	Maliso Manoko LEDET
15h05	Southern African collaboration and impact	Jacqueline Cochrane VukaNow
15h25	Working across two provinces: People and Parks	Solly Themba SANParks
15h55	Discussion	Nelisiwe Vundla WWF SA

16h10	Communications: What stories need to be told?	Lara Rall WWF SA
16h25	Closing	Nelisiwe Vundla WWF SA
18h30	DINNER	ALL

Day 2

TIME	ACTIVITY	SPEAKER
09h00	Welcome and register reminder	Nelisiwe Vundla WWF SA
Session 5: Working with communities: The impact of collaborative efforts		
09h05	Natural resource and stewardship	Steve Collins Resilient Waters Programme
09h25	Opportunities in a collaboration: Community and security interface	Andrè Hendrikz Greater Kruger Environmental Protection Foundation (GKEPF)
09h45	Manyeleti: Working with traditional authority	Mark Bourn Mpumalanga Tourism and Parks Agency (MTPA)
10h05	Discussion	Nelisiwe Vundla
Session 6: Working with communities: NGO perspective		
10h20	Negotiating rangeland management	Michael Grover Conservation South Africa (CSA)
10h40	Working with communities at the edge of the border	Tonderai Makoni Vhembe Biosphere Reserve
11h00	TEA BREAK	ALL
Session 7: Natural resource management		
11h20	RESILIM-Olifants Programme (USAID)	Sharon Pollard, Thabang Mohale Association for Water and Rural Development (AWARD)/RESILIM- Olifants
11h50	Using sport to connect, engage and educate in a transboundary context. A story from the Pafuri Node of the GLTFCA	Vince Mehers Friends of Mutale
12h10	Promoting sustainable livelihoods in TFCAs (EU-ProSuLi project): working with communities in Mozambique	Alexandre Caron CIRAD
12h30	Session 1: An introduction to Safe Systems approach	Ashley Brooks WWF International

13h00	LUNCH	All
14h00	The journey of damage causing animals and compensation: KNP experience	Louise Swemmer SANParks
14h30	Session 2: Application of Safe Systems approach	Ashley Brooks WWF International
Session 8: Youth development and skills support		
15h15	Kruger to Canyons Biosphere Region: Environmental Monitors Experience	Reshoketswe Matogo Kruger 2 Canyons Biosphere Region (K2C)
15h35	Training opportunities and gaps	Professor Mtungwa SAWC
15h55	Wild Shots: Discovering youth talents through photography	Michael Kendrick Wild Shots Outreach
16h10	Measuring community project impact: How do we know what we are doing is right?	Lindie Botha WWF SA
16h25	Discussion	Nelisiwe Vundla
16h40	Closing	Nelisiwe Vundla
18h30	DINNER	ALL

Day 3

TIME	ACTIVITY	SPEAKER
09h00	Welcome and register reminder	Nelisiwe Vundla WWF SA
Session 9: Research and Learning		
09h10	Academic research: Untold stories and recurring narratives	Skhumbuzo Mdletshe Independent
09h30	Biodiversity for society – a research lens	Louise Swemmer SANParks
09h50	Community research debate: The future of research in communities	Herbert Ntuli WWF SA
10h10	Khetha Learning Hub	Nelisiwe Vundla WWF SA
Session 10: Farewell		
10h45	Closing remarks	Ashley Netherton USAID
11h00	Travel logistics reminder and outstanding room bills etc.	Marcia Mabuza Via Africa Conferencing
11h15	Thank you and end of programme	Nelisiwe Vundla
LUNCH		
End of programme		

Appendix 2: Workshop Participants List

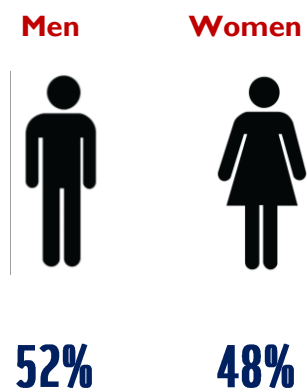
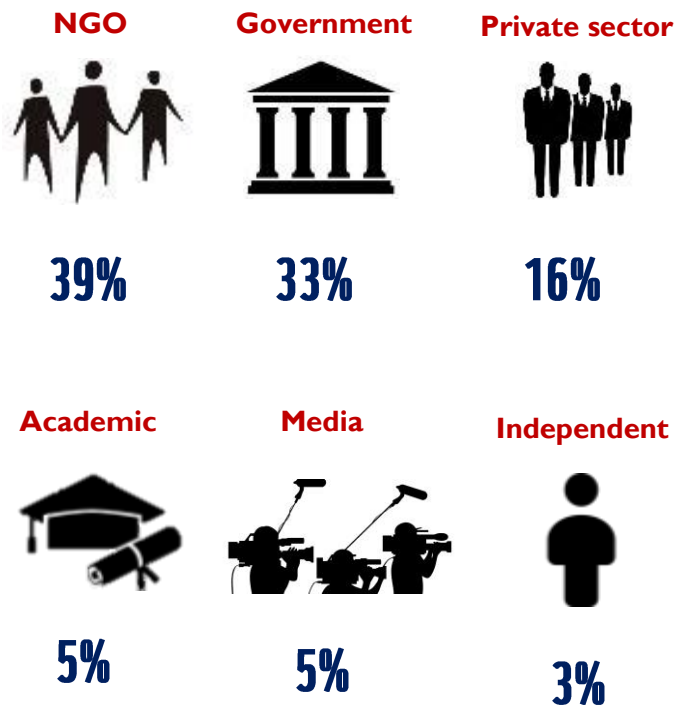
No	Name & Surname	Organisation Institution	Email address
1	Abner Ditshego	DEFF	ADitshego@environment.gov.za
2	Adam Armstrong	Conservation Synergies	adam@conservationsynergies.com
3	Alastair Nelson	Conservation Synergies	alastair@conservationsynergies.com
4	Alexandre Caron	Agricultural Research for Development (CIRAD)	alexandre.caron@cirad.fr
5	Andrè Hendrikz	GKEPF	dops@gkepf.org
6	Andrew Taylor	Endangered Wildlife Trust (EWT)	andrewt@ewt.org.za
7	Antoaneta Letsoalo	LEDET	LetsoaloAL@ledet.gov.za
8	Aruna Seepersadh	DEFF	aseepersadh@gmail.com
9	Ashley Brooks	WWF International	ABrooks@wwfnet.org
10	Ashley Netherton	USAID	jnetherton@usaid.gov
11	Candice Pierce	Timbavati	candice@b2csolutions.co.za
12	Carla Gonzalez	CPT	carlasgonzalez@gmail.com
13	Cosatu Nxumalo	Sabi Sand Wildtuin (SSW)	marawhynxumalo@gmail.com
14	Craig Hay	WWF SA	chay@wwf.org.za
15	Donna Cawthorn	University of Mpumalanga (UMP)	cawthorndonna@gmail.com
16	Dzivhuluwani Mphaphuli	LEDET	MphaphuliD@ledet.gov.za
17	Emmanuel Mongwe	Vision FM	pastoremmanuelgol&mongwe@gmail.com
18	Errol Moeng	LEDET	moentet@ledet.gov.za
19	Faraimunashe Mavhiya	Resilient Waters Programme	fmavhiya@resilientwaters.com
20	Faranani Lalumbe	WWF SA	lalumbefaranani@gmail.com
21	Harald Witt	Independent	wittharald2@gmail.com
22	Herbert Ntuli	WWF SA	hntuli@wwf.org.za
23	Idah Ngobeni	LEDET	Ngobenil@ledet.gov.za
24	Isaac Hlatshwayo	SSW	clo@sabisand.co.za
25	Jacqueline Cochrane	VukaNow	jcochrane@vukanow.com
26	Jo Shaw	WWF SA	jshaw@wwf.org.za
27	Joeline Barnato-Moore	WWF SA	jbarnato@wwf.org.za
28	Kgotli Selahle	K2C	rosekgotliselahle@gmail.com
29	Kulani Nyakane	EWT	Kulanin@ewt.org.za
30	Lara Rall	WWF SA	lrall@wwf.org.za
31	Lefa Mareka	WWF SA	lmareka@wwf.org.za

32	Lewyn Maefala	Balule	bushbabies15@gmail.com
33	Lillian Simelane	MTPA	Lillian.Simelane@mtpa.co.za
34	Linda Hlengwa	SANParks	hlengwa.linda@gmail.com
35	Lindie Botha	WWF SA	lbotha@wwf.org.za
36	Lindsey Jones	Umbabat	info@umbabat.com
37	Lola Lopez Heitor	Resilient Waters Programme	lolopez@resilientwaters.com
38	Lotus Khoza	Africa Foundation	lotus@africafoundation.org.za
39	Louise Swemmer	SANParks	louise.swemmer@sanparks.org
40	Makibane Mphahhlele	LEDET	MphahhleleMC@ledet.gov.za
41	Marcelino Foloma	WWF Mozambique	mfoloma@wwf.org.mz
42	Marcia Mabuza	Via Africa	marcia@viaafrica.co.za
43	Marcia Mabuza	Via Africa Conferencing	marcia@viaafrica.co.za
44	Mariè-Tinka Uys	K2C	info@kruger2canyons.org
45	Mark Bourn	MTPA/Manyeleti	mbmanyaleti@gmail.com
46	Martha Themba	WWF SA	ntlhaele@gmail.com
47	Marubini Mugivhi	LEDET	mugivhiMS@ledet.gov.za
48	Masilo Manoko	LEDET	ManokoMA@ledet.gov.za
49	Mbali Mashele	SANParks	wwfsabiewaterstewardship@gmail.com
50	Mduduzi Ndlovu	UMP	Mduduzi.Ndlovu@ump.ac.za
51	Michele Merrifield	Daktari	info@daktaribushschool.org
52	Mike Grover	CSA	mgrover@conservation.org
53	Mike Kendrick	Wild Shots Outreach	mkmikekendrick@gmail.com
54	Mike Murphree	WWF SA	mmurphree@wwf.org.za
55	Mmbengeni Ramatsea	LEDET	ramatseamc@ledet.gov.za
56	Mokgadi Mavis Sono	LEDET	sonomm@ledet.gov.za
57	Mukondeleli Mutheiwana	LEDET	mukondelelia@gmail.com
58	Muneiwa Tshikukulume	Umbabat	info@umbabat.com
59	Musa Shikwambana	WWF SA	mshikwambana@wwf.org.za
60	Nelisiwe Vundla	WWF SA	nvundla@wwf.org.za
61	Njabulo Zwane	UMP	201624508@ump.ac.za
62	Nkateko Shipalana	Vision FM	nkatekolonene@gmail.com
63	Ouma Lesoka	Dzomo La Mupo	oumalesoka@gmail.com
64	Papucides Ntela	WWF Mozambique	pntela@wwf.org.mz
65	Patience Mdungazi	SANParks	patience.mdungazi@sanparks.org
66	Professor Mtungwa	SAWC	promptu@sawc.org.za
67	Rachel Chabalala	LEDET	chabalalarj@ledet.gov.za
68	Raufo Usta	WWF Mozambique	rusta@wwf.org.mz
69	Reshoketswe Mafogo	K2C	projects@kruger2canyons.org

70	Rezia Cumbi	National Administration of Conservation Areas (ANAC)	rezia17cumbi@yahoo.com.br
71	Sakhile Nsukwini	UMP	Sakhile.Nsukwini@ump.ac.za
72	Shalpos Maile	MTPA	Shalpos.Maile@mtpa.co.za
73	Sharon Haussmann	Balule	chairperson@balulenr.co.za
74	Sharon Pollard	AWARD	sharon@award.org.za
75	Shavhani Neluvhola	LEDET	NeluvholaSG@ledet.gov.za
76	Shiwaya Shandlale	Vision FM	shiwaShandlale@gmail.com
77	Sihle Mthembu	Mbombela Municipality	Sihle.Mthembu@mbombela.gov.za
78	Silindile Mtshali	AWARD	Silindile@award.org.za
79	Skhumbuzo Mdletshe	Independent	skhumbuzam@gmail.com
80	Solly Themba	SANParks	solly.themba@sanparks.org
81	Steve Collins	Resilient Waters Programme	stevecollins@iafrica.com
82	Thabang Mohale	AWARD	thabang@award.org.za
83	Thapelo Motebo	USAID	tmotebo@usaid.gov
84	Tiyani Baloyi	Vision FM	
85	Tonderai Makoni	Vhembe Biosphere	makoni@vhembebiosphere.org
86	Vincent Mehers	Friends of Mutale/World Parks World Cup	vince@mehers.com
87	Wisani Lubisi	WWF SA	lubisiwisani@gmail.com
88	Zelmarie van Rooyen	Balule	zvrtown@mweb.co.za

The institutional representation and delegate demography

The workshop was well attended by 88 representatives from various sectors, mainly from NGOs and government and some from the private sector, in particular, those who work directly with communities or who manage projects or departments that involve community engagement.



Appendix 3: Vision for the Learning Hub

To ensure that the Learning Hub is a useful and meaningful platform that delivers on its aim, the workshop participants, in groups, indicated their aspirations for the Learning Hub, noted what they do not want the Learning Hub to be or become, and identified barriers that could hinder and opportunities that could support the realisation of the aspirations they have to the Learning Hub. The input was collated and categorised according to themes that emerged.

Aspirations

As illustrated in Figure 2, the main themes of the discussions centred on ‘learning’, ‘communication’; ‘socio-economic development’; ‘community involvement’; ‘community empowerment’, with a focus on women and youth, and the ‘co-existence of people with nature’.

The aspirations are not time-bound as the Learning Hub is envisioned as a long term platform for the landscape with annual gatherings as well as smaller focused meetings.

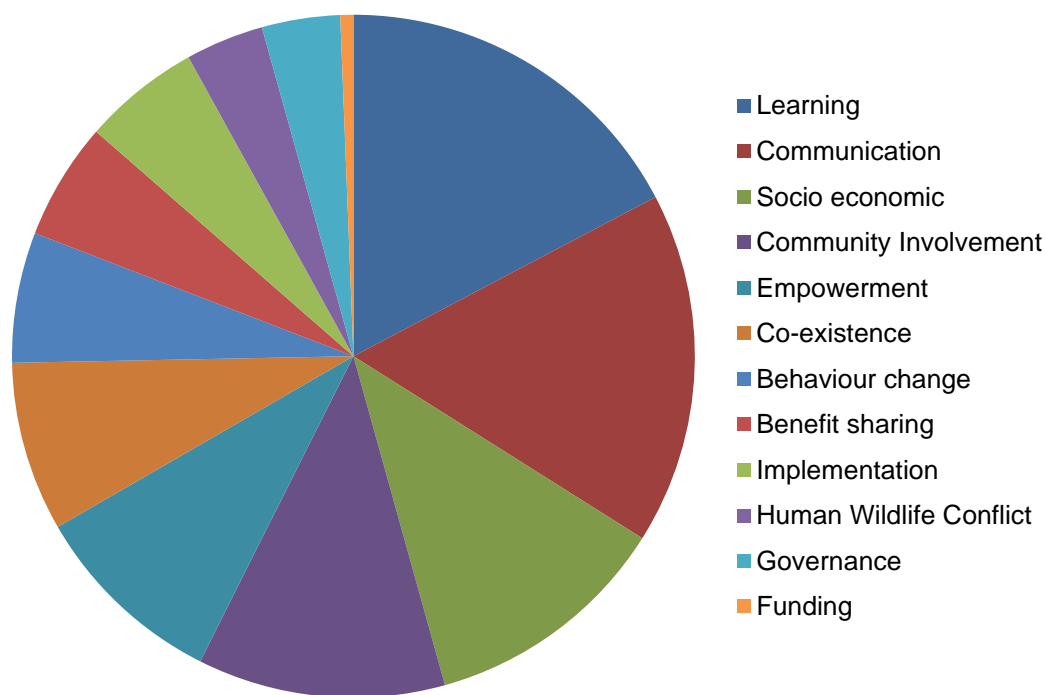


Figure 2: Workshop participants’ aspirations for the Learning Hub

THEME	ASPIRATIONS
Behaviour change	Promote sustainable use of natural resources and stewardship of the environment in the landscape. Linked to communication – changing the notion that communities are anti-conservation.
Benefit-sharing	Create legal mechanisms for communities to benefit meaningfully from natural resource use.
Coexistence	Support human-wildlife coexistence where stakeholders work collaboratively to minimise the cost of living with wildlife. Coexistence can be achieved when stakeholders work together to build resilient communities while remaining sensitive to communities’ cultural needs.
Communication	Create an enabling environment for stakeholders to share information, tools and approaches to working with communities towards common goals. Improved communication can result in better access for communities to information about protected areas. Improved communication among practitioners can give communities opportunities to tell their own conservation stories.
Community Involvement	Promote the inclusion of people historically excluded from decision making in the design of initiatives, research efforts, development of governance tools and training. Support the involvement and inclusion of communities in the biodiversity & wildlife economy.
Empowerment	<p>Empowerment is a very broad theme that means different things to different stakeholders and target audiences. Workshop participants recognise empowerment as a critical component to development, with a focus on youth development and vulnerable people, including women, children and people with disabilities.</p> <p>Skills development in decision-making is a critical part of empowering people to contribute meaningfully to the conservation discourse and human development.</p>
Funding	Funding for community-based approaches for conservation remains a challenge. Thus, where possible, the Learning Hub should support funding-seeking opportunities.

Governance	Governance is a golden thread across all aspects of working with communities. Governance can be an enabler or disabler of the success of collaborative efforts among stakeholders and communities. The Learning Hub should aspire to promote good governance that enables socio-economic transformation and see the government working closely with communities to influence policy reform.
Human-wildlife conflict (HWC)	HWC and damage-causing animals are some of the biggest challenges experienced by certain communities in the landscape. While various institutions exist to respond to such incidences, proactive measures are still largely lacking. Landscape-specific mitigation strategies for human-wildlife conflict and damage-causing animals are needed to improve the relationship communities have with protected area management and wildlife.
Implementation	Though the Learning Hub is not a body to implement community-based projects or initiatives, it should promote and support action. The Learning Hub should support community practitioners to take ideas from paper and planning to implementation.
Socio-economic development	The Learning Hub should encourage projects and initiatives to include elements of socio-economic development. The Learning Hub can be a repository of lessons and tools to help community practitioners co-design, plan and implement initiatives with communities to develop and improve their livelihoods and improve natural resource management in and by communities that contribute to their wellbeing. These could include opportunities to improve legal access to and sustainable use of natural resources.

Undesirable characteristics or activities

Articulating what one does not want the Learning Hub to be or do, assist in ensuring that the Learning Hub approach and work plan activities do not duplicate efforts, does not pursue activities that are not meaningful or useful, and does not waste resources or time.

As illustrates in Figure 3, workshop participants indicated that first and foremost, the Learning Hub should not become an instrument stakeholders use to only benefit with no contribution in return. The Learning Hub should never be purposeless and actionless, and importantly, should never be insensitive to the views and perceptions of various stakeholders or high-jacked and used a political tool.

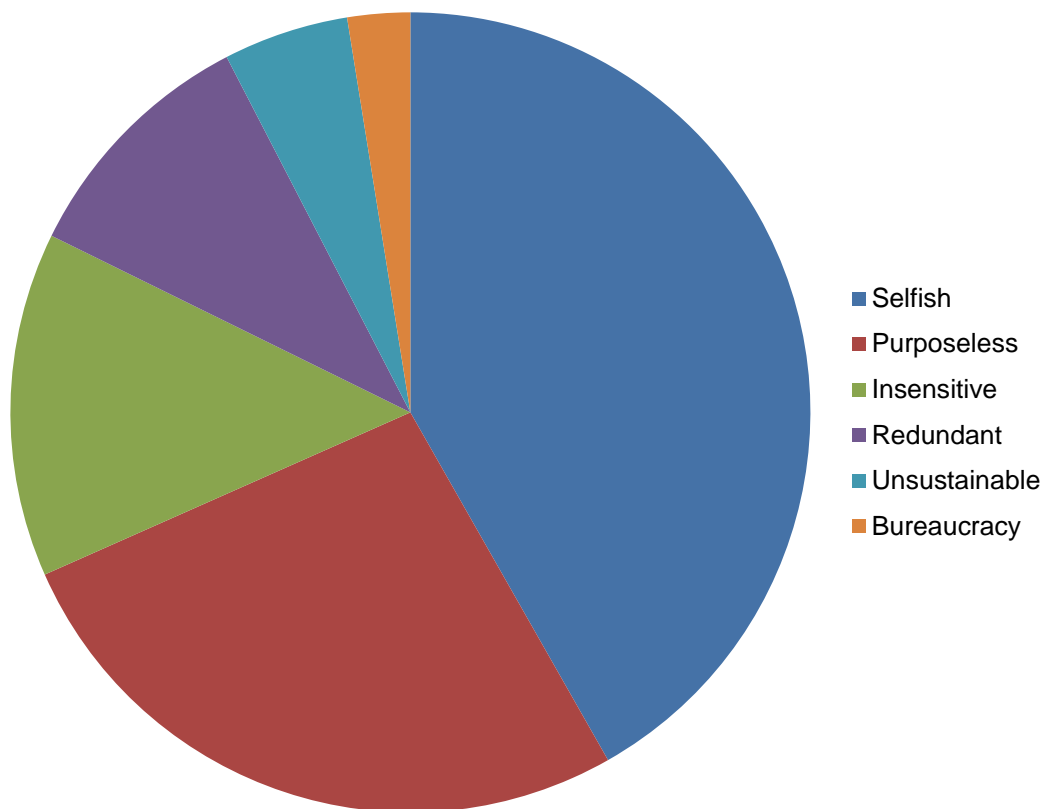


Figure 3: Undesirable characteristics or activities of the Learning Hub

THEME	Undesirable activities or characteristics
Bureaucracy	While bureaucracy is important to ensure accountability and transparency, the bureaucracy that promotes gatekeeping can be a disabler of progress on the ground.
Insensitive	<p>When people work together, differences in opinions and understanding of situations are expected. Stakeholders are encouraged to be more sensitive to these differences and behaviour that can be inappropriate and offensive. During collaborations and planning, constructive criticism is part of the process of learning. However, blame-shifting, 'othering' and destructive criticism is the enemy of successful partnerships.</p> <p>Additionally, we need to be cognisant not to have conservation challenges lead to political debates.</p>
Selfish	Stakeholders in the landscape have similar but differentiated goals and mandate. The amount of effort allocated to particular activities is dependent on donor agreements and meeting deadlines. To some, community engagement processes are merely a tick box exercises that only benefit the donor and project implementer and fails to meet the needs of communities.
Purposeless	The Learning Hub should regularly be reviewed to ensure that it remains valid and useful. The purpose of the Learning Hub must meet expectations, support planning and doing, capacity building of practitioners, and support purposeful research.
Redundant	Collaboration is important, but if leadership does not enable creativity and innovation, the platform has the risk of repetition, duplication of efforts, creating fatigue in the landscape where there is no action and only creating a platform for like-minded people who are not challenged by other world views and perspectives.
Unsustainable	<p>The Learning Hub should be owned and driven by the stakeholders of the region to ensure its sustainability.</p> <p>The Learning Hub should support the annual reflection workshop for community practitioners.</p>

Barriers

Workshop participants identified potential barriers, as illustrated in Figure 4, which could prevent the Learning Hub from fulfilling its purpose to ensure mitigation strategies included in the Learning Hub workplan. The main barriers identified include poor relationships, lack of funding, lack of knowledge and skills, and lack of coordination and partnerships across the landscape, as well as barriers of a political-nature. The barriers identified are mainly institutional issues that impact engagement with communities.

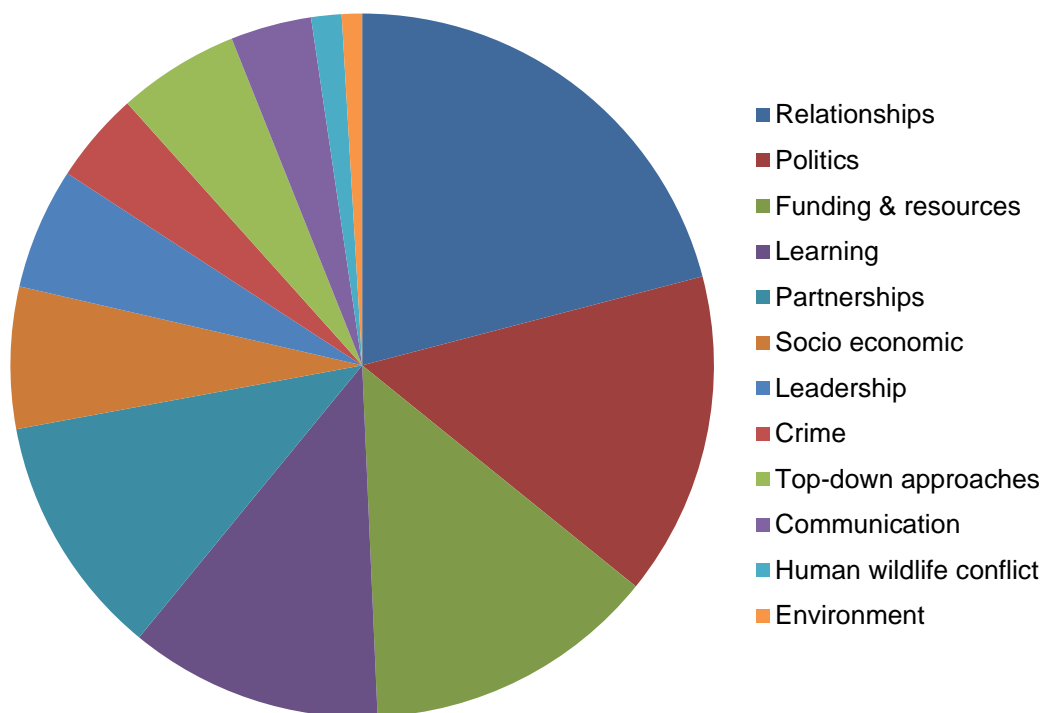


Figure 4: Barriers to reaching identified aspirations of the Learning Hub

THEME	BARRIER
Communications	Poor, irregular communication from the Learning Hub can lead to limited engagement with the Learning Hub and poor attendance of events.
Communications and engagement skills	Communications and community engagement are specialised skills that are often overlooked and taken for granted. A lack of such skills can degrade, rather than build relationships between communities and protected areas. The Learning Hub should promote communication and community engagement skills development, and provide community practitioners with a variety of tools to choose from that are practical to implement depending on the context of the environment within which they work.
Crime	<p>Community Practitioners often find themselves in contact with social issues, such as poor safety and security in a community, as a result of wildlife crime. For example, wildlife trafficking is often linked to other crimes, such as human trafficking and cattle theft. Or, men from poor households, recruited by criminal syndicates to participate in wildlife crime, often come in conflict with the law which could result in fatalities, leaving orphans and widows behind, creating further challenges for families to survive.</p> <p>Crime poses a barrier for community practitioners in their duties because it can be difficult to engage people on wildlife crime when people experience the impact of crime on their safety and security or their livelihoods. The Learning Hub should assist CLOs in unpacking the impacts of crime on communities and how to support families affected.</p>

Environment	<p>Many people in rural communities rely on ecosystem goods and services for their livelihood. The degradation of the environment thus affects people dependent on natural resources. Access to natural resources is also a major concern for many people. The Learning Hub should provide community practitioners access to environment and natural resource use-related policies to improve the communication between the practitioners and communities on this issue, and support community involvement in policy design.</p>
Funding and resources	<p>Limited funding for stakeholder efforts and activities that supports the Learning Hub can limit its functionality. Limited funding can also restrict creativity and innovation. The Learning Hub should support and encourage collaboration and partnerships to maximise efforts and impact.</p>
Human-wildlife conflict (HWC)	<p>HWC can have a major impact on the relationship between people and wildlife, protected areas and protected area management. HWC is managed differently by stakeholders who are mandated to do so and these differences in mandates are often not well understood by communities. Budget constraints to maintain game fencing and mitigate human-wildlife conflict further exacerbate the challenge. The Learning Hub should assist in creating a better understanding of HWC management mandates, and approaches and opportunities to address HWC that will strengthen the relationship between people and protected areas.</p>
Leadership	<p>Addressing complex problems, such as wildlife trafficking in the Greater Kruger, requires strong leadership from all the stakeholders. Poor or ineffective leadership in the landscape undermines community development and efforts to address wildlife trafficking.</p> <p>In the past, local communities were excluded from leadership structures such as park management and decision-making and the transformation of leadership in these structures remains a concern for many stakeholders in the region. People who have previously been marginalised from decision making and are now in leadership roles often feel under-compensated for their contribution in the workplace. This can result in a lack of motivation to deliver on their duties.</p> <p>Some areas experience a frequent change of leadership, resulting in disruptions and delays in the</p>

	<p>implementation of community-based projects and initiatives, or the implementation of new systems and approaches that are not seen to completion.</p> <p>Some communities experience weak governance where community interests are not considered by the leadership, or where corruption and elite capture undermines community development.</p> <p>The Learning Hub should support and promote and build strong leadership and governance skills.</p>
<p>Partnerships</p>	<p>Wildlife trafficking is a problem that cannot be solved by one actor. Without partnerships to address the challenge, in all its complexity, wildlife trafficking will continue to thrive. Without partnerships, different stakeholders, such as NGOs, government, private sector and communities will continue to implement projects in isolation. A lack of partnership can also cause duplication of efforts, ineffective use of resources, and community fatigue where projects don't produce results. The Learning Hub should promote partnerships that can combine resources and efforts to amplify outcomes and impact.</p> <p>The Learning Hub should promote transparent partnerships, to ensure no hidden agendas or competing interests where individuals seek to benefit themselves.</p>
<p>Politics</p>	<p>The remnants of Apartheid are still visible in the Greater Kruger landscape. Some communities raise concerns about continued oppression, inequality, exclusion and disconnection as a result of protected area establishment. For example, communities feel that they are unable to utilise the landscape to its full potential because it belongs to white elites and park managers and any efforts to challenge the system results in being labelled as a criminal.</p> <p>Politics has a strong presence in many rural communities in South Africa and struggles for political power at a local level also impact on the relationships within communities. Political interference or lack of political will hinders socio-economic development.</p> <p>Furthermore, policy and legislation from the government require reform to unlock opportunities for the economically marginalised. The Learning Hub is to serve as a platform for partners to unpack and</p>

	interpret policy and legislation and find opportunities where it enables socio-economic development for local communities.
Relationships	<p>Poor relationships between communities and protected areas can influence the success of the Learning Hub as an effective platform for community participation and engagement. These poor relationships can be due to a lack of trust, transparency, and unfulfilled promises from both sides. Access or restriction to natural resources and culturally important sites in protected areas can also impact on the relationship between people on both sides of the fence. Furthermore, communities are often not seen by protected area managers as partners in conservation, but rather passive recipients of change.</p> <p>The Learning Hub should thus support relationship building between these parties that is built on trust, transparency, and accountability. The Learning Hub should serve as a platform that brings all stakeholders together to engage one another and strengthen relationships.</p>
Research without purpose	<p>The results of research in communities or on issues that affect or involve communities aren't always fed back to the participants or those who can benefit from the results, but stored in places often inaccessible to communities. This can result in research fatigue amongst community members, and little to no change or positive impact in the community. It can also leave a feeling of distrust in researchers who conduct research for their own benefit and careers with little consideration for the participants.</p> <p>The Learning Hub should encourage research that can support communities to address certain challenges and provide information and knowledge that can form part of their decision making. The Learning Hub should improve communities' accessibility to research, through research feedback and other research platforms.</p>
Socio-economic	Similarly to <i>Crime</i> described above, socio-economic challenges can hinder community practitioners' ability to engage with communities on issues of wildlife trafficking.

	<p>The Learning Hub should assist community practitioners in better understanding how to engage communities on issues of wildlife trafficking in the face of socio-economic hardship and explore ways in which initiatives can address both socio-economic challenges and wildlife crime.</p>
<p>Top-down approaches</p>	<p>The Learning Hub should not promote top-down approaches in project design and implementation. Top-down approaches in community-based projects often do not work. Projects that do not align with communities' development aspirations not only run a high risk of failing but can also be culturally inappropriate if the community is misunderstood. For example, some communities raised concerns with NGO food aid programmes that expect men to work for their families to earn their compensation. Aid programmes or similar must consider the culture of the community in their project design. Top-down approaches in community projects focusing on cultural tourism might seem a viable socio-economic opportunity for project implementers when, in fact, it exploits people, creating proportionally small benefits for households. Project implementers using a top-down approach might also claim to be working with an entire community when the project only involves a small group of people from the community. The Learning Hub should thus promote initiatives that take a bottom-up approach to ensure community and conservation goals and expectations are aligned.</p> <p>The Learning Hub should not be a platform that takes a top-down approach, in other words, telling community practitioners how to engage with communities. Rather the Learning Hub should provide the opportunity for community practitioners to learn from various case studies, test various tools and approaches depending on the context of their environment, and engage with and learn from other community practitioners.</p>

Opportunities

Workshop participants identified opportunities for the Learning Hub to kick-start and get itself on its feet. The participants identified various low hanging fruit, but also activities that will have a longer implementation cycle.

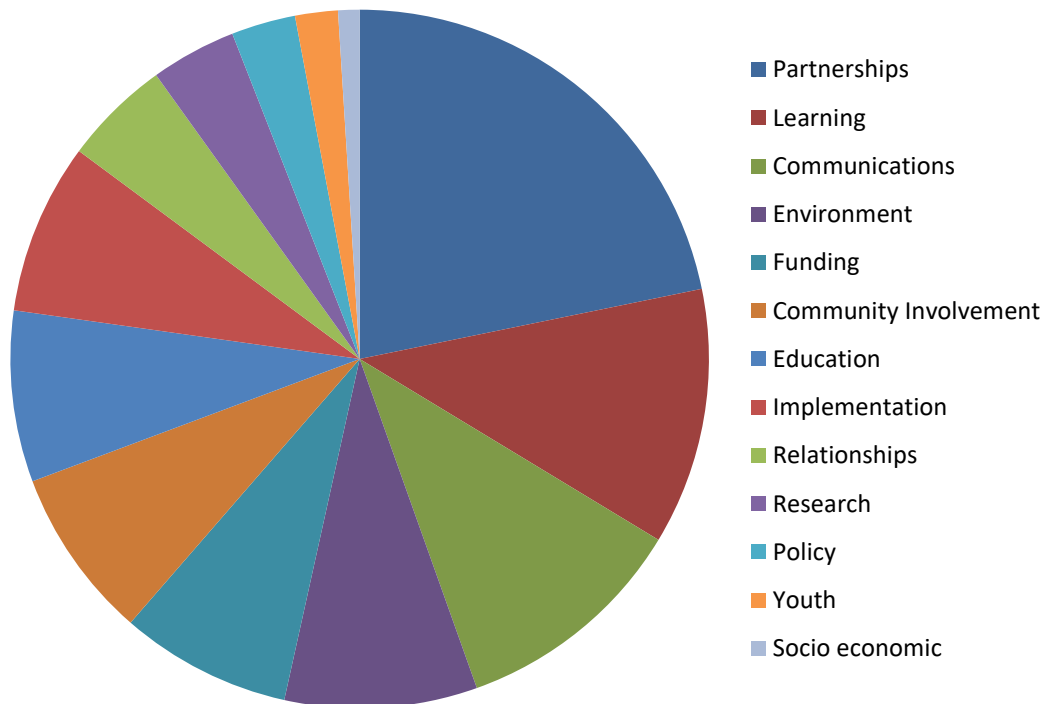


Figure 5: Themes of opportunities for the Learning Hub to achieve the aspirations workshop participants identified

THEME	OPPORTUNITIES
Communications	<p>Opportunities to improve communications amongst stakeholders are critical in building long term relationships. The Learning Hub should support efforts that improve communication between different stakeholders, including communities and provide opportunities to strengthen relationships.</p> <p>The Learning Hub should support communication efforts that encourage 'listening' and responding to the communication needs of audiences and stakeholders. The Learning Hub should support improved communication with communities, using various methods such as radio.</p>
Community involvement	<p>There is a lot of willingness from many communities in the landscape to partner and take part in efforts to address the illegal wildlife trade and its impact on the environment and their community. The Learning Hub should promote efforts that provide such partnership opportunities and should assist in convening communities and other stakeholders to explore ideas and co-design projects.</p> <p>The Learning Hub should include engagement with active community forums as entry points to communities.</p>
Education	<p>The Learning Hub should bring together stakeholders that can improve education, literacy and skills in the landscape, with a particular focus on the youth. These stakeholders include institutions of learning such as universities, colleges, or digital centres, government education departments, as well as the private sector, in particular, those who support graduate or internship programs, bursaries and scholarships.</p> <p>The Learning Hub should work with local universities to develop entry programs for students from disadvantaged backgrounds to entre institutions of higher education and learning.</p>
Environment	<p>The Learning Hub should promote and support the awareness and training of community practitioners in the value of ecosystem goods and services and its contribution to households around protect areas to promote sustainable and responsible natural resource use. The Learning Hub should promote community-based projects that build local economies and improve livelihoods through sustainable, responsible natural resource use and land uses compatible with conservation outcomes.</p>

Funding	Funding for long term community initiatives is limited. In this regard, it is challenging for stakeholders to design initiatives to transcend donor timelines. However, there are opportunities for stakeholders to collaborate and combine efforts, especially if working in the same communities, on similar issues and have complementary goals. Stakeholders working in the Khetha Innovation Nodes can potentially leverage support from the WWF Khetha Program.
Implementation	The Learning Hub should support stakeholders with tools and approaches to improve the implementation of community-based projects and initiatives that speaks to the needs of communities.
Learning	The Learning Hub should be a platform where information and lessons are shared to improve the implementation of community-based projects. It should also be a platform where community practitioners can improve their community engagement skills and learn about new tools for application in their work. Learning opportunities should also include time for reflection, in particular where ideas and tools were trialled or piloted.
Partnerships	The Learning Hub should provide opportunities for networking. The Great Kruger is a large landscape where stakeholders can become isolated. Regular networking events can create opportunities for sharing challenges and successes and the forming of partnerships.
Policy	The Learning Hub should support workshops or initiatives that increase practitioners' awareness and understanding of relevant policies and legislation that impact on their engagement with communities.
Relationships	The Learning Hub should build on existing relationships between communities and protected areas and provide the support that can strengthen these relationships.
Research	The Learning Hub can assist in identifying research gaps and needs, and assist in bringing the right stakeholders together to answer research questions that can support improved community engagement in conservation-related projects. The Learning Hub can also assist with sharing relevant research with stakeholders.
Socio-economic development	The Learning Hub should support community engagement initiatives that include elements of socio-economic development, be it job creation or entrepreneurial skills development. Unemployment continues to plague the region, and the conservation sector is under increasing pressure to contribute to the wellbeing of people.
Youth	The Learning Hub should engage the youth and ensure strong youth representation at networking and skills development events.

Appendix 4: Learning Hub Workplan

THEME (aspirations & barriers)	ACTIVITY	OPPORTUNITY	METHODOLOGY	WHERE	WITH WHO	TIMELINE
Communication	Tell community stories	Partnerships, learning	Radio	All	All	May-20
Socio-economic	Host workshop on community livelihoods and contribution of natural resources to improve livelihoods	Funding, community involvement	Identify 3 communities in Khetha nodes to use as learning case studies.	3 Khetha nodes		Aug-20
Community involvement	Learn how people historically excluded from protected areas can be involved and participate in decision-making to ensure the sustainability of these areas	Funding, community involvement	Three Khetha nodes: Community governance & policy review	3 Khetha nodes		Oct-20
Empowerment	Develop graduate development programs to empower youth.	Partnerships, learning, funding, education	Mentorship programs University proposals	TBD		Jun-20
Relationships	Learn and develop a mechanism for maximising community involvement	Partnerships, community involvement	Community aspirations HWC <i>where applicable</i>	Khetha nodes		Aug-20
Politics	Facilitate workshops to help community practitioners to interpret policy and legislation.	Community involvement	Community policy review	3 Khetha nodes		Sept-20
Learning	Facilitate seminar on community engagement methodologies	Partnerships, learning	Seminars: People & conservation	Khetha office and zoom-rooms		Jul-20
Partnerships	Bring practitioners together at the annual Community Practitioners Workshop	Partnership, learning, funding	Annual workshops	Mpumalanga	All	Aug-20

