

**PROCEEDINGS OF THE REGIONAL WORKSHOP ON
BEST PRACTICES
HELD AT HOTEL MILLE COLLINES, KIGALI, RWANDA
14TH – 16TH AUGUST, 2007**



prepared by

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Acronyms & Abbreviations

BP	Best Practices
CBO	Community-Based Organization
DRC	Democratic Republic of Congo
EE	Environment Education
ENSAP	Eastern Nile Subsidiary Action Project.
GEF	Global Environment Facility
HIV/AIDS	Human Immunodeficiency Virus /Acquired Immune Deficiency Syndrome
IGCP	International Gorilla Conservation and Development Project
IGDP	Integrated Conservation and Development Project
KMS	Knowledge Management Specialist
MG	Micro Grant
MGC	Micro Grants Co-ordinator
MTR	Mid-Term Review
NB	Nile Basin
NBI	Nile Basin Initiative
NELSAP	Nile Equatorial Lakes Subsidiary Action Program
NEP	National Eligible Projects
NGO	Non-Governmental Organization
NPC	National Project Co-ordinator
NTEAP	Nile Transboundary Environmental Action Project
PMU	Project Management Unit
PNV	Volcanoes National Park
PSC	Project Steering Committee
REMA	Rwanda Environment Management Authority
RPM	Regional Project Manager
SGP	Small Grants Projects
SVP	Shared Vision Program
ToR	Terms of Reference
UNDP	United Nations Development Programme
VS	Very Successful

Executive Summary

The Nile Transboundary Environmental Action Project (NTEAP) is one of the eight projects under the Nile Basin Initiative Shared Vision Program. The main objective of the NTEAP is to provide a strategic environmental framework for the management of the transboundary resources and environmental challenges in the Nile River Basin. A key focus of the NTEAP over the 2007 and 2008 is to identify, document, compile and disseminate project, policy, and components of projects as best practices. To this end, a regional best practices workshop was held in Kigali, Rwanda at Milles Collines 14th – 16th August, 2007. The objectives of the regional workshop on best practices were:

- to enhance the capacities of the participants in the area of identifying, compiling, documenting and disseminating best practices;
- to review the nationally selected best practice activities with the view of enhancing their quality and agreeing on the criteria for choosing best practice activities; and
- to provide a platform for all participants to share experiences with the aim of using that experience to select projects that have the potential to generate best practices.

The methodology employed at the workshop consisted of: classroom setting; group discussions; case studies; and field visit. The following outputs were expected from the deliberations at the regional workshop on best practices:

- conduct training of best practices as scheduled;
- give an overview of best practices within the context of the NBI;
- provide the participants with a better understanding of the Best Practices and how they can be applied in the Nile Basin;
- describe the categories of best practices and how they can be used to achieve NBI outputs;
- discuss the terms and reference (ToR) and guidelines for documentation of Best Practices;
- prioritise the Best Practice in the NBI by component; and
- produce workshop proceedings and report.

On the first day, after welcome address, the participants were introduced to the concept of best practices. They were told the process involves: selection; documentation; compilation; and dissemination. The process of selecting best practices became the most contentious. In the first place, participants were informed that best practices should not only refer to entire projects. Even if an entire project does not qualify as a best practice, it is possible that some aspect of it could qualify as a best practice. The issue of the appropriate criteria to be used for selecting best practices emerged as of great concern. This was partly so because the participants received an erroneous message that of the five or six projects they submitted, they would be required to select only two for documentation. After much agony, the participants were informed by the NTEAP-PMU

that there was no need for prioritization. What mattered was if the initiative satisfied the best practice criteria.

Thereafter, the participants spent some time discussing criteria for best practices. They eventually agreed on the following minimum ten criteria:

- contribute to environmental conservation and poverty reduction;
- be innovative (show innovation);
- be cost-effective;
- be gender-sensitive;
- be replicable/up-scalable especially its transboundariness;
- contribute to policy dialogue;
- show relevance to other regional and multilateral agreements;
- fit into as many NTEAP components as possible;
- show utilization of indigenous knowledge; and
- be sustainable.

The afternoon of the first day was allocated to country presentations. In total, 44 projects were presented. As noted earlier, the countries would not hear of any further prioritization.

On the second day of the regional workshop, participants went for a field trip to Ruhengeri, where their counterparts in Rwanda show-cased two of their five candidate best practice projects. Participants were able to appreciate the mountainous terrain of the Rwanda landscape. They were shown interventions dealing with radical terraces, school tree nursery, zero-grazing, energy efficient cookstoves and rainwater harvesting tanks.

- *terrace making* – the organization has a membership of 30 men and 20 women. The project involves construction of radical terraces, water retention ditches and hillside irrigation. This technology of terracing is becoming more or less indigenous in Rwanda now, having been introduced some decades ago. The terrace making is a project of erosion control in an integrated manner. The concept involves: the establishment of soil erosion control structures; planting of fodder; utilizing hillside water for an all-year round hillside irrigation; as well as introducing dairy cattle for milk production. The cows would be fed on the fodder grown on the terraces. The milk produced will be a source of additional nutrition and income for the participating households;
- *zero grazing* – potential for increasing income of the participating households. From the operations the participants can also obtain organic manure for fertilising their fields thereby increasing crop yields. The participants could also feed banana stems to the dairy cattle as is the practice in the mountainous and densely populated parts of Uganda and Tanzania;
- *school nursery/piggery/water tanks* – the school tree nursery looked quite healthy. The tree nursery is part of the agricultural practicals. Agriculture is taught as a subject in

secondary schools and hence the tree nursery is linked to classroom work in agriculture. The piggery, located next to the tree nursery, if well managed, is a source of additional income for the school. The waste from the piggery provides a steady supply of organic manure. Although the Ruhengeri area of Rwanda receives a lot of rain, the volcanic nature of the soil does not retain much of this water. Hence households and schools have to trek long distances in search of water (springs at valley bottoms or within the nearby national park). This would be an arduous task for the students at the school since they would devote less time in classroom learning. The water tanks receive rain from the corrugated iron sheets and store it for school use; and lessen the pressure of off-take from the national park.

- *energy efficient cookstoves* – Ruhengeri is a woodfuel-deficient area. Hence there is tremendous pressure to obtain resources from the national park (Parc National des Vulcans, PNV). The installation of energy efficient cookstoves is primarily aimed at reducing the pressure on PNV.

Conclusion

The project areas around Ruhengeri are prime sites for donor support due to their proximity to the Virunga ecosystem, home to the world's only population of Mountain Gorillas (*Gorilla gorilla berengei*). As such, the human population in this area is exposed to a number of micro projects, all fashioned around integrated conservation and development project (ICDP) initiatives. Therefore, interventions of NBI can at best be incremental to those of other donors such as the International Gorilla Conservation Programme (IGCP). These other donors also support zero-grazing, nursery establishment, water tanks and energy efficient cookstoves. Perhaps the terrace making is one area the NBI has a contribution to make which other donors and local governments can replicate. Participants had to be paid something to ensure project success. Otherwise, with many other players in the area with lots of money to go around, the attention of the participants could easily be diverted to more paying projects. It is possible to enhance the value of the river where the terracing is being done by, say, introducing crayfish. However, what was not excusable was the cultivation right to the river's edge. Also, the bridge over the river needs repairs. However, the last two activities were not directly related to the project.

Most of the third day was used to apply the techniques of selecting projects as best practices. Nine countries of the Nile Basin – Burundi, Democratic Republic of Congo, Egypt, Ethiopia, Kenya, Rwanda, Sudan, Tanzania and Uganda brought a total of 44 best practice candidate projects. Most countries volunteered 5 projects each. Sudan and Tanzania had six projects each while the Democratic Republic of Congo presented two. Six groups were formed. The first five groups each discussed randomly chosen 7 projects while the sixth group had 9 projects. In the interest of time, only 5 of the 10 criteria were used to score the projects. Predictably since these were country-level selected projects – only three of the 44 projects scored below 50% even when groups were not very intimately familiar with the projects and despite all other variables. The lesson learned here is that once the selection criteria are agreed upon and once consensus is reached on

the different weights (marks) attached to each criterion then, by and large, the selection of best practices can be relatively consistent.

Towards the end of the third day of the regional workshop, each participant was requested to complete an evaluation form. By and large the participants ranked the Regional Workshop as 'good' to 'excellent'.

Key recommendations included the following:

- to complete the documentation of the best practices at the national level, there should be a minimum of two people – preferably an environmentalist and a journalist/communications expert;
- there is a need for another best practices workshop;
- translate the document into French;
- the PMU KMS should develop the detailed ToR for the national level consultants responsible for documentation of the best practices; and
- the participants should share the proceedings of this workshop with the national teams that selected the best practices.

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1. Introduction

1.1 Background

The Nile Transboundary Environmental Action Project (NTEAP) is one of the eight projects under the Nile Basin Initiative Shared Vision Program (SVP). The main objective of the NTEAP is to provide a strategic environmental framework for the management of the transboundary resources and environmental challenges in the Nile River Basin. Specific objectives of NTEAP are to: (a) improve the understanding of the relationship of water resources development and environment; (b) provides a forum to discuss development paths for the Nile with a wide range of stakeholders; (c) enhance basin-wide cooperation and environmental awareness; and (d) enhance environmental management capacities of the basin-wide institutions and the Nile Basin Initiative (NBI).

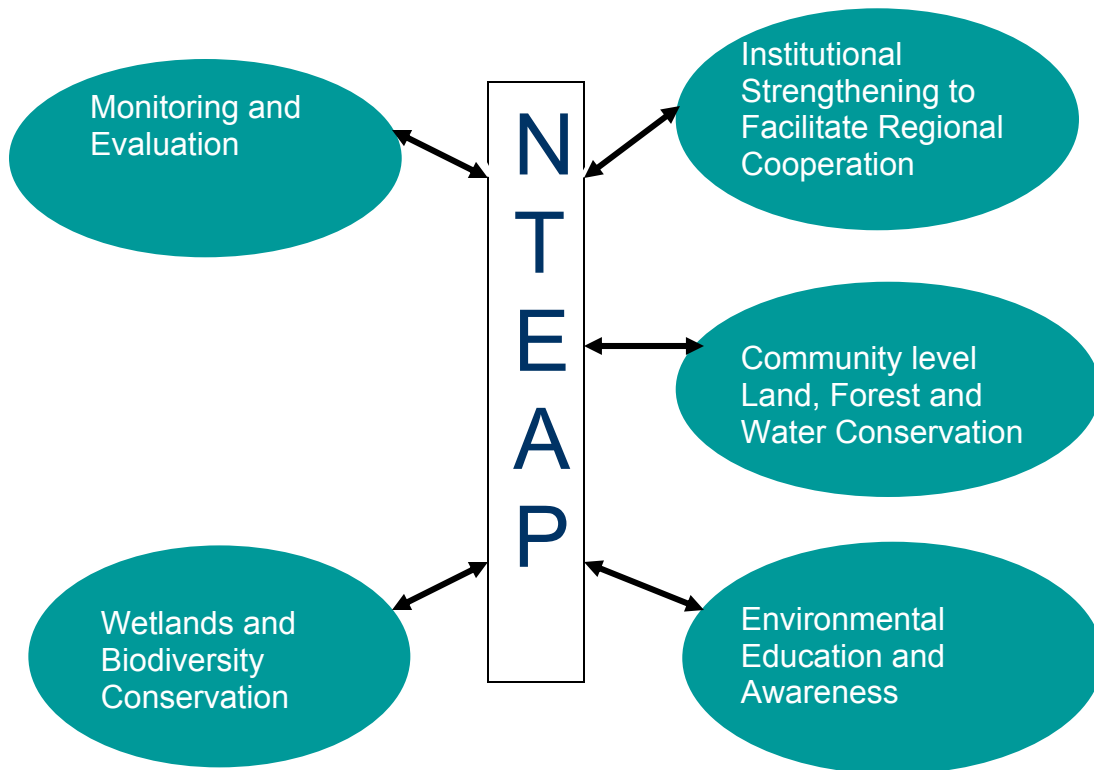
The NTEAP achieves its main and specific objectives in five main components. They are: (i) institutional strengthening to facilitate Regional Cooperation; (ii) Community-Level Land, Forest and Water Conservation; (iii) Environmental Education and Awareness; (iv) Wetlands and Biodiversity Conservation; and (v) Water Quality Monitoring.

NTEAP has established major activities that have impact on the ground as well as other activities that are of significant importance to the NB countries and have an impact on the environment of the basin. All these Programs are implemented directly or indirectly, depending on the type of project/activity with Government Officials, communities, NGOs, CBOs, school teachers and students. The collective objective of these activities is to pilot innovative approaches to land and water conservation measures at the national level; raise awareness on the major environmental threats that face the NB countries and enhance the technical cooperation among the countries.

NTEAP intends to focus in 2007 and 2008 on deriving best practices from activities at the national and regional level. The MTR mission and the fourth PSC Meeting both emphasized the importance of expanding and continuing both the Micro-grants and NEPs in 2007 and 2008 and these would take advantage of the best achievable practices. Moreover, the NTEAP revised log frame has explicitly defined specific indicators/targets that should be met as a result of the on the ground activities.

In view of the above, it is important that the NTEAP team start the process of identifying, compiling, consolidating and disseminating best practices and lessons learned. The development of these actions will require an experienced consultant in Best practices who will train and guide NTEAP staff and collaborators on analysing best practices including the approach and methodology as well as ensuring that the objective of enlisting the best practices is achieved.

The Five Components of NTEAP



1.2 Objectives

A regional workshop was held in Kigali, Rwanda on Best Practices. An international consultant was recruited to: facilitate the regional workshop; and train participants on Best Practices and how it can be used to improve performance of delivery of project outputs. The objectives of the regional workshop were:

- to enhance the capacities of the participants in the area of identifying, compiling, documenting and disseminating best practices;
- to review the nationally selected best practice activities with the view of enhancing their quality and agreeing on the criteria for choosing best practice activities; and
- to provide a platform for all participants to share experiences with the aim of using that experience to select projects that has the potential to generate best practices.

1.3 Method

The Regional Workshop was carried out in a lectures setting as well as through interactions with the participants including group discussions and case studies as well as a field visit. The participants also shared their experiences and provided some lessons learned emerging from similar initiatives in their own countries. The identified national best practices were used as training materials. The activity was co-ordinated by the Project Management Unit (PMU) of the NTEAP. The Workshop Programme is presented as *Annex 1*.

The following outputs were expected from the Regional Workshop:

- conduct training of best practices as scheduled;
- give an overview of best practices within the context of the NBI;
- provide the participants with a better understanding of the Best Practices and how they can be applied in the Nile Basin;
- describe the categories of best practices and how they can be used to achieve NBI outputs;
- discuss the terms of reference (ToR) and guidelines for documentation of Best Practices;
- prioritise the Best Practice in the NBI by component; and
- produce workshop proceedings and report.

1.5 Participants

Over 30 participants attended the Regional Workshop. A list of the participants is included as *Annex 2* to this report.

2. Overview, Welcome Remarks and Opening of the Workshop

a. Overview by the Knowledge Management Specialist, NTEAP

Rationale for best practices documentation

- NTEAP has established a number of activities that have impact on the ground
- There are other activities that are of significant importance to the NB countries and have an impact on the environment of the basin, implemented with Government Officials, communities, NGOs, CBOs, school teachers and students etc
- Overall objective of these activities
 - is to pilot innovative approaches to Land and Water Conservation at the national level;
 - raise awareness on the major environmental threats that face the NB countries
 - and enhance the technical cooperation among the countries.
- In 2007 and 2008 NTEAP intends to focus on deriving best practices from these activities (MGs, NEPs, school projects and other NTEAP activities, institutional arrangements, use of working groups/networks, transboundary river basin arrangement/organization, etc.)at the national level .

Why this workshop?

- The workshop is to discuss projects, activities, initiatives identified during national consultative workshop, sieve them and come out with 2 or so pertinent best practices for detailed documentation.
- The workshop will also receive experiences from NELSAP
- Have a field visit to have field impression of some of the activities.
- On behalf of NTEAP RPM and on my own behalf I welcome all of you to the workshop and I have no doubt that we shall benefit tremendously from your presence here in the next 3 days.

b) Welcome remarks

i) Welcome remarks were made by the workshop facilitator. He pointed out that the time-table would change slightly because some of the presenters had not yet arrived in Kigali.

ii) Participants introduced themselves and presented their expectations. The expectations included:

- Sharing experiences;

- understand the definition of a best practice;
- selecting the best practices;
- learning from the achievements of other countries;
- getting a better understanding of the NTEAP activities; and
- making new friends.

iii) The Knowledge Management Specialist (KMS) made a brief presentation on behalf of NTEAP management. He welcomed the participants to the workshop, especially the ‘third participant’ and the new NTEAP staff – NPC Uganda and MGC Sudan. The efforts made by the Guest of Honour and the UNDP representative to participate in the workshop were appreciated. The objectives of NTEAP were reviewed and the involvement of stakeholders was emphasized. Stakeholders were urged to visit the NBI and NTEAP websites to get a better understanding of the project.

The KMS explained why NTEAP is documenting ‘best practices’. NTEAP has implemented activities that have impact on natural resources in the Nile basin. Some activities are implemented by partner organizations and governments. In 2007 and 2008 the project is focusing on deriving ‘best practices’. In addition to technology interventions, ‘best practices’ may include institutional arrangements such as the use of working groups. NTEAP would also learn from the experiences of other projects such as the Nile Equatorial Lakes Subsidiary Action Program (NELSAP).

iv) The Representative of UNDP Rwanda thanked the organizers for inviting him to the workshop. He welcomed the participants to Rwanda. The workshop was informed that it is estimated that 1,800 million people will be living in conditions of absolute water scarcity by the year 2025, and two-thirds of the world’s population could be under stress conditions. The activities of NTEAP and other NBI projects were thus appreciated as a means of conserving shared water resources. The importance of sharing experiences and lessons learnt within the Nile basin was highlighted as a process that will result in regional development. The role of UNDP in the GEF Small Grants Program and in NTEAP was pointed out.

v) The Executive Director of the Rwanda Environment Management Authority (REMA) was the Guest of Honour. She welcomed the participants to the workshop. The participants were informed that 75% of Rwanda lies within the Nile Basin. The country offers several best practices and lessons on natural resources management. The first lesson is that the use of non-biodegradable bags is prohibited in the country. It was pointed out that in June 2007 Kigali had been identified as the ‘ecological capital’ of Africa and that the people of Rwanda would like to maintain that status. The threats to the River Nile and the importance of wetlands were highlighted. It was emphasized that apart from NTEAP, several government programmes and other projects are promoting the conservation of natural resources. These projects offer opportunities for the workshop participants to learn lessons from Rwanda. However, there is a need to implement more activities in natural resources management. Best practices from the NBI member countries should be adopted and incorporated into national priorities and actions which will strengthen regional cooperation for better transboundary management of the natural

resources in the Nile Basin. There is a need to apply the knowledge that has been acquired and to evaluate the progress and achievements in natural resources management on a regular basis. The participation of community members in the regional workshops should be encouraged.

vi) *Overview of the Workshop Program and Objectives*

The facilitator reviewed the objectives of the workshop in relation to the expectations that had been mentioned by the participants. The objectives were in line with most of the participants' expectations.

The components of NTEAP and the aim of each component were reviewed. Participants were requested to bear them in mind when analyzing and selecting the 'best practices'.

c). Introduction to 'Best Practices'

i) *Best Practices: Concepts and Criteria* – by the Workshop Facilitator

The definition of the term 'best practice' was presented. The key attributes of 'best practices' were highlighted. The participants were guided through the process (steps) that will be used to select best practices.

The following issues were raised and discussed by the participants:

- the need to consider successful indigenous practices as 'best practices'
- the flexibility to refer to the selected practices as 'good practices' rather than 'best practices'
- the importance of replicating a 'best practise' to increase its impact on the environment

The facilitator demonstrated the use of the 'Best Practices Sieve' in selecting 'candidate projects'. The participants raised the following issues and discussed them:

- instead of dropping the candidate practice at the various stages, it needs to be improved or re-designed;
- *innovation*, as a selection criteria, could be reduced in weight to accommodate practices that create significant impacts on the environment although they are not innovative;
- the length of time that a project or practice has been implemented should be considered. For some practices, it is too early to tell whether they will be sustained; and
- The selection of the final 'best practices' should be on country basis because of the differences in the various countries.

ii) *Documentation of 'Best Practices' and Knowledge Sharing* – by the KMS and EE Lead Specialist

The KMS made a presentation on documentation. The following sub-topics were discussed:

- Definition of a document
- What is to document?
- Why do we document?
- How can we document?
- What will the participants be expected to do?

The Environment Education (EE) Lead Specialist gave a presentation on packaging information. He emphasized the need to identify the target groups before making a decision on the types of information packages.

3. Country Presentations

Each country made a presentation on its Best practices. These were later discussed at a plenary session. All the presentations are already documented in a power point format and detailed word versions of the best practices were already availed to the workshop facilitator, therefore, these presentations are not repeated here. Instead the issues that were raised during the plenary discussions are captured and presented in details. The issues raised in plenary discussion are the following.

1. None of the cases presented is linked to millennium development goals or poverty reduction strategies even if most of the cases touch or could be linked to the two development strategies.
2. There was no reference on the role of trees, that are planted through the project, as a carbon sink.
3. Additional idea of queen bee rearing as part of beekeeping activity was advised. It was recommended as an important linkage in encouraging beekeeping for poverty reduction.
4. Context under which a case was selected helps to categorise whether it is a best practise or not.
5. Share what is replicable.
6. Titling of the Ethiopian presentation was noted to have confused between organisation and subjects of cases. Similarly, these need to be cleared during the documentation process.
7. Packaging of the workshop information in the proceedings needs to be carefully done and consider arranging and bundling cases in themes so that even if specific cases are dropped the subject matter is retained.
8. Since the cases for best practices are documented to reflect efforts that are being made to change peoples' lives and improve the Nile environment, then the cases should be strengthened by quantification of outputs to show changes from the baselines or impact. For example the changing income level, number of people involved in the projects et cetera.

4. Best Practices, Theory and Practice

The theory and practice of Best Practices was presented to the participants on the 1st day of the Workshop. The details of the presentation are included in *Annex 4*. During the presentation, participants were told that any intervention, whether a policy, methodology or project can be evaluated for best practice. The implication of this was that whereas in the overall, a project can be disqualified as a best practice, a close and more detailed examination of the various components (activities of that same project may reveal certain aspects that qualify as best practices. It was, therefore, left to participants to go back to their respective countries and assess if projects they had earlier rejected may in fact contain elements that constitute best practices worthy of documentation.

The Best Practice process involves the following four steps:

- identification;
- documentation;
- compiling; and
- dissemination.

Participants spent a considerable amount of time discussing the parameters to be used in the identification of best practice interventions – whether policy, methodology or project. In selecting country-level Best practices, participants had used 4 to 5 criteria – innovation, replicability/up-scaling, demonstrated impact, sustainability and cost-effectiveness. During the discussions it became apparent that:

- the choice of parameters for identifying best practice interventions amongst many has a profound effect on whether the project qualifies as BP or not; and
- familiarity with the geographical setting was also important, allowing consistent judgement.

Furthermore, the participant's debate tried to answer the following questions:

- what criteria should be used to rank the proposed projects for final selection to be documented;
- should all the criteria carry the same weight – e.g. 'cost effectiveness' being equal to 'poverty reduction'; and
- how many best practice interventions should be finally chosen for each Nile Basin country?

At the end of the discussion it was finally resolved that while some of the criteria such as 'poverty reduction' are applicable to all countries, others such as 'innovation' are not nearly as universal. Second, it was agreed that the number of criteria is not as important as the completeness of the considerations. Third, depending on the specific circumstances of a country, it may be desirable to assign more weight to those criteria deemed most

important and less weight to others. Finally, it was agreed that the number of criteria and weights attached to each needs to be resolved by the selection team prior to the actual process of identification.

During the discussions on the identification of interventions the following ten criteria were discussed and thought to constitute an acceptable number:

- contribute to environmental conservation and poverty reduction;
- be innovative (show innovation);
- be cost-effective;
- be gender-sensitive;
- be replicable/up-scaleable especially its transboundariness;
- contribute to policy dialogue;
- show relevance to other regional and multilateral agreements;
- fit into as many NTEAP components as possible;
- show utilization of indigenous knowledge; and
- be sustainable.

5. Recap of Day 1, Field Visit and Presentations by NTEAP PMU Specialists

Recap of day one

- Missing involving beneficiaries
- Comment by the guest of honour
- Difficulty of bringing the idea of BP by the facilitator
 - the criteria, innovativeness
 - suggested to look those criteria today
 - to use good practices VS best practices and suggested to use BP
- Country Presentations
 - Each country has got Five Best projects and two countries have six projects, which made 44 projects but finally we are going to choose a minimum of 12 projects and maximum of 16 projects.

Impression of the Field Visit

Two projects, One MG and One School projects were visited on 15/08/07.

Reactions of the field visit

- On School Project
- The school nursery said to be healthy but, do not understand the relation of the pigs to the school project
- How are they are using the school project activities in class? in teaching in class?
- One observed weak point is the pigs can pass different health problems to human beings.

On the MG Project

- Cray fish is a high value creature. This could be introduced and used as a source of income.
- More legume species could be integrated into the project
- Zero grazing can have high potential for fertilizer
- Cowshed. Horizontal shed should be on the inside not on the outside
- The banana stem was not used as source of feed, but should
- Integrating farming with land protection is a good idea, There is a lack of observation how they are going to make this practice replicable in other areas or farmers.
- There were no signposts to indicate support to the project by NBI.

- Wetlands, are they used for agricultural activity? There is a need to find proper conservation and utilization.
- Mainstreaming: HIV/AIDS is not mainstreamed into the project?
- The uptake of these projects by the local communities? One e.g. People were paid money for making terracing. If money is not there what will happen?
- We paid people in MGP, we should avoid paying community for doing things.
- There was more discussion with NGO than with the beneficiaries. We should have had more information from the beneficiaries than the NGO. The project co-ordinator was alone and the group did not see a management committee. There was no local authority presence observed and no idea of the involvement of the local community for the sustainability of the project.
- It was also observed that there was less women participation on that day because of Public holiday.
- There is also observation of poorly maintained bridge.
- Animals are used for water transporting? How long are these animals are used for transporting water?
- Idea of injecting money, we cannot avoid injecting money for all activities. Even governments are paying money for activities which pay in the long-run therefore totally denying the injecting of money in project activities is not correct.
- These projects need to give lessons not only for local communities but also for local governments. Therefore governments need to inject money for the projects.

Replay/ Clarifications

- Terrace making in Rwanda is very labour intensive. It is only little money injected for the trace.
- Accept the idea of Cray fish and dairy cows.
- Sign posts are important
- People need to have ownership, but the day when the visit was made was a holiday.

Facilitator's observation on the field work

On the second day of the Regional Best Practices Workshop, participants visited a number of activities in the Ruhengeri area of Rwanda under the able leadership and organization of Emmanuel Muligirwa (National Co-ordinator, NBI-NTEAP) and Joseph Bizima Anania. The sky was relatively clear and this allowed participants to appreciate the mainly mountainous terrain of Rwanda. On reaching Ruhengeri, the participants visited several projects and interesting sites including construction of terraces, zero grazing, energy efficient cookstoves, school tree nursery and water tanks. Unfortunately, the participants were unable to meet most members because the 15th of August 2007 was a public holiday.

- *terrace making* – the organization has a membership of 30 men and 20 women. The project involves construction of radical terraces, water retention ditches and hillside irrigation. This technology of terracing is becoming more or less indigenous in

Rwanda now, having been introduced some decades ago. The terrace making is a project of erosion control in an integrated manner. The concept involves: the establishment of soil erosion control structures; planting of fodder; utilizing hillside water for an all-year round hillside irrigation; as well as introducing dairy cattle for milk production. The cows would be fed on the fodder grown on the terraces. The milk produced will be a source of additional nutrition and income for the participating households;

- *zero grazing* – potential for increasing income of the participating households. From the operations the participants can also obtain organic manure for fertilising their fields thereby increasing crop yields. The participants could also feed banana stems to the dairy cattle as is the practice in the mountainous and densely populated parts of Uganda and Tanzania;
- *school nursery/piggery/water tanks* – the school tree nursery looked quite healthy. The tree nursery is part of the agricultural practicals. Agriculture is taught as a subject in secondary schools and hence the tree nursery is linked to classroom work in agriculture. The piggery, located next to the tree nursery, if well managed, is a source of additional income for the school. The waste from the piggery provides a steady supply of organic manure. Although the Ruhengeri area of Rwanda receives a lot of rain, the volcanic nature of the soil does not retain much of this water. Hence households and schools have to trek long distances in search of water (springs at valley bottoms or within the nearby national park). This would be an arduous task for the students at the school since they would devote less time in classroom learning. The water tanks receive rain from the corrugated iron sheets and store it for school use; and lessen the pressure of off-take from the national park.
- *energy efficient cookstoves* – Ruhengeri is a woodfuel-deficient area. Hence there is tremendous pressure to obtain resources from the national park (Parc National des Vulcans, PNV). The installation of energy efficient cookstoves is primarily aimed at reducing the pressure on PNV.

Conclusion

The project areas around Ruhengeri are prime sites for donor support due to their proximity to the Virunga ecosystem, home to the world's only population of Mountain Gorillas (*Gorilla gorilla berengei*). As such, the human population in this area is exposed to a number of micro projects, all fashioned around integrated conservation and development project (ICDP) initiatives. Therefore, interventions of NBI can at best be incremental to those of other donors such as the International Gorilla Conservation Programme (IGCP). These other donors also support zero-grazing, nursery establishment, water tanks and energy efficient cookstoves. Perhaps the terrace making is one area the NBI has a contribution to make which other donors and local governments can replicate. Participants had to be paid something to ensure project success. Otherwise, with many other players in the area with lots of money to go around, the attention of the participants could easily be diverted to more paying projects. It is possible to enhance the value of the

river where the terracing is being done by, say, introducing crayfish. However, what was not excusable was the cultivation right to the river's edge. Also, the bridge over the river needs repairs. However, the last two activities were not directly related to the project.

Field Visit: Graphic highlights of field visit



Integrated soil conservation



Zero grazing



Rain water catchment tank



Tree nursery bed



Participants discussing with project Rain water catchment tank proponents



Radical terracing - Restored hill slopes

Presentation by Mr. Amir

Definition of Best Practices/ Good Vs Best practices

Why we need BP Projects?

- i. Our projects are projects which are supposed to bring lesson learning for NELSAP& ENSAP.
- ii. We have only limited funds
- iii. Replication and up-scaling
- iv. Academic recognition, used in teaching
- v. Institutional adaptation , can use in there
- vi. Increasing collaboration.
- vii Private Institution could use to cut or increase their businesses
- viii. Government can use the best practices
- ix. NTEAP have got over 400 projects. It helps measuring its accomplishment.
- x. Helps to analyse gaps.
- xi. Help NBI develop a niche

Presentation by Ms. Intisar

TWO Examples

1. Small Transporting Machines

Used fully initially in Sudan - low fuel consumption, low payment, lower initial capital, brings daily income, goes to remote areas, provides employment.

Later

The number of accidents are increasing, the damage is total loss, cause congestion, used for crime, reduced income, environmental pollution and noise, problem of how to get rid of it.

2, Mesequite Tree

Advantage

Stop sand encroachment, have low water requirement, animal feed, can be consumed by human beings, used as sources of firewood and charcoal, construction material

Later

In irrigation schemes, it is considered as a weed because it replaces the irrigation crop, It changes the species of irrigation crops and fodder, lowering of water table and causing water scarcity.

Conclusion

Best Practice need some proofing or testing before spreading to other areas.

Comments

- There is no Worst practice. It is only the problem of transforming to other countries. Not as a carbon copy but as it will be suitable to each country.
- The tree is not only exploiting water but also the seeds are spread all over.
- Other idea, the plant is not only taking minerals but it fixes Nitrogen.

GEF, SGP

Good Practices of GEF

Good Practices are based on good outputs

1. Promoted integrated management in Schools

- Biogas construction / reduced reduction of wood for the school
- Sustainable waste management
- Improved student livelihood due to utilization of polluted water
- Promote public awareness/ replicated by other schools

2. Strengthening soil conservation

- Re-store soil fertility
- 50 families are benefits from dairy farm/ 75% are women/
- Create saving schemes
- Betterment of food security/ Children have access to milk/
- Capacity building/ training on terrace making, milking etc./

3. Promoting conservation by Agro forestry

- Focused on illiterate people
- Use agro forestry for fertility, wood and feed
- Promote policy advocacy to convert degraded lands

4. Demonstrate adapted technologies for water and environment

- Dry toilet introduction from SFP Global Knowledge Management
- Formulate environmental club
- Adapted for sustainable environmental management
- There are a number of demands for the dry waste for agriculture utilization

Comments:

- i. There is a need to quantify the presentation for both NTEAP and GEF projects
- ii. No GPs in all presentations
- iii. There is a need to integrate the calf rack to increase the survival of calf
- iv. Reliability, the institution of higher learning can take it to teach in the school
- v. Does the school have the capacity of measuring emissions?

vi. Co-funding, how many projects have got this fund as there is a requirement of co-funding.

Comments on the way forward: It is good to look based on the threats not on the component bases.

6. Group Discussions

Comments on Group Discussions:

1. TYEA and Environment & NR are the same
2. Leave scoring for the group
3. What will be the absolute figure?
4. The criteria should be graded according to the weight.
- 5 We are not yet agreed on the framework whether nationally or regionally? We need to agree on it first. We are working on a regional issue, need to think regionally. Looking from the technique of solving the problem.
6. It will be difficult to rank 1-20 than 1-10, since it is subjective issue.
7. We can even use Zero and one
8. The gap with e.g 100 and 68 have got big gap. What will be the pass mark?
9. Countries have got reasons for choosing projects as BP. The criteria will not affect the country's selection as innovation comes last.
10. Why each country chose one or two projects and come for the final. Or deal with the theme.
11. Each country should use the same criteria and choose its own projects.
12. At the regional level, e.g land degradation can be done in different countries.
13. The important should be on the theme., not on country and component base.
14. For looking on country level, there was no need of having a regional workshop. Need to agree on the simple structure.
15. Not fair having no knowledge in detail about the projects and going for scoring
16. The summary sheet will bring back to the component. Let's go by theme instead of by component.
17. Instead of making six projects making three groups so that each country will be presented.
18. Every body have some idea on the projects, so with the random grouping lets go for scoring.
19. Agree on six groups, have the copy of the documents
20. Agree on grouping and having copies and want to discuss on grading.
21. Finally random grouping by counting and formulation of six groups was accepted.

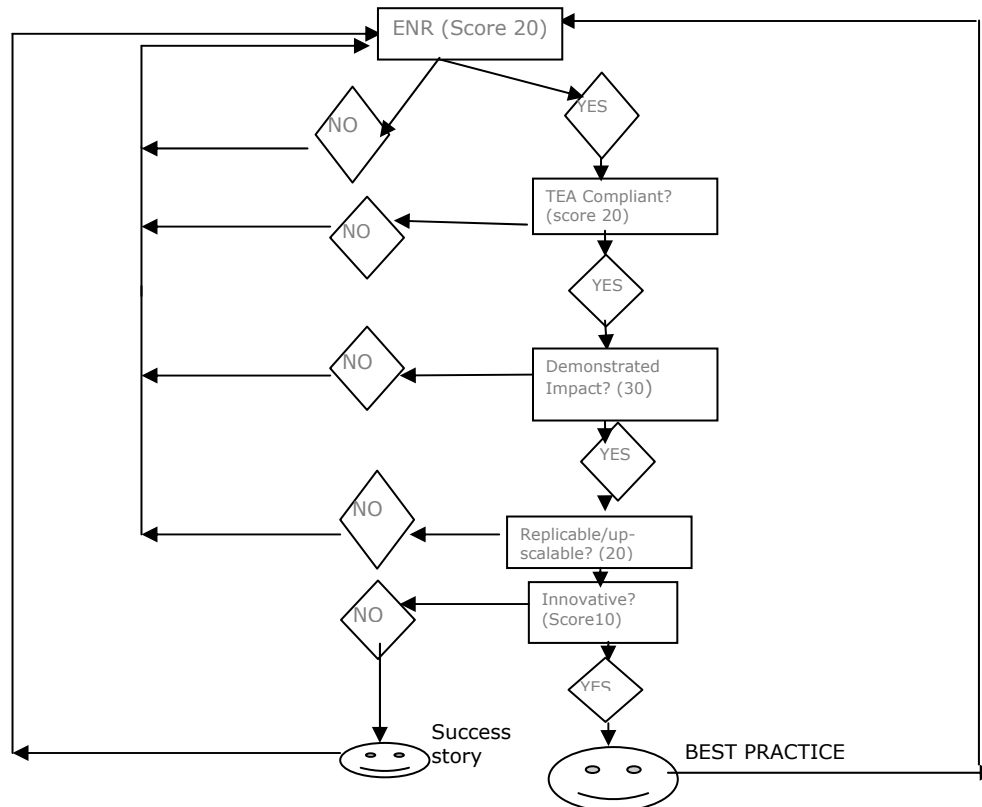
Results of Group discussions

Nine countries of the Nile Basin – Burundi, the Democratic Republic of Congo, Egypt, Ethiopia, Kenya, Rwanda, Sudan, Tanzania and Uganda brought a total of 44 Best Practices Project candidates. Most countries volunteered 5 projects, others like Sudan and Tanzania had 6 each, while DR Congo presented two.

The 44 projects were used as a training material since they had been selected as candidate Best Practices in the respective countries. Each of these projects had a brief description

which could be used to inform participants regardless of the countries they came from. The projects were randomly arranged. Participants were also randomly asked to form groups of at least 6 people each. Six groups were formed. Each of the first 5 groups considered 7 candidate projects, while Group 6 had 9. In the interest of time, the groups were given 5 of the 10 criteria discussed earlier to use for ranking the projects. The five criteria carried differing marks for a total of 100 percent.

Identifying using the Best Practices Sieve



Results of the group scores are presented in *Annex 5a*. Despite the inherent weakness of this approach – projects ranked by people unfamiliar with the local scene, criteria too few and not unanimously agreed upon, the differing generosity of individual groups in awarding marks (some mean, others generous), etc., the results indicated that as a training tool the results were successful and the same procedure can successfully be repeated at the country level using all ten criteria. It is remarkable that though judged by people not familiar with the circumstances of individual countries, only three out of the 44 candidate projects were ranked below 50% (a reasonable cut-off point); and even the three which scored less probably have aspects which would qualify as best practice. An example is the Shiret Medhanealem Monastery environmental protection project.

All six groups were requested to summarise the projects they assessed with respect to the NTEAP component they belonged to, the theme represented; why they considered the intervention a best practice or success story, the country from which the project was proposed; and the total score assigned. This summary sheet when prepared at the national level would help to show balance of coverage thematically, with respect to NTEAP components and also geographically (representing each country by region). Not all groups had enough time to prepare the summary sheets. The results for Group 1, 3 and 4 are presented as *Annex 5b*.

7. Best Practice Documentation

What emerged from the identification discussions is that out of the 44 projects, 41 of them qualified as best practices; and the remaining 3 would probably qualify as success stories. Hence all 44 projects can be documented. However, there is need to review the national projects to showcase greater detail and clearer description of what constitute best practices. Participants were exposed to the basic concepts of documentation. The presentation is included as *Annex 6* of this report. During discussions after the presentation, it was agreed that documentation of the national best practices should be carried out by a two-person team (such as a journalist/communications specialist and an environmental expert).

The proposed terms of reference for the national consultant(s), the guidelines for preparing the Best Practices documents, and the proposed timeline/schedule for the documentation work are presented in *Annex 7*.

8. Wetlands and Biodiversity Conservation

The Wetlands and Biodiversity Specialist made presentation on the following:

- Key issues in wetland management
- Wetlands are eco-systems
- Facts about the Nile wetlands
- Wetlands management in the Nile basin
- Enhancing national institutional capacity: Challenges
- NTEAP - Wetland Component
- Wetlands management for the future
- Wetland awareness programs
Priority areas for activities at national level
- Conclusion
- Recommendations

The full presentation is in *Annex 8*

The Specialist also made a presentation on water quality issues in the Nile basin which is included as *Annex 9*.

9. Workshop Evaluation

Generally, the majority of the participants ranked the Regional Workshop on Best Practices as ‘good’ to ‘excellent’, as shown below.

Item	Percentage of Participants Responding ‘Good’ to ‘Excellent’
1. Venue	84%
2. Workshop Content	
- Plenary	100%
- Adequacy	72%
-Comprehension	76%
3. Facilitation	
-Presentations	88%
-Logistics	88%

There were also qualitative comments on the workshop. The good aspects of the workshop include its participatory nature, the field trip, and presentations among others. The aspects of the workshop which were not so good included: absence of French translation, choice of accommodation, the dictatorial tendency of the Facilitator, and the problem of time management. Participants gave some recommendations for future improvement together with general ones. Details of the results of the evaluation assessment are presented in *Annex 10*.

10. Conclusions and Recommendations

Conclusions

The 3-day regional workshop on best practices was well attended. Nine out of the 10 member states sent technical personnel. The participants rated the workshop as ‘good’ to ‘excellent’. The participants nonetheless felt the time was short and workshop attendants should have included members of the beneficiary communities of the different micro grant projects. Delegates from Francophone countries emphasized the need to have all documents of the workshop translated into French.

Conceptualization of the selection process was at first not well received. Participants thought the purpose of the workshop was to prioritize the selected best practice projects. When the NTEAP-PMU clarified that the purpose of the 3-day regional workshop was a learning process, anxiety of the participants was reduced somewhat. The participants were asked to review the list of national projects selected again, and remember that a best practice does not have to be a complete project. Policies and project components could also qualify as best practices.

Finally, the KMS of the NTEAP-PMU was requested to complete the development of the ToR for the national consultants, ensuring that the national team will consist of an environmentalist and a journalist/communications expert.

Recommendations

1. The National Consultants should be two – an environmentalist and a journalist/communications expert.
2. The best practice can be a project or a component. It does not have to be a full project.
3. The PMU Knowledge Management Specialist will develop the detailed TOR for the national consultants.
4. Focus in Micro-grant projects should be on wetlands and biological indices.
5. The ranking done during the regional workshop should not be used to eliminate national level best practice projects, since it was a demonstration of the workings of the best practice process.
6. Deliberations and outcomes of this workshop should be taken as a learning process.
7. All documents of the workshop should be translated into French.
8. Hold another regional workshop and select another set of best practices and include stakeholders.
9. The participants should share the proceedings of this workshop with the national team that selected the best practices at the national level.

10. The country projects appearing on the best practice documentation is both politically and economically sensitive to the Nile Basin participating countries, therefore not any country's project should be excluded from the document.
11. This workshop should be taken as a learning process from which many lessons could be taken.
12. The NTEAP-PMU has to revise the whole procedure thoroughly to come out with real good practices that are to be documented and disseminated.
13. The logistics/DSA/should be improved next time considering the country's situation. Time allocation for each country's presentation was small.
14. In future the criteria for selection of best practices should be sent to participants in advance.
15. To get reasonable accommodation to allow all participants to stay at one place.
16. The process/methodology should be straightened and made as objective as possible.

ANNEXES

Annex 1. Regional Best Practices Workshop Programme

**14-16 August 2007,
Kigali, Rwanda
Hotel: des Mille Collines**

13 May Arrival of participants to Kigali, Hotel check-in.

14 August 2007: DAY 1

Time	Session	Objectives	Comments
Opening Session : Chaired by Rwanda PSC Member			
08:30 - 9:00 Registration of participants			
09:00 – 10:00	Welcoming remarks: <ul style="list-style-type: none"> • Mr. Amir Baker, NTEAP • Mr .Antoine Sendama NELSAP Regional Coordinator • Representative of UNDP Rwanda • Dr. Rose Mukankomeje PSC member of Rwanda • Workshop Facilitator: Introduction of Workshop participants and overview of workshop program and objectives 	Welcoming of participants Introduction to the objectives of the workshop and expectations of the discussions	<i>Rapporteur: Facilitator</i>
10:00- 10:30	Coffee Break		
Session 1: Introduction to Best Practices			
10:30-13:00	-Introduction to the workshop theme by Ms. Intisar Salih and Mr. Amir Baker. - Best Practices: concepts and criteria by Workshop Facilitator - Documentation of best	Improve understanding on the needs, concepts, knowledge sharing and criteria for developing best practices	<i>Rapporteur: Facilitator</i> Presentations (30 minutes each) Discussions (60 minutes)

	practices and knowledge sharing by Joel Arumadri and Masuche Kidundo - Discussion		
13:00 – 14:00	Lunch Break		
Session 2: Country Presentations			
14:00 - 15:30	Presentations by country teams on best practice case studies: -Burundi -D.RC. -Egypt -Ethiopia Discussion	Sharing of country level selected best practice activities	<i>Rapporteur : Facilitator</i> Presentations (15 minutes each) Discussions (30 minutes)
15:30 - 16:00 – Coffee Break			
16:00 – 18:00	Kenya Rwanda Sudan Tanzania Uganda Discussion	Sharing of country level selected best practice activities	<i>Rapporteur : Facilitator</i> Presentations (15 minutes each) Discussions (45 minutes)
18:00	End of day 1		
20:00 -22:00	Workshop Reception: venue to be determined		

15 August: DAY 2 Field Visit

Time	Activity	Objectives	Process
08:00 - 16:00	Field visit to see an activity or more of the MG Project, School Project and/or NEP		Transport by vehicle(s) provided by Project

16 August: DAY 3

Time	Activity	Objectives	Process
Session 3: Generating Best Practices			
08:30 -9:30	<ul style="list-style-type: none"> - Recap of day one (Facilitator) - Impressions from the field visit (Participants) 	Generate ideas on best practice models development	<i>Rapporteur: Facilitator</i>
9:30 -10:00 Coffee Break			
10:00-11:30	<ul style="list-style-type: none"> - SGP experience on best practices in Rwanda by Francoise Kayigamba - NELSAP experience - Strengths and challenges of the identified best practices from the NB countries and recommendations for improvement by Workshop Facilitator - Discussion 	Experience sharing and review of selected practices	<i>Rapporteur: Facilitator</i> Présentations (20 minutes each) Discussion : (30 minutes)
11:30-13:00	<ul style="list-style-type: none"> - Instructions on Group Work by Workshop Facilitator -Group Work to refine best practices and make recommendations for improvement 	Applying concepts and criteria to refine selected best practices	<i>Participants will be divided into four groups.</i> <i>Time: Two hours</i>
13:00-14:00 Lunch Break			
14:00-15:00	Reporting back to the Plenary (presentation of group findings by <i>rapporteur</i>) followed by discussion	Applying concepts and criteria to refine selected best practices	Presentations made by each Group <i>Time: 60 minutes</i>
15:00 16:30	<ul style="list-style-type: none"> Presentation on Wetlands and biodiversity: Concept, challenges and focus in the coming two years by Henry Busulwa Presentation on piloting on Biological indices for WQ testing with communities and schools by John Omwenga 	The way forward	Presentations (15 minutes each) Discussion 15 minutes

	<p>Presentation on the TOR for the national consultant and next actions at the national level by Joel Arumadri</p> <p>Discussion</p>		
Closing Session: Chaired by the PSC Member			
16:30 – 17:30	<ul style="list-style-type: none"> • Evaluation of Workshop by participants • Workshop recommendations • Closing remarks <ul style="list-style-type: none"> ❖ Representative of participants ❖ NTEAP ❖ PSC Member 		Facilitator
17:30 Coffee			

Annex 2: List of Participants at the Regional Best Practices Workshop

Name	Country	Institution	E-mail
Charles Bigirindanyi	Burundi	Ongi Reseau Burundi 2000	charlesbigirindanyi@yahoo.fr
Huda Mohamed Khogali	Sudan	Sudanese Environ. Cons	ludakhogali@yahoo.com
Menbero Allebachew	Ethiopia	NTEAP	mallebachew@nilebasin.org
Stephen Kigoolo	Uganda	NTEAP	skigoolo@yahoo.com
Alistidia Mwijage	Tanzania	KADETFU	kadetfu@gmail.com
Stephae A. Lubanga	DRC	NTEAP	2lubanga@nilebasin.org
Monique Akullo	Uganda	NTEAP	monique_akullo@yahoo.com /makullo@nilebasin.org
Adil Mohamed Ali	Sudan	NTEAP	aali@nilebasin.org
Jane Kisakye	Uganda	NTEAP	jkisakye@nilebasin.org
Mtangala Lumpu	DRC	AFED	mtangala@yahoo.fr
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Alex Jubek Santo	Sudan	NTEAP	ajuber@nilebasin.org
Khaled Bayoumy Bayoumy	Egypt	NTEAP	kbayoumi@nilebasin.org
Amir M. Baker	Sudan	NTEAP-PMU	abaker@nilebasin.org
Joseph Bizima Anania	Rwanda	NTEAP	janania@nilebasin.org
Martin Madara	Kenya	NTEAP	mmadara@nilebasin.org
Kayigamba Francoise	Rwanda	UNDP/SGP	francoise.kayigamba@undp.org
Ithor Khalil	Egypt	NTEAP	ikhilil@nilebasin.org
Victor M. Kamagenge	Tanzania	NTEAP	vkamagenge@nilebasin.org
Mohamed Abdel Latif	Egypt	Egyptian Swiss Dev. Fund	IDP_aswan@hotmail.com
Abdalla S. Shah	Tanzania	NTEAP	ashah@nilebasin.org
Lily Kisaka	Kenya	NTEAP	lkisaka@nilebasin.org
Zipporah Nusyoki	Kenya	AFEW	zmusyoki@yahoo.com
Inhsar Sahn	Sudan	NTEAP	isalih@nilebasin.org
Million Alemayehu	Ethiopia	ORDA, Local NGO	Orda.liaison@ethionet.et
Wubua Mekannen	Ethiopia	NTEAP	wmekonnen@nilebasin.org
Kaddu John Baptist	Uganda	Makerere Univ.	kaddujb@zoology.mak.ac.ug
Philibert Mundanda	Burundi	NTEAP/LMGC	pmundanda@nilebasin.org
Salvator Ruzima	Burundi	NTEAP/NPC	rsalvator@nilebasin.org
Yakobo Moyini	Uganda	YOMA	yakobomoyini@yahoo.com
Joel Arumadri	Uganda	NTEAP-PMU	
Henry Busuulwa	Uganda	NTEAP-PMU	
Emmanuel Muligirwa	Rwanda	NTEAP	

Annex 3 Workshop Objectives, Methodology, Expectations and Introduction to NTEAP - Presentation 1

Component	Objectives/Aim/Purpose
1. Institutional Strengthening to Facilitate Regional Cooperation	<ul style="list-style-type: none"> • to enable deeper and more effective cooperation on transboundary environmental management among and between the Nile riparian countries, including governments, NGOs, researchers and other stakeholders • gaining improved access to relevant resource management information • highlighting and better understanding some of the key linkages between macro and sectoral policies and the environment
2. Community-level Land, Forest and Water Conservation 2a. Enhanced basin-wide capabilities and cooperation 2b. Priority Action for Addressing soil erosion 2c. The Nile Transboundary Micro Grants Program which supports community-driven interventions to address transboundary environmental threats on a local scale	<ul style="list-style-type: none"> • supports pilot activities in geographic and thematic areas of transboundary significance • demonstrates feasibility of local level approaches to land and water conservation, including mitigation action for erosion, non-point pollution, invasive water weeds, environmental awareness and NGO networking
3. Environmental Education and Awareness	<ul style="list-style-type: none"> • focuses on creating awareness on the River Nile environmental threats, while stimulating behavioural change at three levels – public, secondary schools and tertiary institutions of learning
4. The Wetland and Biodiversity Conservation Component	<ul style="list-style-type: none"> • aims at enhancing the understanding of wetlands functions in sustainable development and to demonstrate an improved management at selected transboundary wetland sites • builds on nationally focused wetland conservation and management initiatives within the Nile Basin • use network of existing centres of knowledge and experience to provide a transboundary overlay of set perspectives to implement national wetlands conservation programmes
5. The Basin Water Quality Monitoring Component	<ul style="list-style-type: none"> • initiated basin-wide dialogue on water quality and improve understanding of transboundary water quality issues • improve capacities for monitoring and management of water quality and initiate exchange and dissemination of information on key parameters

Annex 4 Best Practices – Theory and Practice – Presentation 2

What is Best Practice?

- A *management idea* which asserts that there is a *technique*, method, process, activity, incentive or reward that is more effective at delivering a particular outcome than any other technique, method, process, etc
- In other words, with proper processes, checks, and testing, a desired outcome can be delivered with fewer problems and unforeseen complications.

2

What is Best Practice? (contd)

- A 'One Best Way'
"among the various methods and implements used in *each element* of *each trade* there is always one method and one implement which is quicker and better than any other rest" (Taylor 1919)
- A Best Practice can be selected (generally from several competing options and defined within a computer system. Then any organization performing similar tasks can draw from the same procedure, and theoretically improve their operations.

3

What is Best Practice? (contd)

- The notion of 'best practices' does not commit people or companies to one inflexible, unchanging practice. Instead, Best Practices is a philosophical approach based around continuous learning and continual improvement – *Kaizen* (efforts to improve constantly).
- Best practices do not have one template or form for everyone to follow. Using business management as an example, Best Practice is the concept that a good process, and planning, is being followed in the execution management of a project plan, and that changes to the initial plan, dependencies, and goals are being tracked and documented.

4

What is Best Practice? (contd)

- Best practices is ideally, and at the core of the concept, the *defining of methods used to get things done*.
- Benefits often include the assurance of quality results and consistency when the process is followed.
- What about Good Operating Practice?
 - This is a strategic management term, usually capitalized. More specific uses of the term include
 - Good environmental management practices
 - Good natural resource management practices
 - Good agricultural practices

5

Key Attributes of Best Practices

- Innovativeness of policy/strategy/ programme/process/practice.
- Demonstrated positive impact upon performance.
- Degree to which it is currently being used.
- Potential for replication or up-scaling.

6

The NTEAP Best Practices Process

4-step process

- Step 1: Identifying
- Step 2: Documenting
- Step 3: Compiling
- Step 4: Disseminating

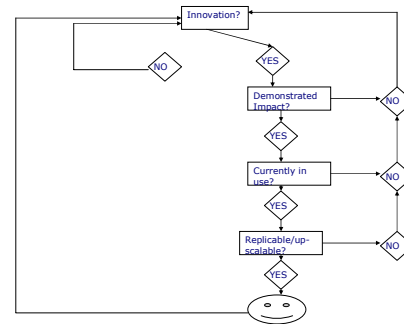
7

How do you identify best practices?

- Generally by asking the *right questions* in the *right sequence* and so far giving equal value (weighting) to each question.
- The questions are
 - What is the problem (challenge) at hand?
 - Are the interventions (policy, strategy, process, practice) an innovation?
 - Does the intervention have a demonstrated positive impact?
 - Is it currently being used?
 - Can it be replicated or up-scaled?

8

Identifying using the Best Practices Sieve



9

Why do we document best practices

- Best practices are initiatives around the world by people and communities/governments to solve critical social, economic and environmental problems
- NTEAP intends to document initiatives addressing environmental concerns/issues in the basin countries
- We need to document Best Practices in environmental management
 - To *illustrate* innovative approaches to addressing environmental issues
 - To *facilitate* the exchange of lessons learned from experience
 - To *promote* policy dialogue and behavioural change

10

How do we document best practices in environmental management?

1. **Name of the project** – here we need a short and crisp title
2. **Geographical location** – where is the project located? Use map and brief description of the economic activities and livelihoods in the area
3. **Problem statement** – define the problem/the environmental issue the project is addressing, stating clearly how it has affected livelihoods. Where possible state extent of impact of the project with respect to area or numbers of affected people, species threatened, etc. should be included (give some quantitative measures)

11

How do we document best practices in environmental management? (contd)

4. **Main objective**
What is the main objective of project/ intervention?
5. **Participants**
Who initiated the project? Who is participating? Who are the target beneficiaries?
6. **Approach**
How was the project/intervention initiated? How is it being implemented? What are the main activities? What are the expected outcomes? [Include relevant photos]. What are the indicators of success?

12

How do we document best practices in environmental management? (contd)

7. **Impacts/Benefits**
What is the impact of the intervention/project on the beneficiaries? What is it on the environment? Give quantitative figures on expected number of people to be affected and how; extent of the area to be affected or estimated number of species to be affected.
8. **Spillover**
What are the spillover effects of the intervention/project, such as: provision of employment for youth and women, knowledgeable communities, recycling, etc
9. **Environmental management tools employed**
Was EIA done?

13

How do we document best practices in environmental management? (contd)

10. Lessons learnt

What are the key lessons learnt?

11. Source of funding and lifespan

Where is the money for the project coming from?

What is the lifespan of the project?

12. Replicability

Can the intervention be replicated in another geographical location or to address a related environmental issue? Or up-scaled?

14

How do we compile environmental management best practices?

- Once you have documented best practices, you can *compile* according to a number of criteria such as: location (nationally, regionally, etc), themes, etc.
- The product can be inform of a booklet, on CD or in database

15

How do you disseminate environmental management best practices?

- Best practices can be disseminated through use of the following tools/resources
 - publishing in the internet/website – story telling
 - publishing in newsletters, brochures, pamphlets, etc.
 - formal teaching through case studies
 - distribution using emails
 - distribution of CDs
 - exchange visits/demonstration sites
 - presentation in workshops/meetings

16

Proposed NTEAP Best Practices By Countries

Burundi	Egypt
1. Improved cooking stoves	1. Poverty alleviation
2. Grafting technique	2. Ideal disposal of agriculture wastes
3. Land management	3. Conservation of water resources & improvement of economical conditions
4. Forest management	4. Environmental conservation
5. Local forest genetic resources conservation.	5. Improvement of living conditions and environmental protection through provision of sound low-cost sanitation facilities to the rural poor

17

Proposed NTEAP Best Practices By Countries

Ethiopia	Kenya
1. Biodiversity conservation Degradation control	1. Land degradation control and control siltation to lake Victoria
2. Forest development and land conservation	2. Forest conservation and land degradation control
3. Land conservation	3. Public Awareness on Nile Environmental Threats
4. Land Conservation	4. Pollution control, land degradation, deforestation, public awareness
5. Natural forest conservation	

18

Proposed NTEAP Best Practices By Countries (contd)

Rwanda	Sudan
1. Reduce soil erosion	1. Natural Water Cooling System
2. Control of water hyacinth	2. Soil and water conservation and poverty reduction
3. Soil erosion control	3. Poverty, water and land conservation
4. Soil erosion control	4. Agro summer farming
5. Environment protection	5. Poverty Eradication
	6. Reduce poverty, improve resource governance and sustainable socio-economic development

19

Proposed NTEAP Best Practices By Countries

Tanzania	Uganda
1.Poverty and biodiversity	1.Poverty, water/wetland/land conservation
2.Land management and poverty alleviation	2.Reducing pollution of water sources
3.Poverty reduction	3.Access to useful information and widening the channels of communication
4.Land management	4.Promote sustainable and profitable land resources management
5.Land conservation, water pollution and poverty reduction	5.Water conservation
6.Land conservation and Poverty alleviation	

20

Annex 5a Scoring Sheets

Scoring Sheet – Group 1

Proposed projects for Best Practices	Criteria for selection					
	ENR (Max score 20)	TEA compliance (Max score 20)	Impact (Max score 30)	Replicable/ up-scaleable (Max score 20)	Innovative? (Max score 10)	Total Score (%)
1. Forest Management	20	20	20	20	5	85
2. Poverty alleviation through enhancing female capacity to generate income	5	20	15	20	2	62
3. Promotion of indigenous knowledge in management and treatment of tree seedlings in nurseries	20	20	15	20	7	82
4. Local forest genetic resources conservation	20	15	10	10	2	57
5. Waste recycling	10	10	15	15	2	52
6. Conservation and management of Zegie Peninsula Forest Ecosystem	20	20	15	20	5	80
7. Building the capacity of beneficiaries to implement environmental conservation interventions	10	20	15	20	5	70

Scoring Sheet – Group 2

Proposed projects for Best Practices	Criteria for selection					
	ENR (Max score 20)	TEA compliance (Max score 20)	Impact (Max score 30)	Replicable/ up-scaleable (Max score 20)	Innovative? (Max score 10)	Total Score (%)
8. Water harvesting techniques for improved food and fodder production	17	17	26	18	5	83
9. Itsekamol medicinal and indigenous plants plantation and conservation project	16	16	25	16	5	78
10. Gully rehabilitation using indigenous, medicinal and high valued plants	14	14	20	10	3	61
11. Sheltering widows with appropriate building blocks	10	10	22	12	2	56
12. Land management (soil protection and food security)	15	15	20	14	2	66
13. Introduction and promotion of upland rice farming	13	13	15	9	2	52
14. Involving school communities to conserve Lake Victoria	12	12	14	9	3	51

Scoring Sheet – Group 3

Proposed projects for Best Practices	Criteria for selection					
	ENR (Max score 20)	TEA compliance (Max score 20)	Impact (Max score 30)	Replicable/ up-scaleable (Max score 20)	Innovative? (Max score 10)	Total Score (%)
15. Tekeze-Atbara Basin Transboundary Civil Society Engagement Workshop	10	15	15	15	5	60
16. Natural water cooling system	7	5	20	15	5	52
17. Growing water melon and pumpkins along the river banks to control soil erosion and reduce siltation of River Malaba	12	15	10	10	5	52
18. Ideal disposal of agricultural wastes	12	15	15	15	3	60
19. Goat loan scheme	12	12	18	16	5	63
20. Promoting the use of ICTs (Information Communication Technology) among the leaders of environmental CBOs/NGOs and school teachers	5	7	10	15	5	42
21. Conservation of water resources & improvement of economical conditions for the small farmers	12	15	20	15	3	65

Scoring Sheet - Group 4

Proposed projects for best practices	Criteria for selection					
	ENR (Max score : 20)	TEA (Max score : 20)	Impact (Max score : 30)	Replicable/ Up-scaling (Max score : 20)	Innovative? (Max score : 20)	Total score (%)
22. Stabilized soil building blocks for low cost building for poverty eradication in IDP camps of Khartoum state	12	8	12	16	2	50
23. Protection des berges et bassin versants de la riviere	16	16	12	4	4	52
24. Improved cooking stoves	12	16	24	16	4	72
25. Shiret Medhanealem Monastery environmental protection project	12	8	12	8	2	42
26. Nile Schools TB Environmental Projects: project-based learning	16	16	18	16	4	70
27. Deepening of the natural water – catchments pond of Sam Turuk	4	8	6	4	2	24
28. Minani fruit tree project for land care and poverty reduction	8	16	18	12	4	58

Scoring Sheet – Group 5

Proposed projects for best practices	Criteria for selection					
	ENR (Max score : 20)	TEA (Max score : 20)	Impact (Max score : 30)	Replicable/ Up-scaling (Max score : 20)	Innovative? (Max score : 20)	Total score (%)
29. Energy saving stoves promotion (ESS)	20	20	15	20	5	80
30. Artificial mass production of Cat Fish (<i>Clarius garipepinus</i>) for longline fishery in Lake Victoria	15	15	30	20	5	85
31. Community watershed management in Montera Kebelle	20	20	15	10	5	70
32. Projet de la protection du bassin versant de la riviere Cyangwe et lutte contre pauvreté de la population locale de Murambi and Gakoma	20	20	20	20	7	87
33. Protected springs for provision of safe water for domestic consumption	20	20	15	15	7	77
34. Household based forest development within the Upper Jejeba Watershed Project	20	20	20	10	5	75
35. Agri Summer farm	20	20	15	10	5	70

Scoring Sheet – Group 6

Proposed projects for Best Practices	Criteria for selection					
	ENR (Max score 20)	TEA compliance (Max score 20)	Impact (Max score 30)	Replicable/ up-scaleable (Max score 20)	Innovative? (Max score 10)	Total Score (%)
36. Kyotera Clean and Green: Recycling Solid Waste	15	12	25	17	7	76
37. Improvement of living conditions and environmental protection through provision of sound low-cost sanitation facilities for the rural poor	15	17	25	10	8	75
38. Protection de l'environnement et allegement de la surcharge de la femme par l'utilisation des cuisinieres solaires des fours ameliore et les corbeilles thermos dans le district Bugesera, Region de l'EST	17	16	18	12	7	70
39. Grafting technique	17	10	18	11	7	63
40. Integrating the control of water hyacinth by adding value to the hyacinth through production of handicraft materials such as baskets, hats, chairs, etc.	16	13	25	17	7	78
41. Project on animal traction training to reduce soil erosion around River Muvumba	15	15	15	10	4	59

Scoring sheet Group 6 (contd)

42. whisky plastic for environmental intervention from the Trees planting project In Zaki, at Aru (CIC)	15	16	20	15	7	73
43. Community discussing about the rainfall (DR Congo)	16	13	14	17	8	64
44. Gully Rehabilitation by Nyando District Center For Environmental Conservation	17	16	20	14	7	76

Annex 5b Group Summary Tables

Summary Table - Group 1

Proposed projects for Best Practices	NTEAP Component	Theme	Best Practice/ Success story	Country	Total Score (%)
1. Forest Management	Community level land and water conservation,	Reforestation	<ul style="list-style-type: none"> • Targets women group • There is a very strong government support (The President contributed cash for the group) 	Burundi	85
2. Promotion of indigenous knowledge in management and treatment of tree seedlings in nurseries	Community level land and water conservation,	Forestation	<ul style="list-style-type: none"> • Promotes indigenous knowledge 	Tanzania	82
3. Conservation and management of Zegie Peninsula Forest Ecosystem	Community level land and water conservation,	Forestation	<ul style="list-style-type: none"> • Community capacity building in forest management • Integrates forest management with income generation 	Ethiopia	80
4. Poverty alleviation through enhancing female capacity to generate income	Community level land and water conservation,	Women Income Generating	<ul style="list-style-type: none"> • Generates income for women 	Egypt	62
5. Building the capacity of beneficiaries to implement environmental conservation interventions	Community level land and water conservation,	Community capacity building	<ul style="list-style-type: none"> • Unique project building the capacity of community through NGOs 	Egypt	70
6. Local forest genetic resources conservation	Environmental Education and Awareness	Biodiversity	<ul style="list-style-type: none"> • Protection of the endangered species 	Burundi	57
7. Waste recycling	Environmental Education and Awareness	Water Quality Management	<ul style="list-style-type: none"> • School community linkages in managing the waste 	Kenya	52

Summary Table – Group 3

Proposed Projects for Best Practices	NTEAP Component	Theme	Best Practice/Success Story	Country	Total Score
15. Tekeze-Atbara Basin Transboundary Civil Society Engagement Workshop	Environmental Education and Awareness	Poverty reduction and ENR	Success story	Sudan	60
16. Natural water cooling system	Water Quality Monitoring	Conservation of water res.	Best practice	Sudan	52
17. Growing water melon and pumpkins along the river banks to control soil erosion and reduce siltation of River Malaba	Community Level Land, Forest and Water Conservation	Water and land conservation, and poverty reduction	Success story	Uganda	52
18. Ideal disposal of agricultural wastes	Community Level Land, Forest and Water Conservation	Reduction in water pollution, and environmental awareness	Best practice	Egypt	60
19. Goat loan scheme	Community Level Land, Forest and Water Conservation	Land degradation and poverty reduction	Best practice	Tanzania	63
20. Promoting the use of ICTs (Information Communication Technology) among the leaders of environmental CBOs/NGOs and school teachers	Environmental Education and Awareness	Environmental awareness	Success story	Uganda	42
21. Conservation of water resources & improvement of economical conditions for the small farmers	Community Level Land, Forest and Water Cons.	Conservation of water resources	Best practice	Egypt	65

Summary Table - Group 4

Proposed projects for best practices					
	NTEAP Component	Theme	Best Practice / Success story	Country	Total score (%)
22. Stabilized soil building blocks for low cost building for poverty eradication in IDP camps of Khartoum state			Reducing tree cutting to burn bricks Reducing the amount of water needed for activity	Sudan	50
23. Protection des berges et bassin versants de la riviere			Integrated nature of the activity	Rwanda	52
24. Improved cooking stoves			Energy saver Locally available materials	Burundi	72
25. Shiret Medhanealem Monastery environmental protection project			Approach people believe in their religious leaders	Ethiopia	42
26. Nile Schools TB Environmental Projects: project-based learning			Participatory nature of the project Local solutions to local environment problems	Kenya	70
27. Deepening of the natural water – catchments pond of Sam Turuk			?	Sudan	24
28. Minani fruit tree project for land care and poverty reduction			The economic aspect an incentive	Uganda	58

Annex 6 Best Practices Documentation

What is a Document?

- Text
- script
- record
- File

What does it mean to document?

- Record/keep a record
- Write down
- Provide evidence, proof
- Verify

How can you document?

- Write down/describing every step/detail.
- Taking photographs,
- Capturing video footages
- Mapping.

Why should you document?

- To translate knowledge into information
- Package the information for sharing with others
- In doing so, you are sharing knowledge.
- You are transferring knowledge
- You cause replication of an innovation to happen

Why should knowledge be shared?

- So as to expand/broaden the benefits from good/best practices
- To raise awareness
- To change behavior
- To initiate discussions for improvements/adaptation.

What will you be expected to do

- Write down/describe in detail the best practices
- Take photographs,
- Capture video footages
- Map the project/initiative

Expected output

- A document on the best practices
- Document exchanged/shared with stakeholders

Annex 7 Terms of Reference and Guidelines

Qualifications of the national consultant

The national consultant will have:

- i) at least 5 years experience in research and reporting.
- ii) at least a masters degree in environmental, natural resources, social sciences or development field of study;
- iii) demonstrated writing, analytical, presentation and reporting skills;
- iv) Evidence of publishing
- v) a good command of the English language

Approach:

- review existing documents
- collect relevant primary/secondary data from the field (both quantitative and qualitative)
- analyze data and information
- document best practice features for each project (in accordance with guidelines attached)

Role of the NPC/LMGC

- To facilitate the consultant
- To review/edit document
- Verify facts
- Facilitate the consultant

	August 07				September 07				October 07				November 07			
	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4
Receiving of CVs and submission to PMU																
Receiving CVs and sending to PMU			■	■												
Evaluation & selection					■											
UNOPS documentation & signing of contract						■	■									
Documentation & drafting of report								■	■	■						
Submission of first draft											■					
Review by NPCs & MGCs & provision of comments												■	■			
Editing by consultant														■		
Submission of Final draft to the PMU															■	
Final design & Layout preparation & publishing																■

BEST PRACTICES DOCUMENTATION GUIDELINES (draft)

1. Introduction

Best Practices are initiatives around the world by people and communities/government to solve critical social, economic and environmental problems. NTEAP intends to document initiatives addressing environmental concerns/issues in the basin countries. The documentation of Best practices in environmental management is intended to:-

- Illustrate innovative approaches to addressing environmental issues;
- Facilitate the exchange of lessons learned from experience;
- Promote policy dialogue and behavioural change.

2. Points to consider

The following are the points to consider in documenting best practices in environmental management.

- **Introduction**
 - NBI and SVP, NTEAP objectives and components
 - what is best practices, rationale,
 - Method used in selecting best practices
- **Objectives of the best practices consultancy**
 - The primary objective
 - Secondary objectives
 -

Document layout

- ii. Name of Project.
What is the title of the project?
- iii. Geographical location
Describe the geographical location of the project with and the area it is serving with the aid of a map and a brief description of the economic activities and livelihoods in the area. The climate, soils.
- iv. Problem statement
Define the problem/the environmental issue the project is addressing, stating clearly how it has affected livelihoods. Where possible extent of impact in terms of area or numbers of affected people, species threatened etc should be included. What was the status before the intervention?
- v. Main Objective
What is the main objective of project/intervention?

vi. Participants

Who initiated the project, who is participating and who are the target beneficiaries. How are they going to benefit?

vii. Approach

Detailed description of techniques,/method used.

How was the intervention/project initiated? How is it being implemented? What are the main activities? What are the expected outcomes? Relevant photos to be included. What are the indicators of success?

viii. Impact/Benefits

What is the impact of the intervention/project on the beneficiaries, environment? Quantitative figures on expected number of people to be affected and how, extent of the area to be affected or estimated no of species to be affected, where possible.

ix. Spill over

What are the spill over effects of the intervention/project e.g. provision of employment for youth and women, knowledgeable communities, recycling etc

x. Environment management tools employed

Was EIA done?

xi. Lessons Learnt

What are the key lessons learnt?

xii. Source of funding and life span

Where the money for the project coming from and what is the life span of the project.

xiii. Replicability

Has the intervention been replicated in another geographical location or by another community or families in the same geographical location to address a related environmental issue? If so, how many and where? How is the impact in the new area?

xiv. Conclusion

xv. Recommendations

Annex 8. Wetlands Biodiversity Conservation in the Nile Basin

WETLANDS AND BIODIVERSITY CONSERVATION

- Key issues in wetland mgt
- Wetlands are eco-systems
- Wetlands cut across traditional sectors
- Wetlands are the overlooked ecosystem
- Wetlands are a new science
- Wetlands are eco-systems
- meaning
- they are complex
- activities in one area may have impacts far away
- and therefore
- wetland planning is required beyond location level

FACTS ABOUT THE NILE WETLANDS

- Wetlands and their associated biodiversity constitute important natural resources in the Nile Basin.
- Wetlands form integral part of the hydrology of the region and are described as the “granaries of water”.
- Wetlands support livelihoods e.g fishing, extraction of materials, grazing, clay, medicines and water
- Civilization is known to have centred on River Nile and its associated wetlands
- The Sudd in Sudan is one of the largest wetlands and Ramsar sites in the entire world (about 60%) Nile basin wetlands.

WETLANDS MANAGEMENT IN THE NILE BASIN

- Ramsar convention
- Biodiversity convention
- Different levels
- Policy formulation
- Ramsar committees
- No lead agencies
- Delegated responsibility
- Enhancing national institutional capacity:
- Wetlands management is a new science;
- We are starting from scratch;
- There are no institutions devoted or dedicated to wetlands;
- Policies and mandates for wetland management are scattered in different institutions dealing with fisheries, water, wildlife, forestry, etc.
- Therefore, enhancing institutional capacity requires
- Defining institutional mandates;

- Assessing institutional capacity;
- Establishing coordination mechanisms through inter-ministerial committees; National Wetlands Advisory Committees; or Wetlands Working Group;
- Review institutional framework to identify gaps and develop intervention measures to address the gaps.

CHALLENGES

- Inadequate information of extent, location, values;
- Ownership Vs use, given that wetlands are in most cases open access resources;
- Inadequate financing for wetland management. Prioritizing wetlands and biodiversity as important natural resources;
- Inadequate institutional and human capacity coupled with weak enforcement;
- Development pressures;
- Inadequate valuation for wetlands;
- Policy contradictions, tensions and conflicts
- Lack of viable alternatives
- NTEAP - Wetland Component
- Enhance National and Regional cooperation and capabilities
- Better understanding and broader awareness of role of wetlands in supporting sustainable development (studies)
- More effective management of wetlands in trans-boundary protected areas
- Build on nationally focused conservation initiatives
- Networks of knowledge and experiences
- Working groups (regional and national)
- Studies and documentation
- Meetings
- Awareness
- Training

WETLANDS MANAGEMENT FOR THE FUTURE

- Establish a wetlands and biodiversity working group (need to work as a group)
- National inter-sectoral WG – which feeds into the states, and lower levels (flow of information)
- Using the expertise that exist in the region, including CBOs and NGOs
- Build on lessons learnt in Region, the country expeditions
- International guidelines from UNEP, Ramsar, IUCN, WI, BLI
- Manage and coordinate wetland biodiversity activities
- Institutionalization of wetland management, at all levels
- National Wetland policy formulation – training, harmonisation, bye laws, better understanding of the roles of wetlands

WETLAND AWARENESS PROGRAMS

- Need for lead agencies assist people to know the hydrological functions of wetlands through awareness
- Request for training.
- Recommend managers to go for training. There are institutions known for wetland management training.
- Make use of the officers trained. We have the working group members (building a data base).
- Support to wetland and biodiversity awareness campaigns – world biodiversity, environment, fisheries, women's days.

ECOLOGICAL AND ECONOMIC STUDIES

- Conduct ecological and socio economic studies for the much needed data for investments
- Baselines, what do we know about our wetlands?
- Entry point in to identify gaps
- Do some detailed studies (Cyohoha, Lake Tana)
- Sharing of information
- Centers for Documenting, Environment, wetlands and biodiversity information
- Museums
- Lets DO some Pilot initiatives
- Which sites for piloting mgt planning,
- Micro - grants (some pilot to show that wetlands are profitable)
- Strategy for Wetland management
- Priority areas for activities at national
- National level requires a lead agency for wetlands management.
- Establish coordination mechanisms - Inter-ministerial Committees, National Wetlands Working Groups or Wetlands Advisory Groups, Regional wetlands network of scientists, Managers, and practitioners;
- Management of trans-boundary wetlands
- Priority activities for national level
- Exchange visits and study tours;
- Training programmes –need to agree on delivery mechanisms either through existing training institutions
- Awareness activities – identification of key stakeholders.
- Identifying information needs, developing and disseminating awareness programmes for identified target audiences.

CONCLUSION

- Need to develop actions that sustainable enable us to manage together.
- Working Group,
- Mandate institutions,
- forming inter-ministerial committees,

- policy formulation,
- Resources for wetland management
- Identifying potential environmental areas that need attention
- Need for your support

RECOMMENDATIONS

- Establish national focal points and national working groups based on existing structures i.e inter-ministerial committees
- Establish mechanisms for sharing information
- Plan & Budget for Wetland management

Annex 9. Water Quality Issues in the Nile Basin

WATER QUALITY MONITORING

John Omwenga - LS WQMC

RECOMMENDED BEST PRACTICES WRM

- Water master plans like how much water is available
- Generally intensify water conservation particularly rainwater harvesting
- Domestic
 - Use water in its natural state, harvested rain water
 - Minimize water losses
 - Formulate water use ethics
- Industrial – Intensify water reuse and recycling
 - Initiate internal water use control
 - Introduce cleaner technologies i.e Reduce and treat effluents
- Agricultural – Adopt water saving technologies
 - Drip irrigation, use optimal quantities of pesticides and fertilizers

RECOMMENDED BEST PRACTICES WQM

- Water quality assurance programs
- Biological monitoring
- Common manuals and procedures
- Water quality monitoring test kits for schools and communities
- Testing by observing (use animals)
- Sanitary surveys – observe what is happening in the catchment
- Net work of experts (IMC)

Annex 10. Regional Workshop Evaluation Results

1. Venue

Excellent	7	28%
Good	14	56%
Fair	3	12%
Poor	1	4%

2. Workshop Content

2 (a) Relevancy

Excellent	14	56%
Good	11	44%
Fair	0	0%
Poor	0	0%

2 (b) Adequacy

Excellent	8	32%
Good	10	40%
Fair	7	28%
Poor	0	0%

2 (c) Comprehension

Excellent	6	24%
Good	13	52%
Fair	6	24%
Poor	0	0%

3. Facilitation

3 (a) Presentations

Excellent	10	40%
Good	12	48%
Fair	3	12%
Poor	0	0%

3 (b) Logistics

Excellent	10	40%
Good	12	48%
Fair	3	12%
Poor	0	0%

4. Comments

4(a) Good

- Presentations
- Participation
- Discussions, excellent facilities, sharing experiences
- Field work, food (lunch & refreshments), airport pick up
- Facilitator's experience to give chance for participants to express their respective ideas
- Facilitation, project presentations, level of participation
- Facilitation very good, field visit also interesting
- Presentations were good and well researched. A lot of prior planning was evident – well done to the Rwanda NPC and his team. Facilitator tried to meet the workshop objectives. Field trip was excellent – two good sites.
- Exchange of experiences and learning from projects of different countries
- Field work especially on the micro grants project
- Diversity of the group. Food was good. Subject was interesting
- Lecture about Best Practices concept and criteria. Field trip. Presentation on wetland and biodiversity
- The meeting facilities and food. The lessons learned
- The best practices from various countries
- The arrangement of the workshop and the material and the place was good
- Field trip
- We shared information about the successful activities in various countries
- The methodology to conduct the workshop. Food. For every presentation, we got a support document
- Participation and arguments
- The friendly work environment. The educational part of the workshop and the exchange of experiences
- Getting together. Being exposed to experiences from other countries. Continuous learning.
- Full participation of the facilitators and the participants. The whole two day workshop about choosing the best practices in the Nile Basin countries and the complexity of project beneficiary
- Presentation and the philosophy. Full discussion
- Knowledge and experience sharing from all countries in NBI. Field visits.

4 (b) What was not good?

- No translation in French
- Time was short and hotel expensive
- Lack of prior information among participants regarding all candidate best practices projects to allow better scoring
- Choice of accommodation

- Inconsistency among workshop organizers regarding the objective of the workshop (the PMU Lead Specialists)
- Accommodation not good. Short time for group work. Criteria selection were changed during the workshop
- The arrangements for accommodation were not good because the hotel was very expensive
- Accommodation on US\$128 less diner according to DSA was not realistic. It caused distress with participants everyday checking out.
- Criteria for selecting projects. Ranking as basis for selection. No clear conclusions were made.
- Participants should have been told rightly whether the ranking of projects are not necessarily the project to be documented.
- The facilitator should have been accommodating. The room could be expanded/bigger
- Make the presentations from the countries to occupy a whole day. The hall selected was expensive while cheaper ones were available.
- The method used to screen the best practices from countries
- Problem of time management
- Procedure for identifying best practices
- Hotel was very expensive. A lot was covered in two days
- The subjectiveness in dealing with the main issue of the workshop
- The way the projects were ranked
- The best practices criteria were not well perceived by the participants
- For ongoing project, it is difficult to identify best practices
- High cost of accommodation/reservations