

LANDSCAPE ANALYSIS

TOOLKIT TEAM PLUS SELECTED VILLAGERS

AIM: TO UNDERSTAND THE WAY IN WHICH LOCAL RESOURCES ARE USED BY MEMBERS OF THE VILLAGE

This tool is primarily for learning by the field team rather than for shared learning among village participants. It is important for the field team to observe the kinds of resources that exist in the area, in the company of people who live there and who understand how the landscape is being used. A map may be available to work with. If not, a sketch map or a series of landscape sketches can be made as the visits proceed.

Materials needed: Notebooks and pens. Large flipchart sheet to record information upon return to the village from the landscape exercise.

A traditional transect cuts through an area in a straight line and provides an idea of the diverse resources and land use in an area. However, it is more useful to visit the different kinds of resources which local people draw upon, and which they suggest. In that way, a landscape analysis of forest and agricultural land use can be made. A straight line transect is not always able to capture all this.

Similarly, if time is available, it is more useful to do two landscape analyses, one with a men's group and one with a women's group, since their reasons for drawing on natural resources are different.

Team member(s) accompanied by local informants walk the area and ask questions relevant to it. These walks also provide good opportunities for village members to discuss problems of forest use, resource use norms and conflicts, etc.

Tool 2 is an informal tool to get a sense of the way in which local people use the landscape, and the rules they apply to it (or that others apply to it). It is invariably an

KEY QUESTIONS

to ask while doing a landscape analysis or transect

FOREST AND TREES OFF-FARM

- Who owns this forest/land?
- Who knows where the boundaries (if any) are?
- What institutions allocate land and look after land?
- Who makes most of the main decisions about this forest/land?
- Are there ever conflicts over the use of forest products in these areas? (Ask about both conflicts between local groups and conflicts with those from outside).
- Who is allowed to use the forest (tree and non-wood forest products) and for what purposes? Are the rules the same for all local forests?
- For trees off-farm: who is allowed to use the trees and for what purposes? Are the rules the same for all tree species? Do they vary depending on where the tree is located?
- Do people plant trees? Protect trees? If yes, which type of trees? Who plants the trees (Men? Women? Particular groups in the community?)
- Do people manage/ protect the forest? (fire management; limit or restrict access; local institutions/ groups tasked to protect)
- How does forest/tree use vary at different times of year?

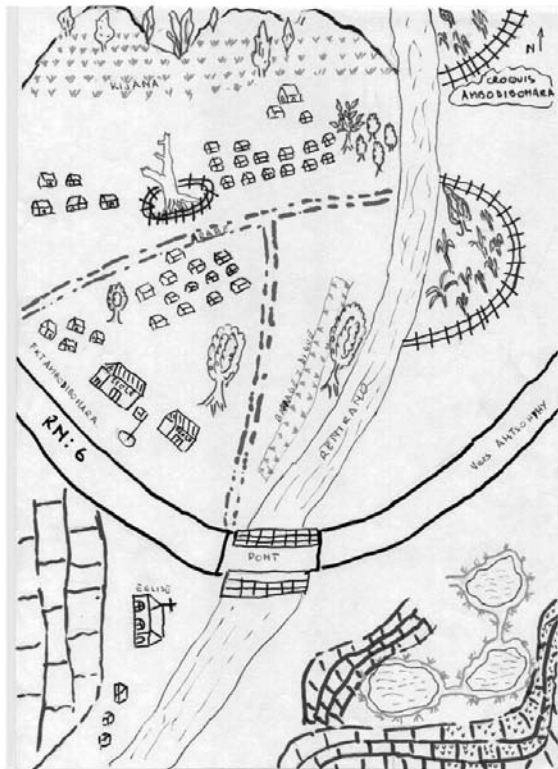
AGRICULTURE

- How is it decided who cultivates where?
- How long are plots farmed (years) and then how long are they fallow?
- When plots are resting, are they still seen as the property of particular households, or do they revert to general group ownership?
- Are areas of permanent cultivation expanding/declining?

exercise during which various problems get mentioned as well, which can be picked up on in later tools, especially the last, if they do not recur spontaneously.

It is useful to make an informal sketch (or sketches) of the landscape visited, annotated with key pieces of information which were offered. The final sketch might look something like the examples below.

A WORKED EXAMPLE OF TOOL 2: LOCAL LANDSCAPE SITUATION ANALYSIS— AMBODIBONARA VILLAGE, SOFIA DISTRICT, MADAGASCAR



A WORKED EXAMPLE OF TOOL 2: LOCAL LANDSCAPE SITUATION ANALYSIS— SHINYANGA DISTRICT, TANZANIA

