



# Tool G-1

## The Four Legs of participatory rangeland management

### Objective

To assist members of the rangeland management institution to appreciate the different dimensions (the Four Legs) of their role

### Anticipated output

The rangeland management institution applies the concept of the Four Legs of participatory rangeland management to its planning and interventions.

### Participants in this activity

- Members of the rangeland management institution
- Other county, sub-county and community stakeholders: e.g. ward administrators, influential elders, traditional leaders, chiefs, etc.

### Introduction

Effective participatory rangeland management stands on Four Legs, which are as follows:

1. Establishment and governance of the rangeland unit
2. Management of the rangeland unit
3. Using a landscape approach
4. Relations with government and customary institutions

If a sheep or goat is to walk, all four of its legs must be strong. In the same way, weakness in any one of these four areas can undermine a community's efforts. For example, if the First Leg pertaining to the establishment and governance of the rangeland unit is weak—if systems for making decision-making are not

For participatory rangeland management to be effective, all Four Legs need to be strong.

transparent, segments of the community feel they are not included and there is no plan for financial sustainability—then plans for management may lose community support or the committee may make unwise decisions. The Second Leg comprises the physical practices of grazing land management. Without tangible actions on the ground and even with only the implementation of basic seasonal grazing plans, rangeland conditions may not be maintained, let alone improved.

It is pastoralist mobility that makes the Third Leg of practicing a landscape approach vital to participatory rangeland management. If herders and livestock owners from neighbouring communities and the wider landscape do not understand a community's efforts or feel they have not been part of the planning process for grazing land that has traditionally been shared, then they may disregard grazing plans or other rules, or even try to actively undermine the efforts. Finally, if the Fourth Leg—relations with government and customary institutions—is weak, then the rangeland management institution is likely to find it difficult to enforce any plans and rules that are developed.

This tool provides tips for conveying the idea of the Four Legs of participatory rangeland management to community members and other stakeholders.

## Training option: Four Legs graphics

The concept of the Four Legs of participatory rangeland management can be conveyed using a picture of a goat. Each of the Four Legs of the goat represent one of the Four Legs of rangeland management. Typically, the front legs are used to represent Leg 1 and 2 while the back legs are used to represent Leg 3 and 4.

Each of the dimensions or legs is also represented by a symbol. The most appropriate symbol to use for each leg may differ depending on the culture and social circumstances of the people being trained, but some suggestions are provided here. The symbol for Leg 1, which deals with issues of local governance, can be a group of people who represent the community holding hands to form a circle to show the importance of coming together and working in harmony. Leg 2 deals with issues of grazing land management and is represented by pictures of livestock grazing in lush fields. Leg 3 deals with issues of relation to neighbours and the wider landscape, including negotiation and conflict resolution, and can be represented by a picture showing two stylized human figures shaded differently and shaking hands to symbolize people from different communities coming to an agreement over rangeland management issues. Leg 4 deals with issues of relating to and involving local and other government authorities and institutions and can be symbolized by the Kenyan flag.

## Steps

**Step 1:** In a discussion with participants, explore the challenges that arise when one or more of an animal's legs are injured.

Questions for engaging participants might include the following:

- What happens to a goat when one of its legs is injured? Engage the audience to see their thoughts on this. The kind of question and expected response could be: would the goat be able to move? Yes, but not as easily as it does with all its four legs.
- What happens to a goat when two of its legs are injured? Moving around becomes even harder for the goat than it was with three legs. Some might say depending on which two legs are broken, the goat could hop along.
- How about when three of its legs are injured or weak? In such a case, the goat becomes stranded, unable to move around and graze and incapacitated to some level.

## Step 2: Pin the picture of the goat on the wall

- Explain that a well-functioning rangeland management institution is like a goat or some other four-legged animal—to be healthy and function properly all four legs must be strong.
- Without one leg, or two legs; or without good function in three legs, a committee becomes inefficient in delivering its mandate. For this reason, a well-functioning committee needs all its four legs to be strong because each has its importance and all are important and interdependent for efficient delivery of the committee's mandate.

Step 3: One by one, explain each of the Four Legs and pin up the appropriate symbol with an arrow pointing to one of the legs.

Step 4: Begin more detailed training on each of the legs (see below for other suggested methods).

## Training option: role plays

One effective approach to explore the concepts with participants is through skits and role plays.

## Steps

Step 1: Introduce the idea of one leg being weak.

- After introducing the concept of the Four Legs to participants, you can choose one of the four legs to highlight and then ask them to imagine that three of the four legs are strong but this leg is weak.
- Taking the Third Leg of building relations with neighbours as an example, you can say something like:

'Imagine that three of the Four Legs are strong. The first leg of local governance is in place, the community has been fully involved in planning and the committee structure is working effectively. The second leg is also good. There is a grazing plan and it is being enforced, community members are monitoring the condition of pastures and activities are underway to rehabilitate some pastures. The fourth leg is also strong. The committee has consulted with officials such as the ward administrator, the chief of the area, the member of the county assembly and the county government livestock production officers. Government is supporting the efforts. But the third leg has been neglected. Livestock owners from neighbouring communities have not been consulted and know little about the community's grazing plan.'

Step 2: Present a skit showing what might happen.

Before the training workshop, the training team can prepare a short drama no more than five or six minutes long presenting a scenario of what might happen. In the example of the third leg being weak, the skit might have local community members being very proud of their accomplishments. Then livestock owners from another place arrive with their livestock and refuse to follow the local grazing plan. Committee members visit them, but the visitors refuse to follow local rules because they have not been consulted.

### Step 3: Discuss the skit.

Lead a discussion on what happened. Questions to ask participants might include some of the following:

- What happened in this drama?
- What other kinds of things might happen if the third leg is weak?
- How could the committee have avoided this problem?
- Can this weak leg start to affect the other ones?

### Step 4: Introduce the idea of one of the other legs being weak.

Choose one of the other Four Legs to highlight and ask participants to think about what might happen if one of the other legs is also weak.

### Step 5: Get participants to quickly prepare a role play on that leg.

Rather than the trainers presenting a prepared skit, you can get a group of volunteers from among the participants to quickly prepare a role play. Those volunteers can move off to the side or to another room to take five minutes to plan their role play on one other leg being weak. While one trainer continues the discussion with most of the participants, another trainer can assist the group preparing the role play.

Time permitting, you might do a prepared skit or a role play for each of the Four Legs.

## Training option: Q&A sessions

This training option can be used to begin shaping a discussion around a certain topic or all topics of the training. Questions can help the trainer gain an understanding of the committee's knowledge on the training topics and to know the level of training they require. Questions could also be used before starting the training to gain an idea of what areas participants require further training on or after a topic by topic training has been completed to gauge how well the participants understood the concepts.

## Steps

**Step 1:** Ask participants a set of general questions around the Four Legs, with multiple-choice answers.

- Examples of such questions and the multiple-choice answers are given below.
- In preparing the questions and answers, the possible multiple-choice answers to each question could range from similar and easily confused answers for certain questions, to more clear-cut answers.
- Having one humorous answer among the multiple-choice answers can help make the training more lively.

**Step 2:** Allow several participants to share what they think before the trainer confirms the answer.

- After the series of questions or after each question, the trainer can use the opportunity to kickstart a discussion or to raise some key points about the topic that was being covered in the question.

- The trainer can use the number of correct responses from the committee members as a guideline to know which topics require more emphasis during the training.

### Some examples of questions and answers

Clarify that you're speaking about the committee itself, who are the people selected by the community to represent them on the committee. Ask the participants a series of questions on the role of the committee:

- A question about the 1<sup>st</sup> leg. Regarding accountability and relations with the community, who is the rangeland management institution accountable to?
  - A. The county government
  - B. NGOs
  - C. The national government
  - D. All the residents of community X
- A question about the 1<sup>st</sup> leg. Regarding income generation and fundraising, is the role of the rangeland management institution:
  - A. To develop ways of generating income for the committee's operations and seek ways for community members to earn a sustainable livelihood from pastures and other natural resources?
  - B. To develop ways of generating income to improve the livelihoods of the committee members?
  - C. To find a way to get as much "posho" and "rushwa" as possible before they remove you to put someone else on the committee?
- A question about the 1<sup>st</sup> and 2<sup>nd</sup> legs. For grazing plans and management of the pastures, is the role of the committee:
  - A. To make a grazing plan for the community?
  - B. To work with the community to develop a grazing plan?
  - C. To wait for NGOs to make the grazing plan and then enforce it in the community?
- A question about the 3<sup>rd</sup> leg. Regarding sharing of pastures with herders from other communities, is the role of the rangeland management institution:
  - A. To stop livestock owners from other wards and other places from ever coming into community X's grazing areas?
  - B. To plan with the neighbouring communities, to make sure they are aware of the grazing plans and come to agreement with them on how pastures in each other's areas will be shared?
  - C. To stop doing any grazing planning, because we know that neighbours will bring their livestock and will never follow community X's grazing rules?
- A question about the 4<sup>th</sup> leg. Regarding relation with government, should the rangeland management institution:
  - A. Ignore chiefs, ward administrators and county government because now the rangeland management institution is here and it will decide everything?
  - B. Engage with government to ensure that that the committee's actions are recognized and legal?
  - C. Sit and wait for government to tell the committee how its grazing plans and rules will be?
- A question about all Four Legs. As the committee tries to strengthen all Four Legs [briefly summarize them again if necessary], which one of the following will you say?

- A. 'We the committee will just do it—strengthening all Four Legs will be easy.'
- B. 'We should only focus on one or two legs because the other parts are too difficult.'
- C. 'It will sometimes be difficult, but we have to try to work on all four parts.'

## Training option: guided questions

This training option is useful for opening discussions around a topic of interest. This option can be used before beginning the training on a topic or after training on a topic is completed. This option is useful in:

- getting participants to share their thoughts on the subject;
- allowing an opportunity for the audience to seek clarification and ask questions related to the topic in question;
- setting the ground for a trainer to know what the audience knows regarding the topic and what areas need further reinforcement; and
- through its open-ended nature, allowing the audience to think freely on all features that the topic might entail.

Some examples of guiding questions

- How can we ensure that we pay attention to all the Four Legs of rangeland management?
- What is our plan to ensure strong participation of women?
- What is our plan to keep the community informed? How often will we hold general meetings open to the whole community?
- What is our organizational structure, including what sub-committees exist?
- What elements of rangeland management will be our priority this year?
- How will we ensure a strong Fourth Leg of rangeland management?
- How will we enable the community members to hold the committee accountable?

## Checklist

- Ensure you read the mood of the audience during the training to better understand the mode of training that triggers more reactions and responses than others.
- Tailor each training to the audience for increased effectiveness in delivery of the training notes.
- Guide the discussions that arise from any of these options to ensure relevance to the training is maintained.

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Photo credits: ILRI/Jules Mateo (Goat); TUPADO/Silvester Sulu (meeting of elders)

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