



# Scenario Planning with African Pastoralists:

## A 'How To' Guide

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## A 'How To' Guide

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# Section 1

## Background

Introduction

What is Scenario Planning?

Why Scenario Planning?

Experience from the Field: a few Tips

Who drives the Scenario Planning Exercise?

Putting a Framework around Scenario Planning

# Introduction

This booklet aims to equip community development workers with the practical knowledge required to successfully use the scenario planning methodology. It focuses on the mechanics of scenario planning with nomadic pastoralists, whose oral tradition of reflection going back 50 or 100 years lends itself perfectly to the analytical concept of 'drivers of change'. The middle section of the booklet provides a step-by-step 'how to' guide for field workers using scenario planning to elicit pastoralists' opinions about national policies that impact on their lives and livelihoods – such as education. Through the use of scenario planning pastoralists become empowered, and thus instrumental in influencing key policy decisions, or the allocation of resources.

This booklet can be used as a 'stand alone' guide, or in conjunction with 'Planning with Uncertainty: Using Scenario Planning with African Pastoralists' and with 'Towards Education for Nomads: Community Perspectives in Kenya'.



# What is Scenario Planning?

Scenario planning, using 'drivers of change', is a tool to facilitate strategic thinking and policy decisions. Until recently, it has most commonly been associated with the corporate world, or with governments, or the military. However, scenario planning can be employed equally well to help vulnerable or marginalised communities - such as pastoralists - influence policy decisions that affect their lives. It is therefore a valuable tool for use in the development field.

'Scenario planning uses uncertainty in a constructive way to imagine multiple futures and consider how they might be influenced. Pastoralists are masters in the art of engaging with uncertainty and turning it to their advantage, since unpredictability is characteristic of the ecological environments in which they operate'

**(Planning with Uncertainty, p5)**

There is, however, one fundamental difference between the two approaches.

Whereas scenario planning is mainly used by governments, corporations or the military as a tool for forward planning without looking to the past, the approach adopted when working with pastoralists - whose livelihoods are founded on centuries of adaptation to change - makes their historical analysis of past experience the lynch pin of the whole process of identifying and using 'drivers of change'.

Scenario planning is most effective as a tool of influence when there is an acknowledged gap in national policy that needs to be addressed and filled.

In other contexts, scenario planning can enable pastoralists to take a more proactive and influential stance over decision making within their own communities, or at the local level; for example, over the management of water sources in a specific rangeland during the dry season.

# Why Scenario Planning?

'Scenario planning provides a framework within which pastoralists can critically analyse their situation and marshal their own arguments and evidence in order to advocate for the future they desire.'

**(Planning with Uncertainty, p7)**

## What does scenario planning achieve?

- It elicits community views in order to inform the decisions of authorities, and others with power, about policy and resource allocation
- It feeds the views of decision makers or world opinion back into community-level debates
- It triggers a deeper process of reflection at the community level, in which pastoralists see themselves as agents of change, rather than as passive recipients of external decisions

## In order for scenario planning to be effective, there needs to be:

- A genuine gap at the policy-making level
- A real desire to fill this gap on the part of decision makers
- A community which is actively interested in the issues at stake, and in influencing their outcome
- An experienced team, led by a facilitator or 'champion', who has a genuine regard for the intellect and opinions of the communities involved. Only then will the exercise enable communities' opinions to be voiced authoritatively.

# Experience from the Field: a few tips

## Opportunities:

- Communities are willing to embrace consultation
- People want to influence decision-making
- There is usually active community engagement once pastoral protocols are respected
- The scenario planning approach fits indigenous analysis of what drives change

## Constraints:

- Seasonal movement and labour requirements
- Pastoral protocol (customs, traditions, etiquette)
- Accessibility
- Language (effective translation)

## Avoiding Pitfalls:

- **Misconceptions** - Outside visitors and their entourage will imply 'wealth' and may raise expectations of a specific benefit to come for that community. Misconceptions as to the objective of the visit, and of the exercise itself, should therefore be addressed and resolved right from the start.
- **Addressing all options** - Care should be taken to ensure that communities are aware of the different options being discussed by the policy planners that are available to them. These may include ones that are totally new to their experience. If this is the case, the facilitator should ensure that information about these options is brought into the debate.
- **Common understanding** - It is possible that outsiders, with a different institutional identity, (for example, a government official, or a development worker), may join the team for all or part of the scenario planning exercise. In this case, a common understanding within the team as to how this will be explained by the facilitator to the community must be reached in advance, so as to avoid confusion about the outsider's responsibilities and role.

- **Documentation** - The benefit of filming each step of the scenario planning exercise cannot be overstated. Taking photographs, and producing an accurate written transcript of all the discussions are also invaluable. This can be an exhausting process, but must be rigorously adhered to if the material is to be authentic (see detailed notes in the scenario planning exercise outline). From experience, being able to refer to a complete and accurate written and visual record of the scenario planning proceedings is of great benefit when defending the community's position towards policy planners and decision makers, and presenting them with the communities' views.
- **Flexibility** - Since communities may not be easily reachable, or the suggested timeframe fit in with their daily commitments, flexibility with regard to timing and location of working sessions to fit in with daily priorities of each group - elders, women, youth - is essential.
- **Outcomes** - Before embarking on a scenario planning exercise, identify the outcome that you are aiming to achieve and check that scenario planning will serve this purpose, rather than simply be an exercise in 'ticking boxes' – as has frequently happened with PRA. In such a situation, communities' opinions will fail to have the desired impact on policy makers, and they will feel let down.
- **Effective translation** - the translation must capture the gist of the proceedings in order to accurately represent them to the outside world.

### Examples of 'drivers of change' – the foundations of scenario planning:

- Conflict
- Livestock marketing
- Increased settlement
- Food aid
- Roads
- Corruption
- Population increase
- Increased drought & climate change
- Competition for land / oil exploration
- Mobile phones and ICT
- Education for nomadic people
- Political will to support pastoralism
- Changes to traditional community structures
- New drugs – alcohol and miraa

# Who drives the Scenario Planning Exercise?

## The Facilitator / 'Champion' takes the lead...

The facilitator, or 'champion', is the team leader who has responsibility for holding the whole scenario planning process together and keeping it on track. He must be someone who can represent - and therefore be trusted by - people who inhabit two divergent worlds: one formal or institutional and the other indigenous and founded on local wisdom. Such people are exceedingly rare. Identifying them and bringing them on board is the key to success.

'The facilitator is the lynch pin of the scenario planning process... (He/she must be) someone who bridges different worlds – who has strong roots in the community in question, either by birth or by prolonged contact, but who has also benefited from wider exposure to policy debates and global trends which they can contribute to the conversation.'

'The facilitator must be someone who is respected and trusted by the community, with an intimate understanding of their culture, traditions and values. If the facilitator is an 'insider', who is a part of that community by right, they will have substantial legitimacy and insights, and will facilitate a discussion which is likely to have a different dynamic than if 'outsiders' (from government or donors) are present.'

**(Planning with Uncertainty, p11)**

## ...but each team member is an integral part of the whole:

From experience, every team member needs to think through his or her own perception and understanding of scenario planning prior to the start of the exercise. Group discussions during the planning stage will help to get rid of pre-conceived ideas, and enable each team member to bring an open mind to the whole process.

## Putting a Framework around Scenario Planning

Although the steps of the scenario planning exercise will most likely happen consecutively, they can - and often do - overlap. For example, there can be short intervals of a few days between the first meeting with the community and the start of the exercise, or long gaps of weeks or months, depending on such things as pastoralists' seasonal movement.

Once the scenario planning exercise gets underway, it is essential to reflect each evening on the day's achievements. This enables the team, headed by the facilitator, to be flexible as to what works and what doesn't at any given moment, and to adapt the next day's planning accordingly (see the guideline on the middle pages).

As important as conducting the scenario planning exercise itself is to ensure that both communities and policy makers are kept abreast of the change processes as they evolve thereafter, and to continue to feed in, and exchange, information with all those involved in the scenario planning.



# Section 2

## The 'how to' guide

Step One: An introductory visit to the community in the field

Step Two: The Scenario Planning Exercise

Step Three: The Follow-Up Visit

# Step One:

## An introductory visit to the community in the field

### First Contacts:

- **Upon first meeting**, (probably with the elders, but perhaps also with other members of the community), observe traditional protocol with respect to greetings and formalities for that area/community. E.g. the discussion may open with prayers or other traditional ceremonies
- **Introduce the team**
- **Introduce the idea** of the scenario planning exercise and explain its aim in such a way that the community will feel involved as a valued and proactive participant in the process from the outset
- **Explain the usefulness of doing a scenario planning exercise** to help identify ways that pastoralists' opinions can influence policy at the national level that will affect their lives. For example:
  - 'This is something new (in this area), something that can benefit pastoralist communities long term. Scenario planning is based on the opinions and knowledge of pastoralist communities like yours'
  - Explain the problem that the authorities are trying to address: e.g. there is a gap at national level with respect to policy on education for nomadic pastoralists. To overcome this problem the government wants to design a system of formal education that is of high quality, and does not disrupt pastoralists' livelihoods, or get in the way of their survival mechanisms.

• **Iron out any initial misconceptions about the scenario planning exercise:**

- This exercise is being done with many pastoralist communities around the country
- There is no money, or relief goods, or specific projects associated with it
- We appreciate your willingness to dedicate time and energy to take part in this exercise, since we know you have many problems and concerns that are specific to your own community that need addressing. What we are seeking are your opinions on a national issue that can benefit you and all nomadic pastoralists over time

• **Explain why the scenario planning exercises are taking place now and what is involved:**

- It is very important that your voices are heard by the policy-makers while the planning process is still ongoing, so that they can take your opinions and advice into account when they make their decisions
- With your permission, we would like to do this three day exercise in a place and at a time that will suit you, so that you can share your thoughts and ideas on the subject, which we can then pass on to the policy planners. Yours' and other pastoralists' input will help to influence the decision makers, and will hopefully ensure that the policy, when it becomes law, will answer your needs, and reflect your wisdom about the most appropriate ways that nomadic pastoralists, especially children and youth, can gain a formal education
- Although we will sit here locally under this shade tree, (or another tree) we are asking you to think about the bigger problems of all pastoralists – this goes beyond your community, beyond your constituencies, beyond what NGOs are doing with you – and looks toward what the country needs, and even what neighbours across the borders need

• **Explain the logistics and practical details:**

- The exercise will last for three days. We would like you to tell us the most appropriate location and time for this to happen, one that will suit you best, and not disrupt your day-to-day activities and priorities
- Ideally, the meeting will involve elders, family heads and other members of the community, including women, youth and children. If your community is now largely settled, it would be important for the exercise to include at least some people, especially children and youth, who are still nomadic and whose livelihoods are built around mobility
- We are flexible, and can organise the exercise in whatever way suits you best – in one big group, or women and men separately, or meetings at different times of the day or evening. We can also hold the exercises in several different places, if you are on the move
- With your permission, we will film the three-day exercise, take photographs, and keep note of the discussions in writing. This is so that we can make sure that what you say is recorded faithfully, and that when we pass on your messages to the policy planners and decision makers, they are an accurate and true reflection of your experiences, opinions, problems and ideas. (There is often then a process of negotiation where the community will stipulate what the footage may/may not be used for, and who can, and cannot be filmed/photographed)

**Note: Once the time and place for the exercise has been agreed with the community, and it has been decided who will take part, it is crucial that the facilitator meets again with the team members to finalise all the arrangements.**

## Checklist:

- ✓ Use a check list to make sure that no detail has been forgotten
- ✓ Make sure that each team member is clear about his or her role and feels comfortable with what they are doing
- ✓ Finalise how translations are to be handled, and by whom (you will probably need more than one person, working in turns, so that the translator doesn't get too tired)
- ✓ Remind the recorder about the importance of taking notes word for word and of noting the exact spelling of names and details of speakers' (such as clothing, etc) for easy identification when it comes to editing the material
- ✓ Discuss again the concept of the 'drivers of change' and how to use these for scenario planning, remembering which are positive axes and which are negative ones in the diagrams (see annex). Remember that unless you are clear in your own definitions, it will confuse everyone when you come to facilitating the community's discussions. You may then fail to represent their views accurately when recording their responses
- ✓ Answer any queries from the team that might arise as a result of the first meeting with the community

## Remember:

'Good planning is the basis of success. The facilitator/s should understand as much as possible about the particular community they are working with'.

'Although scenario planning is an open-ended learning process, the discussions need a clear focus if they are to be useful'.

'It may take several meetings (with the community) before all the preparations are complete; this period can be particularly difficult when working with nomadic pastoralists... Once the principle of the idea is accepted, a further meeting may be needed to agree the logistics of the main gathering, such as its timing, location and the language to be used, as well as to seek permission for things like filming. All these should be decided by the community. Their confidence will increase the more they determine, for example, where to meet and how each day will be run. Introducing the idea of scenario planning over the course of several meetings gives elders time to think it over and take on more responsibility when the main discussions start...

**(Planning with Uncertainty, p11-13)**

# Step Two: The Scenario Planning Exercise

## Day One

Once the formal greetings, introduction of any team members who were not there on the planning day, and the set up of the group(s) have been completed, the exercise can start.

The facilitator should briefly recap on the purpose and scope of the scenario planning, the fact that this is a countrywide exercise, and is not linked to any financial or material provision for the community. He/she should briefly explain for those who were not there on the planning day, how the exercise is going to be organised, emphasising again that the idea is to be as flexible as possible when it comes to the community's other priorities and daily tasks. Reconfirm that the community knows why the action is going to be recorded and filmed, and that they agree with this. If there are going to be several different working groups (e.g. women in one, children in another, men in a third, and perhaps youth in a fourth), clarify that eventually everyone will get to hear the others' opinions and suggestions. Mention, too, that at the end of each day, the team will ask for between two and five participants who are willing to join the team in the evening to help them prepare for the next day.

The first day's activities are divided into three sessions (plus evening work)

- Identifying the 'drivers of change' that the community remember from the past
- Identifying the 'drivers of change' that are influencing the community's livelihoods today and could do so in the future
- Putting the 'drivers of change' into different categories

### Activity one: Identifying the drivers of change in the past

- Ask the group to think about the changes they have experienced in the past. Reach agreement and recap
- Then ask them to think about what caused those changes. Reach agreement and recap

‘The starting point for thinking about the future lies in the past. First, the group is asked to look back and discuss the major changes in their lives over the past 20-50 years. Then they are asked to identify what is causing these changes – these are the drivers of change.’

**(Planning with Uncertainty, p15)**

You will soon see how the conversation will develop most easily. Perhaps one person will speak on behalf of the group. Perhaps everyone will be eager to contribute. It is the facilitator’s job to guide the discussion, ensuring that everyone who wants to is able to share his or her opinion, or at least feels that whoever is speaking also represents what they want to say.

‘(The facilitator)... must allow the discussion to evolve freely, ceding ownership to the community, which will have its own ways of regulating debate, and yet stay focused on the overall objective of the exercise. Patience, and the ability to steer the conversation gently back on track when required, are important attributes. The choice of facilitator is perhaps one of the single biggest factors in ensuring success.’

**(Planning with Uncertainty, p11)**

### Activity two: Identifying today’s ‘drivers of change’ and likely future ones

At this point the discussion often becomes quite charged as current change is very present in people’s minds and may be a stark reminder of current problems and challenges.

- Ask the group to think about the changes influencing their lives now, their causes and possible outcomes. Reach agreement and recap.
- Ask the group to think about the changes that are on the horizon and could influence their lives over the next 20 years, or until the next generation is grown up. Reach agreement and recap.

### Activity three: Categorising the 'drivers of change'

'The changes identified by the group/s are likely to be of three kinds:

- a) Those that fall within their control, such as social values or agricultural practices.
- b) Those that fall within the authority of the state, but over which they could exercise influence, such as service delivery, conflict management, land tenure or governance.
- c) Those over which they have little control, such as climate change or population growth, or international dynamics such as terrorism and trade.

Categorising them in this way can help to shape the action planning that ends the process on day three.'

**(Planning with Uncertainty, p15)**

- Decide with the group which category each 'driver of change' falls into.
- Keep in mind that this particular scenario planning exercise concerns influencing policy decisions at a national level (on education for nomadic pastoralists) so those 'drivers of change' falling into category b) are likely to be highly significant. Nevertheless, those falling into category a) or c) may also have an indirect effect. Discuss, reach agreement, and recap.

Thank the group for their good work today, and identify between two and five people willing to work with the team in the evening to prepare for the following day's exercises.

## Evening work:

### Activity four: Combining the 'drivers of change'

- Discuss the 'drivers of change' that have been identified
- Combine the 'drivers of change', two at a time, recording the comments on a graph (see annex 1 for a step-by-step guide of how to do this)
- Clarify with the team and the community participants what is meant by a 'driver of change' being positive and/or negative
- Pick several combinations of 'drivers of change' from amongst the most relevant ones identified, so that these can be used for discussion with the wider group on the second day

'This is the critical stage in the process, when drivers are paired together across two broad areas of uncertainty (or axes), thus generating four different scenarios.

The choice of drivers to pair is important: those selected may be of critical interest to the community in question or to the theme of the meeting, or they may be those which have high levels of uncertainty.

What was striking in all the discussions held...was the ease with which pastoralists from a non-literate culture held these competing combinations of scenarios in their heads.'

**(Planning with Uncertainty, p16)**

## Day Two:

The day's activities are divided into three sessions (plus evening work):

- Presenting the combined 'drivers of change'
- Examining 'drivers of change' in relation to 'education for nomadic pastoralists'
- Preparing to build up the scenarios

The work is carried out in the same groups as on the first day. Start with feedback from day one, and recap briefly on the 'drivers of change' that have been identified.

### Activity five: Present the combined 'drivers of change'

- Present the combined 'drivers of change' that were coupled the night before
- Pick out two to three combined drivers, each one representing a realistic future for the community, either positive or negative

### Activity six: Examine the 'drivers of change' in relation to education in general

- Start by posing general questions about the options for education for pastoralists. For example:
  - 'If we want our children to receive high quality formal education at primary and secondary level - but still remain mobile with the rest of the family and still learn to become pastoralists - what are our options?'

This will lead to a wide-ranging debate based on the community's experiences past and present, and will provide interesting insights into traditional wisdom and priorities such as who children learn from traditionally, where they learn things, and what things are considered important to learn. Keep an accurate record of everything people say. Make sure the way they say things is noted - what words they choose, the gestures they make, who they are actually talking to, etc.

**Note: During these discussions, be careful if you use terms such as 'boarding schools, mobile schools, shepherd classes', or 'distance learning', that might be unfamiliar to the community or about which it might be hard for participants to make relevant comparisons, due to their lack of exposure to such set ups**

### **Some thoughts of encouragement to share with the participants:**

- ✓ In the world there is a clear understanding that mobility is the most appropriate and successful strategy for the environment in dry land areas where pastoralists live and keep livestock
  - ✓ There are systems of education provision in the world that make educating children and adults possible even if they are mobile and scattered over a large territory
  - ✓ ‘Not hindering pastoral production strategies’ means not to get in the way of mobility, not forcing a choice between pastoralism and education
  - ✓ ‘High quality education’ means a system of formal learning that can enable a child from a pastoral household to learn enough to be accepted at university (to become a doctor for example) if desired
- 
- Look at the ‘drivers of change’ together and see how, in the past, they influenced the issues just discussed above, and how, or whether, they are likely to do so in the future

### **Activity seven: Preparing to build up the scenarios**

- Ask the participants to pick out several of the combined ‘drivers of change’ that best represent what is likely to be the future situation within their area, and which might also best influence the topic the policy planners are working on (education for nomadic pastoralists)
- Highlight with the participants how the combined ‘drivers for change’ could have a negative effect (worst case scenario) or a positive effect (best case scenario) in the future, depending on external factors such as conflict or climate change, or internal factors such as social values or agricultural practices
- Explain that the ‘drivers for change’ they have identified will be used as the basis for preparing stories about likely ‘future scenarios’ that reflect the community’s opinions and wisdom about the topic the policy planners are working on (education for nomadic pastoralists). These scenario stories will eventually be used to help influence the planners’ decision making process

Thank the group for their good work today, and identify between two and five people willing to work with the team in the evening to prepare for the following day's exercises.

## Evening work:

### Activity eight: Develop future-scenario stories out of two groups of 'drivers of change':

'Scenarios are stories about what might happen. They are created by considering how different combinations of circumstances might lead to different outcomes. They describe a range of plausible futures, some favourable and some not.'

#### Planning with Uncertainty, p5

- Select two sample groups of 'drivers of change' out of the ones discussed during the day's sessions
- Each of the two sample groups of drivers will have a 'best case' and a 'worst case' scenario
- Create four 200-300 word sample scenarios based on these drivers (see annex 3 for examples)

## Day Three:

The day's activities are divided into three sessions:

- Telling the sample scenario stories
- Examine the stories in relation to the already-discussed options for education
- Looking to the future

The work is carried out in the same groups as on the first day or in one large group for the final discussion, if appropriate culturally.

**Note: If the activities have been conducted in different groupings over the two days, the various thoughts and opinions of the participants need to be shared collectively at some point so as to ensure that the whole community is informed about each others' perceptions and opinions.**

Start with feedback from day two, and describe briefly the work that was done the previous evening

### Activity nine: Telling the scenario stories

- The facilitator or one of the community members who was at the previous night's discussion explains to the community that the stories they are going to hear - which were created last night during the team's working session - are not predictions about the future, but are tools that can help influence decisions about a future that is unknown
- The facilitator or a community member reads or tells the scenario stories to the others (see annex 3 for an example)

## Activity ten: Discuss the stories

- Discuss the four scenario stories in relation to the options for education which the community identified in activity six on day two

The objective here is to allow the participants to imagine how the educational options they identified in activity six could, or would, fit in to the scenarios outlined in the four stories – what the challenges would be, for example, or what problems or shortfalls might result. Ideally, this should lead to the community gaining some sense of ownership over the process of matching their chosen options to the scenario stories containing their 'drivers of change' (and which will eventually be used to influence the policy makers in their decision making about education for pastoralists).

In addition:

- Discuss what words could be used, and would be appropriate in the language of the community, to describe different forms of education, e.g. 'boarding schools', 'distance learning', or 'mobile schools'
- Discuss what parents, youth and children think should or should not be included in the national formal education curriculum
- Discuss what factors are taken into consideration when deciding whether or not to educate their children

### Activity eleven: Looking to the future

How can the community support the work of influencing the policy-making process in the longer term?

- Strength in numbers
- Many communities need to be involved
- Does the community have other suggestions?
- Formal thanks and congratulations

### Conclusion and Follow up:

Thank the group for their good work over the last three days. Recap the points raised over the last three days and the purpose of the scenario planning exercise.

Explain what will be done with the materials collected and confirm their agreement to this. Agree the manner in which the community will receive feed-back or a copy of the written notes and the photos taken as well as discussing the means to show them a selection of the film footage.

Explain that this consultation is an ongoing process and that once the collected information has been presented to policy makers, the community may want to hear what influence their opinions have had. Consult the community about their interest in a follow-on visit in the coming period to exchange information on further deliberations in the community and at central decision making level on the key topic – in this instance education for nomads.

Conclude the meeting in a manner that is fitting with the customs of the community.

## Step Three: The Follow-Up Visit

It is important to make a follow up visit at a time and place convenient to the community. This is in order to create an informed constituency on the ground that places a coherent demand on central government (i.e. for education for nomads), and to assure that the opinions from the various communities are heard at policy making level and the actions at decision making levels are transmitted back to the participating community. At this point you should also ensure that you give the community copies of the report from your previous visit (ideally translated into their own language), along with any photos or films that were taken.

# ANNEX

1. Combining the Drivers of Change
2. Template 'Drivers of Change' Grid
3. Telling the Scenarios

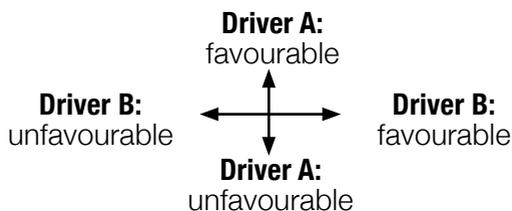
# ANNEX 1: Combining the Drivers of Change

This is a step-by-step account of how to draw up and read the combined drivers of change, remembering of course that such an exercise will never be exactly the same twice, and that different groups will bring different insights to the process (as it should be). The drivers of change in the scenario planning tool are intended to be ways of facilitating thought processes, and are therefore a means to an end, not an end in itself.

Let us take a scenario planning exercise with Somali pastoralists in Kenya in May 2009 as an example. The group came up with a total of nineteen drivers of change, of which five are used here to show how they need to be combined and analysed.

**1. Recap with the team how to draw up the graphs, and what each part of the graph represents** (Note: this is especially important for the note-taker, as it will be he/she who will actually fill in the community's comments on the graphs on the second day):

- Remind the team that the top right hand quadrant will always describe the most favourable outcome, whereas the bottom left quadrant will always describe the least favourable outcome. The other two quadrants will contain mixed outcomes, with both favourable and less favourable possibilities
- In addition, the positive aspect of a driver is always positioned at the top of the vertical axis, and the negative aspect positioned at the bottom (of the vertical axis). Equally, the positive aspect of a driver situated on the horizontal axis, is always positioned on the right hand end, and the negative aspect positioned on the left (see illustration)



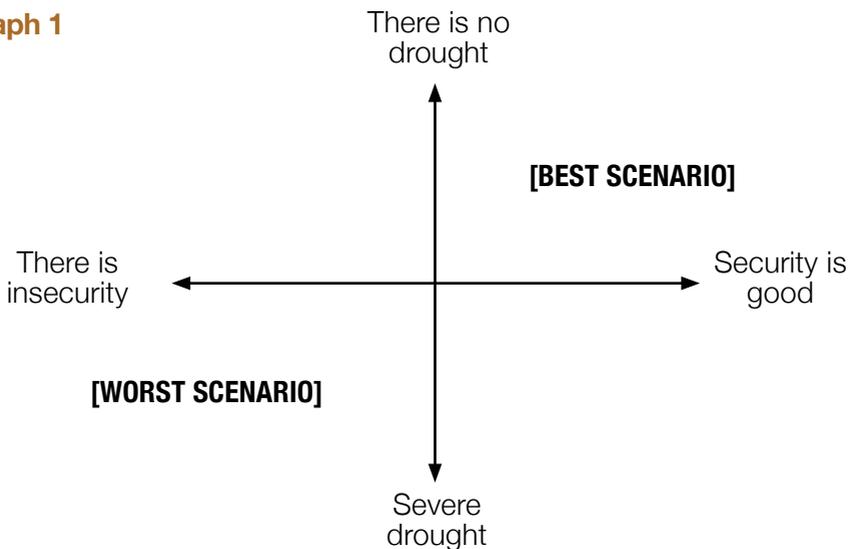
**2. Work with the team and selected community members to identify the key drivers of change from amongst all those discussed (see activity four):**

- Select key drivers of change from among the ones identified during activities 1 and 2 in the working group. For example:
  - A. Drought
  - B. Security
  - C. Demand for education
  - D. Settlement / pressure on land
  - E. Information Communications Technology (ICT)

**3. Prepare the graphs for all drivers that are to be combined:**

- Fill in the blank graphs (copies of annex 2) with the first driver of change (drought), combining drought and security on the first graph (see illustration), then drought and demand for education on the second graph, then drought and settlement on the third graph, and finally drought and ICT on the fourth graph

**Graph 1**



- Explain to the team and the selected community members where the positive and negative aspects of the drivers are positioned, (top and bottom, right and left) and how the quadrants are identified (most favourable, least favourable and mixed)
- Take the second driver of change (security) and repeat the process: i.e. security combined with demand for education, security with settlement, and security with ICT. Note: You will not need security and drought, as you already have that combination under drought.
- Continue until all the drivers of change have been combined with all the others on separate pieces of paper.
- This chart shows how to check that you have combined all of the drivers:

		<b>Horizontal axis:</b>				
		<b>A - Drought</b>	<b>B - Security</b>	<b>C - Demand for Education</b>	<b>D - Settlement / pressure on land</b>	<b>E - ICT</b>
<b>Vertical axis:</b>						
<b>A - Drought</b>			<b>Graph 1</b>	<b>Graph 2</b>	<b>Graph 3</b>	<b>Graph 4</b>
<b>B - Security</b>				<b>Graph 5</b>	<b>Graph 6</b>	<b>Graph 7</b>
<b>C - Demand for Education</b>					<b>Graph 8</b>	<b>Graph 9</b>
<b>D - Settlement / pressure on land</b>						<b>Graph 10</b>
<b>E - ICT</b>						

Graph 1 – Drought v. security

Graph 2 – Drought v. demand for education

Graph 3 – Drought v. settlement / pressure on land

Graph 4 – Drought v. ICT

Graph 5 – Security v. demand for education

Graph 6 – Security v. settlement / pressure on land

Graph 7 – Security v. ICT

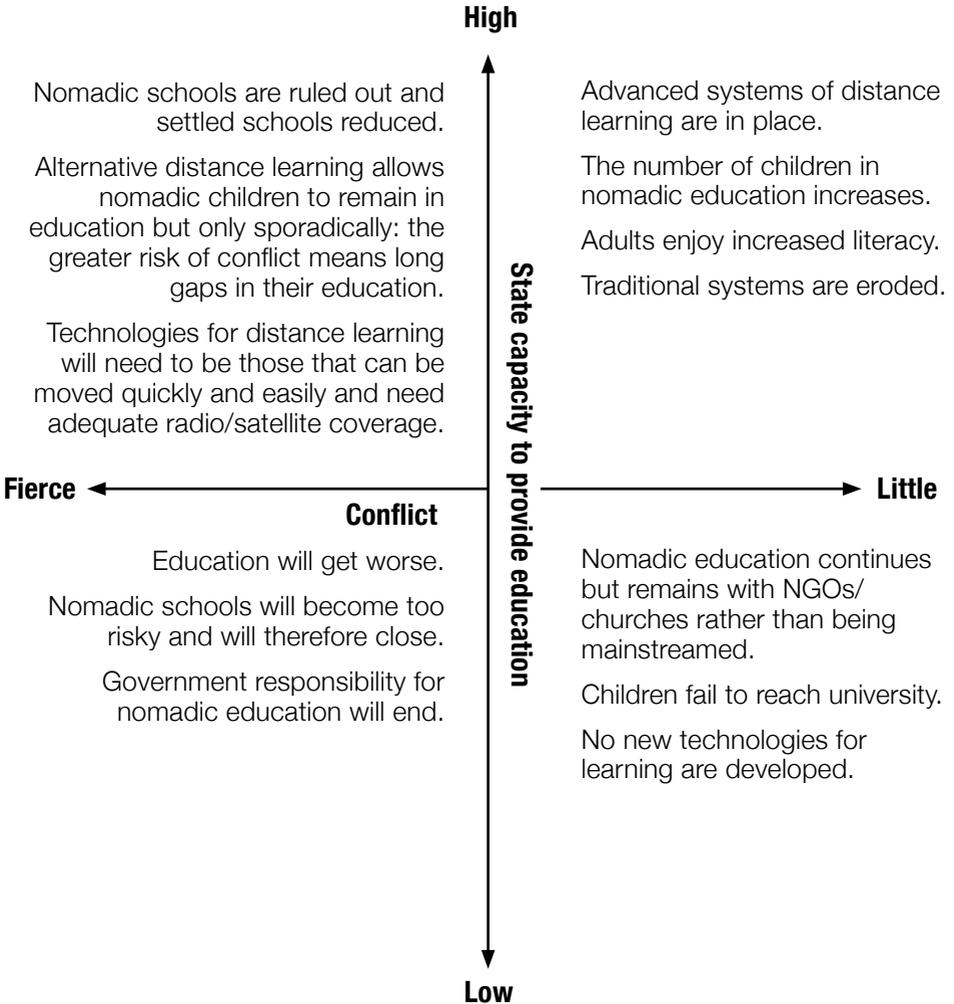
Graph 8 – Demand for education v. settlement / pressure on land

Graph 9 – Demand for education v. ICT

Graph 10 – Settlement / pressure on land v. ICT

#### 4. Fill in the quadrants (day two):

- Proceed with activities five, six and seven with the working groups. The essential point here is that the team's note-taker, supported by the facilitator, fills in the quadrants on the already prepared graphs, as the discussions progress throughout the day. It is crucial that the written notes reflect the community's thoughts, comments and ideas in their own words.



## 5. Analyse the findings:

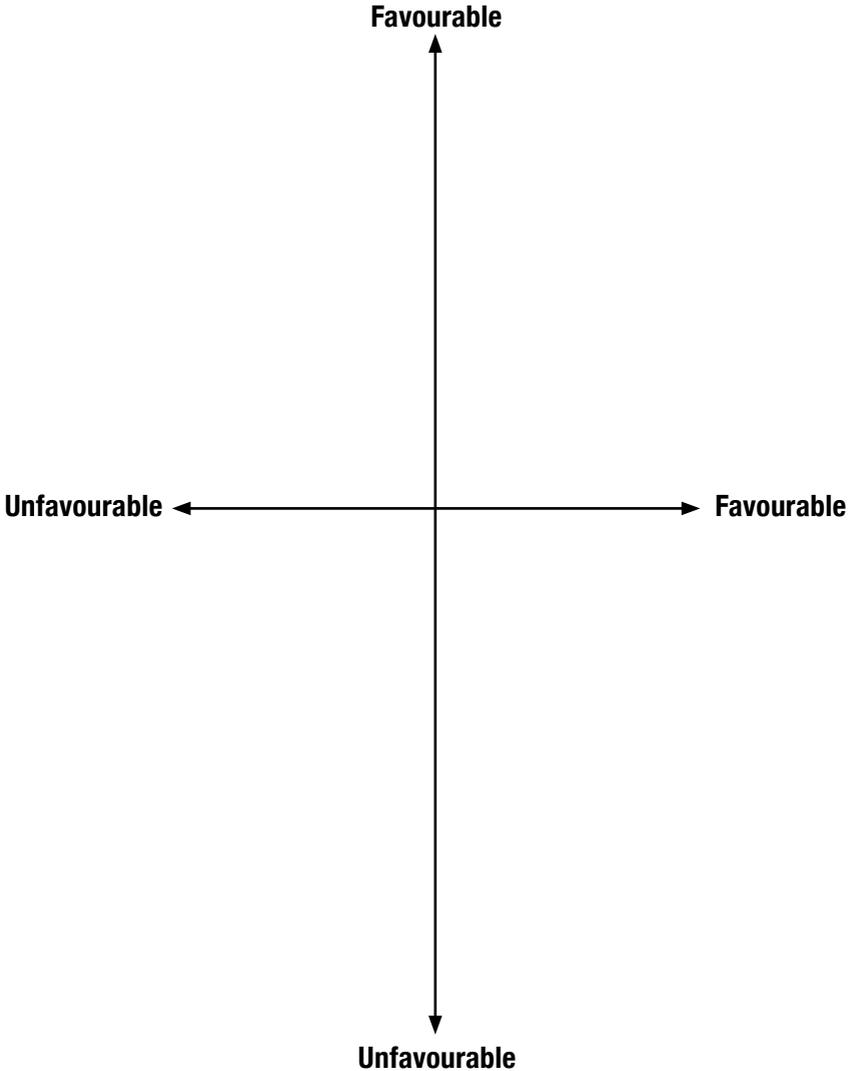
- Analyse together with the team and selected community members the community's opinions that the note taker wrote up in the quadrants during the day (as per activity eight)
- Compare as many as possible of the different combinations and select the ones that seem most relevant for the scenario stories
- Write up the 'best case' and a 'worst case' scenario stories for presentation to the whole group on day three (see annex 2 for examples of two scenario stories with Turkana pastoralists in August 2009 focusing on the issue of education for pastoralists, and using drought, security, oil and settlement as the drivers of change)

**Note: The discussions and analysis of the material in the different quadrants is one of the most crucial elements of the whole process, and should not be rushed. If more time is needed, take it, or continue the following day, leaving the writing up of the scenario stories and feedback to the community until later. Make sure that this part of the process, like the day time discussions with the working groups, is filmed. This will ensure that there is a complete and accurate record of this most informative part of the scenario planning process.**

**The community members taking part in this evening session may well have differing views about which elements of the day's discussions are the most relevant to include in the scenario stories. But it is important to reach consensus before tackling the writing up of the stories as they will represent the 'best case' and 'worst case' scenarios to be presented to the policy-makers. It is through these stories, ultimately, that the voices of the community - speaking for all African pastoralists - will be heard.**

# ANNEX 2:

## Template 'Drivers of Change' Graph



## ANNEX 3: Telling the Scenarios

### Facilitator

Over the past days we have been discussing the government's intention to provide education for nomads, and identifying combinations of 'drivers of change' that can affect this situation. During our team work last night we chose the following four drivers for the scenario stories – conflict, drought, land settlement and oil. We have produced stories based on 'best case' and 'worst case' scenarios. In each case, the essence of the story is education for nomads, and how we, the community, can influence and inform the government about the approaches to education that we feel are the most appropriate for us. Here are our stories.

### Story teller

#### Best case scenario:

This is what we have imagined. The oil companies are working here and together with the government, we have signed an agreement between them and ourselves which explains our rights and how we will all live side by side. There will be no grabbing of our land. Moreover, we will be compensated properly for the land the oil people are using. Some of the money the oil companies are making will be used for local development. This will benefit us, too.

If we have more knowledge, through formal education, the presence of the oil companies will bring us many benefits. For example, our youth will be able to take advantage of the job opportunities created by the presence of the oil people. Because we are rich in livestock, we will negotiate to be the main suppliers of meat and milk and other animal products to the oil camps and to the oil industry. The companies will need other supplies, too, and this will help the local markets to grow and become busy.

We will be able to make and sell products such as leather shoes, rather than simply trading hides. Our wives, working at home, will have a market for their milk and traditional produce.

With appropriate education that does not upset our nomadic lifestyle, and with peace on the land, we will all benefit. Because our men will find work, we will have more wealth. We will therefore be able to streamline our herds. They will be fewer in number but bigger in size. Because of this prosperity, our young men will also have more freedom to marry as they wish, and not simply out of necessity to overcome poverty or to restock herds. Our girl children will not simply be married off by custom, but will have more freedom, too, to shape their destinies. They will even be able to learn like their brothers. Education will enable us to access better communications systems and interact globally. This will help us to gain knowledge from others about preventing disease, and to get treatment for our livestock. It will give us new networks for marketing. It will also help to improve our security. We will no longer need to go raiding for our restocking and survival, it will only be ceremonial.

All these improvements will not disturb the social bonds that traditionally link families, nor our longstanding cultural traditions, if we are careful to ensure that our dignity is respected by others, especially the oil men in our midst. But because our youth will be educated, and working in their companies, they will know us, and we will forge links that will help them to understand us better. With such respect, we will have more power to share in national debates, and our pastoralist way of life will be valued, and our voices heard.

Of course, if the rains fail, it will affect everything, but in this scenario we are imagining that the rains are plentiful, and the grasslands green. Our knowledge of drought management will enable us to prevent our animals dying, and our community from having to become sedentary and dependent on handouts when food is scarce. There will be no mass settlements of displaced communities.

In this scenario, the essence of our future prosperity lies in persuading the government to give us access to education that is appropriate for our lives. As we have discussed, the education system they decide upon must be suitable for pastoralists' livelihoods and lifestyle. It must be done in such a way that enables us to move. Therefore, what we want to tell the government is that distance learning using radio programmes is what we prefer. Such an approach will mean that our youth can continue their traditional livelihoods, with the herds, whilst at the same time gaining a formal education that will equip them for further learning at the Turkana Institute of Pastoral Technology and Development. They will have the skills that will help them find jobs in the future.

If the government does not listen to us and the opportunities for education they provide are not appropriate, or if there is conflict or drought, or if the oil companies don't respect us and we become marginalised and lose our land, the future will look very different.

### This is our 'worst case' scenario

If the education which the government offers us is of the passive kind, and not appropriately organised for our needs, it will serve us ill. And if we remain uneducated it will be harder for us to ward off the other negative challenges, such as marginalisation and drought and conflict, that might befall us.

Imagine that we lose our land to the oil companies, and there is no agreement between us about Land Titles and movement rights. There will be no job opportunities for our young men. As the oil camps encroach on our land we will have fewer resources, such as access to water, and this will lead to conflict. The oil companies will take the water for themselves, and will build up their own security using 'home guards', and they will arm one community against another to keep us divided.

When they build roads and other infrastructure, it will be for their benefit, not ours.

We can foresee that bribery will be used to win over support to their cause. This will further divide us, and create tensions between our various communities. This will lead to corruption over time.

As the oil camps begin to encroach on the land, restricting our mobility, we will become marginalised; as a result, there will be a lack of understanding and contact between us, and our livelihoods will become ever more compromised. Our destinies will no longer be in our own hands. Oil camps will encroach on the land and pastoralists will become passive recipients of food and other aid. We will lose our identity and self-esteem. Or, we will retreat to the hills and our youth will take up arms and start a guerrilla war, sabotaging oil pipelines and resorting to banditry. And it will become worse, drawing in other unhappy communities who, like us, are being marginalised. Such discontent can even flow across borders, creating mercenaries.

All this we can imagine, as our traditional society and way of life turns to anarchy.

But remember. We are talking about education today, and how if the government gets it right, it will give us the tools to influence our future and make sure it is sweet. If the schooling that the government provides for our children is passive, and not adapted to our livelihoods, if they insist that we send our youth away to boarding schools or the curriculum is not developed in such a way that it is relevant to our needs, if we are only further marginalised as a result of an education system that is totally alien to our culture, then it will bring disaster on us all.

The government has the capacity to decide. We can only pass on the messages that have come out of our discussions over the past few days. But this is what we want them to know. We are telling the decision makers that education CAN benefit our communities, and help foster good relations between them and ourselves and with others who are present on the land. If they listen to our wisdom, they can help us make the best of the challenges facing us. If not, not only our future, but the future for all those around us will be bleaker.

# Further Reading

## Further Reading

SOS Sahel UK. 2009. Planning With Uncertainty: Using Scenario Planning with African Pastoralists

Cavanna S. Abkula, D. Birch, I. Towards Education for Nomads: Community perspectives in Kenya. International Institute for Environment & Development. London, UK. (forthcoming)

# Scenario Planning with African Pastoralists:

## A 'How To' Guide

### **Sue Cavanna and Dauod Abkula**

Scenario Planning, using 'drivers of change', is a tool to facilitate strategic thinking and policy decisions. Until recently, it has most commonly been associated with the corporate world, or with governments, or the military. However, scenario planning can be employed equally well to help vulnerable or marginalised communities - such as pastoralists - influence policy decisions that affect their lives. It is therefore a valuable tool for use in the development field.

This booklet 'Scenario Planning with African Pastoralists', focuses on the mechanics of scenario planning with nomadic pastoralists, whose oral traditions of reflection going back 50 or 100 years lends itself perfectly to the analytical concept of 'drivers of change'. The middle section of the booklet provides a step-by-step 'how to' guide for field workers using scenario planning to elicit pastoralists' opinions about national policies that impact on their lives and livelihoods – such as education. Through the use of scenario planning pastoralists become empowered, and thus instrumental in influencing key policy decisions, or the allocation of resources.

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