

INSTITUTIONAL TRAINING

Module 1.9: DISTRIBUTION PLANNING AND BENEFIT SHARING



ACKNOWLEDGEMENTS

The materials used to develop this training module were developed and compiled by a number of individuals and organisations over the past 15 years as part of the Namibian CBNRM Programme. Acknowledgement is thus given to all contributing NACSO members, NACSO's international development support partners, and the individual and collective experiences of the NACSO members and partners who made the production of this module possible. The further development of the training material has been made possible with support from MCA Namibia.



CONTENTS of this MODULE

GENERAL TRAINING TIPS.....	2
ABOUT MODULE 1.9: DISTRIBUTION PLANNING AND BENEFIT SHARING	3
INTRODUCTION.....	5
TOPIC 1: Legal provisions regarding benefit distribution.....	6
TOPIC 2: MET guidelines regarding benefit distribution.....	8
TOPIC 3: Links between benefit distribution, budgeting and sustainability plans.....	9
TOPIC 4: Key issues and principles for deciding how to use conservancy benefits	11
TOPIC 5: Basic steps in developing a Benefit Distribution Plan	15
List of Handouts that you should make available for this Module	19



GENERAL TRAINING TIPS

Preparation:

- Prepare each session in advance and ensure all necessary materials and visual aids are available (use visual aids wherever possible to enhance your training).
- Be aware of local customs – remember to open and close the training day with a prayer and give due recognition to any traditional leaders present.
- Provide translation services where necessary (this will need to be arranged in advance – it may not be appropriate to ask a participant to translate).

General training and presentation guidelines:

- Use good time management to ensure every aspect of your training is completed – but take into account the possible need for translation and be prepared to slow down if necessary to ensure that all participants understand.
- Maintain good eye contact with participants.
- Speak clearly.
- Keep your training language simple and appropriate to your audience.
- Bridge one topic to the next.
- Provide clear instructions for activities and check to see if your instructions are understood.
- Where appropriate, summarise each component of the module.
- Avoid reading from this trainer's manual.

Visual presentation:

- Write clearly and boldly if using flipchart sheets.
- Keep your visual aids clear – avoid blocking participants' view of visual aids.

Involving the participants:

- Encourage questions and participation.
- Ask questions to get participants thinking about the topic and key issues.
- Keep the group focused on the task, but take breaks if participants are tired and losing concentration – be aware of body language.
- Be patient and courteous with all participants.
- Talk to your participants and not to the flipchart.
- Acknowledge the comments and feedback from participants.



NB: Where we wish to indicate that text in this module refers to an activity that training participants are expected to undertake, we have employed this little icon.



ABOUT MODULE 1.9: DISTRIBUTION PLANNING AND BENEFIT SHARING

OBJECTIVES: People who receive training in MODULE 1.9 will gain knowledge on:	<ol style="list-style-type: none"> 1. Legal provisions regarding benefit distribution 2. MET guidelines regarding benefit distribution 3. Links between benefit distribution, budgeting and sustainability plans 4. Key issues and principles for deciding how to use conservancy benefits 5. Approving benefit spending 6. Basic steps in developing a Benefit Distribution Plan
COMPETENCIES: People who receive training in MODULE 1.9 will be able to:	<ol style="list-style-type: none"> 1. Show an understanding of the legal provisions and MET guidelines for developing benefit distribution plans 2. Apply an understanding of key issues and principles when deciding how to use conservancy benefits 3. Develop a Benefit Distribution Plan
MODULE 1.9 is intended for:	Conservancy staff, the Conservancy Manager and the Conservancy Committee
Duration of MODULE 1.9:	The training for this Module will usually last 1 day

To train this MODULE 1.9 you will need to have (enough for everyone):	Check
The 'Participants' Manual'	✓
Flipchart stand, sheets and different coloured marker pens ("kokies")	
Module 1.9 Handouts #1 – #2	
Prepared Flipchart Sheets #1 – #4 if you wish to use them (these can be laminated for duplicate use)	
Paper and pens for participants	

<i>Reference material for trainer:</i>	
Nature Conservation Amendment Act of 1996 and accompanying 'Regulations'	

The training of this MODULE 1.9 will generally follow this schedule:

TOPIC 1:	Legal provisions regarding benefit distribution
TOPIC 2:	MET guidelines regarding benefit distribution
TOPIC 3:	Links between benefit distribution, budgeting and sustainability plans
TOPIC 4:	Key issues and principles for deciding how to use conservancy benefits
TOPIC 5:	Basic steps in developing a Benefit Distribution Plan
SELF-ASSESSMENT:	Assessing participants' understanding of this Module (Handout #2)



KEYWORDS and ACRONYMS for this MODULE

BDP	Benefit Distribution Plan
MET	Ministry of Environment and Tourism, Namibia
PLWHA	People living with HIV/AIDS, i.e., those infected with, or affected by, HIV and AIDS.
TA	Traditional authority

NOTE TO TRAINERS/FACILITATORS: HOW TO USE THIS TRAINER'S MANUAL

This Manual provides a guide for delivering the training course Module 1.9: Distribution Planning and Benefit Sharing. The Manual provides a step-by-step approach for delivering training on each topic in this Module. The training approach includes a mix of participatory activities and delivery of information to the participants. Instructions for these participatory activities are provided in the Manual. The Manual also indicates where trainers/facilitators need to have material prepared in advance.

The Manual also provides essential information and messages that need to be conveyed to participants at each step of the Module. *This material is provided as a foundation on which the trainers/facilitators should build the delivery of the Module.* More detailed information and more examples that can be used in delivery are provided in the Participants' Manual, which will be provided to all course participants. Trainers/facilitators should familiarise themselves with the contents of the Participants' Manual. You will not be able to cover all the information that is in the Participants' Manual and in some cases you will need to tell participants to refer to their Manual for more details.



INTRODUCTION

- 1 **LIST:** The **overall objectives** of Module 1.9 on a flipchart sheet (you may wish to prepare this in advance as Flipchart Sheet #1). Explain the objectives in detail.

Objectives of this workshop: you will gain knowledge on –

1. The legal provisions regarding benefit distribution
2. MET guidelines regarding benefit distribution
3. Links between benefit distribution, budgeting and sustainability plans
4. Key issues and principles for deciding how to use conservancy benefits
5. Approving benefit spending
6. Basic steps in developing a Benefit Distribution Plan

- 2 **LIST:** The **competencies** of Module 1.9 by writing them on a flipchart sheet. To save time you may prefer to have Flipchart Sheet #2 prepared in advance.

People who receive training in Module 1.9 will be able to:

1. Show an understanding of the legal provisions and MET guidelines for developing benefit distribution plans
2. Apply an understanding of key issues and principles when deciding how to use conservancy benefits
3. Develop a Benefit Distribution Plan

EXPLAIN: Our first topic considers the legal provisions regarding benefit distribution.

- 3 **DISTRIBUTE:** Give copies of the Participants' Manual to all people attending this workshop.



TOPIC 1: Legal provisions regarding benefit distribution

NOTE: The aim of Topic 1 is to get participants involved early on and to lay the foundation for future sessions by developing an understanding of the provisions contained in the conservancy legislation regarding benefit sharing.

1 **EXPLAIN:** Topic 1 will focus on **identifying and understanding the legal provisions regarding benefit sharing.**

2 Ask participants if they can explain what the conservancy legislation (the Nature Conservation Amendment Act of 1996 and accompanying 'Regulations') say about benefit distribution. Capture responses on a flipchart sheet under the heading 'Legal provisions for benefit distribution'.

3 **EXPLAIN:** The following points to participants:

1. The Nature Conservation Amendment Act of 1996 says that one of the conditions for being registered as a conservancy is that the Conservancy Committee must have an approved **method** for the equitable distribution of benefits.
2. The 'Regulations' say the conservancy **constitution** must include equitable distribution of benefits as one of the objectives of the conservancy. The 'Regulations' also say the constitution must indicate the **procedure** for members of the conservancy to decide on the policy to be followed by the Conservancy Committee in the equitable distribution of benefits.
3. All that this means is that the conservancy needs a procedure or method for **deciding** on how to distribute benefits equitably – the best way of doing this is for benefit distribution to be included in the conservancy budget and for the budget to be approved at the conservancy AGM.
4. Over the years though, the legislation and regulations have been interpreted as meaning that the conservancy needs a separate Benefit Distribution Plan. As a result, both MET and NGOs have encouraged conservancies to develop such plans, which can be useful for guiding the members on how they want to budget for spending on benefits.
5. The use in the legislation and the 'Regulations' of the word 'equitable' has caused some confusion in the past. 'Equitable' does **not** mean 'equal' – it means 'fair'. So conservancies do **NOT** have to give equal benefits to everybody in the conservancy. If, for example, the members think it is fairer to give the elderly more benefits than other people, then it is OK for the conservancy to take that decision.



6. In addition, MET has identified equitable benefit distribution as one of the issues that conservancies need to remain compliant with each year. This is because, as we saw above, conservancies are legally required to have equitable benefit distribution as an objective of the conservancy in the constitution. MET officials will monitor annually whether the procedure identified in the conservancy constitution for deciding on how to distribute benefits equitably is being followed. In order to carry out this monitoring, MET will check the minutes of the conservancy meeting when distribution was decided.
7. In summary, conservancies need to do the following:
 - a. Ensure that their constitution has equitable benefit distribution as an objective of the conservancy.
 - b. Ensure that the constitution contains a procedure for members to use in deciding on how to equitably distribute benefits.
 - c. Ensure that this procedure in the constitution is followed when decisions on benefit distribution are taken each year.

4 **SUMMARISE:** Topic 1 covered the legal provisions regarding benefit distribution. Does anyone have any questions before we move on to the next topic?



TOPIC 2: MET guidelines regarding benefit distribution

NOTE: The aim of Topic 2 is for participants to understand the MET guidelines regarding benefit distribution and for them to understand how these guidelines can be useful for ongoing benefit distribution by conservancies.

1 **EXPLAIN:** Topic 2 will focus on understanding the **MET guidelines regarding benefit sharing** by conservancies.

2 **EXPLAIN:** In 2008, MET issued guidelines to all conservancies regarding benefit distribution. Although these guidelines were aimed at emerging conservancies, MET also indicated that all registered conservancies would also have to comply with the guidelines.

DISTRIBUTE: Give copies of Handout #1 (2 pages) to all people attending this workshop. Read through the Handout together and discuss.

3 **EXPLAIN:** These guidelines provide a basic structure for a method or plan for benefit distribution as follows:

- The plan must indicate the **overall objective** of benefit distribution in the conservancy.
- The plan must indicate any **specific target groups** for benefits.
- The plan must indicate the **means by which benefits will be distributed**.

4 **EXPLAIN:** This basic structure is a useful foundation for conservancies to use when they are operational, know what their income is likely to be, and so can develop a more elaborate plan.

5 **SUMMARISE/LINK:** Topic 2 considered the MET guidelines regarding benefit distribution and in the next topic we focus on the links between benefit distribution and other aspects of conservancy governance.

Let's just go back and look at our objectives for this workshop to confirm that we are 'on track' so far (refer back to the first flipchart sheet – or prepared Flipchart Sheet #1). Does anyone have any questions before we move on to the next topic?



TOPIC 3: Links between benefit distribution, budgeting and sustainability plans

NOTE: The aim of Topic 3 is for participants to understand the links between benefit distribution and other aspects of conservancy governance such as budgeting and sustainability plans.

1 **EXPLAIN:** Topic 3 will focus on understanding the links between **benefit distribution** and other important aspects of conservancy governance such as **budgeting and sustainability plans**.

2 **EXPLAIN:** Developing a Benefit Distribution Plan is not an isolated activity but links closely with other key aspects of conservancy governance. First, let's look at how benefit distribution planning fits in with developing a conservancy budget:

3 **Ask participants if they can explain the links between **benefit distribution plans and conservancy budgets**. Capture responses on a flipchart sheet under the heading 'Links between benefit distribution plans and budgets'.**

4 **EXPLAIN:** The following points (also using points made by the participants on the flipchart sheet during the previous activity, as appropriate):

1. The annual budget includes the conservancy's income for the year and its spending. The income and spending need to balance otherwise the conservancy cannot keep operating.
2. There are four key components of conservancy spending:
 - a. Member benefits (e.g., cash payments to members; spending on projects like support to the school; drilling a borehole, etc.).
 - b. Maintaining activities of the conservancy (e.g., spending on maintaining the wildlife and other natural resources; spending on enterprises, etc.).
 - c. Operational costs (e.g., salaries, vehicle running costs, office running costs, communication, financial management etc.).
 - d. Reserves and investments (setting aside some income as a reserve for emergencies and as investments to provide an ongoing income for the future).
3. Before the conservancy can decide how much to budget for benefits to members, decisions need to be taken on who should benefit and how. The Benefit Distribution Plan (BDP) should indicate who should receive benefits and what type of benefits they should receive. The BDP therefore helps to guide the amount the conservancy budgets for spending on benefits.



5 **EXPLAIN:** We will now look at how the Benefit Distribution Plan fits in with conservancy sustainability planning:



Ask participants if they can explain the links between **benefit distribution plans and sustainability planning**. Capture responses on a flipchart sheet under the heading 'Links between benefit distribution plans and sustainability planning'.

6 **EXPLAIN:** The following points (also using points made by the participants on the flipchart sheet during the previous activity, as appropriate):

1. The conservancy sustainability plan creates a financial and business vision for the future development of the conservancy.
2. One of the key steps in sustainability planning is to make an estimate of future income and spending over the next few years so that the conservancy can plan ahead.
3. The sustainability plan is revised each year and the actual income and expenditure for the past year recorded and evaluated against what had been projected at the beginning of the year
4. Reviewing planned income versus actual income and planned expenses versus actual expenses provides a clear picture of what happened during the year. If there were increases or decreases in income or spending these can be investigated further and used to plan better for the upcoming year.
5. In order to assess potential future spending, the conservancy needs to estimate how much it will spend on benefits to members. Again, a good Benefit Distribution Plan will provide a foundation for making these estimates.

7 **SUMMARISE/LINK:** Topic 3 considered the links between benefit distribution, budgeting and sustainability plans. The next topic looks at some key issues and principles for deciding how to use conservancy benefits. (**NB:** Planning for benefits while budgeting is explored in detail in the Financial Management Module 1.8.)





TOPIC 4: Key issues and principles for deciding how to use conservancy benefits


NOTE: The aim of Topic 4 is for participants to understand key issues and principles that are important for deciding how to use conservancy benefits.

1 **EXPLAIN:** Topic 4 will focus on understanding **key issues and principles that are important for deciding how to use conservancy benefits**. The first key issue is the concept of equitable benefit distribution. We saw in Topic 1 how the MET has included the concept of 'equitable benefit distribution' in the legislation and regulations. We also saw that 'equitable' means 'fair', not 'equal'. So how do we ensure that conservancy benefit distribution is 'equitable'?

2 **EXPLAIN:** The **participation of as many conservancy members as possible** is one of the most important methods that we can use to ensure that benefit distribution is equitable.

 Ask participants if they can list all the different groups of people within a conservancy. Capture responses on a flipchart sheet under the heading: 'Different interest groups in conservancies'. (Participants should indicate groups like: 'the young', 'the old', 'men', 'women', 'the rich', 'the poor', 'cattle owners', 'people with no cattle', 'people with large fields' etc. If they can't think of many different groups prompt them to come up with these types of groups.)

Ask participants what will happen if only the men are present when the conservancy members develop their Benefit Distribution Plan? What benefits will they decide on and who will benefit the most? Will the men take the interests of women into account? Ask participants what will happen if only the rich and powerful are present when the conservancy members decide on their Benefit Distribution Plan? What benefits will they decide on and who will benefit the most? Will they take into account the needs of other members? 


 Finally, ask participants whether the Benefit Distribution Plan will be equitable or fair if only one or two interest groups are involved in the planning and decision making?


EXPLAIN: I think that this exercise has helped us to conclude that ALL the different groups within a conservancy need to be involved in the planning and decision making if the Benefit Distribution Plan is to be fair.




3 **EXPLAIN:** There are some **principles** that can be applied to make sure that benefit distribution plans are equitable (or fair).


1. The first principle is that those who suffer the greatest costs from wildlife should receive the greatest benefit:

 Ask participants if this principle is applied in their conservancy? If so how is it applied? Capture responses on a flipchart sheet under the heading: 'Applying Principle 1'.


NB: If Principle 1 is NOT being applied in the participants' conservancy, ask participants whether they think it should be applied. If there is general agreement that it should be applied, ask participants how they think this could be done? Capture responses on a flipchart sheet under the heading: 'How could we apply Principle 1?'. 

2. The second principle is that as many members as possible should benefit from the conservancy, not just a small group.

 Ask participants if this principle is applied in their conservancy? If so how is it applied? What are conservancies doing to ensure that as many members as possible are benefiting? Capture responses on a flipchart sheet under the heading: 'Applying Principle 2'.

NB: If Principle 2 is not being applied in the participants' conservancy, ask participants whether they think it should be applied. If there is general agreement that it should be applied, ask participants how they think this could be done? Capture responses on a flipchart sheet under the heading: 'How could we apply Principle 2?'. 

3. The third principle is that different types of benefit affect different people in different ways.

 Ask participants to identify all the **cash** and **non-cash** benefits they think can be provided by a conservancy. Make two lists on a flipchart sheet, one with the heading 'Conservancy cash benefits' and one with the heading 'Conservancy non-cash benefits'.



NOTE: The aim of this activity is to get participants thinking about different types of benefits and to realise that not all benefits are direct and tangible.

- Examples of **cash benefits** would be salaries, study loans, grants, donations, and cash payments to members.
- Examples of **non-cash benefits** would be transport, training, meat, infrastructure, better-managed natural resources, better community organisation, community empowerment etc.)

EXPLAIN: It is not always possible to budget for, or 'distribute', some of the non-cash benefits that conservancies bring. For example, having better-managed natural resources is an **indirect** benefit that not all members might perceive. It is useful to raise awareness among conservancy members about the indirect benefits as well as the direct benefits. However, it is also important that conservancies try to keep their management costs as low as possible and avoid big annual increases that stop resources being available to use for members' benefits.



Ask participants in a plenary session to think of a situation where a conservancy decides to spend all its budget allocation for benefits on supporting the local school. Ask participants if they think people who don't have children at the school will also be benefiting from the conservancy and discuss their responses together.

EXPLAIN:

1. Some people might think they benefit even if they don't have children at the school. For these people there might be a sense of satisfaction in knowing that the local school is being supported because it is good for the community to have educated youngsters. For these people this is an **indirect** benefit.
2. Those who have children at the school will receive a **direct** benefit.
3. However, there might also be some people who don't have school-going children who don't perceive any benefits from supporting the school. So this one benefit could be perceived in at least three different ways by different conservancy members.

EXPLAIN: It is therefore very important to consider who will benefit and how they will benefit from a particular type of benefit. Some people might feel left out even though we think they will be happy. This is another reason why it is important to have as many members as possible involved in the benefit distribution planning.



In summary, in respect to the third principle we have seen that when developing a BDP we need to:

- Ensure that as many members as possible, representing different interest groups in the conservancy, are part of the process.
- Recognise that there are different types of benefits – many will be indirect and are not easy to budget for or 'distribute', but they will still be perceived by members.
- Recognise that different people will be affected by different types of benefits in different ways.

4. The fourth principle is that benefit distribution plans should remain flexible.



Ask participants if they think it is a good idea for a conservancy to put in its constitution a clause that says: "The conservancy will not make cash payments to members". If they think it is a good or a bad idea, ask them to explain their reasons.

EXPLAIN: The problem with putting such a clause in the conservancy constitution is that it is then very difficult to change. There is no flexibility in the BDP if certain benefits cannot be granted because of the constitution. A BDP needs to be flexible because circumstances can change from year to year and the community needs the flexibility to be able to adjust to these changes.

EXPLAIN: Let's look at the example of the Masoka community in Zimbabwe. In good years of high rain and high crop yields, the Masoka community decided to use their income from wildlife for community projects. In bad years, when there was drought and the crops failed, the community decided to use their income on cash payments to households so people had some extra money to buy food. This is a good example of being flexible in your benefit distribution planning.

4 SUMMARISE/LINK: This topic considered a number of key issues and principles that need to be considered when deciding how to use conservancy benefits. The next topic looks at the basic steps in developing a conservancy Benefit Distribution Plan.

Let's just go back and look at our objectives for this workshop to confirm that we remain 'on track' (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?



TOPIC 5: Basic steps in developing a Benefit Distribution Plan

NOTE: The aim of Topic 5 is for participants to be able to identify and understand the main steps in developing a Benefit Distribution Plan for their conservancy.

- 1 **EXPLAIN:** Topic 5 will focus on identifying and understanding **the basic steps in developing a conservancy Benefit Distribution Plan.**
- 2 **EXPLAIN:** Before conservancies develop the BDP, they need to think about **who should be involved in the process.** Conservancies may approach this activity in different ways but it is recommended that the Conservancy Committee work together with staff and an invited delegation of conservancy members that represents the different groups in the conservancy. This would include members that represent women, young people, TAs, farmers, elderly people, PLWHA etc. In this way, the views and ideas of the different stakeholders can be represented from the beginning.
- 3 **LIST:** The steps in developing a conservancy Benefit Distribution Plan on a flipchart sheet and explain them (you may wish to prepare this in advance as Flipchart Sheet #3).

Steps in developing a Benefit Distribution Plan (BDP):


1. **Setting the 'Objectives' for the BDP and the guiding principles.**
2. **Identifying the types of benefit that the conservancy will provide.**
3. **Developing the BDP matrix.**
4. **Budgeting for benefits.**
5. **Approving the BDP.**

- 4 **EXPLAIN:** The first step, **setting the 'Objectives' for the BDP and the guiding principles**, should be carried out through a facilitated session in which the conservancy representatives are assisted in developing the BDP's objectives and guiding principles.
- 5 **Ask participants to identify possible objectives for a conservancy Benefit Distribution Plan. List their responses on a flipchart sheet under the heading 'Objectives for the BDP'. Each objective should specify a different reason, or the aim of the plan. The list should not be too long – about 5-6 objectives. Examples of objectives are as follows:**



1. To ensure that benefits are well managed and distributed equitably to the members of the conservancy.
2. To reduce the negative perception caused by HWC by ensuring that those who suffer the most from HWC receive the most benefits.
3. To improve the well-being or quality of life of the members of the conservancy.
4. To provide support to the poorest members of the community.
5. To provide alternative sources of income by starting up and supporting the development of local businesses.


NOTE: Use the examples provided by participants and/or the examples above to show participants how the **objectives guide the way that benefits should be distributed**. A BDP based on the above objectives would have to make sure that the people suffering the most from HWC and the poorest members of the community are specifically targeted for benefits. In addition, the conservancy would need to keep some of its income to invest in local business development. Remember that the objectives will vary from place to place and it is important that they are locally appropriate and acceptable.

6  Ask participants to identify possible **principles** for a conservancy Benefit Distribution Plan. List their responses on a flipchart sheet under the heading 'Principles for the BDP'. The list should not be too long – about 5-6 principles. Examples of principles are as follows:


1. The conservancy may differentiate between members on reasonable and necessary grounds; e.g., members who suffer most losses and those that are most disadvantaged (the old, the poor and PLWHA) shall receive benefits after proper assessments.
2. The BDP shall be developed in a participatory manner, with all areas/villages and all interest groups represented.
3. No member shall be discriminated against in terms of gender, race, political affiliation or tribe.
4. The conservancy members may agree to change the BDP from time to time in order to adjust to changing circumstances.
5. The Traditional Authority should be targeted for benefits because of its role as the custodian of the land.

7 **EXPLAIN:** The next step in developing the BDP is to **identify the different types of benefit** the conservancy will provide for members.



 Ask participants to identify possible **cash** and **non-cash** benefits that a conservancy can provide to its members. List their responses on a flipchart sheet under the headings 'Cash benefits' and 'Non-cash benefits'. **NB:** See the Topic 4, section on the 'Third principle for deciding how to use conservancy benefits' for examples of cash and non-cash benefits.

8 **EXPLAIN:** The next step is **developing the distribution plan matrix**. The matrix indicates the potential benefit, who is targeted for the benefit, and the method/rules for how the benefit is received. In addition, conservancies may wish to consider the economic, social and cultural effects of certain benefits to the members when developing the matrix.

 Lead a discussion with the participants **in order to complete the matrix for their specific conservancy**. Have the flipchart sheets available that show the objectives and principles for benefit distribution that were developed in the earlier steps. Remind participants that the development of the matrix should be guided by the objectives and principles.

NOTE: Use prepared Flipchart Sheet #4 to provide a matrix as follows (this matrix below has been filled in to provide examples for trainers/facilitators, but you should have ready a blank matrix with just the headings).

Possible benefits	Who is targeted?	Method/rules
Meat	All members	Priority to be given to the elderly, the poorest families and PLWHA. TA to get specific allocation. Otherwise all households to get an equal share.
Employment	Members	Priority to be given to those moved to make place for wildlife and tourism exclusive zone, and those in areas that suffer most from HWC. Job allocation must be transparent.
Training	CC, staff, employees, relevant members (hunter's escorts)	Determined by need.
Infrastructure, (waterpoints, school buildings, improved roads, etc.)	Members and non-members, tourists, government	Based on priority, areas or zones to be considered.
Cash dividends	Members	Equal among members, extra amounts for the elderly, the poorest families and PLWHA. Payment to TA – amount to be decided by AGM.
Transport	Members	CC must regulate to avoid abuse. AGM should agree criteria.
Natural resources	Members and non-members	Permits and monitored use.
Soup kitchen	Disabled, elderly people, PLWHA, the poorest	Assessment to determine who qualifies; conservancy AGM to agree criteria.



9 EXPLAIN: The next step is **ensuring that the benefits identified in the distribution matrix are budgeted for**, where appropriate. The Conservancy Committee will need to allocate an amount to all those items requiring spending by the conservancy. During this process, the CC should check that any cash-related benefits can be afforded. This should be done with great care, before the BDP is ready to present to members.

10 EXPLAIN: Note that the Benefit Distribution Plan should be **reviewed** from time to time by the Conservancy Committee and members and revised if necessary.

11 EXPLAIN: The next step is the process **for approving the Benefit Distribution Plan**. Some conservancies might have a clause in their constitution stating how the BDP must be approved. If this is the case, then these provisions should be followed. Otherwise, the best approach will be to provide information about the BDP ahead of the AGM or GM at sub-unit/village level or by presenting and discussing the draft with particular groups (traditional authorities, youth group, farmers' association etc.). This step allows for discussion and inputs ahead of the AGM or GM, where it is difficult to have such discussions.

It is then important that the Conservancy Committee presents the BDP at the conservancy AGM or GM for approval by members. When presenting, the Conservancy Committee should give feedback on the process used to develop the BDP and gain different members' inputs.

12 SUMMARISE/LINK: This final topic took us through the basic steps for developing a conservancy Benefit Distribution Plan. We have now completed this training. Before we complete a short and easy self-assessment activity, let's just go back one last time to look at our objectives for this workshop to confirm that we have covered all the training aims adequately (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions?



List of Handouts that you should make available for this Module

MODULE 1.9, HANDOUT #1: MET 'Guidelines for Developing an Appropriate Method for the Equitable Distribution of Benefits to Members of the Community' (2 pages)

MODULE 1.9, HANDOUT #2: *Self-assessment evaluation for participants*

All Handouts are one page only, unless otherwise specified. Please make sure that you make enough copies for each trainee.

Please also ensure that you take the following document to each training workshop – enough for each participant to have a copy to keep:

- The 'Participants' Manual'





NOTES



