

# Using transformative scenario planning as a way to think differently about the future of land use in Bobirwa, Botswana

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**The five-year ASSAR project (Adaptation at Scale in Semi-Arid Regions, 2014-2018) uses insights from multi-scale, interdisciplinary work to inform and transform climate adaptation policy and practice in ways that promote the long-term wellbeing of the most vulnerable and those with the least agency.**

## KEY POINTS

- Workshops focused on issues concerning optimal land use and conflict between humans and wildlife.
- A widely held belief is that private land is more fertile than communal land. What came to light is that there is no difference in the type of soil in villages compared to freehold land. Any difference in soil quality is a result of how the land has been used and managed over the years.
- The contents and implications of the 2015 Land Policy were not common knowledge to many stakeholders. The policy aims to ensure equal access to land, with one plot allocated per person (as long as they do not already have a plot/were allocated a plot but have sold it).
- Emphasis was placed on forging ahead in ways that pay attention to the needs and ideas of people living on Bobirwa. This means having more regard for local and traditional values, using language that is relevant to everyone, and working together rather than in isolation.

## Transformative Scenario Planning in Botswana

The University of Botswana began working with stakeholders in the Bobirwa sub-district in 2014, establishing relationships with people concerned about land use. The issue of land use is a thorny one that involves a myriad of people and is complicated by the uncertainty of climate change. Opinions differ about the management of privately owned land versus communal land. Land use is therefore something that involves a diverse range of perspectives and cannot be resolved by any single stakeholder working alone. Hence, a process that brings together conflicting opinions could help people to start thinking differently about the future of land use in Bobirwa.

Transformative Scenario Planning (TSP) is one such process, designed for situations in which people's perceptions of a problem, and perhaps of one another, have become stuck. Developed by [Reos Partners](#), TSP aims to help people to think and do things differently. One part of the process is bringing together people who do not ordinarily mix, with the goal of forging new relationships that allow people to work together to change the future.

This report summarises the main steps and ideas involved in the TSP workshops in Botswana. The first of these was from 20-21 October 2017 when diverse stakeholders involved in land use met for the first time. This meeting culminated in the development of four scenarios, which told different stories about what could happen in the area. These scenarios were written up in English and Setswana ready to be presented at the second workshop held at Oasis Lodge Zanzibar, from 23-25 January 2018. Over the two workshops, the groundwork was laid for stakeholders to choose response strategies towards long-term collaborations.

This report is intended as a resource for stakeholders to support their work in progress.

# Workshop #1

## Working together to change the future



### Introductions and group agreements

Unlike conventional workshops or conferences, the TSP workshop began by inviting all 35 attendees to sit in one big circle. In turn, every person introduced themselves and said what organisation they were from. It quickly became clear that, collectively, the people in the room had a wealth of knowledge and experience. The group of participants was diverse with representatives from grassroots organisations, commercial farmers, community development groups, local authorities, national ministries, academics and religious organisations.

An agreement was made amongst stakeholders to respect one another and avoid showing deference based on social signifiers such as gender, age and occupation. A list of other agreements was also collaboratively drawn up. These emphasised the importance of encouraging people at grassroots level to talk, and requested that everyone spoke in Setswana (followed by an English translation). This session was important for setting the tone of the workshop, and emphasised that it was everyone's responsibility to ensure that discussions were not dominated by language or by people in positions of authority.



### Role reversal: Cynics and believers

Often in workshops, it is assumed that everyone has faith in the process. However, this ignores the often-unspoken doubts that many people have about the value of workshops. TSP makes space for critique from the onset, rather than pretending that cynicism does not exist. On Day 1, workshop participants were asked to pair up with someone and choose to be either a 'cynic' or a 'believer'. If a person was optimistic about the process, they were encouraged to take the role of a cynic, and vice versa. In these roles, individuals talked for two minutes each, defending their position. The following is a selection of the arguments that were made by cynics and believers in the subsequent feedback session.

#### Believers

TSP has worked in other places; it could work for us here.

This is an opportunity to develop relationships between the government and the community.

The alternative is to do nothing. If we do not do anything, things will get worse.

#### Cynics

One workshop cannot change things because land use is a widespread issue.

We don't know what will happen with the climate, so anything we decide now may be irrelevant in the future.

Whatever we discuss here is unlikely to make a difference because there is no political will to change.



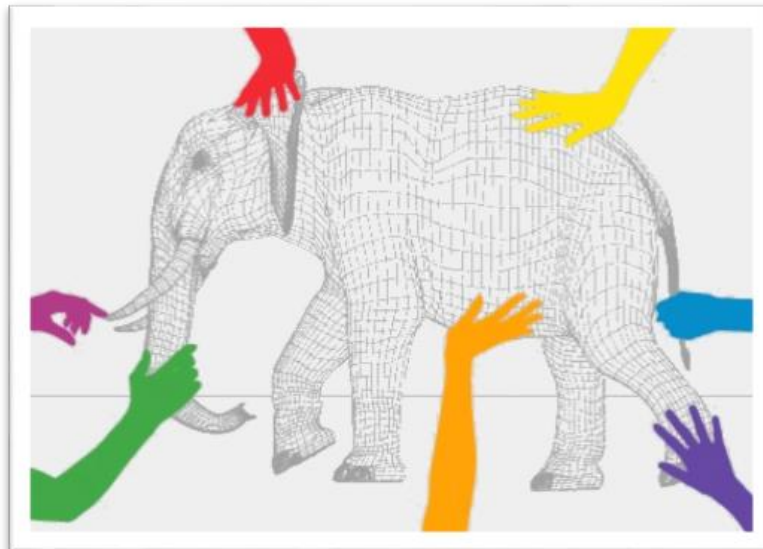


## Taking a deliberate detour: It's a marathon, not a short cut

In this session, facilitators explained the rationale behind undertaking a lengthy workshopping process rather than immediately concentrating on solutions. They explained that 'we want to see with fresh eyes' in order to not only change the world, but ourselves too. Such a shift requires taking a journey together and coming at the issue from different angles. Tackling land use was summed up by one stakeholder as being 'a marathon, not a short cut'. Participants were asked to consider an old Indian parable, which depicted an elephant being touched by many different hands, and to share what they saw.

**"It's about being successful together."**

**"Touches are gentle because each wants to feel and has something at stake."**



**"Each hand gives a different message."**

**"It is a young elephant that is not yet mature so each of the hands is trying to guide it."**

The elephant was likened to Bobirwa and the hands were thought to be those of the workshop participants. The process invited stakeholders to contemplate different parts of the issue in order to have a better understanding of the situation as a whole. The hands were also thought to represent the multiple sources of information that are available, such as conversation, newspapers or research, which may have implications for how an issue is understood. Throughout the process stakeholders were warned that feeling bewildered was an inevitable part of transformation. In fact, the facilitators explained that 'we invite confusion'.

## Land use in the news

To help think holistically about the issue, in the next activity, stakeholders sifted through newspapers. They looked for newspaper headlines that in some way had a bearing on land use in Bobirwa. These were then categorised according to whether the story was Social, Technological, Economic, Environmental or Political (STEEP). The activity aimed to help free people's thinking to allow them to consider the multiple, interconnected factors and forces that impact the current situation. This prepared stakeholders for subsequent activities in which scenarios about different possible futures were written.



Stakeholders then paired up with someone with whom they were not familiar and were asked to discuss two things. Firstly, what worried them the most when they thought about land use in Bobirwa? Secondly, what questions did they have about the future of land use that, at the time of the workshop, nobody had provided any answers to? The feedback from this session was used to list the main drivers of the future of land use in Bobirwa.



## Voting on the most uncertain drivers of change in Bobirwa

In groups, stakeholders discussed in more detail the questions and concerns that had been identified in the previous exercise. Drivers that were predictable were set aside and a list of unpredictable drivers was composed. Each driver of change was posted onto the wall, with similar drivers grouped together to form clusters. Workshop participants were given four stickers, each of which represented one vote. They could distribute these four votes as they wished. For example, all four stickers could be placed on one driver if it was something that they felt strongly about. The drivers that received the highest number of votes were **‘human-wildlife co-existence’** and **‘changes in land policy’**, as shown in the table below with some of the other drivers.

Human/wildlife co-existence	Changes in land policy
Land ownership and access	Budget allocation for HIV/AIDS
The extent of agreement between tourism and agricultural industrial sectors	Demand for arable land
Integrated planning between local and central government	Climate variability

The group was asked to think carefully about these two drivers, and consider if they would be the most interesting and relevant *‘backbones’* of stories about the future. Importantly, the two drivers had to be factors that were independent of one another. A discussion ensued about how to word the two drivers so that they would effectively capture the key factors affecting the future of land use in Bobirwa. Clarity was sought over which existing policies addressed the issue of wildlife. There was also a substantial debate about the extent to which existing patterns of land use are certain to remain the same. Land use policy, land access, land ownership and equitable access to land were all interrogated as concepts. An overarching theme that arose in this session was the importance of the historical context of Bobirwa, because current tenure and access problems are rooted in how land was distributed and allocated in the past. Therefore, previous injustices were an important part of conversations about the future.

**The day ended by bringing the debate to a close. Workshop participants were asked to reflect on what sorts of arguments they were fiercely defending, and what they might be willing to ‘let go of’ or hold on to a little less tightly.**



# Writing scenarios about future possibilities

Following on from the previous day, workshop participants were asked to share with a partner what they were still holding on to and what they were willing to let go of. When pairs started to feedback to the group, it became clear that there were questions and concerns that needed to be addressed before the process could continue. These were important indicators of the underlying tensions among stakeholders. The following is a summary of the issues raised and how representatives from the University of Botswana responded, which enabled the process to move forward while making sure that people's concerns were understood and recorded.

Questions & Concerns	Response
Are we representative of all the people that are involved in land use in Bobirwa? For example, we have been talking about freeholders but are there any freeholders here?	It is true that there are people that we would have liked to be here but that are not in the room. Due to constraints of space, the organising team thought carefully about who to include. Everyone who is in this room is here because they have been recommended as people that have something important to give to this process.
Local people are not represented well here. For example, local chiefs are not here. How will we share what we do here with local people?	The conversation between the project and local communities began long before this workshop. Chiefs have been informed of this workshop and although they are not here, ongoing consultation with them and community members will continue to be part of this process.
The University of Cape Town spearheads this process. This gives them an upper hand over the University of Botswana, even though local organisations are better placed to take things forward.	The Adaptation at Scale in Semi-Arid Regions (ASSAR) project is working in <i>collaboration</i> between multiple partners across seven countries. Although some team members are based in Cape Town, each region is led by institutions with a stake in the area. The presence of three people who are based at the University of Cape Town is necessary for documenting the process to fulfil requirements of the funders, to whom the entire team is accountable. This TSP process is led by Reos Partners, not by UCT, because they are professional facilitators who specialise in a particular type of scenario planning method.
Skills are not necessarily transferred. Researchers who are outsiders come in, conduct research and then leave. How does this benefit us?	One of the fundamental aspects of the ASSAR project is that research should make an impact and be useful to the people who have been involved in it. Sharing research findings and continuing to strengthen relationships with stakeholders is at the core of what academics in the project are trying to achieve. We also share information with people in other regions who are struggling with similar problems to the ones being faced in our region. It was hoped that exposure to TSP as a planning method might result in participants acquiring skills that they can share with others.
Who will have ownership over what is produced in the workshop? Who has copyrights?	Anything that is produced in these workshops is 'owned' by the people in this room, and anyone that they choose to share their ideas with. As with any conversation, what happens as part of the project is not bound by law. What we produce and how we share it is entirely up to us as a group.



Bringing such concerns to light is an important part of the TSP process. Although it may take time, working through these worries is central to building trust between a group of people that do not know each other.

The final word was that the University of Botswana accepted that communication of the aims and objectives of the workshop could have been better. However, this was the first time they had engaged in a TSP process and so this was a learning process for the whole team.

This session highlighted the strength of the TSP process. For new relationships to be built, time needs to be made to discuss issues that might be bubbling under the surface, such as power dynamics.

Clarity about the nature of partnerships paves the way for working collaboratively. In this case, it meant an overt acknowledgment by researchers of the traditionally unequal status of partners. Academics were committed to putting communities – who are most affected by land use – front and centre, rather than prestigious institutions.

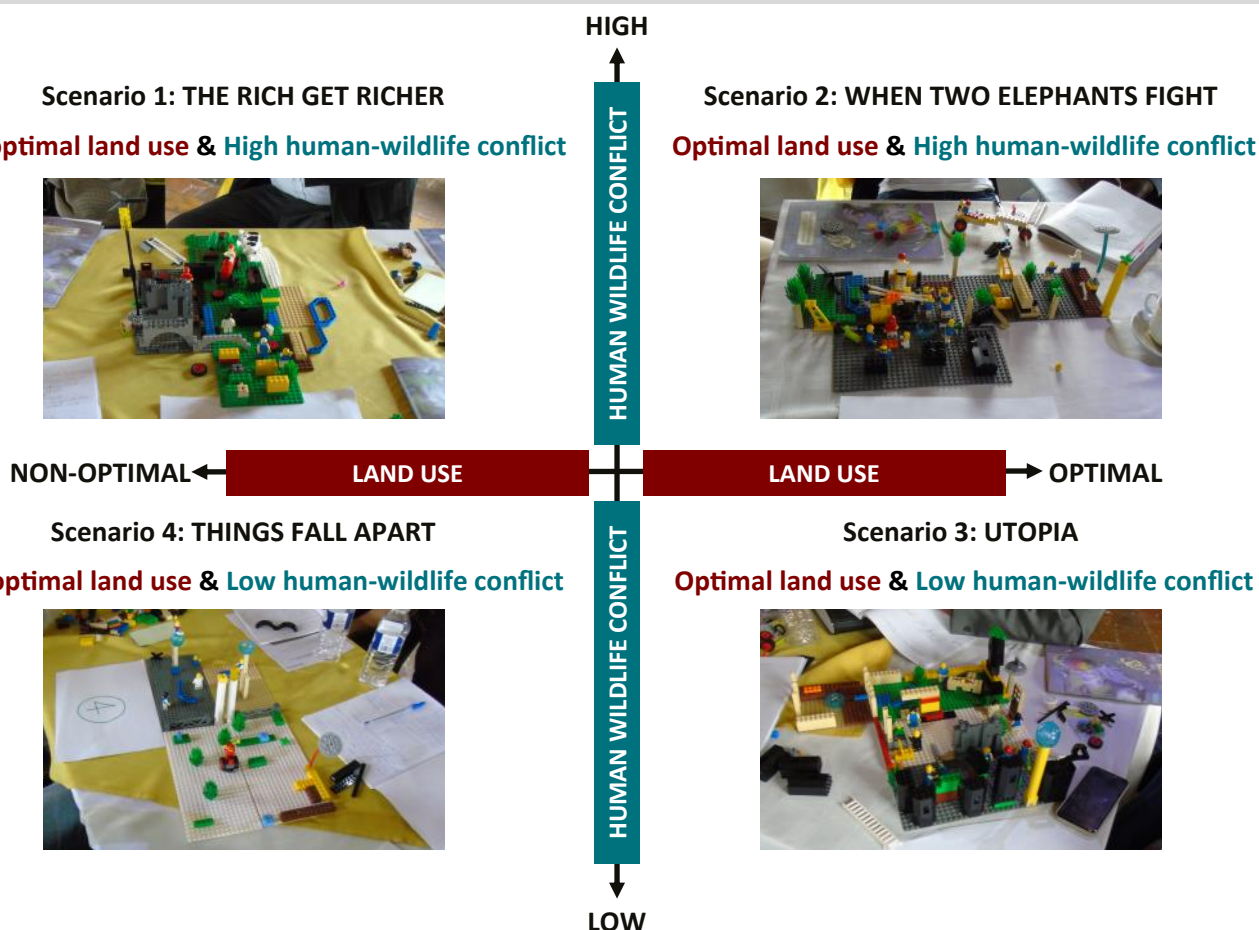
This session also underlined the importance of paying attention to language, and enabling people to communicate on a more equal footing. Participants therefore continuously reminded one another to speak in Setswana.



## Thinking about the future together

To help stakeholders think creatively, each group was provided with Lego and asked to construct a picture of what Bobirwa might look like in 2035, under their specific scenario. Each group then presented their ideas back to the whole group, referring to their model to help illustrate their explanation. The audience posed questions to help each group refine their stories. It was emphasised that only questions that would help the group to think about their scenario should be asked, whilst questions or comments that criticised the work of others should be avoided.

## What could happen in Bobirwa if...



# Scenario summaries

## Scenario 1: The rich get richer

Non-optimal land use & high human-wildlife conflict

Bobirwa's local economy stagnates progressively as deepening poverty, dwindling agricultural productivity and maladaptive initiatives drive rural-urban migration. The key drivers leading to this scenario are climate change and the closure of the BCL mine. These drivers lead to an increase in droughts, a decline in living standards in the rural areas, and growing poverty and unemployment. As a result, there is a high rate of alcohol and drug abuse, teenage pregnancies and a prevalence of HIV. The decline in living standards and reduction in farming, due to the frequent and recurring droughts, leads to high rural-urban migration, whereas the increase in human-wildlife conflict, leads to limited economic opportunities in the district. By 2035, the Bobirwa communities are in the grips of poverty.

## Scenario 2: When two elephants fight

Optimal land use & high human-wildlife conflict

Government interventions aimed at assisting vulnerable farming communities fail as corruption by the minority ensues, political will wanes, and potential initiatives only benefit the wealthy few. The key drivers in this scenario are high elephant poaching in Zimbabwe which leads to the animals crossing over to Bobirwa. The growing human and livestock populations lead to more pressure on rangelands and grazing pastures. Furthermore, low rainfall threatens the optimal utilisation of arable land, whereas there is little political will to support subsistence and small-scale farming communities. Due to an outcry from the community and bad press, an influential NGO leads government to intervene through the implementation of a climate-smart agriculture (CSA) project and an integrated land use plan (ILUP). New political leadership in Zimbabwe and South Africa results in a stabilisation of the regional economy. Foreign direct investment increases and the local tourism sector grows.

## Scenario 3: Utopia

Optimal land use & low human-wildlife conflict

A proactive and involved government successfully grows the economy of Bobirwa by investing incoming revenue from agrotourism back to the local community. The key drivers of this scenario are a strong political will and government prioritising the human-wildlife co-existence policy, thus enhancing agro-tourism. The construction of the Thune Dam plays a significant role in reducing human-wildlife conflict by increasing investment in the area and providing alternative livelihood opportunities. Incoming revenue is consistently invested back into Bobirwa and a new precious mining enterprise is established.

## Scenario 4: Things fall apart

Non-optimal land use & low human-wildlife conflict

The hardships of farming under a changing climate and the successful implementation of a community-based natural resources management (CBNRM) policy lead to Bobirwa's economy shifting from agriculture to tourism. The key drivers leading to this scenario are foot-and-mouth disease, and stringent measure to control a foot-and-mouth epidemic, prolonged droughts, and frequent destruction of crops by elephants. The national development plan is renewed to focus more on economic diversification, skills development and CBNRM. The hunting ban on elephants is lifted, and there is an implementation of the existing CBNRM policy.



## Presenting the stories

The next round of group discussions involved thinking about some potential news headlines that would help build the skeleton of the story from now until 2035, for each scenario. Each group composed 10 headlines and plotted them on a timeline to show the key moments leading up to the scenario end state (i.e. what the group imagined in 2035). These were then presented and explained to the rest of the group, who responded with questions to help fill any gaps in a logical manner.

In the final round, each group worked to tell the whole story of events from now until 2035, using both a narrative and a poster. Each group nominated one member to present the story behind each scenario. These stories were recorded and safely stored to guide proceedings of the next workshop, which will be focused on developing strategic responses, including planning and action.



# Workshop #2

## Focusing on what can and must be done

This second workshop shifted the emphasis from thinking about what might happen in the future, to focussing on what can and must be done. All those, who had participated in Workshop #1 and the writeshop, were invited back to attend two days of activities designed to get a better understanding of what a desired future could look like.



### Creating an inclusive space

The ASSAR project has tried to engage people from all walks of life, in processes where stakeholders participate equally. Prof Hillary Masundire, from the University of Botswana, encouraged people to avoid thinking that factors such as age or level of education precluded their ideas from being valuable. Everyone's view was to be respected. The space was to be one where everyone was equal, even those who held office. He emphasised that regardless of where we will all be in 2035, the project was an opportunity to leave a legacy. Overall he called for the group, both stakeholders and ASSAR team members, to work as brothers and sisters.



### Welcoming new stakeholders

The facilitation team welcomed everyone and thanked stakeholders for taking time out of their other responsibilities to attend the workshop. There were several people who were new to the process who introduced themselves.

Representation included a chief with a background in economic planning, two craft entrepreneurs who specialised in basket weaving, an irrigation farmer, a researcher and a representative with experience of rural electrification projects. These six newcomers joined the other stakeholders who had returned to this second workshop to complete the workshop phase of the process.





## The journey so far

The participants were invited to discuss the following questions in groups of two or three: What had stayed with them from the last meeting? What were people expecting to come out of the workshop? What were people hoping to bring into the workshop? Below is a list of themes that emerged during the feedback that followed:

- Issues are long-standing ones
- Implementation of ideas beyond the life of the ASSAR project
- Consideration of how the workshop fits with the government's 'Vision 2036'
- Realising our potential to generate knowledge rather than relying on ASSAR
- The planning process should be 'bottom-up' and involve everyone
- There is a different mood this time, with more drive and energy
- Expectations of a report that can be given to the authorities
- Concern about youth, primary schools and people with disabilities
- Importance of communicating solutions to the district at large and how this should be done
- How do we address the difference between communal and freehold land?

The facilitators pointed out that the realisation of these hopes and expectations very much depended on how people participated in the process. In a similar way to the first workshop, group agreements were made to ensure that everyone's voice was heard:

- Encourage the participation of people working at grassroot level and insist that they lead
- Technocrats should not speak more than others but instead help others to formulate their ideas
- Let's 'throw the rulebook out' and participate equally. Let's imagine there are no professions

The discussion was brought to a close by the facilitators reminding everyone that titles and other aspects of one's identity meant that people came into the process with power and privilege. This is something that everyone needed to be aware of. For example, speaking loudly silences others. Lastly, the group was reminded that if something was said 'off the record' there should be a commitment to maintain confidentiality. This could be achieved by not naming names or revealing details of precisely who said what. The agreement was displayed on the wall as a reminder of the sort of space that people wanted the workshop to be.

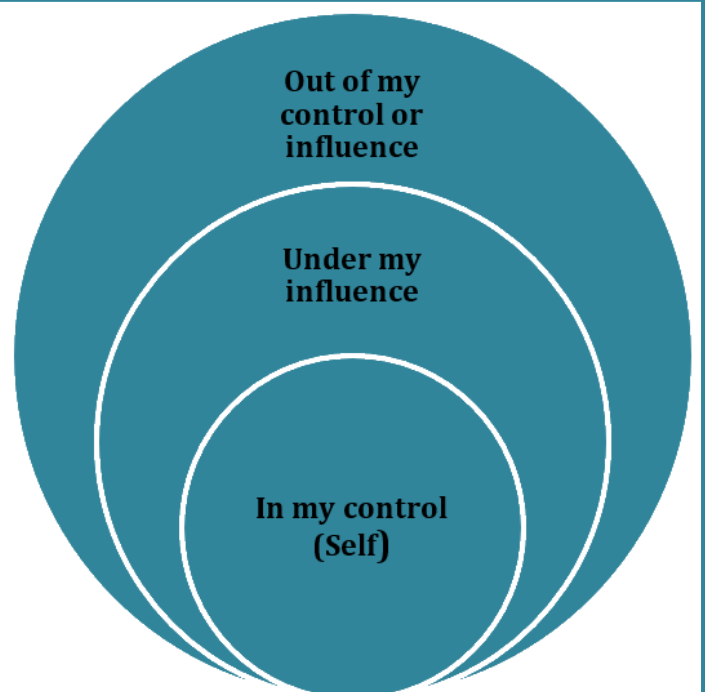
## Change processes



### Circles of influence

In the next session, the facilitation team highlighted how change can be impacted by different levels of influence. There are three categories of influence: what we are in control of, what we have influence over and what we have no control over. A person's decision to switch from a cell phone to a smart phone, for example, is a decision that is made independently – no-one is asking him to make the change; it is within his own control. Similarly, when speaking of change, there are some things that people can influence at an individual level. There are also instances where people can influence others to change. For example, mothers can make changes in their own homes and tell others to change, such as deciding that 'we will eat dinner at 7pm'. However, she cannot tell her neighbours what time they should eat.

It is important to recognise the difference between these three categories, especially once groups start strategising together: stakeholders need to know where their power lies and where they would be wasting their time.





## Simon says

Workshop participants then played a game based on 'Simon says' where people have to follow instructions. Stakeholders got into pairs and spent 10 seconds facing each other, looking at the other person in silence and without looking away. Pairs then stood back-to-back, facing away from each other.

Each person had to change two things about themselves then turn back to face their partner. The partner had to guess what had changed without being told the answer. The next round was to do the same, but during the last round people had to make five changes. This meant people had to get quite inventive about how to make something about them noticeably different. Everyone returned to their seats and discussed the strategies that people had used to change, which led to a discussion about change more broadly:

- It's not easy and you wonder how it will affect you
- The first step in change is to see what you can change
- Change is not necessarily negative
- Change is not always noticeable
- Once you change one or two things, it opens up opportunities to change other things
- Some people are excited about change
- Most of us are scared of change
- Some people have more capacity to change than others
- The game was symbolic: You can change how you think and how you talk

For the next session, facilitators requested that stakeholders be open to change and notice how they react to change.



## Scenario analysis

The session began with a presentation of scenario stories, based on the first workshop. Following the presentations, facilitators reiterated that the scenarios are not attempts to predict the future so that we can look back and say 'we got it right'. They are stories to expand our thinking. The whole group was divided into four smaller groups. Individuals introduced themselves to each other and each group was allocated one of the four scenarios, which they had to try and imagine themselves in. One person in each group took notes as each person answered the question, 'what is the one thing that stood out for you in the story?' People's answers were noted down. Once feedback had finished, one person stayed behind and the rest of the group moved to the next table and went through the same process again of explaining what stood out for them in the next scenario. Each table had a 'host' who remained seated throughout all the rounds and was asked to think 'what are the similarities and differences of the four stories?' This question became the subject of the final round of discussions once everyone moved back to the table that they started off at.



## Paired walk

After lunch, people paired up and went for a walk to discuss two questions:

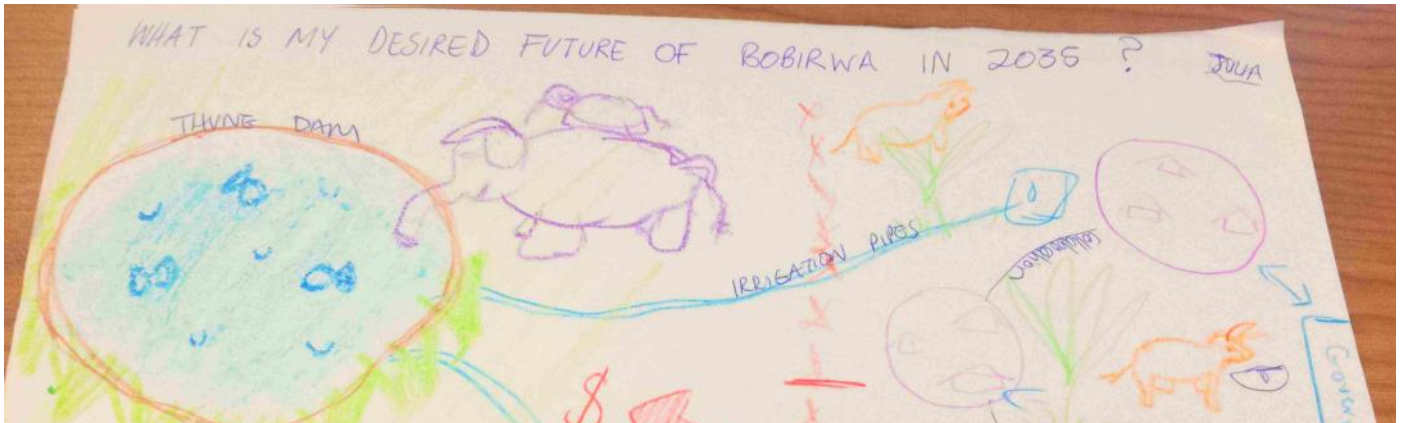


- What in the stories could affect you personally?
- How might you respond if this situation happened?



## The desired future

Stakeholders were then asked to draw their desired future for Bobirwa in 2035. Everyone silently illustrated what he or she would like to see with regard to human/wildlife conflict and land use in the region. People then divided into pairs to talk about their picture and listened for what was similar. Groups then reported back to share with the whole group what they had drawn. The following is a selection of phrases that stakeholders used to describe their picture:



It's a beautiful place with harmony between people and wildlife. There are no restrictions on hunting and the rivers are flowing.

There is integrated land use

There will be sufficient rain, harvests and yields are good. People are full and happy.

There is integrated land zoning and electric fences.

People are as big as elephants because everything is in plentiful supply!

People, land use and the natural environment are thriving – we are even hiring white people from other countries to come and manage wildlife!

There is peaceful co-existence.

There's integrated land zoning. Land is fenced to avoid encroachment. Livestock areas are well demarcated. There is electricity and electric fencing in conservation areas.

There is integrated zoning but freehold land is left as it is. There is a buffer zone for conservation areas. There is tourism in main settlements.

Demarcated land use. There is peaceful co-existence; land is made use of, there are electric fences and borehole water sources for wild animals to help containment. Tourists are taken to conservation areas by the community. There are areas for livestock. All fields are fenced as they are in other parts of the country. Ninety percent of fields are utilised. People should not be allowed to own land if it's not being utilised. Unused land should be given away.

There is sufficient rain. Land is given to others to use if it is not utilised.

Expansion of the airport



# Applying change processes



## Deciding what can and must be done

Each table of participants was divided into two groups – there were eight groups in total. The questions to discuss were:

- What can and must we do to prepare for the future?
- What can and must we do to change the future?

Each group had to finalise four actions. The aim was to get to a set of ideas that could be worked with that people felt they could act on to prepare for the future.

The preceding activities were framed as the blocks upon which this final session of the day was built on.

Emphasis was placed on the purpose of the activity to draw out what practical things, based on the here and now, could be set in motion the moment that stakeholders left the workshop.

What can and must be done?

Rooms of  
change

Scenarios  
and  
paired  
walk

Circles of  
influence

Desired  
future



## Forming action groups

Everyone divided into groups to discuss and write down four things that they could and must do, bearing in mind the following guidelines:

- What is within our power?
- What do we want to work on?
- How can we form relationships to work on things together?
- What can we do ourselves?
- Who else might we need to call on?

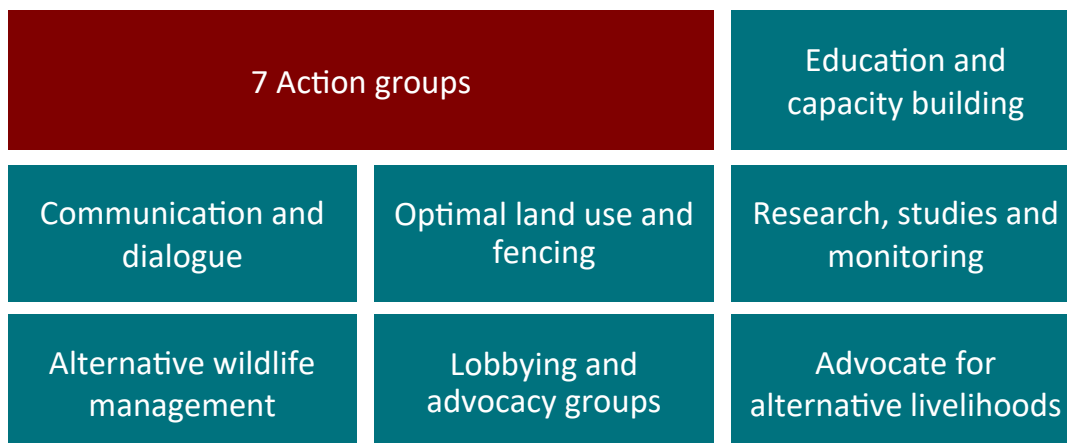
The ideas were written onto hexagons and clustered together on a wall. Each idea was briefly described before putting it near to a similar or related idea.





## Identifying and voting on areas of action

The above ideas were clustered into 10 categories of action, which were then narrowed down to form seven action groups.



## Group work and group presentations

The first task for each group was to decide how they wanted to be together, similar to the whole-group agreements made at the beginning of Day 1.

For example, as a diverse group with different perspectives there would likely be disagreement and therefore stakeholders needed to decide how differences of opinion would be dealt with.

**Task 1:** What do you want to focus on? Numerous ideas had been mentioned over the course of the day. Amid these, groups had to decide on where they wanted to focus their energy.

**Task 2:** What does success look like for you? If the group's desired outcome was achieved, what would happen?

**Task 3:** What are some of the key steps? What would need to happen in order to achieve this desired outcome?

**Task 4:** How can we make sure this plan fails? Having listed how the group could ensure failure, the teams composed a list of things they should stop doing. For example:

- Stop disregarding local and traditional values
- Stop using irrelevant language
- Stop working in isolation

**Task 5:** What could go wrong? Thinking back to the scenarios, stakeholders were asked to think about what could interfere with their plans and how they might deal with unexpected situations should they arise.

Each group presented their plan to everyone, focusing on what success looks like, what the steps are towards achieving success, what might happen on the way and how the team might deal with the unexpected. Each group had five minutes to present, followed by questions that the audience could pose for groups to think about moving forward.

A list of commitments about the first steps that will be taken as soon as people set foot outside of the door was composed:

- |  |   |
|--|---|
| • Stay in touch via email  | • Write a policy brief  |
| • Encourage community members to lease out farms as a livelihood measure | • Go to villages to show how to use chillies to deter elephants         |
| • Adapt and implement new farming methods                                | • Engage with communities   |
| • Debrief communities  | • Encourage community members to adopt new and improved farming methods |

Prof Masundire outlined the many lines of reporting that the ASSAR team will lead, but he also emphasised that all stakeholders are ASSAR ambassadors. Therefore, when telling others about the workshop, sentences should start with 'we did...' not 'they did...', he added.

# Final thoughts

The facilitators invited stakeholders to share what they had learned while at the workshop. Comments included:

- I learnt about the power of team work and that together you can change the world.
- In the past it was thought that change only happened at a high level, but people at grassroots level can also bring about change. For example, using indigenous knowledge to empower oneself.
- It is easy to dream but it is critical to have commitment and encouragement to make it a reality.
- Change is a process. It doesn't happen overnight. We need to understand that there are things we cannot change and that we have to live with that.

In conclusion, Prof Masundire gave thanks to the stakeholders and different teams that worked on the TSP processes. He observed that, over the last two days, everyone had said something which was testament to the high level of participation. It was his hope that new alliances would emerge as a result of the meeting.

Chief Ezekiel Joel thanked everyone for the past two days. He felt that everyone had been committed to working hard. His hope was that the team would share findings, and that the results of the study would inform and influence decision-making processes.



## In retrospect

Since the first TSP workshop, in October 2017, two events that had been listed as things that could happen in scenario stories for Bobirwa from the present to 2035 occurred:

- One of the scenarios mentioned a change of government in Botswana's neighbour Zimbabwe, ushering in a more people-oriented regime. Almost exactly a month after the workshop, Robert Mugabe was forced to resign as president of Zimbabwe. General elections have since been held, and a new government is currently being formed.
- In Botswana, a new president, Mokgweetsi Masisi, took over the reins from Ian Khama on 1 April 2018. Since his inauguration, Masisi has instituted a national consultative process on the management of elephants which may include lifting the hunting ban. This is an issue that featured in one of the scenario stories.



## Next steps

In the Bobirwa area, there is a widely held belief that rural communities do not have much land, compared to commercial areas in the Tuli Block area; and that the land is less fertile, compared to commercial land. However, the expert knowledge in the group of TSP participants made it clear that communal land was not anymore infertile than commercial land. The differences in productivity, though, may be due to land husbandry.

During both TSP workshops, it was evident that Bobirwa communities do not only have challenges with a changing climate, but there is also high human-wildlife conflict in the area. Although the local people have access to land, there is a lack of knowledge when it comes to the management and best use of the land. The TSP methodology enabled participants to reflect on the future that they desire, which allowed them to take note of things that they could and should do. They were able to realise what is within their power, what they need to work on, and how they can form relationships to work on things together. Through this, the TSP participants realised that they have power within themselves to transform the system and work towards their desired futures.

Education on existing policies (such as an integrated land use plan) is needed by the communities, in order to enable them to adapt and respond to climate change. Communities need to be capacitated for them to be able to find it within themselves to transform and adapt to challenges that they may face.

The post-TSP activity will be a stakeholder engagement process, with government officials feeding back to communities about the available policies, such as the integrated land use plan. This will enable communities to take advantage of opportunities and better their lives. During this stakeholder engagement process, it will also be necessary to test the following key outcomes from the TSP process:

- How widely shared is the “desired future” that was identified by stakeholders during the TSP process?
- How feasible or effective are the planned actions with regard to achieving this desired future?
- How can those who were not part of the process buy into the desired future?
- How can the youth of the sub-district be motivated and mobilised to be the agents of change for the future?
- Implementing ideas generated through the TSP will need financial injection and political support from local and central governments. How can these be secured?







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## ABOUT ASSAR

ASSAR uses insights from multiple-scale, interdisciplinary work to improve the understanding of the barriers, enablers and limits to effective, sustained and widespread climate change adaptation out to the 2030s. Working in seven countries in Africa and South Asia, ASSAR's regional teams research socio-ecological dynamics relating to livelihood transitions, and the access, use and management of land and water. One of four consortia under the Collaborative Adaptation Research Initiative in Africa and Asia (CARIAA), ASSAR generates new knowledge of climate change hotspots to influence policy and practice and to change the way researchers and practitioners interact.

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