



WWF

INTRODUCTION



# Sustainable Communities



# SUSTAINABLE COMMUNITIES

## A whole community approach towards sustainability

Sustainable Communities idea is that you connect a holistic approach to sustainability issues. It is a concept that helps communities to take responsibility of their natural resources and also improve on their livelihoods. Different groups of people in the community as farmers, women groups, businessmen, fishermen, teachers, schools etc. cooperate to reach a common goal.

The Sustainable Communities can contribute to securing high value conservation areas through CBNRM approach (Community Bases Natural Resource Management). This enable the communities to take responsibility, both individual and collective, towards managing their natural resources. One way to transform villages into Sustainable Communities is to enable the community members to develop land use-planning. At the same the communities are empowered and supported to engage in sustainable initiatives that will improve their livelihoods.

### WWF’s experiences of Sustainable Communities

The LVCEEP programme (Lake Victoria Catchment Environmental Education programme) had earlier worked on piloted Sustainable Communities in Nandi Hills in Kenya. This area has seen improved and responsible environmental management. and the village has good livelihood opportunities. The community members include the youth. The programme would like to replicate this best practice to other villages and this will lead to a responsible and also empowered civil society that promotes good governance, participation and accountability in managing resources.

### Sustainable Communities during 2014-2016

Sustainable communities will play a big role in ensuring that we have an empowered civil society that promotes good governance, participation and accountability in managing resources. During 2014 – 2016, the programme will seek to strenghten the existing Sustainable Communities and link them with the existing Regional Centres of Expertise (RCE) in Kenya and Uganda. This will also involve strengthening the RCEs which form a strong part of the civil society networks on the ground to ensure that the Sustainable Communities are anchored in strong regional ESD networks and frameworks that would continue to empower them ensuring continued support and sustainability of their interventions.

WWF will also lobby for the recognition of these Sustainable Communities in local county governments so that they can be recognised as legal entites that promote sound natural resource management in addition to empowering the community members. This will ensure their sustainability beyond 2016 as they will have local government recognition and be mainstreamed in local government plan



Sustainable communities can have different names like ESD villages and Eco villages.



## Six development areas for sustainable communities

1

### Holistic approach and participation

Sustainable development is a part of everyday work and is a perspective for improvement of all parts of a community. A good life for all within the means of one planet is both the goal and the force, visible, communicated by, and involving everyone.

2

### 2. Governance, structure and follow up

To achieve sustainability you have to take small steps and develop tools for good governance. A democratic culture and a transparent structure for decisions, implementation and assessment is the core for sustainable development. Sustained biocapacity as the outer framework within which social equity and justice and economical sustainability evolve is guiding the policy, ethos and practise of the community.





3

### Education and learning

We need to reflect, rethink and reform through formal, non-formal and informal education. Find the needs and possibilities within different groups and across the groups to learn, interact, and achieve support and innovations needed for sustainable development. The education and learning processes ensures a holistic approach, promotes lifelong learning, uses democratic work methods, and includes many perspectives and reflection. It ensures that all community members can engage in defining problems and solutions, in meaningful decision making, trial and learn and develop action competence in a safe and supportive environment.

4

### Cooperation and partnership

In cooperation all partners are winners. On the way you get and give new knowledge and experiences. Set the goals, arrange for internal cooperation, and find the external partners for cooperation in a longer or shorter perspective. Joint cooperation between the education, corporate, governmental and NGO sector can be a vehicle for change.

5

### Management

Biodiversity, soil and water, as well as buildings and infrastructure, schools and production sets are all resources to be both maintained and developed in sustainable ways. A long term sustainability perspective is a good guide for decisions regarding production, management and consumption. It may include principles for sustainable land use, production and consumption such as zero carbon and waste, sustainable food, transport, water and material.

6

### Innovations

Creative and participatory processes are encouraged where indigenous and new knowledge and thinking meets in new ways to find solutions for a good life for all in a long term perspective. Locally relevant challenges, such as housing, mobility and food, are explored to meet present and future needs.

Production of coal briquettes from organic material in a barrel without supply of oxygen. The coal is crushed into a powder that is mixed with a dough and put in a machine that molds the briquettes.



Pictures from Kasswa Zinda ESD Village in Uganda: production of handcraft, sewing school uniforms and drying of banana slices to strengthen the value chain.

## Self-assessment for sustainable communities

The table below lists the six development areas for Sustainable Communities. Look at them and consider where on the scale they fall. Nr. 1 stands for “we have not begun”. No. 5 stands for “we have come very far in our work and our goals and strategies are well rooted in the community. Additionally, we try to spread our experience to the surrounding communities.” Nr. 2-4 is a sliding scale.

	1	2	3	4	5	Comments
Holistic approach and participation						
Governance, structure and follow up						
Education and learning						
Cooperation and partnership						
Management						
Innovations						

Mark an X in the different boxes. This can be done individually. Thereafter, you can in a group discussion agree on a common set of values. In this process, there is often a fruitful discussion.



# Kasswa Zinda ESD Village in Uganda

Kasswa Zinda ESD Village was formed 2005 for enhancing social and economic growth among the community and to help the community out of poverty by using the natural resources around them wisely and sustainably.

**Membership**

- 1. Kasswa Zinda  
Members: 45  
(youth 20, others 25)
- 2. Katukole youth group  
Members: 35
- 3. Bannamussenyu  
youth group  
Members 25

**Vision**

Sustainable developed individuals contributing to a wealthier society.

**Mission**

Learning and sharing for a sustainable future.

**The purpose**

- To create a community where adults, youth and learners, learn, think and act together toward realizing a sustainable society and establishing Kasswa village as an ESD Eco-Tourism village.
- To provide an enriching experience for the tourist by means of a varied array of hospitality, arts, crafts and outdoor ESD activities in a beautiful and unique country setting which includes medical plants, trees and fruits cultivation, fish farms, birds and mammals feeding and watching, nature walks and different cultural activities.

**Value statement**

The Kasswa Zinda ESD village ambassadors are creative people and they strive to conduct businesses which focus on a sustainable development in harmony with their community and the natural environment. They strive at all times to conduct businesses which focus on a sustainable development in harmony with their community and the natural environment.

We want the youth and the community members to be responsible citizens to take up ESD in the future so that they replicate ESD and neighboring villages and neighboring countries to form networks on ESD so that they can share information and knowledge about sustainable development, how they can develop their lives and how they can network with others for example RCE to communicate: “To act locally and think globally” – that is the meaning of ESD Villages. ESD is a tool to implement sustainable development.

**Activities**

- meetings
- community and school linkages – one outreach school was assisted to establish kitchen gardens and constructing energy saving stoves
- wetland management – there is reduced wetland encroachment, 12 households have started piggery farms in order to reduce pressure on the wetland, 2 fish farms are well managed
- craft – paper recycling and jewelry making, baskets making
- home gardens and medicinal plants – advice is given how to use medicinal plants gardening, harvesting and processing, herbal soap
- HIV/AIDS hygiene and orphans care
- hosting – a number of visitors visited the ESD village; Kasswa Parents School, Nature Uganda members etc.
- networking – ESD village groups, RCE, Suubi Centre etc.



Energy saving stove.



Joyce Nanjobe Kawooya



If we use the 6 developing areas as a structure, following input gives Joyce Nanjobe Kawooya, Kasswa Zinda ESD Village:

**1. Holistic approach and participation**

“The community has different interests. What we do is that we form community interest groups. For example those who are interested in crafts they do craft, they are training craft and they are marketing craft and they add value on craft. Those who are interesting in piggery, they learn piggery, they train piggery, they add value on piggery and they share information about piggery.

In the schools the environmental clubs share their information with the communities, so it is a school-community linkage. We encourage the communities to go and work with the schools so that the learners learn from the indigenous knowledge and what the learners learn from school. They also take it to their homes.”

**2. Governance, structure and follow up**

“The local government at first they didn’t understand ESD so we have to train them on ESD. They have also linked us to programmes like orphans and vulnerable children’s programme. We give them information what we are doing and they also guide us in that manner. Even the Environmental Natural Resource Officers they come and visit us, they share with us energy saving stoves, energy saving briquettes and they invite us to exhibitions, they invite us on their meetings, they link us what is happening in the policy makers, they give them our views; what do we think on the environmental policy.”





Library

### 3. Education and learning

“Lifelong learning takes time. We have to repeat ESD every day in schools. It’s not only for today, it is a lifelong learning. You have to reflect on what you have been doing from day to day. You have to reflect back, what you have done, our progress-es, lessons learned, achievements and challenges.”

### 4. Cooperation and partnership

“We have cooperated and networked with schools, NGOs, governments, RCE:s and other ESD groups. We are collaborating with the Local Government on Natural Resource Management. Some groups have got funds to restoration of Lake Victoria from the Lake Victoria Management Programme. We are accessing newsletters on Lake Victoria and river Katonga from many resources like Nature Uganda, WWF etc.”

### 5. Management

“Natural resources are our work. That is why we are here. We are conservationists. We are contributing to the conservation of nature. We are conserving the river and the swamp. We have put up an environmental policy to see that the swamps are not degraded. We encourage and implement tree planting, organic farming, organic fertilizers, we teach and translate on herbal gardens. We have our nature walks. We have other learners from different parts of the country who come here and are educated in ESD.”

### 6. Innovations

“In the area of renewable energy we have energy saving stoves. We are encouraging the people to start charcoal briquettes, on solar energy, harvesting the water, soil conservation, drinking and keeping safe water.

We haven’t invented completely new things, we have just added values. For example we have added values on waste paper; we are making necklaces and marketing them. We are added value on sweet bananas; we are solar drying them and selling them in the supermarkets.



Talking school compound



Avocado

## CASE STUDY



A meeting with the members of Enego ESD Village, Nandi Hills in Kenya

## Enego ESD Village, Nandi Hills in Kenya

The ESD Village started in 2005 with 18 members, now they are 100 participants. Chairman: Peter Chengo. Their challenges at that time: deforestation, soil erosion and the wetland was under the influence because of the cultivation there.

### Activities

- tree planting
- water protection (source of water and swamp)
- woodlots for firewood, the people do not go anymore to the forest and harvest
- selling of electricity poles - 3000Ksh
- 90 per cent of the households are using energy saving stoves that reduce on the amount of firewood used for cooking.
- some households are using biogas for lighting purposes that is generated from the dung from their cows.
- planting of exotic and endangered trees to increase biodiversity.
- creating energy saving stoves - reducing firewood, earning money
- creating fireless cooker, save firewood and income
- people have been urged not to use the wetland.
- all members have kitchen gardens
- increasing diversity and new farming methods: cabbage, bananas, passion fruit (gives good money)
- a new teacompany gives a better pay







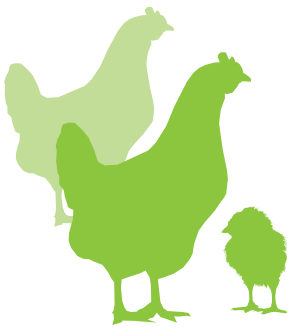
Cattle Dip: You let the cows go swimming in a pool with chemicals that prevent them from becoming infested by insects to the same extent as before. This leads to better quality of cattle, less disease, more milk.

### Achievements

- Because of higher income the people has built better, permanent residential buildings.
- The members have now afforded to send young people to university; virtually every home has done this.
- Developed micro-financing: They have table banking. Meet weekly to save money. Then you can borrow from the bank. This has especially benefited women and youth.
- Cattle Dip: You let the cows go swimming in a pool with insecticides that prevent them from becoming infested by insects to the same extent as before. This leads to better quality of cattle, less disease, more milk.
- Set up a tea building center
- Water supply: through the municipality has been helped by so-called gravity water supply i.e. natural pressure of the water that comes in upland parts, water to all households. They would also like to have water tanks/reservoirs that can be used to dry.

### Challenges

- some people still try to use the wetland
- they want to plant more trees near the wetland that would prevent animals getting there
- water shortages, they would like to have water tanks and reservoirs



### The youth group

Chairman: Hosea Bett.  
Treasurer: Edah Tepkoech, 30 members.  
Have regular meetings.

#### Activities

- tree planting and tree seedlings
- greenhouse with tomato cultivation
- chicken farm
- Youth group; 30 members. Have regular meetings.

#### Future Plans

- develop micro financing
- develop youth network

If we use the 6 developing areas as a structure, following input gives the Chairman Peter Chengo:

#### 1. Holistic approach

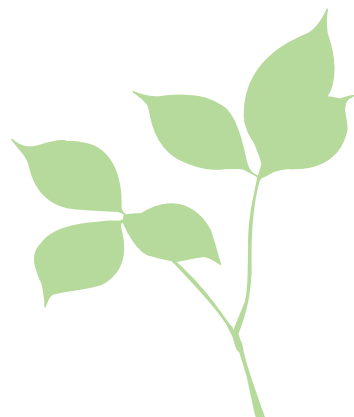
We have a holistic developed village. We use the resources that we need; we use them sustainably, not destroying the environment. We are leaving good resources for our children to the future. For example we have trees everywhere. When we cut trees we plant some. In the past we used the swamp, agriculture, but it was not sustainable. Now there is no burning, no cultivation. We got training. Now we can live a sustainable life.

The question about climate change. We have noticed that we always have had rains, but nowadays we experience less rainfall. This is a new experience. It affects us. We need a water reservoir.

A greenhouse for tomato cultivation.







### 2. Governance

"Every area below is led by somebody:

- cattle dip
- water projects
- micro financing

Each youth group has a chairman, secretary, treasury and members. They have meetings and discuss. They vote. There is transparency in decisions. They are voting their leaders."

"Now there is a gender balance" said the only woman during our discussion. "Among the three leading the group one woman must be included. It stands in the statutes."



### 3. Education

"We are learning every day:

- at the cattle dip, a veterinary is teaching the people
- regarding water, a technician is coming and teach us how to manage and repair the water pipes so we don't need a plumber.
- health, health public officials is coming an teach us
- WWF has learned us a lot
- we are learnt by each other
- students bring knowledge back home
- sometimes the parents are coming to school and teach how to plant trees

### 4. Cooperation

We have had exchange visits. Very good!

We have also cooperated with the local government about the water grid.

Emanuel from WCK: "The best with the ESD village is that the members have come together and start cooperating."

### 5. Management

"We are using the resources in a sustainable way."

### 6. Innovation

"Practising organic farming, using the cow dung as manure.

Fireless cooker

Greenhouse, growing tomatoes

Kitchen garden

Cultivate vegetables in a sack of manure.

Social innovations: micro financing, cattle dip, ESD Village itself."

## CASE STUDY



### Lieta Kabunde ESD Village, Homabay County, Kenya

The member of Lieta Kabunde Village in Homabay County in Kenya used to depend mainly on fishing whose stocks had de-clined for a living. The communities have embraced intensive agriculture both subsistence and cash crops whereby they are now supplying water melons to cities like Kisumu and some are being transported to Nairobi. They have planted woodlots in their homes that have helped to not only change the microcli-mate but also address soil erosion. The households have reported increased income.

## CASE STUDY



### An ESD home, Uganda

Marianne lives in a nice house in the countryside of Uganda. A powerful woman; vigorous, energetic, full of ideas, head teacher, and she is completely dedicated to ESD. She talks about ESD dogs, ESD Guards, ESD meal ... Her home and her garden are exemplary: crops, fruit trees, medical garden, bananas, using urine to the cultures, composting, recycling, goats, chickens, droppings to plantations , sweet potatoes, carrots, catering, balls made of recycled plastic.



## CASE STUDY



### Bwiza ESD Village, Rwanda

The ESD Village started in 2014. It has 162 households divided into three groups. They have weekly meetings. One group call themselves Jyaheza - looking for the bright futures.

#### Objective: “Development and Environmental Protection”.

They have developed Table-banking. That is a group funding strategy where members of the village meet once every month, place their savings, loan repayments and other contributions on the table then borrow immediately either as long term or short term loans.

#### Bwiza village has two types of savings in table banking:



Table banking

##### a) Social Fund

50 cents in savings each time. This money could be used if someone needed medical care and other social assistance. If someone got sick then you could ask for a small sum of money to lend. Then you have a special meeting thereof.

##### b) Saving Funds

##### Four principles for their work

1. Protection of the environment
2. Sustainable Development
3. To fight against those who will destroy
4. Mobilize the citizen to protect the environment.

##### The households are working with:

- kitchen garden
- water tanks
- compost
- grass

##### Challenges:

- water tanks
- climate change
- diseases as malaria

If we use the 6 developing areas as a structure, following input gives the chair man of the ESD Villages:

#### 1. Holistic approach

“Everyone is contributing. We work on its own but at the end we are working together – we are saving money to do business. Some can the technique behind energy saving stoves. Those shall visit all households to learn how to create a stove.”

#### 2. Governance, structure and follow up

“1. When we have problems, for example that we didn’t have vegetables, the leader will give advice how to solve the problems.

2. The leader is a person who listens and that we trust on.

3. We have a good structure for saving money, it gets a feeling of solidarity, it’s a kind of an insurance.

4. Especially during the group meetings there is a good democracy, every one can give comments.”

#### 3. Education

“We need to know that education starts at home. The parents have to start! It’s a general responsibility in raising kids.

We educate the children, they bring back skills from schools and we learn from the children for example about tree planting.

If we see a neighbour doing some good things, we’ll copy it!

We have an insurance system – our system of savings.

We are happy that every child in the village has the opportunity to go to school.”

#### 4. Cooperation

“We use the method called table-banking which is a funding strategy where members of a community meet regularly, place their savings, loan repayments and other contributions on the table and then borrow immediately either as long term or short term loans. We use the money as capital for our livelihood projects.

Social funds: if you need to go to hospital you can get some funds.

#### 6. Innovations

“Three examples of innovations: 1. ESD Village is an example of an innovation. 2. Before the women were at home, now they are meeting each other. 3. A woman started to embroider table clothes. Nobody else had done that before.”. 4. Table banking.”





# SUSTAINABLE COMMUNITIES

## A whole community approach towards sustainability

### 1. HOLISTIC APPROACH AND PARTICIPATION

Sustainable development is a part of everyday work and is a perspective for improvement of all parts of a community.

### 2. GOVERNANCE, STRUCTURE AND FOLLOW UP

A democratic culture and a transparent structure for decisions, implementation and assessment is the core for sustainable development.

### 3. EDUCATION AND LEARNING

We need to reflect, rethink and reform. The education and learning processes ensures a holistic approach, promotes lifelong learning, uses democratic work methods, and includes many perspectives and reflection.

### 4. COOPERATION AND PARTNERSHIP

In cooperation all partners are winners. Joint cooperation between the education, corporate, governmental and NGO sector can be a vehicle for change.

### 5. MANAGEMENT

A long term sustainability perspective is a good guide for decisions regarding production, management and consumption.

### 6. INNOVATIONS

Creative and participatory processes are encouraged where indigenous and new knowledge and thinking meets in new ways to find solutions for a good life for all in a long term perspective.



#### Why we are here

To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.

[www.panda.org](http://www.panda.org)

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