

## Community-Based Fire Management Training: An approach towards participatory planning Experiences from Asia

### Why Participatory Curriculum Development ?

- Much time and money is devoted to fire management training - but courses do not always produce the outcomes desired
- As a result many training organisations need to rethink the way they plan, design, deliver and evaluate their courses

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### Participatory Fire Management Planning

- identify participants, planning area and expectations of participants
- identify zones, changes, contrasts, conditions and physical features in the village environment (transect walk)
- present and analyse information on land use, forests, water and other resources and risk zones (participatory mapping)

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### The Fire Management training course in Nepal:

- deals with tools for community based fire management planning that are intended for use in a process which is as participatory as possible.
- has been developed so that it can be applied to any village environment in Nepal.
- is aimed at villagers and other members of a Community Forest Users Group (CFUG) and will allow to let people develop their own fire management plan and fire risk map.

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### The role of the instructors was to:


- identify people who know about their village and are willing to share their knowledge
- reach agreement with the villagers on method, time, place, materials, etc.
- probe, check and encourage discussion and debate
- be patient, not controlling
- observe and document the information

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### Instructors should not:

- overlook the silent participants
- take on the role of a teacher
- interrupt an explanation


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**General characteristics of the tools applied in this training course include the following:**

- it aims to include the perspectives of all interest groups, including rural women and men (gender balance)
- it recognizes indigenous technical knowledge on fire management (and that this knowledge is gender based)
- it functions through communication among those bound together by common fire problems. This communication becomes a tool for identifying solutions

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**Transect Walks**

**What are transect walks?**

A transect walk is a walk taken with villagers during which problems and opportunities related to the physical geography and topography of a community are documented, producing a type of map.

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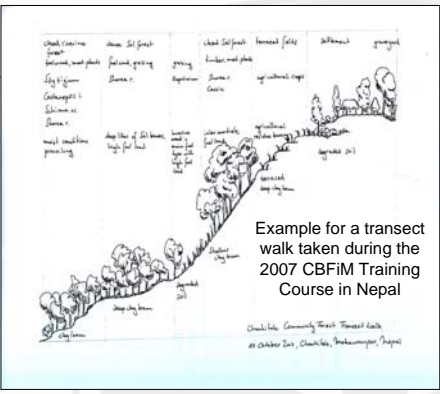


**Transect Walks**

**What Why do transects?**

Transects help to identify risk zones, changes in land use, conditions, and physical features such as soils, vegetation, and water resources in the village environment related to fire management. Transects are an ideal point of departure for a rapid planning process in a village, because they establish the villagers as the experts on living conditions in the planning area

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**Example for a transect walk taken during the 2007 CBFIM Training Course in Nepal**


Chaudhary, Community Forest, Forest Walk, at Chaudhary, Chaudhary, Chaudhary, Nepal

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**Example for a transect walk taken during the CBFIM Training Course in Nepal**

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**Participatory mapping**

**Why do mapping?**

Through the villagers' maps, outsiders gain insights into how rural women and men perceive their resources and select their priorities for managing fires.

Villagers can present and analyse information on land use, watersheds and forests and other resources related to fire management.

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The mapping process

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Field visit to show the effects of fire breaks

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Lectures on basic fire management

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Exercises in the use of controlled ("prescribed") fire and fire fighting hand tools

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The results:  
The development of a community action plan

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Thanks for your Attention

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