

MUCHISON-SEMLIKI REDD+ PROJECT (MSREDD+)

REDD+ in the Murchison-Semliki Landscape

Raising Rural Communities' Understanding on Climate Change, the Importance of Forests, REDD+,
Murchison-Semliki REDD+ Project and Free, Prior and Informed Consent (FPIC)

BASIC KNOWLEDGE BUILDING REFERENCE AND TRAINING GUIDE FOR INTERLOCUTORS AND COMMUNITY BASED ORGANIZATIONS

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ACRONYMS

AIPP	Asia Indigenous Peoples' Pact
CBO	Community Based Organization
CCBA	Climate, Community and Biodiversity Alliance
CCU	Climate Change Unit
CDM	Clean Development Mechanism
CH ₄	Methane (a greenhouse gas)
CLA	Communal Land Association
CO ₂	Carbon dioxide (a greenhouse gas)
COP	Conference of Parties
CSWST	Chimpanzee Sanctuary and Wildlife Conservation Trust
DFS	District Forest Service
ECOTRUST	Environmental Conservation Trust of Uganda
FAO	Food and Agricultural Organization
FCPF	Forest Carbon Partnership Facility
FIP	Forest Investment Programme
FPIC	Free, Prior, and Informed Consent
FPP	Forest Peoples Programme
GHGs	Green House Gases
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit
ha	Hectare
HFCs	Haloflouorocarbons
IPCC	Intergovernmental Panel on Climate Change
IWGIA	International Work Group for Indigenous Affairs
JGI	Jane Goodall Institute
LC	Local Council
MSREDD+	Murchison-Semliki REDD+ Project
NGO	Non-Governmental Organization
N ₂ O	nitrous oxide (a greenhouse gas)
NAHI	Nature Harness Initiatives
NAPA	National Adaptation Programmes of Action
NARCG	Northern Albertine Rift Conservation Group
NFA	National Forestry Authority
NFTPA	National Forestry and Tree Planting Act
PDD	Project Design Document
PFOAs	Private Forest Owner Associations
PFOs	Private Forest Owners
REDD+	Reducing Emissions from Deforestation and forest Degradation
SBSTA	Subsidiary Body on Scientific and Technical Advice
UN	United Nations
UNDP	United Nations Development Programme
UNDRIPs	United Nations Declaration on the Rights of Indigenous Peoples
UNFCCC	United Nations Framework Convention on Climate Change
UWA	Uganda Wildlife Authority
VCS	Voluntary Carbon Standard
WCS	Wildlife Conservation Society
WWF	Worldwide Fund for Nature

INTRODUCTION

The Murchison-Semliki REDD+ Project (MSREDD+) is a REDD+ project that will work with private forest owners and interested adjacent village members to protect the remaining forests in the Murchison-Semliki landscape, encompassing nine districts in western Uganda. The MSREDD+ project has been developed by the Northern Albertine Rift Conservation Group (NARCG)--a group of conservation NGOs including Wildlife Conservation Society (WCS), Environmental Conservation Trust of Uganda (ECOTRUST), Nature Harness Initiatives (NAHI), Chimpanzee Sanctuary and Wildlife Conservation Trust (CSWCT), Worldwide Fund for Nature (WWF) and Jane Goodall Institute (JGI) in collaboration with the district authorities in the landscape as well as the Government of Uganda. The project will engage the forest owners through individual contracts to protect trees on their lands by halting forest degradation and deforestation for up to 30 years. In exchange, forest owners will be able to participate in an incentive scheme that includes both monetary and non-monetary benefits. Because of the long-term duration of the contract and the complex nature of the REDD+ program, the project is required according to international agreements¹ to go through the process of Free, Prior, and Informed Consent (FPIC) to ensure that forest owners and the perceived project affected people clearly understand the project before giving or withholding their consent to participate.

What is the purpose of this Guide?

The primary purpose of this guide is to offer basic and easy to understand information on climate change, forests and their importance, REDD+, the Murchison-Semliki REDD+ Project and the details of Free, Prior and Informed Consent (FPIC).

This guide is meant for FPIC team leaders and interlocutors of the FPIC process and independent community based organizations (CBOs) and NGOs involved in supporting resident and migrant peoples in forest communities. The guide will help FPIC team leaders and interlocutors impart knowledge and support to communities during the village FPIC process of the MSREDD+ project to participate in sustainable forest management of private and community forests. For CBOs and NGOs, it provides information on environmental challenges their communities will face, and information on the MSREDD+ project which they can use to help provide independent advice to communities. This guide is meant to be used in conjunction with the Capacity Building Guide, which helps teach the skills to undertake the FPIC process.

Arrangement of the guide

This guide is composed of five sections based on the most relevant themes on REDD + for communities and private forest owners. The sections are: climate change, forests and their importance, REDD +, project design of the Murchison-Semliki REDD+ Project, and the Free, Prior and Informed Consent (FPIC) process. Each section can individually be passed on to the communities however each section flows to the next in the order they are arranged.

At the beginning of each section, there are a set of objectives for the section, required materials to conduct it, and how to conduct the section; the trainers reference material and key discussion points at the end of each section.

Conducting educational village meetings

This guide gives a snapshot of how to conduct each knowledge section but falls short on skills and approaches required to make preparations prior to the meeting such as mobilization, planning and preparing the meeting, specifics on how to run effective meetings among others.

¹ Since the meeting of Cancun (CP.16) social and environmental/ biodiversity safeguards have become ever more important for developing national REDD+ strategies and implementing REDD+ projects (decisions 1/CP.16 Annex 1 Paragraph 1(d), (1/CP.16 Annex 1 Paragraph 2(e), 1/CP.16 p71d). These safeguards are intended to mitigate the risk of a REDD+ project causing unintended damage to the environment (habitat) and/or compromising the well-being of the project affected people.

The capacity building reference guide addresses this challenge by summarizing the different approaches, technical tools and sociological skills that enhance the ability of the team leaders and interlocutors and also guide them to conduct successful meetings in the villages during the FPIC process.

Required materials for conducting the educational village meeting

To effectively conduct the educational village meeting, the following materials shall be required to be carried along by the team leaders and the interlocutors:

- ☐ Capacity building reference book , for FPIC team Leaders and Interlocutors (Booklet);
- ☐ All educational posters;
- ☐ Flip charts, makers, canvas and sticky material;
- ☐ Documentation forms i.e. Attendance forms, acknowledgement forms to be signed by the village chairperson,
- ☐ Cameras, audio/video recorders.

Suggested meeting outline and approach

a) Proposed meeting program

Activity	Duration	Responsibility
Welcome remarks and introducing the awareness program	10 Minutes	NARCG FPIC Team leader
Exploring expectations from participants	5 Minutes	Interlocutor
Developing meeting norms or ground rules	5 Minutes	Interlocutor
Interactive discussions of posters with the community (discussion topics: climate change, the role/importance of forests, REDD+) and FPIC	40 Minutes	NARCG FPIC Team leader and interlocutor
Presentation of the MSREDD+ Project and the incentive package	20 Minutes	NARCG FPIC Team leader
<ul style="list-style-type: none"> – Village members attending the meeting break into stakeholder groups <ul style="list-style-type: none"> a) Resource-dependent residents (including slash and burn farmers) b) Forest-adjacent farmers c) Participating forest owners – Questions and comments in stakeholder groups; – Responses and clarifications when all stakeholder group re-converge 	30 Minutes	NARCG FPIC Team leader and interlocutor
Next steps <ul style="list-style-type: none"> – Internal village meeting – Seeking outside advice – Preliminary village consent through voting 	5 Minutes	Interlocutor
Wrap up and closure	5 Minutes	village chairperson

b) Proposed approach by the interlocutors & NARCG team leaders during the meeting

- I. NARCG FPIC Team leader will give welcome remarks that shall cover his/her introduction and that of the interlocutor, a brief on NARCG and the objectives of the meeting;

- II. The interlocutor shall then work with the participants to get their expectations about the meeting and thereafter develop norms and ground rules;
- III. Inter-changeably with the Interlocutor, and interactively with the community through posing questions, the NARCG FPIC team leader will discuss all the posters other than that of the MSREDD+ project;
- IV. The presentation and discussions of the MSREDD+ project;
- V. The community is broken into the different stakeholder groups i.e. Women, Men and Youth.
- VI. Each stakeholder group is given opportunity to ask questions and make any comments freely;
- VII. All stakeholder groups re-converge; the NARCG FPIC team leader/interlocutor give responses to the questions and comments raised;
- VIII. The village members are then introduced to the next steps of the internal village meeting, how to seek advice from the other NGOs on the project and the preliminary village consent through voting.
- IX. Thereafter, the meeting is wrapped up and closed by the village chairperson or representative by signing an acknowledgment form confirming that his village people have been duly educated on the concepts of climate change, the ecosystem service roles of forests, REDD+, the MSREDD+ project, and FPIC.
- X. After the meeting, a random selection of members of each stakeholder group is surveyed to gauge understanding of the concepts. Depending on outcome adjustments are made to ensure that before the next meeting any shortcomings are addressed.

c) Key outputs:

- I. Villagers (including stakeholder groups) understand concepts of climate change, the ecosystem service roles of forests, REDD+, the MSREDD+, and FPIC
- II. Village FPIC meeting well attended to by the members of the village
- III. FPIC team works with LC1 to organize time, location, and non-MSREDD+ facilitator for the village to hold their own internal village group discussions on the project
- IV. FPIC team organizes stakeholder groups that need special attention in terms of education and grievance input to work together on developing suggestions for the following FPIC meeting
- V. FPIC team agrees with the village on the meeting date for the FPIC Vote

SECTION ONE: CLIMATE CHANGE

Objectives of section one:	At the end of the section, local communities should be able to: <ul style="list-style-type: none"> – Understand climate and weather, climate change and the greenhouse effect; – Appreciate the human activities that increase greenhouse gases hence contributing to climate change; – List the signs and impacts of climate change;
Required materials	Posters, flip charts, markers, masking tapes, cards
Estimated time length of section	20 Minutes
Steps on how to conduct the section	<ol style="list-style-type: none"> 1. Conduct the section as follows: <ul style="list-style-type: none"> • Use the weather poster as shown in figure 1; to show the different day by day weather conditions experienced in the village and then defining weather. Thereafter, this will lead you to defining climate as the average of weather of a place for a long period. (Use subsection, “Defining weather and climate” for more details); • Define climate and show that different places have different climates. Use the climate poster showing the climate of Uganda and Sudan using agricultural activities. • Explain that climate is changing. Inform participants that the change is attributed to a phenomenon called climate change; • Define climate change and use the climate change poster to explain the greenhouse effect. Use the same poster to show the different human activities that increase the greenhouse gases which eventually lead to climate change; • Use the same poster to explain the impacts of climate change; • Conclude the section by welcoming questions and clarifications; • If no questions or clarifications forthcoming, suggest asking questions on what has been covered. 2. Conclude the section by highlighting the top 5 discussion points of the section. 3. Encourage the community members to always tune in to their local radio stations for more climate change education and information.

Education Reference material for section one

1.1 What is Climate, Climate Change and what causes it

Defining weather and Climate

- ☞ When we are discussing about climate, it’s important to first take a look at **weather**, because often **weather** and **climate** are interchangeably used although the two terms are different.
- ☞ Weather is defined as the day-to-day conditions of a particular place. As all people know, the weather can change in a very short period of time. In Uganda, there are four major weather conditions. Please refer to our **weather poster**—these are cloudy, rainy, sunny and windy.

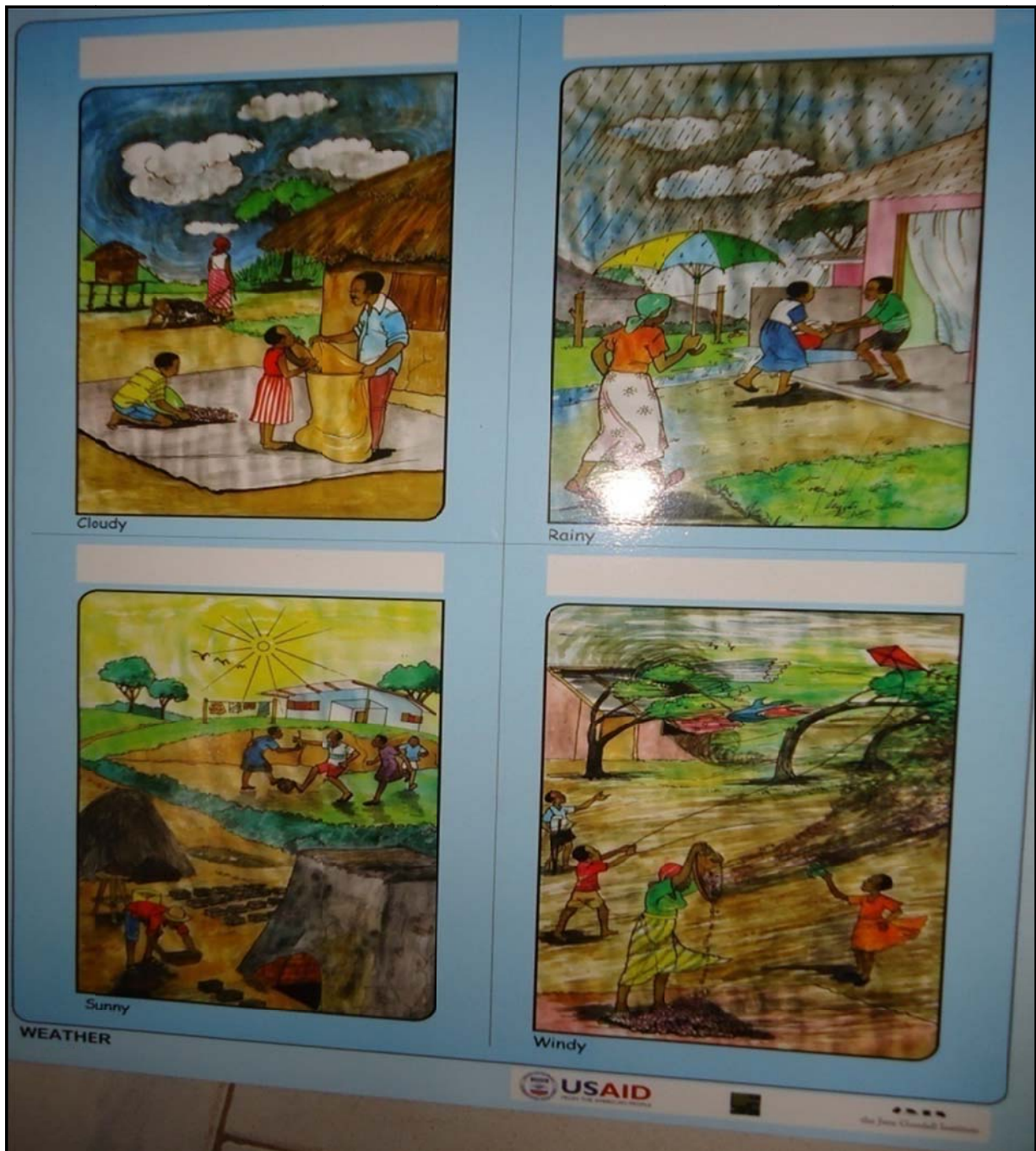


Figure 1: Weather poster

- ☞ Over a very long period of time, say 30 years, a certain area/place shows a common weather pattern. The average common weather is called climate.
- ☞ In Uganda for instance, we experience equatorial climate (because we are near the Equator and we have tropical forests) with humid conditions and moderate temperatures throughout the year. Uganda's broad climate is dry and rainy/wet with dry seasons always expected in December to February and June to August while the rainy/wet seasons are expected in March to May and October to November.

- ☞ As a comparison, Sudan's climate is different from Uganda. The climate ranges from dry in the north to tropical wet-and-dry in the far southwest.
- ☞ For simplicity, climatic conditions can be best understood by the help of agricultural activities because these are based on them. For instance, preparation of land for planting is usually done towards the end of a dry season; actual planting and weeding etc. are done in the wet season while harvesting is usually done at the onset of the dry season.

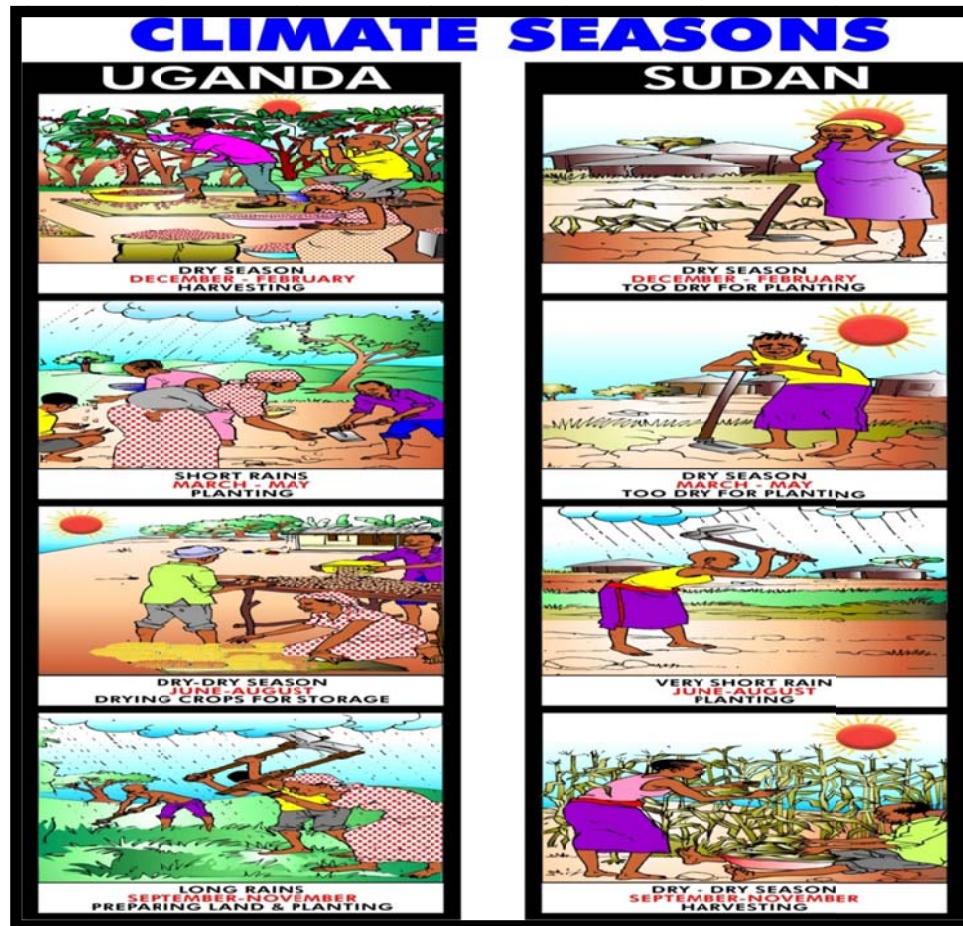


Figure 2: Climate poster

- ☞ What is going on is that the climate is changing from what it has always been in most places, and it is changing mainly because of human activities that harm natural resources such as forests. What's more frightening, is that the climate is changing too fast.

What is climate change and what causes it?

- ☞ Climate change refers to any significant change in factors of climate (such as temperature or precipitation/rain) over time, whether due to natural consequences or as a result of human activity.
- ☞ In simple terms one can say climate change is the repeated and prolonged deviation from the normal climate trend of a place.

- ☞ In order to understand why climate change is occurring, it is essential to understand the **greenhouse effect**. Please refer to the poster **"The climate change"**.
- ☞ Our Earth is like a ball or sphere (although not perfectly round) and moves around the sun. Our Earth receives most of its energy (called solar radiation) from the sun. This incoming solar radiation passes through the atmosphere to reach the Earth's surface. The Earth absorbs some of this energy and radiates some back into the atmosphere. Some of the outgoing solar radiation is absorbed by certain gases in the atmosphere called **Greenhouse Gases (GHGs)**. The greenhouse gases in our atmosphere that absorb the solar radiation are carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O) and haloflourocarbons (HFCs). Carbon dioxide is the main GHG in the atmosphere. These gases trap some of the solar radiation and re-radiate it back to the Earth's surface as heat, causing a warming effect known as the **"greenhouse effect"**. The greenhouse effect is necessary to life on Earth and therefore without it, the Earth's surface would be much cooler than it is.
- ☞ Reinforcing the efficiency of the greenhouse effect is that over the last decades forests and other vegetation has been cut, deserts expended and lakes and swamps have been drained. The amount of hard surfaces has increased and hard surfaces contain no or less water. The increase of these so-called hard surfaces increases the ease with which solar radiation is absorbed and transferred into sensible heat. Sensible heat means an increase of the air temperature as opposed to latent heat which is an increase in air humidity without an increase of air temperature. For example if the air temperature is high above a forest, moisture in the forest evaporates out of the forest and provides an air-conditioning effect above its canopy.
- ☞ Unfortunately, across the world, the concentration of the solar energy trapped by greenhouse gases has increased significantly. With more of these gases in the atmosphere, the earth's temperature has continued to increase, bringing about a phenomenon called **"Global Warming"** and significant climate changes.
- ☞ The impacts of climate change for Ugandans and the world will be discussed below.

What has brought about the increase in the concentration of the Greenhouse Gases?

- ☞ According to the Intergovernmental Panel on Climate Change (IPCC), the atmospheric concentrations of greenhouse gases which include carbon dioxide (CO₂), methane (CH₄), and nitrous oxide (N₂O) have grown significantly: by about 30%, 145% and 15% respectively (values for 1992). These trends can be attributed largely to human activities, mostly which include:
- ☞ The burning of petroleum, oil, and natural gas (fossil fuels) to produce energy used for transportation, manufacturing, heating, cooling, electricity generation, and other applications. This produces mainly carbon dioxide.

Box 1: Histology for fossil fuel use

When people started using machines some 250 years ago, they started burning a lot of fossil fuels for their factories and farms. People started building cities and using cars and other machines that require fossil fuels for energy. This time was called the Industrial Revolution, and it began in Great Britain and spread through regions of Europe and to the United States. Today, these countries are called the "Industrialized Nations" and include some countries in Asia and in the Pacific Rim as well. It is now clear that it is the developed countries in North America, Europe and Australia who are historically responsible for emitting most of these greenhouse gases with their energy dependent and wasteful lifestyles and economies dependent on burning fossil fuels.

Source: AIPP, FPP, IWGIA, and Tebtebba "What Is REDD? A Guide for Indigenous Communities" 2nd Edition, 2010

- ☞ Bush burning, forest fires, clearing land and deforestation for logging, ranching, and agriculture also leads to carbon dioxide emissions. Vegetation contains carbon that is released as carbon dioxide when the vegetation decays or burns. Normally, lost vegetation would be replaced by re-growth with little or no net emission of carbon dioxide. However, over the past several hundred years, deforestation and other land use changes in many countries have contributed substantially to atmospheric carbon dioxide increases. Nitrous oxide is also produced by various agricultural and industrial practices.
- ☞ Methane (natural gas) is produced by rice cultivation, animal rearing, and by decaying material in landfills or garbage collection centers. Methane is also emitted during coal mining and oil drilling.

How do we tell that the climate is changing?

- ☞ In Uganda the changing climate can be known in a variety of ways. Here are some of the signs:
 - The patterns of rainfall have been observed to have changed. Some parts of the country are experiencing more rain than they used to, and it rains more heavily when it does, while other parts are experiencing less;
 - Extreme weather events such as stronger rain storms and longer droughts are happening more often;
 - The snow covers of very high mountains such as Mountain Ruwenzori are now much less than they used to be and glaciers are melting very quickly.
- ☞ The impacts of these on rural communities will be discussed below.

1.2 Climate Change impacts

- ☞ Climate change impacts the environment, the economy and the well-being of people. However, because rural local people have low adaptive capacity to the impacts of climate change, they are worse impacted. Box 2 presents the general climate change impacts and how climate change affects the local peoples living around forested areas.

Box 2: Climate Change Impacts

Collated from Uganda National Adaptation Programmes of Action (NAPA) 2007 and Tebtebba 2010

What are the impacts of climate change?

- ☞ Increased intensity of strong rain storms and floods. These contribute to;
 - The destruction of houses, infrastructure (bridges, roads, etc.), forests, agricultural crops and livestock.
 - Increased vulnerability to landslides (when soil in mountainous or highly areas softens and slips) particularly in areas where there are already poor land practices. The results include problems such as the loss and destruction of ancestral lands, resources and homes, food insecurity and hunger, have led to loss of lives of many people. One example here in Uganda is Bududa;
 - Contamination or complete loss of freshwater supplies like springs and wells in villages, resulting in the increase of outbreaks of waterborne diseases such as diarrhea and cholera;
- ☞ More frequent and prolonged droughts and floods increase the risk of the disappearance of plant and animal species that have sustained peoples as subsistence food resources or as essential to their rituals;
- ☞ Prolonged and severe droughts lead to low water levels in rivers, underground sources (Like bore holes) and reservoirs, affecting water supply;
- ☞ Climate change may lead to the reduction in food production with serious consequences of malnutrition and high food prices;
- ☞ Climate change leads to loss of revenue and economic opportunities;
- ☞ The melting of the ice cap on tropical mountains such as Ruwenzori has a negative effect on both the water catchments and eco-tourism, as well as on the overall economy;
- ☞ Additional pressure on natural resource use (forests, bushmeat) during economic hardships as people rely on resources when crops fail.

So how does Climate Change affect us the local peoples living around forested areas?

- ☞ Lower crop yields and crop failures worsened by longer lives of pests and occurrence of new pests due to infrequent rains or shorter rainy seasons for rain-fed agriculture which locals depend on;
- ☞ Disturbances of schedules and performance of traditional practices which accompany agricultural seasons from planting, weeding to harvests;
- ☞ Prolonged drought conditions leading to lesser availability of water for domestic use such as drinking for both people and livestock;
- ☞ Prolonged drought conditions will also mean that livestock won't have pasture to survive
- ☞ Movements of locals away from their communities beset with diseases, landslides, droughts or floods;
- ☞ Rainfall has become more unpredictable causing changes in flood patterns of rivers affecting the regular routines of peoples, particularly women and children, who catch fish for food;
- ☞ Increase in incidents of vector-borne diseases, such as malaria because of increasing temperatures and deforestation.
- ☞ Increased floods in low lying areas because of deforestation have led people in those areas to evacuate or adapt their lifestyles to constant flooding.

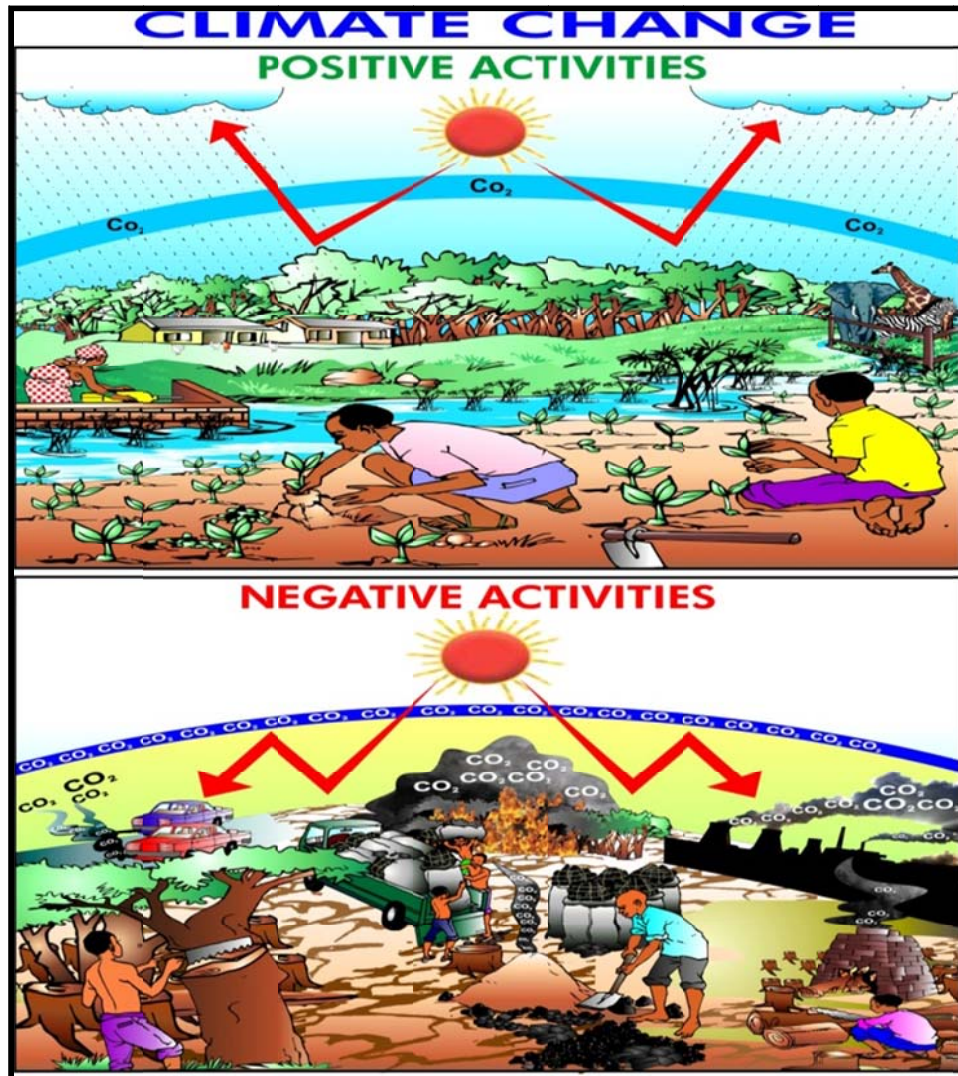


Figure 3: Climate change poster

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SECTION TWO: ABOUT FORESTS AND THEIR IMPORTANCE

Objectives of section two:	At the end of the section, local communities should be able to: <ul style="list-style-type: none"> • Understand what is a good and healthy forest; • Understand the general importance of forests; • Appreciate sustainable forest management; • Reflect using their own experience, the cause and effect of deforestation i.e. forest fires and forest cutting.
Required materials	Posters, flip charts, markers, masking tapes, cards
Estimated time length of section	20 Minutes
Steps on how to conduct the section	Using posters, begin the section with a brief and interactive introduction on; <ul style="list-style-type: none"> • Defining a forest; • Outline the importance of forests with emphasis on their benefit to local people—Use the poster : <u>The role of Forests to Uganda’s sustainable social-economic development</u>; • Using the <u>sustainable forest management poster</u>, explain what is meant by sustainable forest management; • Briefly highlight the different classification of forests in Uganda • Briefly debate with the community on the topic “What are the causes and bad effects of deforestation to the community”.

Education Reference material for section two

2.1 Forests

What is a forest?

☞ In very simple words, a forest can be defined as an area of land covered with trees. A healthy forest houses small plants (shrubs and herbs) as well as insects, birds and animals which live in there as their home.

☞ When people hunt all the birds and animals, it remains an empty forest which is so good

2.2 Importance of Forests

☞ Forests have always been of great value to people and their surroundings.

☞ In the ancient times, people used to live in the forests and would get their food largely by hunting and by gathering plants in the wild. With civilization now, a few indigenous peoples around the world still live in forests with the majority outside forests but still depending on them heavily.

☞ Multiple importance of forests which include the following below:

- Forests absorb carbon dioxide from the atmosphere and store it as carbon (This is also known as Carbon Sequestration) thereby helping in reducing global climate change (see Box 3 for more information);
- Forests usually have a positive effect on the local micro climates of places by producing cool temperatures, shade, shelter and localized rain which is good for the health of people, plants and animals;
- Sustainably managed forests are sources of income or revenue when timber and other forest products are sold off;
- Forests are home for a large number of animals such as chimpanzees, monkeys as well as numerous plants which can't live anywhere else. This balance protects the forest, and helps it be strong with many types of plants and medicines. Many kinds of wildlife therefore wouldn't exist if forests were destroyed; this loss would not only negatively impact local forest resource

consumption, but would negatively impact the tourism industry that brings in a lot of money—money used for our country's infrastructural development like roads, schools, hospitals and provision of social services;

- e) Forests help in preserving landscapes (such as hills and mountains) and soil fertility. For instance they protect the soil from losing excessive water and also prevent soil erosion caused by wind or water which can lead to loss of soil fertility, landslides, and mud flow, among other catastrophes;
- f) Forests play an important role in the storage and purification of ground water and protection of water sources such as streams, lakes, and wells;
- g) Forests are a crucial source of construction poles for building our local houses and firewood for cooking;
- h) Forests also provide a free source for medicinal herbs used for curing a number of ailments;
- i) Forests offer employment for teachers who teach on the environment, researchers, Forest officers and managers among others;
- j) Forests act as safety nets in times of food scarcity whereby they provide wild foods and fruits;
- k) Forests are home to pollinators such as bees which are crucial for farmers.

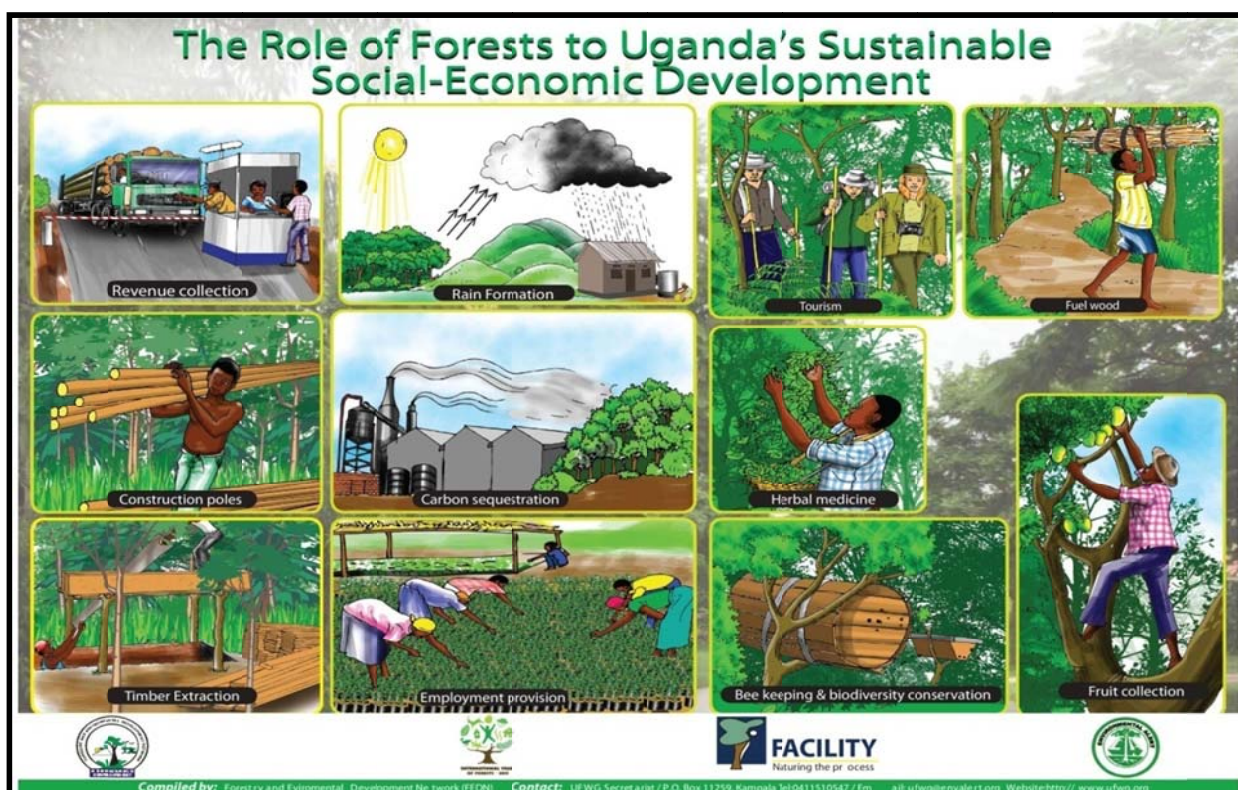


Figure 4: The role of forests to Uganda's sustainable social-economic development (Source: Environmental Alert)

- ☞ Having seen all these values forests play, it's everybody's role especially us who live next to them to increase these values by engaging in sustainable forest management practices.

Box 3: Why Are Forests Important in a Changing Climate?

If forests are destroyed or degraded, large amounts of the gases that cause global warming are released into the atmosphere. The most important of these gases is carbon dioxide, or CO₂, a gas that is present in high levels in trees, forests, animals and nature. When trees grow, they absorb CO₂ from the atmosphere and bind the carbon into themselves and their root systems. When trees die, carbon is released back into the atmosphere.

Forests are one of the biggest storehouses of carbon. The total carbon stored in the world's forests (which includes carbon in the vegetation above the ground, as well as deadwood, litter and carbon in the soil) is estimated to be 1 trillion tons – which is roughly 50 percent more than the amount found in the atmosphere.

In an old forest, gases are constantly being absorbed and released, and overall, a balance is maintained. However when large-scale logging happens or forests are converted into plantations or lighter forest cover, large amounts of CO₂ are released without enough being absorbed again. About 18% to 25% of the global CO₂ emissions are a result of destruction and degradation of forests. This means that deforestation and forest degradation are major causes of climate change, although not as large as industrial production and energy generation. Protection of forests means that climate change itself can be slowed as large amounts of CO₂ emissions can be avoided.

Forests also suffer from climate change. Climate change can damage the health of forests if they receive less rain or when temperatures rise. Climate change can also lead to more forest fires as weather becomes less predictable and more violent. This means that the changing climate can actually make forest destruction worse.

"Degraded forest" refers to an unhealthy, damaged forest with reduced tree cover. Forests might be degraded because of some logging, fuel-wood collection, forest fires, or because they have been converted to plantations or agriculture. An unhealthy and damaged forest cannot provide the same amount and quality of ecosystem services on which people all over the world depend on, such as:

- controlling soil erosion and preventing the expansion of deserts
- providing clean water and clean air;
- providing food, fiber, medicine, timber and other forest product;
- providing a habitat for wildlife and plants, many of which above all for indigenous peoples are an important basis of livelihoods;
- Many other important services and roles, including cultural and spiritual services and roles.

Forests are an important part of ecosystems and landscapes. Continued protection of the earth's forests will mean that the earth, the ecosystems, animals and plants, and humans, will be more able to adapt and respond to changing climates. Large forests, especially in hilly and mountainous areas, help plants and animals adapt to rising temperatures and changing rainfall patterns; over time, they can move up where it is cooler; species better adapted to hotter climates can replace them at lower elevations.

Source: AIPP, FPP, IWGIA, and Tebtebba "What Is REDD? A Guide for Indigenous Communities" 2nd Edition, 2010.

2.3 Deforestation and forest degradation

- ☞ In very basic terms, **deforestation** is the clear cutting or total destruction of natural forests by people and or by forces of nature. In many cases, this is done to open up new farming areas.
- ☞ On the other hand, a forest is said to be **degraded** if its capacity to provide goods and services has been reduced.
- ☞ In Uganda deforestation and forest degradation is caused by both people and natural causes. People cause the destruction of forests primarily for obtaining fertile land for small and large scale agriculture, charcoal and timber production, infrastructural development like roads, building cities and towns, mining and oil explorations. Some of the natural causes of deforestation and forest degradation include forest fires, mudslides, earthquakes, volcanoes, heavy rains and floods. However, the root causes for most of these are poor practices of people (such as cutting trees on hillsides or starting fires for honey collection).

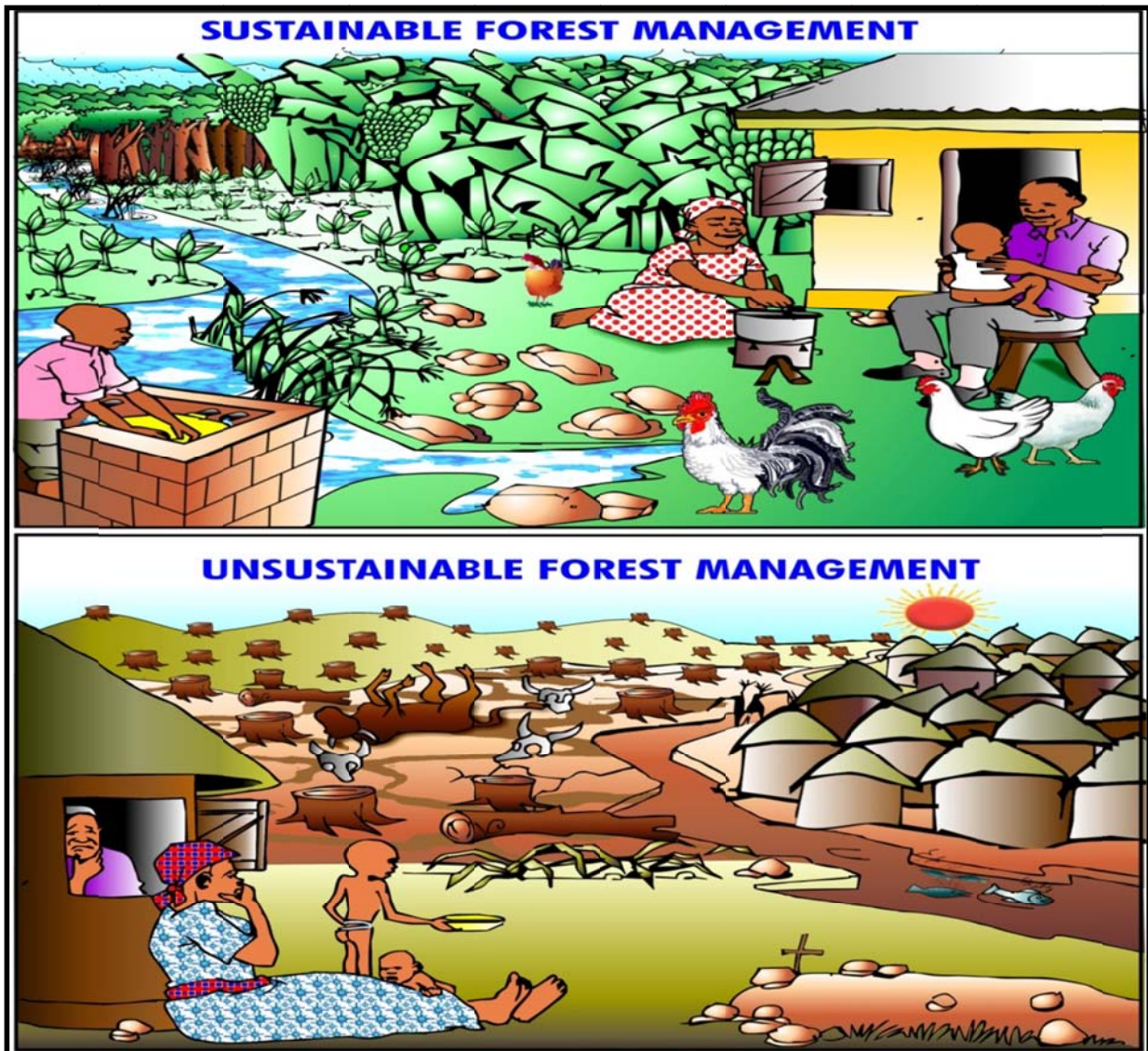


Figure 5: Poster showing sustainable forest management

2.4 What is Sustainable forest management?

- ☞ When forests are managed to play their social, economic and environmental importance as seen in **sub-section 2.2** for present and future generations, we say they are sustainably managed;
- ☞ A forest is said to be “sustainably conserved” if:
 - a) The different things that live in the forest are in good condition.;
 - b) The capacity of the forest to produce goods and services is maintained;
 - c) Forest soil and water resources are maintained and conserved;
 - d) The forest contributes to local and global climate regulation;
 - e) The social and economic benefits are maintained and enhanced;
 - f) The cultural, social and spiritual values of the forest is maintained and enhanced for the entire community wellbeing.

2.5 How are forests classified in Uganda?

☞ According to the laws and policies that govern our forest sector, forests in Uganda are classified as follows;

- I. **Central Forest Reserve:** Forest land managed in a sustainable manner by the National Forestry Authority (NFA)-a Government agency which is semi-autonomous, on behalf of the people of Uganda;
- II. **Local Forest Reserve:** Forest land managed by the local government under the District Forest Service (DFS) of a given district on behalf of the people in that district;
- III. **Community Forest:** An area designated by the Minister in charge of forestry as a Community Forest, to be managed, maintained and controlled by a legally registered association.
- IV. **Private Forest:** A natural forest, plantation forest, or area dedicated to forestry, owned in accordance to the land act of 1998 and registered with the District Land Board. Government official reports such as the state of environment reports produced by the ministry of water and environment, suggest that private forests make up the biggest percentage of all forests in Uganda and that they are the most deforested and degraded.
- V. **Forests** forming part of wildlife area. These are mainly managed by Uganda Wildlife Authority (UWA).

Session Two Discussion: Top 5 points about forests and their importance

1. The importance of forests to society is shown by their value on culture, biodiversity, good climate, clean air and water, soil, agriculture and food as well as the economy.
2. It's every body's role to ensure that forests are sustainably managed for the present and future generations.
3. In Uganda, a forest (s) is/are considered to be private if registered with the District Land Board.
4. Forests on private lands are being destroyed at an alarming rate and certainly business as usual will make us lose them completely.
5. Ugandans have to expect worse climatic conditions if all forests are destroyed.

SECTION THREE: REDD +

Objectives of section three:	At the end of the section, local communities should be able to: <ul style="list-style-type: none">• Appreciate REDD+ as a global program for increasing protection and management of the “lungs of the planet”-forests through offering financial and non financial incentives;• Appreciate the REDD+ also benefits the non-forest owners• Learn the origin of the REDD + concept.
Required materials	Posters, flip charts, markers, masking tapes, cards
Section length	25Minutes
Steps on how to conduct the section	Using posters, conduct the section by: <ul style="list-style-type: none">• Explain REDD +and how it works using the REDD + poster• Conclude the introductory section by welcoming questions and clarifications;• If no questions or clarifications forth coming, suggest asking questions on what has been covered.• Conclude the section by highlighting the top 5 discussion points of the section.• Encourage the community members to always tune in to their local radio stations for more climate change education and information.

Education Reference material for section three

3.1 What does “REDD” mean

- ☞ **Deforestation** and **forest degradation** result in large amounts of greenhouse gases (especially carbon dioxide that causes global warming) to be released into the atmosphere.
- ☞ If deforestation and forest degradation is stopped, it means that the release of greenhouse gases especially carbon dioxide (also called Emissions) decreases and the value of those forests for carbon sequestration increases. The ideal result is that we shall have fewer problems associated with climate change.
- ☞ **REDD** is therefore a global program for Reducing Emissions from Deforestation and Forest Degradation through offering a payment for improved protection and management of forests in combination with other non-monetary benefits.

3.2 Why the ‘+’ in REDD+?

- ☞ REDD+ doesn’t only support forests to reduce carbon emissions and do the job of carbon sequestration, it also supports forests to:
 - Sustain the livelihoods of people living in severe poverty;
 - Provide ecosystem services such as in rainfall in making, ground water protection among others;
 - Contribute to wildlife conservation through using forests for homes for many forms of life such as wild animals, plants, insects and many others.

3.3 Where did the idea of REDD+ come from?

- ☞ At Conference of Parties number eleven (COP 11) which took place in a Canadian city called Montreal in 2005, two countries, Papua New Guinea and Costa Rica, supported by eight other

countries proposed a mechanism that would allow tropical forested nations (Particularly developing countries including our country Uganda) to be paid by rich countries to keep their forests standing with the aim of reducing emissions from deforestation and so in this way rich countries would contribute to halting climate change.

- ☞ The proposal received extensive support from most countries and "the crucial role of reducing emissions from deforestation and forest degradation and the need to enhance removals of greenhouse gas emission by forests, and the need to establish a mechanism (including REDD+) to enable the mobilization of financial resources from developed countries to help achieve this" was recognized by the Copenhagen Accord after COP 15 in 2009.

3.4 How does REDD+ Work?

- ☞ Ideally REDD+ works in such a way that if you reduce greenhouse gas emissions by either stopping deforestation or degradation, you will get what is known as "carbon credits" depending on the size of the forest or forests you own. These "carbon credits" are then sold into the carbon market to compensate you for the efforts. For you to qualify to sell the carbon credits on the market, you must prove that you have carbon rights.
- ☞ There are currently two forms of carbon markets which exist; the regulatory (compliance) market and the voluntary market. The regulatory (compliance) market is mainly utilized by companies and governments who by law such as the Kyoto protocol have to buy carbon credits in order to reduce the amount of GHG emissions they are allowed to emit. On the other hand, voluntary markets are those that trade off carbon credits on a willing basis without being compelled by any law.

3.5 What are Carbon rights and how do we show that we have carbon rights?

- ☞ In very simple terms, carbon rights are about ownership to sequestered carbon (forests) or "Carbon credits" as a commodity to be traded in. Thus in the MSREDD+ project, carbon credits would come from private forests, and those rights belong to the forest owner. Why is knowing the ownership of the forest so important? Because the buyers want to be sure they are spending their money legally. For instance, if someone in the village wants to sell to you, say a motorcycle, he/she has to prove to you that the motorcycle is his/hers before you pay for it! Otherwise if he/she can't show proof of ownership, it's not good to pay as he/she may have stolen it.
- ☞ So even in the carbon market, the seller of carbon credits has to show ownership of the carbon credits. In Uganda, if you are private forest owner or a communal land association owning a community forest, you must have proof of ownership of the land where the forest sits. According to the National Forestry and Tree Planting Act (NFTPA) of 2003, a forest owner (individual or community group) has to register their forest on land owned with the District Land Board in accordance with the Land Act, or under a license granted by the NFTPA.
- ☞ The Act continues to state that, provided that a forest is registered, all products (including carbon rights) in that forest belongs to the forest owner (individual or community group) and may be used in any manner the owner may determine provided it falls within the management plan and regulations provided under the NFTPA. In this case, government or local government has no ownership over trees or forest produce situated on private land. This therefore means that the owner of the registered forest as per the NFTPA is the owner of carbon rights.

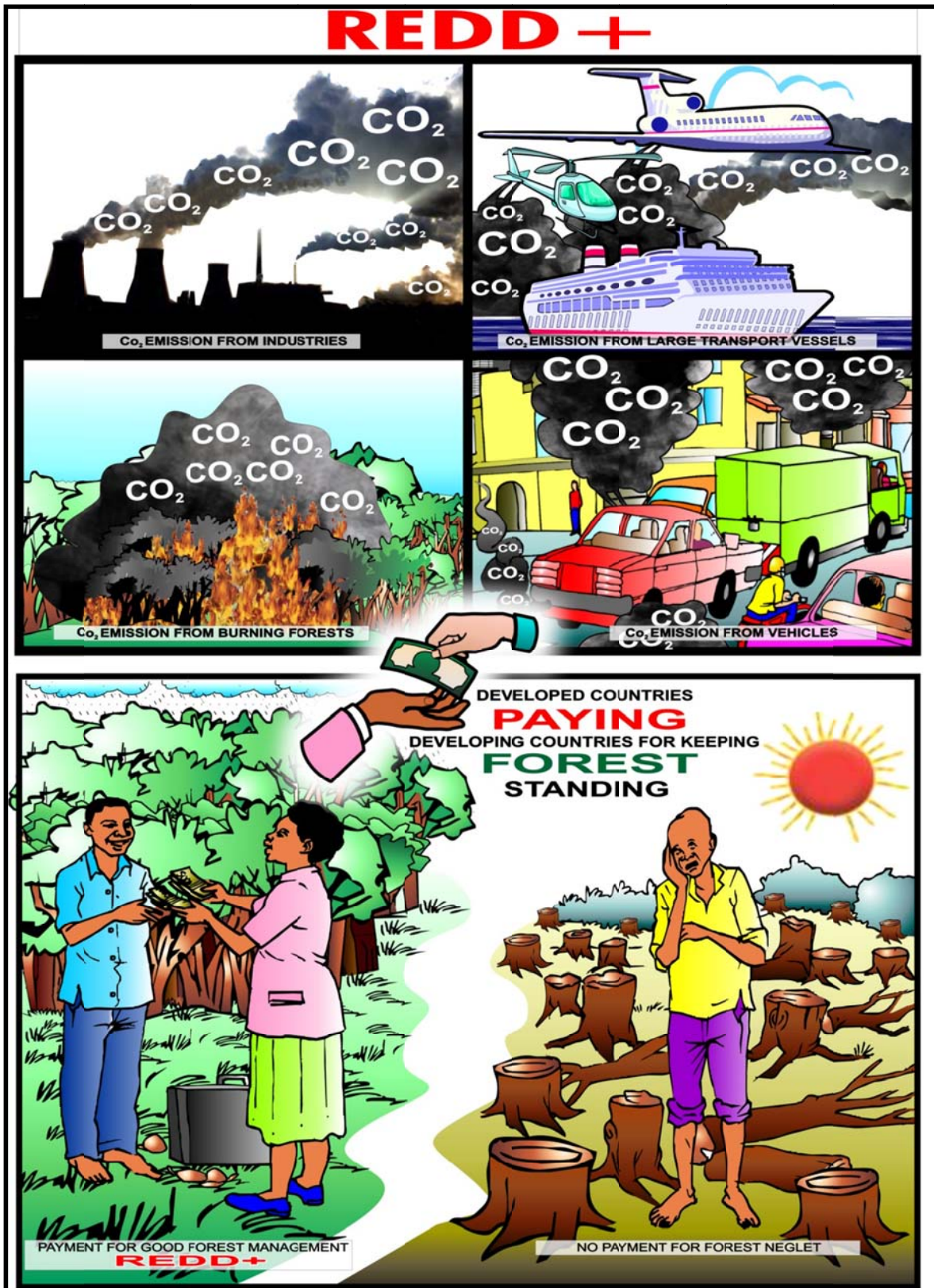


Figure 6: REDD + poster

Session Three Discussion: Top 5 points on REDD +

1. Deforestation and forest degradation all increase carbon dioxide in the atmosphere which contributes to climate change
2. REDD + is an approach of cutting carbon emissions that cause climate change using natural forests through provision of financial incentives from developed countries to individuals and developing countries;
3. REDD + doesn't only aim at reducing carbon emissions, it also emphasizes livelihoods improvement, sustainable management of forests and enhancement of carbon stock.
4. To benefit from REDD+ carbon revenue, you must clearly clarify ownership of the land where the forest sits;
5. REDD + as for now is still revolving and new ideas continue coming every now and then to make it better.

SECTION FOUR: THE MURCHISON-SEMLIKI REDD+ PROJECT (MSREDD+)

Objectives of section two:	At the end of the section, local communities should be able to: <ul style="list-style-type: none">• Understand the Murchison-Semliki Landscape and the different natural resources in there;• Appreciate the Murchison-Semliki REDD+ Project and the incentive package;
Required materials	Posters, flip charts, markers, masking tapes, cards
Section length	30 Minutes
How to conduct the section	Using posters, conduct the section by: <ul style="list-style-type: none">• Explain using a poster, the Murchison Semliki landscape, the different Natural resources there in, the challenges they are facing as well as the how the future will be with business as usual scenario;• Briefly describe the Murchison-Semliki REDD+ Project and the incentive package using the incentive package poster;• Talk about the negative impacts of the project as revealed in section 4.5• Conclude the section by welcoming questions and clarifications;• If no questions or clarifications forthcoming, suggest asking questions on what has been covered.• Conclude the section by highlighting the top 5 discussion points of the section.

Education Reference material for section four

4.1 What is the Murchison-Semliki Landscape?

- ☞ The Murchison-Semliki Landscape extends from Murchison Falls National Park at the northern end of Lake Albert to the Toro-Semliki Wildlife Reserve at the southern end of the same Lake Albert.
- ☞ This landscape has a great deal of natural resources such as lakes, national parks and game reserves, tropical high forests; which are home to many endemic plant and animal species, and has more registered species of birds and amphibians than any other part of Africa.
- ☞ The Murchison-Semliki Landscape is also home to an estimated 3.7 million people who depend on forests. 58% of these forests are privately owned by small holders and form essential wildlife corridors between the public forests (local or central forest reserves).
- ☞ Between 2006 and 2010 over 8000 hectares of private forests are cleared each year for agriculture, fuel wood and timber.
- ☞ Food scarcity is already a permanent phenomenon in the Landscape and most of the smallholder farmers risk reaching a poverty trap over the next 10 years when they run out of forest to clear for cultivation.

4.2 Climate change projections in the Murchison-Semliki landscape

- ☞ Climate change projections for the Murchison-Semliki landscape indicate that climate will become increasingly drier over the next 30 years;

- ☞ It is expected, that the large scale clearing of forests in the Murchison-Semliki landscape will reinforce the drying period and therefore increase the risk of crop failure;
- ☞ According to the socio-economic survey undertaken by WCS, there are too many people depending on natural resources like forest for subsistence and cash in the Murchison-Semliki landscape;
- ☞ The combination of forest loss and climate change in the Murchison-Semliki landscape will make the Landscape unable to sustain an increased human population.



Figure 7: An illustrative poster for the ideal situation of the Murchison Semliki landscape and its future with business as usual scenario

4.3 The Murchison-Semliki REDD + project design

- ☞ Murchison-Semliki REDD+ Project is a REDD + project being developed by the Northern Albertine Rift Conservation Group (NARCG), the government of Uganda (GOU) and the district local governments in the landscape.
- ☞ The project is being designed to:
 - a) Contribute to global and local climate change mitigation;
 - b) Improve the livelihoods of forest-dependent households, and maintain and restore the ecosystem services they dependent on for subsistence and cash
 - c) Ensure the survival of wildlife and plants in general and the mammal species currently threatened in the Landscape in particular.
- ☞ The project shall be targeting small holder privately owned forests from essential wildlife corridors between the public forests (local or central forest reserves) in the landscape who will receive 80% of carbon revenue and in return from monitoring and protecting the forests on their land.
- ☞ Interested forest depended households i.e. forest-adjacent farmers and forest resource users around the private forests villages together with private forest owners shall also be considered through an incentive package which will improve their agricultural productivity, access profitable markets and reduce their risk of reaching a poverty trap.
- ☞ The Murchison-Semliki REDD+ ProjectMurchison-Semliki REDD+ Project will prevent emission of carbon dioxide going into the atmosphere from privately owned forests and also to some extent from public forests over a project life time of 30 years, improve the livelihoods of rural communities
- ☞ The Murchison-Semliki REDD+ ProjectMurchison-Semliki REDD+ Project will be managed through a “co-determination committee” representing members of NARCG, the private forest owners and the government. The Murchison-Semliki REDD+ ProjectMurchison-Semliki REDD+ Project activities include: 1) *clarifying property rights* by registering the land and forest of small holders at local government level, 2) *providing households a stable income* by offering them carbon revenue in return for forest monitoring activities, 3) *improving agricultural practices and introducing agroforestry* by teaching them new farming techniques and cultivating forest friendly cash crops.

4.4 What is the Murchison-Semliki REDD+ Project Incentive Package?

- ☞ To make the REDD+ project economically and socially attractive for both Private Forest Owners (PFOs) and other project-affected people, the incentive package promotes to stabilize and increase their current income and improve the sustainability of their economic activities on the existing fields to replace the need to convert forests in the future. The project targets three main stakeholder groups: private forest owners, forest-adjacent farmers, and forest resource users.

1. Income from REDD+

- ☞ The REDD+ project will generate carbon credits from both avoiding deforestation and planting forests. Planting forest allows land owners with no forest to join the project and participate in some of the other incentive activities. The carbon revenue generated from both activities will not fully reach participants owning the carbon credits as they will have to pay some tax. A percentage of this tax will contribute to the creation of an extension service responsible for the monitoring of the carbon stock--a requirement for any REDD+ project. The extension service will also supervise and partially implement some of the other planned incentive activities.

Maintaining the extension service will be the most expensive aspect of the REDD+ project and only sustainable when it is financed through this tax on carbon revenue.

- ☞ The three stakeholder groups within the community that can earn an income from the REDD+ project include: PFO from conserving and planting forests, non-PFO/farmers from planting forests, and forest resource users that participate in the extension service as staff (positions that will be preferentially offered to those formerly dependent on forest utilization, such as the landless or poor).

2. Clarifying property rights

- ☞ Important for any REDD+ project is the clarification to whom the carbon credits belong. In the case of Uganda, this is better sorted out than in most developing countries where customary title is difficult to document and claim. The process of getting a certificate of occupancy in Uganda has been well documented, but is dependent on adequate financing and time by individuals.
- ☞ The project proponents will group the requests to make the process less expensive and more expedient. In addition, the MSREDD+ PROJECT seeks to encourage and document a transparent process on land issues. Therefore, during the process of developing individual contracts, there must be a clear title to the land which is being sought for entering into the project. Where the local land boards seek assistance in demarcating land parcels for the titling, NARCG members may provide technical assistance in a transparent manner that is recognized by local government authorities. In the case of mailo land where absentee landlords' lack of participation inhibits participation of long-term residents in REDD+, the project may facilitate contact with landlords for fair, transparent, and legal resolution. Both PFOs and farmers will need to participate in this process if they want to participate in the project.

3. Conservation farming

- ☞ Any REDD+ project is subject the potential risk of so-called reversals--referring to forest being cleared, perhaps due to an financial emergency or destroyed due to a wildfire later during the project life time, causing unwanted green house gas (GHG) emissions and the subsequent loss of carbon credits. For validation of the project the project developer has to put mitigation measures in place to lower this risk of occurring. This is particularly important for PFOs who risk of losing the most carbon credits. Therefore, PFOs and land-owning farmers planting forests will be trained in conservation farming, which if used increases yields from their existing fields, but also helps mitigate impacts from increasing climate variability from climate change. Forest resource users may also profit from this incentive either indirectly if they become part of the extension service supporting the farmers, or directly if they use the techniques themselves when renting land for agriculture.

4. More profitable agricultural markets

- ☞ This incentive will work with participating forest owners to develop access to more profitable markets. The project envisions engaging farmers to capture the entire value chain from supplier to buyer--taking out the middle man increases the profit margin and therefore the income of the farmers. The second component of this incentive will develop green labeling (carbon neutral or wildlife friendly) where premium prices will be sought on agricultural produce grown without clearing forest. Farmers conserving and/or planting forests will participate in the incentive, but also forest resource users may indirectly benefit as extension service staff managing part of the value chain between the farmers and commodity buyers.

5. Forest friendly cash crops

- ☞ Currently, farmers grow nutrient-needy cash crops (tobacco, sugar or upland rice) in cleared forest lands to earn a premium from agriculture investment. Alternative crops will be made

available in this incentive to both reduce further deforestation and utilize crops that are more adaptive to future dryer and more extreme weather conditions. Degraded forests, for example, can be turned into agro-forestry plantations with shade coffee and cocoa. Those profiting most from this incentive are the PFOs with forest, but farmers planting forests can over time make their plantation suitable for agro-forestry. Forest resource users could benefit from this incentive indirectly as extension service staff.

6. Microfinance

- ☞ Access to microfinance will profit all three main target groups (forest owners, forest-adjacent farmers, and forest resource users). Microfinance access to PFOs and tree planters is also a risk mitigation measure, because although they are entitled to regular annual REDD payments, a financial emergency may tempt individuals to clear forest to quickly obtain money. The availability microcredit access can annul the need to clear the forest. Forest resource users can also access micro financing if they are part of the extension service staff.

7. Green Sector Development

- ☞ This incentive comprises several activities such as building a rocket cook stove to reduce fuel consumption, but also installing solar power as a group or individually financed through microcredit. This provides a great opportunity for landless/youth to get trained in a job in for instance installing and maintaining solar panels, or building stoves.

8. Family planning

- ☞ Last but not least this incentive is very important since ultimately it is the main deforestation driver in Uganda. All three target groups will be made aware of the importance to family planning and especially young women will profit from this incentive and can provide an alternative income from extension services.

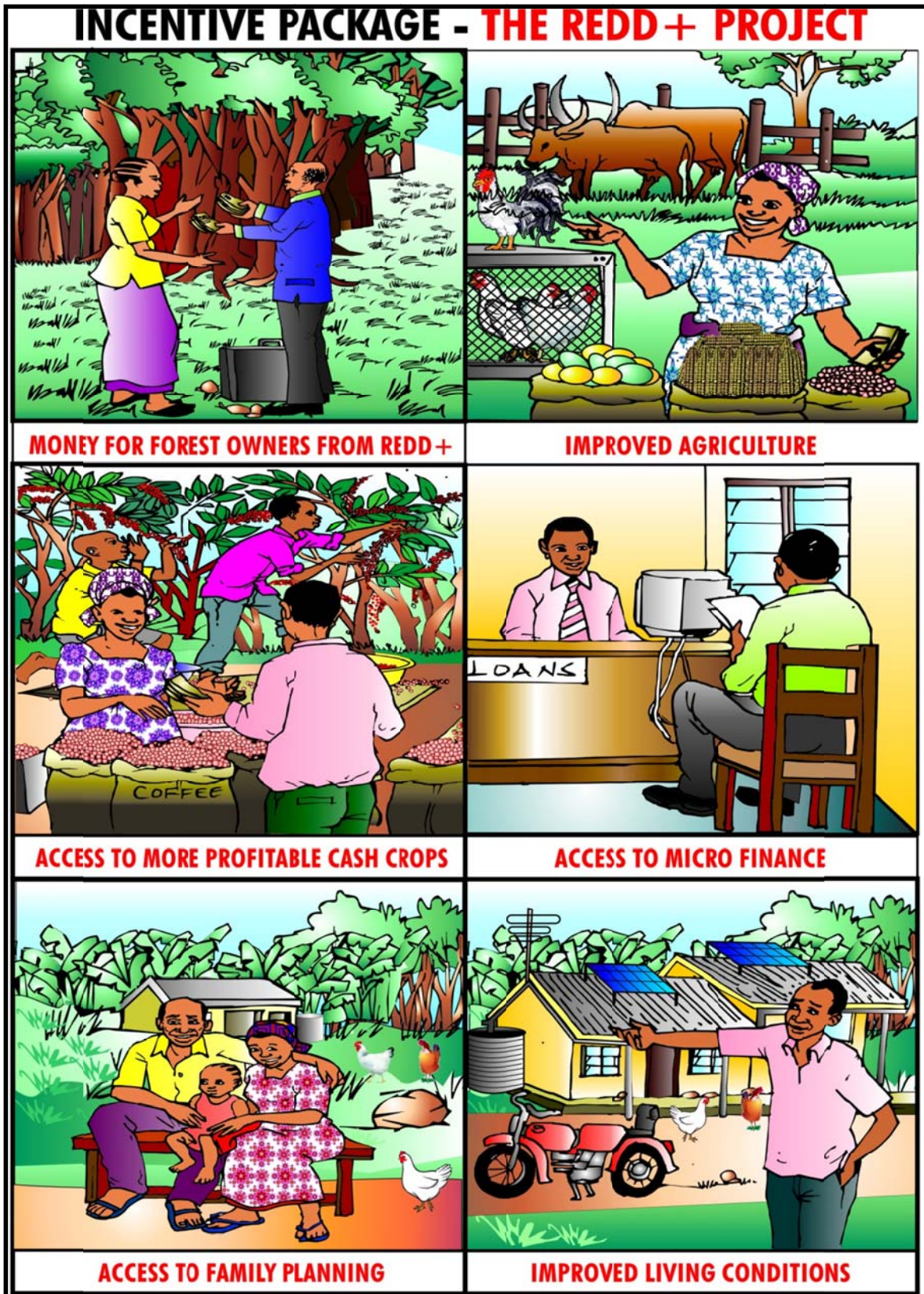


Figure 8: The Murchison-Semliki REDD+ project incentive package

4.5 What are the negative impacts of MSREDD + project

☞ Although there are many benefits for community members, there are some negative impacts the project is likely to come along with. These include :

- a) ***Crop raiding for forest-adjacent farmers*** as participating forests will provide continued habitat for wildlife, there is a risk that farmers who continue to plant next to native forests will suffer damages.
- b) ***Loss of revenue from timber, charcoal, and land clearing*** as participating forests will be subject to by-laws/terms and conditions that prevent legal or illegal cutting of large trees.
- c) ***Loss of new fertile lands for farmers*** as participating forests are used for different forms of revenue
- d) ***Specific inherited land use*** will reduce choices dependents and spouses of forest owners can make on land during contracts
- e) ***Reduced land growth options*** as participating forests become unavailable for agricultural growth and land division

Session Four Discussion: Top 5 points

1. Studies of the Murchison-Semliki Landscape indicate threats to both biodiversity and human livelihoods as a result of the current rate of forests destruction;
2. The Murchison-Semliki REDD+ Project is intended to contribute to the global and micro-climate stability;
3. The Murchison-Semliki REDD+ Project incentive package aims at increasing the current people's incomes and improve sustainability of economic activities without conversion of forests;
4. Forest owners and non-forest land-owning people in the villages can benefit in the different incentive package options but also need to understand the negative impacts of the project;
5. District Local Governments and the Central Government are all involved in the development of the Murchison-Semliki REDD+ Project and will also be involved during implementation

SECTION FIVE: FREE, PRIOR AND INFORMED CONSENT (FPIC)

Objectives of section two:	At the end of the section, local communities should be able to: <ul style="list-style-type: none"> – Understand what is meant by Free, Prior and Informed Consent – Know the general process for obtaining consent for the MSREDD+ project.
Required materials	Posters, flip charts, markers, masking tapes, cards
Section length	20 minutes
How to conduct the section	Using posters, conduct the section by: <ul style="list-style-type: none"> • Using poster as in figure 11, explain FPIC, • Using poster with figures 12, 13, 14 and 15, describe the general process of the MSREDD+ project FPIC • Conclude the section by welcoming questions and clarifications; • If no questions or clarifications forth coming, suggest asking questions on what has been covered. • Conclude the section by highlighting the top 5 discussion points of the section.

Education Reference material for section five

5.1 What is Free, Prior and Informed Consent (FPIC)?

- ☞ Over and over again international and local institutions, governments and private investors propose or implement projects such as mining, forestry and plantation development or any other somewhat similar projects which exploit land and resources that local rural people may own or use.
- ☞ Even when the local rural people have concerns on these projects, their interests are not usually not taken into account to mitigate the likely negative impacts while increasing the positive ones because they lack political power which consequently affect their livelihood strategies and survival.
- ☞ To address this challenge, FPIC processes were developed. According to Anderson (2011), Free, Prior and Informed Consent can be described as the establishment of conditions under which people exercise their fundamental right to negotiate the terms of externally imposed policies, programs, and activities that directly affect their livelihoods or wellbeing, and to give or withhold their consent to them.
- ☞ The fundamental right that respects local people or indigenous people is recognized by international agreements to which Uganda is a signatory. Examples of these agreements include; The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and The United Nations Framework Convention on Climate Change (UNFCCC);
- ☞ Having seen the above explanations, in very basic terms:
 - **Free;** means that the conditions or process of seeking consent from the local people about a proposed project is without coercion, intimidation or manipulation;
 - **Prior;** means that, before the proposed activities of any project likely to impact on the local people are implemented, consent should have been sought from the local people advance and that the process should respect their customary consensus processes;

- **Informed;** means that all relevant information in relation to the proposed project is provided to the local people likely to be affected by the project in a form they clearly understand;
- **Consent;** means that the local people likely to be affected by the proposed project should give freely give consent or withhold consent following a culturally appropriate process of discussion and consultation in accordance with the local peoples' normal decision-making practices.

5.2 Do REDD+ Projects need "Free Prior and Informed Consent (FPIC)"?

☞ The answer is **yes!** This is because:

- a) REDD+ Projects activities have a potential to impact on traditional uses of forest resources (especially poles, firewood, non-timber forest products, timber and charcoal), land use (such as rotational agriculture) and livelihoods especially to those village individuals and households who depend on forests for survival;
- b) It's an international requirement for all REDD + Projects;
- c) REDD+ projects and programs need and want to fully be accepted by the local people and therefore have local credibility;
- d) Forest owners will be setting aside their lands for up to 30 years and thus need to be fully aware of the implications this has for not only them but their spouse and children.

THE FREE, PRIOR AND INFORMED CONSENT (FPIC) PROCESS OF MURCHISON-SEMLIKI REDD+ PROJECT

VILLAGE FPIC PROCESS



PRIVATE FOREST OWNERS FPIC PROCESS

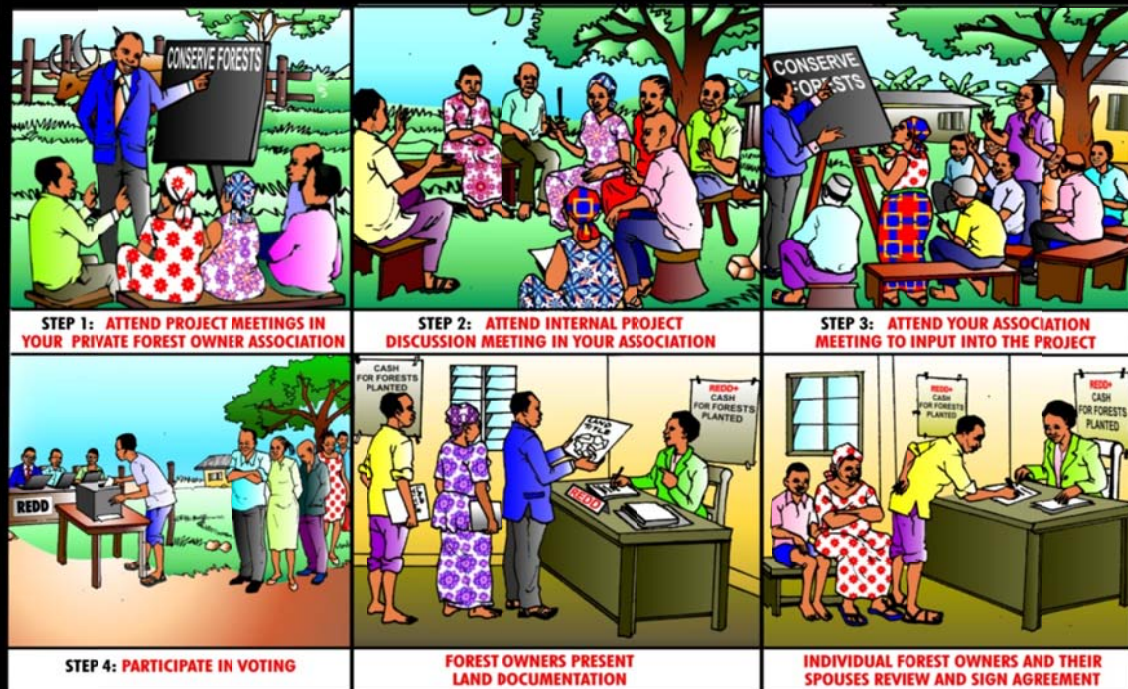


Figure 9: The FPIC process for the Murchison-Semliki REDD+ Project

5.3 The Muchison-Semliki REDD+ Project (MSREDD+) FPIC Protocol

The Muchison-Semliki REDD+ project (MSREDD+) intends to work with private forest owners and two communal forest groups to protect the remaining forests in the landscape, encompassing the districts of Masindi, Kiryandongo, Buliisa, Hoima, Kibaale, Kyenjojo, Kyegegwa, Kabarole and Ntoroko. This REDD+ project will engage these two types of forest owners through individual contracts to conserving forests on their lands by halting deforestation for up to 30 years. In exchange, forest owners will be able to participate in an incentive scheme that includes both monetary and non-monetary benefits. Because of the long-term duration of the contract and the complex nature of the REDD+ program, the project must go through a Free, Prior, and Informed Consent (FPIC) process to ensure that landowners and communal land associations clearly understand the project before giving their consent to participate. Moreover, because this project has potential positive and negative impacts on the wider community beyond the participating private forest owners, the MSREDD+ project will also engage local leaders and villages during the FPIC process. This process will accomplish three main aims:

"Free, Prior and Informed Consent is a rights-based principle representing a particular expression of the right to self-determination, related rights to lands, territories and natural resources, the right to culture, and the right to be free from racial discrimination. FPIC applies to key decision points for actions that have the potential to impact the lands, territories, and resources upon which rights holders depend for their cultural, spiritual and physical sustenance, well-being and survival." --UN REDD Program

1. Inform local government and communities (including the poor and marginalized members of society) about the importance of forests and climate change, and the details of the REDD+ project;
2. Assure that villagers have an informed view of the costs and benefits associated with the project in order for them to make informed decisions about if/how they want to design and implement the project
3. Provide a platform for villages to contribute to the project through the participation of village stakeholder groups in project design and the development of grievance mechanisms to address concerns raised by people.

These components will help assure that the MSREDD+ project, upon which the communities will vote, reflects concerns raised and proposals that were developed in consultation with the communities, helping to fully integrate rural people in the area into the project.

The FPIC component of the MSREDD+ project is to be conducted in the early stages of the overall project, and includes five basic phases, with activities highlighted below.

The FPIC Development phase (which is the beginning of the FPIC process), was initiated in April 2012 and will be completed by July 2012. Once participating NARCG member organizations approve the process, the FPIC Protocol will be reviewed by an independent entity, most likely an international NGO with both experience in FPIC and Uganda.

The second phase, implementing the Village FPIC, engages the NARCG team with local government representatives and villages. First the FPIC team will consult with district and sub-county level offices, informing

them of the project and the FPIC process. Using a variety of media to educate people about climate change, REDD+, and the MSREDD+ project, the FPIC team engages village stakeholder groups to develop mitigation processes for potential grievances, such as human-wildlife conflict, as well as contribute ideas on how the project can be improved. During the outreach phase the project will reach out to local civil society organizations that work in the project area. Interlocutors will sensitize groups wanting to learn about the project. Those that receive training will then be identified during the preliminary village meetings as local groups that can provide independent counsel to village members who wish to have a local opinion on the project and how it might impact them. After addressing mitigation issues, village members vote on consent, wherein a majority vote (51%) results in a continuation of the project process in the area. Documentation in this phase is critical and is done through digital recording of meetings, signatures of voters, and local leader verification of the vote. Once all participating villages in a sub-county have registered their consent, the project will return to the sub-county level to present the results to local government.

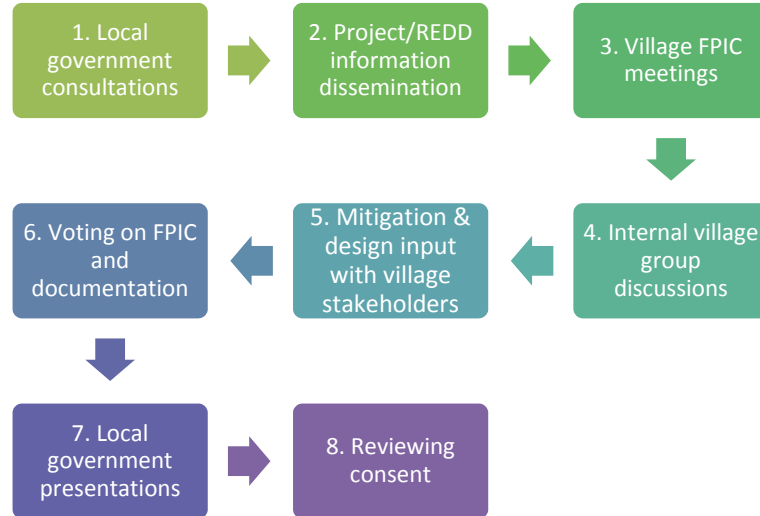


Figure 11: Process of Community FPIC

Once villages have provided project input resulting in consent, the project moves on to the participating private forest owners (PFOs), the associations (PFOAs) that represent them, and concerned stakeholders (spouses and elder children of forest owners). At this stage detailed information (and technical support to help those whose reading comprehension level necessitates) is given to the stakeholders regarding the project in each village. Input from the forest owners, stakeholders, and associations are solicited on how to improve the project before voting on initial consent takes place at the PFOA level (either at parish or sub-county level, depending on the PFOA). This initial vote, accompanied with signatures from each of the interested forest owners, will allow the project to move forward during the longer process of developing individual contracts for private forest owners that include REDD+ carbon financing. At this stage, considerable work and documentation will take place to ensure that each person understands the significance of the contract, and that proof of land ownerships is legal and uncontested. The MSREDD+ project will work with forest owners and land tenure NGOs to provide technical support and help facilitate land issues in a transparent manner, particularly with difficulties in mailo land tenure and non-contentious challenges in land tenure processes.

Communal forests follow a different but similar path to the private forest owners FPIC, starting with a village FPIC process which gathers input from different stakeholder groups. This will take place in each of the villages that own part of the communal forest in question. Once all villages complete an

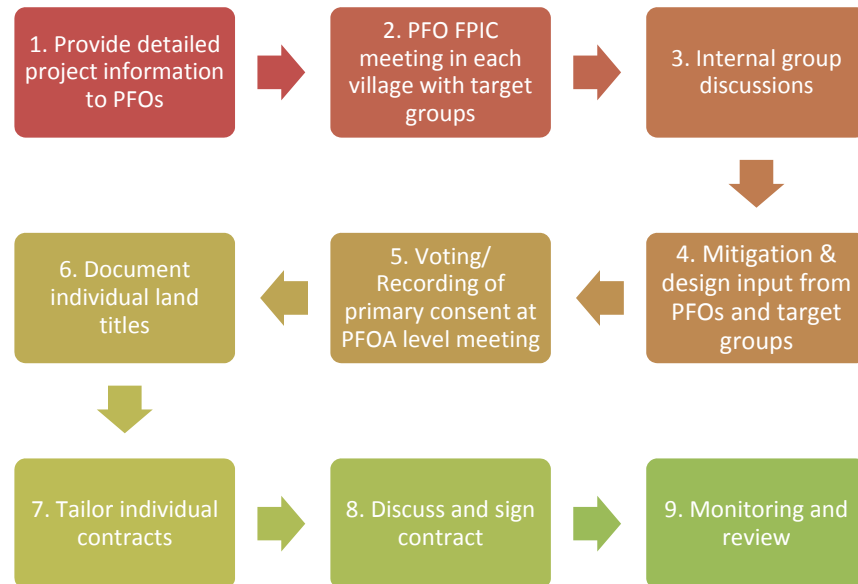


Figure 12: FPIC Process for Private Forest Owner consent

FPIC, members of the Communal Land Association will be invited to a single communal forest meeting in which details into the contractual arrangements of the REDD+ project will be discussed and agreed upon. The CLA management committee, who represent the association members, will serve as signatories to the REDD+ contract. During this FPIC process, the tenure of the communal forest will also be verified, and if needed the MSREDD+ project will provide transparent technical support to help the CLA with outstanding non-contentious issues of tenure.

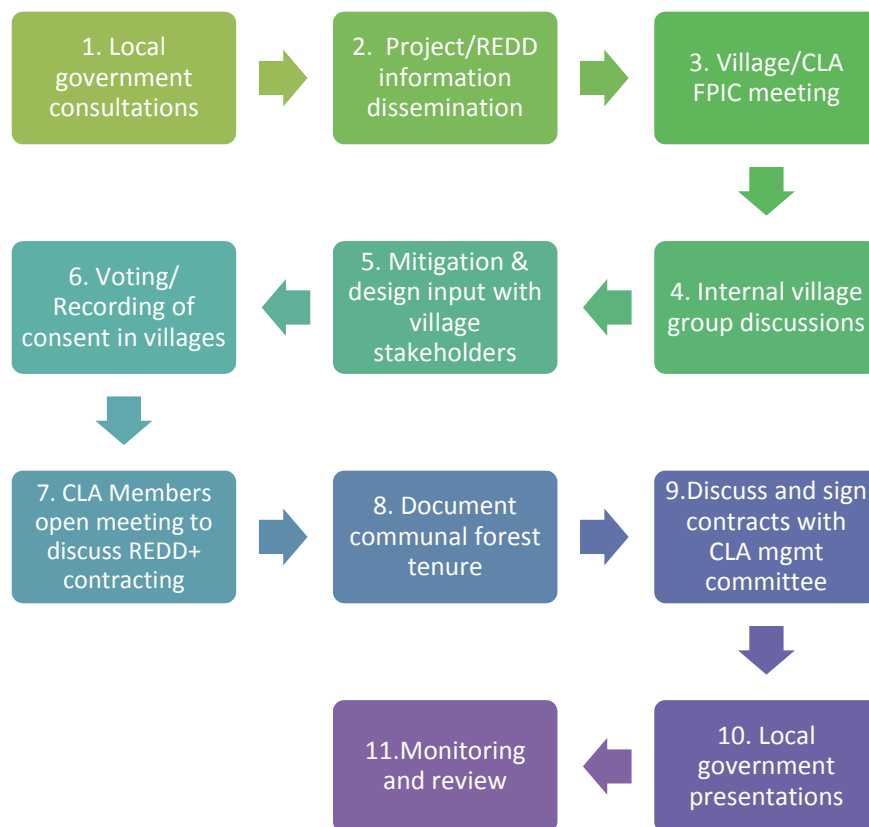


Figure 13: FPIC process for Communal Forests

After the completion of the FPIC process at the village, forest owner, and CLA levels, the MSREDD+ project will deliver a presentation at the national level to the REDD national steering committee. This information sharing process on the district consultative process will contribute to the national REDD processes and provide feedback to the project for its adaptive management process.

The final phase of the FPIC process includes review and monitoring of the process and external review. The project will engage the same independent organization that led the initial review of the FPIC to monitor the project for mid-term and final evaluations. The FPIC manager of the project will continuously monitor the project to ensure that all processes conducted at the village level are running smoothly, including site visits for quality control. Ensuring that interlocutors are providing adequate support is critical for overall project success. It is important to note that the FPIC process is not a one-off activity. Yearly visits over the first few years of the project to villages to assess the project's performance and expectations of both the project and the people will provide space for dialogue to address areas of concern.

Actions for NARCG Members to take

Phase 1: FPIC Development

- Contribute feedback to the document and agree to the FPIC process.
- Identify staff and 1-3 PFOA members that will be sent for FPIC training
- Conduct trainings with village interlocutors and other PFOA members
- Enter data into central database to contribute to FPIC planning. This information (which includes georeferenced data, awareness activities with village and government stakeholders, and information on FPO/PFOAs) will define the baseline database for monitoring and evaluation of the FPIC process
- With MSREDD+ project FPIC officer, visit LC5 to get endorsement on the FPIC protocol

Phase 2: Village FPIC

- Conduct local government consultations on the MSFP, climate change, and REDD+
- Organize logistics and monitor education campaigns by interlocutors and PFOA members
- Supervise FPIC meetings with villages and assure proper documentation procedures, including uploading information to central database
- With MSFP FPIC officer, conduct follow up presentations with local government on FPIC results
- Yearly follow-up meetings with villages to review project and consent

Phase 3: Forest owner Consent

- Organize logistics and monitor interlocutors' informational meetings with PFOs and PFOAs on project details
- Supervise FPIC meetings with PFOs and assure proper documentation procedures, including uploading information to central database
- Continue mapping of private forests and assure land tenure process is legally undertaken, identifying challenges, documenting procedures and uploading contracts to central database
- Yearly follow-up meetings with landowners to review project and consent

Phase 4: Communal Land Association Consent

- Conduct local government consultations on the MSREDD+ project, climate change, and REDD+
- Organize logistics and monitor education campaigns by interlocutors
- Supervise FPIC meetings with villages and assure proper documentation procedures, including uploading information to central database
- Help CLA map their forest and assure tenure process is legally completed, documenting procedures and identifying challenges that MSREDD+ project may be able to support
- With MSREDD+ project FPIC officer, conduct follow up presentations with local government on FPIC results
- Yearly follow-up meetings with villages to review project and consent

Phase 5: FPIC Review

- Provide support where needed to reviewers
- Monitor and review teams

Session Five Discussion: Top 5 points on Free, Prior and Informed Consent

1. All projects that may impact people need to undergo Free, Prior and Informed Consent to help people to understand what the project is and ensure local peoples support;
2. Local people have a fundamental right to negotiate the terms of activities that directly affect their livelihoods or wellbeing, and to give or withhold their consent to them;
3. A good Free, Prior and Informed Consent process has to: be free from coercion, intimidation and manipulation; provide all relevant information in a form people clearly understood; follow a culturally appropriate process of discussion and consultation in accordance with local people's normal decision-making practices and has to be undertaken before commencement of any project activities;
4. The MSREDD+ project has a potential to impact on traditional uses of forest resources and so will go through the FPIC process to help mitigate potential negatives and increase positives;
5. The MSREDD+ projectFPIC process has five phases, of which the villagers participate in one. Within this one phase, there are separate components including education, village meeting, project discussion and voting.

SECTION SIX: NEXT STEPS

6.1 Internal village meeting

- ☞ After the educational awareness meeting, there shall be an internal village meeting to be organized by the village members themselves with the guidance of their village chairperson.
- ☞ The purpose of the internal village meeting shall be to discuss in private amongst themselves how they feel about the project without a time pressure.
- ☞ Guidelines and tips for conducting a good internal village meeting are contained in the capacity building reference guide. FPIC team leaders need to train the village chairperson or their representatives on how to conduct the internal village meeting.

6.2 Mitigation and design input village meeting

- ☞ After the internal village meetings, the team leader assisted by the interlocutor will go to the village for a second meeting where they will clarify any questions that the village members may have, discuss any concerns and lay the foundation for mitigating concerns that are not resolved through clarification. At the end of the meeting a vote will take place (discussed in the next section)
- ☞ Team leaders will document peoples' ideas on improving the project components.
- ☞ Next, the team leaders will gather input from villagers on how to mitigate any potential contact before it begins.
- ☞ For potential problems that may arise concerning the MSREDD+ project, a proposed grievance framework will be presented and people's ideas on how to develop it shall as well be documented under this meeting. The main idea behind a grievance framework is to have a set of procedures that are followed when a grievance occurs, either by a MSREDD+ project participant or non-participating village resident. These procedures will be recorded and addressed to ensure the smooth running of the project.

6.2.1 How to conduct the mitigation and design input village meeting

- ☞ The FPIC Team leader will give an overview of the MSREDD+ including the reasoning behind the FPIC process
- ☞ He/she will also give an explanation of what consent means (how their vote would impact them and their neighbors)
- ☞ The meeting participants will be broken into different groups based on the key stakeholder groups within the village to discuss mitigation and solicit design input for the MSREDD+P
- ☞ The stakeholder groups shall include:
 - Resource-dependent residents (including current swidden farmers and youth);
 - Forest-adjacent farmers;
 - Women
 - Forest owners
- ☞ Group Discussions on:
 - What concerns need to be addressed for you to vote for consent?
 - What ideas are there for improving the project?
 - Final thoughts before vote?

- ☞ All stakeholder groups shall re-converge and each stakeholder group through its nominated leader shall be given opportunity to present its discussion results in the plenary and discussion for a common position.
- ☞ New ideas, suggestions, and mitigation points will be written down by an FPIC team leader and interlocutor, and will be given to the MSREDD+ project leader/developer for consideration.
- ☞ Procedural discussions on voting
- ☞ Voting
- ☞ Announcement of results
- ☞ LC1 makes a statement on his/her understanding of the vote (for recording), signs minutes of the voting results, and along with the LC Secretary signs the Village FPIC consent form
- ☞ It is assumed that any concerns that villagers have on the project will be addressed at this point—we want villagers to be able, in good conscience, to vote yes on the project. . If there are reservations that villagers have, this mitigation platform is a process that will be set in process to address these concerns, allowing villagers to vote ‘yes’. It is their right to vote ‘no’ after all attempts are made to address their concerns; it is the team leader’s job is to understand why and to relay that information back to the project leaders in order to address these concerns

6.2.2 Voting for primary consent

- ☞ During the mitigation and input design village meeting, primary consent from the village will take place through secret ballot voting and signing of the village consent form as in **Appendix 1** by LC1 chairperson or representative.
- ☞ A verbal explanation by the LC1 chairperson or representative will be recorded to document clear understanding of the vote
- ☞ It should be made clear during this process that the villagers have the right to decline the project, but they should understand what a ‘no’ means:
 - Nobody in the village should be allowed to participate in the project, even if they want to
 - Nobody can participate in the incentive package
 - If someone does not want to themselves participate, but they think that others should be able to participate, then they vote YES on the project
 - If they want to participate themselves, then vote YES on the project
- ☞ Thereafter, the meeting shall be wrapped up and closed.

REFERENCES AND DOCUMENTS CONSULTED

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Ministry of Water and Environment, 2007, National Adaptation Programme of Actions, Department of Meteorology, Government of Uganda

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Rovillos, R., and Baldo-Soriano, E., 2010, Climate Change, REDD+ and Indigenous Peoples: Training Course for Indigenous Peoples, Tebtebba Foundation, Philippines

Appendices

Appendix 1: Village Consent Form

The Muchison-Semliki REDD+ PROJECT (MSREDD+) intends to work with private forest owners to protect the remaining forests in the village. This REDD+ project will engage forest owners through individual contracts to protect trees on their lands by halting forest degradation and deforestation for up to 30 years. In exchange, forest owners will be able to participate in an incentive scheme that includes both monetary and non-monetary benefits. Because this project has potential positive and negative impacts on the wider community beyond the participating private forest owners, the MSREDD+ PROJECT has used the FPIC process to:

4. Inform local government and communities (including the poor and marginalized members of society) about the importance of forests and climate change, and the details of the REDD+ project;
5. Assure that villagers have an informed view of the costs and benefits associated with the project in order for them to make informed decisions about if/how they want to design and implement the project
6. Provide a platform for villages to contribute to the project through the participation of village stakeholder groups in project design and the development of mechanisms to address concerns raised by people

We, the undersigned, in representation of the entire community of indigenous and migrant peoples of _____ village, confirm that the majority of village members:

- ◆ Are aware about climate change and the important functions that forests play;
- ◆ Are aware about REDD+ including but not limited to; what it is and how it does work, what it means for forests, how it affects community livelihoods as well as How it generates benefits?
- ◆ Are aware of the Muchison-Semliki REDD+ PROJECT (MSREDD+), its positives and negatives with regard to our livelihood strategies and current and future well-being;
- ◆ Understand that if there are any complaints or concerns relating to the project, we can use the grievance framework we are agreed to with the view to reaching agreement on an appropriate solution;
- ◆ Know that individuals who do not own or participate in the REDD scheme can still participate in some components of the incentive package of the proposed Muchison-Semliki REDD+ PROJECT (MSREDD+);
- ◆ Understand that participation in the project is entirely voluntary;
- ◆ By majority vote, whose results are attached herewith, consents to the project given the inclusion of our ideas for improving components of the project to mitigate the potential negatives.

This decision has been taken as checked in the table below:

a) Free from coercion, intimidation and manipulation;	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
b) Prior to commencement of REDD+ project activities	<input type="checkbox"/>	<input type="checkbox"/>
c) Have been provided all relevant information in a form we clearly understood;	<input type="checkbox"/>	<input type="checkbox"/>
d) Consent to the project following a culturally appropriate process of discussion and consultation in accordance with our normal decision-making practices;	<input type="checkbox"/>	<input type="checkbox"/>

_____ Name of Village LC1 representative	_____ Signature	_____ Date
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One copy of this consent form will remain with the Community Local Council and one copy will be kept on file with the MSREDD+ PROJECT, available online to interested parties