



UGANDA WILDLIFE AUTHORITY

HANDBOOK ON GOOD COMMUNITY CONSERVATION PRACTICES



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Cover photo: An illustration of an ideal UWA-Community harmonious setup

The Uganda Wildlife Authority (UWA) is a semi-autonomous government agency that conserves and manages 10 national parks, 12 wildlife reserves, 05 community wildlife management areas and 13 wildlife sanctuaries. UWA is mandated to ensure sustainable management of wildlife resources and supervise wildlife activities within and outside the protected areas. In addition, UWA is responsible for managing the country's tourism industry and attracting investments into the sector.

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In a bid to enhance its community relations, the UWA collaborates with communities neighbouring Protected Areas to manage emerging challenges such as poaching, human-wildlife conflicts, and Protected Area encroachment.

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ACRONYMS

CBD	:	Convention on Biological Diversity
CC	:	Community Conservation
CITES	:	Convention on International Trade in Endangered Species
CMS	:	Convention on Migratory Species
CPIs	:	Community-Protected Areas Institutions
CSOs	:	Civil Society Organisations
ENR	:	Environment and Natural Resources
FGRM	:	Feedback and Grievance Redress Mechanism
FPIC	:	Free, Prior and Informed Consent
ICT	:	Information and Communication Technology
IUCN	:	International Union for Conservation of Nature
HUGO	:	Human-Gorilla Conflict Resolution
HWC	:	Human Wildlife Conflict
LC1	:	Local Council One
LE	:	Law Enforcement
BMCT	:	Bwindi-Mgahinga Conservation Trust
MFCA	:	Murchison Falls Conservation Area
NAADS	:	National Agricultural Advisory Services
NGO	:	Non-Governmental Organisation
PA	:	Protected Area
PECs	:	Production and Environment Committees
PINs	:	Positions Interests and Needs
PWR	:	Participatory Wealth Rankings
QEPA	:	Queen Elizabeth Protected Area
RS	:	Revenue Sharing
SA	:	Southern Africa
SACCO	:	Savings and Credit Cooperative
SRHR	:	Sexual and Reproductive Health Rights
TECODA	:	Trauma Healing and Childcare Community Development Association
ToC	:	Theory of Change
UWA	:	Uganda Wildlife Authority

FOREWORD

Uganda Wildlife Authority (UWA), was established in August 1996 by the Uganda Wildlife Statute, 1996 (Wildlife Act, 2019) and is mandated to manage wildlife within and outside Protected Areas. UWA's mission is to "conserve, economically develop and sustainably manage wildlife and protected areas of Uganda in partnership with the neighboring communities and stakeholders for the benefit of the people of Uganda and the global community". Since 1980's, the wildlife sector has embraced community conservation to provide a link between communities and wildlife conservation in order to meet the interests of both the community and conservation. UWA implements community conservation program which is guided by Community Conservation Policy (2019).

This Community Conservation Handbook was developed with an intention to have a unified approach to enhancing wildlife conservation by effectively involving local communities across Uganda's PA system. The handbook will be used by community conservation managers, wardens and other community conservation staff as reference designed to be easily consulted and provide quick answers to address challenges in their day to day execution of activities as well as orientation of new staff. It will help build capacity of UWA staff especially Community Conservation (CC) and Law Enforcement (LE) staff with hands on knowledge and skills on how to address some of the challenging situations that they encounter in implementation of CC activities. It is envisioned that the use of the handbook will enhance performance of staff in enlisting community participation in wildlife and Protected Area management, enhanced benefits, resolving conflicts and ultimately contributing to achievement of UWA's mission.

The handbook will harmonize the approach to implementation of community conservation, engaging communities, raising awareness at community level by UWA staff as well as stakeholders working with UWA around Protected Areas and those engaged in similar programmes within dual management areas. We hope that these efforts will increase the value attachment to wildlife and lead to reduction in human wildlife conflicts that are a key challenge to conservation.

GLOSSARY

Buffer zone: areas created to enhance the protection of a specific conservation area, often peripheral to it. Within buffer zones, resource use may be legally or customarily restricted, often to a lesser degree than in the adjacent protected area so as to form a transition zone.

Climate change: is the long-term alteration of temperature and usual weather patterns in a place.

Communication skills: the ability to convey or share ideas and feelings effectively

Community conservation: in wildlife management is an approach where the local community fully participates in efforts to protect biodiversity or promote conservation.

Community: Means an assemblage of human beings living in a defined geographic area and identified by common history, common culture or common residence in that area.

Conservation Education: refers to organized efforts to teach how natural environments function, and particularly, how human beings can manage behavior and ecosystems to live sustainably.

Diversity: also means variety - the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.

Exotic species: is a species living outside its native distributional range, it is usually introduced by human activity, directly or indirectly, and either deliberately or otherwise.

Forest Landscape Restoration: is the process of regaining ecological functionality and enhancing human well-being across deforested or degraded forest landscapes.

Indigenous people: Indigenous Peoples are distinct social and cultural groups that share collective ancestral ties to the lands and natural resources where they live, occupy or from which they have been displaced.

Information and Communication Technology: refers to all communication technologies, including the internet, wireless networks, cell phones, computers, software, middleware, video-conferencing, social networking, and other media applications and services.

Invasive species: an invasive species is an introduced organism (disease, parasite, plant, or animal) that begins to spread or expand its range from the site of its original introduction and that has the potential to cause harm to the environment, the economy, or to human health.

National Parks: an area protected by the state for the enjoyment of the general public or the preservation of wildlife.

Payment for Ecosystem Services: these are economic policies that compensate individuals or communities for undertaking actions that increase the provision of ecosystem services such as water purification, flood mitigation, or carbon sequestration.

Private Sector: these are players in the national economy that is not under direct state control.

Protected Area: is a clearly defined geographical space, recognised, dedicated and managed, through legal or other effective means, to achieve the long-term conservation of nature with associated ecosystem services and cultural values.

Species: a group of organisms that can reproduce naturally with one another and create fertile offspring

Wildlife farmers: refers to people who raise traditionally undomesticated animals in an agricultural setting to produce: living animals for canned hunting and to be kept as pets; commodities such as food and traditional medicine; and materials like leather, fur and fiber.

Wildlife Reserve: an area of land that is protected and managed in order to preserve a particular type of habitat and its flora and fauna which are often rare or endangered.

Wildlife: Wildlife refers to undomesticated plant and animal species, It also includes all organisms that grow or live wild in an area without being introduced by humans.

Zoonotic diseases: a disease that can be transmitted from animals to people or, more specifically, a disease that normally exists in animals but that can infect humans.

Part One: Context of the handbook

Introduction

The Uganda Wildlife Authority (UWA) embraced community conservation to provide a link between communities and wildlife conservation in order to address relevant community concerns and interests so as to secure community support for wildlife conservation for the benefit of Ugandans and the global community. This has been evolving over the years since its adoption in the early 1980s. In respect of this, UWA has progressively engaged park-adjacent communities through different community conservation initiatives to ensure effective co-management of resources both inside and outside wildlife protected areas. Additionally, creating and improving livelihoods and associated opportunities for the said communities to participate in wildlife conservation programmes. As the appreciation and adoption of community conservation evolves and increases, there are new emerging challenges to address. These include among others:

- i. A fast-growing human population – Uganda’s population growth rate is currently 3.1 % per annum UBOS, (2020), as of 2021 the population was projected at 42.9 million people, and was expected to double by 2050 (UBOS 2015), however the size of the land remains the same; meaning more pressure on the scarce resources, as well as more pressure on protected areas to meet surrounding communities’ needs.
- ii. Conversion of wildlife rangelands into farmlands and settlements - this is because more land is needed for settlement and food production. Forests, rangelands, wildlife corridors and wetlands are converted to settlements and farmland, limiting the mobility of wildlife, dispersal buffer areas and migratory routes. Firewood and charcoal production have become drivers of further degradation and habitat loss.
- iii. Increasing illegal wildlife trade - illegal wildlife trade in products such as elephant tusks, hippo teeth and wild meat continue to threaten conservation of wildlife.
- iv. Land squeeze and increasing human wildlife conflicts – this is squeezing livestock and wildlife into small spaces, with livestock, crop cultivation and human interfacing with wildlife more than ever before.
- v. Climate change - extreme weather conditions characterized by droughts and floods, are now more frequent, affecting conservation initiatives.
- vi. Increasing zoonotic diseases transmission - disease-carrying vectors are expanding their territory, infecting animal populations in new places. Since wild animals are pressed into closer contact with both humans and livestock, diseases are more likely to be transmitted amongst them.
- vii. Increased invasive & exotic plant species in protected areas- increasing unpalatable plant species in PAs due to various factors like climate change, habitat degradation from human encroachment, intense wild fires and irresponsible dispersal by humans is resulting into loss of and degradation of wildlife habitats. This has also exacerbated human wildlife conflicts as animals move outside protected areas in search of palatable pasture.

It is expected that the handbook will guide all practitioners of community conservation in executing their mandate whilst enlisting stakeholders to embrace the notion that incorporating community participation in conservation is the best approach to deliver on the mandate of wildlife management and local community development.

About this handbook

This “Handbook on Good Community Conservation Practices” is intended to have a unified approach to enhancing wildlife conservation by effectively involving local communities across Uganda’s PA system. The handbook will be used by staff to enhance their hands on knowledge and skills to address community conservation issues and challenges that they encounter in implementation of CC activities. This will enhance their performance outputs and relevance of CC in achievement of UWA mission.

The overall objective of preparing a handbook for community conservation is to have a common understanding of the key aspects of community conservation among UWA staff, and harmonized approach to implementation of activities among stakeholders working in and around PAs. The use the handbook will lead to the following benefits:

- i. Involve communities in the management of wildlife - thus taking care of wildlife corridors, migration routes and buffer zones as well as ensuring that local communities obtain substantial and tangible benefits from wildlife conservation;
- ii. Ensure that wildlife is appropriately valued in order to reduce illegal off-take and encourage sustainable use by rural communities;
- iii. Promote the conservation of wildlife and its habitats outside core protected areas and create an enabling environment, which will ensure that legal and sustainable wildlife schemes directly benefit local communities;
- iv. Reduce incidence of human-wildlife conflicts, and promote a harmonious relationship between PAs, PA managers and local communities.

Overview of themes of the handbook

This handbook was formulated with input from the UWA Community Conservation staff, Law Enforcement and Tourism staff, members of Civil Society Organisations, selected local government officials, Conservation Community groups, and Private Sector players in conservation, members of the Academia and leaders of indigenous peoples among others. These contributed to an assessment conducted to identify the gaps in their capacity to effectively conduct UWA's CC programmes. The handbook has three parts.

Part I Covers the context of the handbook, the introduction, a brief background to the handbook, intended users and history of community conservation in Uganda.

Part 2 Provides the thematic areas covered by the book. These include; Conservation Education and Awareness, Human Wildlife Conflict Management, Cross Cutting issues in Community Conservation (gender, equity, partnerships) and resources mobilization.

Part 3 Covers monitoring, evaluation and reporting; and details on how to monitor implementation of community conservation activities.

The handbook provides the definitions, strategies for implementation of community conservation and addressing the following; conflicts management including human wildlife conflicts, enhanced benefits through enterprise development, conservation education and awareness raising, communication skills, community and stakeholder engagement, fundraising strategies monitoring and evaluation of community conservation activity outputs.

How and when to use the handbook

The Handbook is intended to bridge the technical gap for community conservation workers. The content can be used to beef up UWA's staff knowledge from different departments in community conservation in order to reinforce the need to develop practical procedures to engage communities in conservation. The handbook can be used to train new UWA staff, provide refresher courses to existing staff and can also be used by UWA staff to conduct community training in different aspects on community conservation. The Handbook should be used to help focus thoughts, increase overall understanding, promote training, and act as a catalyst for further action in community conservation programmes.

If the handbook lacks information for reference, it is recommended that the user seeks support from any designated authority in respect of the matter.

Target group-intended users

Internal Users: Target users of this manual are UWA community conservation staff and other staff who regularly interact with communities like Law enforcement, monitoring and research, NGOs and development partners working around Protected Areas who are engaged in implementing community conservation projects.

External Users: The handbook can also be utilized by civil society organizations and community-based entities in their day to day execution of activities working with communities around PAs. Scholars on CC and a range of institutions of learning that teach Community Conservation will also benefit from this publication.

History of community conservation in Uganda

In the period prior to the declaration of the first game reserves in 1900, protection of wildlife resources was only ensured by traditional systems of wildlife utilization. There were minimal threats to wildlife because the human population was low, and wildlife resources were sustainably utilized. Hunting and gathering as major forms of wildlife utilization were regulated by local customs. During the colonial period, 'fortress conservation' and gazettement of Protected Areas were introduced. Creation of the first game reserves was accompanied with introduction of sport hunting and banning traditional hunting methods and tools. This resulted into limited access and use of wildlife resources by local people which caused grievances (Mugisha, 2002).

Between 1890 and the 1950s a series of legal Ordinances were enacted for the creation of game reserves and National Parks some of which included the 1952, National Parks Ordinance No. 2 providing for "the establishment of National Parks for the purpose of preserving wild animal life, wild vegetation and providing for other matters incidental thereto" (Kamugisha 1993a). In 1959, residence in game reserves was specifically prohibited, though the rights of prior residents were recognized. The expulsion of the Ik people from their hunting grounds during creation of Kidepo Valley National Park in 1962, exclusion of Batwa pygmies from their traditional forest habitats like Bwindi, and Mgahinga National Parks, exclusion of Basongora, from their traditional grazing areas of Queen Elizabeth are examples of where people felt that they were alienated from the resources that were hitherto seen as rightfully belonging to them. The grievances were caused by a lack of integration of the 'human' element in the scientific designs of the protected area.

From the 1970's to 80's, there was weak governance of natural resources, political turmoil and civil wars that caused loss of wildlife, massive poaching and encroachment on protected areas. At the same time there was a sharp increase in human population growth leading to encroachment and deforestation. In the late 1980s there were policy, legal and institutional reforms that saw inclusion of communities in conservation, decentralization and empowerment of people (UWA 2020). Many donor funded projects helping with rehabilitation of PAs tended to focus on infrastructure, staff training, provision of equipment and a strong emphasis on law enforcement. In addition Government of Uganda's priority for integrity of PAs resulted in support by donors for eviction and relocation of illegal residents in protected areas.

Although the evictions got rid of encroachers in some PAs, there was increasing pressures on protected areas from local communities, and recognition and acceptance that excluding local communities from management of PAs was largely unsustainable and ineffective. In 1988, community conservation was then started on a pilot basis in some of the protected areas like Bwindi Impenetrable, Lake Mburo and Mount Elgon National Parks, supported by donor and NGO funded projects. Most donors funding PA management began advocating for technical and financial support for community conservation approaches such as; resource access, development of community institutions, training of staff in community conservation skills, and community development activities around the national parks. Donor pressure was placed on Uganda National Parks to develop and implement policies that would entrench community conservation approach within the institution (Mugisha, 2002).

Of significance was the merger of Uganda National Parks and Game Department funded by European Union to form Uganda Wildlife Authority (UWA). This ushered in formulation of a new Wildlife Policy of 1994 and Wildlife Statute, (1996) as part of the policy, legal and institutional reforms to provide for inclusion of communities in PA management. The new Wildlife Policy and Statute significantly emphasized conservation and management of PAs in partnership with local communities.

The revised Uganda Wildlife Policy of 1999 and Wildlife Act (2000) further emphasized community conservation provisions. UWA's first Community Conservation Policy 2004 guided the integration of community conservation into the PAs management system and by this time there was full recognition of community rights and participation in conservation as a high priority. The 1999 Wildlife Policy, the Wildlife Act 2000 were in 2014 and 2019 respectively all aimed at catering for the new community conservation challenges faced with management of PAs.

Institutional, policy and legal frameworks on community conservation in Uganda

There are several policies that support community conservation in Uganda. These include; the Constitution of the Republic of Uganda (1995), the Uganda Wildlife Policy (2014), the Uganda Wildlife Community Conservation Policy (2019), the Uganda Wildlife Act (2019), the National Environment Management Policy (2019) and National Environment Management Act (2019) and several other international legislations listed in table 1.

Table 1: Policy frameworks governing community conservation

Policy/legislation	Description
Constitution of the Republic of Uganda (1995)	Wildlife resources are managed in trust by Government and the ultimate owners are the communities and the people of Uganda. It provides state protection of important natural resources such as flora and fauna on behalf of the people of Uganda under Objective XIII. Objective XXVII obliges the state to apply rational use of natural resources in order to minimize depletion risk and enhance protection of Uganda's biological resources.
Uganda Wildlife Policy (2014)	It provides for involvement of local communities, private sector, public institutions and other stakeholders in the management of wildlife resources. It highlights the need to promote the interests of local communities around conservation areas and ensure peace, stability and harmonious co-existence between wildlife and people including equitable revenue sharing, regulated resource access and involvement in management of wildlife resources.
The National Environment Act (2019)	It promotes sustainable management of the environment. It also provides for the protection and sustainable use of wildlife resources and equitable sharing of benefits that arise from biodiversity conservation. It provides for creation of community wildlife conservation areas outside protected areas respectively and further provides for establishment of community tourism areas.
The Uganda Wildlife Act (2019)	This provides for community involvement in wildlife conservation through establishment of Community Wildlife Committees, education and awareness and benefit sharing programs. The Act also provides for establishment of Community Wildlife Areas to facilitate development of wildlife management programs to benefit local communities.
Convention on Biological Diversity [CBD] (1992)	The CBD is one of the landmark conventions which requires member states to establish a mechanism for engaging local communities, sharing benefits arising out of conservation of biological resources and use of indigenous knowledge in the management and conservation of PAs.
Convention on International Trade in Endangered Species of wild fauna and flora [CITES] (1973)	The CITES obliges member states to regulate international trade in endangered species of fauna and flora through international cooperation. It also obliges Parties to ensure that wildlife trade contributes to improved livelihoods of local people.
Convention on Migratory Species [CMS] (1979)	The convention binds countries that are party to it to ensure the sharing of benefits that arise out of utilization of migratory species with communities.
The Ramsar Convention on Wetlands (1971)	The convention obliges Parties to conserve and protect wetlands of international importance through wise use of resources therein.
Convention on Protection of the World Cultural and Natural Heritage (1972)	The objective of this convention is to preserve historic heritage of mankind, including cultural property, monuments and sites. Uganda as a party to this convention therefore harbours an obligation to preserve these cultural sites, some of which are found inside protected areas.
Protocol on Environment and Natural Resources Management for the East African Community (2006)	Parties to this protocol are supposed to ensure that wildlife resources are conserved in partnership with communities and they are also required to cooperate in the management of trans boundary wildlife resources by creating incentives for conservation and enter into agreements with neighbouring states aimed at conserving wildlife resources.
UWA Community conservation policy, 2019.	The policy goal is to strengthen conservation of wildlife resources through active involvement of communities through mainstreaming community conservation paradigm in UWA programmes. It provides for an enabling environment and facilitates pro-active implementation of community-based programmes to address aspirations, concerns and interests of communities and other stakeholders. Successful implementation of this policy will help UWA to secure the much-needed community support for wildlife conservation.

These, together with the other laws governing wildlife resources in the country, provide frameworks for managing wildlife in the county.

Part Two: Themes in the handbook

Four thematic areas considered pertinent to community conservation are covered. These are:

1. Conservation Education and Awareness – this covers sub-themes of:
 - a) Understanding communities as diverse entities,
 - b) Rights based approaches to conservation (Free, Prior and Informed Consent, Sexual Reproductive Health),
 - c) Communication and facilitation skills for community conservation,
 - d) Information management in conservation (ICT, data collection, intelligence gathering for law enforcement, handling information from communities, analysis and reporting, technology advancements in information sharing).
2. Human Wildlife Conflict Management – this covers sub themes of:
 - a) Conflict management & negotiation
 - b) Innovative and adaptive mechanisms of strengthening community conservation and management of Human Wildlife Conflict outside PAs.
3. Benefit sharing and Enterprise Development – this covers sub themes related to:
 - a) Existing benefit sharing options,
 - b) Enterprise development in conservation, livelihood enterprises, nature based solutions and wildlife based enterprises, implementation of bankable enterprises for youth and women, skilling for job creation, and value addition,
4. Cross Cutting issues in Community Conservation – this covers sub themes that include:
 - a) Gender analysis,
 - b) Community participation,
 - c) Private Sector Partnerships and,
 - d) Resources mobilization.

Theme 1: Conservation Education and Awareness

Objectives

1. Community conservation practitioners can ably communicate about conservation and are able to identify barriers to effective communication at a community level.
2. Community conservation practitioners are able to explain and influence communities to appreciate benefits that accrue from sustainable management of resources.
3. Garner positive attitudes, acceptance and support for conservation by PA surrounding communities.

Goal

To increase community awareness about values and benefits of conservation of protected areas to reduce environmental damage as well as the participation of communities in sustainable management of the PAs and the accruing benefits for enhancing their livelihoods.

Why conservation education and awareness?

Communities utilize protected areas as sources of livelihood. They depend on natural resources therein such as fuel wood and timber; water for domestic purposes, poles for construction, and medicinal herbs among others, employment in tourism and agencies managing natural resources (UWA, NFA, NGOs). When used unsustainably, supply of these resources is reduced resulting into environment challenges that include; lack of fresh and clean water; low productivity; pollution of water, air and soils; soil infertility; increased prevalence of pests and diseases; human wildlife conflicts; and this eventually reduces the wildlife population affecting the tourism industry and national revenue.

According to the Capacity Needs Assessment undertaken during the drafting of this handbook the loss of ecosystems services mentioned above are driven by; a lack of information, limited awareness and skills by the community conservation staff in effective community mobilisation and engagement for participation in sustainable management of protected areas and how to manage the resultant impacts. Therefore, community conservation staff need to help the communities understand and appreciate the benefits of sustainable management of PAs, the magnitude and significance of environmental problems and how they can be resolved.

How to design a conservation education program.

The handbook provides five steps that should be followed when designing a conservation education program:

Step I: Identify specific conservation problems

- Undertake fact finding through rapid appraisal methods such as FGDs, community meetings, observations and transect walks with the community to identify their environmental & conservation challenges.
 - The problems and solutions identified for the conservation education program will determine the target audience, methods, content, and the criteria to evaluate it.
 - Prioritise problem (s) that can be managed without external support. There are simpler problems such as sensitization and demonstration that do not require funding.
- During the discussions or problem identification the staff/practitioner may ask the following questions:
- What are the main environmental and conservation challenges/ problems in your community?
 - What is the scale of this problem (What proportion of the community face the problem?) Are there specific segments of the community that are affected by the problem?
 - What is the cause of this problem? How big is the effect of this problem?
 - How does this problem affect community conservation work?

Step II: Finding solutions to the identified problems

- Some solutions may be simple, like creating awareness through local radio, drama, etc.
- Some may be difficult or complex e.g., designing a conservation education program to address human wildlife conflict.
- The staff should always find a way to intervene to support the community. Usually solutions are often within communities, and therefore staff should ensure that they involve communities while identifying solutions.

Step III: Identification of the audience

- Some individuals or groups may be people directly affecting protected areas (fishermen, pit sawyers, encroachers charcoal burners, hunters) or those directly affected by natural resources (farmers, wildlife managers, leaders, national and local, extension workers)
- It is important to ensure that the proposed conservation intervention is perceived to be in the best interest of the targeted group.

Step IV: Designing the conservation message

- When crafting the conservation messages, it is important to understand the levels of knowledge of your audience about the problem and its solutions.
- The staff/facilitator should seek to identify the knowledge/ awareness levels of the community about the problem and solutions. The awareness levels are used to propose solutions and respond appropriately depending on how parties are affected by the situation.

Step V: Selecting a community education strategy

When planning for the conservation education programs, the facilitator should be mindful of:

- The existing communication platforms e.g., media (radio/TV), meetings, entertainment etc.
- What other media can be used e.g., print materials like posters and newspapers
- Who is suitable to communicate the message e.g., community leaders, school children, youth, women, church or religious leaders, traditional leaders among others?
- Some other common strategies used include extension, school and community education pro-grams, exhibitions and demonstrations.
- The resources required for the education and awareness programme.

1.1: Understanding communities as diverse entities

A community in this case is defined as any group of people with something in common or a common interest e.g., people who live in the same place, worship or socialise together. An individual can belong to a number of communities e.g., a village community, students' community, Muslim community, etc.

Every community is heterogeneous, i.e., individuals will have different opportunities, interests and power based on social, economic and cultural factors. These differences are not static, thus continuously change. The differences may include but are not limited to age, ethnicity, class, gender, disability, physical attributes, religious status, race, citizenship status, gender identity, educational background, geographical location, income, language and marital status.

When we work with or in a community, it is important that we learn about the complexities within the community.

Why it is important to respect the diversity of communities

Diversity is a value and practice that should be appreciated by the community conservation managers or facilitators. This component helps the facilitators to:

- Acknowledge communities as diverse entities and have ethical engagements with the deserved re-spect.
- Create a platform to learn and gather knowledge that can support enhanced awareness among communities.
- Recognise the uniqueness of communities.
- Utilize the strengths of all persons to achieve equality in delivery of services and access to opportunities.
- Be accountable to working to address ways in which resources are distributed to ensure inclusivity and equal opportunity.

What are the benefits of recognizing, and engaging with diverse stakeholders in a community?

- There is a diversity of knowledge that is shared from the various stakeholder categories.
- Makes it is easy to identify potential beneficiaries.
- One can avoid harming the most vulnerable groups in society.
- Provides legitimacy and credibility to the community engagement process.
- Generates innovation through new ideas, and collective problem solving.
- Ensures a balance of emphasis on the experience, needs and values across a community.
- Develops concerted action – everyone has a part to play.
- Helps foster learning and understanding across socially-differentiated groups in society.
- Enhances transparency and objectivity in protected areas management and decision-making.
- Improves negotiation around resource use and management.
- Helps to provide a framework through which the varied goals (competing or complementary) of different groups can be achieved

Assessing different stakeholders' participation during implementation: Questions to ask:

- Are all social groups participating in the intervention?
- Who has been excluded – and why?
- Are any groups dominating?
- What are the costs of participation? Are these costs excluding or privileging some groups?
- Do relations between social groups affect the conservation strategy?
- Are there any new external factors affecting social relations/differentiation?
- Are key social groups supportive of the programme? Do they want to change it? Who? How? Why?

Monitoring socially-differentiated impact of intervention: Questions to ask:

- How do different social groups benefit from the programme?
- Are any social groups being negatively impacted by the programme?
- Have relations between women and men changed as a result of the programme?
- Have power relations in the community been affected by the project/programme?

How community conservation staff and facilitators can ensure diversity.

- Acknowledge that people have the right to be different from others,
- Understand and appreciate interdependence of humanity, cultures, and the natural environment,
- Practice mutual respect for qualities and experiences that are different from our own,
- Understand that diversity includes not only ways of being, but also ways of knowing,
- Recognize that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others, in particular for those who are considered “different” from the majority or dominant social group in any given social context.
- Build alliances across differences so that we can work together to eradicate all forms of discrimination.
- Explore differences in a safe, positive, and nurturing environment,
- Understand each other and move beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual,
- Practice cultural humility,
- Give equal opportunities to all people of the community to participate.

Why diversity of knowledge and practice is important.

- If the approach to conservation is inclusive, all diverse groups will buy into practices of conservation.
- Provides an opportunity for unique strengths and perspectives that the larger community can benefit from.
- Provides a wide range of ideas to solve problems and enrich community life.
- Helps us to overcome and prevent racial and ethnic divisions. This erodes misunderstandings and violence which would otherwise drain communities of financial and human resources.
- Ensures that a wide range of individuals and groups are included in decision making and therefore community conservation programs can be more effective.
- Helps create equality and harmony within the community.
- Helps to build relationships between cultures, resolving differences, or building a diverse coalition.

What the facilitators need to know

- Who lives in your community right now?
- What kinds of diversity already exist?
- What kinds of relationships are established between groups?
- Are the different groups well organized?
- What kinds of struggles between/within groups exist?
- Are these struggles openly recognized and talked about?
- Are there efforts to build alliances and coalitions between groups?
- What issues do different groups have in common?

Limitation to conservation education

The intention of conservation education is to change community mindsets/attitude through continuous awareness and training. Staff and facilitator should be mindful that sometimes communities may not respond positively to conservation education. Sometimes law enforcement, fines for misbehaviour using established law or bylaws and social pressure can be used to cause change or emphasize the importance of conservation.

1.2: Rights based approaches to conservation

In community conservation actions to conserve are closely related to the rights of people to secure their livelihoods, enjoy healthy and productive environments and live with dignity. The pursuit of conservation goals can contribute positively to the realization of many fundamental human rights. Likewise, secure rights such as the right to access and use certain resources of a protected area. Communities have rights including Free, Prior, Informed Consent; Sexual and Reproductive Health, Information, and services. Other rights based considerations in conservation environmental and social safeguards. The rights based approach is key in conservation because some conservation activities can also generate negative impacts where their links to issues of human rights and well-being are not sufficiently understood or addressed, and weak fulfilment of rights can also undermine conservation outcomes for example electric fencing to deter wildlife and elephant trenches projects. The key principles that underpin Human Rights Based Approaches include; Non-discrimination (N) which provides for having non-discriminatory legislation, policies and resource allocation in place, addressing physical, structural and attitudinal barriers ii) Transparency (T) which includes providing information regarding priorities and budgets to the public via accessible formats and channels and conducting adequate monitoring of how resources are distributed iii) Participation (P) Encourages all stakeholders to take part in planning, monitoring and influence policy and processes in conservation iv) Accountability (A) includes putting performance indicators in place that allow monitoring of progress in and complaint mechanisms and ensuring that have resources to respond to community issues.

This section describes some of the communities' rights that are relevant to ensure strong CC programmes.

Free Prior and Informed Consent (FPIC)

FPIC is a principle protected by international human rights standards that states, 'all peoples have the right to self-determination' and linked to the right to self-determination under which 'all peoples have the right to freely pursue their economic, social and cultural development'. FPIC is backed by the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Convention on Biological Diversity and the International Labour Organization Convention 169. Under FPIC communities can give or withhold consent to a project that may affect them or their territories. Once they have given their consent, they can withdraw it at any stage. This means that FPIC enables communities to negotiate the conditions under which projects are designed, implemented, monitored and evaluated. Thus, making it imperative to ensure that communities participate in projects or interventions design and planning.

FPIC has three elements (free, prior and informed) which set conditions of consent as a decision-making process. Under Community Conservation, consent should be sought before any project, plan or action takes place (prior), it should be freely decided upon (free) not coerced and based on accurate, timely and sufficient information provided in a culturally appropriate way (informed) for it to be considered a valid result or outcome of a collective decision making process.

Free - refers to a consent given voluntarily and without coercion, intimidation or manipulation. It also refers to a process that is self-directed by the community from whom consent is being sought, unencumbered by coercion, expectations or timelines that are externally imposed. More specifically:

- Rights-holders determine the process, timeline and decision-making structure;
- Information is offered transparently and objectively at the request of the rights-holders;
- The process is free from coercion, bias, conditions, bribery or rewards;
- Meetings and decisions take place at locations and times and in languages and formats determined by the rights-holders; and
- All community members are free to participate regardless of gender, age or standing.

Prior - means that consent is sought sufficiently in advance of any authorization or commencement of activities, at the early stages of a development or investment plan, and not only when the need arises to obtain approval from the community. Therefore:

- This means that there should be time provided to understand, access, and analyse information on the proposed activity. The amount of time required will depend on the decision-making processes of the rights-holders;
- Information must be provided before activities can be initiated, at the beginning or initiation of an activity, process or phase of implementation, including conceptualization, design, proposal,

information, execution, and following evaluation; and

- The decision-making timeline established by the rights-holders must be respected, as it reflects the time needed to understand, analyze, and evaluate the activities under consideration in accordance with their own customs.

Informed - refers mainly to the nature of the engagement and type of information that should be provided prior to seeking and after seeking consent. This information should:

- Be accessible, clear, consistent, accurate, and transparent;
- Be delivered in the local language and in a culturally appropriate format (including radio, traditional/local media, video, graphics, documentaries, photos, oral presentations, or new media);
- Be objective, covering both the positive and negative potential of the proposed activities and consequences of giving or withholding consent;
- Complete, including a preliminary assessment of the possible economic, social, cultural and environmental impacts, including potential risks and benefits;
- Be complete, including the nature, size, pace, duration, reversibility and scope of any proposed project, its purpose and the location of areas that will be affected.

Consent - refers to the collective decision made by the rights-holders and reached through customary decision-making processes of the affected communities. Consent must be sought and granted or withheld according to the unique formal or informal political-administrative dynamic of each community. Indigenous peoples and local communities must be able to participate in community conservation through their own freely chosen representatives, while ensuring the participation of youth, women, the elderly and persons with disabilities as much as possible. Consent should be freely given and may be a “Yes”, a “No”, or a “Yes with conditions”, including the option to reconsider if the proposed activities change or if new information relevant to the proposed activities emerges. Examples of community conservation activities that may require FPIC are:

- Community livelihood projects such as tree planting, aquaculture, crop improvement among others,
- New eco-tourism projects,
- Gazzeting of new protected area,
- Boundary opening, among others.

Understanding peoples’ rights helps resolve grievances, CC staff should always;

1. Beware of right of indigenous communities through reading widely and consulting
2. Inform communities of their rights without raising expectations
3. Manage community expectations to avoid unrealistic demands
4. Respect community decisions on development projects but at the same time harmonise communities’ decision with project/programmes objectives through influence without manipulation or coercion
5. Ensure communities fully understand the implication of their decisions and choices
6. Ensure effective two way communication and information flow

1.3: Communication and facilitation skills for community conservation

What is communication?

Communication is a two-way process of reaching mutual understanding, in which participants not only exchange information, news, ideas or feelings, but also co-create meaning.

- During face-to-face communication, we can think of the speaker as the message sender, and the listener as the message receiver.
- Good communication means continual switching between these two roles, as people listen and respond to each other.
- Verbal communication is about language – this includes words and sounds. Should we use specialized technical language, or simple words?
- Vocal communication is about how we say what we say, through the pitch, tone, and volume of our voice. If someone is shouting at you “I’m not angry”, what are they actually communicating?
- Non-verbal communication includes gestures, facial expressions, touch, timing, or anything else not using words or sounds.

Effective communication

This is when the message conveyed by sender is understood by the receiver the way it was intended. This means that when you communicate, mind if you have effectively put your point across. This requires choosing from all elements of communication – vocal, verbal/body language – determine whether your communication is effective or not.

How do we communicate?

- Express a point of view
- Explain
- Persuade
- Negotiate
- Respond
- Just let something out!

When communicating, it is important to:

- Give 'headlines' at the beginning of the conversation to demonstrate importance for example; "This issue is going to impact on your life"
- Show how much you value the person's time and attention,
 - "We'd really value your feedback on this...."
 - "If we clear this up today, we won't have to bother you again...."
- Reassurance can also help
 - "This won't take long...."
 - "We can sort this out together..."
- Provide background and context
 - What do these people need to know in order to be able to fully understand and engage with what I'm about to discuss with them?
- Do they understand who I am?
- Do they know the other people or organisations I'm talking about?
- Do they know what powers or authority or responsibilities or duties other players have?
- Are they familiar with the places or things I am going to talk to them about?

It is important to acknowledge and to show you've heard and comprehended.

- "I know you want to enter that area, but there are restrictions"
 - "You say animals bother you during the rainy season, so let's discuss that in more detail"
- Asking questions to fully understand
 - "Can you explain that in more detail?"
 - "What did you mean when you said?"
 - Empathising to show you understand someone's feelings
 - "I can understand you'd find this situation frustrating"
 - "I know you feel like this rule isn't fair"
 - Empathizing doesn't necessarily mean you agree. You are just demonstrating that you have understood the message and feeling that is being communicated to you.

It is important to avoid barriers to communication

Language barrier

- Use of jargon
- Knowledge of local languages
- Cultural barriers
- Gender dynamics: who can address what, who is taken seriously? Who is listened to?
- Community structures e.g., Karamojong age group arrangements

Organizational barriers

- Rules and policies
- Hierarchy and bureaucracy
- Responsiveness and accessibility of personnel

Psychological / Emotional barriers

- Distrust
- Fear of repercussions
- Anger or stress
- Low confidence

Personal barriers

- Poor listening
- Prejudice
- Lack of empathy
- Resistance to change

Physiological barriers

- Impaired hearing, speech, eyesight

Before approaching a community, think carefully about the following:

- Why am I communicating with this person/group?
- What do I want out of this exchange?
- What does the other person or group want out of this exchange?
- Do we have a language in common (cultural, professional)?
- What are the power dynamics between me and the person / group?
- Gender, culture, age...?
- What are my duties and responsibilities to the person / group?

Put all these ideas in a communication plan

If Community Conservation Wardens need to communicate a new initiative or service/activity that impacts their work, how do they go about it? The best way is to find out those that are to be affected and can affect the initiative (also refer to stakeholder analysis section). A Community Conservation Warden needs to develop a communication plan by first identifying what he/she needs to say, who they need to say it to, and the most effective way to say it. It is important first of all, to identify characteristics of your audience including:

- Who they are?
- What to tell them?
- How to tell them?
- Who is going to tell them?
- When they are going to be told?

To make a communication plan, it is important to start with a brief, one sentence statement of what the change is, how it will help and who will benefit. It should be precise, preferably in one sentence. Use this to tell a brief story on what has brought about the change. This should be followed by identifying the people that need to know. In some cases you might find a public figure to help you pass on your message or ideas to your community, these may include a Minister in charge of Tourism, Local clan head and district officials.

It is important to;

- Ensure that the community gets to know first and they don't hear information from unintended sources
- Do not therefore let the media or leaders know before you communicate unless this is intended

Make a list of short, concise sentences that say the what, where, when, why, how and for whom you want to hear the messages. Refer back to your one sentence at the top of page one to keep you focused.

Identify the best way to inform your stakeholders; the right channel could be anything from a simple letter to a mass media advertising campaign and might include newsletters, brochures, flyers, banners and posters, radio or TV or the normal community meetings.

1.4 Facilitation skills for community conservation

Facilitation skills

- Communication - a good facilitator encourages open communication.
- Active Listening - comprehension of the message that the speaker is conveying requires active listening
- Rapport building
- Structuring and recording facts and feelings
- Developing synergy
- Effective techniques of questioning

Community facilitation focuses on three dimensions of interactions between people: i) content, ii) relationships, and iii) process.

i) Content

The content is the substance of the community engagement issue being discussed. The content of the issue focuses on defining the problem, its causes, the relevant information on all sides of the issue, the 'technical' aspects of the issue, the relevant jurisdictions, regulations and authorities involved, the alternatives and consequences of the choices to be made and the decisions that will need to be made. Content is intrinsically part of the entire engagement effort including goals, meeting agendas, communications, and evaluation.

ii) Relationships

Relationships refer to fostering, at every opportunity possible, a solid foundation of trust, common understanding and vision, and inter-relationships with all those involved in the engagement process. While building relationships is the core of much of your facilitation and process, it is often also an important 'soft' skill that facilitators need to take into account. This involves ensuring all interests are respected and given due consideration, communication is effective and on-going (and often one on one), and group processes and conflict are managed effectively.

iii) Process

Process concerns are focused on how your engagement effort is structured to ensure you reach your goals and the logistical design of your overall engagement plan. Aspects of your process include the discussion methods, procedures, meeting format and tools being used during a meeting or discussion. Process also includes the style of the interaction (e.g., group discussion, panel discussion and presentation), the group dynamics of participants and the climate established for the meeting. Facilitators pay attention to process to better ensure all participants contribute to the outcome of the meeting. The table provided below looks at the distinctions between content and process.

What you need to know about community facilitators:

- Community facilitators commonly have a deep understanding about the issue or problem around which they are facilitating.
- The facilitator will likely have an opinion about the decision or direction the group should take to address a problem.
- Effective facilitators use their understanding of the issue, meeting purpose and expected out-comes along with process skills and tools, to help the groups they are working with engage in effective dialogue, understand the information and decisions they are considering and develop plans for group action.
- The facilitator is often seen as the meeting leader, and in fact does provide process leadership. However, the facilitator should always stay neutral on content and actively manage process.

1.5. Information management in conservation

This sub theme incorporates use of Information and Communication Technologies (ICT) in Community Conservation programmes, data collection and analysis, reporting, and information sharing.

Objectives

1. Community conservation staff and practitioners can ably plan for, collect, process, analyse and present data to support their functions within UWA
2. Community conservation practitioners are able to produce-evidence-backed plans and monitoring reports.
3. Staff are able to generate a pool of data and information that will inform future decisions and interventions

Community conservation practitioners are responsible for contributing information about the social issues related to conservation during Protected Area Management Planning processes, during Annual and Quarterly operational plan as well as for monitoring the impacts of conservation programs. To be effective in their roles, they need to have basic skills in undertaking operational research. This includes the following:

- Identification of issues that need to be researched,
- Stating research objectives,
- Identifying and using suitable data collection, analysis and reporting methods,
- Presenting research data in simple and informative formats.

Types of data

Data can be secondary or primary, and the choice to use one or both depends on whether the information needed is already in existence, and the resources available to the conservation worker (time, logistics, human resources).

Secondary data is the data that has already been collected through primary sources and made readily available for researchers to use for their own research. Secondary data can be descriptive e.g. words, pictures, maps or quantitative e.g. measurable numerical statistics.

Primary data is a type of data that is collected by researchers directly from main sources through interviews, surveys, experiments, etc. Primary data are usually collected from the source—where the data originally originates from and are regarded as the best kind of data in research.

Data collection methods

Research can be qualitative or quantitative.

Qualitative methods:

Qualitative research is primarily exploratory research, used to:

- gain an understanding of underlying reasons, opinions, and motivations
- provide insights into the problem or helps to develop ideas or hypotheses for potential quantitative research

- uncover trends in thought and opinions, and dive deeper into the problem

Qualitative data collection methods mainly use unstructured or semi-structured data collection techniques. Common methods include focus groups (group discussions), individual interviews, (or Key Informant Interviews) and participation/observations. The sample size may be relatively smaller than in quantitative research, and respondents are selected to fulfil a given quota.

Quantitative methods

This is used to quantify attitudes, opinions, behaviors, and other defined variables – and to generalize results from a given sample population. This method uses measurable data to formulate facts and uncover patterns in research. Quantitative data collection methods are much more structured than Qualitative data collection methods, and include: online surveys, paper surveys, face-to-face interviews, telephone interviews, longitudinal studies, online polls and systematic observations

Sampling

The study population is the entire group that you want to draw conclusions about (e.g. Lodge Owners, Bee keepers, Wildlife Farmers). Where the entire study population is sufficiently small (e.g. Lodge Owners within the Lake Mburo National Park Conservation Area), the researcher can include the entire population in the study. This type of research is called a census study, because data is gathered on every member of the population. However, usually it is difficult to collect data from every person in your study population (e.g. Crop farmers, Craft Makers, Tourists Visiting a particular protected area). In this case you select a sample- group of individuals who will actually participate in the research. This is called the sample population, and this is a set of individuals that you will collect data from. When carefully chosen, a sample can be used to represent the population because it reflects the characteristics of the population from which it is drawn.

Sampling methods

Sampling methods are classified as either probability or nonprobability.

Probability sampling

Each member of the population has a known non-zero probability of being selected. Methods include random sampling, systematic sampling, cluster and stratified sampling.

- **Simple random sampling:** Each member of the study population has an equal and known chance of being selected.
- **Systematic sampling:** After the required sample size has been calculated, every Nth record is selected from a list of the study population members, assuming that the list does not contain any hidden order
- **Stratified sampling:** A stratum is a subset of the study population that share at least one common characteristic. Examples of strata might be males and females, male headed and female-headed households, or landowners and tenants, crop farmers, livestock keepers, etc.). The researcher first identifies the relevant strata and their actual representation in the population. Random sampling is then used to select a sufficient number of subjects from each stratum. “Sufficient” refers to a sample size large enough for us to be reasonably confident that the stratum represents the population.

Purposive sampling

The study participants are selected from the study population in some non-random manner. These include:

- **Convenience sampling:** is used in exploratory research where the researcher is interested in getting an inexpensive approximation of the truth. As the name implies, the sample is selected because they are convenient. This purposive method is often used during preliminary research efforts to get a rough preliminary estimate of the results, without incurring the cost or time required to select a random sample.
- **Judgment sampling:** The researcher selects the sample based on judgment. This is usually an extension of convenience sampling. For example, a researcher may decide to draw the entire sample from one “representative” city, even though the population includes all cities. When using this method, the researcher must be confident that the chosen sample is truly representative of the entire population.
- **Quota sampling:** first identifies the strata and their proportions as they are represented in the

population. Then convenience or judgment sampling is used to select the required number of subjects from each stratum. This differs from stratified sampling, where the strata are filled by random sampling.

- **Snowball sampling:** used when the desired sample characteristic is rare, or extremely difficult or cost prohibitive to locate. Snowball sampling relies on referrals from initial subjects to generate additional subjects. While this technique can dramatically lower research costs, it comes at the expense of introducing bias because the technique itself reduces the likelihood that the sample will represent a good cross section from the population.

1.6 Using ICT in conservation

Information and Communication Technologies (ICTs) offer new ways for communicating and exchanging information in community conservation programmes. They have a potential for improving the accessibility of conservation information, and if appropriately applied, they can empower local people to make informed decisions, support managers in providing timely response to community conservation issues and thus improve community conservation. ICTs can play an important role in information flow and help to improve community conservation programming and results of community conservation engagements at local level. Social media especially is increasingly becoming important for communication especially amongst the youth, and internet usage by hand held mobile phones is ever increasing.

What ICT channels can be used for communication in community conservation programmes?

- Short message services (SMS)
- Social media (Facebook, Whatsapp, Twitter)
- Toll free lines for reporting crimes
- Smart phone applications as tools for communication

Case study: How CARE International in Uganda used ICT to tackle illegal forest activities

CARE International in Uganda and her partners designed a project that intended to increase the availability of information on the forestry sector by generating quality information that could be used to empower citizens to meaningfully participate and influence key policy decisions in the management of forestry resources. The project's strategies included strengthening partnership with selected civil society organisations and media houses, and working towards building their capacity to work together and separately to address the questions/issues around forestry governance. Together with the National Forestry Authority (NFA) CARE used the media to engage citizens to create platforms to support citizen's voice and participation in demanding accountability and better forest resource management.

Due to the fact that the issues that the journalists were dealing with were complex, the partners created a chain of information gathering and reporting, they placed journalists in parliament to monitor and cover discussions by the Natural Resources sub-committee of parliament and periodically through journalists or media forum they shared their experiences. This reporting from the highest platforms was beefed up by evidence collected by local Community Based Monitors (CBMs) who were members of the Collaborative Forest Management (CFM) groups. These used various platforms such as an SMS platform, a toll-free call-in telephone platform to report forest crimes such as illegal lumbering and encroachment. The CBMs and journalists were equipped with training on investigative journalism to effectively play their roles. The project also created links between NFA, the CBM, the media and existing civil society networks on forestry governance to increase access to quality and well researched information on the sector but also create, strengthen, and protect spaces for citizens to debate and raise key concerns on the management of the forestry sector.

Monitoring of illegal forest activities was mainly carried out by CBMs, and community members. The CBMs and members of CFM used to report through the ICT SMS Gateway, Call Centre or directly to the Civil Society Organisation (CSO) Implementing Partners and Collaborators. Issues were consolidated by the CSOs and presented in public accountability fora or through dialogue meetings at national level. A total of 172 cases on illegal timber cutting were reported within only one year (1st October 2015 to 31st October 2016). The partners also used social media for advocacy and to reach out to wide range of stakeholders. Through twitter, a number of hash tags including #ugandasforests, #SaveBugoma, #SaveZoka were initiated and advocacy messages posted.

A campaign focusing on saving Bugoma CFR where a land title of over 5,000 hectares was issued to Bunyoro Kitara Kingdom to pave way for sugarcane growing was posted on hash tag #SaveBugoma. In 1½ months the campaign yielded 1,552 tweets and 973,162 impressions. A total of 306 cases were reported via the Call Centre from 1st Oct. 2015 to April 2017.

The social media campaign using #ugandasforests focusing on saving forests from being converted into sugarcane plantations and urban development yielded 586 tweets and 8,737,941 impressions in three (3) months

The programme had a pool of 778 Community based monitors (CARE Database) who actively monitor and report forest illegalities and human rights aspects on voluntary basis. The CBMs have formed District Networks that are recognized within their respective districts. The availability of such networks has facilitated coordination between monitors in different sub-counties and districts; spread the risk of being singled out and intimidated by the perpetrators of forest crimes and enhanced voice amplification. This intervention as a whole helped improve relationships between the community and managers of the forestry estate and reduced illegalities in forest reserves.

Theme 2: Conflict Management

The steps outlined in this theme are intended for community conservation staff and other practitioners to benefit the following:

Objectives

1. Understand the key concepts of conflict.
2. Improved understanding of the common causes and types of conflicts in and around protected areas
3. Gain foundational knowledge of the basic steps of conflict management/resolution
4. Knowledge and use of common conflict analysis tools
5. Clear understanding of core components in conflict management and resolution such as stakeholder analysis and representation

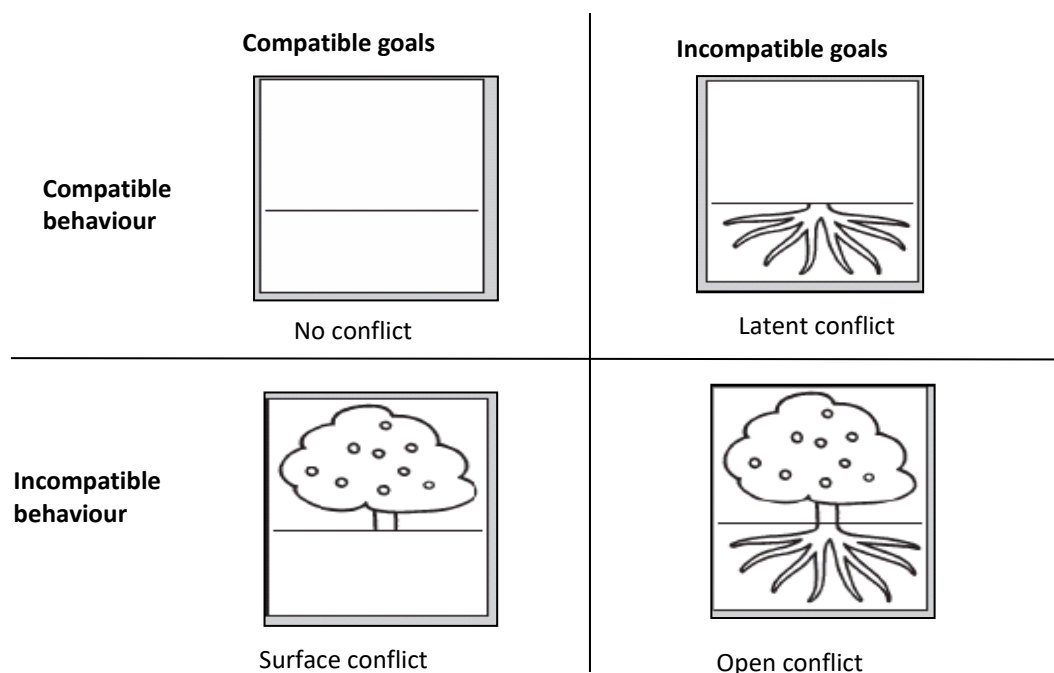
2.1: Conflict management Mechanisms

Conflict refers to relationships between two or more parties (individuals or groups) who have, or think they have incompatible goals and who act on the basis of those perceived incompatibilities. There is a conflict if ideas, beliefs, behaviour or accounts of the parties involved are very different from each other and it seems impossible for them to exist together.

- Conflict is a fact of life, but becomes problematic when it is violent
- It is often an expression of change
- It needs to be acknowledged, understood and transformed where possible into a force for positive change

Types of conflict

- Goals and behaviour are compatible, there is no conflict.
- Latent conflict results from apparently compatible behaviour but incompatible goals. The conflict is not yet visible and cannot be properly addressed until it is brought to the surface.
- Surface conflict results from compatible goals but incompatible behaviour. It is shallow and can often be addressed through improving communication (e.g.).
- Open conflict results from incompatible goals and incompatible behaviour. It is both visible and deep rooted. e.g. long-term encroachments and evictions, HWC resulting into injury, loss of property and lives. The figure below illustrates the ways in which goals and behavior can lead to conflict.



Common types and causes of conflict in conservation

Resource access and Benefit sharing conflicts

- i) Scarce resources; resources may include money, supplies, people, or information. Often, communities (especially park adjacent communities) are in competition for scarce or declining resources. Resource access and use activities that contravene established rules and regulations, including boundary disputes. This creates a situation where conflict is inevitable.
- ii) Competition between different stakeholders over the same resources (within and between communities, conservation agencies and the private sector e.g. extractive industries (lime in QENP, Gold, plantations in Bugoma forest, oil and gas, etc).
- iii) Actual or perceived unfairness in the distribution of both monetary and non-monetary costs and benefits of conservation (RS, Tourism, employment etc.)
- iv) Land encroachment
- v) Poaching

Institutional failings:

- i) Corruption and discrimination.
- ii) Lack of respect for formal and customary rights.
- iii) Poor communication by the agency and its staff.
- iv) Contradictions between different government policies and actions, e.g. overlaps between areas licensed to mining or plantation companies and areas designated for conservation, for community use or for indigenous cultural values and practice.
- v) Absence of accessible, low-cost, efficient grievance mechanisms
- vi) Poor relations; Human rights related
- vii) Institutional failings; these can contribute to conflict through poor communication which breeds mistrust, corruption and discrimination, inequitable distribution of costs and benefits of conservation, inadequate support, lack of proper monitoring and reporting on activities and lack of presence on the ground.
- viii) Jurisdictional ambiguities; conflicts can also surface when protected area boundaries, and benefits or access are unclear. Community groups may disagree about who has the responsibility for tasks and resource access.

Human-wildlife conflicts

- i) Crop raiding, livestock predation, physical injury to people or wildlife, damage to property
- ii) Disease spread
- iii) Water access
- iv) Wildlife killing
- v) Personality clashes; A personality conflict emerges when two people simply do not get along or do not view things similarly. Personality tensions are caused by differences in personality, attitudes, values, and beliefs. In the case of conservation, park management staff may typically conflict with community members because of their personalities and the perceived exploitative nature of the community members.
- vi) Power and status differences; Power and status conflict may occur when one party has questionable influence over another. People might engage in conflict to increase their power or in a situation.
- vii) Goal Differences; conflict may occur because sets of groups of people are pursuing different goals. These specifically occur due to different interests of parties for example, park guards have conservation goals while the communities have livelihood goals.
- viii) Poor communication; communication-based barriers may be derived from the willingness of one party to recognize that there is conflict and the need to resolve the conflict. Sometimes differences in speaking styles, writing styles, and nonverbal communication styles may also distort communication and escalate conflict. Poor communication sometimes creates what is generally referred to as pseudo or perceived conflict and in community conservation, a lot of conflict stems from poor communication.

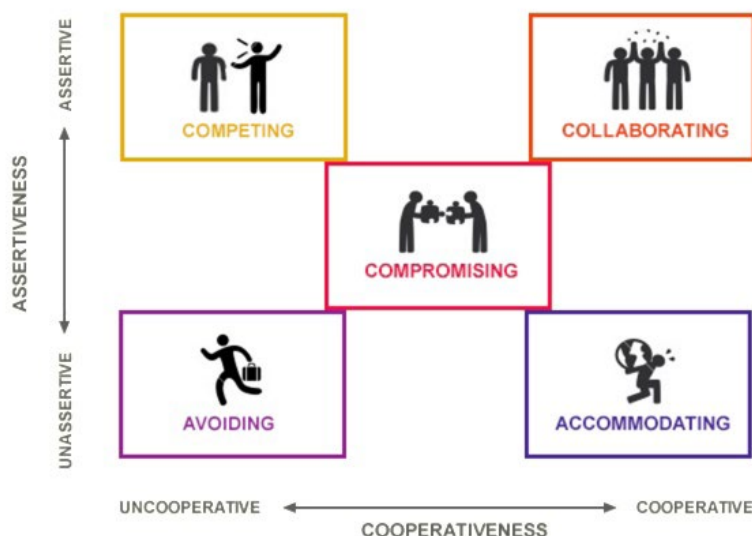
Conflict management

Most times conflict is seen as negative. However, if acknowledged, understood, it can be transformed into a positive force for change. Conflict management therefore, refers to strategies used to correct these perceived differences in a positive manner.

It is important to note that:

- Conflict is not the same as violence – conflict is not always violent, or even immediately obvious.
- Conflict often accompanies change - this means that it occurs around conservation interventions, especially where resource access or availability is impacted.

There are suggested options for managing conflict as adapted from Thomas and Kilmann



Thomas and Kilmann identified a conflict-handling grid comprised of five conflict management styles based on two dimensions: Assertiveness and cooperativeness – when a party is assertive, they will exhibit extra motivation to achieve their objectives or goals, while cooperativeness will be used to assess the willingness to allow or help the other party to achieve its goals or outcomes. The five conflict resolution styles are used based on the circumstance as explained here under.

- Avoiding** – this style is low on both assertiveness and cooperativeness. In this case one party is not helping the other to achieve their goals, and they are also not aggressively pursuing their own targets or outcomes in a situation. In this case the problem or conflict is avoided but not solved, and mostly work when the issues or problems in question are too small to affect either party. Avoidance may be used in management of conflict to give time to the situation to calm, and use another style to solve it.
- Competing** – this style of resolving conflict is also known as the ‘win-lose’ approach. It is characterized by high assertiveness and low cooperativeness; one party seeks to reach their own preferred outcomes at the expense of the other. This approach may be appropriate when a quick, decisive action is needed, such as during emergencies. Most times, it does not give sustained results and this problem will likely re-occur.
- Accommodating** – this style reflects a high degree of cooperativeness. It has also been labelled as obliging. The party agreeing to use this style suppresses their own goals and objectives to allow the other party to achieve their goals. This style is appropriate when the parties realize that they are in the wrong or when an issue is more important to one side than the other. This conflict resolution style is important for preserving future relations between the parties.
- Compromising** - This style is characterized by moderate levels of both assertiveness and cooperativeness. Compromise can also be referred to as bargaining or trading. It generally produces suboptimal results. This behavior can be used when the goals of both sides are of equal importance, when both sides have equal power, or when it is necessary to find a temporary, timely solution. It should not be used when there is a complex problem requiring a problem-solving approach.
- Collaborating** - This approach, high on both assertiveness and cooperativeness, is often described as the win-win scenario. Both sides creatively work towards achieving the goals and desired outcomes of all parties involved. The collaboration style is appropriate when the concerns are complex and a

creative synthesis of ideas is needed. The problem with this kind of approach is that the collaborating process by all parties usually requires a lot of time, and may not immediately stop the conflict and its effect.

Processes that support conflict resolution

- i. Consultations; decision-makers meet with interested stakeholder representatives to receive views on an issue
- ii. Dialogue; stakeholders are supported in direct communication with each other to achieve better understanding of each other's' respective perspectives
- iii. Trust building
- iv. Negotiation; two or more parties have a structured dialogue about a conflict, to identify possible options for resolution together
- v. Mediation; like negotiations, but with a dedicated third party acting as a mediator to help parties clarify the problem and identify potential resolutions

These processes can be conducted in one-off dedicated workshops, or regular stakeholder meetings depending on the level or nature of conflict.

Ranking conflict (scale of impact)

- The interventions and reactions to any conflict are dictated by the nature and impact of the conflict. In community conservation, it is important to assess the level of impact of the conflict on each party.
- Usually, the communities have their channels and ways of voicing their grievances and taking action.

Conflict scenarios

There are levels of conflict scenarios, and below are examples of the low- and high-level conflict scenarios.

Conflict	Level of priority	Level of impact
1. Illegal resource extraction by armed groups in the park	High priority - Carry through for further analysis	High
2. Village grievances over absence of revenue-sharing	Medium priority - Carry through for further analysis if extra resources are available	High
3. Encroachment into the park for agriculture	Low priority - Consider for further analysis in future – no immediate need	Medium

Steps to conflict management

Four steps for managing or resolving conflicts.

Step 1: Conflict analysis

Some of the participatory tools to use in conflict analysis include:

1. Problem Tree to analyse the root causes of the conflict
2. Stakeholder mapping and identification matrix
3. PINs analysis triangle (Stakeholder Positions, Interests, Needs)
4. Social Assessment for Protected Areas (SAPA)

In conflict resolution, the first step is to:

- Identify the problem and causes or sources of conflict (using Problem trees)
- Stakeholder mapping/identification; Identify and list all stakeholders
- Stakeholder analysis- identify and understand the stakeholders' positions, interests and needs using the Positions, Interests, Needs (PINs analysis triangle)
 - Positions are the vocalization of a desire – the thing(s) stakeholders say they want. Underlying the position is the interest.
 - Interests are the underlying motivations that inform the position. Positions are vocalized, but interests might not be. So, it is important to determine what someone's interests are – you might

find that they have some common ground with those that they are apparently in conflict with, and can then find flexibility in their position.

- Needs are the things that are essential for survival or satisfaction

There are 4 types of stakeholders in a conflict situation

1. **People who do not like current situation** - Those who are involved in or impacted by the situation in a negative way (those who feel a negative impact from the current situation or who anticipate a positive impact from the proposed solution)
2. **People who do like the current situation** - Those who are involved in or impacted by the situation in a positive way (those who feel a positive impact from the current situation or who anticipate a negative impact from the proposed solution)
3. **Helpers/Positive Influencers** - Those who can help advance the search for a solution or the implementation of a solution
4. **Obstacles** - Those who can block the search for a solution or the implementation of a solution

Important: ask the stakeholders themselves to identify who needs to be involved in trying to find and implement solutions to the conflict

Step 2: Identify solutions

The second step is to identify solutions. Specifically, this step involves:

- Stakeholder engagement; what are the most important things to keep in mind when working with stakeholders/ groups.
- Ensuring effective representation
- Conducting sensitization and awareness meetings about the conflict,
- Communicating the conflict during these meetings and
- Jointly identifying solutions that disputants may support or choose from.
- Identify the mutual interests and needs underlying the different, perhaps conflicting, positions of 2 different stakeholder groups and thus providing some 'common ground' on which to negotiate.
- Distinguish between statements (positions) and the factors (interests and needs) that lay behind these.
- Enable different stakeholders to understand each other better; to clarify their positions, interests and needs, both for themselves and for others; and hence act as a basis for negotiating any necessary trade-offs or compromises between these.

When identifying solutions remember to consider the motivation for conflict resolution or the incentives e.g., ask yourself the following questions;

- i. Does the solution help create new opportunities (that are compatible with conservation) for both parties?
- ii. Does it improve livelihoods?
- iii. Does it reduce costs of operation or costs of conversation borne by the surrounding communities?
- iv. Does it completely remove or minimise the negative impact?

Step 3: Agreement

An agreement is where parties involved in the conflict formalize their commitments to resolve the conflict. The mediator should aim for parties to shake hands and agree to an alternative identified in Step 2: Identify Solutions. The mediator then writes up a contract in which necessary actions and agreed time frames are specified for the conflicting parties. The contract could take the form of a set of resource use agreements, or water user committee rules.

Step 4: Execute agreement

At this stage, the conflict has been resolved and what the parties are required to do is to formally put in place systems to execute the agreement. To do this, parties need financial resources, human resources, logistical support in line with decisions reached, good interpersonal and communication skills for participating stakeholders and knowledge of local context for arbitrators.

Key skills for conflict management

- Effective communication skills!
- Active listening is particularly important
- Building trust
- Effective facilitation

Factors that may support/facilitate successful conflict management

- Self-awareness - acknowledge your own biases and think about how your actions may be perceived by the stakeholders in different contexts
- Power – do not ignore power imbalances between stakeholders in a conflict, and actively look for weaker/less visible stakeholders,
- Use your own (usually higher!) power positively, by giving voice to weaker/less visible stakeholders
- Good knowledge of the problem, root causes and sufficient data and information
- Trust-parties will need to trust the facilitator or mediator in order to fully and sincerely participate in the negotiations, solution identification and decision-making process or consensus

Don't forget to incorporate gender in any step of conflict management – women and men experience conflict differently! See theme 4: on cross cutting issues in conservation.

Key messages

- Conservation can and does contribute to conflict
- Conflict can lead to positive change
- All conservation activities should be conflict-sensitive – conflict resolution mechanisms can be used to manage conflict at any stage, including before conflict has emerged!
- As community conservation workers we must be aware of our own biases and positions of power
- Thinking about what kind of conflict you are dealing with, and identifying the source(s) of the conflict, is an important first step in conflict analysis.
- The more information you have about the cause of the conflict, the more easily you can help to resolve it.

2.2: Management of Human Wildlife Conflicts

Some HWC may occur outside PAs as animals may stray beyond these areas far into the wider community areas outside their usual habitats. In other cases wildlife is resident in the community areas such as the rangelands of Nakasongola, Nakaseke, in Community Wildlife Management areas, forests on private land etc,. All these scenarios result into human wildlife conflicts that require to be addressed.

2.2.1 Human Wildlife Conflicts

Human–wildlife conflict (HWC) occurs when the needs and behaviour of wildlife impact negatively on humans or when humans negatively affect the needs of wildlife. These conflicts may result when wildlife damage crops, threaten, kill or injure people and domestic animals or when people retaliate and kill wildlife and poaching.

One major cause of human–wildlife conflict is increasing human population adjacent to wildlife habitats. As human population increases and the demand for resources grow, the frequency and intensity of such conflicts increases. This can be manifested by increasing encroachment on wildlife habitats. This is made worse with the increasing changes in climate, competing land use (for agriculture, development and settlements), interest of the private sector, there is bound to be conflict between wildlife and humans.

Human Wildlife Conflicts severely impact the livelihoods, security and wellbeing of the people from whom we ask support for wider conservation goals, and affects many conservation and development programmes.

Direct costs of human-wildlife conflict

Direct costs to humans are the financial, social and cultural losses suffered as a result of human-wildlife conflict. These may include;

- Damage to property
- Injury to humans and/or death
- Raiding and destruction of food crops;
- Loss of income from sales of produce from cash crops;
- Damage to water sources and installations;
- Damage to stored produce; and
- Loss of livestock among others.

What to do in case Human Wildlife Conflicts arise

- i. Unified efforts – seek synergies by involving the full scope of society.
- ii. Land use planning – ensure that both humans and animals have the space they need by creating buffer zones and investing in alternative land uses.
- iii. Community involvement – communities are the ones that face the wrath of wild animals when they attack homes and gardens destroying crops. Therefore, empowering communities helps to manage the relationship with the animals but can also bring income that improves their quality of life.
- iv. Compensation for damage - compensation for animal-induced damage is another solution and there many ways it can be done. In some countries, payment is done for crops damaged. In Uganda, the practice is to share benefits accruing from gate collection of tourism fees with the surrounding communities.
- v. Payment for Ecosystem Services - the most popular of these is financial reward for sequestering carbon and watershed services, but it is also seen as a potential solution for human-wildlife conflict.
- vi. Field based solutions - such as preventing wildlife from entering fields or villages. In Queen Elizabeth Protected Area (QEPA), communities have dug trenches to prevent elephants crossing over to gardens. In Murchison Falls Conservation Area (MFCA), communities have introduced thorn bushes to prevent primates from crossing to their gardens. What people see as solution in one PA may not necessarily be a solution in another PA and what works in one PA, may have the opposite effects in another.

Key learning points about HWC

- People will always be part of the HWC problem and working with them is unavoidable.
- The lives, needs and rights of these people have to be considered in the design and implementation of HWC mitigation programs.
- People may have positive and negative impacts in the HWC discussion.
- Community conservationists need to develop skills and understanding to enable them to work effectively with people to address the HWC challenge.

Why is it important to address human-wildlife conflict?

PA adjacent communities as well as individuals generally have to bear the direct costs of wildlife conservation. The needs and expectations of the entire community, including the individuals that bear the brunt of the costs, must be taken into account when developing solutions to human wildlife conflict. This is vital to the success and sustainability of CC programmes. It is important to remember that there will always be some degree of human-wildlife conflict where PAs are located. For wildlife to leave in harmony with humans, these conflicts need to be addressed to minimise the cost borne by people living with wildlife.

2.2.2 HWC Mitigation and management measures

The Uganda Wildlife Act 2019 provides legal guidance on management of problem animals, including vermin. Section 54 and 55 provides for the process of declaring vermin and how it should be managed respectively. Vervet monkeys, bush pigs and baboons were declared vermin and these continue to be managed in collaboration with local government in accordance with the Wildlife Act provisions. The law also provides for compensation to those affected by problem animals and have suffered injury, crop damage and death.

Preventive strategies to consider;

- Creating awareness of the value of wildlife within the ecosystem and how to avoid possibilities of conflicts:
- Sensitize the communities about possibilities of HWC to occur due to wildlife invasion, and possible levels and nature of damage. During the awareness sessions, highlight the dangers and advantages of wildlife or the role of wildlife in ecosystem functioning and its ethical and economic value, as well as

its recreational and aesthetic importance. This may enable the communities to understand better why animals need to be valued and therefore work towards enhancing benefits from wildlife such that in case of straying from the park they are seen as an important part of their community.

- Sensitise communities on behavioural changes that reduce human vulnerability to wildlife attacks-e.g. avoid activities & movements at night, Children should not be left alone; they should be in company of adults where ever possible,
- Sensitise people about the dangers and risks of close interactions with wild animals leading to transmission of zoonotic diseases,
- Always report immediately the sight of a dangerous wild animal in their community,
- Wear heavy clothes in the night for protection and appear larger,
- Waste Management; proper waste handling should be addressed, from collection to disposal to avoid attracting wild animals to human settlements and to avoid animals becoming artificially sustained by the availability of human foods,
- Law enforcement campaigns- to curb poaching for bush meat and illegal wildlife trade that often are a source of zoonotic disease transmission between wildlife and humans,
- Providing environmental and ecological training to villagers on animal behaviour; e.g. sensitizing fishing communities on how to void crocodile attacks, how they can minimize attacks or protect themselves from severe injuries.

Production Management as a preventive measure

- Vigilance methods; Intensifying human vigilance programmes like wildlife scouts programme, watchtowers providing good vantage points around cultivated fields, vermin guards and HUGO teams
- Use of guard animals; use of guard animals as an alternative to a herder monitoring a livestock herd. Dogs guarding livestock from attack by predators was found to reduce attacks in Namibia & Kenya. Donkeys are used in Kenya to guard livestock.
- Fencing & other physical barriers; live fences, electric, stone walls, trenches, biomas to guard livestock from predators at night and young ones during the day. Barriers stop wild animals from accessing community boundaries. The barriers may also help prevent the transmission of certain endemic contagious zoonotic diseases such as foot-and-mouth, African swine fever etc, Making string fences - these can be constructed along the edge of a buffer zone using local materials of 3-metre-long poles placed at 30-metre intervals with bailing twine (or locally made sisal rope) strung between them and squares of mutton cloth attached to the twine at 5-metre intervals. This is used in conjunction with grease and hot pepper oil, which, when applied to the twine acts as a waterproofing media and causes irritation to any animal (elephants) making contact with the fence. Cowbells can be tied to the fence to serve as an alarm to alert farmers about the presence of animals.
- Growing crops unpalatable to wildlife; Selective growing of crops which are not palatable to wildlife or known crop raiding animals, such as chilli, Tea, etc., on the edge of the field and palatable food crops, such as the grains (maize, sorghum, etc.,) in the middle of the field close to the watchtower or homestead. This deters the passage of the animal and gives the farmer sufficient notice of the approaching animal.
- Beekeeping - Experiments have been carried out on the use of bees in problem animal control. Beehives are placed on the edge of the fields and the bees are conditioned to react to approaching animals. This can be used not only for the big herbivores but even for smaller problem animals.

Mitigation approaches

i. Managing wildlife

Methods for managing wildlife aim at actively controlling human-wildlife conflict by deterrent and removal of problem animals using various means including extreme ones like killing where necessary.

Removal methods include;

- Translocation-elephants, crocodile, carnivores
- Killing of problem animals and vermin; Killing of problem animals is only done by mandated agencies UWA that has fully fledged problem animal handling unit. Vermin is gazetted under the Wildlife Act 2019 and its management is decentralised to the local governments. To effectively operationalise, Community Conservation staff and partners should actively engage respective local governments to implement the required mechanisms and infrastructure to handle vermin. UWA should gazette and train vermin guards.
- Regulation of problem animals through trophy hunting under CITES rules e.g. Uganda's pilot scheme for trophy hunting of problem Leopards. Problem-causing animals given to trophy hunters is a low-cost

technique that has the potential to raise public tolerance towards wildlife through increased incomes to the communities, if the sport hunting involves or is managed by local people

Deterrent methods: These are designed to repel the wild animals from targeted resources

- Pepper dung - this is a mixture of elephant dung and chilli that are compacted to make solid bricks and dried. These bricks can then be burnt to create a noxious smoke, which acts as a deterrent to animals specifically elephants. The smoke lasts for up to 3-4 hours.
- Sound
- Stonewalls such as the one in Bwindi-Mgahinga National Park
- Taste
- Olfactory-smell

ii. Managing humans

- Compensation – provided for in Wildlife Act 2019. The main objective of compensation is to increase damage tolerance levels among the affected communities and prevent them engaging in retaliatory killings. It is also based on the principle of justice and fairness.
 - Direct compensation; Compensation could be direct compensation- for human death or livestock killed by predators or elephants based on regulations and procedures to guide damage assessments other requisite documentations. Compensation schemes tend to be expensive to administer and are often marred by corruption and abuse, bureaucracies
 - Insurance schemes where farmers pay a premium for cover against a defined risk, such as livestock depredation. Common in SA countries with high capita incomes, but could be adopted to Uganda situation

iii Co-existent

Environmental management

This includes:

- Increasing alternative crops, prey or water points to divert the wildlife from community areas
- Protecting the prey for wild carnivores by preventing poaching and the commercial harvest of natural prey
- Promotion of direct benefits from wildlife; Giving out licenses to exploit natural resources, through tourism- sport hunting or collecting resources from the park. Benefit-sharing like community based sport hunting schemes provides tangible benefits to land owners in recognition of the role they play in hosting wildlife on their land and covering associated costs
- Community-Based Natural Resource Management such as Conservancies and wildlife management centres; provides a system of returning benefits to communities in order to motivate them to protect wildlife outside protected areas. Key elements of the approach include: Multi-stakeholder collaboration, conflict management mechanisms – support processes to manage natural resource conflicts among stakeholders, participatory action, strengthening local organizations, such as forest-farmer groups and inter-village networks are built from the bottom-up, livelihood improvement and environmental services, linking conservation to farm and community enterprises, gender and social justice in access to, and control of, natural resources among others.

Land-use planning

Offers possibly the best chance of overall and long-term success as it tackles the root of the problem. Land use planning enables the following:

- Create of buffer zones around protected areas, e.g. Nkuringo Buffer Zone around Bwindi Impenetrable National Park.
- Enables creation of wildlife corridors and dispersal area.

Land use planning is a preventive approach designed to alleviate human-wildlife conflict by creating landscapes in which people and wildlife can co-exist and have as little negative impact on each other as possible (Muruthi, 2005).

SAFE strategy for Human wildlife conflicts management; a strategy that ensures wildlife has no interaction with

humans or their livelihoods, humans and their property, assets are safe from wildlife. The above preventive, deterrent methods and co-existence approaches of land use planning, environmental management, community based natural resources management are geared towards ensuring safety of wildlife, the humans and their property.

Feedback and grievance Redress Mechanism (FGRM)

FGRM is used to address conflicts and grievances that relate to conservation programmes. Grievance can be actual or supposed circumstances regarded as just cause for complaint. Such circumstances create a sense of injustice amongst individuals or groups. It can also be a complaint or a strong feeling that you have been treated unfairly. Some concerns that can cause conflict may include denial of access to the forest area for various purposes; perceived un-fairness on the part of the community; perceived unethical conduct and abuse of office by conservation officials.

Proposed FGRM Mechanism for community conservation

In CC FGRM should be designed to contribute to conflict detection, prevention and resolution, as well as the transformation of the conflict into peaceful co-existence and community cohesion.

In Community conservation FGRM emphasizes the following;

- Conflict transformation because of its critical and potential role in improving and restoring the relationships among communities affected by conflict.
- Channel grievances into an acceptable, institutionalized system for resolving conflicts
- Dialogue and problem solving as an intermediate way for stakeholders to discuss and resolve conflicts.
- Streamline existing grievance redress mechanisms that are either informal or formal.
- In the event that people or communities affected related conflicts do not find the intervention and resolutions of the FGRM satisfactory, they are liable to seek redress through the mainstream formal court system.

Community conservation related grievances include a set of individuals, agencies and institutions that will play a role in detecting and preventing conflicts. It requires collaboration, application of non-litigation mechanisms to resolve potential conflicts, empowering and transforming forest dependent communities as well as consultations through a multi-stakeholder forum. The said individuals, agencies and institutions include:

- Community conservation wardens
- traditional leaders and institutions;
- religious/spiritual leaders and institutions;
- honorary conservation officers;
- local conservation group leaders;
- multi-stakeholder forest forum;
- local council structures (including district councils);
- Opinion leaders and elders.

Community conservation officers should detect and prevent conflicts, mitigate their consequences when they occur and prevent them from escalating. Encourage community members to report to their trusted arbitration structures whenever they have grievances or to suggested agencies above.

Theme 3: Benefit sharing and Livelihoods Enhancement

Users of the handbook are guided on the benefit sharing arrangements under UWA and opportunities for alternative options with the following objectives:

- i. Equitably benefit sharing mechanisms by the communities,
- ii. Engagement of the various actors in benefits sharing processes,
- iii. Investing Revenue sharing funds on appropriate projects that are beneficial to the communities,
- iv. Identifying and planning alternative enterprises for enhanced community's livelihoods.

3.1: Benefit sharing

The Wildlife Act 2019 provides for benefit sharing through; i) monetary benefits ii) collaborative management, iii) wildlife user rights and; iv) community based management schemes.

i) Direct monetary benefits; UWA shares 20% of revenue earned from gate collection (park entrance) fees paid by tourists with communities neighbouring the national parks and wildlife reserves as stipulated in the Wildlife Act. The Revenue Sharing Guidelines and Regulations stipulates how the revenue to the communities should be disbursed and invested in projects identified by the communities. In addition to the 20% of gate collections, the communities around Bwindi and Mgahinga gorilla parks share an agreed and reasonable amount of each gorilla tracking permit sold which is regularly reviewed. Currently UWA Benefit Sharing Revenue is channeled through the district local governments of respective protected areas and wildlife reserves. The revenue then trickles down to the sub counties, parishes and finally to the beneficiary community conservation groups. This is deemed ineffective due to bureaucratic related challenges. A model benefit sharing scheme should be able to detect and rid of such bottlenecks.

The guidelines and regulations will be regularly reviewed to provide for the dynamic community needs and circumstances. Therefore in order to ensure that revenue sharing funds are invested wisely in projects that benefit the communities, staff should put the following into consideration during projects planning and selection process:

- Effective participation by all community segments,
- Emphasis on transparency, accountability and reporting process Participation of all segments of the community (as it is not homogeneous),
- Facilitate and allow participatory decision-making process; it is a process and not a one day's event,
- Ensure communities have the right information and understanding of the RS guidelines/regulations, selection process, disbursement process and linkage with local government structures and financial policies
- Carry out participatory mapping of community priorities,
- Allow communities to prioritize and select their impact projects to solidify support and galvanize local participation,
- Help the communities to identify real problems and challenges related to park-people issues,
- Increase awareness and understanding of relevant policy and guidelines from top to bottom. Benefit sharing needs a process that goes beyond passive dissemination of information.

There is therefore need to assess the following;

- Whether the selected project need training & technical support, market availability, any market barriers to the community,
- Most importantly does the project meet community needs, interests including the vulnerable and marginalized groups,
- Is it building on strength and available resources?
- Does it pay attention to gender issues?
- Does it protect and strengthen livelihoods?
- The potential negative impacts but when the expected positive results are greater than the potential negative impacts and risks, the project should be considered with mitigations,
- Support for local initiatives,
- Tenure security & land ownership where the project is to be located or established.

Selection of Beneficiaries:

Basic principles for consideration in selection of beneficiaries are but not limited to the following:

- Enhancing the influence of members of PA-adjacent villages and individuals in decision making on what Revenue Sharing project to fund
- Choice of primary beneficiaries should reflect better the value of benefits as seen by the beneficiaries themselves and those who bear the highest cost from wildlife
- Consideration of diversity of perspectives within the community.
- Level of cost incurred that can be attributed to the PA, e.g. from human-wildlife conflict
- Rights, i.e. affirmative action in favour of social groups that have foregone traditional or indigenous access rights (e.g. Batwa) to the PAs resources
- Affirmative action for social groups that have a statutory right to get priority treatment (e.g. those residing in villages next to the PA – a statutory right under the new Revenue Sharing regulations)
- Empower the lowest level to engage more in the decision-making process.
- Method of communication for the RS awareness or project identification meetings should ensure vulnerable and marginalized people are included or engaged in the whole process

ii) Collaborative management; Collaborative is an approach used by Uganda Wildlife Authority to enhance community participation in conservation. It is a broad term used to describe all work involving interaction with communities living around protected areas and includes education and awareness programmes, conflict resolution, consultative meetings, benefits sharing including revenue sharing, integrated resource use access, problem animal management and community based wildlife management. The term collaborative management is usually used to describe some type of partnership between different stakeholders for the management of land or resources. The stakeholders typically include the agency with jurisdiction over the land or the resources as well as local residents or resources users. This broad definition encompasses a range of situation where benefits, rights and responsibilities for natural resources management are shared with local communities. Collaborative management in UWA includes the following initiatives among others; regulated (sustainable) resource access based on resource use access agreements, private sector partnerships like managing community eco-lodges, community tourism activities

Collaborative management involves; regulated (sustainable) resource access based on access agreements, schemes, private sector partnerships like managing community eco-lodges,

iii) Wildlife user rights; These are use rights provided and a user rights license for utilising wildlife with prescribed terms and conditions. The benefits accrue to the license holder. Community based management schemes; are for example community managed sport-hunting around Lake Mburo, community nature walks and other tourism activities.

iv) Integrated resource access and user agreements; are negotiated between the local community and Uganda Wildlife Authority under the Collaborative Management and PAs Integrated resources use programme. The agreements promote sustainable utilisation of PA resources through regulated and monitored access to ensure sustained collection of resources. The agreements define the user groups, targeted resources, benefits, rights and responsibilities of the communities and UWA; rules of access and harvest, monitoring and evaluation. A template of resource access agreement is in the appendices. However this is a guide on the key aspects that the MOU/agreement should cover. The community conservation department will have to review all formats that exist in the organisation and come up with one that ensures consistency for ease of application and monitoring. The MOU/agreements will also require translation into the applicable local languages for communities to understand clearly their obligations, roles, benefits and contributions to minimise conflicts arising of the agreements. The integrated resource access involves the following key processes among others;

i) Participatory planning and resources assessments

Participatory resource assessment is a process of building mutually beneficial partnerships with communities for resource access and sustainable natural resource management by promoting meaningful participation through structured dialogue and community engagement in resource access planning and assessments. The participatory process facilitates the following:

- Building trust, transparency, acceptance and ownership over the process and the resulting programmes; empowerment, and equitable benefits sharing. Participatory resource assessment includes
- Inclusion of the disadvantaged and vulnerable groups such women, girls, boys, elderly, (Batwa pygmies, Iks, Banyabutumbi, Benet etc), special interest groups like fish folk, herbalists etc. thus enabling equitable benefit sharing. It contributes to
- A better understanding of why certain groups may not access certain benefits while others can, risks they face and the underlying causes, their capacities and weakness, and their priority needs and proposed solutions.
- Recognition the power relations among groups (political, social, economic, gender, etc.) with control over resources and those without
- Promotes greater respect for the rights of communities in resource use and access and gender equality.
- Assessment provides an insight into the gender, age, race, ethnic, or tribal dynamics that can lead to exploitation within and between communities
- Leads to improved accuracy of baseline data. Planning and programming will be based on more accurate information — as it will have been provided directly by the people of concern—and on a better understanding of the underlying issues, including inequalities and power relations between women and men or among diverse groups, which may affect resource access and allocation
- Allows for a more holistic, comprehensive understanding and response from the communities towards conservation.
- Participatory planning, with members of local communities to discuss and prioritize their development and resource needs, relevant interventions, monitoring and evaluation. External actors use this information to plan their projects and programmes. Recognition and allocation of roles, responsibilities and contributions in implementation and regulation of resource access programmes.

Participatory planning and empowerment involves the following key processes.

a) Negotiation; Negotiation process is to reduce power imbalances related to unequal access and control over resources, information, and capacities. The process involves providing a platform for local communities to present their need for the type of resources and purposes and agree with UWA on which resources that can be accessed and those that may not be possible due to legal and policy provisions. The objectives and intensions of the legal provisions and restrictions should always be clearly explained to the communities and not just used to simply reject the requests and intimidation by the PA managers. Hence, alternatives should be discussed. Negotiations should include the following but not limited to:

- Resources to be accessed
- Amounts
- Who and when (resource users and access period)
- Harvesting mechanisms (roots, leaves, stems, dead wood etc)
- Monitoring mechanisms
- Rules and penalties

b) Empowerment; Empowerment has been defined and supported in many ways in development cooperation, reflecting different underlying theories of change that are often implicit. The frameworks discussed in this section are useful because they take into account not only agency individual and group capacity for action but also structure underlying norms, beliefs and institutions.

Finally, the negotiation results into socially legitimate development agreements that allow all stakeholders to freely commit to every step of the development process. The negotiations should be guided by national policy and legal framework as well as internal laws and conventions relevant to benefit sharing, human rights, access to resources and services that Uganda is party to.

Why it is important to implement benefit sharing mechanisms

Communities usually have costs associated to their location in the proximity of the National Parks, these may include;

- i. Destruction of crops, livestock and property by wild animals leading to low food production and income,
- ii. Some communities are forced to abandon their homes and some children forfeit school going to protect crops, thereby damaging their livelihoods,
- iii. There is selective farming in some communities which are forced to abandon planting certain types of food crops that are palatable to wild animals,
- iv. Exposure to vermin and vectors is close to the National Park,
- v. Insecurity and fear of attack from wild animals and criminals that seek sanctuary in the national park,
- vi. Conflict with Park Rangers and resultant injuries and some deaths within the communities, and
- vii. Wild fires from the park cross over to gardens and destroy crops and other property.
- viii. Show casing the importance conserving wildlife in the local community development and national income generation

Revenue shared with communities is supposed to be spent on household and community projects that contribute to reducing human-wildlife conflict, or contribute to improving the livelihoods of households in frontline villages and those affected by wildlife in one way or another. In order to ensure that revenue sharing funds are invested wisely in projects that benefit the communities, staff should put the following into consideration during the selection and planning process:

Effective participation by all community segments

- Emphasis on transparency, accountability and reporting process
- Participation of all segments of the community (as it is not homogeneous)
- Facilitate and allow participatory decision-making process; it is a process and not a one day's event
- Ensure communities have the right information and understanding of the RS guidelines/regulations, selection process, disbursement process and linkage with Local government structures and financial policies
- Carry out participatory mapping of community priorities
- Allow communities to prioritize and select their impact projects to solidify support and galvanize local participation
- Help the communities to identify real problems and challenges related to park-people issues
- Increase awareness and understanding of relevant policy and guidelines from top to bottom
- Needs a process that goes beyond passive dissemination of information

Assess the following;

- Whether the selected project need training & technical support, products market availability, any market barriers to the community-
- Most importantly does the project meet community Needs, Interests including the vulnerable and marginalized groups
- Is it building on strength and available resources
- Attention to gender issues
- Protection and strengthening of livelihoods
- Potential negative impacts but when the expected positive results are greater than the potential negative impacts and risks, the project should be considered with mitigations
- Support for local initiatives
- Tenure security & land ownership where the project is to be located or established

Selection of Beneficiaries

- Enhancing the influence of members of PA-adjacent villages and individuals in decision making on what a Revenue Sharing project to fund
- Choice of primary beneficiaries, should reflect better the value of benefits as seen by the beneficiaries themselves and those who bear the highest cost from wildlife

- Consideration of diversity of perspectives within the community.
 - Level of cost incurred that can be attributed to the PA, e.g. from human-wildlife conflict
 - Rights, i.e. affirmative action in favour of social groups that have foregone traditional or indigenous access rights (e.g. Batwa) to the PAs resources
 - Affirmative action for social groups that have a statutory right to get priority treatment (e.g. those residing in villages next to the PA – a statutory right under the new Revenue Sharing regulations)
 - Empower the lowest level to engage more in the decision-making process.
 - Method of communication for the RS awareness or project identification meetings should ensure vulnerable and marginalized people are included or engaged in the whole process
- arrangements and to see that UWA this statement is incomplete.

Key messages for Conservation managers

- Enhancing sustainability and ecosystem management practices is the sole aim of benefit sharing,
- Community Conservation staff should expect questions about benefits sharing at all times,
- Community Conservation staff must be transparent on communicating the benefit sharing arrangements, and benefits distribution to build confidence with the communities they work with,
- It is the responsibility of the Community Conservation managers to offer support to communities on how they can use their benefits.
- It is important to give feedback from communities on what they feel about the state of the benefit sharing

3.2: Livelihoods Enhancement

Livelihoods are the means by which people seek to secure their life goals and other conditions which contribute to wellbeing. They can have both positive and negative effects on the environment and natural resources. Communities living around protected areas face many challenges that affect their livelihood. These include human wildlife conflicts, natural disasters like floods, landslides, droughts; crop pests and diseases, vector and water borne disease outbreaks, land degradation, deforestation, loss of biodiversity and ecosystem services and climate change impacts.

Livelihoods have been described as “the capabilities, assets and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintain or enhance its capabilities and assets both now and in the future, while not undermining the natural resource base”. Therefore, in order to minimize– to reinforce and support ways of living and using natural resources that are sustainable and beneficial to people the CC staff and partners need to understand that livelihoods are diverse, complex and dynamic. Livelihoods enhancement can be done in the following forms; promoting conservation friendly enterprises, nature-based solutions and bankable projects.

Objectives

Community conservation staff;

- i. Understand livelihood enterprises that can enhance household incomes,
- ii. Support communities identify bankable enterprises,
- iii. Support communities sustain and expand their enterprises,
- iv. Support communities to identify, investigate and evaluate opportunities
- v. How to organize communities to lobby for support for their enterprises

Means of enhancing livelihoods

Promote conservation friendly enterprise development; conservation enterprises are businesses that generate economic and social benefits in ways that support or are not conflict with conservation. Conservation enterprises incentivize biodiversity conservation by providing benefits to stakeholders who engage in a business for the production and sale of related goods and services. Enterprises may include ecotourism services, beekeeping, handicrafts, timber from certified sources, and non-timber forest products harvested sustainably. Enterprises are usually intended to reduce the prevalence of behaviours that induce threats to biodiversity and increase the prevalence of behaviours that restore or maintain biodiversity due to benefits accrued from participation in the conservation friendly enterprise.

Conditions necessary for the success of conservation enterprises

Stakeholder engagements; when selecting an enterprise for communities it is important to involve all stakeholders that will be affected by the action (refer to theme 4, sub theme 2 and find out who can participate in selecting a conservation enterprises). Community engagement should not only be done with people who are directly linked to the management of biodiversity and natural resources. There may be significant links between the environment and people's livelihoods that are not immediately obvious.

Enterprise diversification; every enterprise considered for selection should have an intention to diversify livelihood enterprises. For example, most communities adjacent to PAs depend on nature for their livelihood support. It is important that the selected enterprise will not result in further damage to nature, but only enhance its conservation. An enterprise may add value to enhance what is already being produced or be an innovation to improve the way natural resources are used. Important to note is that different people will use different livelihoods strategies depending on their assets, their external environment and how it affects them (including political and social conditions), and their knowledge of the opportunities available. In particular, the experiences of women and men often differ in terms of their access to assets, their vulnerability context, and how policies, institutions and processes affect their livelihoods. Hence look out for community and social diversity (section 1) and equally important gender considerations (see gender analysis section).

Market demand; a successful conservation enterprise is one that will easily be sold on the market. When

selecting the type of enterprise, it is important to know the extent of the market for its products. The enterprise should be supported by results from a simple market survey.

Profit potential; the market survey may find out the cost of intended item by the enterprise. This will help the participating community to plan on levels of production and how to engage in such an activity. Profit will determine for community members or groups which enterprise to choose over the other considering other production factors such as capital and labour.

Access to financing; Enterprises require financing, this can be from several sources including external donors, local sources or conservation authorities. Read more about resource mobilization under sub theme four.

Community ownership; the ideas for enterprises should come from the community that is supposed to manage the enterprise. This will ensure ownership of the enterprise and is very important to its success.

Internal governance; if the enterprise belongs to a group, it is important for it to have strong governance structures that will help it thrive. These structures must also be fit for managing enterprises. A group can enhance such structures by registering a trade name and following protocols of business establishments and adhere to their form of good governance.

Forming business partnerships; conservation enterprises require networks that can help them access a wide market. This can be joining a bigger cooperative to enable a group fetch better profit from a bigger market. Technical capacity; some enterprises may require building capacity of the members of a group say in processing, machines operation and value addition among others. Technical capacity is needed for people that will run the enterprise for its sustainability. Sometimes the technical work such as mill-ing and operating of machines is done by project supervisors. This skill gap is not good as break-down of machinery is often times fatal to the initiative. Marketing; Marketing of enterprise products is important, for some products, marketing can be done by word of mouth, displaying at an outlet, market or in areas where tourists must see them. However for some items, a group may have to make radio, television or print media adverts, advertising budgets should always be part of the expenses for conservation enterprises.

In South West Uganda, Bwindi Mgahinga Conservation Trust (BMCT) assists communities adjacent to Bwindi Impenetrable National Park with the identification and development of enterprises that improve their livelihoods while protecting natural resources. To develop product-harvesting businesses, BMCT selects its enterprises based on alternative resources and/or services provided by the park such as community-based tourism.

This handbook proposes the steps that BMCT has used over the years to successfully select suitable enterprises linked to conservation for communities adjacent the parks. Below are some of the steps.

Step1: Conducting market analysis

Where poverty alleviation is coupled with resource conservation as the main concern, a market analysis and development are done to identify how park adjacent communities can be supported to identify alternative sources of income. This is done to help community members who wish to start enterprises to identify potential markets and support services they need to develop viable enterprises. The systematic inclusion of four important aspects of sustainability (environment, market, social/institutional and technology) in the planning of the enterprises enables communities to directly link wildlife management and conservation to income generating opportunities. A Community Conservation worker has the responsibility to guide communities and households on selection of bankable enterprises that can be operated in harmony with nature and with the objectives of the agency in mind.

Step II: Identification of potential enterprises

To select an enterprise, you will require organizing community meetings which will be attended by the members of the targeted community. The objective of the workshops will be to initiate a process with community members on enterprise opportunities based on available resources. One of the ways to find out the status of the community is to do a Participatory Wealth Ranking exercise that will help to identify the social economic diversity of the group. The goal of participatory wealth rankings (PWR) is to know who constitutes the extreme poor in each village, and to make sure that those households are included in the Village Enterprise program. The participatory wealth ranking will help enterprise selections that are in line with the ability and financial needs of the family.

To conduct PWR during a community meeting, use opinion leaders to describe wealth categories in their village or conduct a community process to generate a list of characteristics that community opinion leaders use to describe wealth categories for their own village. The following table lists the most common attributes of poor communities.

Table 6 lists Common Attributes of poor in wealth ranking for enterprise development

Indicator	Assets	Education for children	Feeding or nutrition	Comments
Indicators of Rich Households	Owens various livestock (Over 40 cows) Owns businesses, Motor vehicle, -Permanent house with solar and or electricity.	All children in elite schools, and can afford university fees	All members have balanced diet	Owens a recognized business widely known in the community
Indicators of Moderately Rich Households	- Owns 2-3 acres of land -Semi permanent house (with iron sheet roof). May own Motorcycle -2-5 cows or more than 10 goats plus other agricultural production enterprises	Children can attend private school	Eat 3 meals per day	Owens a business
Indicators of Poor Households	-Small plot of land less than 1 acre -Mud house -One bed -Can only afford government schools -	Not all children attend. Children drop out after primary school. There is priority to educate girls than boys.	-Can only afford one meal or two meals per day	Household heads cultivates for someone else
Indicators of very Poor Households	Household is landless. Does not own their home. Grass thatched roof Clothes torn and dirty. No mattress. No bedding	Children not in school because the family cannot afford school fees	Can only afford one meal per day -	Family engages in casual labour and has no steady income and cannot afford medical care and related needs.

The PWR only helps community conservation staff to identify which household is a priority to support. It should however be noted that when selecting an economic activity, it is very important to look at the background of the household to see what past enterprises they have engaged in, the lessons and related experienced. In this engagement, participants develop a list of products and potential services to be considered for the enterprises. The facilitator should guide the community on selection of a product or service from the analysis. Criteria guiding decision making and selection of conservation enterprises

- Past enterprises attempted by the farmer community or group – this will give a CC worker a glimpse on what the group is interested in, interests mixed with past experience in the same field will drive the group to commit to do better if given more knowledge and support for the enterprise.
- Behavior - this is assessed by actions of a group or a community - from behavior of a house hold you can find suitable enterprises that they can choose from, for example a poor household with youthful heads whose primary income is casual labour, can be supported to undertake agriculture production and they can increase income by engaging in value addition to their produce.
- Past training and exposure - CC staff can investigate the level of exposure by the farmers and training to certain enterprises. For example, if a group is interested in apiary management, has confidence and passion in the practice and the market for apiary products is available, the CC staff may simply need to nurture this experience, exposure and interest and encourage the group to take to the enterprise.
- Market - One of the key things that will determine selection of an enterprise should be availability of both local markets and beyond. This can be determined by a simple market survey of what for example locals are interested in, and the tourists may want to take back as souvenirs. For others such as art and entertainment enterprises, it is advised that the number of groups engaged is minimal to maximize benefits from the enterprise, but also to avoid conflict that comes as a result of scrambling for the same market and space.

Step III: Conducting surveys on feasible enterprises and funding

i. Product and services selection

While selecting a suitable product, you may be required to carry out market studies for products from identified enterprises such as honey, handicrafts, passion fruits and mushrooms out at local and cross border markets, even consider bulking produce for export and in this case consider looking at the ex-port market and market in big towns. This will guide the community to make a final choice for the de-sired product. For services such as community-based tourism services such as entertaining tourists, bird guides, it is important that you find out information on the number of tourists flocking a certain area and their interest, this will guide how the community can best position themselves to benefit from the services they provide to tourists. Some of these may include tour guides, bird guides, performing artists (for music dance and drama) among others.

ii. Developing product marketing strategies

You need to discuss the strategies for marketing the products that are formulated by interest groups.

An example of how a community can market apiary products for a community beekeeping group.

- Make fliers, business cards about the business and post them at strategic points where they can be accessed by external members including tourists,
- Start a product selling outlet,
- Network with existing local and regional groups,
- Get listed on the business directory online,
- Find out exporters of your product,
- Form a local association for apiary farmers to help you circulate information locally and beyond about your business while also having platform to share your expertise on bee keeping.
- Link to other beekeeping associations and tell them about your products, give your-self a platform to learn.

iii. Making announcements on local media.

Advertising is very important and local media costs of advertising are most times affordable. The group can invest in radio and local newspaper adverts. The cost of advertising is always offset by increase in product sales.

iv. Use of social media

A great way to promote your business lately is use of social media platforms. One of the members of the group should have access to and be able to use social media for marketing. You have to take pic-tures of your branded products for showcasing on social media.

v. Branding and packaging

One of the best ways that you can market your business is to develop your own logo. There are a number of ways to do this and it is recommended that you spend some time to research these options. Your logos can be art or word design and should serve as your company's identity. The words may be a name of a natural product and the art can demonstrate what you are selling. Packaging products is very important to enhance your brand and differentiate your product.

Step IV: Propose strategies for implementing the business plans

After conducting market of surveys, the information should be used to propose new strategies for the business plans, which can be checked additional market visits in order to verify prices and feasibility. Trainings are given in appropriate technologies, post-harvest management and accounting skills. In some cases strategic alliances can be formed with potential buyers for the provision of training (e.g. handi-crafts, honey and mushrooms) at this stage. CC Staff can also organize market tours for the community members or groups to meet buyers and develop contracts with them.

After this stage the start-up grants can be given for the development of new enterprises. The seed capital for start-up enterprises should only be distributed based on finalized business plans and matching contributions of the groups. Communities can be encouraged to set up revolving funds based on existing savings of groups.

Step V: Provide business support services

At the start up stage, there is need to provide guidance to communities that selected a given enterprise. The advisory team will typically include Community Conservation Wardens, NAADs and other district staff, sub county extension officers and the private sector who may have interest in supporting product development or in its marketing. Some of the business training needs that may be required may include skill development in book keeping, forward linkages, promotion, price information, technology development and transfer.

Case study: How to select enterprises

Trauma Healing and Childcare Community Development Association (TECODA) is a community-based organisation located in Makalana Village, Bumamanda, Bukibino Sub County in Bududa District. The organization started in 1997 following a disastrous landslide that killed many people and destroyed property. The organization was started with an aim of supporting vulnerable children and women to fend for them. They thrived on accessing Mt. Elgon National Park for timber, greens, firewood and poles which they would sell to get money to support the widows and children. In 2000, they were confronted by UWA rangers to stop the illegalities. They were also asked what alternative livelihood activities they could engage in as an incentive so that they are able to support conservation of the NP.

After consultation with the group members, the group chose bee keeping. UWA provided the initial capital to buy bee hives and setup an apiary site that is close to the community group settlement where they can manage the enterprise well. They were also taken for an exchange visit to Bwindi Mgahinga National Park where they learnt about other initiatives undertaken by the communities adjacent to the parks. They said that the exposure visit helped the group understand and appreciate the importance of nature more, and it is the stories they brought back and told the community that helped them to easily recruit more members into the group. The group has over 300 beehives and an outlet that sells apiary products such as candles, propolis and honey. Members have also gone ahead to buy their own bee hives and place them in their own homes. The proceeds from the honey are saved in their village SACCO and distributed to members of the group equally in December each year.

In addition to UWA, the group has attracted support from the Belgian Technical Corporation (BTC) and the District Local Government. These partners supported them with honey processing tanks, pressing tanks, beeswax processing machine among other equipment. Due to these benefits, the group is actively engaged in protection of the park.

What are the key lessons that we learn?

- The importance of exchange visits,
- Communities can select their own enterprise; the CC worker just needs to support them,
- The group shares dividends equally amongst members and this ensures equal participation,
- The group has a vision and they know what to do next, and this will help them when seeking for support or mobilizing for support amongst themselves to a step forward,
- The group is registered which makes them easy to work with,
- We can always encourage communities to seek for other likeminded partners outside UWA circles.

Key Messages

- Capacity building of local people is a crucial factor in the development of the enterprises.
- The participatory planning process enhances the establishment of community-based producer groups.
- To ensure that local people develop have viable enterprises and operate them independently, involve them from the outset in the planning of the enterprise.
- The poorest and most marginalized households including women and youth in a community must be considered first when providing support to communities.
- Market study tours and exchanges between farmers can be used to develop entrepreneurship cultures and transfer knowledge between communities.
- To ensure the long-term provision of business development services to the enterprises, communities should be encouraged to form strategic alliances between local enterprise groups and private sector.
- The main challenges are to improve the capacity and outreach of district-based service providers to provide technical backup to the community-based providers.
- Supportive policies help local people to improve their livelihoods while protecting and managing in sustainable ways their natural resources.

3.3: Nature based livelihood enterprises (nature-based solutions)

Nature based livelihood enterprises offer different solutions that generate a financial return and have a positive impact on nature whilst also providing protection against extreme weather events. These may cover water & sanitation, forestry, climate-smart agriculture, environmental protection and renewable energy. Nature based Enterprises are ventures that can be exploited to support biodiversity utilization, conservation and equitable benefit sharing derived from natural resources. They can contribute to poverty reduction for poor rural communities, provide employment opportunities for the youth and women along their value chain.

This section helps conservation managers to understand such nature-based livelihood options so that they can be able to help communities choose from numerous options available to improve their lives while contributing to conservation objectives. Some of these enterprises are described hereunder.

However, it important to note that the enterprises suggested below are not cast in stone. The suggest-ed ones may not be appropriate to all the PAs but they provide insight of key considerations and criteria that help to identify a suitable enterprise for a given PA and community, Other adaptive and dynamic enterprises such as aquaculture, crafts, community tourism, high value crops like Chia seeds, value addition, Village Savings and Lending Associations and others can be considered of based on the context and circumstances.

i. Beekeeping

Beekeeping, also referred to as apiary management is one of the commonest enterprises undertaken by communities adjacent to protected areas world over. Beekeeping has a lot of benefits including nutritional and health benefits to participating households. Beekeeping is one of the activities that have been carried out by communities adjacent to protected areas for a very long time. There is quality honey produced from Protected Areas. This quality is a result of the fresh environment found in the pristine PA environment. There is growing demand for such ecological products locally and internationally. This type of honey has demand not only in the East African region but has export potential to the Middle East and Europe where Uganda honey has already been listed. Uganda also complies with the European regulations on minimum pesticide residue content in honey

How to start beekeeping

One requires the following tools and equipment to start beekeeping enterprise:

- Beehives,
- Protective veil (bee suits) and gloves,
- Smoker – this helps to distract the bees while you're working within the hive,
- Hive tool – this allows one to easily access the hive and move frames around,
- Airtight buckets
- Bees - they have previously been found to be in abundance in forests and many protected areas. The community simply needs to pick a site that is accessible but not disturbed by everyday activities.

Common challenges

Often times, community groups have been allowed by UWA to do activities such as beekeeping with in Protected Areas. However, some of these enterprises have not been successful due to the lack of technical support and lack of skills, knowledge and experience in beekeeping and have inadequate organizational skills. Community conservation staff should be aware of these hindrances that deter com-munities from effectively undertaking bee keeping as an enterprise. Other identified challenges include:

- i) Inadequate knowledge and skills of handling bees;
- ii) Local carpenters/artisans lack hive specifications and tools to produce desirable hives;
- iii) Lack of financial institutions operating in the target areas that could offer credit facilities for modernization and expansion of the bee keeping initiatives;
- iv) Lack of honey processing and storage skills and equipment such as airtight buckets;
- v) Lack information and knowledge on basic bee behaviour and markets;
- vi) Lack of proper farm inputs/tools for beekeeping such as smokers and protective wear;
- vii) Lack skills for good beehives siting and they end up hanging them in tall trees; and
- viii) Lack of knowledge on products from the hive leading to wastage of beeswax and propolis.
- ix) Poor management leading to bees absconding

Products from beekeeping requiring value addition

The commonest product from beekeeping is honey which is consumed in unprocessed state, as liquid, crystalized or in a comb. However, if beekeeping is the chosen option for a community enterprise, the Staff should explore developing value addition to produce the following products.

Beeswax – this is classically an inert substance, with some interesting properties which are important to the api-therapists. Beeswax is used cosmetics, anti-septic, emollients, anti-inflammatory, cicatrizing, smoothen and make elastic structures.

Royal-jelly; bee-venom; and propolis which is medicinal

Candles for wax, on high demanded locally, regionally and internationally. Candles made from bees' wax gives negligible pollution to the most immediate environment.

How to ensure beekeeping is profitable for communities

- a) Packaging – this is a very important ingredient for marketing. Packaging of honey requires food grade containers. Due to the very corrosive nature of honey, good materials for honey packaging include: food grade plastic containers, pottery, ceramics, glass and stainless-steel containers. In this initiative, farmers shall strive to use these packaging materials in order to have high quality and competitive products in the market - locally, regionally and internationally.
- b) Marketing - for purposes of this intervention, the marketing strategy is to establish direct con-tacts with guest-houses, hotels and supermarkets and other groups undertaking apiary management just in case there are bulk buyers. Marketing can also be done by use of mouth, promotional materials like t-shirts, among other methods.
- c) Advertising – it is important to carry out direct advertising through the local media in order to reach and establish contacts with the larger Kampala market or other main towns in the region. In pursuing this marketing strategy, farmers should target local wholesalers, local retailers, regional whole sale and hotels in the surrounding area in which the number of visitors demanding for honey is increasing by day.
- d) Bulking beekeeping products - It is advised that the beekeepers form associations to help them bulk their products to be able to supply a wider market but also be able to lobby for good prices, learn from each other and attract external niche markets and support from different groups.

ii. Bamboo growing

Bamboo is a fast growing, renewable, widespread, low cost, environment enhancing resource with great potential to improve poverty alleviation and environment conservation. Bamboo is classified as a non-timber forest product (NTFP). However, it has strong potential to combat serious environmental problems and contributes to the local and national economies of many communities around protected areas. In some communities, bamboo is used as source of food (shoots) and medicine. Shoots and leaves can be fed to livestock, while bamboo culms are used for fuel wood, building houses and livestock shelters, and making crafts such as mats and utensils. Bamboo provides cheap or free materials for local communities around protected areas that they would otherwise have to harvest from forests, buy at high cost from far away or replace with slow-growing trees. If monetized, the true economic value of bamboo for households could be significant to community conservation groups.

Why consider bamboo as a natural enterprise.

- i) Bamboo growing can become quickly profitable since it is fast growing and can be repeatedly cut without having to be replanted.
- ii) Sufficient knowledge and skill can guarantee that future generations can benefit from this resource.
- iii) Bamboo as an avenue for commercial forestry and other nature-based enterprises can be promoted for poverty alleviation and environmental sustainability.
- iv) Farmers can be encouraged to integrate planting of bamboo on their land to increase the availability of tree products on farm and also attain the requisite forest cover on their farms which deters them from accessing PAs.
- v) Bamboo can play a role in the reduction of timber consumption, environmental and forest protection, poverty alleviation through the generation of income and employment in both the rural economy and

industrial development.

- vi) Due to high consumption of fuel wood in Uganda, bamboo can substitute wood as a more sustainable energy source.

Benefits of bamboo

- It has economic and environmental conservation,
- Bamboo enterprises translate into job creation for the youth and have the potential to generate more revenue for the government.
- It is encouraged that the bamboo planted is indigenous so that it can lead to the preservation of indigenous species which can result in increased soil conservation, water retention and also conservation of wildlife.
- It is used for ornamental, ecological and agro-forestry purposes.
- It is used in the cottage industries, wood industry, pulp and paper industry, food and beverage industries, for machine processed products, bioenergy and in the chemical industry
- It is used for making curios, ornamental baskets, tooth picks, lampshades, and pen-holders,
- It is commonly used to make fences and shade homes, and to construct bridges
- It is an important species for landscape and provides shade, windbreak and acoustical barriers.
- Large and continually growing local, national and international markets exist for handicrafts, boards, fiber products, paper and pulp, different variations of timber sticks, charcoal, briquettes and intermediate products for further processing.

Uses of bamboo

- Bamboo leaves and shoots can be used for animal feeds,
- Some indigenous bamboo can be used as herbal medicine,
- Bamboo poles are strong building materials,
- Bamboo forests can be wildlife habitats,
- In some communities such as Mount Elgon, bamboo plays a crucial cultural significance,
- Bamboo forests play a role in reducing floods,
- Bamboo plays a role in stabilizing climatic conditions,
- The forests of bamboo are structures for improving soil conservation, and
- Decrease in economic overturn.

Challenges

- There may be lack of market which may make it hard for local communities to sustain their in-terest in bamboo,
- The cost of indigenous bamboo seedlings is very high and sometimes not available at all,
- Lack of certified sources for seedlings,
- Communities are still not aware of the uses and the expanse of the bamboo market which may make it hard for them to appreciate the venture,
- There are few institutions providing capacity for communities willing to take on the trade and therefore there is lack of skills especially on value addition to bamboo, and
- Most of the communities lack technical knowledge on bamboo.

Key messages for community conservation staff

- In each community where bamboo growing is considered for an enterprise, CC staff should consider establishing a bamboo resource center so community members can gain knowledge on bamboo, including bamboo's ecological value as well as its economic potential.
- A clear value chain of bamboo should be well documented to further support any economic activities community would want to venture into.
- Promotion activities for consumption of bamboo and products can be done using local media such as community radios and products can be displayed at local craft stalls accessible by tourists.
- Fundraising is required to establish bamboo nurseries to provide subsidized seedlings to encourage communities to grow bamboo.

iii. Mushroom growing

Mushroom cultivation is suitable especially in densely populated areas where the intention may be to relieve pressure on land. Mushroom growing utilizes agricultural residues as substrate and it is done intensively indoors. Mushroom growing can help to enhance farmers' income and improve food security; solve land shortages and soil exhaustion. Mushrooms can be a good source of protein which contains all the essential amino acids. Mushrooms are also high in fiber, rich in vitamins, and low in cholesterol. Mushrooms are commonly used for various dishes in different shapes and forms.

Why communities should grow mushrooms?

- i) Mushrooms are very delicious, nutritious and medicinal. They are rich in vitamins, low in cholesterol and have protein that contains all essential amino acids required in human diet. Mushrooms have the most delightful aroma than most vegetables. In addition to nutritional qualities, mushrooms can also be cultivated to generate income and create employment.
- ii) Local materials (agricultural waste) that can be used as substrates are in abundance and the benefits of mushroom cultivation are enormous.
- iii) Many products can be made from mushrooms. Apart from being processed into soups and sauces, mushrooms can be processed into sweets, cookies, candies and various snacks.

Important considerations for mushroom growing

Temperature, humidity, and rainfall of an area – these are necessary in determining the type of mushroom to be grown. These are also essential in determining the type of local materials found in that specific place, which can be used as substrates. It is therefore important to study the environmental conditions before deciding on the type of mushroom to be cultivated.

After choosing the type of mushrooms to grow, the following are a must have;

- i) Labour - even though not laborious, mushrooms need tending and therefore consistent labour is a must.
- ii) Pasteurization chamber; this can be a drum of about 200 litres.
- iii) Inoculation box, a cool room, and a mushroom house are also important factors.

If the above factors are all considered, the farmer or group can then be supported with;

- i) Selection of suitable mushroom culture - a fresh, young healthy mushroom should be used to prepare the tissue culture. This procedure is very delicate and must be done under extremely sterile conditions.
- ii) Development of spawn
- iii) Substrate - preparation and spawning
- iv) Mushroom vegetative and fruiting phase
- v) Harvesting and Packaging
- vi) Marketing – even though marketing is listed as the last bullet, it is important that it is one of the first things that considered when starting mushroom growing and indeed many other initiatives or enterprises. However, there is great potential for market of mushrooms including local markets and beyond.

Stages in mushroom growing

- a) Vegetative phase - if to be provided with spawn, most farmers start at this phase. The farmer is required to keep his bags in the dark room for mycelia invasion. During this phase, the bags should be thoroughly inspected for contamination. Contaminated bags should be immediately removed from the room, sterilized or pasteurized and re-used as compost, animal feed or substrate.
- b) Fruiting - this is the phase when the bags start producing fruiting bodies. This happens after the bags are fully invaded by the mycelia. At this stage, the bags must be kept in a room where temperature and humidity can be controlled. To be able to sprout the farmer has to make holes in the bags using a knife or scissor. The room should be well aerated. By spraying the room, the humidity is raised and the temperature controlled, with temperature above 15 degrees centi-grade and to maintain humidity the farmer is supposed to keep watering. The first fruits appear in 4 weeks from the day the bags were

- inoculated and take about 3-5 days to become full grown mushrooms and ready for harvesting.
- c) Harvesting – this should be done at least twice a day or when mushrooms are at an appropriate size, depending on customers' preferences. Avoid harvesting outgrown mushrooms because they have less flavor, and if harvested too small they cannot fetch a good price on the market. Mushrooms must be harvested using hands, by unplugging the clusters. Never use a knife to cut them off because this minimizes the chance of the bag pinning again. Fresh mushrooms should never be kept in plastic bags, as this accelerates deterioration, therefore keep only dry mushrooms in plastic bags.
 - d) Post harvesting - harvest young mushrooms for longer shelf life and better taste; trim the mushrooms and grade them accordingly; weigh and pack in paper bags or Styrofoam plate; store in the refrigerator if not for immediate use or sale; and to avoid humidity accumulating in the bags, aerate the bags.
 - e) Preservation – mushrooms are highly perishable; it is important to:
 - Keep in the fridge for at least 7 days
 - Dry the mushrooms as this also helps diversify how mushrooms can be consumed
 - Mushrooms should be sliced to accelerate drying. Care should be taken to prevent dust and soil particles – solar driers can also be used for drying mushrooms.

Why mushroom growing is a good enterprise for youth and women

Youth development should be recognized as an important mandate for Community Conservation workers. Special attention should be given to young people with special needs or in difficult circumstances, such as young people with disabilities, young women, as well as those living in rural communities and informal settlements. Therefore, the young people should be supported through the following ways:

- Encourage formation and registration of youth and women groups,
- Focus on profitable and competitive youth-owned-and-managed businesses,
- Support business skills development for youth and women,
- Access to credit services,
- It is important to promote the creation of learning environments that support the continued life-long development of young men and women. Financial and business development services should focus on building entrepreneurial skills that can be applied to a variety of business ideas and situations,
- Encourage youth and women to consider enterprise as a career option,
- Young women and men should be encouraged to consider enterprise as a career option. While it is recognized that some people undertake this option as a last resort and without adequate preparation, skills or experience, previous levels of education, life experience and career guidance are important ingredients to sustainable business success.

3.4: Capacity building mechanisms (skills identification for youth and women)

One of the challenges facing the youth in communities is lack of skills. Skills that can help them create jobs and skills that employers are looking for. This is due to the disconnection between formal education and the vocational skills that are required to perform the roles. There is need to build capacity of the park adjacent communities especially the youth and women to enable them to start enterprises and increase opportunities for employment.

Nature of skills that the youth and women need

- Value addition for agricultural produce – this includes packaging
- Tailoring; Crafts making; Carpentry; Welding; Catering; Hairdressing
- Training in entertainment and arts – this includes creative and performing arts
- Conservation friendly business incubation and innovation

Creating a vision for community enterprises – Using the Vision Road Journey (VRJ)

The VRJ is one of the tools that can help an individual or communities to assess progress and change so that they can progress with their initiatives or enterprises. The VRJ requires individuals or communities to relate their enterprises with visions that they can achieve within a specified period of time. The enterprise should be a realistic target or vision that can be achieved. The vision exercise is often a small business, a house improvement as part of the longer-term vision. The aim of the vision road journey is to help people work towards one realizable element of their enterprise. The vision road journey will help the Community Conservation facilitator to increase the understanding of the group's current situation and therefore be better positioned to have strategies to

support their enterprise, increase understanding of available opportunities, the different dynamics of the group preferences such as gender and also improve their participation.



Photo 1: A women group tries to build their vision road journey (photo by Oxfam)

- The vision road journey identifies the current position of an entrepreneur in relation to a selected enterprise or business,
- Analyses opportunities and constraints,
- Establishes a time bound target,
- Plots progressive milestone targets and the actions needed to move from one milestone target to the next;
- Introduces and reinforces a culture of planning, principles and reflexive learning,
- Re-enforces the importance of having realistic targets with tracked actions and milestones,
- Helps individuals or groups attain basic analytical skills,
- Provides a basis for members of a community to share as many opportunities and challenges as possible.

How to use the Visionary Road Journey

Step I: Draw the first circle (showing the desired future)

Guide the group or individual to draw a large circle at the top right-hand corner of an empty page. That circle represents the future. It is a large circle at the top because it is like a sun and the implication is that the group or individual is reaching for the sky. It is the vision which will inspire you to pick yourself up, and continue to move forward if you fall and stumble on the rocks along the road.

Step II: Draw the second circle (showing the present) and a road that links to the first circle

After the first circle, guide the group to draw a second large circle at the bottom left-hand corner of the flipchart or plain paper. This represents the present situation. Then draw two straight lines to link both circles. This represents your road from the present to the future (top or sun). The road has to be straight and upwards, because this is how it is hoped that an entrepreneur will reach up their vision. In the bottom circle make the group draw how their current starting situation is for the different things that guide the vision.

Step III: Opportunities and constraints

On either side outside the road, draw:

- At least 10 opportunities at the top of the road, these are the things which will help you up if you fall down. The more opportunities, the easier it will be to advance.
- At least 10 constraints go under the road because these are the things which can drag the vision down. It is important to foresee and avoid them if possible. The things which are most under your control nearest the road. The things which cannot be controlled go furthest from the road.

Step IV: Target and milestones

Explain to the groups that every journey starts with small steps. And their vision is a long-term dream which they need to plan realistically. When the group identifies their opportunities and challenges, they can then start to make small steps towards their vision.

Guide the community group to draw a circle next to the vision where they will fill in how far they think they can get in 1 year for the different elements of their vision. They should then put 3 circles at equal distance along the road as milestones for each 3 months. Leave enough space in between where they will put the actions.

Step V: SMART milestones and action plan

At this step, the group is ready to fill in their milestones - in each circle they put in how far they need to get each time. Then between each milestone indicate the actions needed to move from one to the next, revising the milestones and target if necessary. This will be the basis to track progress over time, by adjusting your drawing as needed to get as far as you can towards your vision.

Key notes for the facilitator

- The vision road journey is a Gender Action Learning Systems (GALs) methodology that seeks to empower communities using participatory processes and diagram tools to help people analyze their livelihoods with a gender perspective and take practical steps to address gender inequalities.
- Due to the nature of our communities in terms of education levels, individuals or groups use drawing and not words to draw in locally available notebook diaries and continually review and track their own progress as a process of reflective learning based on their own planning needs
- The visioning process should be a tool for inclusion and prioritization of the needs of the poorest and most disadvantaged including youth and women.
- The visions for individuals (especially youth and women) or groups can be as small as buying a hen to start chicken rearing. The visions should fit within the capacity of each individual.
- It is the responsibility of the facilitator to ensure that the dreams are not too big and yet not too small to not to enable the individual or group to develop.
- There has to be follow up on the progress of these visions by periodically monitoring their undertakings.

Theme 4: Cross-cutting issues

Objectives

- i. Community conservation staff understand how gender dynamics affect the participation of women and men in conservation, and the benefits they obtain from it.
- ii. The community conservation staff have foundational knowledge of gender analysis and gender integration into conservation programs.

4.1: Gender analysis and integration in conservation

Gender is a social construct that refers to relations between and among the sexes, based on their perceived relative roles in society. Gender refers to the economic, social, political, and cultural attributes and opportunities associated with being women and men. Gender values are inculcated through socialization (parents and communities tell or demonstrate to younger generations what is expected of them as women or men).

The concept varies across cultures and over time. Different cultures have different definition of men's and women's roles and attributes, and these change with time and across generations (it is dynamic, not static). The definition of gender within specific cultures is changeable, as societies evolve (by men and women taking on roles and attitudes formerly not associated with them).

What gender is not! Gender stereotypes

- Gender is not biologically determined
- Gender is not just about women
- Gender is not women against men or women vs. men
- Gender is not women rebellion
- Gender is not complicated, costly or time-consuming

Why consider gender in conservation

1. **Gender roles result into diverse impact of conservation**

- Women and men are often affected by conservation in diverse ways
- Women's roles are closely related with natural resources: they are the main household providers of food, water, firewood and healthcare within their households, which roles are highly dependent on natural resources.
- Some men are injured or killed while poaching
- Conservation provides jobs to both men and women (rangers, managers, though more men are employed)
- Women provide majority of labour in agricultural production
- When natural resources are in short supply or there is restricted access, all human-wildlife conflict, women and men will be affected in diverse ways: women within Conservation Area adjacent communities are more vulnerable to poverty and food insecurity resulting from crop damage by wildlife because agriculture is their main livelihood sources, and they are the primary providers of food in their households
- Human wildlife conflicts lead to broken families and destitution, increasing women's burden to care and provide for families
- In some communities the presence of wildlife also exerts stress of women and children's time if they have to spend time mitigating wildlife damage (e.g., guarding crops).
- Women are the primary traders of (road side markets and smuggling) of wildlife products from poaching and encroachment i.e. bush meat and charcoal, while men are the primary poachers and engaged in other illegal activities.
- The effects of conservation on each family or gender will have positive or adverse impacts on children

2. Gender integration enhances Program effectiveness

- Gender differences lead to inequitable participation in and benefit from development interventions
- Conservation practitioners need to deliberately ensure that men and women's perspectives are sought, and influence conservation agenda setting
- For any conservation intervention we plan, we should ensure that we anticipate the potential positive and negative effects on both men and women, and forge ways to avoid any negative impacts that the intervention may have.
- Conservation programs are effective if their associated benefits and resources are equitably targeted to both women and men.
- Women need to be included in conservation programs because they have valuable knowledge and skills, which can inform and benefit program implementation.

Gender Division of Labour

Both men and women play key roles in their households and communities. Their roles affect and are affected by conservation interventions differently. However, communities allocate some roles and tasks specifically to men or to women. Typically, men tend to be associated with “productive labour” like construction work, mining, car repair/mechanics, driving heavy trucks, electrical jobs, hunting, timber cutting etc. Such jobs are usually associated with payment, or income. Women on the other hand are typically associated with “caring” and domestic household work, which is usually not valued as work, and thus unpaid, like cooking for the family, fetching water, collecting fuel wood, childcare, growing household food and caring for the sick. However, when these tasks are done in the formal sector where they are paid for, then men can do them, e.g. as chefs in restaurants and lodges, as paid nurses in health facilities or as water vendors.

Priority is often accorded to men for opportunities associated with conservation (e.g., wardens, rangers, and lodges' staff). This is partly because of gender bias, but also because women's heavy responsibilities for domestic roles makes it harder for them to engage in activities away from the home. Even when women engage in “productive labour”, they are sometimes paid less than men, even for the same job or tasks (e.g., as agricultural laborers, as employees in tourism hotels/lodges). Part of the reason is that female employees are assumed to have less responsibilities, while men are the family bread-winners!!

Gender and Decision Making

Often men represent households in community decision making fora about key issues in conservation and natural resource management and benefit sharing since their voice is generally considered to be “the communities' voice”. This means that the perspectives and interests of women are sometimes not heard or considered in conservation program planning and implementation.

Gender analysis

Gender analysis is the process of collecting and analysing socio-economic data to:

1. identify gender differences and relations and interpret their consequences for achieving conservation and livelihood objectives
2. Identify implications of conservation programs for relations of power between men and women

Gender analysis helps in design of conservation programs. This can be done by asking questions like:

- What are the gender differences that could affect the achievement of intended program results?
- What is the likely effect?
- Are men and women involved or affected differently by work to be undertaken in this program?
- Would this difference be an important factor in achieving sustainable program impact?
- How will proposed results affect the relative status of men and women within the households and the community?

Text Box below gives an example of gender analysis of a livelihood intervention that is expected to improve attitudes towards conservation areas. The provision of livestock to households is a common strategy applied around various conservation areas. The text box provides some of the gender analysis questions that need to be asked during project planning and monitoring and evaluation, to establish the impact of the intervention on different household members.

Gender analysis of a livelihood strategy (distribution of goats) to improve attitudes towards conservation areas

During project planning stage

Key Question: *How might the distribution of livestock affect the lives of men, women, girls and boys, male and female-headed households, PLWDs, and other vulnerable members of this community?*

1. Who in this community currently owns livestock? (Men? Women? Youths? Male-headed households? Female-headed households?)
2. What livestock do households rear?
3. Who actually tends to the livestock (e.g., feeding and general management)?
4. Who actually sells the livestock?
5. Who within the household controls the proceeds from sale? How the proceeds are typically utilized
6. Who should be consulted during the decision-making process? Why?
7. Where should consultation meetings be held to enable all relevant members of the community to attend, and to make the meetings equally accessible to men, women, PLWD male and female-heads of households, and other vulnerable groups?
8. What is the appropriate timing of the meetings, convenient to all the groups mentioned above to attend (in terms of seasons, and time of the day)?
9. Which consultation methods should be used to ensure effective participation of all the stakeholders in the target community?
10. Who in the households should be registered as the recipients of the livestock?
11. How could the distribution of livestock affect the labour demand on different household members (e.g., it could occupy members who have been having free time, or could over-burden members who already have heavy workload)?

During project impact monitoring and evaluation

Key Question: *How has the distribution of livestock affected the lives of men, women, girls and boys, male and female-headed households, PLWDs, and other vulnerable members the recipient community?*

1. Who is the recognized/registered livestock owner in the program?
2. Have men, women, youths, male-headed and female headed households, PLWD and other vulnerable groups benefited from the program equitably?
3. Within recipient households, who tends the livestock?
4. Has the project brought additional tasks to the household? Who is doing them? (e.g. grazing and watering the livestock, construction, hygiene and maintained of livestock sheds)
5. Who decides on livestock use (sell or subsistence)?
6. When sold, how are proceeds mainly utilized at household level? Who controls the proceeds? Who spends?
7. Are there any other livestock by-products coming to the household (e.g. manure, milk)?
8. Who benefits from the by-products?
9. Have there been any domestic conflict associated with the livestock? What were the causes? Who is negatively affected by these conflicts?
10. What difference has the livestock made in the lives of men, women, boys and girls in the community, female and male-headed households? (*Food and income security? Access to manure for farming? Improved living standards? Educational fees? Less risk of human injury from illegal wildlife uses? Improved individual profiles of beneficiaries within the community/ leadership roles? Credit worthiness? Access to information/training?*)

Gender integration

Implies working towards the goal of gender equality – i.e., “equal access to opportunities, treatment under law and equality of voice”. Gender integration addresses gender differences during program or activity design, implementation, monitoring and evaluation. This involves identifying appropriate indicators on gender to guide project implementation and monitoring.

What can conservation managers do to integrate gender?

- The basis for gender analysis is sex-disaggregated quantitative and qualitative data obtained through literature review, Qualitative methods (e.g., Focus Group Discussions, Key Informants interviews, stakeholder consultations, routine community meetings/events) and quantitative methods (e.g., surveys).
- During collection of this data, the conservation worker needs to ensure equitable representation of the voices of men, women, youths and people living with disabilities, female and male-heads of households by:
 - Choosing accessible venues and timing for men and women. The timing of discussions/meetings should be cognizant of the daily and seasonal activities of men and women
 - Using venues close enough to encourage attendance of men and women. Venues should also be neutral for diverse groups to feel comfortable there (with no ethnic, religious or political connotation)
 - Separate men and women or joint groups may be desirable to ensure free and equitable participation of men and women, and depending on the subject of discussion. The moderator should determine this according to the context
 - In surveys, men and women, male and female-headed households, youth and elderly, PLWD should be sampled
- Analyze the data through a gender perspective (disaggregate the data reveal the gender differences in division of roles and responsibilities, access to and control over resources, constraints and opportunities for participation and benefit for conservation programs, as well as differences in attitudes, opinions and preferences)
- Utilize the data for Gender integration of interventions/activities and in indicators of program effectiveness.

Key avenues for gender integration within UWA are:

1. Conservation Area General Management Plans (GMPs)

The Community Conservation Wardens have primary responsibility to inform the PA General Management planning process on the important gender issues to be addressed in the GMPs. Prior to the general management planning process, CCW and CCRs need to proactively gather gender-disaggregated information on men/women and other marginalized groups' interests in the CC program, to inform the planning team. This data can be gathered from multiple sources:

- Literature review- CC Department monitoring reports, research reports, Workshop/meeting reports
- Informal and formal consultation with communities during day-to-day CC work
- Short survey/focus group discussions/key informant interviews
- community meetings

During the general management the community conservation staff need to ensure that:

- The GMP consultation process seeks perspectives of men, women, PA-edge communities and other marginalized groups
- Ensure effective stakeholder representation in the planning process. This entails ensuring that information about the consultation meetings reaches to all the key affected groups, including protected area neighboring households, men and women, and that the different groups are rep-remented and effectively participate in the consultation. The venues should be appropriate and accessible to men and women and other vulnerable groups,
- Ensure the needs/priorities of men, women, PA-edge communities and other marginalized groups are included in the GMP action plans and budgets

- Ensure the interventions equitably target men, women, PA-edge communities and other marginalized groups

2. Conservation Area Annual Operational Plans (AOPs)

The CA AOPs interventions need to equitably target men, women, PA-edge communities and other marginalized groups. During periodic monitoring of CC interventions, the Community Conservation Department at PA level should seek feedback from men, women, PA-edge communities and other marginalized groups. This can be done through simple monitoring tools, surveys, community meetings, workshops. The results of periodic monitoring should be used to ensure any constraints preventing effective participation and benefit by men/women or other marginalized groups are resolved.

Key learning points

- Gender is socially constructed, shapes behaviour, rights, access and distribution of resources.
- Gender inequality leads to inequitable participation and benefit from conservation and development interventions
- Women often play key roles in using the natural resources. Yet, these roles are often valued less compared with those of men – so women's voices are not heard. Gender inequality represents a huge loss to conservation
- There is need to ensure that the conservation benefits and resources are effectively and equitably targeted to both women and men
- Men, women and other marginalized groups need to be effectively consulted in program design, implementation and monitoring, to anticipate and avoid any negative impacts that conservation interventions may have on them

4.2 Effective Community Participation and Engagement

Community conservation is largely about engaging communities to manage their resources for sustainable development and enhanced conservation taking into account equity, decision making empowerment and social inclusion. Community engagements are more fruitful if jointly with the District Community Development Office. Community conservation programmes should aim at having their interventions integrated into district plans. This makes partnerships with their respective local governments important.

Effective participation to happen, it requires a community that is empowered and interested in;

- Understanding the protected area, their environment and be able to know that if they live in harmony with the PAs, it can be used to change and sustain their lives;
- Change the ways they think about and manage their own environment;
- Create and implement bylaws and other agreements on sustainable resource utilisation and land management An enabling policy and legal environment for community engagement
- Sharing of experiences, success stories, practice and knowledge with others to ensure the spread of good practices in community conservation.

This level of community understanding, empowerment, confidence, innovation and sharing is the result of ongoing, intentional engagement with all stakeholders in the community.

Stakeholder engagement will involve;

- Working with the Community groups,
- Community Conservation Action Planning,
- Capacity building of community members,
- Supporting CC groups to enhance their engagement,
- Identifying, creating and implementing bylaws with community self-policing and monitoring,
- Providing for grievance management mechanisms/platforms,
- Participatory decision-making mechanisms and shared decision making as much as possible.

How can communities be engaged in conservation?

The first step to community engagement is to learn and uncover their key concerns on community conservation by conducting an assessment using a community dialogue. During this dialogue, the CC staff area encouraged to ask a lot of questions to trigger creative thinking and constructive dialogue. During this dialogue CC staff will be able to take stock of peoples' grievances, expectations and can generate solutions on the spot with the locals.

Community engagement can come in many forms.

- i) **During the introduction of a conservation programme** engagement meetings with all stakeholders is very key in trying to explain the benefits. It is important to engage elders and leaders of the communities to participate by taking the audience through the past initiatives, collaboration and activities of parties, and the importance of conservation. Engagement could also involve storytelling through theatre or film, or by telling the right story at the right time.
- ii) **Exchange visits** are another powerful form of engagement, giving the floor to an 'outsider' who has lived and overcome the same difficulties experienced by the audience. At the right time, a community conservation group that has experience and benefited from engaging in activities of conservation should be given a platform to tell their story to encourage other groups that may face similar challenges or tell them to harness available opportunities.
- iii) **Wide-scale awareness creation**, including sensitization using skits, radio talk shows and use of local media, print media and posters, to inform the local communities about benefits of community conservation.
- iv) **Consultation meetings of key stakeholders** when planning interventions; this helps in creating a shared vision for the future. This will create community ownership and commitment from the communities. Facilitation of community led action planning, implementation, monitoring and adaptation to ensure the best outcomes from the efforts of conservation managers.
- v) **Facilitate open dialogues** and exchanges at the community level through mini workshops and community meetings.

Ensure affirmative action by targeting the vulnerable and marginalised groups as well as poor households. All stakeholders, including minorities and marginalized groups, women groups, indigenous people need to be heard, because when aiming to sustainably manage the shared PA resources everybody's needs must be accommodated to the degree possible.

Who to engage in community conservation programmes?

- A Community Conservation Manager is always required to conduct a stakeholder analysis to identify potential partners and important stakeholders within and beyond the community, such as identifying traditional and religious leaders, minority groups' leaders, and women leaders among others. The list below can be used as a guide to identify the category of groups and or individuals to engage.
- **Traditional leaders** often determine how land is used, and they have a significant impact on the attitudes of the community. By engaging with traditional leaders first, you may find their support ignites the interest of the community as a whole.
- **Religious leaders**; these play an important and often influential role in the lives of the community; they need to be invited into community conservation engagements too.
- **Minority group leaders** in cooperatives, as well as farmers', women's and other community groups, are important allies.
- **Youth and women groups/leaders**; these are influencers in their community, and it is important to know who they are and include them in CC efforts. Natural leaders are people that others trust and look to for direction.
- **Local leaders**: local leaders from the LC1 level, to parish level to the district local government will be key in supporting mobilization of communities and supporting all processes at that level.
- **Other conservation leaders**; There may be other community conservation enthusiasts who are respected by the community members and;

- **Engaging children through school programs or environmental club activities.** Children can also be a powerful force for change, and should be included appropriately.

When engaging communities, remember!

- Be inclusive of everyone, regardless of their role, gender, ethnic group and age.
- Respect and encourage thoughtful, civil debate.
- Discuss every person's concern and work together to find solutions that help everyone. There is nearly always a locally appropriate solution; give people the opportunity to suggest it.
- Always start with the assumption the other person has positive intentions and respond to misunderstandings and mistakes gently.
- Whenever possible, invite people already community conservation champions to share their experiences and knowledge with your community groups.
- Listen and learn. By listening you will develop the knowledge necessary to support the community conservation and improve relations. Listening and understanding will win you many community allies.
- Be open to sharing what you know and admit to what you don't know.
- Talk about values. Don't lecture or preach, just share your values, listen to others' and walk your talk. Then, when you make suggestions, connect them to shared values.
- Make sure that everyone knows about the importance of community conservation and find out their levels of knowledge to create a platform to support them.
- Ensure that you fulfil your promises to communities. If you promise things you can't do, the community might like you, but they will not trust you.

4.3: Partnerships (Private Sector Partnerships, PES, FLR activities)

Although the community is one of the key partners in CC, Community Conservation managers will require support to take impacts of their initiatives beyond the protected area. Also what others do beyond the protected area jurisdiction may have both negative and positive impacts on a conservation area. In addition all resources required for successful implementation of CC initiatives are not. It is therefore important for managers to partner with other stakeholders, including organisations, private sector players, to create synergies and leverage for resources like expertise, finances, logistics and others as the case maybe.

Why partnerships are important?

i) Partnerships give an opportunity for Community Conservation Managers to harness external resources for Community Conservation work. Other agencies and groups can support, enable and enhance the Community Conservation work. Provide other services that can combine with Community Conservation effectively or help address issues that threaten achievement of Community Conservation work.

Supporting community conservation projects may also have a lot to offer potential partners to assist them to reach their goals especially business that directly depend on the PA resource base

Partnerships can be bilateral, local or regional. Even national networks of partners can be established, or if relevant networks already exist, these can be harnessed to further support community conservation.

Partners can contribute towards the success of community conservation. They can also take a strong interest in the community or the protected area being managed. At every opportunity Community Conservation staff should invite and engage potential partners in Community Conservation work to tease out how they can contribute to the process of conservation.

Table 7 Partnerships and potential roles of partners

Potential partner	Roles
Traditional leaders and local government authorities partnering with conservation authorities;	– Endorsing and encouraging CC activities: their support sends a strong signal to local communities on the importance of CC. – Working with the community to create a favourable policy environment for CC: they can help create bylaws and, where possible, assist in compliance enforcement. Strong allies in advocating and lobbying for government and donor support
Religious leaders,	– Religious leaders are good partners for sensitisation and awareness creation to promote CC programmes – They are often aware of the challenges their congregations have and are able to contribute to a greater understanding of the community context. – Strong influencers of opinion in a community. By understanding community conservation principles, they can therefore encourage and motivate the actively participate and take up CC interventions. – Strong allies for arbitration of conflict and conflict management.
Schools and education departments or other government ministries promoting conservation through embracing the message to their audience;	– Schools tend to be central locations for communities to come together. Schools are a physical reminder of the future – Working with schools to create awareness about conservation and benefits of wildlife management. – Partnerships with schools to incorporate conservation education and projects in schools extra-curricular programmes such as School Wildlife Clubs and others – Ministries or departments of education can adopt community conservation into their learning curricula thereby increasing knowledge about conservation across their areas of influence.
Universities and research institutions;	– Universities and research organisations can assist with monitoring and evaluation, which can increase creation of evidence of community conservation impact and provide new research areas for improvement and justification especially to donors for funding CC projects. – Help to generate data to influence policy makers, and adaptation of community conservation strategies in the best way for the local needs and context. – Assist in testing the value of CC innovations or integration with other interventions in conservation and wildlife management.
Private sector such as local, regional and worldwide business franchises, local and national media,	– Among others promoting community conservation through providing funding and related support. Lead to confidence building of the private sector on creating partnerships with conservation organisations. – Increase local tourism and therefore revenue to areas where the private sector is partnering to support conservation initiatives. – Private sector directly funding initiatives or promote conservation activities and community projects as part of their corporate social responsibility – Incorporating community conservation and other conservation programmes as part of their business model for reduced costs in the long run and sustainability of the resource base e.g. in Payment for Environmental Services Models which also focus on enhancing benefits to surrounding local communities – Private sector partnerships bring on board expertise that is lacking in management of community based tourism business such as community eco-lodges, community based sport-hunting, conservancies and other community tourism and resource management initiatives outside PAs. – Private sector-PA collaborative management which enhances benefits to PAs where hitherto there was none due to lack of tourism activities.
Civil society/community-based organisations	– There are opportunities for joint community conservation initiatives, increasing collective capacity and strength. – Advocacy and lobbying to policy makers for political commitment and will; and improved enabling environment. – Additional types of capacity needed in community conservation.

4.4. Resource mobilization

Community conservation requires substantial funding especially that most of the processes in CC work take long to be concluded and create impact. UWA budgetary funding for CC need to be supplemented with external budgetary support. Resources that can be mobilised by:

- i) Monetary funds for projects implementation, research or purchase of specific items
- ii) Contributions and donations of materials, equipment that may be lacking in the implementation of certain conservation activities. Such items may include; donations of solar equipment to a community by a solar company, farming tools by a tools manufacturing company, beehives by honey exporting company that may buy honey at a subsidized price for an agreed period with the communities, construction material to support an ongoing construction project by the community from a construction materials company or dealer, among others.
- iii) Expertise support, training, staff support, educational opportunities to staff or community members

How to mobilize resources for Community Conservation work?

The various ways in which resources can be mobilised include:

- i) Grant/Project proposal writing
- ii) Development of concept notes to potential donor,
- iii) Building collaborative partnerships
- iv) Fundraising drives

In approaching potential funders, proposal applications or concept notes have to be submitted to them. Therefore, Community Conservation staff have to get into the habit of writing proposal and concept notes to mobilise resources. Potential funders include; private sector businesses that want to put into motion their corporate social responsibilities so as to obtain the social license to operate in the midst of the communities; donors, bilateral government financing agencies like USAID, UK Aid, DANIDA, SIDA etc,

Tools for project proposal application

Grant/Project Proposal Writing

In approaching potential sponsors, it is important to first undertake research on what funders are available for your particular area of interest, the schedule for their call for applications, what are their grant size, the application guidelines, submission process and deadlines, their objectives and their expected benefits. This is to make sure that the application is consistent with funders' objectives. Informal or unsolicited applications or approaches to targeted funding organisations must provide sufficient information for the potential sponsor to make an informed decision about their involvement in the initiative.

Concept notes

A concept note can be a very useful tool for focusing and clarifying your thinking about a new project or intervention. It provides a clear and simple outline of the proposed project for further development, as well as for creating the full project proposal, and can be easily translated into other brief marketing and informational material. Usually, donors or partners request for concept notes so that they are introduced to the idea or introduce the project in a brief way.

Preparing a concept note for community conservation may not greatly differ from other types of programmes or project. However, it is important to tailor each concept note to fit within each donor desires. Among development partners Community Conservation staff can submit concept note include those that support;

- Development
- Environment
- Natural Resource Management
- Agriculture
- Disaster Risk Reduction
- Climate Change Adaptation and Mitigation
- Indigenous Rights and Empowerment
- Women's Rights and Empowerment

- Minority Group Rights and Empowerment
- Resilience
- Sustainable Livelihoods
- Youth Livelihoods
- Economic Development and Income Generation
- Water, Sanitation and Hygiene
- Conflict Reduction
- Education and healthcare

Important considerations

- Ensure that the concept note is brief; details may be asked by the donor later if they are interested in your idea.
- State what you want to do clearly and in simple terms
- Make it positive. You want to make a difference, so make sure your reader can see what can be achieved in what you submit. Describe your vision for the future!
- The concept must fit the donor profile, so it is important to make sure you fit your objectives into the donor's vision. This can be done by reading enough about the donor. Make sure you are aware of what the donor funds and align your concept to the donors focus.
- Make sure your concept note is easy for an outsider to understand, avoid jargon and acronyms unless you define them.
- Do not work on ideas alone, make sure you consult your community and after you put your ideas together ensure you have someone to look through the concept to ensure there are no or less errors.

Theory of change

The Theory of Change (ToC) is the articulation of how and why a given set of interventions that a CC manager is planning will lead to specific change. A Theory of Change should effectively describe and explain the impact of the project from a beneficiary's point of view. It follows straightforward "if/then" logic — if the intervention occurs successfully then it will lead to the desired result. When drawing the ToC you have to have a set of beliefs and assumptions that support your expectations about how change will occur. Before thinking about how to come up with a ToC, you must identify a problem, its causes and root causes using what is commonly known as the problem tree.

The purpose of a ToC is to articulate the most important steps to reach the impact/goal, and therefore it should be simple. The simpler and easier it is to follow a ToC, the easier it is to communicate and explain the project to stakeholders as well as for guiding the monitoring and evaluation of expected outcomes and impacts.

Log frames

Log frames are now widely accepted means of organizing project information and are required by many donors. They include project activities, timelines, the targets to be achieved, who will be involved and how this will be tracked.

A logframe is a simple way of summarizing a project plan. Due to the robust nature of community conservation, there is no one right way to build a logframe. Nor is there one standard template; often a donor will require you to work with a specific logframe template. However, the basic information you will need to design a logframe for any of these projects or donors is similar.

Community Conservation staff may write proposals for funding projects that will be directly implemented by UWA or support eligible community groups to write proposal for funding their initiatives. However, small informal groups may have a limited capacity to attract external funding. Therefore, the more people in the community who can be attracted to join and commit to the initiative, the more likely it will be that the initiative will receive financial and other support.

Encourage community groups too register

- Advantages of being a legal entity
- Meeting key eligibility criterion for access to certain community project funding programmes.
- Easier to link with other formal programmes, that may help to maintain the programme for a longer term and allow the group to expand its activities
- A formal structure can be useful when a group aims to run a bigger project that will require sound financial management practice.
- Accountability mechanisms and more rigorous processes and rules for management are more likely to be applied.

But there are disadvantages such as attracting taxes, insurance requirements, bureaucracy, however the advantages outweigh the disadvantages.

Note: The Community Development Officers at District level are responsible for supporting community groups to register at their respective levels. Encourage groups to contact their respective community Development Officers.

Dangers of external funding for community-based initiatives

Some of the risks of external funding that community conservation managers need to look out for and mitigate include:

- Prescribe agenda or objectives by the funders, or the ways in which the particular concern is to be addressed by the community (for example, in setting criteria for beneficiaries)
- Need to take care that the objectives of the funding organisation are consistent with proposal's objectives.
- Monetary incentives to entice the local population into behavioral change are not, by definition, participatory community-based, therefore it is advisable to avoid such funding
- Care needs to be taken at identification of projects to ensure that project incorporates sustainability of project outcomes
- Funding should not result in the introduction of inequalities within the community. This can cause division and discourage ownership of the initiative by community members on whom the initiative's success may depend.

Examples of activities to consider for a community conservation project

Some of the areas for which proposal can be developed

- Capacity building for local groups to engage in community based conservation initiatives Training of rangers to understand the relationship between environment, conservation and livelihoods and engaging of communities in dialogue
- Capacity building of community conservation staff to enable them implement, better community conservation programmes. Awareness creation through workshops and exchange visits in communities and with partners.
- Training of community members to practice and contextualize community conservation
- Facilitation of community exchange visits to learn about success stories
- Sensitisation of communities around PAs to understand the link between community conservation and livelihoods.
- Ongoing follow-up, mentoring and troubleshooting of CC practices to increase CC programmes success
- Supporting the inclusive creation, implementation and enforcement of bylaws for natural resource management.
- Facilitating CC action planning at a community, Protected Area or landscape level.
- tree planting, market development, agricultural practices, and soil and water conservation practices
- Promotion, advocacy and spread of community conservation at a local and national level where possible.

Part 3: Monitoring, Evaluation and Reporting

Objectives

- i. To understand the importance of monitoring community conservation projects
- ii. To understand how to design monitoring and evaluation approaches for community conservation projects

What is Monitoring?

Monitoring can be defined as the ongoing process by which stakeholders obtain regular feedback on the progress being made towards achieving goals and objectives of their work. Monitoring is not 'just' reviewing progress of implementation but it is for answering mainly 2 questions;

- “Are we taking the actions we said we would take?”, and
- “Are we making progress on achieving the results that we said we wanted to achieve?”

Therefore, monitoring focuses on tracking progress of projects and the use of the but also involves tracking strategies and actions being taken by partners and non-partners, and figuring out what new strategies and actions need to be taken to ensure progress towards the most important results.

Monitoring and evaluation are essential management functions. The advantaged of these processes include;

Providing a clear basis for decision-making and offering practical lessons from experience to guide future interventions. Good planning, monitoring and evaluation enhance the contribution of UWA's work by establishing clear links between past, present and future initiatives and development results. Monitoring and evaluation can help organizations extract relevant information from past and ongoing activities. This information is used adjusting and scaling up interventions and future planning. Without effective planning, monitoring and evaluation, it would be impossible to judge if work is going in the right direction, whether progress and success can be claimed, and how future efforts can be better designed.

What is evaluation?

Evaluation is a rigorous and independent assessment of either completed or ongoing activities/projects to determine the extent to which they are achieving stated objectives and contributing to decision making. Evaluations, like monitoring, can apply to many things, including an activity, project, programme, strategy, policy, topic, theme, sector or organization.

When undertaking an evaluation process;

- Ensure you point out the uses, purpose and relate them with the timing of evaluation why the evaluation is being conducted, what the information needs, the stakeholders that will use the information, and how they will use it. The timing of an evaluation should be is dictated by its purpose and use. The evaluation should be made available in a timely manner to help in immediate actions that require change in programming.
- Be open to recommendations that will be generated because they are important to guide future work. Evaluations should be able to help prevent problems and provide an independent perspective on existing problems.
- Look out for those with problems or where complications are likely to arise because the outcome is within a sensitive area with many conflicts and need ardent attention.
- To ensure effective and quality monitoring and evaluation, set aside financial and human resources at the planning stage of a project.
- You have to openly think of whether you need to scale up especially for pilot community conservation projects, there should not be scaling without conducting an evaluation. If the evaluation recommends the project stops, this should be respected.

What is the difference between monitoring and evaluation?

The key distinction between the two is that evaluations are done independently to provide managers and staff with an objective assessment of whether or not they are on track whereas monitoring can be done by staff of the project and it is a self-assessment. Evaluations usually change design and methodology, and generally involve more extensive analysis.

Both monitoring and evaluation processes aim at providing information that can help inform decisions, improve performance and achieve planned results.

Monitoring and evaluation must be integrated into the programming cycle to enhance the implementation and achievement of results from current programmes and projects as well as the design of future programmes and projects. Monitoring and evaluation exercises must be results-oriented and include assessments of the relevance, performance and success of community conservation development interventions.

Programmes and projects with strong monitoring and evaluation components tend to stay on track

Additionally, problems are often detected earlier, which reduces the likelihood of having major cost overruns or time delays later

Good planning combined with effective monitoring and evaluation can play a major role in enhancing the effectiveness of development programmes and projects.

Monitoring and evaluation help us learn from past successes and challenges and inform decision making so that current and future initiatives are better able to improve people's lives and expand their choices.

Monitoring of community conservation projects is a continuing function that aims primarily to provide stakeholders of an ongoing programme or project with early indications of progress or lack thereof in the achievement of programme or project objectives.

Monitoring of community conservation activities requires effective planning (clear results frameworks), the basis for evaluation is weak; hence evaluation cannot be done well.

Monitoring facilitates evaluation, but evaluation uses additional new data collection and different frameworks for analysis.

Monitoring and evaluation of a community conservation programmes will often lead to changes in programme plans. This may mean further changing or modifying data collection for monitoring purposes.

It is always important to;

- Meet regularly with stakeholders to discuss progress towards achieving the community conservation projects
- Conducting joint field monitoring and evaluation to assess achievements and constraints
- Documenting lessons learned along the project implementation timeframe
- Reflecting on how well the results being achieved are addressing gender, and the interests and rights of marginalized and vulnerable groups in the society
- Identify additional capacity development needs among stakeholders and partners
- Use monitoring data objectively for management action and decision making
- Monitoring and evaluation strategies are laid at planning phase using a 'results framework' as baseline.

Reporting and scaling up of activities

What is reporting?

Reporting is the systematic and timely provision of essential information used as a basis for decision-making at appropriate management levels. It is an integral part of the monitoring function.

From this definition it must be noted that reporting must be timely and accurate to help managers make key decisions on project implementation.

Reporting helps the project implementation team to determine the most appropriate action to be taken to improve project management in order to achieve set objectives.

Below are some of the ways to report on progress of CC projects:

Documenting lessons learned

Lessons learned briefs involve documentation of experiences of ongoing or completed projects

What does a lessons learned brief include?

- An analysis of project performance over the reporting period, including outputs produced and, where possible, information on the status of the outcome
- Constraints in progress towards results, that is, issues, risks and reasons behind the constraints
- Lessons learned and indications of how these will be incorporated
- Clear recommendations for the future approach to addressing the main challenges
- Beyond the minimum content, additional elements may be added as required by the project management or other partners.

Ask yourself what questions do stakeholders of the project need to learn about in order to support scaling up of activities?

Field visits

Field visits are essential for any community conservation projects. Because they;

- Can be a way of reporting on the progress of a project,
- A field visit report will be required at the end of a field visit,
- Can validate the results reported by programmes and projects,
- Involve an assessment of progress, results and problems
- Provide the latest information on progress towards annual and outcome review processes.
- The reports of field visits should be action-oriented and brief, submitted within a week of return to the office to the members of the respective
- Support ownership of the results.

Note:

In planning field visits, it is important to focus on what specific issues are to be addressed and to ensure that relevant national partners and beneficiaries would be available, involved and participate as required. Field visits should not be used for lengthy discussions on detailed implementation issues; however, such issues can be tabled before relevant stakeholders who can resolve them.

Annex 1: Resource Use Agreement Template

Cover page

Table of contents

Acronyms and definitions

Memorandum of understanding

This Memorandum of Understanding (MOU) is hereby entered into on this.....day of..... 2022 by and between the hereinafter referred to as ofon the one part and the**(Resource use group)****Parish,**Sub county, District, (hereafter referred to as “.....”) of the association on the other part, both collectively referred to as the “PARTIES”

PREAMBLE

- Introduction
- Management purpose for protected area (name)
- Purpose of the MOU
- Description and scope of the MOU
- Description and scope of the MOU
- Parties to the MOU

PARTIES AGREE AS FOLLOWS:

1. Rights and Benefits

- Community Rights and Benefits
- Uganda Wildlife Authority the benefits

2. General Collaborative Management Roles and Responsibilities

- Shared collaborative management responsibilities
- Roles of Committee
- Role of Community Members
- Uganda Wildlife Authority Roles and Responsibilities
- Roles and Responsibilities of Other Stakeholders (local government & subcounty; technical staff-fisheries, forestry, commercial officers etc.),

3. Duration of the MoU

4. Force Majeure

5. Amendments, interpretation, extension

6. Dispute Resolution, Suspension and Termination

- Dispute resolution
- Suspension of activities
- Suspension of members
- Termination

7. Land Ownership

8. Indemnity

9. Notices

10. Good faith

11. Additional provisions

12. Signatories

For and on behalf of Uganda Wildlife Authority

Witnessed by.....

Chairperson Resource Use group (Name)

For and on behalf of Group Members

Witnessed by:.....

Endorsements

- LC III
- LC I
- Sub county
- District Technical Officer where relevant

Appendices:

Executive Committee Members of the User group

Members of the User Group

Operational regulations / guidelines:

- Role of Executive committee
- Time/period and frequency of activities to be in the PAs
- Resource management (do and don't while in the PA)
- Zones/areas for resource collection
- Tools, equipment and infrastructure to use in the PA
- Resources allowed to be collected
- Contributions to the PAs (if any)
- Terms and conditions
- Penalties
- Monitoring mechanisms; by resource users and UWA
- Map of area resource collection
- Others.....

Steps involved in participatory resource assessments for integrated resource use programme

Step 1: COMMUNITY FOCUS GROUP DISCUSSIONS: for introductory activities including to obtain information about a range of resources demanded by the communities, identifying resource users, harvesting areas and resources for harvesting. Using the Towel Board with Pictures (backed with sandpaper) depicting the forest and resources. Participants will show placing the pictures in the board the importance of the resources to the local community, including those who cannot read and write.

Step 2: Resource identification and ranking; Split in small groups to identify categories of forest resources and rank them in order of importance. Groups of women will work separately, to bring out gender differences. Resulting lists of resources ranked using either discussion or the pairwise ranking technique

Step 3: Identifying resources that will be allowed for harvest

Using Towel Board participants will be made to place each resources/species demanded under three categories of potential for sustainable management: Low, Medium and High based on a Rapid Vulnerability Assessment (Cunningham 1996, 2001). As the discussions progress, resources/species will be moved in different categories and the reasons will be based on:

- i. *Life form:* such as growth rate, production to biomass ratio, reproduction and longevity. Characteristics such as slow growing long-lived, slow reproducing trees indicates vulnerability.
- ii. *Habitat specificity:* Species with very narrow habitat requirements are likely to be rarer and more vulnerable.
- iii. *Abundance and distribution:* Abundant widely distributed species are less vulnerable to overuse.
- iv. *Response to harvesting:* The ability of a species to regrow or increase its growth rate as a response to harvesting affects its vulnerability.
- v. *Parts used:* The part used significantly affects sustainability. E.g. leaves, roots, buck, whole plant. Studies have shown that removal of up to 50% of tree leaves does not significantly affect the growth of the species studied
- vi. *Pattern of selection and use:* If a certain size, age or quality of a plant used,
- vii. *Demand:* The level of demand has a major impact on the plant; the quantity harvested and the frequency of harvest.
- viii. *Seasonal harvesting:* Demand may be reduced if harvesting is restricted to seasons.
- ix. *Traditional conservation practices:* Many cultures have developed practices to control use. When demand increases, especially if the resource becomes commercially exploited, these traditional practices often break down.
- x. *Commercialization:* Once a product moves from subsistence use to commercialization, the chances of unsustainable use increase.
- xi. *Substitutes:* The availability of substitutes like on farmland, fallow bushes or outside forest propagation.

Step: 4. Nominating resource users; Participants will make nominations based on; users be the recognized experts of their trade, provide good quality, fair service and be responsible and reliable individuals criteria. The nominated users will then provide information on species harvested, the areas of the forest where harvesting would occur, and how harvesting would be managed to ensure sustainability and overall conservation of the forest.

Step 5: Resource user (key informant) interviews

The information to be collected will include the name of the user, home area, the species requested, quantities used, locations collected from, estimated abundance and products made, species ecology, and estimated maximum number of harvesters for sustainable harvesting. The data will be recorded on raw data sheets, and transferred to summary sheets.

Step 6: Participatory mapping using Ground maps or GIS generated base maps

Ground maps will be drawn by groups of users or GIS generated base maps to provide a graphical representation of potential resource harvest areas. Information put in the maps will include villages, roads, the forest

Steps involved in participatory resource assessments for integrated resource use programme

boundary and features in the forest and locations where resources are harvested or found, using local materials. For example locations of the key species could be indicated using flowers or leaves. The main resource and boundary locations will be discussed and outlined

Step 7: In-PA transect walks/assessment/ rapid surveys

A few forest/PA knowledgeable community members will be nominated to work with the rangers in the in-PA resource rapid surveys. The rapid survey team will visit the areas identified in the ground maps, examining resources and confirming or modifying boundaries. The users will estimate the abundance of demanded resources/species in identified resources area of forest. The abundance scale code named DAFOR (dominant, abundant, frequent, occasional and rare -vernacular words agreed) discussed during the corresponding

Steps will be used and corresponding to the () scale. The list of resources/species will be read out and users' estimates of abundance in the PA/forest and on farmland recorded. This will allow identification of resources/species that are common on farms and need not be harvested from forest. Specimens will be collected of species not previously recorded in the area by the facilitator's team. The boundaries will be drawn based on known landmarks: rivers, hills and major footpaths. Footpaths are particularly useful, as they are well known by the community and park rangers use the paths for patrol and can detect people crossing the paths and moving deeper into the forest. To determine the resource-use area boundary, the team will take into account the locations of resources in relation to clear boundaries and the need to limit the overall size of the areas. On the spot negotiations will be important to make appropriate changes to the areas.

Step 8: Developing monitoring tool/plan for harvest impacts

A simple tool for periodic monitoring of resource use areas developed for Bwindi Impenetrable National Park (Ssali and Bitariho 2014) can be adopted to suite the respective PA. The tool comprises of the following parameters

- i. *Availability of resources based on the DAFOR (dominant, abundant, frequent, occasional and rare) scale.*
- ii. *Who will be involved and at what frequency? E.g. seasonal basis-twice a year; by nominated group of resource users working with UWA/NFA*
- iii. *Data collection: Subjective focused searches of sightings of harvested plants on resource areas. Perception interviews of recording off-takes after harvest (men and women harvester). This information is shared with the rangers. This data will enable UWA management to monitor the level of resource use and the general state of the resource use areas.*
- iv. *Analysis and using the data by local communities*

Shows the resource users findings on the extent of resource availability, level of resource abundance, illegal activities encountered and resources that are decreasing or have become scarce. This will help inform resource users in choosing local areas and forest resources for the next harvest.

- v. *Analysing and using the data by park managers*

Help to inform PA managers after receiving the filed monitoring forms, PA managers will analyse the data and use the results as a basis for discussing with resource users' management actions which can stop further decrease of the affected forest resources or increase the availability of the resources that are scarce. During the discussions, park managers should also tackle the following issues: frequency of PA/forest walks, number of interviews, status of and trends in availability of forest resources, large mammal activity and illegal activities.

- vi. *Motivate local community monitors*

Monitoring volunteers supported with resource access rights and basic health and safety materials, empowering local communities by for instance allowing them to set and regulate off-take quotas based on their data and facilitating them to share their findings during cross-site visits among forest societies.

CONCEPT NOTE FORMAT

The Concept Note can answer a few questions and should be between 4 – 6 pages (each section must be answered on not more than 1 page).

1. Summary of the action

1.1 provide a brief description of the proposed action.

Relevance:

This may include the following;

- How relevant is your proposal (tailor to the needs of the donor)?*
- What are the problems to be resolved and the needs to be met?*
- Who are the actors involved (final beneficiaries, target groups)?*
- What are the objectives and expected results?*
- What is the added value of the action (what adds the action by reference to (central or local) government action and actions implemented by communities?*

3. Methodology and Sustainability:

This may contain:

- What are the main project activities?*
- Who will be your main implementing partners, what is the length of your relationship with them and how will they be involved in the project?*
- How will the project achieve sustainability?*
- How will it have multiplier effects?*

4. Expertise and operational capacity:

This may contain:

- What is the experience of your organisation in project management?*
- What is the experience of your organisation and your partner(s) of the issues to be addressed?*

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