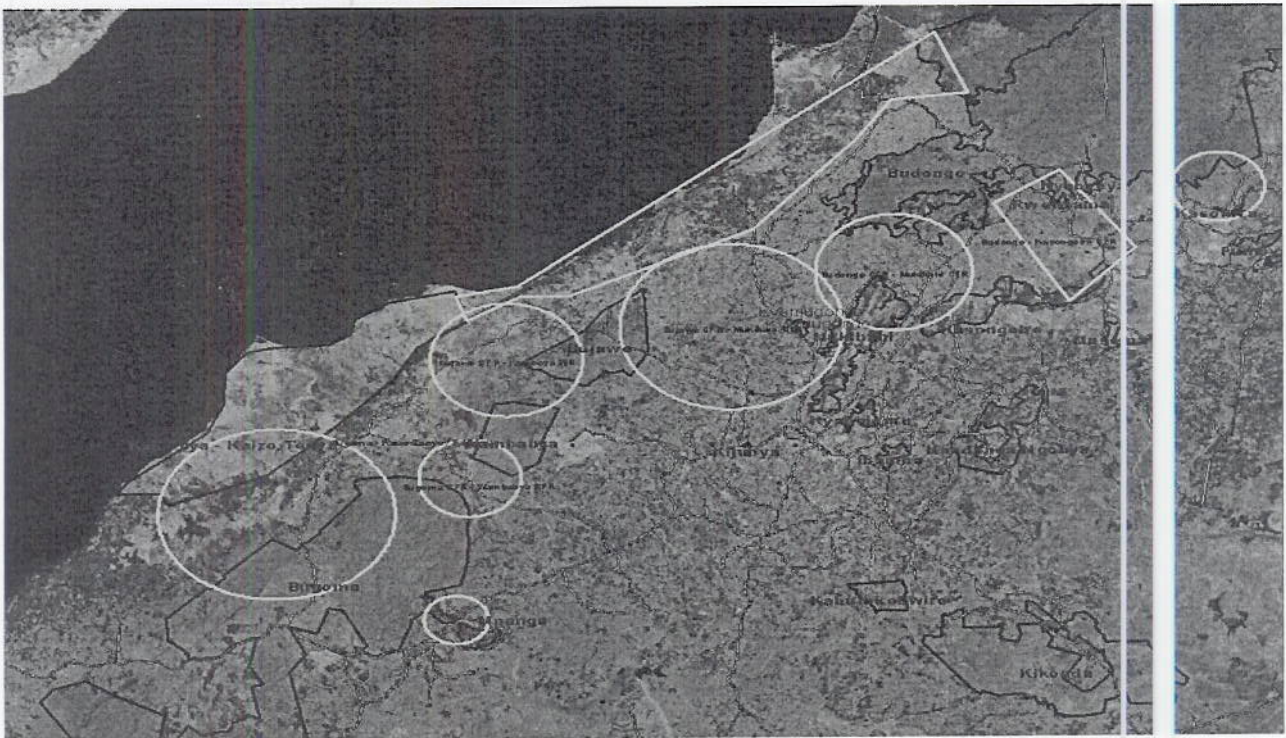




# Lessons Learned Report

Conservation of Biodiversity in the Albertine Rift Forests of Uganda Project  
(CBARFP)



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Prepared for: World Wide Fund for Nature (WWF), Uganda

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## ACKNOWLEDGEMENTS

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### Photo Credits:

Bottom Cover photo: Potential corridors between CFRs and Wildlife Conservation Areas in Hoima and Masindi (from WCS).

The following are the key Lessons Identified and Lessons Learned: project focus in strategy and scope should be clear before implementation commences; project gestation (design – to – Implementation) should not be too long i.e. several years; developing working partnerships and linking to existing initiatives is crucial for implementation; corridor development requires addressing bottlenecks such as land ownership; promoting indigenous tree species for reforestation must consider the interests of the local people; the communities prefer short term incentives but long term environment based incentives must be promote; local government interest and involvement as well as disseminating consistent messages are crucial for project implementation; Community Biodiversity Monitoring are important within and outside the communities; the PFOAs, FMPs, and CFM are worthwhile strategies for conserving CFRs and private forests; sensitising the local people must be achieved with several strategies; common interest groups are the most effective for partnerships; and REDD+ Project Development is a good incentive for protecting private forests. These lessons once disseminated and used in the recommended actions could enhance the protection of forests and ensure sustainable development.

project interventions, and then the results were compared with experiences elsewhere. The added value of the CBARF project interventions and their sustainability are presented. Ultimately, the success stories may be replicated elsewhere to promote the conservation of biodiversity. This report summarizes the lessons that have been identified or learned during the development and implementation of the project with the goal of sharing the reflections, insights and experiences gained through this work so that others can benefit, and to strengthen related projects in future.

## 2.0. METHODS

The information used to develop this report was collected using the following methods: i) discussions with the PMU staff; ii) reviewing project documentation; iii) examining the enabling environment and regulatory frameworks; iv) conducting follow-up meetings with stakeholders; and v) reviewing information from other similar projects. The draft report was presented at a stakeholder's workshop and thereafter to the project steering committee for inputs. Contributions from the two meetings have been used to improve this report. During the field visits and follow up meetings, guiding questions were used. The main questions asked in relation to the project, include the following:

- What are the biggest challenges faced?
- What worked well? Why did this work well?
- What did not work well? What do you attribute the failure to?
- What was the greatest success? What do you attribute the success to?
- What project risks and assumptions were identified?
- Were project risks mitigated?
- What lessons have been learned?

In this report, a Lesson Learned, is defined as a change in personal or operational behaviour as a result of project experience. This broad definition is adopted with no distinction made between 'Lessons Learned' and 'Lessons Identified' since there is a big overlap between the two. Lessons identified refer to knowledge, and they came from experience, and will help, in some way, the work of others. A lesson identified is therefore "a recommendation, based on analysed experience, from which others can learn in order to improve their performance". Collecting and disseminating lessons learned helps to eliminate the occurrence of the same problems in future projects". This includes "a potential mode of failure (a risk) and the possible actions to mitigate that risk". Thus "collecting and disseminating lessons learned helps" - but applying them is equally important. Lessons are included in this report if they are important enough to be communicated to others - and important enough to be re-applied. The lessons are in some cases accompanied by actions to be considered 'Learned'. In such cases there is change that is to be communicated, so that working practices can be changed as a result. If nothing changes, nothing has been learned.

In order to be considered a "Lesson Learned the respondents were asked questions that took them through the following steps:

- a) Reflecting on the Experience. Thinking back about what happened.
- b) Identifying learning points i.e. whether there was a difference between what was planned, and what actually happened. The difference was either positive or negative.
- c) Analysing: Why there was a difference and what the root causes were.
- d) Generalising: Identifying the learning points and indicating what should be done in future activity to avoid failure, or repeat the success. This generated useful lessons.
- e) Taking Action (working practices that need to be changed).

**2. Corridor identification and re-establishment:** The potential corridor areas were not identified at the beginning of project implementation. The strategy to practically re-establish the corridor within farmlands and homesteads was also not clear. Some actions have been taken towards corridor re-establishment but there are unanswered questions.

**3. Political involvement and limited commitment of sector agencies:** Sometimes there has been political involvement with conflicting messages to the local communities. Eviction of encroachers by the NFA from Kagombe CFR was, for example, halted by politicians who allowed encroachers back into the reserve.

**4. Local government delays:** The Local Governments generally took a long time to act – they did not adhere to time bound targets. They required several months to release funds for project activities. Involving them in the planning process of the project could help but often they did not provide their work plans in time and so project funds could not be incorporated in their budgets to avoid delays in approval of supplementary budgets. In some cases, for example, the DEAPs developed with help of the project have not been adopted by the District Councils because they do not have funds.

**5. Ineffective sensitization and dissemination:** The dissemination of information was limited, sometimes inadequate. Some people within the district leadership know very little about the project. These cases may be isolated, but coming from the leadership of the district raises questions about the communications strategy.

Sensitization and information dissemination using local drama groups (not the schools) was not successful. The timing for the shows (in the evening after work) was not popular; hence the shows were characterized by poor attendance. It was also too costly to the project in terms of transport, costumes, allowances and meals.

**6. Unrealistic expectations of local people and the large demand:** There were high expectations within the communities for financial resources as well as other things such as livestock, iron sheets among others, believing that the project has a lot of money to give them. Meeting this high expectation is very difficult.

A large section of the population (over 95%) has been sensitized on conservation and now there is increased demand for seedlings and energy saving stoves. The project can not meet this demand. There is a related perceived 'early' closure of the project as some farmers feel that they have not had the opportunity to implement what they have been taught to do.

There is also a high demand of free seedlings of exotic species (especially *Pinus* spp. and *Eucalyptus* spp.) rather than the indigenous species (except a few e.g. *Cordia africana*, *Funtumia africana* and *Maesopsis eminii*), promoted by the project. The high seedling mortality during the long dry spell made some of people think that it was very difficult to plant indigenous species.

**7. Working with immigrant communities:** The influx of immigrants of different tribes posed several challenges: i) It was difficult to find a proper means of communicating with them; ii) many of them simply wanted to make money and lack interest in conservation; and iii) they often demanded to be paid to conserve; iv) there was much competition for land: they rented the land, cleared the forest and planted crops. They also encroached on the Central Forest Reserves.

**11. Limited Local Government Control of the Project:** The Local Government had no control over the project work plan: they simply fitted into it. Participation was feasible in some cases because, by chance, there were similarities between the work plans of Local Government and Project work plans. Hence, the Local Governments felt that they were generally not sufficiently involved in project activities. Implementation through sub-contracting, for example, between WWF and CSWCT was due to the belief that these are more accountable than Local Governments (where there is a danger of diverting funds). This is however not ideal for sustainability of project activities. In addition, the arrangement needs to be better formulated to allow supervision.

**12. Absence of national guidelines for Local Land Use Plans:** The Local Land Use (LLU) planning process lacked national guidelines that would have been very helpful to avoid making mistakes. Hence there was reliance on the FAO guidelines which are very detailed but there was little time to allow proper interpretation. Thus, some details were often left out.

**13. Failure of CFM process in some areas:** The CFM process in Kyebando-Kijitua FR, Kihebeba village failed and was abandoned. People settled illegally in the Forest Reserve but the CFM process should be that they move out before negotiations begin. In the present case, the communities were uncooperative, threatened violence hence the process was abandoned. There is no certainty if it will work out because there is no money and the NFA has limited staff. Some local government leaders helped.

**14. Irregular Flow of Project Funds:** There were delays in the release of project funds constraining project operations. The implementation period was short (effectively about eight months per year). The cause of delays was sometimes not clear to PMU and the project beneficiaries.

**15. Inadequate documentation of project processes:** Project processes not documented to capture the lessons at various stages. The lessons should have also been documented continuously during the course of the project.

**16. Visibility issues:** Whereas WWF was visible as the implementing organization, the rest of the partners (GoU, UNDP-GEF) were not visible on the ground. Hence, the role and supervision of GoU through the ministry of Water and Environment was not realized.

### **3.4. Successes of the project and what worked well**

Several aspects of the project are considered to have worked well. The main successes include the following:

**1. Refocusing the project:** This was made possible by the recruitment of a Technical Advisor (TA), the WCS mapping of the corridor, the Mid Term Review (MTR), the Steering Committee, the scoping exercise and the detailed planning process. This gave the project a clear direction by identifying achievable targets. The MTR also helped to focus the project and strengthen relations with the Local Governments. The detailed planning process (yearly, quarterly, monthly, and weekly) ensured efficiency of project implementation. The steering committee gave guidance on work plans and strengthened interaction between PMU and UNDP-GEF. Field visits of this committee motivated the field staff and local communities.

**2. Wildlife corridors:** The local people in the project sites are now aware and, in some cases, enthusiastic about the corridors. The older people seem to understand the corridors much better

**10. Partnerships with Local Government and Cultural Institutions:** The project has established partnerships and good working relations with local governments partly through MOUs. They involved the local government in planning and supported implementation of local government activities. The project supported the Local Government by supplementing the budgets of the Natural Resource Department in environment protection matters contributing, for example, to completion of the District Environment Action Plans (DEAPs). Involving local leaders /local politicians at various levels is crucial. Also entry of the project to the districts through the local governments is important. In return, the local provided office space and helped with mobilization. The project did not hire offices, as is the case with many NGOs. This would have denied the project the benefit of living and working together with the Local Government Officials. The cultural institutions (Tooro and Bunyoro-Kitara Kingdoms) helped to sensitize the communities enabling the project to benefit from existing structures.

**11. Working with Civil Society and NGO partners:** There were various efforts to develop relations with and engage other organizations operating within the AR to participate in the project. The corridor is too big, hence close collaboration with CSWCT, JGI – PES project, EMESCO, World Vision helped. The linkage with existing initiatives and giving birth to future initiatives is good for sustainability. This may be achieved by sharing results and experiences between projects. In the present case, for example, information from the WWF project showing other occurrences of chimps in private forests was taken up by CSWCT. The project also provided baseline data for the PES project with NAHI and Katoomba.

**12. Sustainable funding mechanisms:** Ideas on project financing focused on developing the REDD+ proposal. This is the main hope for private forests since the people feel they will be paid for maintaining private forests.

Hence the anticipated links to the present project could not be demonstrated. The ability of the project to deliver was negatively influenced by various technical issues that could ideally have been addressed through co-financing.

The operating environment of the project had changed very much rendering some of the planned targets unrealistic.

The time lag between project design and start should not be too long. In the absence of co-financing, focus should be to link the project with government programs. The scoping exercise as well as the project inception meetings must provide opportunity for modifying expected outputs. Delays in release of project funds affect implementation negatively and should be avoided by planning early regarding preparation and approval of budgets. Thus, if co-financing is anticipated from other sources, the security of such financing must be ascertained or guaranteed.

The length of the Proposal Development Phase of GEF funded projects and procedures for the request/release of funds need to be re-considered and shortened. A proposal to this effect should be prepared by UNDP and submitted for consideration.

### **Lesson 3: Developing Working partnerships and linking to existing initiatives**

Developing Working partnerships requires that partners are involved right from the beginning. Getting the funds then asking partners to come on board may not yield the best results. It is also beneficial if a new project is linked to existing initiatives. In the present case, for example, some farmers who took up work on nurseries had previous experience with nurseries as part of the British American Tobacco (BAT) programme where they propagated Tobacco and Eucalyptus. Hence, they have knowledge which the present project built on. The World Vision that works in the project area has also trained the same youth groups that WWF trained in tree planting.

If the project were properly linked to earlier initiatives, then time and resources would have been saved. It would not have been necessary to train the farmers in aspects they had already learnt. The problem was that there was a lot of pressure to get the project going and perhaps the scoping exercise did not give a clear direction given the initial lack of focus.

Thus partnerships mean 'working closely with', so the projects should be more open than they usually are. In this way they would be able to identify dependable partners and related initiatives. Strong partnerships can be achieved by sharing information (budgets, reports and plans) and declaring resources – this is very crucial for the partnerships with the local Governments. Maintaining cordial relations with partners ensures that they may take on some project activities when the project has ended. It is important to avoid duplicating activities that other projects are involved in. The scoping exercise and project inception should show clearly what other projects are doing in an area. Always linking activities of short term relatively small projects to existing, longer term initiatives or projects helps sustainability when the project ends. Planning together to implement projects is important. The Regional Albertine Rift Planning Process initiated within the present project is a good example.

### **B. Forest corridor identification and development**

#### **Lesson 4: Corridor Development**

Corridor establishment and development is a positive strategy for wildlife conservation. The approach of developing corridors in settlement areas is unclear. Bush fires, are for example, common in such sites as shown by experience within the present project where seedlings



Hence, the choice of indigenous species to plant must be made jointly with the local communities. Selection should take care of local interests to accommodate species they attach value to. The local people need to be sensitized about other values of indigenous tree species such as *Markhamia lutea*, and *Maesopsis eminii* that they are not familiar with. This might include the agroforestry potential.

The projects and local people should jointly develop checklists of indigenous species and their uses to guide species selection for restoration and corridor development. Ecological characteristics would then be considered alongside the value of such species to the local people.

### **C. Incentives/Project Contribution/Interventions**

#### **Lesson 6: Incentives: Long-term or Short Term?**

The local people expected short term hand outs from the project as 'livelihood support'. The project provided energy saving stoves, and bee hives but the communities desire mainly livestock (cattle, goats, pigs and poultry) or cash appearing to lose sight of the direct linkage between proposed incentives and corridor development/restoration. They asked for incentives to protect the forest. This is not sustainable but unfortunately there were cases in the local governments as well. Hence they lacked ownership of project interventions. There were cases where free tree seedlings from WWF were planted but not managed because the beneficiaries expected the project to pay for weeding corridor areas planted with tree seedlings. They perceived the corridor as belonging to WWF.

The project got unfairly criticized for not focusing on livelihood support. It appears that the politicians/government have changed the mind-set of local people to expect free gifts. Some of the government programmes such as NAADS, FIEFOC and 'prosperity for all' have operated this way.

The local people seem to value the short term livelihood support benefits rather than the more long-term. It is necessary to convince the local people that the long-term forest based incentives given by the project (energy saving stoves, bee hives and seedlings) are beneficial. Strategies of dealing with such expectations are unclear. Setting performance targets with communities as a basis for distribution of incentives is helpful as an indicator for commitment toward project objectives. Some of the local people are willing to work but only need to be shown what to do and how to do it. Hence projects should focus on tapping the talents the local people have. It is not good to simply work for them. If this is done, they fail to own the projects and there will be continued demand for the project to continue providing support. The projects must set performance targets with communities as a basis for distribution of incentives.

The perceived 'unrealistic demands' of the local people may be discouraged by explaining the project budgets and purpose explicitly at the beginning of the project. It should be made clear that the project is not a micro finance initiative nor is it a livestock support programme. In order to meet the large demand, it is necessary to find other sources of support or find other activities that local people can be involved in.

Sensitisation messages should explain how the forest based incentives given by the project (e.g. energy saving stoves, bee hives and seedlings) are beneficial long-term. The 'Precautionary Principle' needs to be emphasized in the sensitization messages to form a strong basis for conserving the forests. Inculcate a positive work ethic is crucial and so the projects should focus on empowering the communities to sustain themselves.

In the present case, the project trained local people to be involved in biodiversity inventories and monitoring, which is a success. These work like ambassadors to the community and participate in community discussions. They act as a Community level knowledge base aimed at meeting community knowledge needs but operating outside the government system.

Involving the local people in biodiversity monitoring brings a sense of responsibility within community. Community biodiversity monitoring has the potential to contribute towards generating scientific knowledge. Monitoring the human – wildlife conflicts and mapping the sites using GIS/GPS is a very helpful strategy for inventorying, verifying the incidences, and identifying trouble spots of problem animals. Development of a community based biodiversity monitoring system is crucial for corridor establishment and conservation in general.

#### **Lesson 10: Management Strategies for Private Forests: Private Forest Owners Associations (PFOAs) and Forest Management Plans (FMPs) for Private Forests**

Strategies that promote the conservation of private forests are very important for example in the case of Uganda where such forests constitute up to 70% of the natural forests. The PFOAs have emerged as a very important approach towards achieving the goal of protecting private forests. These associations are very promising although there are cases where they have not worked as was expected. Developing Forest Management Plans (FMPs) for private forests is a related and equally important step that was used in the present project but engagement with the local people in the absence of government guidelines on Forest Management Planning for private forests was difficult to achieve.

In order to make the PFOAs work, it is very important to establish and strengthen a focal authority of these associations. In addition, the capacity of such associations to implement and monitor their activities must be built. This involves establishment of work plans and specified roles for the members. The duration of projects initiating PFOAs should be at least five years to allow assessment of the self sufficiency of established PFOAs. Otherwise other efforts may be required to support such processes and to see how they develop in the long run. Consultations and engagement with stakeholders are essential for the success of PFOAs.

#### **Lesson 11: Implementing Collaborative Forest Management (CFM)**

The CFM process that is intended to involve the local people in the management of CFRs is very important for forest conservation. There were generally mixed perceptions about progress of CFM: too slow or ideally a lengthy process. The suitable duration from initiation to signing the CFM agreement lies between one to two years. The duration can be shortened if specific NFA staff is assigned to the process.

The good relationship that develops between the main partners is crucial for sustaining the CFM process and arrangement. Participation of local leaders and religious persons in the process helps to create confidence among partners.

The Local people are willing to enter the CFM partnerships because they expect concrete benefits without them losing much. Hence financial benefits, if available now or in future, are much motivating to the communities than soil conservation, rainfall provision and watershed protection. In cases where there are no resources to harvest for income generation inside the CFRs, CFM could still succeed if other innovative activities outside the CFRs are included. The following recommendations could improve the CFM arrangement:

- Review existing CFM agreements and plans to include forest restoration activities and protection of private forests, where applicable.

iv) Involving and Empowering Local Communities; v) Cultural/Community Dynamics; and vi) Exit Strategy/Sustainability. Some of the lessons involve innovative ways of implementing the corridor as well as strategies for working with and empowering the local communities. The Community Biodiversity Monitors or 'Ambassadors of biodiversity' for example, is one such approach. In other literature, 'Ambassadors of biodiversity' are variously referred to as para-ecologists or para-taxonomists. Their role in conservation is becoming increasingly recognized by the scientific community. It is the hope that initiatives such as these will be taken on by partners. It would be sad to see the 'Ambassadors of biodiversity' revert back to forest degradation.

### **Case 3: Using school children to create awareness and plant trees**

Working with school children to convey the conservation message (through music, dance and drama competitions) and planting trees themselves (at school and at home) proved to be a very powerful approach. The children, who are already converted, convey the conservation message to their parents, relatives and friends. The method was effective because: i) the young people are very interested in Music Dance and Drama and have time for it; ii) the multiplier effect is very big as it involves very many people; iii) it is relatively more cost effective than using the adults. Within the present project, Muhoro Primary School has been very successful to the extent that they are now hired to perform at functions such as weddings. The school leadership and teachers are very interested, while the children are very enthusiastic. Moreover, the district leadership (e.g. District Education Officer) is very supportive in mobilization and of organize at organized events. This is clear testimony of the demand that is locally generated

### **Case 4. Working with immigrant communities**

The influx of immigrants of different tribes (Bakiga, Rwandans, and others from the Democratic Republic of Congo, DRC) poses several challenges: i) It is difficult to find a proper means of communicating with them; ii) many of them simply want to make money and lack interest in conservation; and iii) they often demand to be paid to conserve; iv) there is much competition for land: they rent the land, clear the forest and plant crops. They also encroach on the Central Forest Reserves.

The case of Kiryanga on the one side, and Kyebando/Mugarama highlights this scenario. Kiryanga has many immigrants including Bakiga, Rwandans and others from the DRC. Kyebando/Mugarama has mainly the Banyoro who are the indigenous inhabitants of the area. The latter are generally very positive about conservation and are easier to work with. The Kiryanga community on the other hand exhibits all the challenges of working with immigrant communities. It is tempting to focus on working with the cooperative communities hoping that the others would learn from them.

The immigrant communities expect, for example, that when given seedlings to plant, they will also be paid to tend to the seedlings. Hence, they leave the seedlings in the bush with the hope that this would force WWF to pay for the maintenance. They also expect to be paid to keep the trees on their land. They do not exhibit ownership of the tree seedlings planted with the help of WWF. There is also misinformation that once the trees grew; wild animals will be brought into the forests to help WWF evict them. Hence some of them cut down the private forests to prevent this. The reality is that dealing with problem animals and vermin once the corridor is re-established could pose a real challenge.

It is now crucial that the problem of immigrants is dealt with. Why is there immigration into this area? There appears to be no control, and the Local Council system seems too weak to deal with this problem.

Sometimes there is political interference resulting in conflicting messages to the local communities. Eviction of encroachers by the NFA from Kagombe CFR was, for example, halted by politicians who allowed them back into the reserve.

**Case 5. Strengthening Biodiversity Conservation:** The project promoted and strengthened biodiversity conservation in the target districts, mainly through sensitization and incentives. The main initiatives include tree planting (in some cases support of cultural institutions), helped the district by supplementing the Natural Resources Budgets, and Apiary development.

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Mr. Nicholas Bigirwa Agaba	Health Educator, EMESCO (Trainer LORENA stove construction)	Tel: 0772568798	
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Rev. Elisha Kyomya	Cultural: Former Assistant Minister, Environment & Tree planting – Bunyoro Kingdom Duhaga, Bunyoro-Kitara Diocese	Tel: 0773269985 Email: mathew1128elisha@yahoo.com	@yahoo.com
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<i>Kampala and Other places</i>			

<p>success) i.e. others can learn from it</p>	<p>partnerships with the Local Governments.          -Maintaining cordial relations with partners ensures that they may be taken on some project activities when the project has ended.          -Avoid duplicating activities that other projects are involved in. It is necessary to know clearly what projects are in an area          -Always link activities of short term relatively small projects to existing, longer term initiatives or projects.          -It is crucial to build on existing initiatives.</p>	<p>they may be involved in. It is crucial to build on existing, longer term initiatives or projects.</p>
<p>5. Taking action</p>	<p>Planning together to implement the project is important</p>	

Lesson 5	Promoting indigenous tree species	
1. Reflection on the Experience (Thinking back about what happened)	In sites of the current project, for example, they are interested in <i>Cordia africana</i> , <i>Funtumia africana</i> and <i>Maesopsis eminii</i> but not <i>Markhamia lutea</i> . However, the demand for exotic <i>Pinus</i> spp. and <i>Eucalyptus</i> spp. is high. The local people refer to the <i>Pinus</i> spp fondly as 'Aka – Pine' while they refer to <i>Markhamia lutea</i> simply as <i>Ebisambya</i> .	
2. Identifying learning points. (differences between what was planned, and what actually happened - positive or negative differences)	Whereas the project promoted mainly the indigenous species for purposes of corridor establishment and agroforestry, instead there was a high demand for the exotic species, plus only a couple of the indigenous species.	
3. Analysis of Why there were differences and the root causes	In making choices of tree species to plant, the local people consider beauty, timber value, and fast growth rate, multiple uses and quick returns (e.g. income from the sale of firewood, poles, and timber for roofing).	
4. Generalisation (the learning point, and what should be done in future activity to avoid the pitfall, or repeat the success) i.e. others can learn from it	Choice of the indigenous species to plant must be made jointly with the local communities. Selection should take care of local interests to accommodate species they attach value to. The local people need to be sensitized about the value of indigenous species such as <i>Markhamia lutea</i> , and <i>Maesopsis eminii</i> which can do well in the Banana and coffee – Agroforestry system.	
5. Take action	Develop checklists of indigenous species and the accompanying uses with the local people and use these to guide the choices of indigenous species for planting during restoration and corridor development.	

Lesson 7	Local Government Interest and Involvement	
1. Reflection on the Experience (Thinking back about what happened)	The Regional Albertine Rift Planning Process of this project involved the local governments in the project particularly during planning. The local governments were sometimes given money to implement project activities, but it was important to trust that they would deliver, and hence should be allowed the required time. Some local governments prefer that the funds are channeled through the district to technical staff to implement project activities.	The project involved planning. The implement project deliver, and cal high the district to
2. Identifying learning points. (differences between what was planned, and what actually happened - positive or negative differences)	The planned actions were in many cases not implemented as scheduled – there were delays. This affected implementation and impacts negatively.	nted as ntation and
3. Analysis of Why there were differences and the root causes	Delays in implementing conservation related programmes within the local governments often result from low prioritization of conservation issues within the districts, bureaucratic processes, corruption and limited technical capacity. This was a problem because in some cases there were no MoUs or formal agreements, which is considered a limitation of the current project.	nes within the f conservation
4. Generalisation (the learning point, and what should be done in future activity to avoid the pitfall, or repeat the success) i.e. others can learn from it	It is crucial to involve the local governments in the project particularly during planning. Working with Local Governments requires patience and trust. The local governments should not be rushed, hence some element of flexibility is desired in project reporting.	ect particularly d trust. The element of
5. Take action	Joint planning with the local governments should be done within MOUs or agreements that stipulate the roles, responsibilities and the possible actions in cases of lack of compliance so that the partnerships can be taken seriously.	bilities and the



Lesson 11	Implementing Collaborative Forest Management	
1. Reflection on the Experience (Thinking back about what happened)	Starting the CFM process was a good idea, but the process in Kyebando-Kijuna FR, Kihebeba village failed and was abandoned.	process in abandoned.
2. Identifying learning points. (differences between what was planned, and what actually happened - positive or negative differences)	The CFM members believe that it is a good practice that has to be handled with care.	it has to be
3. Analysis of Why there were differences and the root causes	People settled illegally in the Forest Reserve but the process should be that they move out before negotiations begin. -The communities were uncooperative, threatened violence hence the process was abandoned. There is no certainty if it will work out because there is no money and the NFA has limited funds.	FM process 1. Hence the work out aff
4. Generalization (the learning point, and what should be done in future activity to avoid the pitfall, or repeat the success) i.e. others can learn from it	The projects should put money aside to nurture the CFM process for at least one year after signing of agreements.	CFM process for
5. Take action	-Review existing CFM agreements and plans for restoration activities and protection of private forests, where applicable. -Prepare and implement benefit sharing agreements to guide partners. Specifically guidelines are required for affirmative action in access and use of CFR resources by CFM groups. -CFM arrangements must include alternative livelihood issues and other sources of financial support beyond the NGOs.	include forest forests, where to guide partners. on in access and food issues and

<b>Lesson 13</b>	<b>Common Interest Groups - Partnerships</b>	
1. Reflection on the Experience (Thinking back about what happened)	A common interest group NARCG, has been set up to spearhead the development of the REDD proposal. Various NGOs have agreed to coordinate and interact during the Regional Albertine Rift Planning Process. The key NGOs involved include WWF, WCA, ECOTRUST, NAHI, UCB, NEMA, NFA and UWA.	spearhead the development of the REDD proposal. Various NGOs have agreed to coordinate and interact during the Regional Albertine Rift Planning Process. The key NGOs involved include WWF, WCA, ECOTRUST, NAHI, UCB, NEMA, NFA and UWA.
2. Identifying learning points. (differences between what was planned, and what actually happened - positive or negative differences)	The key lesson in setting up this group is that; the product should be sellable (Marketable) to the government and appeal to the donors. At the moment there is no local government representation due to logistical issues, but will be achieved at the level of implementation.	The key lesson in setting up this group is that; the product should be sellable (Marketable) to the government and appeal to the donors. At the moment there is no local government representation due to logistical issues, but will be achieved at the level of implementation.
3. Analysis of Why there were differences and the root causes	Initially there were fears that the process might not work easily	Initially there were fears that the process might not work easily
4. Generalization (the learning point, and what should be done in future activity to avoid the pitfall, or repeat the success) i.e. others can learn from it	Transparency and clarity of roles is very important for the common interest groups  The problem to be addressed must be relevant to all partners	Transparency and clarity of roles is very important for the common interest groups  The problem to be addressed must be relevant to all partners
5. Take action	Build the partnerships around a common interest.	
<b>Lesson 14</b>	<b>REDD Project Development as an incentive for protecting private forests</b>	
1. Reflection on the Experience (Thinking back about what happened)	The current project had weak links with improved Agricultural productivity.  Consultations and documentation of 'free, prior and informed consent' among stakeholders targeted for the in-coming REDD project; consultations to define local financing modalities for the in-coming project.	The current project had weak links with improved Agricultural productivity.  Consultations and documentation of 'free, prior and informed consent' among stakeholders targeted for the in-coming REDD project; consultations to define local financing modalities for the in-coming project.
2. Identifying learning points. (differences between what was planned, and what actually happened - positive or negative differences)	Hence there is a need for a parallel Agricultural project.	
3. Analysis of Why there were differences and the root causes	The project resuscitated the corridor issue, but the strategy should be to carry out improved Agricultural productivity, private forest management and REDD project development.	The project resuscitated the corridor issue, but the strategy should be to carry out improved Agricultural productivity, private forest management and REDD project development.
4. Generalization (the learning point, and what should be done in future activity to avoid the pitfall, or repeat the success) i.e. others can learn from it	REDD has a big potential for providing funding for implementation of the objective of promoting conservation of the Albertine Rift forests.  Hence if SFM – REDD – Agricultural productivity are linked within a landscape approach, positive results might be achieved.	REDD has a big potential for providing funding for implementation of the objective of promoting conservation of the Albertine Rift forests.  Hence if SFM – REDD – Agricultural productivity are linked within a landscape approach, positive results might be achieved.
5. Take action	REDD projects should be carried out in parallel with Agricultural projects.	