



Participatory Forest Management and Reducing Emissions from Deforestation and forest Degradation (REDD): Village Level Training Events in Tanzania

1st Edition, April 2011



TRAINING MANUAL

Making REDD work for Communities and Forest Conservation in Tanzania

This manual has been produced through the project 'Making REDD work for communities and forest conservation in Tanzania'. The project aims to reduce greenhouse gas emissions from deforestation and degradation in Tanzania in ways that provide direct and equitable incentives to communities to conserve and manage forests sustainably. The project aims to achieve this by supporting the development of a Community Carbon Enterprise hosted within the existing Network of Tanzanian communities engaged in participatory forest management. The Enterprise will aggregate voluntary emission reductions from its members and market them according to internationally recognised standards. A proportion of project funds and carbon market revenue will be channeled directly to the communities on a results-based basis thereby maximising incentives to maintain forest cover and reduce deforestation. The project includes an evaluation and communication component designed to capture the lessons learnt in order to inform project implementation and share them with the national and international community. The project also focuses on building in-country capacity with regards to REDD at both local and national governmental levels. This is linked with a strategic advocacy component aimed at forging a smooth path for REDD in Tanzania by engaging in the formulation of REDD frameworks and processes at national and international level.

The project is a 5 year project operating between September 2009 to August 2014. It is a partnership between the Tanzania Forest Conservation Group and MJUMITA, (the Tanzanian Community Forest Network). The project is financed by the Norwegian Ministry of Foreign Affairs.

For more information please visit: <http://www.tfcg.org/makingReddWork.html>

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ACRONYMS

AFOLU	Agriculture, Forestry and other Land Uses
CBFM	Community Based Forest Management
CDM	Clean Development Mechanism
CFRs	Community Forest Reserves
CoP	Conference of Parties
DANIDA	Danish International Development Agency
FAO	Food and Agricultural Organisation
FBD	Forestry and Beekeeping Division
FTI	Forestry Training Institute-Olmotonyi
GHG	Greenhouse Gases
IPCC	Inter-governmental Panel for Climate Change JFM Joint Forest Management
MCDI	Mpingo Conservation and Development Initiatives
MJUMITA	Mtandao wa Jamii wa Usimamizi wa Misitua Tanzania
MRV	Monitoring Reporting and Verification
NRS	National REDD Strategy
NGOs	Non Governmental Organizations
PES	Payment of Ecosystem Services
PFM	Participatory Forest Management
PFR	Private Forest Reserves
RECOFTC	Regional Community Forest Training Centre for Asia and Pacific
REDD	Reduced Emission from Deforestation and Forest Degradation
REAP	Rubeho Environmental Action Plan
SFM	Sustainable Forest Management
TFCG	Tanzania Forest Conservation Group
UNFCCC	United Nation Framework Convention for Climate Change
VLFR	Village Land Forest Reserve
VNRC	Village Natural Resources Committee

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FOREWORD FROM THE EXECUTIVE DIRECTOR OF THE TANZANIA FOREST CONSERVATION GROUP

Widespread deforestation across Tanzania is resulting in the loss of a critical resource for millions of people as well as causing the loss of irreplaceable biodiversity values; damage to other ecosystem services; and the emission of greenhouse gases into the atmosphere. Reducing Emissions from Deforestation and forest Degradation in developing countries (REDD) is one possible tool in addressing the loss of forest in Tanzania. REDD may provide a way for rural communities to move away from activities that cause deforestation and forest degradation if it can be done in an effective and efficient way.

Critical to the success of REDD, particularly in a country such as Tanzania where 70 % of the land is classified as Village Land, is the participation of local communities. Tanzania has been at the forefront of participatory forest management in Africa. Tanzania's national forest policy supports communities to manage their own forests as well as encouraging their participation in the management of local government and central government forest reserves.

This manual seeks to guide trainers on how the concepts, principles and practices of REDD can be introduced to local communities in the context of the national forest policy with its focus on participatory forest management. The manual introduces both participatory forest management and REDD and guides trainers towards a streamlined training programme that is interactive and action-oriented. The manual integrates adult-learning and experiential learning techniques. The manual has been field-tested and builds upon the extensive capacity building experience that RECOFTC has acquired through decades of work with communities on forest issues in Asia and the Pacific.

The manual is also available in Swahili and is available at <http://www.tfcg.org/publications>. A manual for training at local government level is also available in Swahili and English. An English version has been produced in order to make it more accessible to non-Swahili speaking practitioners who are seeking to learn from experiences in Tanzania. As REDD is such a rapidly changing field we will be updating this manual periodically to reflect important changes so please do check our website for the latest version. Please also let us know about your experiences in using the manual and let us know your suggestions and comments.

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SECTION 1: INTRODUCTION

Introducing the manual

How to Use and Adapt the Manual

This training manual integrates a participatory approach to training based on adult and experiential learning principles. Sessions are intended to be interactive in order to maximise participants learning. In this way the experiences of the participants are built upon in order to generate new lessons learned. This edition of the manual is primarily intended for Communities, another edition is intended for local government staff which can also be adapted to build the capacity of project managers, policy makers, academics and other professionals with an interest in PFM and REDD.

The session plans within this manual are designed for an intensive four days training covering basic elements of PFM and REDD. The plans are arranged in a logical order. However you are encouraged to adapt or modify the plans to suit your needs. You may also want to just dip into the manual to get ideas or handouts. The sessions presented in this manual provide an example; with flexibility and with your own creativity it can help you design your own tailor-made training programme.

In adapting the manual for training in other countries or in other languages, it is good to check carefully the translation of some of the technical terms associated with REDD and PFM. There are also certain aspects that can be adapted or modified to suit local cultures such as warm up exercises or norms.

How the manual is organized

The manual is organized into four main sections.

Section One gives introductory information for users on how to use the manual.

Section Two describes the 12 training session plans arranged into three modules, one on PFM, one on REDD and climate change and one on facilitation skills.

Each session plan includes information on:

- the objectives of the session;
- the materials required to complete the session;
- the amount of time that should be allocated;
- the training steps;
- and some comments about the training session.

Module 1 is about Participatory Forest Management (PFM); this module covers the required steps for the establishment of participatory forest management with a particular focus on community based forest management. This section serves as a foundation for other sections in the manual.

Module 2 is about Reduced Emissions from Deforestation and forest Degradation (REDD) and climate change. It provides a series of sessions that introduce the concepts of REDD and climate change. In this module, the sessions also cover the linkages between climate change, REDD and PFM. It provides opportunities to explore the concepts of REDD, climate change mitigation and adaptation.

Module 3 is about facilitation skills. The section includes two sessions on facilitation skills. The first session highlights essential skills for facilitation and the other session looks at how these skills can be applied in the context of facilitating Participatory Forest Management (PFM).

Section Three provides an additional session on training feedback. It also includes some extra energizers and 'ice-breakers'.

Section Four includes a glossary and a list of references.

How the manual was developed

This manual for Village-level training events on Reducing Emissions from Deforestation and forest degradation (REDD) and participatory forest management (PFM) was developed through a collaborative effort between practitioners from non-governmental organisations, local government and from the Forestry and Beekeeping Division's Forestry Training Institute at Olmotonyi. It was initiated during a workshop organised by TFCG and MJUMITA in May 2010. A manual targeted at Local Government-level trainings was also developed. In total four workshops were held involving the same development team, in order to produce the manual. The manual was then field tested by running a training programme in three villages in Kilosa District, Dodoma Isanga, Ilonga and Chabima. Contributions and constructive feedback from the community members arising from the pilot training were incorporated. Subsequently illustrations were added.

Preparing for training

Adapting the training to participants from different backgrounds

In this section we have synthesized some of the lessons learned and recommendations that emerged from piloting the manual and from carrying out similar exercises in other countries.

Be clear about your training objectives: if adapting this manual, be sure to be clear about the focus of your training and to set realistic objectives. Clear training objectives help participants to understand what is expected of them.

Challenge current thinking about training without creating too much resistance: in order to encourage participants to adopt the training methods outlined in this guide, you may need to challenge their perceptions of training. This needs to be handled carefully in order to keep everyone together. For example concepts around adult learning principles, the role of the trainer as challenger, learning through openness, constructive feedback, energizers and games may be new to your participants. As such you may need to adjust some elements so that your participants can relate to it.

Use the training terminology as it is used in this manual: the training terminology in this manual has been carefully selected. It is consistent with the philosophy of participatory training and experiential learning to avoid some of the preconceptions towards conventional training. So do not use the conventional terms even if these are better known, because they may carry the wrong connotations. Use new terms instead and explain their meaning. There are several options to deal with these foreign terms:

- To look for the word in your language that comes most close to the original meaning.
- To make up a new word in your own language and explain the meaning.
- To use the original English term and describe the meaning in your own language.

You will probably have to judge on a case by case basis which option is the best. Examples: ice breaker, warm-ups, paraphrasing.

Logistical considerations for participatory training

Some logistical arrangements that need special attention while running a participatory training.

- **Selection of training venue**

Although participatory training can be accommodated almost anywhere, it is good to understand certain basic requirements that can help it to run more smoothly and more comfortably for you and the participants. The most important feature is probably flexibility and convenient space. As the participants will constantly move around, the trainer will need a room or venue with sufficient space and movable furniture, such as tables and chairs. Most of the sessions in this manual encourage participants to share their experiences and views over PFM and REDD, sitting in a 'U' or circle-shape will stimulate active participation more effectively than e.g. sitting in a theatre-style set up.

- **Purchase of training equipment and stationary**

For the sessions described in this manual you will need some materials, such as flipcharts and marker pens for the group. Local materials are advisable as appropriate.

- **Documentation of the training**

Process documentation

As a training activity is never right the first time you run it, there is always room for improvement. The best way to do it is by constantly keeping notes of what is going on and reflect on what you have done. You can either do this during the breaks and the evening hours or ask someone (preferably somebody you are co-training with) to do it for you. It is important that it gets done as soon as possible; the best ideas are often created on the spot.

Output documentation

All the brainstorming, sharing, daily feedback and other exercises in small group work will generate lots of valuable outputs that the participants most probably want to take home. Typing up flipcharts is a very laborious job; however it is an important aspect of participatory training.

Both types of documentation can be done in different ways and by different people. However it is important to think about what you want to document, how, who can do it and prepare accordingly.

- **Time**

The user of this training manual is advised to consider a time which is convenient for both the participants and trainer during the training. This is due to the fact that participants may be committed to other activities at certain times.

SECTION 2: TRAINING MODULES

This section describes 12 training sessions organised into two modules:

- Module 1 covers participatory forest management.
- Module 2 covers REDD and climate change.

Module 1: Participatory Forest Management (PFM)

Session 1: Introduction and Training Setting	
OBJECTIVES	At the end of the session, participants: <ol style="list-style-type: none"> 1. Are familiar with each other; 2. Understand training objectives and topics to be covered during the training; 3. Set and agree on the training norms.
MATERIALS	<ul style="list-style-type: none"> • Flip charts • Marker pens • Manila cards • Masking tape • Handout: Training objectives, • Handout: Training agenda • Training objectives and agenda prepared on a flipchart • Notebooks and pens
TIME	1 hour and 30 minutes
STEPS	<ol style="list-style-type: none"> 1. The Trainer invites the village chairperson to officially open the training event. 2. The village chairperson welcomes the trainer(s) to introduce him/herself. 3. The Trainer asks participants to introduce themselves by mentioning their names, their position in the village (especially in terms of forest use or management) and by mentioning their 'stake' in the forest e.g. traditional healer, charcoal maker, timber harvester, fuelwood collector or pastoralist. 4. The Trainer distributes name tags and asks participants to write their names on the tags. 5. The Trainer will lead the participants for 10 minutes through the training objectives and topics to be covered for four days by using flipcharts prepared by the trainer. Allow 5 minutes for questions and clarification.

	<p>6. The Trainer distributes materials (notebooks, pens and training agenda) to the participants.</p> <p>7. The Trainer facilitates the establishment of the norms which will be followed within the training course.</p> <p>8. The Trainer writes the norms on a flip chart and asks the participants to agree.</p> <p>9. The Trainer asks participants to volunteer to join the feedback team, service team or the social team explaining that these will be rotated daily. The Trainer describes the responsibilities of each team.</p> <p>Feedback team - collects information at the end of the day and analyses the results to be presented the following morning.</p> <p>Service team - responsible for placing flip charts on the wall, distributing cards and marker pens and identifying a timekeeper.</p> <p>Social team - responsible for energizers wherever necessary.</p> <p>10. The Trainer explains briefly the main training approaches which will be used in the training. The Trainer mentions that this training may be different from training they have experienced in the past. In this training, villagers will have more opportunities to share their views, thoughts, opinions and experiences so that the lessons learned from this course will be more practical to what is happening in the village.</p> <p>11. The Trainer explains that each session will build on the previous sessions. As such it is important to attend all training sessions.</p> <p>12. Trainer concludes the session by encouraging villagers to speak or express their views as much as possible.</p>
<p>COMMENT</p>	<p>The introduction exercise may cause some participants to feel uncomfortable, therefore careful introduction and reflection are crucial aspects of the exercise.</p> <p>It is also important to remind participants that the feedback team will collect feedback and that membership of the feedback team will be rotated.</p> <p>Some suggested norms.</p> <ul style="list-style-type: none"> • Time to start at... time to have lunch at time... to finish at... • Every idea must be respected. • Keep the training room clean. • Switch mobile phones to silent mode or off. • Participate actively and be punctual.

TRAINING OBJECTIVE AND SCHEDULE

Village level training on "Participatory Forest Management and Reducing Emissions from Deforestation and Forest Degradation"

TRAINING OBJECTIVE

At the end of the training:

1. Villagers will be able to explain the concepts of Participatory Forest Management and Reducing Emissions from Deforestation and forest Degradation and the linkages between them.
2. The villagers will be able to describe the process of establishing Participatory Forest Management (PFM).

Day 1	Day 2	Day 3
<ul style="list-style-type: none"> ○ Course Introduction ○ Relationship between forests and people ○ Community's roles in sustainable forest management. ○ Community rights in participatory forest management. ○ Key principles to making participatory forest management succeed. 	<ul style="list-style-type: none"> ○ Participatory forest management establishment process. ○ Participatory forest management in practice. ○ Evidence and causes of climate change. 	<ul style="list-style-type: none"> ○ Causes and mitigation measures for deforestation and forest degradation. ○ REDD and Carbon pools ○ Wrap up and evaluation. ○ Closing.

Session 2: Relationship between forests and People

OBJECTIVES	At the end of the session participants will be able to: 1. list and explain how people benefit from forests and how forests can benefit from people.
MATERIALS	<ul style="list-style-type: none"> • Flip charts • Marker pens • Masking tapes • Meta cards • Handout: Relationship between people and forests
TIME	45 minutes
STEPS	<ol style="list-style-type: none"> 1. The Trainer explains to the participants that before learning about PFM, we are going to explore the ways in which people benefit from forests and forests benefit from people. 2. The Trainer explains that both people and forests depend on each other. 3. The Trainer breaks participants into 4 groups by counting from 1 to 4, each participant with number 1 will form group 1, the same applies for number 2, 3 and 4. 4. Explain the task for each group whereby groups 1 and 3 will brainstorm and discuss on the benefits that people get from forests while groups 2 and 4 will brainstorm on the ways in which forests may benefit from people. 5. Allow each group to prepare each idea on one meta-card. 6. After 15 minutes, ask each group to share their findings in a plenary discussion. Presentations should start with Groups 1 and 3. The presentations should be followed by some time for comments and suggestions from other groups. Participants should then agree on a list of benefits that people derive from forests. The same procedure will be carried out for groups two and four. The Trainer may add more

Session 2: Relationship between forests and People

ideas if important issues are missing. Post all meta-cards on a flip chart.

7. Summarise the findings from the group presentations
8. The Trainer distributes hand outs listing benefits that people derive from forests and vice versa.
9. The Trainer concludes the session that different people may perceive different values and benefits from forests and vice versa and that different people may have different effects on the forest. Some of these can be threats to the forest. If we want to maximize benefits we have to reduce threats as we are going to discuss in the next session.

COMMENTS

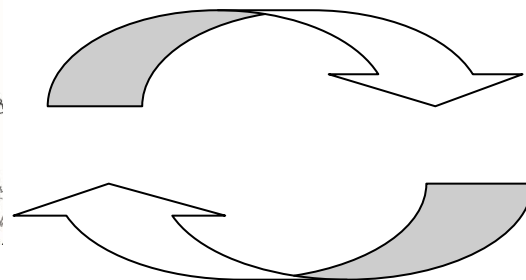
RELATIONSHIP BETWEEN FORESTS AND PEOPLE

Forests are very important to people and other animals. There are many ways in which forests benefit people including by providing: timber, poles, firewood, charcoal, honey, fresh air, ritual sites, traditional medicines, food and shelter. Forests may also cause problems for people e.g. by sheltering animals that raid people's crops.

In recent years large areas of forest have been cleared by people. Activities that clear forests are threats to the forest. These threats include forest fires, shifting cultivation, unsustainable tree cutting, mining, poaching, unsustainable charcoal making and honey collecting using fire. People may also play an important role in conserving forests through: tree planting, fire prevention, biodiversity conservation, forest patrols, law and policy enforcement, and environmental education.

Examples of what people get from forests

- Timber
- Poles
- Firewood
- Traditional medicine
- Food
- Shelter



Examples of what forests get from people

- Forest fire
- Forest degradation
- Tree planting
- Legal and policy formulation
- Forest encroachment
- Mining

Session 3: Community roles in the sustainable management of forests

OBJECTIVES	At the end of the session participants will be able to: <ol style="list-style-type: none">1. determine what villagers have to do in order to maintain the benefits provided by forests.
MATERIALS	<ul style="list-style-type: none">• Flip charts• Marker pens• Masking tapes• Hand out: Community role in sustainable forest management
TIME	1 hour
STEPS	<ol style="list-style-type: none">1. The Trainer asks participants to review the benefits that people derive from forests and the impact that people can have on forests as identified during the previous session by asking individuals to mention them.2. The Trainer advises that in order to maintain and maximize the benefits that forests can provide, then we need to keep the forests in good condition and reduce the practices that threaten forests.3. The Trainer invites participants to identify actions that can protect forests. Participants are divided into small groups based on the number of threats identified in the previous session.4. For 20 minutes, the groups brainstorm how to minimize a given threat.5. In plenary, the groups then share their findings.6. The Trainer notes down the key responses from each group on a flipchart. Ask questions for clarification if needed.7. After all of the groups have shared their results, the trainer summarises the findings and asks if we can agree on what we have to do in sustaining our forest.8. The Trainer concludes the session by encouraging participants to work hard to minimise the identified

Session 3: Community roles in the sustainable management of forests

threats and to implement measures to reduce threats. S/he mentions that in the next session the group will discuss more on community's rights and responsibilities over forest resources.

COMMENTS

- If there are many threats, the Trainer may discuss with participants to work on only the five most important ones.
- The Trainer may use the results from this session in Session 11 on "Causes and Mitigation of Deforestation and Forest Degradation" again.
- Threats to forests include: shifting cultivation, forest fires, charcoal production, timber harvesting, forest encroachment, mining and over grazing.

COMMUNITY'S ROLE IN SUSTAINABLE FOREST MANAGEMENT

Communities have a critical role to play in forest management in order to maintain and maximise benefits from forests and to minimise threats to forests. Some of the ways in which communities can reduce or eliminate threats to forests include:

- Practising sustainable agricultural practices including agroforestry and intercropping.
- Reducing the use of fire in farm preparation, honey harvesting and animal hunting.
- Following national laws and local by-laws on forest management.
- Maintaining soil fertility on their farms thereby reducing the need to practise shifting cultivation.
- Planting and taking care of trees around their village.
- Ensuring that forests products are used in a sustainable way.
- Helping each other to reduce illegal harvesting and over-exploitation.
- Providing environmental education to young people.
- Provision of conservation Education to young people.
- Establishing participatory forest management.

Session 4: Communities Rights in Participatory Forest Management (PFM)	
OBJECTIVES	At the end of the session participants will be able to: 1. determine their rights in relation to participatory forest management.
MATERIALS	<ul style="list-style-type: none"> • Flip charts • Marker pens • Masking tape • Handout: Community rights in PFM (page 5 in FBD-CBFM guideline)
TIME	45 Minutes
STEPS	<ol style="list-style-type: none"> 1. The Trainer reviews the ways of minimising threats to forests as identified during the previous session and checks with participants what they know about their rights over forest resources. 2. The Trainer uses prepared flipcharts to clarify community rights over forest resources based on the CBFM guidelines prepared by the Forestry and Beekeeping Division. 3. The Trainer asks participants to give their views on their rights in PFM. 4. The Trainer notes down villager's views on a flipchart clarifying each one where necessary. 5. The Trainer distributes handouts and clarifies key words in the handout. 6. The Trainer concludes by emphasising that communities have the right to manage their forest resources for their benefit but that, in order to do so, they must register their forests and get approval from the government. In the next session, we will discuss more on how to make PFM succeed.
COMMENTS	<ul style="list-style-type: none"> • Trainer should be clear that rights is different from responsibilities • Rights simply refers to 'what they can do and what they cannot do in relation to forest resources'. • Responsibility refers to 'what they are supposed to do'. • The purpose of this session is to clarify their rights. In Session 8 on the PFM establishment process, participants will look in more detail at community responsibilities under PFM.

COMMUNITY RIGHTS IN PARTICIPATORY FOREST MANAGEMENT

Rights

Rights refer to something which you can take or give. There are two types of rights: traditional / customary rights and legal / constitutional rights.

- **Traditional rights**

These are rights that can be transferred from one generation to another generation e.g. access to areas with spiritual significance. Traditional rights vary from place to place according to the norms of that particular area.

- **Legal / constitutional rights**

These are rights recognised by law, e.g. the right to live, the right to education and the right to be protected. With regards to CBFM, the Village Land Act (1999), the Local Government Act (1982), the Forest Act (2002) and the Forest Regulations (2004) provide the legal basis for villagers to own and manage forest resources on village land in ways that are both sustainable and profitable. Other rights include:

1. Waiving state royalties on forest products. This means in principle that villages do not have to follow government timber royalty rates but can sell their products at prices chosen by them (Forest Act: Section 78 (3)).
2. Villagers can enforce rules and bylaws to protect their forests.
3. Villagers can levy fines and retain them at village level.
4. Villagers can harvest forest products for their own use (in line with a village forest reserve management plan).
5. Villagers can sell forest products to outsiders at prices chosen by them and retain 100% of the revenue at village level however this does not mean that other taxes like income tax, VAT are avoided.
6. Villagers can confiscate forest products and equipments from illegal harvesting on their village land; sell them and retain the proceeds.

Session 5: Key principles to making PFM successful

OBJECTIVES	<p>At the end of the session participant will:</p> <ul style="list-style-type: none"> • understand the basic principles of participatory forest management; • be able to analyse the situation in their village in order to identify those principles which are not fulfilled; • be able to identify ways in which to establish those principles in their village.
MATERIALS	<ul style="list-style-type: none"> • Flip charts • Marker pens • Masking tape • Meta cards • Marked pieces of paper (1,2,3) • Handout: Principles of Participatory Forest Management
TIME	1 hour and 30 minutes
STEPS	<ol style="list-style-type: none"> 1. The Trainer explains the purpose of the session. 2. The Trainer explains to participants that three groups will be formed by each participant picking a pre-prepared piece of paper with the number 1, 2 or 3 written on it. The number indicates their group. 3. The trainer lists down the principles of participatory forest management on a flip chart. The Trainer gives clarification and examples for each PFM principle. The Trainer asks participants to provide examples for each of the principles as a way of enhancing understanding. 4. The Trainer gives a short explanation to explain what is meant by 'principle'. 5. The Trainer then asks each group to select three principles from the list that are missing in their Village and to suggest ways of establishing those principles in their villages. The groups should write the principles on a flip chart. 6. After 20 minutes, the Trainer asks one volunteer from each group to present their group's findings using their flip chart. 7. The Trainer notes down the key points on a flipchart and summarises them. 8. The Trainer allows questions if any from participants for more clarification. The Trainer concludes the session by summarising the

Session 5: Key principles to making PFM successful

key principles of PFM. S/he emphasises that we must all work together to ensure that all of the principles are in place.

COMMENTS

- During group discussions, the trainer moves around each group to assist the discussions where necessary.
- Principles are normally referred to as characteristic factors or specific conditions.
- Participants may select the same principles. Later the Trainer may compare ideas from the different groups.

**BASIC PRINCIPLES OF PARTICIPATORY FOREST
MANAGEMENT (PFM)****Basic principles of successful PFM**

In order for Participatory Forest Management to be in place there are some basic principles that need to be respected. These principles are essential if PFM is to be sustainable and bring real benefits to communities. The basic principles of PFM include:

i) Availability of resources

Establishing PFM requires resources. These resources include: land, forest, human resources and financial resources. Financial resources are needed to establish and implement PFM such as preparing maps, conducting resource assessments, capacity building, facilitation of meetings and awareness raising.

ii) Effective policy and legal supports

PFM is supported by the National Forest policy (1998), the Forest Act (2002), the Forest Regulations (2004), the Village Land Act (1999) and the Local Government Act (1982). These policies, laws and regulations provide the legal basis for villages to own and manage the forest resources on village land.

iii) Clear land rights and land tenure

The Village Land Act (1999) and the Land Act (1999) provide the legal basis for villages to own land. There are three categories of Land in Tanzania. 70% of Tanzania is Village Land; 28 % is Reserved Land including national parks, game reserves and forest reserves; and 2 % is categorized as General Land which is mainly in municipal areas or privately owned estates. Village land can be defined in different ways including the area designated as village land under the Land Tenure (Village statements) Act of 1965; or the area agreed by a Village Council and neighbouring village councils; or the area described as village land in a certificate of village land. Although many villages do not have a village Land Certificate, their land is still legally village land. As such villages can proceed with establishing village forest reserves even in the absence of a village land use plan or village land certificate.

iv) Effective governance

Effective governance is needed to ensure PFM is in place. Good governance means accountability, transparency, participation, representation, effective communication and democratically elected leaders.

v) **Effective participation**

Communities should be involved in the PFM process from the beginning to the end.

Effective participation can:

- Create a sense of ownership
- Ensure transparency
- Minimize conflicts
- Build communities capacity
- Ensure sustainability

vi) **Community capacity building**

Capacity building is needed in order to increase the knowledge, confidence and skills of the communities. This can be achieved through training and by ensuring that the Village Natural Resource Committees, user groups and Village government are able to apply the knowledge and skills gained through training.

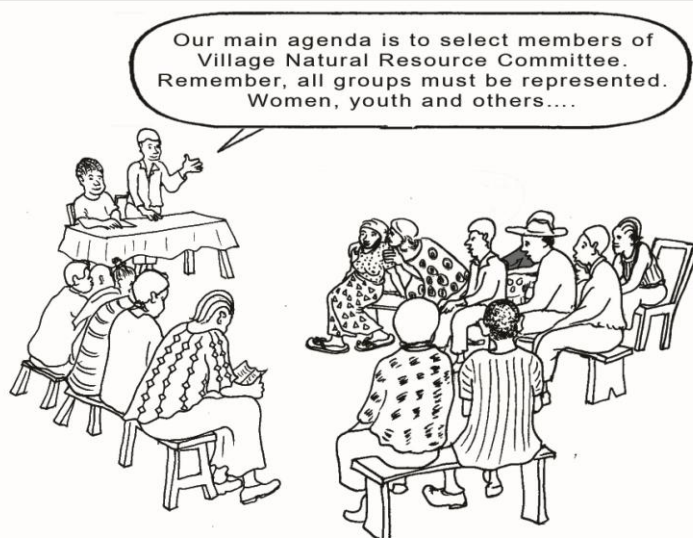
vii) **Meeting local needs**

Participatory forest management needs to be developed in a way that is sensitive to the rights and needs of different groups within the community, particularly women. For example, it is important to identify all of those groups who depend on the forests and to involve them in the planning process. In particular it is important to ensure that women and the poorest households participate in the design, implementation and monitoring of participatory forest management. Every effort should be made to ensure that the domestic needs of the poorest households for e.g. fuel wood, minor forest products and fodder are met in the planning process.

Participatory Forest Management (PFM) Principles

Other basic principles for PFM

- viii) Political will
- ix) Evaluation and adaptive management
- x) Conflict management
- xi) Effective cost benefit sharing



Session 6: Establishing Participatory Forest Management

OBJECTIVES	<p>At the end of the session participants will be able to</p> <ol style="list-style-type: none"> 1. explain the logical sequence of the PFM process; 2. recognise community responsibilities in each step.
MATERIALS	<ul style="list-style-type: none"> • Flip charts • Marker pens • Masking tapes • Meta cards: 3 sets of PFM establishment steps written in one step per card • Hand out: PFM establishment process
TIME	1 hour and 15 minutes
STEPS	<ol style="list-style-type: none"> 1. The Trainer refers to what was learned during Session 2: 'relationship between forests and people'; and Session 3 'community roles in sustainable forest management'. 2. The Trainer introduces the Session by outlining the objectives of the session. 3. The Trainer invites participants to work in three small groups by going around the group asking each participant to count numbers 1, 2 or 3. The number that each person counts indicates their group. 4. The Trainer distributes one set of PFM establishment steps to each group without explanation and asks each group to put the cards in a logical sequence. 5. The Trainer allows each group 10 minutes to organise the cards. 6. Each group needs to agree on the logical sequence and on the reasons for ordering them in that way. 7. After 10 minutes the Trainer asks each group to present their sequence and the justification for their sequence in plenary. Other groups ask questions and further clarification is provided. 8. After all of the groups have presented their results, the trainer initiates a discussion around the following questions; <ol style="list-style-type: none"> a) which step should we start with? Why? b) What should be the next step? Why? c) Can we see a logical order? d) Can we agree on the steps?

Session 6: Establishing Participatory Forest Management

	<p>e) Can someone explain the whole process? The Trainer needs to use similar questions to guide participants through the PFM steps as identified by FBD.</p> <p>9. The Trainer briefly reviews what has been agreed and allows participants to share what their involvement should be in each step. Responses are noted on a flip chart.</p> <p>10. The Trainer distributes handouts and briefly explains them allowing questions where necessary.</p> <p>11. The Trainer summarises the Session by reviewing the PFM steps and the community involvements in each step.</p>
COMMENTS	<p>After the session, the Trainer displays all of the steps and community involvement in each step on a flip chart. The flip chart is displayed in the training venue for the duration of the course.</p>

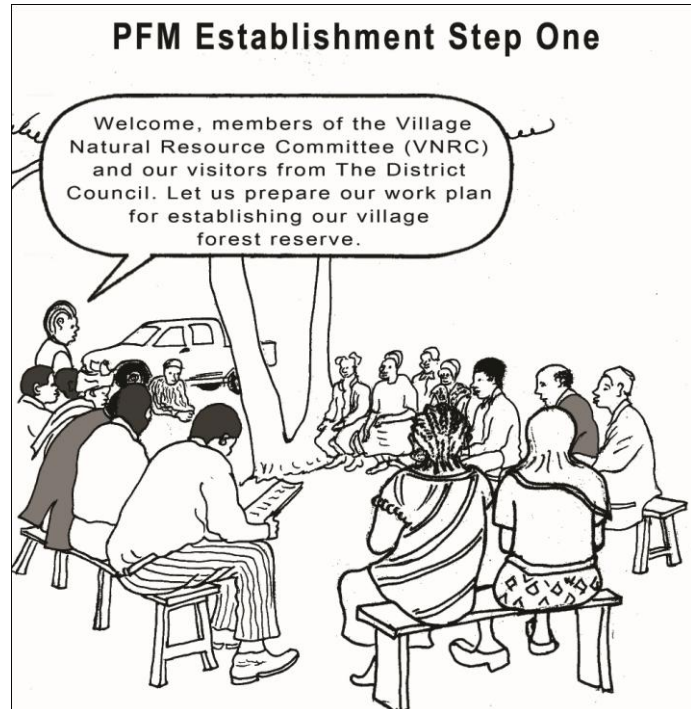
PFM ESTABLISHMENT STEPS

Step One: Getting Started

This takes place at the district level, with the selection of villages. It involves briefing District staff on PFM concepts and issues; and the team formation of the District team including staff with different skills relevant to PFM development. At the village level, the District team meets with the Village Council and the Village Assembly to facilitate the establishment and orientation of the Village Natural Resource Committee.

Community responsibility

1. Village leaders participate in PFM introduction meeting with district staff.
2. All villagers participate in the Village Assembly meeting to understand the PFM establishment process.
3. Villagers elect VNRC members.

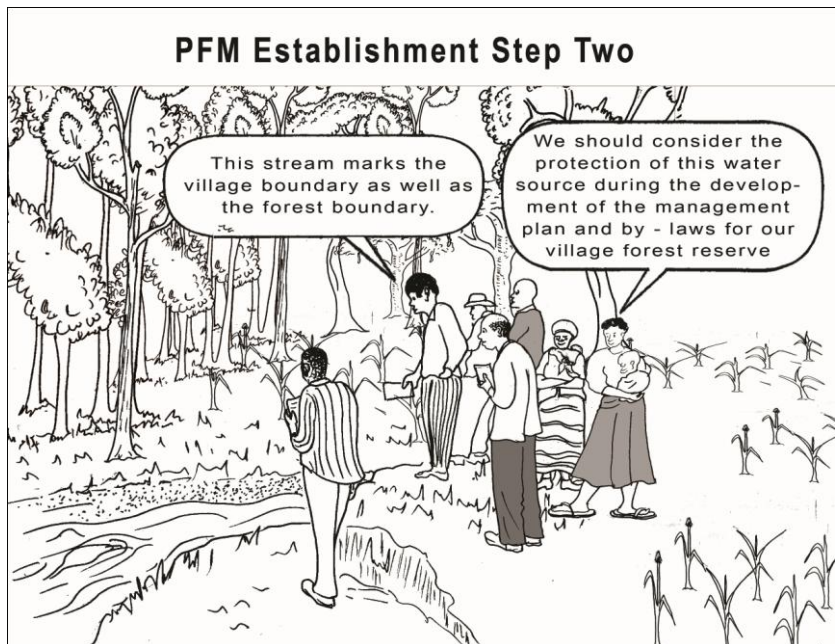


Step Two: Assessment and Management Planning

This is where District staff together with members of the VNRC identify and record the village land boundaries as well as the village forest boundaries. The forest resources are then measured or "assessed". Based on the results of assessment, a management plan is developed together with village bylaws.

Community responsibility

1. Identify and agree the boundaries of the village's land and of the proposed village forest reserve.



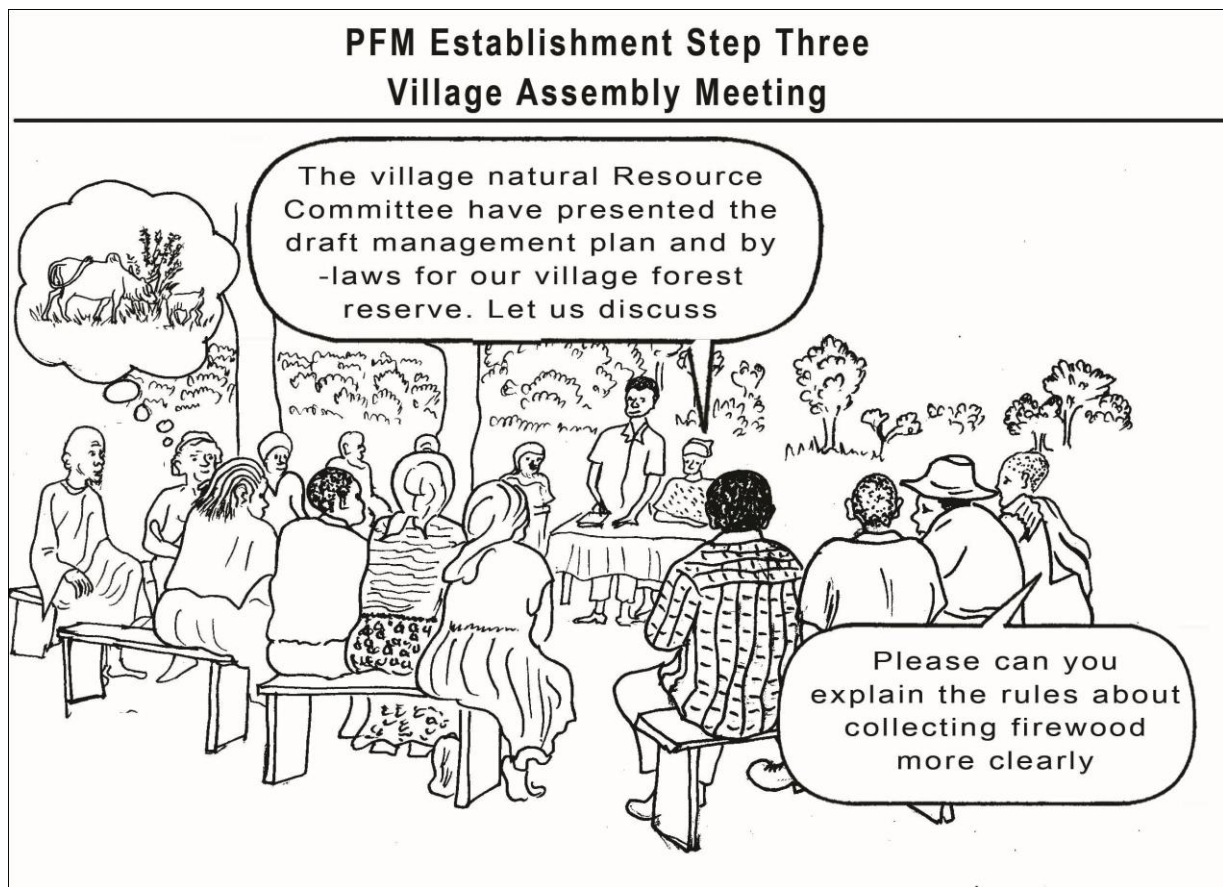
2. The VNRC undertakes a Participatory Forest Resource Assessment of the proposed village forest reserve.
3. VNRC develops a draft forest management plan and draft bylaws.

Three: Formalizing and legalizing PFM

The VNRC present the draft forest management plan and bylaws to the Village Council and Village Assembly for approval. These are then submitted to the District Council for review and approval. When this is done, the village can move to stage four and begin implementing their forest management plan.

Community responsibility

- a) Villagers participate in Village Assembly to approve the draft of forest management plan and Bylaws
- b) Submit the draft of forest management plan and Bylaws to District Council.



Four: Implementing PFM plan and Bylaws

This is where the community puts the systems needed to manage the forest in place: appointing and training the patrol team, starting record collection and making sure the rules are known, enforced, and so on. The district now takes up a role of monitoring and supporting. If requested, district staff has to provide help in any issue.

PFM Establishment Step Four



Community responsibility

1. VNRC raises awareness among the whole village on the management plan and Bylaws implementation
2. Start forest protection
3. Begin essential record-keeping and supporting monitoring
4. Deal with forest encroachment
5. Begin the most urgent rehabilitation tasks
6. Managing Village Land Forest Reserve (VLFR) that cover more than one village

Step Five: Revising forest management plan, bylaws and gazetting VLFR

After three years, the community should review and revise their management plan

based on what has been done so far. At this stage, the village may request the Forestry and Beekeeping Division to officially gazette their forest. This is an optional step.

PFM Establishment Step Five



Community responsibility

1. Review the forest management plan and bylaws and identify parts of the plan or by-laws that need to be amended.
2. Amend the plan and by-laws accordingly.
3. Inform the District Council of any amendment

Six: Expanding to new areas

The Village may wish to expand the area under CBFM within their village. This expansion will bring the advantages of improved forest management to a wider area.

Community responsibility

1. Educate the younger generation and nearby communities on PFM concepts based on the communities experience of implementing PFM.
2. Follow Steps 2, 3, 4 and 5 for expanding the forest area under CBFM.

Session 7: Participatory Forest Management in practice

OBJECTIVES	<p>At the end of the session participants will be able to:</p> <ol style="list-style-type: none"> 1. Analyze advantages and challenges of PFM implementation. 2. List what they should do to overcome challenges of PFM.
MATERIALS	<ul style="list-style-type: none"> • Marker pens • Flipcharts • Masking tape • Handout: 3 PFM Case Studies
TIME	1 hour and 30 minutes
STEPS	<ol style="list-style-type: none"> 1. Briefly review what we have learned from the previous session on PFM establishment steps. 2. Trainer introduces the purpose of the session and gives an overview of PFM in Tanzania. Takes questions for clarification. 3. The Trainer mentions that PFM has both advantages and challenges. Have a short brainstorming on advantages and challenges of PFM in general. Advantages could be the benefits derived from forests whilst the challenges could be village capacity. 4. The Trainer explains that we will take a look at case studies from other areas to identify the advantages and challenges of PFM. The Trainer divides participants into three groups by counting numbers 1, 2 to 3 and gives each group a flip chart. 5. The Trainer provides a short overview of each case (i.e. general geographic area, date started,...) but does not go into detail. 6. The Trainer distributes one case study hand out to each group (i.e. Case Study 1 for Group 1, Case study 2 for Group 2 and Case study 3 for Group 3) and asks them to analyse the advantages and challenges in each PFM example. 7. After 15 minutes, the Trainer distributes all of the Case Studies to all participants and asks one volunteer from each group to present their group work. Clarify and note key points mentioned by the volunteer on a flip chart so that everyone can see. 8. Review key points together with participants one by one and let them link the given case studies with their experiences of areas where PFM has been operating. 9. In plenary, the Trainer asks participants for ideas on how to

Session 7: Participatory Forest Management in practice

	<p>overcome or reduce the challenges that have been identified. List the suggestions down on a flipchart and summarise them.</p> <p>10. The Trainer concludes the session by emphasising that we have to work together on ways to maximise the advantages of PFM while minimising the disadvantages.</p>
COMMENTS	<ul style="list-style-type: none">• If some of the villagers do not know how to read, the Trainer may present the case studies by telling the story or by asking one volunteer to read the case study for illiterate persons in the group.• If participants do not have any experience of PFM, they can think of any potential challenges or concerns that could happen in the future.• Trainer should clarify the group task to individual groups and monitor the progress regularly.

ADVANTAGES AND CHALLENGES OF PFM**Current status of Participatory Forest Management (PFM) in Tanzania**

- PFM is a sustainable forest management approach that places management responsibility at individual, group or community levels.
- Two basic types of PFM exist in Tanzania: Community Based Forest Management (CBFM) and Joint Forest Management (JFM).
- PFM is spreading rapidly and now covers 10 percent of the total forest area in Tanzania.
- PFM is operating in 60 districts.
- Research shows that forests under PFM are well managed by communities.
- Some villages with forests under PFM are implementing sustainable harvesting plans and have started to generate revenues from selling their forest products.

- **Joint Forest Management (JFM)** is a collaborative approach to forest management where forest adjacent communities enter into management agreements with the forest owner (government or private sector) over the management of a forest.
- Ownership of forest land remains with the government or private sector, but benefits such as timber, firewood and fodder can be transferred to local communities depending on the status of the reserve (protection or production).
- Approximately 1.6 million hectares of forest are under Joint Forest Management (JFM) in 530 Villages.

- **Community Based Forest Management (CBFM)** is where the community takes full management responsibility for a village land forest reserve. The Village undertakes patrols, levies fines for illegal forest use, issues licenses for forest products, retains forest revenues, sets rules and regulations regarding forest management and use. Forest revenues are collected by the Village Natural Resource Committees and are allocated to forest management and village development.
- Approximately 1.9 million hectares of forest is under Community Based Forest Management (CBFM) in 1500 Villages.
- Community Based Forest Management promises greater returns to local livelihoods, but in many cases these have yet to be materialised.

PFM IN PRACTICE: CASE STUDY 1
KIKOLE VILLAGE LAND FOREST RESERVE, KILWA DISTRICT,
LINDI REGION

Handout 8

Advantages and Challenges in PFM implementation:

- Apart from PFM having many advantages to communities, it also faces several challenges that hinder rapid implementation of PFM.
- In order to analyse and understand the advantages and challenges of PFM, let us review some examples of PFM in practice.

3000 ha of forest in Kikole village is under CBFM

- PFM was established in Kikole in 2002 under FBD's PFM Program.
- Kikole Village joined the PFM program after being informed about the advantages of PFM by District forestry officials.
- The Village Assembly elected a Village Natural Resource Committee (VNRC) and then established forest bylaws and a forest management plan.
- Through the VNRC, the village manages the forest based on the forest management plan and Bylaws
- The forest is well managed. Bylaws are enforced based on forest patrols conducted by villagers.
- Villagers harvest Mpingo and other tree species based on a harvesting plan. Revenue from timber sales is used for village development and forest management.
- Other forest products apart from logs are used by communities under the harvesting plan which ensures sustainable utilization of the forest.
- The forest has been certified internationally. Now the village is obliged to sell forest products. Although, villagers can get a good price from selling the certified products, there are few buyers who can afford the price currently.
- Improved forest condition attracts wildlife which invades villagers' farms.
- Due to variation in the socio-economic conditions of villagers, not all villagers have participated in deciding PFM activities.
- Many of the decisions on forest management are made by an elite hence contributions from other people is minimal.
- Due to financial constraints and other commitments in the district, it is difficult to get full support from district officials
- PFM in Kikole gained support from Donor (DANIDA) by providing small investment fund to start the process.
- Some villagers still use fire to prepare their farms. The fires sometimes spread causing damage to human properties and to the forest.
- Some people continue to clear forest for shifting cultivation despite the by-laws.

Advantages and Challenges in PFM implementation:

- Apart from PFM having many advantages to communities, it also faces several challenges that hinder rapid implementation of PFM.
- In order to analyse and understand the advantages and challenges of PFM, let us review some examples of PFM in practice.

642 ha of forest in Nndawa Village is under CBFM

- PFM in this village started in 2002 under FBD's PFM Program.
- Nndawa Village joined the PFM program after being informed about the advantages of PFM by District forestry officials.
- The Village Assembly elected a Village Natural Resource Committee (VNRC) and then established forest bylaws and a forest management plan.
- Through the VNRC, the village manages the forest based on the forest management plan and Bylaws
- The forest is well managed. Bylaws are enforced based on forest patrols conducted by villagers.
- The community harvest a number of non-timber forest products based on a sustainable harvesting plan.
- Improved forest condition attracts wildlife which invades villagers' farms.
- The community are unaware of harvesting procedures and so no revenue has been generated from timber harvesting.
- Due to variation in the socio-economic conditions of the villagers, it is difficult to involve everybody in PFM activities.
- Most decisions on forest management are made by an elite hence the contribution from other villagers is minimal.
- Due to financial constraints and other commitments in the district, it is difficult to get the full support of district officials.
- PFM in Nndawa gained financial support from a Donor (DANIDA) who provided a small amount of funding to start the process.
- Some villagers still use fire to prepare their farms. The fires sometimes spread causing damage to human properties and to the forest.
- Some people continue to clear forest for shifting cultivation despite the by-laws.

Advantages and Challenges in PFM implementation:

- Apart from PFM having many advantages to communities, it also faces several challenges that hinder rapid implementation of PFM.
- In order to analyse and understand the advantages and challenges of PFM, let us review some examples of PFM in practice.

3000 ha of forest 10 km from the centre of Ihombwe Village is under CBFM.

- PFM in the village started in 2004 under FBD's PFM.
- Ihombwe Village joined the PFM program after being informed about the advantages of PFM by District forestry officials.
- The Village Assembly elected a Village Natural Resource Committee (VNRC) and then established forest bylaws and a forest management plan.
- Through the VNRC, the village manages the forest based on the forest management plan and Bylaws
- The forest is well managed. Bylaws are enforced based on forest patrols conducted by villagers.
- The community harvest a number of non-timber forest products based on a sustainable harvesting plan.
- Improved forest condition attracts wildlife which invades villagers' farms.
- The community are unaware of harvesting procedures and so no revenue has been generated from timber harvesting.
- Due to variation in the socio-economic conditions of the villagers, it is difficult to involve everybody in PFM activities.
- Most decisions on forest management are made by an elite hence the contribution from other villagers is minimal.
- Due to financial constraints and other commitments in the district, it is difficult to get the full support of district officials.
- PFM in Ihombwe gained financial support from a Donor (DANIDA) who provided a small amount of funding to start the process.
- Some villagers still use fire to prepare their farms. The fires sometimes spread causing damage to human properties and to the forest.
- Some people continue to clear forest for shifting cultivation despite the by-laws.
- The forest reserve is very far from the centre of the village, hence many management activities are difficult to implement especially in terms of forest patrols and protection from charcoal making and timber harvesting.

Module 2: Reduced Emissions from Deforestation and Forest Degradation (REDD) and Climate Change

Session 8: Evidence and causes of climate change	
OBJECTIVES	At the end of the session, participants will be able to: <ol style="list-style-type: none"> 1. Use local knowledge to identify evidence of climate change. 2. Identify causes of climate change based on their experience.
MATERIALS	<ul style="list-style-type: none"> • Flip charts • Marker pens • Masking tape • Meta cards • Hand out: What is climate change? What is the evidence for climate change? • Hand out: Causes of climate change • Meaning of Climate Change prepared on a flip chart • Pieces of paper with numbers 1-5 sufficient that all participants receive one.
TIME	1 hour 30 minutes
STEPS	<ol style="list-style-type: none"> 1. The Trainer describes how the climate has influenced our lives and environment and that the climate is changing causing a lot of problems to humans. The Trainer checks briefly with participants to assess their knowledge of climate change. 2. The Trainer uses a flip chart to explain what climate change is and puts a definition of climate change up on the wall. 3. The Trainer explains that within this session we will look at some evidence of climate change. The Trainer invites participants to work in 5 groups identified by participants counting in turn from 1 - 5 (i.e. number 1 join group 1 and number 2 joins group 2 etc). 4. Each group has 15 minutes to list at least 3 signs of climate change in Tanzania and to put each sign on a meta card. 5. The Trainer then asks one volunteer from each group to present the signs that the group has identified. Groups are asked not to repeat signs that have already been mentioned by other groups. 6. After all of the groups have shared their results, the Trainer may add some more signs and give feedback. The Trainer summarises how climate change affects our lives. The trainer

	<p>explains that in order to avoid further climate change we need to reduce the causes of climate change.</p> <ol style="list-style-type: none"> 7. The Trainer asks each group to brainstorm on the causes of climate change, noting down each cause on an individual meta card. 8. After 15 minutes, the Trainer asks each group to place their meta cards on a flip chart avoiding repetition. Ask questions for clarification if needed. 9. The Trainer allows plenary discussion based on the causes of climate change listed on the meta cards where necessary adding some missing causes. 10. From the causes listed, the trainer mentions deforestation as a cause of climate change. The Trainer states that we will learn more about why our forest has been lost and how forest lost contributes to climate change in the next session 11. The Trainer concludes the session by distributing hand outs to participants and explains the key points in the hand outs.
COMMENT	<ul style="list-style-type: none"> • If participants cannot list at least three signs of climate change, the Trainer may prepare pictures representing signs of climate change and ask participants if they recognise them. • If some of what is listed are impacts rather than signs of climate change e.g. decreasing crop production, spread of pests, the Trainer may clarify. • Impact is referred to as any consequence caused by climate change in the long term.

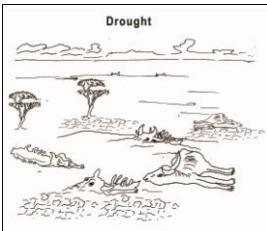
Meaning of Climate Change

Climate change is a long-term shift in the climate of a specific location, region or planet. The shift is measured by changes in features associated with average weather, such as temperature, wind patterns and precipitation.

Evidence of Climate Changes

Evidence of climate change is discussed below:

Increased frequency of extreme weather events Increases in the frequency of extreme weather events such as drought and severe storms. In Tanzania, extreme weather has occurred in several areas such as drought in Manyara Region.



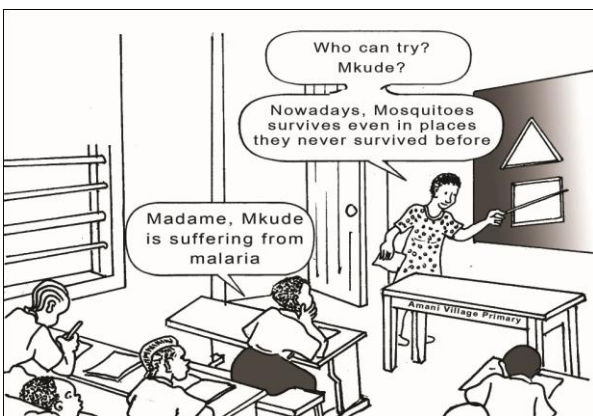
Drought. More intense and longer droughts have been observed over wider areas since the 1970s, particularly in the tropics and subtropics. Tanzania like other Sub-Sahara Africa countries has been a victim of drought in some areas such as Manyara Region.

Mountain glaciers and snow cover have declined on average in both hemispheres.

Global sea levels are rising at a rate of approximately 1.8 mm per year.

Effects of climate change

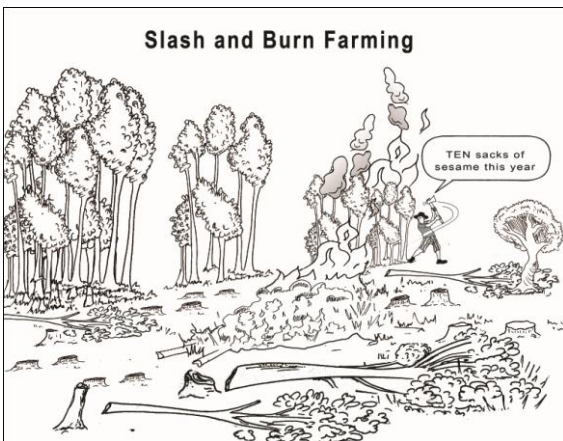
Poor production. Current assessments of the impact of climate change indicate that some regions are facing shortage of food being caused by decreased agricultural productivity due to unpredictable weather, reduced rainfall and increased temperatures.



Infectious Diseases. Malaria has increased in places like Lushoto and Njombe, areas that were not previously affected due to increased temperatures allowing mosquitoes to thrive.

Loss of lives and property. Floods, drought and more intensive storm have all caused loss of life and property, particularly amongst the poor.

Climate includes patterns of temperature, precipitation, humidity, wind and seasons. Climate change is caused by human activities that release greenhouse gases into the atmosphere. These activities include:



Burning agricultural residues

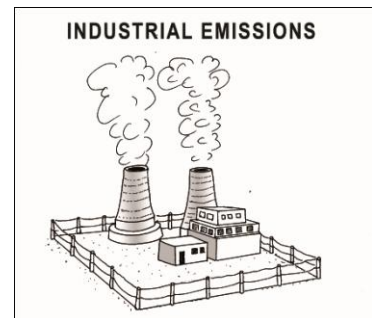
The smoke produced during burning of residues or land preparation for agricultural activities is one of the causes of climate change.

Chemical fertilizers

In our farms we sometimes use chemical fertilizers to improve productivity. Greenhouse gases are released during the manufacture of fertilisers and from the way that they react with the soil.

Emissions from industries and vehicles

Today there are a lot of industries and vehicles all over the world. Smoke produced by both industries and vehicles contribute to climate change by releasing greenhouse gases such as carbon dioxide.



Charcoal burning

Burning trees to create charcoal releases carbon dioxide into the atmosphere thereby contributing to climate change.

Deforestation for timber, mining and grazing

Cutting down trees for timber, poles, grazing or mining reduces forests ability to absorb greenhouse gases such as carbon dioxide.

Forest fires

Forest fires result in the release of carbon dioxide directly into the atmosphere.



Livestock

Cows and other livestock release methane, a powerful greenhouse gas.

Session 9: Causes and Mitigation Measures of Deforestation and Forest Degradation

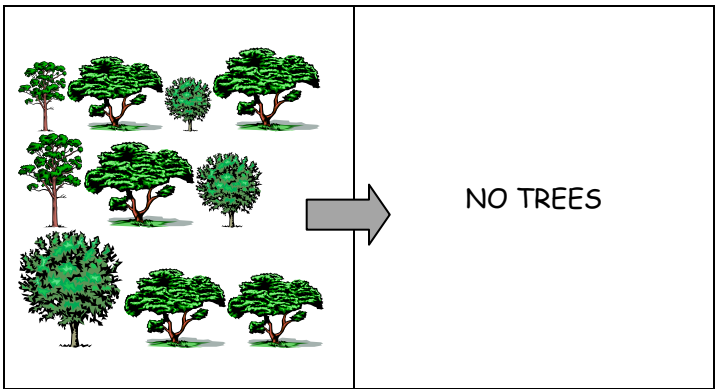
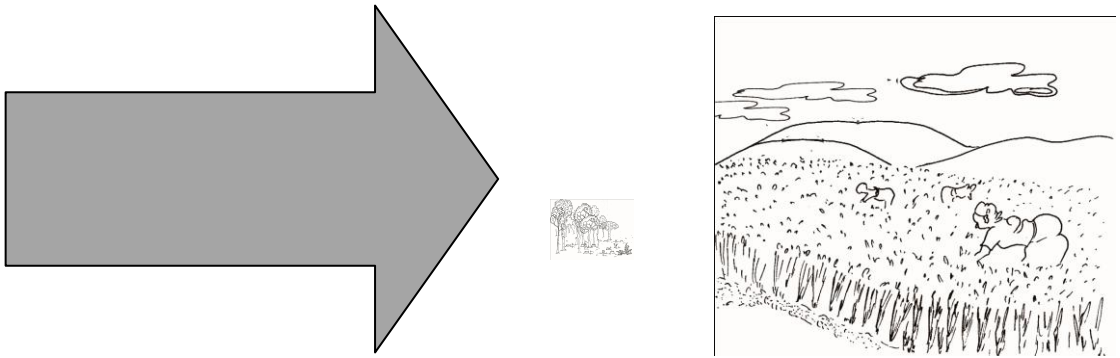
OBJECTIVE	At the end of the session, participants will be able to: <ol style="list-style-type: none"> 1. Differentiate between deforestation and forest degradation. 2. Recognize causes of deforestation and forest degradation. 3. Identify ways / methods to mitigate deforestation and forest degradation in their area. 4. Describe other mitigation measures happening in other areas.
MATERIALS	<ul style="list-style-type: none"> • Flip charts, • Marker pens, • Masking tapes and • Hand out: Causes of Deforestation and Forest Degradation • Hand out: Mitigation measures • Diagrams or pictures on flip chart showing the differences between deforestation and forest degradation
TIME	One hour and 30 minutes
STEPS	<ol style="list-style-type: none"> 1. The Trainer asks participants to recall the causes of climate change from the previous session and mentions that in this session we will focus on the causes of climate change related to forestry. 2. The Trainer explains that forest loss contributes to the emission of carbon dioxide which causes climate change. 3. The Trainer tells participants that there are two forms of forest loss and shows the participants diagrams or pictures of deforestation and forest degradation. 4. The Trainer explains the meaning of Deforestation and Forest Degradation by using diagrams/pictures. Explain that each form of forest loss requires different mitigation measures. 5. If questions arise from the participants, then the trainer gives more clarification/answers 6. Asks participants to form 3 small groups by counting from 1 to 3. Participants who count number one will form group number one etc. 7. Ask participants to provide answers to the questions, 'why are our forests disappearing or in poor condition? How can we avoid future forest loss and degradation?' For each cause of deforestation or degradation, groups should provide at least one

	<p>mitigation measure. Allow 20 minutes for the groups to brainstorm and note down ideas on a flip chart.</p> <p>8. Ask participants to prepare the table as shown below:</p> <table border="1" data-bbox="368 371 1369 600"> <thead> <tr> <th data-bbox="368 371 638 506">Causes of forest degradation</th> <th data-bbox="638 371 845 506">Mitigation measures</th> <th data-bbox="845 371 1083 506">Causes of deforestation</th> <th data-bbox="1083 371 1369 506">Mitigation measures</th> </tr> </thead> <tbody> <tr> <td data-bbox="368 506 638 551"></td> <td data-bbox="638 506 845 551"></td> <td data-bbox="845 506 1083 551"></td> <td data-bbox="1083 506 1369 551"></td> </tr> <tr> <td data-bbox="368 551 638 595"></td> <td data-bbox="638 551 845 595"></td> <td data-bbox="845 551 1083 595"></td> <td data-bbox="1083 551 1369 595"></td> </tr> </tbody> </table> <p>9. The Trainer asks one volunteer from each group to present their results in plenary avoiding repetition.</p> <p>10. Allow discussion and clarification based on the presentations.</p>	Causes of forest degradation	Mitigation measures	Causes of deforestation	Mitigation measures								
Causes of forest degradation	Mitigation measures	Causes of deforestation	Mitigation measures										
	<p>11. The Trainer uses a flip chart to introduce other mitigation measures (summary from the handout) happening in other countries with a short explanation.</p> <p>12. The Trainer distributes hand outs to participants and clarifies key points in the handout comparing the contents of the handout with the results of the discussions during the session.</p> <p>13. The trainer concludes the session by encouraging participants to minimize causes of Deforestation and forest Degradation as these contribute to climate change.</p>												
COMMENTS	<ul style="list-style-type: none"> Trainer should have sufficient knowledge on different mitigation measures and be able to provide examples. 												

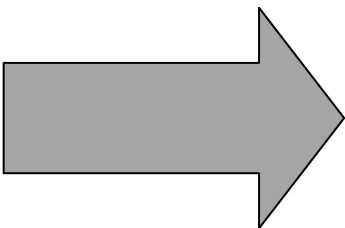
CAUSES OF DEFORESTATION AND FOREST DEGRADATION Handout 13

Deforestation

The meaning of deforestation is the "permanent removal of forest cover and withdrawal of land from forest use, whether deliberately or circumstantially."



Forest Degradation



Forest degradation refers to changes within the forest which negatively affect the structure or function of the stand or site, and thereby lower the capacity to supply products and/or services



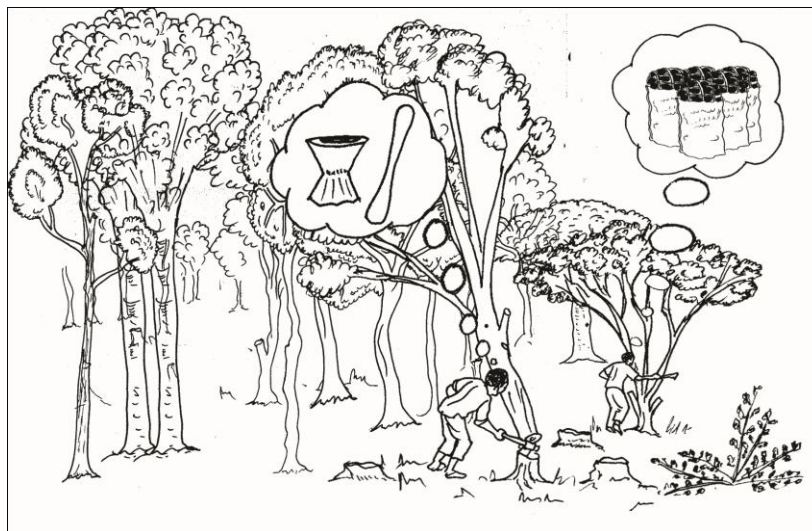
The difference between the Deforestation and forest Degradation is that deforestation would lead to other land uses, while in forest degradation; the forest will remain as forest but with less function and quality.

The causes of deforestation and forest degradation are as follows in the table below:-

Causes of forest degradation*	Causes of deforestation
Charcoal production	Clearance of forest for commercial agriculture
Timber harvesting	Other development eg. dams, hotels, commercial mines etc.
Cutting poles and withies	Settlement
Overgrazing	Infrastructure development
Cultivation of crops in the forest understorey e.g. cardamom.	Clearance of forest for small scale permanent agriculture
Shifting agriculture	

*Some activities listed under causes of forest degradation can also cause deforestation if they are carried out intensively. For example, in the case of shifting agriculture, if the period between cultivation is not sufficient to allow for the forest to grow back, then this becomes deforestation rather than forest degradation.

Causes of forest degradation



Forest degradation and deforestation are one of the causes of climate change. In order to reduce future climate change we need to prevent further emissions of greenhouse gases. One way to do this is to reduce deforestation and forest degradation.

Some of the activities that women and men living in villages in Tanzania can do to prevent deforestation and forest degradation and that also bring other benefits to communities are described below:

- **Develop and implement a village land use plan**

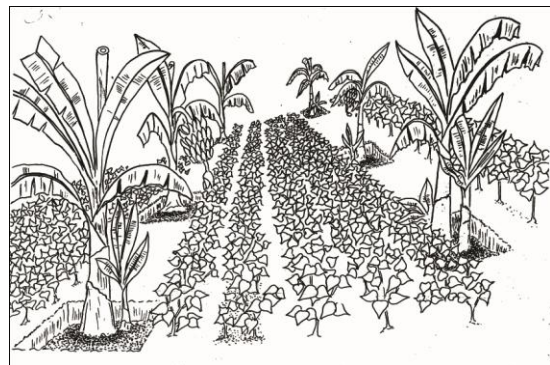
Having a village land use plan is important for securing land tenure and for the sustainable utilisation of natural resources. With a good land use plan, communities can allocate their land for different uses such as agriculture, grazing, forest management, residential areas, public services such as dispensaries, schools and market places. Implementing a village land use plan effectively requires involvement and the commitment of the community and other stakeholders with an interest in that land. Having a land use plan also helps a village to secure a Village Land Certificate which is an important step towards securing land tenure.

- **Adopt more sustainable forms of agriculture**

Much of the deforestation and forest degradation that occurs on village land in Tanzania is because of agriculture. By adopting improved agricultural techniques, farmers can increase productivity from their existing farms and thereby avoid the need to shift. Improved agricultural techniques include soil conservation measures, inter-cropping, irrigation and use of improved seeds. These will vary depending on the location and the crop that is being cultivated.



Intercropping



Maintaining permanent ground cover

- **Participatory Forest Management**

Participatory Forest Management (PFM) is a general term describing community involvement in the management of forests. Community Based Forest Management (CBFM) is one kind of PFM approach that takes place in village land, on forests that are owned or managed by the Village Council on behalf of the Village Assembly and leads to the establishment of Village Land Forest Reserves (VLFR), Community Forest Reserves (CFR) or Private Forest Reserves (PFR).

- **Plant trees and use fuel efficient stoves**

Reduce fuelwood cutting in natural forests by planting trees as a sustainable source of fuelwood and by using fuel-efficient stoves.



- **Education provision**

Environmental education is fundamental to building community capacity on sustainable management of forests. With environmental education, people are empowered to manage the natural resources that their lives depend on.

- **Introduction of other Income Generating Activities (IGAs)**

To reduce pressure on the forest, communities should seek training on alternative income activities. Villagers need to know and understand the available resources in their location that could help them to generate alternative incomes. These activities might include tourism, mushroom cultivation and beekeeping projects.

- **Law enforcement**

The Village council and all villagers must follow the policies, laws and bylaws that relate to forests so that forest resources can be used properly.

- **REDD mechanism**

REDD is a financial mechanism proposed at the 2005 Conference of Parties of the United Nations Framework Convention on Climate Change Conference held in Montreal. REDD aims to reduce the emission of carbon dioxide and other greenhouse gases resulting from deforestation and forest degradation by providing economic incentives to developing nations to maintain their forests.

Session 10: REDD and Carbon Pools	
Objectives	At the end of the session, participants will be able to: <ol style="list-style-type: none"> 1. Explain the meaning of REDD and REDD+. 2. Mention the 6 pools of carbon. 3. Differentiate what is carbon and what is not carbon. 4. List and explain the key elements of REDD.
Materials	<ul style="list-style-type: none"> • Flip charts • Marker pens • Hand out: Carbon pools • Hand out: Elements of REDD • Hand out: linkages between REDD, PFM and Climate Change • Meta cards
Time	1 hour and 30 minutes
Steps	<ol style="list-style-type: none"> 1. The Trainer introduces the purpose of the session and refers to different mitigation measures for deforestation and forest degradation 2. The Trainer uses a flip chart to explain briefly about REDD and REDD+ (for a summary / meaning refer to the hand out) and allows questions for clarification 3. The Trainer refers to the meaning of REDD and REDD+ as financial incentives for reducing greenhouse gas emissions from deforestation and forest degradation. 4. The Trainer explains that forest lost is a major source of carbon dioxide emissions. Within this session we will learn where carbon is stored within the forest. These are known as carbon pools. 5. With the aid of a diagram of a tree, the trainer explains the different areas where carbon is stored. 6. The Trainer allows discussion and questions concerning carbon pools. 7. The Trainer conducts an exercise to check participants' understanding by distributing meta cards written on different objects as presented in the hand out e.g. stone, rock, charcoal, paper, firewood, grass, stem of the tree, leaves, mirror, iron sheet, plastic, carcass etc. One by one participants are asked to place the cards in the correct column either is carbon or not carbon. 8. After they have completed the exercise, the trainer initiates discussion over the results and makes corrections where necessary.

	<ol style="list-style-type: none"> 9. The Trainer mentions that in order to sell carbon credits from our forest, we have to know / understand three basic elements of REDD. 10. Trainer presents the three basic elements (leakage, additionality, and permanence) one by one and checks how much participants understand the meaning of each element by probing. 11. The Trainer uses a flip chart to explain the meaning of the three elements of REDD, one after another (refer to the hand out). 12. The Trainer helps participants to link the three elements of REDD to each other by probing 13. Trainer sums up by telling them why the 3 elements are important to the REDD project. 14. The Trainer distributes hand outs and explains the key points on the hand outs. 15. The Trainer reviews the meaning of REDD and REDD+, the importance of carbon pools and key element of REDD in relation to climate change (refer to hand out). The Trainer reminds participants that forest loss is a major source of carbon dioxide emissions. If we lose forest, the carbon stored in the forest will change to carbon dioxide and will contribute to climate change which affects our lives. To reduce climate change we need to maintain the carbon in the forests by taking good care of our forests. Inform participants that REDD is still in a development stage. The procedures and structures are still being designed at national and international levels. We all need to prepare ourselves before REDD is ready to be implemented in our area. 16. Trainer uses a diagram to link REDD, PFM and climate change to conclude the session.
<p>Comment</p>	<ul style="list-style-type: none"> • The Trainer should have sufficient knowledge and information about REDD at national and local level. • For information about REDD in Tanzania, please visit www.reddtz.org or www.tnrf.org/redd

What is REDD?

REDD (Reducing Emission from Deforestation and Forest Degradation)

REDD is a financial mechanism proposed at the 2005 Conference of Parties (COP 11) meeting of the United Nations Framework Convention on Climate Change in Montreal. REDD aims to reduce greenhouse gas emissions resulting from deforestation and forest degradation by providing economic incentives to forested nations to keep or better manage their forests. REDD credits offer the opportunity to utilize funding from developed countries to reduce deforestation in developing countries. REDD puts a value on forests for the services they provide by keeping carbon out of the atmosphere.

REDD+

REDD+ stands for reducing emissions from deforestation and forest degradation, and enhancing forest carbon stocks. The '+' in REDD+ widens the scope of the mechanism to include **conservation** and **enhancement of forest carbon stocks**, as well as the **sustainable management** of forests (SMF). This means that activities such as improved management of protected areas, forest plantations, rehabilitation, and restoration, and reduced impact logging may yet be elements of REDD+ strategies. The definition of SMF, and specifically how it will be distinguished from 'sustainable forest management' (SFM) is not yet clear. However, the definition is certain to cover many of the community-based forest management practices undertaken by local communities and indigenous peoples.

The broadening of REDD to REDD+ is generally seen as a positive move for developing countries. However, there are some concerns that REDD+ will open the door for industrial interests to claim carbon credits while unsustainably exploiting forest areas (RECOFTC, 2010).

The potential benefits of REDD for forest-dependent communities include direct payments based on the maintenance of intact forest, employment, training in natural resource management, and the continued use of the forest for traditional livelihoods and other cultural values. REDD activities operate over a long time scale, and the benefits have the potential to be continuous for decades.

Elements of REDD

REDD requires that proponents demonstrate that deforestation and forest degradation have been reduced permanently. To achieve this requires detailed

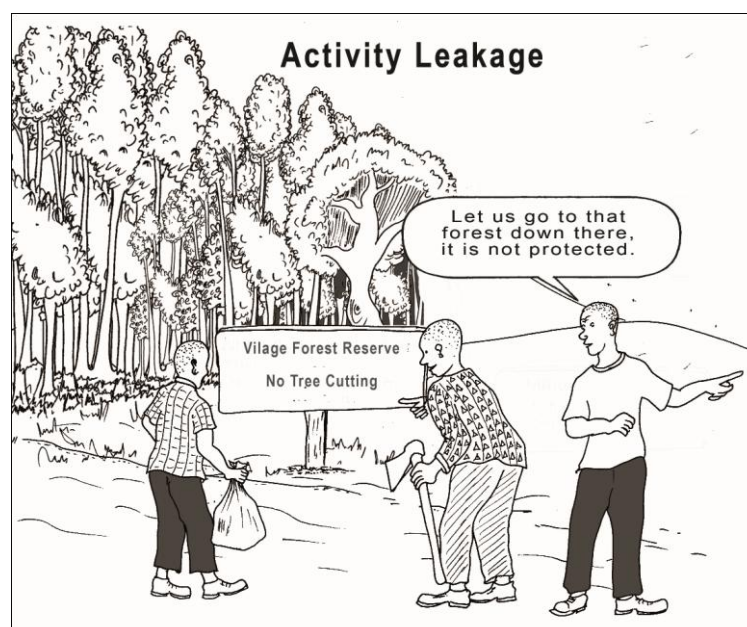
information on the area covered by different forest types, the carbon density of different forest types and the risk that the forest would otherwise have been deforested. Some studies have been prepared in Tanzania and elsewhere that put a price on the entire carbon stock of a forest of e.g. a forest reserve. However unless there is a credible threat that the entire forest would have been cleared, such a forest would not be eligible, in its entirety, for REDD payments. There are three important elements that need to be considered when planning for REDD. These elements are:-

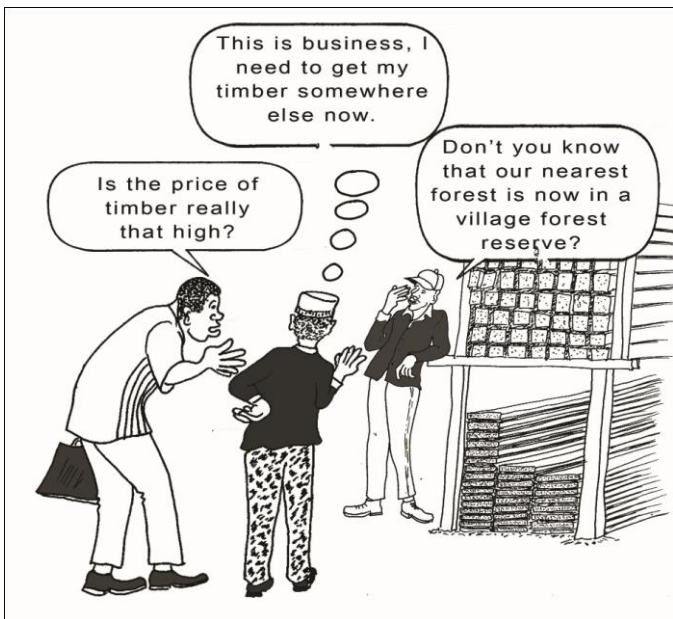
Additionality: The fundamental challenge for REDD mechanisms is to demonstrate "additionality." Additionality is simply defined for REDD as "carbon emission reductions that are additional to what would have occurred without the REDD mechanism." In order to provide real climate change mitigation, emission reductions financed through carbon markets must be additional. Continuation of current good practice (e.g. a well conserved forest reserve) is **not additional**.

Leakage refers to the unanticipated increase in GHG emission outside of the project's boundary as a result of project activities (IPCC, 2008). This might occur where reducing deforestation in one area would simply shift the deforestation activity to another area.

There are two forms of leakage that REDD activities are susceptible to: activity leakage and market leakage:

Activity leakage occurs when the activity that caused the deforestation in a project area is displaced to a different location outside the boundaries of the project area. For example, farmers inside a conservation project area might shift operations and clear forests outside the project area.





Market leakage occurs when a project or policy changes the supply-and-demand equilibrium, causing market actors to shift. For example, if a project decreases timber supply, prices will rise, which will be met by increased supply (and increased deforestation) from outside the project area.

Permanence relates to the duration of the positive effects of a climate change mitigation activity. Permanence implies that these effects will last indefinitely.

When considering whether an emission reduction is permanent, the underlying question is whether the levels of GHGs in the atmosphere are permanently lower than they would have been in the absence of policy. Permanence is thus determined both by the rate of emissions and the amount of carbon dioxide in the atmosphere.

Risks to permanence include:

- **Ecological risk:** Forest fires, natural disasters, disease;
- **Government risk:** A change in government could overturn prior commitments;
- **Demand-side (Market) risk:** If the value of a competing product (such as palm oil) increases, storing carbon may stop being profitable. To reduce the above risk direct and 'root' causes of deforestation must be understood and tackled in national policy and international negotiations.

Voluntary and compliance markets: At the time of preparing these guidelines (2011), carbon credits from REDD can only be bought and sold on the Voluntary Markets. This means that they are available for companies who, as part of the social and environmental responsibility, would like to offset their carbon emissions. They can not be used to demonstrate nation's commitments under the Kyoto protocol. For example, a company generating electricity could buy carbon credits to offset their carbon emissions. In order for credits to be sold they need to be validated by an accreditation scheme. The most widely used scheme is the Voluntary Carbon Scheme. In the context of REDD, this is often accompanied by Climate, Community and Biodiversity project validation which demonstrates that the REDD credits have been generated in a socially and environmentally sound way.

Common questions about REDD??

- **Why is REDD practiced in developing countries and not in developed countries?**
Developed countries have emitted more greenhouse gases than developing countries because their economies depend more on industry and motor vehicles. Many developed countries have little forest hence low rates of deforestation. Instead, developed countries are seeking ways to reduce emissions from industry, vehicles and electricity generation. There are many ways to reduce emissions of greenhouse gases. REDD is just one example that is most relevant to communities in Tanzania. Because developed countries have emitted more greenhouse gases than developing countries, it is the developed countries who are financing REDD.
- **As villagers, how are we going to sell carbon credits?**
The procedures for measuring carbon stocks; for estimating emission reductions; and for marketing the carbon credits are complex. Communities will need technical assistance to achieve this. There is also much uncertainty about how REDD will be organised in future and the price that will be paid for carbon credits. In Tanzania, MJUMITA, the community forest conservation network has established a pilot project to assist communities to sell their carbon credits. More information about this can be gained by contacting MJUMITA.
- **How can an individual villager sell carbon credits through REDD if s/he owns a forest?**
It is possible for an individual villager to sell carbon credits to the carbon market but for this to be profitable, the forest land that is owned by an individual must be very large so that the costs incurred to undertake verification and validation are covered by the revenue from the sale of the carbon credits. It is much better for communities to work together to market and sell their carbon credits jointly. The revenues can then be divided within a community.

Forest Carbon Pools

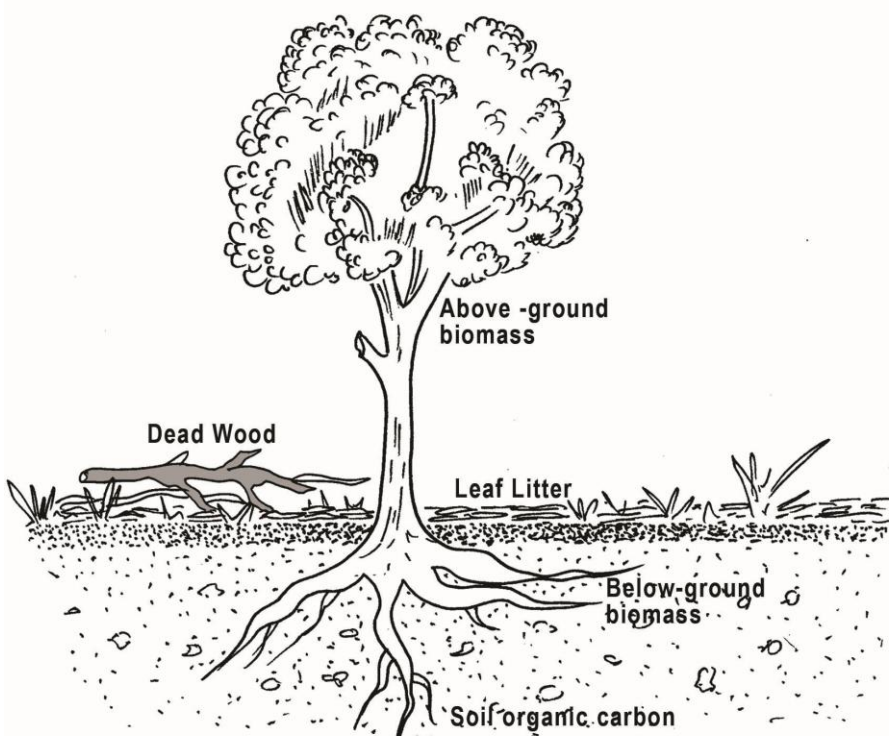
As REDD is a financial incentive that aims to reduce carbon dioxide emissions into the atmosphere, we need to understand where carbon is stored in our forests.

Carbon is a chemical element. It is the fourth most abundant element in the world (by mass). Carbon is found in all living life forms, including humans, animals, trees and grasses. It is the chemical basis of all known life.

Forest carbon pools are areas in the forest where carbon is stored. The five forest carbon pools are:

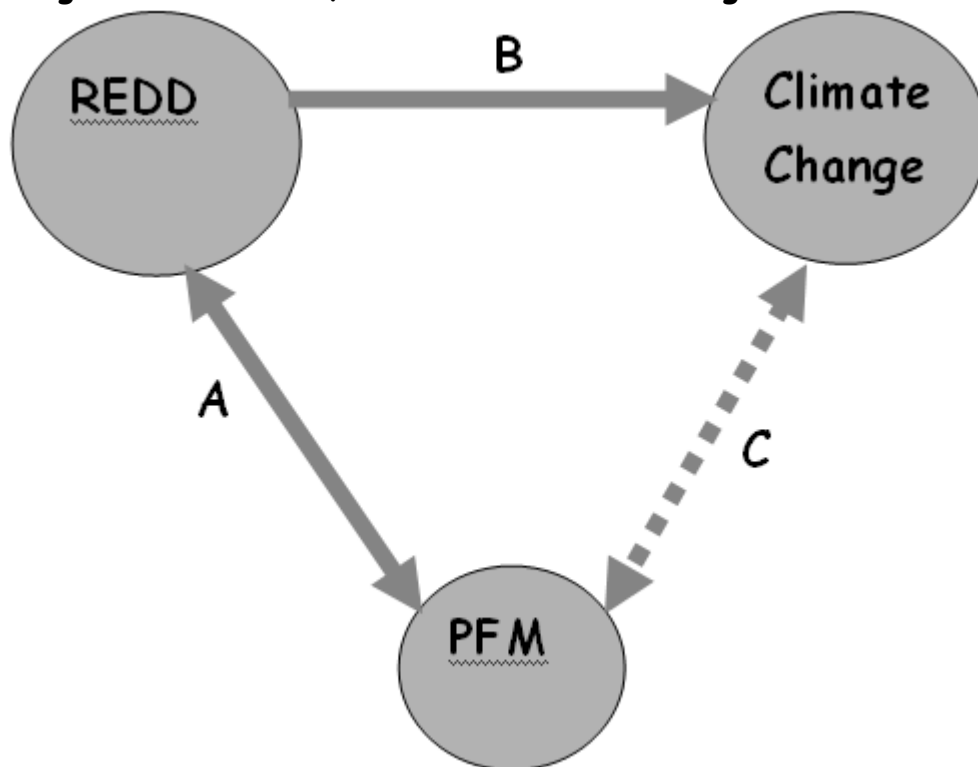
- i. Above ground biomass: this includes leaves, branches, tree trunks, shrubs, grasses, climbers and animals living above the ground.
- ii. Dead wood: these are dead, woody materials found above the ground such as fallen branches.
- iii. Leaf litter: this includes fallen leaves from the trees, shrubs, herbs and climbers, above the ground and forming a layer like a blanket on the forest floor.
- iv. Below-ground biomass: this includes all forms of roots of trees, shrubs, climbers and herbs found under the ground as well as animals living in the soil.
- v. Soil organic carbon: this includes dead organic materials mixed into the soil such as rotting leaves or animal carcasses that are part of the soil.

Carbon Storage



Forests contribute to climate change if they are not managed sustainably. For example, when a tree is harvested it ceases to be a carbon sink. This means it can no longer absorb CO_2 from the atmosphere. In addition, when an area of forest is destroyed, the stored carbon is released as CO_2 .

Linkages between PFM, REDD and Climate Change



The letters in the above figure represents the following:

A: PFM will build the foundation for implementing REDD in Tanzania for community forests and government forests jointly managed with communities. REDD incentives delivered from selling Carbon credit will help to strengthen PFM.

B: REDD will reduce emissions of CO_2 through avoiding deforestation and forest degradation, hence reducing the impacts of climate change. This will mainly be through addressing drivers for deforestation and degradation.

C: Climate change is likely to have an impact on Tanzania's forests. Some of the changes that may occur include changes in species composition, loss of biodiversity and changes in forests' vulnerability to fire and disease. These in turn may impact on the forest goods and services that communities depend on.

Session 11: Wrap-up and Evaluation	
OBJECTIVE	<p>By the end of the session:</p> <ol style="list-style-type: none"> 1. Trainers understand the level of participants' understanding about the course content. 2. Participants have suggested ways of improving the training.
MATERIALS	<ul style="list-style-type: none"> • Flip charts • 4 questions prepared on a flip chart, one question per flip chart. • Chairs or space.
TIME	1 hour
STEPS	<ol style="list-style-type: none"> 1. The Trainer introduces the purpose of the session and explains how the fish bowl method works. 2. The Trainer invites participants to stand up and arrange their chairs in 2 circles (an inner circle and an outer circle). The number of chairs in the inner circle should be $\frac{1}{4}$ of the total number of participants plus one. 3. The Trainer invites $\frac{1}{4}$ of the participants to sit in the inner circle and explains that they are now fish. One chair should stay empty. The remaining $\frac{3}{4}$ of the participants sit in the outer circle as humans. 4. The Trainer explains that fish can talk loudly but humans are not allowed to talk. Humans must listen attentively. 5. The Trainer introduces the first question and asks the fish to respond. Anyone from the outer circle wants to contribute must sit in the empty chair. After sharing, s/he must leave the chair. 6. Trainer allows 10 minutes for fish to respond to the question. 7. While the fish are discussing, the Trainer records the key points of the discussion on a flip chart so that everyone can see. 8. After 10 minutes, the Trainer invites new fish to sit in the inner circle. The process is repeated for all of the questions. 9. The Trainer reviews the key points recorded from the discussions, clarifying points where necessary. 10. Trainer concludes and thanks the participants for their active participation.
COMMENT	<p>Trainer may modify the questions as appropriate. The 4 questions are:</p> <ol style="list-style-type: none"> 1. Why is CBFM important to you as a villager? 2. How can you be involved in CBFM? 3. What do you understand about REDD? 4. What should we do to improve this training in future?

Section 3: Additional Sessions

Group formation methods

1. Meet Strangers

Specifying the desired group size, ask people to group themselves with others whom they do not know.

2. Interest Groups

These groups come together with a common interest or knowledge; e.g. village council members, farmers or traditional herbalists.

3. Same shoes, sleeves, etc

Look around and find a visible item which you can make groups such as wearing:

- brown, black or coloured shoes
- blouses with long sleeves, short sleeves and T-shirts
- glasses and no glasses.

4. The boat is sinking!

Explain to people that they are the passengers on a sinking boat and that they have to get into groups to fill the life boats as soon as possible in the number which is called out.

Call out: *the boat is sinking get into groups of six to fill your life boats!*

5. The animal game

This game helps to divide a large group into smaller groups. Make slips of paper for each member of the group. Write the name of an animal on each slip, using as many different animals as you need smaller groups. Hand the papers out at random and ask people to make the noise of their animal to find the other members of their smaller group.

Energizers

1. Match the cards

The facilitator chooses a number of well known phrases, and writes half of each phrase on a piece of paper or card. For example, they write '*Happy*' on one piece of paper and '*Birthday*' on another. (The number of pieces of paper should match the number of participants in the group.) The folded pieces of paper are put into a hat. Each participant takes a piece of paper from the hat and tries to find the member of the group with the matching half of the phrase.

2. Fruit salad

The facilitator divides the participants into an equal number of three to four fruits, such as oranges, bananas and coconuts. Participants then sit on chairs in a circle. One person must stand in the centre of the circle of chairs. The facilitator shouts out the name of one of the fruits, such as 'oranges', and all of the oranges must change places with one another. The person who is standing in the middle tries to take one of their places as they move, leaving another person in the middle without a chair. The new person in the middle shouts another fruit and the game continues. A call of 'fruit salad' means that everyone has to change seats.

3. Don't answer

Ask the group to stand in a circle. One person starts by going up to someone and asking them a question such as, "What is your most annoying habit?" However, they must not answer the question themselves - the person to their left must answer. People can make their answers as imaginative as possible!

4. "Prrr" and "Pukutu"

Ask everyone to imagine two birds. One calls 'prrr' and the other calls 'pukutu'. If you call out 'prrr', all the participants need to stand on their toes and move their elbows out sideways, as if they were a bird ruffling its wings. If you call out 'pukutu', everyone has to stay still and not move a feather.

5. What has changed?

Participants break into pairs. Partners observe one another and try to memorise the appearance of each other. Then one turns their back while the other makes three changes to his/her appearance; for example, putting their watch on the other wrist, removing their glasses, and rolling up their sleeves. The other player then turns around and has to try to spot the three changes. The players then switch roles.

Section 4: Annexes

Annex 1. Glossary

Additionality	Real, measurable and long term reductions in carbon emissions that would not have occurred occur without a project.
Biodiversity	The sum of all of the different species of animals, plants and microbial organisms living on earth including their genetic variability.
Biomass	The total mass of living organic matter.
Carbon	A chemical element that is the basis of living organisms. When released into the atmosphere it forms carbon dioxide, a gas that contributes to climate change.
Carbon dioxide emissions	Release of carbon from organic compounds into the atmosphere in the form of carbon dioxide.
Community based forest management	An approach to forest management that takes place in forests on Village Land. It involves the establishment of a Village Land Forest Reserve (VLFR), Community Forest Reserve (CFR) or Private Forest Reserve (PFR).
Climate change	a significant change in the climate lasting for an extended period of time (typically decades) due to natural variability or human activities.
Carbon sequestration	Removal of carbon from the atmosphere. Trees and other plants sequester carbon from the atmosphere as a result of photosynthesis.
Carbon pool	Reservoir of carbon such as above ground biomass.
Carbon credit	The unit that carbon is sold in, in the international carbon market.
Carbon market	Any market in which carbon emissions trading, usually in the form of carbon credits, takes place.
Deforestation	Long term or permanent conversion of land from forest to non forest.
Degradation	Changes within the forest which negatively affect the structure or function of forest and reduce the amount of carbon that is stored.
Encroachment	Clearance of part of a forest for agriculture or settlement.
Forest	an area of vegetation dominated by trees.
Forest reserve	An area of forest that is legally protected either for production of timber and other forest produce or for

	protection of biodiversity and water catchments.
Gazette	Legal notification <i>at the national level</i> in the Government Gazette announcing that a forest has been reserved.
Greenhouse gases	Gases that cause climate change by trapping heat from the sun. Carbon dioxide is an example of a greenhouse gas.
Joint Forest Management	A type of forest management approach that involves communities in the management of Central or local government forest reserves.
Leakage	An increase in greenhouse gas emissions in one area as a result of mitigation measures in another area.
Mitigation	Activities that aim to reduce emissions of Greenhouse gases into the atmosphere.
Permanence	The duration and non reversibility of a reduction in green house gas emissions
Participatory Forest Management	A general term describing community involvement in the management of forests. It includes both community based forest management and joint forest management.
Participatory Forest Resource Assessment	A process by which villagers assess the resources of the forest in order to develop a realistic management and utilisation plan for their forest
REDD	A mechanism proposed at the 2005 Conference of Parties (COP 11) meeting of the United Nations Framework Convention on Climate Change in Montreal, which aims to reduce greenhouse gas emissions resulting from deforestation and forest degradation by providing economic incentives to developing nations to keep or to better manage their forests.
REDD+	The '+' in REDD+ widens the scope of the mechanism to include conservation and enhancement of forest carbon stocks as well as the sustainable management of forests.
Village land forest reserve	A forest which falls within the village area and is owned by the community as whole and declared as a reserved forest area by the village council with approval of the Village Assembly.
Village Natural Resource Committee	A committee that is elected by the Village Assembly and approved by Village Council to act as manager of a Village Land Forest Reserve.

Annex 2. References

- Angelsen, A (2008) *Moving ahead with REDD: Issues, options and implications*. CIFOR, Bogor, Indonesia, 156pp.
- URT (United Republic of Tanzania) (2009) *National Framework for Reduced Emission from Deforestation and Forest Degradation (REDD)*, 38 pp
- URT (United Republic of Tanzania) (2007) *Community Based Forest Management Guidelines*, 54 pp
- URT (United Republic of Tanzania) (2007) *Joint Forest Management Guidelines*, 57 pp

Annex 3. Sample timetable

Village level training on Participatory Forest Management and Reducing Emissions from Deforestation and Forest Degradation"

TRAINING OBJECTIVES

- At the end of the training villagers will be able to explain the concepts of PFM and REDD and the linkages between them.
- At the end the training the villagers will be able to explain the PFM process.

Day 1

Time	Topic	Objective	Activities/Exercise
09:00-09:30	Course Introduction	At the end of the session, participants will be able to:- Know each other Know the training objectives and Agree on the norms of the training	Presentation Meta-cards Plenary discussion
09:30-10:15	Relationship between forest and people	At the end of the session participants will be able to list and explain what people get from the forest and what forest get from people	Group work Presentation
10:15-10:45	Break		
10:45-11:45	Community's roles in sustainable forest management	At the end of the session, participants will be able to:- Determine what they have to do to maintain and maximize the benefits from the forest	Small group work
11:45-12:30	Communities rights in PFM	At the end of the session each participants will be able to determine their rights in PFM	Presentation Plenary discussion
12:30-01:30	Lunch		
01:30-03:00	Key principles to make PFM success	At the end of the session participants will be able to examine the missing PFM principles in their context and identify potential options to overcome the gaps.	Meta-card Small group work Plenary discussion
09.00-03.15	Daily feedback	At the end of the session the trainer understands the mood of the participants pertaining to the training what participants learn from the day	Mood meter
09:15	End of the day		

Day 2

Time	Topic	Objective	Activities/Exercise
09:00-09:15	Review the lesson learnt	Participants share what they have learnt in the previous day	Margolish wheel
09:15-10:30	PFM establishment process	At the end of the session participants will be able to explain logical sequence of PFM process recognize community's responsibilities in each step	Meta-card Small group work Plenary discussion
10:30-11:00	Break		
11:00-12:30	PFM in practice	At the end of the session participants will be able to Analyze advantages and challenges in PFM implementation List what they should do to overcome challenges of PFM.	Examples of PFM Small group work Plenary discussion
12:30-01:30	Lunch		
01:30-03:00	Evidence and causes of climate change	At the end of the session, participants will be able to Use local knowledge to identify evidences of climate change. Identify existing causes of climate change based on their experiences.	Small group brain storming and group work Plenary discussion
03:00-03:15	Daily feedback	At the end of the session the trainer understands the mood of the participants pertaining to the training what participants learn from the day	Beach ball
03:15	End of the day		

Day 3

Time	Topic	Objective	Activities/Exercise
09:00-09:15	Review the lesson learnt	Participants share what they have learnt in the previous day	Beach ball
09:15-10:45	Causes and Mitigation measures of Deforestation and forest degradation	At the end of the session, participants will be able to Differentiate between deforestation and forest degradation Recognize causes of deforestation and forest degradation Identify ways/methods to mitigate deforestation and forest degradation in their area Describe other mitigation measures happening in other areas	Small group work Plenary discussion
10:45-11:15	Break		
11:15-12:45	REDD and Carbon pool	At the end of the session, participants will be able to Explain the meaning of REDD and REDD+ Mention the 6 pools of carbon Differentiate what is carbon and what is not carbon List and explain elements of REDD	Presentation Q &A and quiz
12:45-01:45	Lunch		
01:45-02:45	Wrap up and evaluation	At the end of training, Trainers are able to know the level of participants' understanding about the course content Participants have suggested ways to improve the training	Fish bowl with 4 questions
02:45	End of the training		

About the Tanzania Forest Conservation Group

The Tanzania Forest Conservation Group (TFCG) is a Tanzanian NGO, registered in 1985, which has a mission of conserving and restoring the biodiversity of globally important forests in Tanzania for the benefit of the present and future generations. This is achieved through capacity building, advocacy, research, community development and protected area management, in ways that are sustainable and foster participation, co-operation and partnership

TFCG has 25 years of experience in working with issues relating to forest conservation in Tanzania. Through TFCG's five programmes: advocacy, participatory forest management, environmental education, community development and research, TFCG has succeeded in rolling out innovative and high-impact solutions to the challenges facing Tanzania's forests and the people that depend on them. In particular, TFCG has been active in advocating for improved forest management and reduced deforestation throughout this period. TFCG currently provide direct support in 14 Districts to 160 villages around 180,000 ha of high biodiversity forest. Support includes capacity building on participatory forest management, improving local governance, community development, awareness raising and environmental education.

For more information, please visit www.tfcg.org
e-mail: tfcg@tfcg.or.tz

About MJUMITA

The Mtandao wa Jamii wa Usimamizi wa Misitu Tanzania (MJUMITA) is a network of community groups involved in participatory forest management in Tanzania. The network provides a forum for capacity building, advocacy and communication for these groups. MJUMITA was initially supported by TFCG starting from 2000 and became an independent NGO in 2007. It was established originally in response to the need for a forum for communities to share experiences with regard to participatory forest management and engage in dialogue with the Forestry and Beekeeping Division on ways to address policy, legal and implementation issues in relation to participatory forest management. MJUMITA currently has 80 affiliated local area networks, which are made up of Village Natural Resource Committees (VNRC) and Environmental User Groups. The local level networks are registered legal entities or are in the process of being registered. MJUMITA's members are present in 23 districts, 450 villages.

For more information, please visit: www.mjumita.org
e-mail: mjumita@googlemail.com

About RECOFTC

RECOFTC's mission is to see more communities actively managing more forests in the Asia-Pacific region. During the past two decades, RECOFTC has trained more than 4,000 people from over 20 countries in devolved forest management: from national policy makers, researchers, and practitioners, right through to local forest users. Training services and learning events are complemented by on-the-ground projects, critical issue analysis, and strategic communication.

For more information, please visit: www.recoftc.org
e-mail: info@recoftc.org