

The IDH Forest Protection Plan Toolkit¹

Guidance to field test the development of a Forest Protection Plan
in Liberia

Version 1 (FINAL DRAFT)

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¹ This version of the toolkit is untested and it will require amendments during a piloting test phase

As this version of the toolkit is not field tested, the sequencing and final content of activities will need to be carefully considered by initial users, in particular:

- At what point to carry out the legal process of creating a community forest;
- How the steps relate back to the Community Oil Palm and PPA decision making process;
- The timing of information needed and the clear need to explain each step to the communities before it happens, request their permission to collect the required information and then communicate the results back to them;
- As activities are conducted notes should be kept on what worked and what didn't in order to feed in and update the toolkit.

For more information or comments on this draft toolkit, kindly contact IDH Senior program manager Nienke Stam at stam@idhtrade.org

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SECTION A - INTRODUCTION

1.1. Forest Protection Plan Toolkit Purpose

The purpose of Forest Protection Plan (FPP) Toolkit is to provide a method to test the development of a Forest Protection Plan within the framework of Production Protection Agreements (PPA) in Liberia.

Production Protection Agreements (PPA) have been approved by the Government of Liberia as a method for palm oil companies to deliver palm oil outgrower schemes with communities while contributing to the protection of Liberian forests. PPAs are contracts signed by a palm oil company, communities, and the Forest Development Authority (FDA) on behalf of the Government of Liberia. A Community has to be able to protect 5 hectares of forest for every 1 hectare of Community Oil Palm (COP) farm that they want to develop. The communities must have a minimum of 250 hectares of available land for the COP, a minimum of 1,250 hectares of suitable forest available and enough future farmland available to be eligible for the scheme. A Forest Protection Plan, developed using this toolkit, will be the mutually agreed management document for the area of forest protected as part of the PPA.

Further information on the scheme can be found in the IDH Sustainable Trade Initiative document 'Frequently Asked Questions on Community Oil Palm and Production Protection Agreements' (when made available online).

This toolkit has been developed to guide the user through the different phases required to produce a forest protection plan. It provides a series of linked activities within 4 phases that are designed to help generate the information required for a community to decide whether the creation of a protected forest, under the terms of a PPA, is feasible and desirable. If this is the case the end result should be a FPP developed and agreed by the community which can be signed off as part of the PPA.

What is a Community?

A community is a social unit who have something in common, such as norms, religion, values or identity. Often they can share the same geographical location but this is not always the case. Communities are not homogenous groups of people. Within each community there are differences of gender and age, and these combine with differences of wealth, ethnic background, caste, and so on. Each of these different groups has different experiences, perspectives, interests and needs. It is important to hear a variety of opinions and to ensure that the poorest and most marginalised are active participants and are able to have a 'voice'.

What is a Community in the PPA Context?

A community within the context of the PPA model is a broad term for what could be a significant population of people (over 1000) spread over a number of towns, villages and sub-villages – their unifying interest being engagement in the PPA model itself.

As engagement at a particular PPA site develops it will be for the people that are engaged by the proponent of the PPA (and related FPP) development process to define what constitutes their community for themselves.

1.2. Intended user of the Toolkit

The toolkit has been designed for use by conservation practitioners who have been contracted to support the community to develop their Forest Protection Plan (FPP) as part of a Production Protection Agreement (PPA).

This document has been written under the premise that the FPP will be providing information and inputs to inform initial community site selection and support the community and project team throughout the entire process of developing a PPA.

1.3. How to use this Toolkit

This document has been designed to work in parallel with the COP PPA decision making process for guiding a community through their development of and participation in the Community Oil Palm Production Protection Agreement (COP PPA).

Under each phase in the toolkit you will find the steps you need to take to develop that component and guidance on the ways you can do this. At each phase of development you will be able to see how it relates back to the stages of the COP PPA development and this is clearly referenced throughout this document.

There are major decision points for the community laid out in the decision making process, and if at any stage a community decides to not proceed with the PPA and community oil palm farm development, the process of developing the FPP also stops.

This document is focused on the field level processes that need to be undertaken to produce a realistic plan that is feasible for communities to use and stakeholders to reference.

1.4. Implementation and on-going monitoring of the Forest Protection Plan

It is anticipated that the communities will need at least annual support from conservation practitioners to deliver their FPP within at least the first five years of the plan. The Community Legal Entity Board can then review the situation to understand the level of support needed and the options for provision. The entity supporting the development of the FPP needs to be aware of this to take it into account for the design of the monitoring programme.

1.5. Scope of the development of the FPP

Climate Community and Biodiversity Standards

The FPP has been designed to be in line with the criteria of the Climate, Community and Biodiversity Standards. The CCB recommends a series of guidance document for users implementing this standard: '[Social and Biodiversity Impact Assessment Manuals for REDD+ Projects](#)'. The guidance documents are listed and can be accessed here:

- [Part One: Core Guidance for Project Proponents](#)
- [Part Two: Social Impact Assessment Toolbox](#)
- [Part Three: Biodiversity Impact Assessment Toolbox](#)

The CCB Standard will apply to the community area as a whole and the application of the standard cannot be limited purely to the FPP site. Applying and meeting the conditions of the standard is the

responsibility of the Contracting/Convening organization of the PPA. Where relevant, the toolkit includes a link to the CCB Standard concept number for cross referencing.

Legal Scope

The forest under protection within the FPP will be classified as Community Forest under Liberian legislation. Users of this toolkit should refer to the [USAID Community Forestry Facilitator's Manual](http://pdf.usaid.gov/pdf_docs/PA00MFP7.pdf) (http://pdf.usaid.gov/pdf_docs/PA00MFP7.pdf) for the governance and legal structures overseeing the delivery of the FPP.² As developing the Community Forestry application is an integral part of developing the FPP, Phase 4 of this toolkit guides the user of the Community Forestry Facilitator's Manual in relation to the development of the FPP.

1.6.Key Considerations

Community Engagement Process

Specific attention needs to be given to the community engagement process, and this toolkit specifies when and how community engagement should be organized, including possible caveats at each stage of the process.

PPA Capacity Building Partner

Alongside the Forest Protection Partner (the primary user of this toolkit) the PPA proponent will also have a Community Capacity Building partner in place. This will be a critical organisation to be working with and the toolkit presumes input from the Capacity Building Partner to the user of this toolkit for site specific information and support for ensuring the most appropriate and effective community engagement process.

Essential Preparatory Reading

The toolkit does not sit in isolation and toolkit users need to make themselves familiar with other guidance documentation that has been produced in regard to FPIC, communities and forestry in Liberia.

Documents that should be read by the Forest Protection Plan team prior to beginning site specific work are:

1. USAID/PROSPER – [Community Forestry Facilitator's Manual](http://pdf.usaid.gov/pdf_docs/PA00MFP7.pdf)
http://pdf.usaid.gov/pdf_docs/PA00MFP7.pdf
2. Forest People's Programme – [Communities in the Driving Seat](http://www.forestpeoples.org/sites/fpp/files/training/2016/02/Communities%20in%20the%20Driving%20Seat.pdf)
<http://www.forestpeoples.org/sites/fpp/files/training/2016/02/Communities%20in%20the%20Driving%20Seat.pdf>
3. WRI – [Breaking Ground: Engaging Communities in Extractive and Infrastructure Projects](http://www.wri.org/sites/default/files/pdf/breaking_ground_engaging_communities.pdf)
(http://www.wri.org/sites/default/files/pdf/breaking_ground_engaging_communities.pdf)

² The Community Forestry Facilitator's Manual also includes useful templates for constitution and by-laws of community forest organizations.

Suggested team composition:

At a minimum the Forest Protection Planning team should constitute the following expertise:

- Project leader – Biologist / Social scientist
- Biology/Social science co-ordinator (dependent on skill set of project leader)
- Field Assistant – Biologist
- Field Assistant – Social scientist
- Translator (1 male; 1 female)
- Liaison officer

The team should be familiar with the local context. Additional team members might be required for the biodiversity surveys according with specialist taxonomic experience determined by the information gathered in Phase 1 and 2.

To ensure good communication, the development of trust and collaboration a liaison officer should be based fulltime at a town or village within the community. This will allow for regular meetings giving updates for the on-going FPP process, hearing and responding to stakeholder grievances and picking up on any unexpected positive or negative impacts.

SECTION B: SUMMARY OF FPP PROCESS, TIMEFRAME AND OUTPUTS

Table 1: FPP process, timeframe and outputs

	Phases and main activities	Decision Tree Stage	Timing per town	Outputs
1	Phase I - Preparation (recommended steps pre service provider)			
1.1.	Review existing information	0	1-3 days	FPP Site Checklist
1.2.	GIS forest quality assessment based on all available data	0	3 days to 3 weeks	Forest Cover Analysis
1.3.	Conduct a desk based stakeholder analysis	0	0.5 days	Stakeholder Matrix
2	Phase II – Community Scoping, Participatory Resource & Land Use Assessments			
2.1.	First Community Meeting(s)	2	2 days	Activity Report
2.2.	Community Stakeholder Mapping and Analysis	2	2 days	Stakeholder interest tables
2.3.	Determining Current Levels of Food Security	2	2 weeks	Food security summary
2.4.	Seasonal Calendar	2	0.5 days	Seasonal calendar
2.5	Conduct participatory community resource mapping	2	0.5 days	Community resource map
2.6	Defining Community Boundaries	2	2-4 weeks	GIS Map
2.7	Build Community Map Literacy Skills	2	2 days	Activity Report
2.8	Assessing Current Agricultural Land Use	2	4 days	Land use summary
2.9	Visioning Future Land Use	2	0.5 day	Vision summary
2.10	Participatory Rapid Biodiversity Assessment	2	1 day	Forest description, fauna & flora resource map, abundance matrix
2.11	NTFP assessment: participatory mapping and group interview	2	0.5 day	NTFP summary
3	Phase III - Participatory Landuse Mapping & Planning			
3.1	High Conservation Value Assessment	3	3-4 months	HCV Report, CFMA socio-economic survey results
3.2	Resource Access and Control	3	0.5 days	Access & control table
3.3	Community-led Protected Forest Allocation Process	3	4 weeks	Forest compatibility table, indicative forest map
3.4	Electing a Community FPP Development Advisory Group	3	2 weeks	FPP Development Advisory Group
3.5	Presenting the governance framework for the FPP	3	0.5 days	Approved governance framework
3.6	Developing the environmental and biodiversity monitoring plan	3	0.5 days	Monitoring plan
3.7	Defining and agreeing the Payment for Ecosystem Services Agreement	3	3-4 weeks	Draft PES Agreement
3.8	Establishing Community Patrol Team	3	1 week	Community Patrol Team volunteer list
3.9	Establishing the legal framework for the community forest	3	4-9 months	Community Forest status granted
3.10	Compiling the Forest Protection Plan	3	2-3 weeks	Forest Protection Plan

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STANDARD OPERATING PROCEDURES

During the development of the Forest Protection Plan and the Production Protection Agreement there are Standard Operating Procedures which must be adhered to throughout the process and built into the ongoing governance and management structures.

The steps followed in this toolkit for the development of a Forest Protection Plan and establishment of a Community Forest also have to adhere to the CCB standards. General CCB requirements are incorporated into the standard operating procedures listed below. Where activities and outputs relate to specific CCB requirements, these are indicated at the beginning of the activity.

In particular the SOP for the development of the FPP and the whole PPA needs to meet the CCB requirements of **G3: Stakeholder Engagement** which states:

Communities and Other Stakeholders are involved in the project through full and effective participation, including access to information, consultation, participation in decision-making and implementation, and Free, Prior and Informed Consent (requirements for Free, Prior and Informed Consent are included in G5.2). Timely and adequate information is accessible in a language and manner understood by the Communities and Other Stakeholders. Effective and timely consultations are conducted with all relevant stakeholders and participation is ensured, as appropriate, of those that want to be involved. Feedback and Grievance Redress Procedures are established and functional. Best practices are adopted for worker relations and safety.

It is important to note that there are significant elements of the CCB standards that are beyond the scope of the development of the Forest Protection Plan as they relate to the development of the Production Protection Agreement as a whole and are the responsibility of the lead PPA proponent.

Overarching standards which must be adhered to throughout the process are detailed below. Additional guidance on how to run workshops and meetings to allow for community wide attendance and how to encourage participation is provided in the section below on Guidance for a Participatory Approach.

Meetings:

Community meetings should be announced according to standard community protocol. You should ensure that a sufficient length of time is provided giving warning of the meeting to allow for community wide attendance. Check in advance on good and bad days and times to hold community meetings particularly if you need to hold them outside of normal community meeting times.

All meetings with community members must be documented. This includes photos, minutes, attendance lists. A template for recording meetings is provided in the Activity Report Template.

Before any information is collected from a community, you need to ask permission to collect the information, explain why it is being collected, what it will be used for, and explain the procedure for collection. The community should hold a public vote on if they agree to the information being collected. This can be done through for example, a show of hands. All votes need to be clearly recorded. The Activity Report template can be used for recording votes.

It is recognised that in its non-field tested form the number and frequency of meetings with community members will need to be rationalised during the course of field-testing in order to minimise potential fatigue whilst maintaining the requirements of following a robust FPIC process.

Access to Information:

In one of the first meetings with the community you need to discuss and agree a protocol for how information will be provided to ensure all community members can access the information and understand it.

You will need to establish the main working language of the community. This may be Liberian English but you have to open to a preference for local languages or dialects which the community feel are more easily understood and accessible to them. This needs to be established in the first community meeting. A translator should be present at all meetings to explain concepts and to translate documents as needed. If requested by the community, key documents should be translated into local dialects. Language should be kept accessible and jargon free.

Agree with the community and activity participants how they would like information presented back to them and on which topics. When feasible, efforts should be made to share the information visually using diagrams, pictures, cartoons and maps.

Ensure key information is made readily available to the community. It should be left with them and displayed in publicly accessible points using culturally appropriate formats and wording. Documents and diagrams should be proofed by a few members of the community before being widely produced and disseminated to make sure there are no points of potential misunderstanding or offense.

If radio is widely accessed in the community, consider using radio to community key messages.

Community consultation process:

There are a number of times during this process where the community will need to be given the space, time and support to review and discuss options and information. For community members to be able to engage in these activities successfully, information from previous activities needs to be presented in a way that is understandable by everyone.

There are a number of points in this process where community wide consultation is required. These are highlighted in the toolkit. As these activities require presentation of information, discussion, clarifications and reaching consensus amongst the community, rather than selected participants for a particular data gathering activity, it will likely take a period of weeks to complete.

Information sharing and discussion needs to be little and often as opposed to attempting to fit too much into one particular meeting. The expectation is that a series of short meetings should be held on convenient days for the majority of people from the community. Dependant on site context and logistical constraints each meeting would either include the whole community or as appropriate be conducted on a town-by-town basis.

Between meetings the FPP team should be available within the community to record and answer any queries raised by community members.

How to run inclusive elections that ensure participation of illiterate individuals:

Elections will be run in Phase ~~IV-III~~ for selecting participants for the FPP Development Advisory Group and for establishing the community governance structures for the legal Community Forest application and management combined with the PPA community governance representatives.

In order to make elections as inclusive as possible for community members, symbols can be used to represent each candidate displayed against their photographs in the polling booth. You can also provide independent impartial civil society staff members to support candidates on the day helping them in the booths.

Conflict Management:

It is important to acknowledge early on in this process that any formal designation over land is likely to produce some level of conflict between communities. This will need to be resolved formally as part of the process of establishing a legal Community Forest. Stakeholder identification and analysis is a central part of conflict avoidance and management and ensuring stakeholders are kept either involved or informed (according to need) of the process along the way is a key principle in avoiding conflict.

As listed in the essential reading, Chapter 4 in the USAID/PROSPER – Community Forestry Facilitator’s Manual (http://pdf.usaid.gov/pdf_docs/PA00MFP7.pdf) provides useful activities that need to be conducted with the community to identify, minimise and manage conflict. These activities are currently recommended to take place in Stage 2 of the process, but could also be conducting during Stage 1 if deemed useful for the community.

Under the community forest legal framework, the FDA is particularly singled out to help manage the responsibility of conflict management and they should be engage in all meetings where this could be an issue.

Grievance Mechanism:

For ease of understanding and access, the grievance mechanism for the FPP process should be the same process as the one that has been developed for the PPA development process.

Guidance for a Participatory Approach

The majority of the activities that are detailed in each phase of this toolkit follow a participatory approach. Activities have either been developed specifically for the toolkit or adapted from other sources. Participatory activities provide guidance on exercises that are intended to facilitate discussion and analysis, by and with local participants, on a variety of issues.

Participatory approaches - two-way analysis, learning and action

More important than the participatory activities are the **processes** for which they are used i.e. a two-way process of exploration, questioning, analysis and learning, rather than a ‘one off’ or extractive data collection process.

Participatory processes establish a basis for **dialogue** through which information is shared and in which there is an explicit recognition that ‘outsiders’ need to learn as much as, if not more than, the ‘insiders’.

The tools are **simple** to use, relying mostly on oral and visual techniques, such as discussion groups and mapping and diagramming. Even in communities where literacy rates are low, the tools can be used by everyone, including children.

The emphasis of the activities is **not about scientific rigour**, but a lot can be learnt from them as they can be used to reveal a great deal of information and to support detailed analysis and planning processes.

Participatory tools and processes result in better **relationships** and can be **empowering** for local participants. Outsiders have the role of listeners and facilitators, and can become catalysts for local participants to analyse their own problems and opportunities and to take action.

Preparation and practicalities

Plan carefully

- Consider the composition of the facilitating team and how this could affect participation (for example, women may only be comfortable discussing certain issues with female facilitators). Good facilitation skills are essential to ensure that different perspectives are voiced and noted.
- Ensure that each member of the facilitating team is familiar with the objectives and how each exercise will be facilitated. Discuss and agree how specific terms can be explained and translated. Allocate roles and make sure that all team members are happy with their role. This should include, at the least, a main facilitator and an observer/note-taker to observe and record the discussion and make a copy of the outputs if necessary.
- Ensure that everything needed is available, including refreshments for participants. Most of the exercises require large sheets of paper and pens although many of the diagrams can be drawn on the ground as an alternative. Some may require additional materials (e.g. stones, seeds).
- Anticipate and be prepared for questions that participants may have that are not directly related to the exercise (e.g. about future project plans).

Selecting local participants

Community-level stakeholders groups are identified in Phase 1 and Phase 2. It is particularly important that the FPP partner structure meetings and activities to allow groups with lower influence to be taken into account of, for example running separate meetings for women or youth groups whose opinions may be crowded out in larger group meetings.

- Participants should be selected according to the objectives of the exercise and depth of information required. Whilst it is useful and often necessary to rely on local contacts to gather participants, bear in mind that this may lead to bias in the selection and representation of participants.
- Groups of around ten enable a good level of discussion and analysis whilst reflecting some social divisions. The total number of different groups with which to undertake each exercise depends on the scope of the overall study.
- It is important that both women's and men's perceptions are included, as they have different knowledge and experiences. It is advisable to carry out at least some of the group discussions in separate groups, e.g. all female groups, all male groups. This could be carried out concurrently and the results compared in a discussion. It might be necessary to break down the population into further categories (such as ethnicity, age, or socio-economic group) in order to ensure representation of these groups.

Starting and ending participatory activities

- The facilitator and observer/note-taker should begin by introducing themselves and explaining carefully and clearly the objectives of the discussion.
- Check that the local participants understand and feel comfortable with what will be discussed.
- Agree a time limit for the exercise with participants.
- Check again at the end of the discussion that the participants know how the information will be used.

- Ensure that the outputs (or a copy) of the exercise are made available to participants.
- Answer any questions the participants may have.
- Thank them for their time and effort.

How to encourage participation

It is important to ensure that participatory processes include both women and men, younger and older, richer and poorer, and powerful and disadvantaged. All too easily the process is dominated by a few individuals, usually the most powerful, most vocal, or most wealthy - all of whom are usually men.

Contributions from members of disadvantaged groups may need to be especially sought. Some possible methods to encourage their participation include the following:

Choose a place that is accessible to everybody. For women who suffer mobility constraints, it may be best if the location is close to home. For disadvantaged socio-economic groups, it is important to avoid places that are restricted to them or in which they may feel uncomfortable (such as the holy site of the predominant religious group). Public places enjoyed by everyone, such as the school or sports field, may be best.

Activities should be scheduled for when people have time to participate. This means avoiding both the seasonal and daily periods of peak labour demands, such as times of harvest and meal preparation. It may even be necessary, for example, to work with men in the morning and women in the afternoon or with market vendors at mid-day and landless labourers in the evening.

Ensure that every group has a chance to present their own views. One way to do this is to form separate focus groups by gender, socio-economic group, age, etc. to make their own maps or diagrams or charts. The findings of the different groups can be contrasted to provide useful information about each group's perceptions and priorities.

Involve the quiet observers. If there are persons hanging back, not saying anything, give them a stick or other object and ask them to indicate something they would like to see on the map or diagram, or discreetly ask them whether or not they think the placement of a particular feature is accurate. If they disagree with the placement, invite them to indicate its proper position.

Ask a particularly dominant participant specific questions about the community. By engaging this person in conversation away from the group, his or her influence over the process can be lessened.

How to ask questions

The best questions are short, simple and have a single focus, but there are different types of questions which have different purposes.

- **Closed questions** invite people to say only "yes" or "no" e.g. *do you graze your animals in the nature reserve?*
- **Leading questions** tend to make people answer with the response they think you are expecting e.g. *you don't graze your animals in the reserve, do you?*
- **Ambiguous questions** are vague and confusing so the person can't really understand what is being asked e.g. *According to regulations there is restricted access to the reserve, ok?*
- **Open ended questions** encourage people to describe their reality e.g. *Where do you graze your animals at this time of year?*
- **Probing questions** seek to discover more about what lies behind the initial replies e.g. *What issues do you face in finding fodder for your animals?*

Triangulation

Triangulation is a way to cross-check information for accuracy, by looking at any issue or piece of information from as many perspectives as possible but at least three. Triangulation helps to minimise bias, verify data, distinguish fact from fiction, and enables deeper analysis of an issue. It can be achieved in a number of ways, including the following:

- Using different tools to gather information on the same issue (e.g. maps, transects, and trend lines to examine environmental changes), and using different methods (e.g. interviewing, observing, discussing, using secondary data).
- Listening to different people with different points of view about the same topic (e.g. women/men, young/old, wealthy/poor about food production).
- Looking for alternative views and checking for consensus during each exercise.
- Repeating exercises in different communities and locations to check whether the information has specific or generic relevance.

The art of facilitation

- Participation and empowerment cannot be created by the tools alone – attitude and behaviour must be supportive of participatory approaches.
- Participation relies on an environment of trust, in which all participants feel able to share their views, and it is the role of the facilitator to create this environment.
- A transparent approach will aid trust and cooperation – be open with your agenda and communicate information clearly.
- A good facilitator focuses on the process and group dynamics rather than the task or the outcome, to ensure that participation is active rather than passive.
- Respect local culture but be aware of ‘cultural smokescreens’ that can protect the power of **dominant groups**.
- **Seek to understand** before being understood.
- **Prioritise learning** through the eyes of local people.
- Balance your **dynamic** and **receptive** qualities – be dynamic to enable the voices of the less powerful to be heard and receptive to enable the participants to lead.
- **Adapt, not adopt** – methods, tools, setting and facilitation style need to be appropriate to the issue under discussion and to the group the facilitator is working with.

(This section is drawn from FFI's *A Guide to Using Participatory Approaches* available at: <http://www.fauna-flora.org/wp-content/uploads/Tools-for-participatory-approaches.pdf>)

1. PHASE I - PREPARATION

Link to the COP-PPA Decision Making Process:

Phase I will inform Stage 0: Potentially Viable COP PPA Locations Identified

Phase 1 of the toolkit offers guidance for the proponent of the PPA process prior to the engagement of a third party service provider in Stage II of the decision making process. The information and data collated through conducting Phase I activities by the PPA proponent will be utilised by the service provider in Phase 2 and Phase 3 of the toolkit.

You will need to define the overall area of interest for this site including the proposed hectareage and location for the COP site, the location of the community towns, villages and their associated lands including farm land and forests. You will also need to establish other land uses in and around the area of interest in order to assess additional internal and external pressures on the landscape.

Ideally you will need to do as much preparation as possible to feed into the initial stages of the COP-PPA process. Information generated in the preparation phase feeds into Stage 0: Pre Community Engagement and will inform Stage 1: Community Entry.

In Phase 1 you will:

- Identify and review existing information for the area of interest
- Fill in a Forest Protection Plan Site Profile
- Conduct a GIS forest quality assessment based on best available data
- Conduct a desk based stakeholder analysis

1.1. Review existing information

Objective: To ensure that the developer of the Forest Protection Plan takes full advantage of, and builds upon, existing information that is relevant to the design and implementation of the Plan.

Outputs: Completed Forest Protection Plan Checklist template (Tools Annex, on page 92)

Time Required: 1-3 days (depending on how much information is available)

Participants: PPA Project Proponent

CCB Concept Reference: n/a

The review of existing information serves the following important functions:

1. Provide information that will be input to the Forest Protection Plan process itself
2. Build the credibility of the process by recognising and respecting existing knowledge
3. Minimise repeating information gathering processes that have already been conducted
4. Reveal opportunities and constraints for the development of the Forest Protection Plan

Key information sources to look out for include:

HCV Assessment and Management Plans. Establish if an HCV assessment has been conducted in and around the area. The Palm Oil Concession holder will be able to provide you with any assessment they have conducted.

Land titles. Request registered title holdings for the area of interest and lands immediately surrounding the area of interest from FDA, Lands Authority or Department of Lands, Mines and Energy. You need to establish registered title holdings for all land that forms the area of interest and land immediately surrounding the area including proposed and existing concession license for palm, timber, other community forest, private land holdings and mineral concessions.

Reports of Land disputes. Establish if any current or previous land disputes exist for the area of interest. Prior to speaking to the communities, you can ask the Land Authorities ministry, search local media and news sites, and identify and ask other organizations who have been working in the area on development, agriculture or conservation.

Reports of other development projects. You should establish what other major development projects are taking place in the region and how they align with the PPA.

Demographic information from national censuses

Maps of the project site. GIS spatial imagery and topographic maps from LISGIS

Previous social or environmental impact assessments

Steps

1. Interview key informants (local and national government officials, NGOs, company staff) to identify source of information that may be relevant
2. Obtain and review relevant documents and other sources of relevant information
3. Summarise key basic information using the FPP Site Checklist template (on page 92)

1.2. GIS forest quality assessment based on available data

Objective: To provide initial forest cover analysis of the FPP area of interest. The objective of this step is to identify the extent of primary/core forest, secondary/multi-use forest and non-forest regions within the Area of Interest (AoI).

Outputs: A shapefile outlining the two forest layers which would be used to determine hectare coverage of each strata class throughout the landscape in question. This will feed into delineating spatial boundaries and spatial planning.

Time Required: 3 days to 3 weeks (depending on how much information is available)

Participants: PPA Project Proponent & GIS specialist

CCB Concept Reference: B1 Biodiversity without-project scenario, B4 Biodiversity Impact Monitoring

Suggested time frame

The time frame is dependent upon a number of variables such as the change in forest quality since the dissemination of recognized forest strata datasets (namely the Hansen, USGS global forest cover grid and Global Forest Watch (GFW) deforestation and reforestation layers), the percentage cloud cover in available satellite imagery (and the subsequent need for atmospheric corrections etc.) and the extent of the area surveyed i.e. in how many image sets does it cover.

If available use pre-existing, pre-processed data, this will give a coarse forest quality assessment taking approximately two days to complete. If pre-processed data does not fit the scope of forest cover change, a remote sensing driven approach, utilizing multispectral imagery and ground control points, would take two weeks of desktop analysis and one week of primary data collection.

Classifications of forest cover as related to the development of the FPP

Under the CCB Standards 80% canopy cover is classified as core forest (this does not preclude the inclusion of any forested area assessed as having High Conservation Value)

In 2016 the FDA, as part of Liberia's development of a REDD+ Reference Level, defined a 'forest' as follows:

- A minimum area of one hectare
- Minimum canopy cover of 30%

Steps

The three options for conducting the GIS forest quality assessment are detailed below:

Option 1: pre-processed freely available data:

1. Obtain spatial data through the USGS [<https://landcover.usgs.gov/glc/TreeCoverDescriptionAndDownloads.php>] and Global Forest Watch [<http://www.globalforestwatch.org/map>]. These datasets will enable users to observe the conditions in a forested region as recently as 2015.

2. Once obtained load the dataset(s) into a GIS. Reclassification of forest cover (through the metric of forest canopy density) should be implemented as per Goslee et al 2016³ and the Liberian definition of forest, with canopy density <30% reclassified as NoData.
3. The forest cover data should then be clipped to the extent of the Aol and geometry (in the form of Area (Ha)) calculated for the two remaining forest strata. This will highlight the extents of the two forest quality criterion and feed into later analysis.

Option 2: Remote Sensing Approach [low cost]:

In the absence of pre-processed data which covers the period in question raw satellite imagery will need to be obtained. Two free sources are considered the industry norm:

1. The USGS LandSat Satellite series [http://landsat.usgs.gov/Landsat_Search_and_Download.php]

This is easily accessible and reviewed to a high standard in the EarthExplorer portal [<https://earthexplorer.usgs.gov/>]. It is worth noting however that in 2003 Landsat 7 experienced a Scan Line Corrector (SLC) failure. This failure led to image striping in every scene from this point onwards with only 74% pixel representation. In order to overcome this constraint an NSPI method should be employed to render the scenes fit for analysis (Chen & Zhao, 2012⁴). Landsat 8 scenes are therefore advisable. Any data requirements only covered by Landsat 7 should be obtained via an alternative source if possible.

2. ESA Sentinel-2 programme [<https://sentinel.esa.int/web/sentinel/sentinel-data-access/access-to-sentinel-data>].

Sentinel-2 data is the most readily updated multispectral image bank globally. However, access to this data is not as straight forward as Landsat. With a number of international mirrors the AWS on Amazon S3 servers [<http://sentinel-pds.s3-website.eu-central-1.amazonaws.com/>] is considered one of the most efficient and easy to use.

Regardless of which set of freely available imagery is used a number of steps will need to be undertaken to ensure they are homogeneous. Due to potential differences in sensor design and duration of the analysis, pre-processing steps should be taken at the outset of the study to ensure the uniformity in image scenes:

- a) Scenes chosen should maximise vegetation cover i.e. relying upon seasonality all scenes were chosen a) in peak growth months b) as temporally proximate as data quality would allow. And minimise cloud cover- 10% maximum is advisable.

³ Forestry Development Authority (FDA) national workshop held in late January 2016 (see Goslee et al. 2016 section 2.2 page 27)

⁴ Chen, F., Ye, H., & Zhao, X. (2012). Making Use of the Landsat 7 SLC-OFF ETM+ Image Through Different Recovering Approaches. INTECH Open Access Publisher.

- b) Normalise images relative to one another (calibration from digital numbers to reflectance) if using multiple images to cover one AoI.
- c) Remove the effects of atmospheric scattering (some light is scattered by water vapour and aerosols, particularly at lower wavelengths in the blue part of the electro-magnetic spectrum). To minimise effects of this atmospheric scattering radiative transfer modelling should be implemented in addition to Dark Object Subtraction (DOS) (Foody et al., 2003⁵; Bodart et al., 2011⁶) to ensure maximal image quality
- d) Finally image noise caused by striping and detector effects should be removed using a twostep approach: Principal Components Analysis (PCA)⁷, followed by the masking of those areas that were identified and were not systematic in nature. The masking is the final step in the hierarchy as it excludes those pixels in their entirety from analysis.

Following the pre-processing of scenes they should be classified into forest canopy density as per the recognised methodology outlined in Hansen et al., 2013⁸. Ground control points can be used in this instance to further validate the classification but would require the submission of georeferenced images captured perpendicular to the ground depicting canopy density i.e. the percentage of the image covered by canopy (for a 30m multispectral scene aim for 10% of the image pixel count for number of images). These ground images can afford an optional layer of scientific rigour providing a percentage validation rate for the original multispectral image classification.

Option 3: Remote Sensing Approach [high cost]:

If however freely available data was unavailable during the period concerned for a variety of reasons- cloud cover, mechanical failure etc. or if a finer resolution is required for a particularly small AoI, commercially available data is always an option.

In this instance there are a number of vendors with those available datasets constantly changing. There are however two data products which have been a staple in the remote sensing field for some time- SPOT and Worldview (in this case WorldView-3 would be most pertinent). Both datasets come fully pre-

⁵ Foody, G. M., Boyd, D. S., & Cutler, M. E. (2003). Predictive relations of tropical forest biomass from Landsat TM data and their transferability between regions. *Remote sensing of environment*, 85(4), 463-474.

⁶ Bodart, C., Eva, H., Beuchle, R., Raši, R., Simonetti, D., Stibig, H. J., ... & Achard, F. (2011). Pre-processing of a sample of multi-scene and multi-date Landsat imagery used to monitor forest cover changes over the tropics. *ISPRS Journal of Photogrammetry and Remote Sensing*, 66(5), 555-563.

⁷ This analysis transforms the image data into a set of uncorrelated variables using statistical methods. PCA often reveals systematic noise in the data which is then removed using de-striping removal packages [Song, C., Woodcock, C. E., Seto, K. C., Lenney, M. P., & Macomber, S. A. (2001). Classification and change detection using Landsat TM data: When and how to correct atmospheric effects?. *Remote sensing of Environment*, 75(2), 230-244.].

⁸ Hansen, Matthew C., Peter V. Potapov, Rebecca Moore, Matt Hancher, S. A. Turubanova, Alexandra Tyukavina, David Thau et al. "High-resolution global maps of 21st-century forest cover change." *science* 342, no. 6160 (2013): 850-853.

processed and ready to analyse at a fine resolution mitigating many of the aforementioned steps and expertise required.

The biggest caveat in this instance is however cost with recent (<90 days old) high resolution datasets (0.5m) priced up to 38,000 USD. The following steps to analyse the data are no different than previous options however the results will be that much more assured due to the resolution and spatial delineation offered by such datasets.

Overall the aforementioned options all offer their own benefits and caveats, the ultimate product will however be an assessment of the tree cover and quality in any given area- an integral aspect when it comes to landscape level spatial planning and the toolkit as a whole.

The shapefile produced outlining the forest cover of the area of interest will be used by the PPA proponent to consider whether there is enough forest in the area of interest to meet a 5:1 protected forest to COP ratio.

1.3. Conduct a desk based stakeholder analysis

Objective: To conduct identification of key stakeholder groups that should be engaged in the forest protection planning process.

Outputs: A completed stakeholder matrix template (on page 93)

Time Required: 1/2 day

Participants: PPA Project Proponent

CCB Concept Reference: G3 – Stakeholder engagement

A good stakeholder analysis is a crucial information gathering activity, both for ensuring development of an implementable forest protection plan and helping to ensure credibility of the process.

In the development of the forest protection plan stakeholder analysis is conducted in two parts. Firstly, as a high-level desk based analysis reviewing information already gathered, and subsequently as a more detailed participatory [exercise](#) in Phase 2.

A stakeholder analysis aims to assess both the interest of organisations, groups and key individuals in the issue in question, and their influence in terms of being able to bring about changes related to the issue. By 'stakeholder group' we mean a group (but not necessarily a formal organisation) of people who have similar interests and influence. Stakeholder analysis is conducted at group level as it is impossible to consider the interests and influence of every individual stakeholder, although there may be key individuals who could potentially have a high degree of influence e.g. village chief.

The desk-based stakeholder analysis tool aims to characterise the interest and influence of each stakeholder group on a three point scale – high, medium or low. At this stage the aim is to identify:

- a) key community stakeholder groups that should be represented in the first community meeting;
- b) external stakeholders that shouldn't be present at the first community meeting (Activity 2.1) but will have an important bearing on the FPP process (e.g. private sector and state agencies).

At community level there will be a number of stakeholder groups within the overall population that is the focus of the assessment. These are usually of three different types:

- Geographically defined sub-units, for example villages, units of local government, chiefdoms etc.;
- Special interest groups – socially defined groups that have particular interests. For example hunters, those engaged in Artisanal Small-scale Mining (ASM), farmers etc.;
- Marginalised groups – socially defined groups that are marginalised within their villages and currently have little or no influence on PA- related decision making but should have more influence for reasons of equity and effectiveness, for example women, youth, minority ethnic groups.

Steps

- 1) Using the stakeholder analysis template (on page 93) start by identifying organisations of the state (state actors) that have a significant interest in the development of the Forest Protection Plan at the potential COP/PF site. Examples are national agencies including environmental and conservation authorities, departments of local government.
- 2) For each organisation or government department discuss and agree its level of 'likely interest' which can be judged to be high, medium or low. By 'likely interest' we mean what their interest is likely to be when they know more about the Forest Protection Planning exercise.
- 3) Repeat the exercise for non-state actors that have a significant interest in the development of the Forest Protection Plan. This is a broader category which may include:
 - Communities located within and/or around the FPP area of interest
 - Community-based organisations (e.g. farmers' cooperatives)
 - Specific social groups within communities that have particular interests
 - Specific social groups within communities that tend to be marginalised in decision- making processes (e.g. due to their gender, age, main livelihood activity, wealth status, ethnicity).
 - NGOs (both national and international)
 - Private sector organisations – for profit and not for profit.
 - Again score their level of likely interest as high, medium or low.
- 4) Score each stakeholder group (high, medium or low) in terms of its actual or possible influence in the Forest Protection Planning Process.
- 5) The results of this exercise will be used to inform who should be invited to Activity 2.1 – First Community Meeting

(This tool is based on *Stakeholder Analysis* in the IIED (2016) *Methodology Manual for SAPA Facilitators*)

1.4. Summary of Phase I

At the end of Phase I you will have produced the following outputs and completed the following steps:

Steps completed:

- Identification and review of existing information for the area of interest
- Information used to complete a Forest Protection Plan Site Checklist
- Completed a GIS forest quality assessment based on best available data
- Conduct a desk based stakeholder analysis

Outputs:

- Completed Forest Protection Plan Site [ChecklistProfile](#)
- A shapefile outlining the two forest strata which would be used to determine hectare coverage of each strata class throughout the landscape in question
- Stakeholder matrix

Relation to IDH Decision Tree:

All these activities and outputs are recommended activities to conduct as part of the PPA proponent's identification of potentially viable PPA locations. Information gathered in-line with Phase 1 activities should be made available to the service providers who lead on Phase 2 and 3 of the toolkit.

2. PHASE II – COMMUNITY SCOPING, PARTICIPATORY RESOURCE & LAND USE ASSESSMENTS

[Link to the COP-PPA Decision Making Process:](#)

Phase II is conducted as part of Stage 2: Feasibility Study and Community Awareness Raising

The Community Scoping and Feasibility phase focuses on information sharing and data gathering by the user of the toolkit with the community within the area of interest. It marks the start of the Free, Prior and Informed Consent Process that will be followed throughout the course of the FPP exercise. Although the PPA proponent will be following an FPIC process for the project as a whole it is beholden upon the user of this toolkit to ensure that the principles of FPIC are followed in the delivery of all activities that this guidance document details.

Objective: The community has a good, formalised, understanding of current and likely future community land use which they are able to use to inform their decision on whether it will be feasible to set aside a forested area as protected forest to meet the requirements of the PPA.

Suggested time frame: 6 months

Following the steps detailed in this phase will enable both the PPA proponent and community to assess the feasibility of the area of interest being able to meet the requirements of the PPA approach. The activities detailed in this phase are key steps in the decision making process for the location of the forest area to be protected in accordance with the Production Protection Agreement and a means by which to have assurance that the allocation of community land to protected forest will not negatively impact on other future land needs for the community (in particular potential farmland).

This phase is split into the following 11 sequential activities:

- 2.1 Carry out the first community meeting(s) regarding the Forest Protection Plan
- 2.2 Conduct a community stakeholder analysis
- 2.3 Determine the levels of current food security
- 2.4 Develop seasonal calendars
- 2.5 Conduct participatory community resource mapping
- 2.6 Defining Community Boundaries
- 2.7 Build Community Map Literacy Skills
- 2.8 Assessing Current Agricultural Land Use
- 2.9 Visioning Future Land Use
- 2.10 Participatory Rapid Biodiversity Assessment
- 2.11 NTFP assessment: participatory mapping and group interview

The activities have been designed to build on each other in order for you, along with the focal community, to build a detailed picture of the ways that their land is used and by whom, the places and things that are of cultural or ecological importance and how people see these changing over time.

- Reminder - as the PPA process adheres to FPIC principles the community you are working with has the right at any time to withdraw their consent from the project.

- The information generated in Phase 2 will generate some of the baseline data and management activities that form the Forest Management Plan (i.e. the IDH Forest Protection Plan).

2.1. First Community Meeting(s)

Objective: To introduce the concept of community forest protection and management and ensure it is understood by community members, to explain the activities that are planned for this process and to request initial consent from the communities for the FPP planning to proceed.

Outputs: A completed activity report template (on page 94)

Time Required: 3 hours per community meeting (depending on the number of communities within the COP area) + 1 day preparation + travel time

Participants: Project Team and Community Assembly

CCB Concept Reference: G3 – Stakeholder Engagement

Tasks – planning and preparing

- 1) Decide which members of the project team will be facilitating the community meetings, bearing in mind the need for one male and one female facilitator at each meeting and the need to conduct the meeting in the appropriate local language.
- 2) Agree how to translate key terms into the local language(s)
- 3) Ensure that the project team are familiar with the steps that are detailed in Phases 2-5 of the toolkit and confident to elaborate on these as required by community members at the meeting
- 4) At least one week before a community meeting is scheduled to take place make arrangements for members of that community to be informed, explaining that the meeting is about introducing the Forest Protection Planning process and emphasising that as many community members as possible should attend, with a balance of men and women and a balance of wealthier and poorer people. Get confirmation from the community for the time of day to hold the meeting to get the broadest participation possible. This step will be informed by the initial stakeholder analysis conducted in Phase 1 (Activity 1.3)
- 5) The meetings are to be held at town level and it is anticipated that you will need to hold at least two of these introductory meetings.

Tasks – conducting the community meeting(s)

- 1) Opening the meeting following local practice (the Community Capacity Building Partner will be able to offer you site specific advice on this). As people introduce themselves ask participants to say which town or village they have come from to check how many people from outside the intended location have attended the meeting.
- 2) Explain that the meeting has been called to share information on the Forest Protection Planning process which is a requirement of the Production Protection Agreement. Check that people have heard of the PPA and its requirements as this information should already have been shared by the PPA proponent and the capacity building partner. Give any clarifications on the Forest Protection Plan as necessary, explaining that this is the very beginning of the process and the meeting serves only as a general introduction and for participants to decide in general terms as to whether they agree with the suggested steps of the toolkit. If there are many questions about the PPA, the COP scheme or the PPAs financial model you will have to take note of these issues, politely curtail the meeting and

explain that you will be asking for the PPA proponent and capacity building partner to give them more information before you can proceed further.

Useful questions to bear in mind

The first community meeting is your chance to start building a mutual understanding with the potential PPA community. Whilst not covering the following questions directly these are useful issues to keep in mind during your initial meetings and conversations. Any information gathered on the following questions should be included in the community meeting report.

- 1) Are there established groups (e.g. women's groups, farmers cooperatives) through which the project could mobilise participants?
- 2) Are there any local rules or customs which could affect participation, e.g. are women able to participate?
- 3) How easy is it to conduct effective communication in the area (ease of access, level of remoteness)
- 4) Do groups have technical experience e.g. with nursery activities, forest management?
- 5) How effective is the community at reaching consensus decisions?
- 6) Are there signs of any on-going disputes or conflict, which could affect or disrupt activities?

- 3) If participants' show a clear understanding of what the PPA is then you can proceed to explain that your role is to work with local people to understand whether the development of a protected forest on their land will be feasible. Explain that to start with, you want to understand the different types of people that live in the area and how well they are doing in terms of farming and having access to food: give details when the following activities are expected to take place:
 - a. Stakeholder mapping
 - b. Determining food security – interviews and seasonal calendar
- 4) Next you will explain the activities that will take place for the remainder of Phase 2 of the toolkit which are designed to build an understanding of how people use land and natural resources, both now and how this may change in the future. These are important issues for you to be working with local people on as the information will make it possible to judge whether a protected forest is likely to be able to succeed given the current and future needs of local people. Explain that you would like to carry out this work through the following series of activities:
 - a. Participatory community resource mapping
 - b. Identifying and defining community boundaries
 - c. Building community map literacy skills
 - d. Assessing current agricultural land use
 - e. Visioning future land use
 - f. Participatory biodiversity assessment
 - g. Participatory non-timber forest product assessment

- 5) Explain that if people are interested in conserving an area of forest and that it looks like protecting it will be feasible, the final stage of proposed activities (Phase 3) will be to work with the community to develop a plan to protect that area of forest and that this will follow the Liberian legal requirements of developing a community forest.
- 6) Approval to proceed: discuss with the participants whether they agree that you can proceed with the FPP process. Facilitate the discussion to see whether a consensus can be achieved. If yes then continue with the next activity in Phase II. If no then ask the participants if they would like to have a follow up meeting to discuss the FPP process further.
- 7) Confirm how people wish to engage with the project: have a discussion with the participants and agree in general terms the format of future meetings, their timing and locations, who at a minimum to include at each session and ask how people want the outputs from the FPP to be shared with them (and in what format).
- 8) Arrange follow up meeting (time agreed with community) – simple meeting for people present at the previous meeting to raise any concerns and for the FPP partner to assess whether people have understood the FPP concept enough for the process to continue.
- 9) Closing – invitations to stakeholder mapping exercise

2.2. Community Stakeholder Mapping and Analysis

Objective: To identify key local stakeholder groups that should be engaged in FPP development and management process

Outputs: A completed and locally verified stakeholder interest/affect and stakeholder interest/influence templates (on page 96); a completed activity report template (on page 94).

Time Required: 3 hours per community meeting (total depending on the number of towns/villages within the Aol) + 1 day preparation + travel time

Participants: Project Team and 20 people per meeting (10 men and 10 women)

CCB Concept Reference: G3 – Stakeholder Engagement

This activity follows on from the desk based Stakeholder analysis that was conducted in Phase 1 (Activity 1.3). This is a key exercise as while many stakeholders will be obvious to you, some may be less evident but just as valid. Of particular importance in this exercise is that you must identify the key land use decision makers in the community (from Quarter⁹ scale upwards).

What is it useful for?

You must be engaging, throughout the FPP process, with all stakeholders who may be critical to the design and delivery of your FPP. Conducting community level stakeholder mapping will allow you to:

- Identify the interests and influence of all stakeholders who may affect or be affected by the FPP
- Enable people who may be affected by an intervention to express their views.
- Identify individuals, groups or organisations with whom to work.
- Identify potential conflicts that could arise as well as opportunities and relationships which can be built upon.
- Explore ways in which to reduce negative impacts on disadvantaged groups.
- Monitor change in relationships with and between stakeholders over a period of time.

⁹ In rural Liberia lineages, or groups of people descended from a common ancestor in the paternal line, live in distinct areas of a town, which are called quarters in Liberian English. The quarter level is likely to be the finest scale of land use decision making in the Aol. However, it is important to note that no research has been conducted in Liberia on how lands that are associated with quarters are actually managed, beyond the identification of quarter chiefs and elders as the arbitrators in cases of land disputes and regulating land access by strangers/newcomers.

You should aim for a cross-representation of members of the community and no more than 20 participants. Seek to have an even number of men and women and a range of ages.

Steps

- 1) Agree the focus of the exercise with participants is to identify key stakeholder groups, and potentially key individuals, to be involved in the development and management of the FPP.
- 2) Divide the participants up into two groups of men and two groups of women. The groups must feel comfortable working with each other. The participants can decide if they would like to be in mixed groups or can be made up of individuals from a similar socio-economic background.
- 3) Participants should then establish what is understood by the term stakeholder. A stakeholder is any individual, group, organisation, department or network that has an effect on, or is affected by, a particular issue, activity, project or site. It is important to remember 'hidden' stakeholders, who are often most affected but less likely to be seen or participate. Stakeholders do not necessarily have to be geographically close to the area of concern.

In their groups ask participants to brainstorm all the possible stakeholders they can think of. It may help to think of stakeholders by sector – the private sector, public sector and civil society, including different groups within local communities.

At community level there will be a number of stakeholder groups within the overall population that will affect and be affected by the FPP. These are usually of three different types:

- Geographically defined sub-units, for example villages, units of local government, chiefdoms etc.
 - Special interest groups – socially defined groups that have particular interests. For example women who harvest bush pepper from the community forest, fishers who fish within the community forest or in areas adjacent to it etc.
 - Marginalised groups – socially defined groups that are marginalised within their villages and currently have little or no influence on community forest related decision making but should have more influence for reasons of equity and conservation effectiveness, for example women, youth, ethnic minorities.
- 4) Ask participants to complete a stakeholder interest and affect template (on page 94) listing all the stakeholders, their interest in the community forest you are aiming to conserve and in what ways they may affect those or be affected by establishing the FPP (such as access to fuel wood or timber). If participants are unable to read or write the facilitator should assist in completing the table.
 - 5) A simple grid should then be drawn, (on page 96), and each stakeholder should be placed within the grid according to their interest and influence. Explain the grid before participants start to place stakeholders, going through each quadrant of the grid. For example, if a stakeholder has a high level of influence but a relatively low stake, or interest (such as a school teacher), they will be placed in the top left box of the grid. Explain that the influence that people (groups, or organisations) have could be direct or indirect – for example a schoolteacher may have limited influence in relation to community forest use but have greater influence within the wider community and hence could be a potential ally in achieving FPP goals.

6) Once the placement of stakeholders is underway, observe and only interrupt if absolutely necessary in order to clarify something or help participants if they get stuck.

7) Discuss and analyse the results. Any inconsistencies or differences of opinion should be noted and, if possible, resolved. The groups should discuss the placement of stakeholders in the grid, focusing on where they are placed and why, and what this means in terms of working relationships.

The following questions can be used to guide the discussion but should be adopted and adapted according to the focus of the exercise.

- Who is responsible for decisions on important issues?
- Who is influential? And in what ways?
- Are there any steps that could be taken to mitigate or take advantage of this interest?
- Who will be most affected – negatively and positively - by the project? In what ways will they be affected?
- What can [the project] do to address the negative impacts?
- Who is most likely to support [the project]? How should [the project] work with them?
- Who may obstruct or hinder [the project] if they are not involved? How should [the project] work with them?
- Who has been involved in the area (thematic or geographic) in the past?
- Who has not been involved up to now but should have been?

Community-level stakeholders groups that are identified through this process should be involved throughout the remainder of the process described in this toolkit. It is particularly important that the FPP partner structure subsequent meetings and activities to allow groups with lower influence to be taken into account of, for example running separate meetings for women or youth groups whose opinions may be crowded out in larger group meetings.

2.3. Determining current levels of food security

Objective: To provide an initial assessment of the risk that the proposed FPP and COP will have on the focal community's food security

Outputs: Report summarising current levels of food security broken down to the quarter level per town which sets the baseline for monitoring food security for the duration of the PPA; a completed activity report template (on page 94).

Time Required: 30 mins per questionnaire plus 2 to 3 days for data analysis

Participants: Social science members of the Project Team to act as enumerators, 10 men and 10 women at quarter level covering every quarter in the community. You may wish to adjust the figures according to the size of the community and quarters if you wish to cover a minimum of 10% of the population or aim for 20% for clear representation.

CCB Concept Reference: CM 2, CM4.2

Given the allocation of community lands to fixed uses through the COP PPA, it is essential that current and future levels of food security are established. Loss of future land for farming could threaten community food security and ultimately the overall feasibility of the PPA. Determining future levels of food security and how a COP PPA will impact this will be conducted in Phase 3 during the development of the participatory land use plan. The aim of this activity is to gain an initial indication of the current situation regarding food security and to highlight if it is a topic that needs to be picked up and potentially analysed in more detail in wider community discussions surrounding the development of the PPA and therefore potentially addressed with IDH Grant funding.

It is worth noting that no single tool can effectively capture all the dimensions of food insecurity. It is a complex issue but it is important to build up an initial picture of the situation. The proposed activity has been developed by the FAO Voice of the Hungry project¹⁰ and uses an experienced based food insecurity measurement methodology. Experienced based tools have emerged as a valid way to measure concepts of food security, especially when coupled with other indicators of socio-economic condition or nutritional status¹¹. Socio-economic conditions will be assessed in Phase III and Phase IV.

Please reference the [Voice of the Hungry project and the Food Insecurities Experience Scale](#) sections of the FAO website to find:

- [The survey module either at the household or individual level](#)
- [Explanatory documents to guide translation and enumerator training](#)

¹⁰ Voice of the Hungry FIES website pages: <http://www.fao.org/in-action/voices-of-the-hungry/fies/en/>

¹¹ Cafiero et al. 2014. *Validity and reliability of food security measures*. New York Academy of Sciences 1331, 230-248

- [Software to analyse data](#) – if required or this could be done with excel depending on data collection method used and extent of survey carried out

What is it useful for?

- Producing timely, reliable, and meaningful information on adequacy of access to food at the individual or household level
- Is a direct measure of food insecurity experienced by people and households
- Enables the analysis of gender differences in food insecurity when applied at the individual level
- It could contribute to highlighting food security links to other factors such as agriculture and socio-economic development as part of the overall monitoring programme for the PPA

Adapted from the FAO summary '[Voices of the Hungry, measuring food insecurity through people's experience, One Metric For the World](#)

This is one effective way to determine the current levels of food security within the community and highlight links between agricultural production, health and nutrition. It consists of 8 questions regarding people's access to adequate food.

Steps:

1. Download statistical analysis package from FAO website
2. Set up CSV file in excel to record data and code the answers (as guided in user manuals)
3. Establish with enumerators how to capture data at interview level – do you have access to handheld devices? Will you record it in hard copy and transfer the data manually to a CSV file
4. Establish random sample section for participants per quarter but ensure an even capture of male and female respondents.
5. Either specially requested community meeting or join their regular community meeting and explain that you wish to conduct a questionnaire, what data is being collected, why and what it will be used for, ask for either approval or otherwise to conduct the questionnaire. Run the meeting following FPIC principles and agree when you will report back your findings to the community.
6. Carryout the questionnaires with the community varying the time of day enumerates visit the quarters
7. Upload/ input the data and conduct the analysis using the statistical software package provided on the FAO website to determine the range of the level of food insecurity within the community
8. Feedback questionnaire results to the community
9. Summarise findings in a report including community response to findings and present it to IDH and project partners

The eight key questions for interview:

During the last 12 months, was there a time when, because of lack of money or other resources:

1. *You were worried you would not have enough food to eat?*
2. *You were unable to eat healthy and nutritious food?*
3. *You ate only a few kinds of foods?*
4. *You had to skip a meal?*
5. *You ate less than you thought you should?*
6. *Your household ran out of food?*
7. *You were hungry but did not eat?*
8. *You went without eating for a whole day?*

The FIES-SM consists of eight short questions that refer to the experiences of the individual respondent or of the respondent's household as a whole. The questions focus on self-reported food-related behaviours and experiences associated with increasing difficulties in accessing food due to resource constraints.

This set of questions composes a scale that covers a range of severity of food insecurity:



Please share the results from this work with IDH and Project partners to highlight any current issues within the community that need further support or additional expertise to explore. The community might need expert support to help further analysis and design an appropriate response and set of activities to address food insecurity. This could be presented to IDH and project partners as a project which could be supported with a Production Protection Fund grant for the first five years of the PPA.

2.4. Seasonal Calendar

Objective: To develop a seasonal calendar with the community in order to identify the likely impact of the FPP on seasonal risk and vulnerability amongst different households or groups.

Outputs: A visual record of the seasonal calendar; a completed activity report template (on page 94).

Time Required: 1 to 2 hours

Participants: Focus groups between 5 to 10 participants per town. This can be conducted as all male groups and repeated with all female groups or developed as one mixed group depending on what is culturally more acceptable. Participants should be drawn from a range of ages and socio-economic groupings within the community. The community liaison can help arrange participants.

CCB Concept Reference: CM 1.1

A seasonal calendar is a visual method of showing the distribution of seasonally varying phenomena (for example, economic activities, production activities, problems such as debt, illness/disease, migration, and natural events/phenomena etc.) over time. See Seasonal Calendar in this section for an example. It will help you identify with participants seasonal distribution and differences between variables (events, conditions, activities etc.) and the cause and effect relationships between them.

Steps

Allow approximately **2 hours** for this exercise.

1. Ask participants to identify aspects in their lives that fluctuate on a seasonal basis. These can include (but are not limited to):
 - Holidays and festivals
 - Rainfall / wet seasons / dry seasons
 - Water availability
 - Periods of food scarcity / plenty
 - Income sources (times of higher and lower income)
 - Expenditures (times of higher and lower expenditure)
 - Planting and harvest seasons
 - Labour for agriculture (intensity)
 - Times of migration
 - Timing of hazards / disasters such as cyclones, droughts and floods
 - When common seasonal illnesses occur
2. The calendar can be based on a linear format or on a table format with months/seasons along one matrix and phenomena, events and changes along the other. If using a table format, these variables or phenomena can then be placed down the left side of the diagram. Additional variables can be added whenever necessary. A period of at least one year should be covered (in some circumstances a period of 18 months might be more useful) so that the full seasonal variations in individual phenomena can be seen clearly.
3. Taking each variable in turn, ask participants to put marks, or place stones, sticks, seeds, coins, and other locally available materials, under each month or season to indicate relative amounts,

abundance or intensity of each variable.

4. If there are differences in the timing of fluctuations / events for women and men, each variable should be considered separately for women and for men (and clearly marked). Alternatively, the group may decide to prepare separate calendars for women and for men.
5. Discuss and analyse the results. Look for any patterns that can be seen, and cross-check and probe for possible inconsistencies. It is important to note different perspectives from different participants. If there are several different groups, ask each group to present its calendar to the others for their reactions and comments.

Questions to guide discussion and analysis

The following questions can be used to guide the discussion.

- How do women's calendars compare with men's? What are the busiest periods for women? For men?
- How does food availability vary over the year? Are there periods of hunger? For whom?
- How does income vary over the year? Are there periods of no income? For whom?
- How do expenditures vary over the year? Are there periods of great expense, for example school fees, food purchases?
- What are the key linkages or cause and effect' relationships? For example, income and food supply or rainfall and labour or weather and disease.
- Are the overall livelihood systems fairly stable or with great seasonal variations? What are the most important livelihood strategies employed at different times of the year?
- Which are the most difficult or high-risk times during the year? How do people plan and respond to any risks? (This information can be transferred to a risk management matrix). Are these strategies working?
- Are there any differences in the timing of seasons and events as compared to 10 / 20 / 30 years ago?
- Have livelihoods/coping strategies changed based on the changing seasons or events?
- How are decisions made on timing of livelihood strategies?
- What are the possible implications of these findings for any proposed intervention?

(This tool is based on *the Seasonal Calendar* in the *FFI Tools for Participatory Approaches* available at: www.fauna-flora.org/initiatives/livelihoods-and-governance-library)

Examples of seasonal calendars are below. In the first example the men's activities have been recorded including ones they conduct jointly with the women. Rice harvesting and threshing has not been included as in this village the women harvest the rice with seasonal labours. Add a notes section to each line to capture this type of information. You can use a selection of symbols and words to capture the information. The second example shows a more simplified approach combining both male and female activities with intensity of activities recorded with the number of dots per month.

Men: Activities/Months→	J	F	M	A	M	J	J	A	S	O	N	D
↓												
RICE												
Brushing	X	X							R	X	X	X
Felling	X	X	X						E			
Burning			X	X					S			
Cleaning			X	X	X				T			
SMALL BEANS												
Planting & Fencing							X	X	X			
Harvesting (& pounding)										X		
PEANUTS (OLD SPOT)												
Brushing	X	X										
Planting				X	X	X						
Harvesting							X	X	X	X		
PEANUTS (SWAMP)												
Brushing & Burning										X	X	X
Harvesting	X	X										
COCOA												
Harvesting	X								X	X	X	X
Brushing & Monitoring growth							X	X	X	X	X	X
INCOME	↑	↑				↓	↓	↓	↓			↓
LABOUR	↑	↑	↑			↓	↓			↑	↑	↑
SICKNESS	x	x		x	x	xx	xx	xx				
FOOD	plenty		less food	even less food			VERY HUNGRY				PLENTY FOOD	

Seasonal Calendar Example 1

Other cash sources ↑	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
BEER BREWING									••	•••	••••	
SALE OF VEGETABLES	••		••	•••	•••	••••	•••	•••	•••	•		
SALE OF CASSAVA		•	•		•	•	••	••	•••	•••		
BRICKLAYING						••	••	••	•••			
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
FOOD	••	•	••	••	••	•••	••	•••	•••	•••	••	•
SCHOOL FEES	••											
CROP INPUTS			•			•			••	••	••	
GROCERIES	•	•	•	•	•	••	••	•	••	•	••	•
Other cash needs ↓												

Seasonal Calendar Example 2

2.5. Conduct participatory community resource mapping

Objective: To explore with community members how different people understand their local environment, resources and land use and to examine the relationships between different factors (resources, topography, settlement etc.) in order to identify problems and opportunities.

Outputs: A 'sketch map', a completed community resource map to be used as the starting point for identifying community boundaries (Activity 2.6); a completed activity report template (on page 94)

Time Required: 3-4 hours per location

Participants: This exercise will be repeated in each town within the area of interest, with a maximum of 15-20 participants. Conduct the exercise with all male groups and repeat with all female groups or develop as one mixed group depending on what is culturally more acceptable. Participants should be drawn from a range of ages and socio-economic groupings within the community.

CCB Concept Reference: Contributes to CM1.1; CM1.2; CM1.3; B1.1; B1.2; B1.3

Participatory resource mapping is used as an entry point to identify and discuss how land and resources are currently used within a given area. As well as a way to gather information about the context of the site this approach also serves as an important ice-breaking activity with the community before you start more detailed and intensive work in proceeding activities in this phase. Cartographic precision is not important as this tool is **not** designed for demarcating boundaries or calculating areas under a particular land use. Locating and recording the locations of features or boundaries that are identified in the participatory mapping activity will begin in Activity 2.6.

Steps

1. Ask participants to select a suitable place and medium on which to draw the map, which could be on the ground using stones, seeds, sticks and coloured powder; on the floor using chalk; or directly onto a large sheet of paper, using pencils and pens.
2. Discuss with participants the area that the map will cover, which will be at broader community level as opposed to individual town.
3. Explain that the quality of the drawing is **not** important and it does not matter if the map is not entirely accurate or to scale. If any of the participants are illiterate it is important to use symbols and drawings, with a key to interpret the symbols used into the local language (and where necessary, the relevant language for other intended users of the information).
4. Ask participants to start by preparing the outline or boundary of the map and then identify the central point or an important landmark within the area (such as a mosque, school or market place)
5. Other important landmarks can now be drawn. Participants should develop the content of the map according to what they think is most important. The map does not need to show every individual house, shop, or field etc., but rather the area where they are located. Local landmarks and features might include:
 - infrastructure and services (e.g. roads, houses, bridges, schools, health clinics, shops and markets);
 - special places (e.g. location of medicinal plants, places of worship, sacred sites, cemeteries).
 - water sites and sources;
 - agricultural land (e.g. crop varieties and locations, grazing areas), soils, slopes, elevations, natural resources (e.g. areas of forest, rivers, or location of species of specific interest) and wildlife (including areas of predation or crop raiding);

- areas of hazard / prone to risk (e.g. floodplains, infrastructure vulnerable to floods, drought-prone areas).
 - locations of economic resources e.g. timber and alluvial gold deposits
6. The location and relationships with neighbouring communities are of particular concern. Check with the participants that the locations and names of neighbouring town or communities have been included on the map. In addition confirm that any historic and/or satellite villages have also been included in the map (these will be a key element of Activity 2.6).
 7. Although it might take some time to get going, the process should not be rushed. Once the map is underway, sit back and observe and only interrupt if absolutely necessary in order to clarify something or help participants if they get stuck.
 8. If the map is being drawn on the ground, once the broad outline has been established local participants can start making a copy on to paper (indicating which direction is north). This process is important because extra information and corrections can often arise as a result. Also it is important that a copy or permanent record of the map is available if they want it.
 9. Discuss and analyse the map(s). Ask participants to describe it and ask questions about anything that is unclear. If there are several different groups, each group should present and describe its map to the others for their reactions and comments. Are there major differences? If so, note these and whether a consensus is reached. Note that a consensus is not necessarily a desired outcome – differences in perceptions of land use can be very useful basis for further discussions.

Questions to guide discussion and analysis

The following questions can be used to guide the discussion but should be adopted and adapted according to the specific community context. What resources are abundant or scarce?

- What resources are used? Which unused?
 - Which resources are degrading? Which improving?
 - What (other) changes have there been in the last 5 years?
 - Which resources are there most problems with? Why?
 - Who makes decisions about land (water, or another specified resource) allocation?
 - Does the village have land (or another resource) held in common? How are decisions made about how common resources are used?
 - Where do people obtain water and firewood? Who collects water and firewood? Who is responsible for this?
 - How does access to land (or another specified resource) vary between households or social groups? Has access changed and if so, when, why and how?
 - Which areas are most vulnerable to risk (including climate change impacts)?
 - Where do boundaries lie between the focal community and its neighbours, are these delineated by physical features (e.g. river, land use etc.), is there a history of any dispute over these boundaries?
10. Close the meeting and speak to key participants from the exercise (for example those who were actively involved but not seeking to dominate the process) inviting them to take part in the next activity – boundary identification.

(This tool is based on *Community resource mapping* in the World Bank (2005) *Poverty and Social Impact Analysis Sourcebook*)

2.6. Defining Community Boundaries

Objective: To work with the community to identify boundaries with neighbours

Outputs: Georeferenced scale map (at 1:50,000), produced using GPS and a GIS, showing boundary points/lines of the focal community with community members showing a clear understanding of the defined boundaries; a completed activity report template (on page 94)

Time Required: 2-4 weeks

Participants: 4-6 community members drawn from local leadership and participants of Activity 3.1; ideally with an even split of men and women.

CCB Concept Reference: Contributes to G5.1

For ethical reasons, conducting Phase 2 of this toolkit with a community going through the process of considering a PPA arrangement requires knowledge of the land that they have available in order to make an informed decision. Without knowing the amount of land that will be available to a community, there is a risk of raising expectations and for some people there could be uncertainty over their ability to access land in the future.

It is very likely that the community that you are engaging with has loosely fixed boundaries with neighbouring communities. However, in order to understand whether there is a feasible amount of land available for the FPP within the community's area, boundaries will need to be identified.

Additionally, although the PPA proponent will have conducted an initial screening for boundary disputes it still remains likely that boundary issues will be revealed during the course of Phase 2 activities. If disputes are revealed at your site then you must notify the PPA proponent and put all other activities on hold until the dispute is resolved by a third party.

The steps detailed for this activity will be conducted with the focal community and subsequently repeated with any neighbouring communities so that the locations of boundaries can be verified.

For this activity you will be working with the community members as agreed at the end of the participatory mapping process (Activity 2.5) and will be using the maps and notes produced from that activity to guide this process.

Legal considerations: The Community Rights Law governs the legal process for full boundary demarcation for the Community Forest application. It contains specific regulations regarding the process for informing the public and surrounding communities about the demarcation and the related timing for the boundary demarcation process.

This step is just the preparatory phase to a full legal boundary demarcation process and the participatory community map produced in this step will provide you with your starting point for demarcation. Boundary demarcation is summarised in Phase 4 and laid out in the [Community Forestry Facilitator's Manual, PROSPER, USAID, March 2017](http://pdf.usaid.gov/pdf_docs/PA00MFP7.pdf) (http://pdf.usaid.gov/pdf_docs/PA00MFP7.pdf) document on page 127.

Steps

1. If you conducted Activity 2.5 in more than one location before commencing field activities you will need to combine the features of all participatory maps onto one 'master' version and use this as the starting point for identifying community boundaries.
2. This method assumes the user has basic familiarity with the use of handheld GPS units and map reading competency. Ensure that the GPS units being used for this activity are set to Decimal Degrees with the coordinate system set to WGS1984.

3. With the participants identified in Activity 2.5 and members of the FPP partner, agree the nomenclature for the waypoints that will be used during data collection.
4. Starting with point locations (e.g. community infrastructure) on the participatory map (Activity 2.5 output) walk to these locations with your field team (comprising the agreed number of community representatives and FPP partner staff), record each location point on your GPS unit and in a notebook (in case the GPS unit is damaged or lost). For context cross reference each waypoint to your topographic map of the area.
5. Continue the GPS mapping process until all non-boundary points have been recorded. Depending on the resources available to your field team this process can be conducted with more field teams, comprising at least 2 community members and 1 FPP partner staff per team.
6. Walk with the field team to the closest boundary point on the participatory map. If the boundary is formed by a series of point locations, such as forks in a river these should be recorded as point locations in your GPS. If the boundary is linear easily identifiable feature, such as a stretch of river or road the start and end points of this feature should be recorded as a waypoint. As per step 3 as well as recording waypoints in your GPS also record these in a notebook (in case the GPS unit is damaged or lost).
7. Continue in a consistent direction around the boundary of the community, recording boundary points and features as you go.
8. Whilst conducting this exercise it is also a useful opportunity to record additional information concerning land and natural resource use on community land that didn't already come to light in Activity 2.5. Where relevant record any additional spatial information with a waypoint and make corresponding notes to be included in the activity report.
9. It is likely that you will undertake the circumnavigation of the community over a number of field trips, a few days at a time.
10. Once you and the community team have completed the circumnavigation of the community area the data from the GPS handsets can be uploaded to a GIS for analysis and production of draft boundary maps.
11. Following the completion of the focal community led boundary map you now need to verify the boundary points with neighbouring communities.
12. As locally appropriate make contact with the leadership of neighbouring communities, explaining that you are working with the community in the area of interest to develop a participatory land use plan and maps as part of the PPA project and arrange a meeting date and location.
13. If through initial conversations with representatives from neighbouring communities it seems that there is limited knowledge of their boundaries with the community in the area of interest then make arrangements to repeat the participatory mapping exercise (Activity 2.5).
14. Repeat steps 6-9 of this activity with appropriate members of neighbouring communities (those drawn from local leadership and ideally with gender balance if culturally appropriate).
15. When the GPS data points from the perspective of the community from the area of interest and its neighbours are uploaded to a GIS it will be possible to determine if boundary issues are present at the site. If differences with neighbouring communities are significant this will need to be flagged immediately with the PPA proponent and they will need to engage the Lands Authority and appropriate third-parties to negotiate an agreed boundary. The boundary layer can be overlaid

with the initial forest cover assessment conducted in Activity 1.2 to assess whether forest on the community's land is likely to meet the 1:5 COP to forest ratio required by the PPA.

2.7. Build Community Map Literacy Skills

Objective: To teach participants that a map can represent a real place and more specifically their place and their land so that they are able to make informed decisions over the feasibility of protecting forest in line with the ratio's required under the PPA arrangement.

Outputs: Participants with basic map interpretation competencies' who are able to relate aerial imagery and topographical maps to their own land; a completed activity report template (on page 94)

Time Required: 1/2 day per Quarter/ per training

Participants: 10 households from each Quarter of the focal community (one man and one woman from each household)

CCB Concept Reference: Contributes to CM1.1; CM1.2; CM1.3; B1.1; B1.2; B1.3

In order for communities to be able to make an informed choice when considering the FPP process and the PPA arrangement as a whole they need to be able to understand and interpret the maps and aerial imagery that are produced as part of this process. This activity details the steps required to train community members in map and aerial imagery literacy.

This activity focuses at the Quarter¹² level as this is presumed to be the finest scale of land use decision making within the community. If this has been found not to be the case then please adjust the focus of the training detailed below accordingly.

Steps

1. To help novice map users move from reality to its complex representation on a map, a vital teaching aid is a recognisably 'real' image of their land, derived from aerial photography provided by RapidEye. Prior to field-based activities the appropriate imagery should be acquired with an overlay of small Universal Transverse Mercator (UTM) latitude longitude intersections, which will provide an additional aid for participants to link back to their maps. Major rivers, roads and settlements should be easily visible on the acquired imagery.

One copy of the aerial imagery map should be colour printed and laminated at A0 (at 1:50,000 scale) and ten copies at A4 colour printed and laminated for the participants of each training session.

2. In addition a 1:50,000 topographical map should be acquired for the project area (from LISGIS in Monrovia or produced by GIS) with one being colour printed at A0. A simplified topographical map should be produced in GIS of the project area showing rivers, roads, towns and old villages (locations of which will have been gathered in Activity 3.2). One map should be printed at A1 in black and white and 10 in black and white at A4 for each training session. Present the A0 colour print of the RapidEye to the participants outside, laid purposefully not orientated on the ground. Ask the participants to look around and name some features in the local landscape, as

¹² In rural Liberia lineages, or groups of people descended from a common ancestor in the paternal line, live in distinct areas of a town, which are called quarters in Liberian English. The quarter level is likely to be the finest scale of land use decision making in the AoI. However, it is important to note that no research has been conducted in Liberia on how lands that are associated with quarters are actually managed, beyond the identification of quarter chiefs and elders as the arbitrators in cases of land disputes and regulating land access by strangers/newcomers.

suggestions are made ask the respondent to find the feature on the aerial image of their land and mark it with a pin.

Though obvious to experienced map users, making the connection between normal standing (horizontal) eye views of the landscape and vertical map views requires some introduction for first timers. The limited visibility of linear landscape features such as roads and rivers with the naked eye, compared to their greater visibility on maps is a good example of the advantages of a vertical map view.

3. Give the participants the A4 laminated copies of the RapidEye image and ask them to find the same landscape features again on the smaller copies. Doing this will firstly help highlight the basics of scale: the difference in size between features on the A0 and the A4.
4. Then ask the participants to place their A4 maps flat on the ground so that the appearance of the rising sun aligns correctly with the previously located features in it.
5. Once orientating the maps has been understood, ask the participants to name the cardinal points (north, south, east and west) in the local dialect and in English. Following this, and to check for comprehension, ask the participants to place the A4 maps correctly orientated on the ground and ask them to move to a particular side of it when a cardinal direction is called out.
6. Once participants are familiar with aerial imagery and its relation to their land and with cardinal points the next step is to introduce topographical maps at 1:50,000 scale. Place the A0 topographical map next to the A0 RapidEye image and ask the participants to compare them, seeing if they can find the features on the topographical map that they have previously identified.
7. Then hand the participants the A4 black & white simplified maps of their area, which show only rivers, roads, the towns and the old villages
8. To encourage participants to 'navigate' their handout scale maps, ask them to choose colour pencils from a multi-coloured selection and colour over each of the principle rivers in a unique colour of their own choosing. This exercise will be facilitated using an A1 teaching map copy of the same map on the wall. Discussion will be directed to naming the named tributaries as one moves upstream.
9. Next ask the participants to start naming town and old village locations that are marked on the maps. Some, perhaps many, of the participants present will be personally associated with certain of these old villages and they will be asked to mark on their maps their particular old villages.
10. By this stage, the participants will start to be able navigate around their maps. To help build this capacity, a trip tracing game will be played, whereby the facilitator will travel their finger along some linear features on the A1 teacher map in front of the group, describing where they are going. Participants will be asked to trace the same journey on their maps with their fingers. Finally ask for volunteers to come up to the front to trace a requested journey.

2.8. Assessing Current Agricultural Land Use

Objective: To use the map literacy skills developed in Activity 2.7 by community member participants to locate tree-crops, current and past farming activities on scale community maps and to gain an estimate of the area of land required for farming.

Outputs: A set of scale maps that show tree crops, current and past farming activities on scale community maps; a coarse estimate of community land requirements based on population projections; a completed activity report template (on page 94)

Time Required: 1 day per Quarter

Participants: 10 households from each Quarter of the focal community (one man and one woman from each household)

CCB Concept Reference: Contributes to Cm1.2; Cm1.3

This activity will lead directly from the map literacy training conducted in Activity 2.7

Steps

1. Ask the participants to list the main crops which they plant and the unit of measure they use for sowing (this is likely to be referred to as a cup or tin but the unit may change depending on crop).

We can expect that at a minimum main crops will be cassava, rice and life crops (including cocoa, coffee, and oil palm); any additional main crops will also need to be taken into account in the following steps.

2. If possible, take the weight of the sowing unit empty and the weight filled with seed. Find out the local name for the harvest unit, and if possible according to the season, establish the weight of the harvested unit recording level of processing i.e. shelled or threshed. This will allow you to calculate the yields that people are achieving alongside the area under cultivation.
3. Using the maps from Activity 2.7 ask participants to mark on their maps:
 - a) Where they are currently (or most recently) made a rice-cassava farm
 - b) Where else they made a rice-cassava farm in the past
 - c) Where they have tree (live) crops
 - d) Where they currently have any additional main crops
 - e) Where else they made any additional farm in the past
4. Starting with the locations for rice-cassava farms, invite each participant, one at a time, to the A1 teaching map and ask them to point where they think the location of their farm is. Once sure of the location it will be marked in pencil on the teaching map with a four digit alpha-numeric code, with two letters to identifying the farmer, and two numbers for the year, e.g. KP16.
5. Repeat step 2 with the locations of previous rice-cassava farms.
6. Repeat step 2 with the locations of tree (live) crops
7. Repeat step 2 with locations of any additional main crops
8. Move to an outside cleared open area (e.g. village football pitch) and ask the participants to mark out a square area that represents the average area for sowing a unit of rice, using stones to mark corners. This will involve some discussion between participants but once everyone is happy with the placement of the corner stones, measure the size of the square for the crop. Repeat the exercise for all the other main crops.

9. Using the imaginary planting size(s) that the participants marked out as a reference point, lead a discussion to answer the following questions:
 - a. How many fields do households currently have planted?
 - b. How many fields do households have in fallow?
 - c. How many fields do households have for life crops?
 - d. How has the frequency and size of clearing farming locations changed in the past five years – increasing, stable or decreasing?
 - e. Are there any uses of land in the community other than the farming activities that have been discussed?
10. Record the locations of the crops and upload this as a data layer to a GIS, this information can be used to establish an estimated farming frontier within the community.
11. Calculate the likely population of the community over the next twenty five years, if no site specific data on population growth rate is available use the Liberian average of (2.5% p.a.)¹³.
12. You will now have the information required to coarsely estimate if there is enough land available for the community in the coming 25 years if farming practices, as well as external factors, remain consistent during that period. For the purposes of this approximate calculation a Household Land Requirement (HLR) can be derived as follows: Average Area Fallow + Average Area Crops + Average Area w. Life Trees + Average Area Other Uses. The HLR can then be multiplied by the projected number of households in the community at 5 yearly intervals for the next 25 years. Remember this will not be a precise calculation but will give you and the community that you are working with an indication of whether the allocation of a protected forest on their land will be feasible given current and future farming needs.

¹³ It is expected that the PPA proponent will be able to provide you with a population estimate for the community in the project's area of interest

2.9. Visioning Future Land Use

Objective: To work with participants to think about their future, to understand how people's expectations of the future can be different and to draw out a consensus that to be incorporated in the land use plan

Outputs: A vision of the future in 20 years' time with the most important ideas identified and agreed upon by the group. The vision could be a drawn or written description, depending on the preferences of the participants; a completed activity report template (on page 94)

Time Required: 1/2 day per town

Participants: 15-25 community members; 2 facilitators; 2 note-takers (per town in the focal community)

CCB Concept Reference: CM 2.1

Activity 3.4 results in an estimate of future land needs for the community which assumes that factors, including farming practice and people's aspirations will remain static during the next 25 years. As this is highly unlikely to be the case it is important to augment the outputs from 2.8 with further information from the community. This activity details the steps required to work with community participants to build a picture of the changes that they want to see in their community and the associated changes in land use that may take place.

Visioning is an effective method for empowering communities to take command of their future by deciding how they wish it to be in their own terms. Participants discuss and develop a single vision, an ideal future, for the entire community. Visioning creates a forum where people can express their hopes, share their expectations and come to a consensus about an ideal future.

1. Discuss the timeframe for the vision; this will be for the full period of the proposed PPA arrangement (25 years).
2. Divide the participants into groups of 5-8 people each. In each group, have a map or photographs of the community available and spread them out in front of the group (these can be reused from Activities 2.7 and 2.8). Also provide the results from the food security and seasonal calendar exercises from Activity 2.3. Start a discussion with the participants about their village today and make sure that a note taker is recording the discussions that take place in each group.

Discussion questions:

- *Describe your community.*
 - *What are the families like?*
 - *What is the land and forest like?*
 - *What do people do for a living?*
 - *What are concerns or problems in your village?*
 - *What would you like to see changed and why?*
 - *What are good things that should not change?*
 - *How do people expect farming methods and yields to change in the future? Based on what information?*
 - *What external factors influence land use and allocation?*
3. Request that participants sit quietly, relax, close their eyes, and clear their minds. Develop a script based on the following text to read to the participants:

Imagine that you have left the community. After 25 years without contact, you return to find that things have turned out well. You are walking around and observing the community. Describe (silently in your mind) how you know things are better: What does the village look like? What are the houses like? What are people doing? Who do they see? What do you notice about the forest, land, streams, and farms? What has changed? What has not changed?

4. After fifteen or twenty minutes of imagining, the participants open their eyes and write down or draw the things that stood out most in their vision. Then, comparing these ideas, it becomes clear how similar or different everyone's expectations are.
5. Keeping the participants in groups of 5-8 people. Lead a discussion with the participants for them to reflect on their vision for their community in 25 years' time. Again make sure that a note taker is recording the discussions that take place in each group

Discussion questions:

- *What do you want to see here in twenty years?*
 - *What are people doing?*
 - *What are the families, the children, the trees and animals like?*
 - *What does the land around the community look like?*
 - *What are people doing for a living?*
 - *How has the community changed: the houses, roads, water, and school?*
 - *What has not changed?*
 - *You discussed problems earlier; how have those problems been solved?*
6. Following the discussion ask the participants to draw or write down their desired vision in their groups. Groups may wish to share a large poster-board so that everyone can participate at the same time, and those without reading skills can also contribute. This step is best done without facilitation, allowing the participants to organize themselves and decide how they will complete the task.
 7. Bring the groups back together. Tape all of the visions on the wall, or place on the floor where everybody can see them, and have each group present its work. Then ask the entire group to discuss and compare the visions. During this process, a note taker writes out a list of the ideas presented on a flipchart.

Discussion questions:

- *What seems to be most important in each vision?*
 - *What do the visions have in common?*
 - *What is different between them?*
 - *What is most surprising to you?*
8. After the group discussion, post the list of ideas on the wall (or floor) to vote on them. Each person receives several votes and can place their votes next to one or more of the ideas that are the most important to them. Count up the stars and rank the ideas. This activity requires that the participants share their ideas, understand the concerns and visions of the other participants, and prioritize them together to arrive at a consensus. It also gives an equal voice to all participants.

Discussion questions:

- *Are these the most important ideas for the community?*
- *What is missing?*
- *Is there anyone whose opinion is not included here?*
- *How can you use these ideas for planning?*

The outputs of this activity will help to inform the community's decision making process in Activity 3.3 as it will give them an agreed basis for development and management of natural resources in the project area.

(This activity is based on *Visioning in the CIFOR (2006) Field guide to the Future: Four Ways for Communities to Think Ahead*)

2.10. Participatory Rapid Biodiversity Assessment

Objective: To gain a broad overview and rapidly collect general information on the forest condition, faunal indicator species and threats and to initiate community participation in biodiversity identification and monitoring as part of the Stage II feasibility study.

Outputs: A participatory map for fauna and forest resources, a completed forest description form (on page 97), a completed group interview recording sheet (on page 99), a completed relative abundance matrix of key indicator species (on page 103) and a completed activity report template (on page 94).

Time Required: The participatory mapping takes on average 2-3 hours and the interview 3-4 hours, so the whole exercise usually can be completed within one day.

Participants: 10 community members; 2 facilitators; 2 note-takers (per town in the focal community)

CCB Concept Reference: Contributes to B1.1; B1.2; CM 1.2; GL3.1

Although a more detailed biodiversity assessment will take place as part of the HCV Assessment of the community area (Activity 3.1) inevitably this will be an expert-led externally driven process which runs a risk of disenfranchising community members. Therefore, as well as the core objective of gaining a broad and rapid overview of biodiversity in the community area Activity 2.10 is also intended to ensure that community members are engaged in biodiversity assessment and follow-on monitoring activities (if a protected forest is agreed upon).

Steps

1. Hold an initial town meeting and identification of key informants. The town meeting is held to:
 - (i) inform the community, at town level, on the purpose of the assessment;
 - (ii) provide them with general background information on biodiversity assessment
 - (iii) identify the key informants for the focus group exercise.
2. In order to get the most relevant information on the forest condition, faunal indicator species and threats, use a purposive rather than a simple random sample for focus group participants. Participants should ideally be hunters, preferably long term residents and therefore familiar with the area. Moreover they should come from different ethnic groups and reflect different social levels in terms of wealth and influential position within the community, in order to consider factors such as possibly different hunting methods, taboos, education levels etc. Aim for around 10 people per town.
3. Before starting the exercises, one of the project team members should record personal data of the participants and gave the focus group a basic introduction to biodiversity, conservation, the assessment methods and the purpose of the respective exercises.
4. The first element of this activity is building upon the participatory maps developed in Activity 2.5 but this time with a focus on fauna found within the area of interest. Based on maps produced and used in Activity 2.5 participants, supported by the project team, draw a sketch map of the forested areas within the community. You need to ensure that the participants include the following elements:
 - a) areas with high density of wildlife
 - b) areas of forest that are used by participants (with the form of use also specified)
 - c) threats to / degree of disturbance of the different forest areas (past & present, such as logging, mining, uncontrolled forest fires)
5. During the mapping exercise, one project team member should fill a forest description form (on page 97) and should note relevant information, which is not reflected on the map. Make sure to

number features on the map so that they can be cross referenced to the information written in the forest description form.

6. The focus group should agree on a final version of the sketch map. At this point a project team member can transfer a copy of the map on a flipchart paper.
7. The participatory mapping provides essential information on the forest condition, use and threats. The focus group interviews, detailed in the following steps, (i) provide more information on faunal diversity which will give an overview of the species present in the forest, (ii) identify the common local names and make sure that the focus group and community members all use the same name for the same animal (this is of particular importance for species identification in the HCV Assessment Activity 3.1) and (iii) help collect data on the relative abundance, distribution, and trends of faunal indicator species.
8. The interview starts with the general question “What animals can be found in your forest?”, and the participants are asked to list any species that spontaneously come to their mind. If possible common English names will be noted, however in cases where they don't know, the local name is recorded instead.
9. During group interview exercise, one project team member should fill a group interview recording sheet (on page 99).
10. The free-listing is considered as important tool before starting the second, more suggestive part of the interview - which is based on questions on particular species shown to the focus group – and helps to reveal essential information. It can be assumed for example that animals spontaneously listed especially at the beginning of the exercise are (i) of particular importance for the community (e.g. as protein source, pests raiding crops), and/or (ii) the most common ones in the forest. Further the free-list also supports correct data collection in the following activity (Part II). For example, a community might mention a “Mountain Deer” during free-listing, but in Part II not identify any of the duikers as this particular animal. Detailed questions could then finally show that the Mountain Deer refers to the Ogilby Duiker, which was not identified as a known species just from the picture alone.
11. The second part of the interview focuses on selected faunal indicator species. Species are included, based on criteria such as:
 - Global conservation importance, indicated by IUCN status. For example, when this exercise was carried out with one community in south east of Liberia, out of the 40 species included, 5 were classified as Endangered (EN), 8 as Vulnerable (VU), 9 as Near Threatened (NT), and 17 as Least Concern (LC). 1 species, i.e. the Slender-snouted Crocodile is Data Deficient (DD), meaning that there is inadequate information to assess its risk of extinction
 - Local / regional endemism, range-restricted species (e.g. Nimba Otter Shrew)
 - Indicator function with regard to habitat type, ecological integrity, forest intactness, and disturbance. For example, large mammals such as elephants or leopards depend on contiguous forest blocks, duikers are both vulnerable to snare and gun hunting, certain primate species depend on high, closed primary forests (e.g. Red Colobus, Diana Monkeys), while others easily cope with disturbed secondary forest or farm bush (e.g. Spot-nosed Monkeys).
 - Potentially occurring at the respective sites, based on the existence of suitable habitats
 - Easy to recognize and to identify

12. In advance of the activity prepare A4 pictures of the indicator species. Show these pictures to the participants' one image at a time. If any participant knows the shown species, ask questions on where it is found, how common it is compared to other animals and whether any of these factors have changed compared to the past 5-10 years.
13. Finally, a ranking exercise based on relative abundance is carried out for selected species within three taxonomic groups (i.e. primates, ungulates, hornbills). This data is used for the calculation of an Ecological Integrity Index (Ecolntex). For each taxonomic group, a matrix will be filled out to determine the relative abundance of the single species relative to each other (on page 103). Each species, column by column, is then compared against the species arranged in the rows below it. A team member asks the focus group to look at the picture of species A and compare it with species B, and decide which one of both is more abundant in their forest. The team member then fills in the respective cell with a "1" if the species in the top column heading is more abundant than the species to the left in the row heading. A "0" in the cell indicates that the species in the top column heading was less abundant than the corresponding row heading. If two species were equally abundant, a value of 0.5 is entered in both cells.
14. Data generated from this exercise will feed into the HCV assessment (Activity 3.1)

(This activity is based on *Participatory Biodiversity Assessments* developed by Fauna & Flora International for PROSPER (People, Rules and Organisations Supporting Protection of Ecosystem Resources)).

2.11.NTFP assessment: participatory mapping and group interview

Objective: To identify the Non-Timber Forest Products (NTFPs) that people collect from uncultivated areas in their community land.

Outputs: Completed NTFP freelisting template for each NTFP category (on page 104); a completed activity report template (on page 94).

Time Required: ½ day per town/village

Participants: Focus groups between 5 to 10 participants per town. This can be conducted as all male groups and repeated with all female groups or developed as one mixed group depending on what is culturally more acceptable. Participants should be drawn from a range of ages and socio-economic groupings within the community.

CCB Concept Reference: Contributes to CM1.2

This activity uses the same free-listing methodology as used in Step 8 of Activity 2.10 but instead of identifying important animals this activity is focused on identifying and ranking Non-Timber Forest Products (NTFP) which community members rely upon from the uncultivated parts of their land.

Steps

1. You will start by developing lists of NTFPs used by participants. Taking one list category at a time ask participants to name all the NTFPs that they use in that particular category, asking for the local language name, common name (if there is one), where the particular NTFP is found (e.g. farm-fallow; disturbed forest; old-growth forest) and how easy it is to find (scored as easy, medium, difficult). Record this information on pre-prepared flip chart paper and allow around 15 minutes per list category. When the exercise is completed transfer this to the NTFP freelisting template (on page 104).

List Categories¹⁴

1. Nuts from the forest that people in this community eat
 2. Things from the forest that people in this community use for soup
 3. Things from the forest people in this community use to treat
 - i. stomach problems
 - ii. malaria
 - iii. body pain
 - iv. headache
 - v. toothache
 - vi. skin problems
 4. Things from the forest people in this community make money from selling
 5. Things from the forest that people in this community use in the hungry season
2. As the NTFPs are listed ask a member of the facilitation team to work with a participant to draw a picture of each one on separate pieces of A4 paper along with its name and category.

¹⁴ The list categories were developed with people living around Sapu National Park and should be adapted as required following your discussions with participants.

3. Following the identification, location and perceived rarity of NTFPs it is also useful to understand how much relative importance the participants place on them (especially as access to such resources may become more difficult through the development of the protected forest and the protected forest management plan will need to take into account such needs). This will be done through a ranking exercise.
 4. One category at a time put the A4 sheets of paper for each listed NTFP on the ground where participants can see them, and put a plastic cup on each with a stone inside to weight it down. Explain that everyone will be given one bean for every two NTFPs, rounded up (e.g. 2 beans for 4 NTFPs, 3 beans for 5 NTFPs etc.) and that they should put them on the NTFPs that they feel have been the most important to the wellbeing of their household (i.e. not just economic factors). They should put just one bean on each important NTFP and if some beans remain unused then return them to you. When everyone has voted, count the beans and write the total number for each NTFP on the sheet for that NTFP. Note the plastic cups make it difficult to see the number of votes for a given impact which helps avoid deliberate manipulation of the exercise.
 5. If you are close to participant's home they might have immediate access to some of the NTFPs that have been discussed during the course of the activity, if this is the case ask permission to take photographs as this will aid in future identification if required.
 6. Analysis – enter the NTFP data into a spreadsheet which will allow you identify the more important NTFPs that have been identified by participants.
7. Data generated by this activity will show what NTFPs are used by the focal community, where they are found and what they are used for. This will need to be taken into account during the decision making process for delineated a potential protected forest and subsequent forest protection plan to ensure that such protections do not affect community members from accessing resources that are fundamental to their livelihoods.

(This tool is based on the FFI (2011) *Use of Non-Timber Forest Products around Sapo National Park*)

2.12. Phase II Summary

At the end of Phase II you will have produced the following outputs and completed the following steps:

Steps completed:

- The first community meeting(s) held regarding the Forest Protection Plan
- Community stakeholder analysis generated
- Current levels of food security determined
- Seasonal calendars produced
- Conduct participatory community resource mapping
- Defining Community Boundaries
- Build Community Map Literacy Skills
- Assessing Current Agricultural Land Use
- Visioning Future Land Use
- Participatory Rapid Biodiversity Assessment
- NTFP assessment: participatory mapping and group interview

Outputs:

- A short report of each community meeting, including a list of participants, notes on points discussed, how messages were related, evidence of level of understanding, discussions held, questions asked and record of answers provided
- Completed and locally verified stakeholder interest/affect and stakeholder interest/influence tables
- Report summarising current levels of food security broken down to the quarter level per town which sets the baseline for monitoring food security for the duration of the PPA
- A visual record of the seasonal calendar
- Activity reports will have been produced for all of the above steps
- A completed community resource map used as the starting point for identifying community boundaries.
- A georeferenced scale map (at 1:50,000), produced using GPS and a GIS, showing boundary points/lines of the focal community which is clearly understood by community members
- Participants with basic map interpretation competencies' who are able to relate aerial imagery and topographical maps to their own land.
- A set of scale maps that show tree crops, current and past farming activities on scale community maps. A coarse estimate of community land requirements based on population projections.
- A vision of the future in 20 years' time with the most important ideas identified and agreed upon by the group (the vision could be a drawn or written description, depending on the preferences of the participants).
- A participatory map for fauna and forest resources, a completed forest description form and a relative abundance matrix of key indicator species.
- Completed NTFP freelisting template for each NTFP category

Relation to IDH Decision Tree:

All these activities and outputs are completed in conjunction with Stage 2 of the Decision Tree. The activities will be used by both the project proponent and community to gauge the feasibility of the project in terms of the requirements of the PPA and the objectives of the community as a whole.

To assist the community in its decision-making process Prior-prior to undertaking this activity, ensure that all outputs from Phase 2 activities (in the formats pre-agreed with the community) are publicly available at a known location e.g. meeting room at towns within the focal community.

3. PHASE III – PROTECTED FOREST PLANNING

[Link to the COP-PPA Decision Making Process:](#)

Phase III is conducted as part of Stage 3: Community Capacity Building – Forest Protection Plan

Objective: The objective of this phase are two-fold 1) to ensure that the community has a good, formalised, understanding of current and likely future community land use which they are able to use to inform their decision on whether it will be feasible to set aside a forested area as protected forest to meet the requirements of the PPA; 2) to bring together all the information gathered to date to compile the Forest Protection Plan which will be submitted to the PPA Project Board for approval and will undergo independent verification and review if the community say yes to decision checkpoint no.3. Once the legal process is complete and approved, the documents generated as part of that process will become annexes to the FFP and the FPP will become the Community Forest Management Plan.

Outputs: A community approved Forest Protection Plan that is ready for submission to the PPA Advisory Board for approval.

Suggested time frame: 6-12 months¹⁵

This phase is split into the following 10 sequential activities:

- 3.1 High Conservation Value Assessment
- 3.2 Resource Access and Control
- 3.3 Community-led Protected Forest Allocation Process
- 3.4 Electing a Community FPP Development Advisory Group
- 3.5 Presenting the governance framework for the FPP
- 3.6 Developing the environmental and biodiversity monitoring plan
- 3.7 Defining and agreeing the Payment for Ecosystem Services Agreement
- 3.8 Establishing Community Patrol Team
- 3.9 Establishing the legal framework for the community forest
- 3.10 Compiling the Forest Protection Plan

Activities 3.1 to 3.3 concern conducting expert led High Conservation Value Assessments, which are a requirement of the PPA process, assessing potential winners and losers in the development of the protected forest, reviewing all information gathered to date in the context of knowing where HCV areas are and conducting a community-led process to agree on the final location of the protected forest. The challenge to reaching mutual agreement of the protected forest site should not be underestimated, especially as it has to meet the needs of the community as well as the PPA proponent.

Activities 3.4 to 3.10 concern supporting the community through the legal process of developing the application and applying for the legal status of Community Forest for the area designated under the FPP. This will provide the community with legal tenure over their forest. It will also take the community through a state sanctioned and legally recognised process of boundary harmonisation. This will be required before the community can sign the loan agreement in Decision Checkpoint No5.

Reminder - as the PPA process adheres to FPIC principles the community you are working with has the right at any time to withdraw their consent from the project.

¹⁵ The completion of this phase will be highly dependent on the pace of the approval process of the Community Forest and likely to be outside of the control of the service provider

3.1. High Conservation Value Assessment

Objectives:

1. To identify areas of High Conservation Value forest (HCVf) in the community area for inclusion in the Forest Protection Plan
2. To produce an HCV Assessment in order to meet the requirements under the CCB.
3. To provide the information required for the Community Forest Management Agreement CFMA (legal document)
4. To provide the information of the relevant sections of the Forest Protection Plan

Outputs:

1. HCV Assessment report in a format where information can be easily incorporated into the FPP
2. A list of endemic and endangered species present in the FPP which could be incorporated into the monitoring plan
3. A draft of the Socio-Economic Survey results template (see Phase 4) for the CFMA application

Time Required: 3 to 4 months

Participants: HCV Assessment team, community

CCB Concept Reference: B1.1; B1.2

Commissioning the assessment:

You will need to work with the PPA proponent to commission consultants or if you have experience of conducting HCV assessments, pull a team together to produce an HCV Assessment and Management plan. You need to make sure that your lead assessor is registered under the HCV Resource Network as an Accredited Assessor for the assessment to be valid. A list of Accredited Assessors can be found here: <https://www.hcvnetwork.org/als/>

The Accredited Assessor will help with the design of the assessment ensuring all 6 values are included and will produce the assessment and the required information for you to be able to incorporate it into the FPP.

Scope of assessment:

You will need to conduct field level assessments and the project coordinator needs to select the most appropriate method and make an informed judgement based on information collected to date. This will also inform the composition of the survey team and determine if any taxonomic specialist are required.

The HCV assessment will need to be conducted across the whole of the focal community area, the boundaries of which were agreed by the community and its neighbours during the course of Phase 3 Activity 3.2. In some cases you might find that part of the focal community's land had undergone a previous HCV assessment by a developer, although this can give helpful guidance an HCV needs to be conducted for the whole community area at the same time.

You will need to provide the lead assessor with all the information you have collected to date. This is in order to streamline the process and avoid workshop and survey fatigue with the communities.

You also need to ensure that you provide the team with the PROSPER/USAID Socio-Economic Survey template (on page 106).

This manual outlines the clear legal process as highlighted in Phase ~~IV-III~~ and that needs to be followed in order for the forest aiming to be protected under the FPP to be legally registered as a Community Forest. One of the appendices which forms part of the legal application is the Socio-Economic Survey (see page 106). As this information will be collected as part of the HCV Assessment, you can request that this information is presented back in this template as well as in the HCV report. ***Again, this is to ensure minimum duplication of process and time commitments placed on the community.***

Species field level assessments to inform HCV 1 to 3:

The survey team for field level assessments should include:

- Botanist
- Ornithologist
- Mammologist plus any specialists according to desk based review and knowledge of area
- If swampy, add Ichthyologist (fish expert)
- Herpetologist

Design the field work to ensure that it is appropriate to the scale of the area being surveyed for example the number of transects used. You do not need to necessarily do detailed work on population density and distribution with a high level of confidence but can focus on presences and absence.

HCV 4 to 6:

The survey team need to consist of social scientists that are familiar with the local context.

As well as conducting participatory well-being assessments, socio-economic surveys will need to be conducted to feed information into the Community Forest application and related templates.

Reference documents

The HCV Resource Network website provides a range of relevant documents, templates and guidance:

- [Common Guidance for Identification of High Conservation Values](#)
- [HCV Report templates, Assessment Manual, Code of Conduct and information needs checklist](#)
- [Assessor Licensing Scheme](#)

3.2. Resource Access and Control

Objective: Identify how access and control over natural resources differs between groups of people in the community in order to identify potential winners and losers in the location and management of a protected forest

Outputs: A completed Access and Control table (on page 113); a completed activity report template (on page 94).

Time Required: 2 hours per town/village

Participants: Focus groups between 15 to 20 participants per town. This can be conducted as all male groups and repeated with all female groups or developed as one mixed group depending on what is culturally more acceptable. Participants should be drawn from a range of ages and socio-economic groupings within the community.

CCB Concept Reference: Contributes to G5.1

So far activities in this Phase have allowed you and the community you are working with to identify and record the types of natural resources that they are dependent upon and where they are found. This activity has been designed to allow you to understand which groups within the community have access and control of these resources.

Having a good understanding of these issues, in effect the current winners and losers within the community, is important as you move closer to supporting a community decision on land availability for a protected forest as you will need to ensure that the decision making process for this is as balanced as possible (Activity 3.3). What is Resource Access & Control useful for?

- Understanding the variation in the access and control of natural resources (or any other resource) by women and men, and other socio-economic groups.
- Discussing how women and men (or others) use different resources or the same resources differently.
- Identifying constraints and opportunities regarding access to and control over resources.
- Identifying who may lose and who may gain from the planned interventions, and revise plans accordingly.
- Informing an understanding of the different values of ecosystem services to women and to men (or other social groups).
- In the context of any reported climate change, exploring how access to resources may influence the adaptive capacity of women, men and other groups.
- Monitoring changes in access and control of resources over a period of time, including during the loan.

Steps

Allow approximately one and a half hours for this exercise.

1. Prior to conducting the activity with community participants write out the resources that have been identified in previous phase 2 activities on separate sheets of flipchart paper. These will include community infrastructure and economic resources (Activity 2.5); farming resources (Activity 2.8); forest products (Activity 2.10); hunted resources (Activity 2.10); non-timber forest products (Activity 2.11).
2. Ensure that all group members understand the concepts of access, control and ownership. This exercise focusses on access and control but an extra column can be added if it is considered beneficial to also consider formal ownership.

- Access represents the opportunity to use a resource (such as to work on the land or to use a forest resource) without having the authority to make decisions about its use.
 - Control represents the full authority to make decisions about the use of a resource (but does not necessarily imply ownership).
 - Ownership is the legal right of possession and can determine access and control. It is possible for a resource to be owned by one person whilst another person uses it or makes decisions about its use.
3. Referring back to the community stakeholder analysis (Activity 2.2) agree which groups within the community are to be included for analysis in this activity. At a minimum there should be male and female groups.
 4. Present the resource lists (from step 1) back to the participants of the meeting, explaining that these came from activities that you had been conducting in previous weeks with the community. Confirm that the resource lists are accurate, adding or removing items as appropriate during the course of discussions
 5. When the resources have been agreed they can be listed in the first column of the access and control matrix (see below for an example).
 6. Ask participants to allocate each resource a total of 10 ticks (or another symbol) for each of the columns (Access and Control) to be divided between women and men (or other social groups). For each resource, the 10 ticks / symbol should be assigned according to the relative level of access by women and the level of access by men, so the more ticks the higher level of access (for example, 10 ticks allocated to women and zero to men indicates that women have exclusive access to a particular resource, five ticks to women and five to men indicates that both have equal access. Two ticks allocated to women and eight to men indicates that men have more access to a resource than women).
 7. For each resource, ask participants to assign 10 ticks according to the level of control by women and the level of control by men, repeating the process for each resource.
 8. If more than two socio-economic groups are being considered, increase the total number of ticks. If 3 groups are being considered the total number of ticks to be divided will be 15, for 4 groups 20, and so on.
 9. If levels of literacy are low in the community that you are working in are low you can use **Resource Picture Cards**. For this simplified method each resource identified in step 2 should be drawn or represented on a small piece of card. Ask participants to prepare three drawings - one of a man, one of a woman, and one of a man and woman together – and place them on the ground (or stick up on a wall) in a row with adequate room between them. Ask local participants to sort the resource cards by placing them under the three large drawings, depending on who has **access** to the resource, whether women, men or both. A second set of drawings and cards are placed on the ground, close by to the first set. The exercise is repeated, but this time the focus is on who has **control** or decision-making power concerning each resource.
 10. Discuss and analyse the results, focusing on the constraints and opportunities for different groups. Any inconsistencies or differences of opinion should be discussed, exploring the reasons for these differences and preparing more than one diagram if necessary. The group can also discuss the likely impact of a proposed intervention on access to and control of resources in general and for different socio-economic groups.

Table 2 Examples of access and control matrix

Resources	Access		Control		
	Men	Women	Men	Women	State Forest Service
From forest:					
Fruit	5	5	0	0	15
Nuts	5	5	0	0	15
Firewood	5	5	0	0	15
Medicinal plants	2	8	0	0	15
Spices	0	10	0	15	0
Herbs	0	10	0	15	0
Grazing	7	3	5	3	7
Timber	10	0	0	0	15
Other:					
Vegetable gardens	5	5	0	15	0
Water	3	7	8	7	0
Livestock	2	8	10	5	0

Questions to guide discussion and analysis

The following questions can be used to guide the discussion but should be adopted and adapted according to the focus of the exercise.

- Which resources do women and men (and the young and the old) use? Are there differences in their use according to gender, age, social group? What about disadvantaged groups or other relevant socio-economic groups?
- Who makes decisions about the use of each of these resources?
- Who has ownership over the resources (the right to sell or give them away)?
- What are the main differences between men and women when it comes to the type of resources they have access to, control and have ownership of? Is it women, men, or both, who have access to resources of higher value, such as land? Who controls (makes decisions about) these high value resources?
- Among the women and men of different socio-economic groups, who are the resource-rich? Who are the resource-poor?

Points to remember:

- Investigation of control might be sensitive in certain situations, although this can be addressed by good facilitation.
- Local participants should be encouraged to build as much of the diagram as possible without interruption and to suggest anything else that should be recorded.

3.3. Community-led Protected Forest Allocation Process

Objective: To support the focal community in making an informed decision over the allocation of land to a protected forest.

Outputs: Complete protected forest compatibility table (on page 114) and indicative map for location of protected forest; a completed activity report template (on page 94).

Time Required: 4 weeks (activities will be short meetings that will take place during this time period).

Participants: All community members

CCB Concept Reference: CM1.2; B1.2

Although approval for the development of a protected forest will have been given at the end of stage 2 by the community, following the HCV assessment at the start of stage 3 this activity will be the first opportunity for all community members to have an understanding of the areas which are classified as HCVf, which under the terms of the PPA and CCB will need to be included in the protected forest area.

The purpose of this activity is to work through the results of earlier activities with the community as a whole. Discussion and consideration of the results will give people sufficient information to make an informed decision as to the feasibility of allocating 5 times the area of the COP to a protected forest area on their land.

If the community, as a whole, accept the allocation of land to a protected forest at a scale acceptable to the proponent of the PPA, this activity will result in an indicative map showing the area of land to be managed as a protected forest. Unless requested by the focal community this activity will not result in a formalised land allocation plan for land uses outside of the protected forest area.

For community members to be able to engage in this activity successfully the results of previous activities need to be presented in a way that is understandable by everyone. Although the format of how you have been presenting information back to participants and the broader community is decided on a site-by-site basis (see Activity 2.1) it is assumed that the majority of information will be shared visually using maps, diagrams, photographs and pictures.

As this activity requires presentation of information, discussion, clarifications and reaching consensus amongst the community, rather than selected participants for a particular data gathering activity, it will likely take a period of weeks to complete.

Information sharing and discussion needs to be little and often as opposed to attempting to fit too much into one particular meeting. The expectation is that a series of short meetings (c. 2 hours) will be held on convenient days for the majority of people from the community. Dependant on site context and logistical constraints each meeting would either include the whole community or as appropriate be conducted on a town-by-town basis.

Between meetings the FPP partner staff should be available within the community to record and answer any queries raised by community members.

This activity will be a negotiated process reflecting the collaboration between the user of this tool-kit (Forest Protection Planning partner), additional experts (e.g. HCV assessors) and the focal community. It must reflect the positions of the different interest groups that will be found within the local community (as identified in Activity 2.2 and 3.2) as well as the vision that the community have for themselves and the use of their lands (Activity 2.9). This process of negotiation will be on-going from this activity through to Phase 4 in which the protected forest area and its associated management plan is developed.

Prior to undertaking this activity ensure that all outputs from Phase 2 activities (in the formats pre-agreed with the community) are publicly available at a known location e.g. meeting room at towns within the focal community.

Steps

1. As per previous community wide meetings you will need to agree the date and time for all meetings well in advance. Through the FPP liaison officer and the Capacity Building Partner ensure that people throughout the community are aware when they will be taking place.
2. As all the meetings in this Activity are community-wide you can expect to be working with a far larger number of people at once than in previous activities in this phase. To make interpretation and discussion of results feasible after introducing the topic and structure of each meeting you should split to at least all male and all female groups. Depending on numbers of people present you may also to split the participants by an additional locally appropriate grouping (e.g. by age).
3. As the period between this activity and the end of Phase 2 will be 3 to 4 months it will be important to reiterate and discuss the findings of Phase 2 with all community members. Meetings 1 to 2 explain the results of Phase 2 activities and meeting 3 explains the results of the HCV assessment. You will need to explain how the results of preceding activities relates to the decision that the community will have to make as a whole for whether to allocate land to a protected forest or not. It is also an opportunity to confirm with community members that the information gathered in the various activities is accurate. There is a consistent structure for the first three activities.
4. Meeting 1: Community Agreement of Current Situation Part 1 - Agriculture
 - a) Present the results of Activities 2.5, 2.6, 2.8, 2.9 as per the formats agreed with the community in Activity 2.1
 - b) Facilitate a discussion to confirm whether the participants agree with the activities findings
 - c) Note key points raised by participants and any significant changes that are required as a result of your presentation
 - d) Confirm the date, location and topic of Meeting 2 – Forest Resources & Biodiversity
5. Meeting 2: Community Agreement of Current Situation Part 2 - Forest Resources & Biodiversity
 - a) Present the results of Activities 2.10, 2.11, 3.2 as per the formats agreed with the community in Activity 2.1
 - b) Facilitate a discussion to confirm whether the participants agree with the activities findings
 - c) Note key points raised by participants and any significant changes that are required as a result of your presentation
 - d) Confirm the date, location and topic of Meeting 3 – High Conservation Value Assessment
6. Meeting 3: Community Agreement of Current Situation Part 3 - High Conservation Value Assessment
 - a) Present the results of Activities 3.1 as per the formats agreed with the community in Activity 2.1
 - b) Facilitate a discussion to confirm whether the participants agree with the activities findings
 - c) Note key points raised by participants and any significant changes that are required as a result of your presentation
 - d) Confirm the date, location and topic of Meeting 4 – Proposed Land Allocation for Protected Forest
7. Meeting 4: Proposed land allocation for protected forest
 - a) As per the requirements of the PPA all areas classified as High Conservation Value forest (HCVf) (Activity 3.9) within the community area will need to be included in the Protected Forest Area and as such HCVf areas will constitute the basis of the proposed protected forest area that you will present to the community in this meeting.
 - b) Start the meeting with a map detailing the HCVf areas that are on community land and confirm that all participants are aware of where these areas are on the ground. Prepare copies of the map at A0 for presentation and at A3 as handouts to share with participants.

- c) Depending on the site context HCVf areas alone may be enough to satisfy the protected forest to COP ratio. If this is not the case additional forested land will need to be considered for inclusion in the protected forest area by the community, these can be identified through the results of activities 1.2, 2.10, 2.11 and 3.1. If necessary produce an additional set of maps also at A0 and A3 which detail the additional areas.
- d) The meeting will be centred around a facilitated discussion on the community access requirements of the proposed protected forest in order to reach a community-wide opinion if there is enough land available for the community as a whole to move forward to Phase 4 of the toolkit
- e) Use the protected forest compatibility table template as the basis for these discussions (on page 106).
- f) Starting with each access requirement (Timber, Non-Timber, Farmland, Life Crops, Hunting, Cultural Need, Artisanal Small-Scale Mining and any other defined by members of the community during the course of previous activities) lead a discussion to understand in regard to the proposed protected forest area whether there is an immediate or future need of access for the resource or use from that area. If there is a need then discuss whether that is negotiable and under what conditions.
- g) Once the discussions are finished and the table is completed you will have the basis of whether it is likely for the community to be able to give consensus to proceed to formalise a proposed protected forest area and move forward with the remainder of Phase 3 i.e. if multiple access requirements have a non-negotiable immediate or future need then the prospects of developing a protected forest are very low.
- h) Meeting 4 should be repeated at least once to ensure that all members of the community accept the scoring of the table. You may find that smaller sub meetings may be required to ensure that the opinions and needs of interest/user groups across the community are taken into account (e.g. women, hunters, NTFP traders).
- i) If an agreement has been reached use the results of meeting 4 to produce a map showing the boundaries of the proposed protected area on the community's land.

(Development of this tool has been informed by Planning Elements and Useful Tools in the GIZ (2012) *Land Use Planning: Concept, Tools and Applications*)

Legal Community Forest Process - Overview

As part of producing an FPP, the community will need to have their forest designated as a Community Forest under Liberian law. This entails its own process which needs to be carefully followed. Many of the documents required for the Community Forest application will have already been produced through the process of developing a FPP and the PPA. There are additional steps which are required however for legal registration and these are highlighted in Phase 3.

The steps required under the legal process that needs to be followed in order for the forest aiming to be protected under the FPP to be legally registered as a Community Forest are very clearly laid out in the document: *Community Forestry Facilitator's Manual, PROSPER, USAID, March 2017.* (http://pdf.usaid.gov/pdf_docs/PA00MFP7.pdf)

As the FPP partner it is your responsibility to use and follow this manual to act as the facilitator to the communities taking them through this process. It contains relevant tools and templates for completing this process including a **Constitution Template** (p140) and a **By-laws Template** (p151).

It is important that you read this manual prior to starting Phase IV activity 3.4 and the ones that follow. Completing activities laid out in Chapters 1 to 4 will help improve your knowledge of the laws and this process. This is to ensure that the following steps make sense and that you can clearly explain to the community how the two processes of legal application and developing the FPP relate to each other.

Below is a summary of the chapters of the manual and the recommended steps. You will need to start Phase IV activity 3.4 by reading and carrying out the exercise as recommended from Chapters 1 to 4.

The information generated through the development of the FPP will have provided the communities with a significant amount of information they need as part of their Community Forest application process. These links are summarised for each chapter.

- **Chapter 2: Facilitation skills and guidelines to help you support them through the process**

An important part of the facilitator's role is to help the communities see that the benefits of establishing the community forest management institutions outweigh the work required to do so. The incentives for the purpose of this project are different to the normal bounds in which communities will be applying for legal forest management status.

This section includes guidance on the **role of the facilitator** (p5), **how to build trust**, **how to conduct a training needs assessment** for the community (p7) as they will need training to cover both technical and governance capabilities, and **guidelines for facilitating community meetings** (p12). You can work with the Capacity Building Partner to design and deliver these activities.

- **Chapter 3: Relevant Legislation and process**

Link to the FPP development: *It is recommended that you carry out the activities suggested in this chapter with the community to ensure they are aware of the legal options available to them for the use and designation of the community forest, and so they are clear on their legal standing and responsibilities under the Community Rights Law for Community Forest.*

Three key pieces of legislation are relevant for the development and implementation of community forestry in Liberia. Most important of these are:

- National Forestry Reform Law (NFRL)
- Community Rights Law (CRL)
- implementing regulations for the Community Rights Law

These laws and regulations are available from the Liberia FDA and at their website: www.fda.gov.lr

These laws are summarised on p19 and p20.

For the purpose of this toolkit you need to be aware that The National Forestry Reform Law only recognises community ownership of communal forests as areas where no commercial activity is permitted.

Under this law, commercial use is defined as: *Use: Any use of Forest Products or Forest Land, other than direct use for personal purposes or infrastructure development. Commercial Use includes uses involving Trade or any other disposition of Forest Products or Forest Land for direct or indirect financial benefits.* (NFRL, Section 1.3)

Crucially pages 20-22 provide a summary of the steps required to implement the Community Rights Law and the time required for notice periods.

The **responsibilities and rights of the communities** and the **duties of FDA** in the process are summarised on p21.

This section includes activities that should be carried out with the communities in order for them to understand their legal requirements related to organising the management entities and the legal process to establishing an authorised forest community (p28).

- **Chapter 4: Conflict management and supporting communities and other stakeholders to reach resolution**

Link to FPP development: *The activities provided in this chapter will supplement and strengthen the activities suggested in Phase 2 and Phase 3 of the toolkit. Stakeholder identification and analysis will have been conducted in Phase 2 and Phase 3. The process of developing the Community Land Use plan in Phase 3 in this toolkit will have already raised some of these issues and you will need to support the communities to manage and resolve any conflicts that have arisen prior to submitting the Community Forestry application to the authorities.*

This chapter outlines the **collaborative approach to conflict management** (p46), suggested **activities to manage conflict** (p52), analysis the conflict (p53), and rank the intensity of the conflict between stakeholders (p56). It also suggests training and other resources to access to support the facilitator and the communities to manage conflicts.

This chapter also highlights the importance of **stakeholder identification and analysis** as a central part of conflict avoidance and management (p47 and p54-56)

It is important to acknowledge early on in this process that any formal designation over land is likely to produce some level of conflict between communities that will need to be resolved as part of the process of establishing a legal Community Forest.

- **Chapter 5: Organising a Community Forest Organisation Committee**

Link to FPP development: *You can use the activities and suggested structure of the interim Community Forest Organising Committee to establish an interim committee – the FPP Development Advisory Group which will do exactly the same as the CFOC but will also feed into the PPA development process. Under CCB requirements this process needs to be clearly documented and evidenced and meet the requirements of an FPIC process. More comprehensive guidance is being developed separately by IDH on the alignment of the governance structures legally required to manage a community forest and the management structure for the PPA.*

Phase 3 Activity 3.4 starts with setting up the FPP Development Advisory Group.

This chapter provides guidance to the FDA or other community forest practitioners on how to support the communities to set up Community Forest Organizing Committee (CFOC). The CFOC acts as an interim committee to develop the application for the Community Forest Management Agreement and to help establish the governance structure.

This chapter highlights that no forest governance entity may be established until **after** the community has filed an application with the FDA, paid the required fees, cooperated with the FDA in surveys and resolution of conflicts associated with the forest area.

It provides activities on **how to form the CFOC** (the FPP Development Advisory Committee) and **develop a vision of its roles and responsibilities** (p75), how to **develop a mission and vision** statement (p77) and **how to organise elections** of CFOC members (79).

These activities and the remaining activities in the following chapters of the manual will help to raise awareness within the community of what they are applying for and the rights and responsibilities associated with community forestry.

- **Chapter 6: The application process to ensure the forest is legally recognised**

Link to FPP development: The outputs developed under Phase 3 will have already answered the questions of where the community forest is and who the community is. The suggested activities here can supplement that process. You will still need to carry out the activities laid out in this chapter, namely:

- *Where is the community Forest? (page 91) – this will act as a re-fresher activity for the community if there has been a gap of months between Stage 1 and Stage 2*
- *Who is the community? (page 92) - this will act as a re-fresher activity for the community if there has been a gap of months between Stage 1 and Stage 2*
- *What are the community forest management objectives? (page 93) – required as part of the legal application*
- *Designing an equitable fundraising strategy for the application fee (page 94) – required as part of the legal application*
- *Drafting the application with the community (page 95).*

This chapter provides guidance on the regulatory requirements under the Community Rights Law Regulation, and suggests five activities that can be conducted with the community to produce a legally recognised application.

The activities have been divided up as questions that require an output that will form part of the application. The questions that the facilitator or FDA will work on with the community are: **Where is the community Forest?** (page 91), **Who is the community?** (page 92), **What are the community forest management objectives?** (page 93), designing an equitable fundraising strategy for the application fee (page 94), and drafting the application with the community (page 95).

- **Chapter 7: How to carryout socio-economic surveys and resource mapping**

Link to FPP development: The activities and outputs from Phase 3 will have produced the Socio-economic and resource reconnaissance information required for the legal application. To reduce workshop and information collection fatigue within the community, provide the report template on page 115 of this Manual to the HCV assessment team and ensure they present the information collected back to you in this template.

This chapter provides guidance on how to conduct socio-economic survey and resource reconnaissance (SESRR) and **crucially provides a template for how to report on the collection of the data** (see copy of template in Annex 4).

- **Chapter 8: How to conduct boundary demarcation through participatory mapping and use of consultative meetings**

Link to FPP development: The participatory mapping exercise will have been completed during Phase 3. This information and step forms the starting point for conducting the legal process of boundary

demarcation including the flagging and placing of cornerstones which is carried out in conjunction with the FDA.

This chapter provides guidance on the relevant legislative regulations that apply to the **process and output required for boundary demarcation** (page 127). The Community Rights Law governs the legal process for full boundary demarcation for the Community Forest application. It contains specific regulations regarding the process for informing the public and surrounding communities about the demarcation and the related timing for the boundary demarcation process. A summary of the timing and this process can also be found in Appendix CFMA Process.

You will need to carefully follow this process and support the community through boundary demarcation in order to ensure all legal and FPIC process are followed. This chapter will guide you through that. **Please note that this process is different to the preliminary boundary demarcation process that has taken place in Phase 2. This is the legal process of demarcation as specified in Step 5 of that process and is led by FDA. The GPS points collected during this exercise are the ones that will be downloaded and stored by FDA.**

The outputs of these activities are included in the community forest application.

- **Chapter 9: Organising Forest Governance Entities**

Link to FPP development: More comprehensive guidance is being developed separately by IDH on the alignment of the governance structures legally required to manage a community forest and the management structure for the PPA. The required legal structure is summarised below. All elections must follow FPIC processes including documenting and evidencing the process to align with CCB Standards.

This chapter provides guidance on the required legal governance entities that need to be in place for the community forest management structure. These entities and their roles and suggested responsibilities have to be formed as laid out by law and documented using the suggested templates in order for the community forest application to be approved.

The governance structure required under the CRL includes:

- An elected Community Assembly (CA)
- An elected Executive Committee
- Other Committee which can be appointed
- A Community Forest Management Body (CFMB) which is elected by the CA

Summaries of the entities is provided (page 135). It also includes a suggested approach to establish these entities including **awareness raising, how to hold elections for the CA members** (page 136), **special considerations for illiterate audiences**, and what needs to happen at the first CA meeting to **establish the CFMB** (page 137).

More comprehensive guidance is being developed separately by IDH on the alignment of the governance structures legally required to manage a community forest and the management structure for the PPA.

Crucially this chapter includes the **Authorised Forest Community Constitution template with guide questions to trigger its development** (page 140) and the **Authorised Forest Community By-laws template** (page 151).

It is recommended that as facilitator of this process, you familiarise yourself with the templates and the information required in each. It is your responsibility to guide the communities through the process of producing these two documents. These two documents are two of the seven or more appendixes attached to the Community Forest Management Agreement that are required before its signing.

- **Chapter 10: Signing the Community Forest Management Agreement**

Link to FPP development: *The Community Forest Management Agreement will form the legal and governance framework under which the FPP will be managed. A Community Forest Management Plan (CFMP) still legally has to be developed. The CFMP could be one and the same document as the final FPP. IDH will advise on how these documents will be integrated.*

This chapter suggests a **process for the community to formally sign their Community Forest Management Agreement** (page 168) ensuring legal compliance. Crucially this chapter also provides a **template for the CFMA with guide questions for its production** (page 169). It also lists the documents as appendix to the CFMA which are required before it can be signed.

DRAFT

3.4. Electing a Community FPP Development Advisory Group

Objective: To have an agreed community advisory group with the necessary knowledge to help guide and develop the writing up of the FPP including development of the monitoring plan, and act as the community representation group to guide the legal process

Outputs: FPP development advisory group including a member of staff from the FDA; a completed activity report template (on page 94).

Time Required: 2 weeks

Materials: description of the tasks required for Phase 4 Activities 4.2 to 4.7, Chapter 5 from the Community Forestry Facilitator's Manual.

Participants: Community, FDA, Capacity Building Partner

CCB Concept Reference: n/a

At this stage you now need to guide the community through the process of establishing the advisory group or committee that will support them through the process of drafting their FPP and developing their legal forest application.

At this point, you can now follow the instructions to conduct community elections to appoint this advisory group, as featured in Chapter 5 of the Community Forestry Facilitator's Manual.

In addition to the selection criteria suggested on page 82 and the steps laid out in Chapter 5, you should also ensure the following:

- Any member of the community can be elected to this group regardless of levels of literacy. Forest users and those most dependant on the forest could be illiterate. Their knowledge of the forest will be valuable in the activities ahead. To exclude them from being able to set up their FPP would be disempowering and marginalising. Levels of literacy will vary within the group elected and additional support and time will likely be needed to guide those members of the group through the texts and the concepts. Literacy is not necessarily an indicator of how quickly these concepts will be understood nor will it determine the level of commitment to the process and input provided.
- The advisory group should consist of 4 men and 4 women and will include a member of the FDA as appointed by the FDA.
- An explanation of Activities 3.6 to 3.10 for developing the FPP are included in the agenda for the community meetings when explaining the roles, responsibilities and activities that they group will carry out on behalf of the community
- Speak to the FDA before the meeting and ask them to identify and suggest a member of staff to be part of the advisory group. The person appointed should ideally know the community and the forest area. Request that the appointed person from the FDA join the meeting with the community leaders.
- Explain that at times, it might be necessary to bring in other representatives in the community to meetings depending on the topics covered and who is elected. For example, it will be useful to have hunters present during the session on developing the monitoring plan

3.5. Presenting the governance framework for the FPP

Objective: The community understand the governance structure for the FPP and the process for developing it in line with the legally required structure of a Community Forest

Outputs: Approved draft governance structure for the FPP and clarity on the process of establishing the governance structures as evidenced in meeting notes from community consultation; a completed activity report template (on page 94).

Time Required: 2 hours plus on-going consultation within the community

Materials: Diagrams of the suggested Governance Framework displayed around the room, diagrams of the Community Forest legal framework and how it relates to the FFP framework.

Participants: Community, FDA, IDH, Capacity Building Partners

CCB Concept Reference: Contributes to G3: Stakeholder Engagement

The governance framework roles and responsibility needs to be expanded from the Community Forest legal framework to cover the requirements of the FPP and how this relates to the PPA governance structure. This framework needs to be explained too, and understood by the community.

Guidance on the process of developing the Community Forest framework as specified under Liberian law is laid out in Chapter 9 of the Community Forestry Facilitator's Guide, page 135. The community will go through the formal process of establishing the governance structure at when they reach Activity 4.7 and have completed the necessary prior steps, namely: filed an application with the FDA, paid the required fees, cooperated with the Authority in a socio-economic survey and resource reconnaissance, demarcated the boundaries of the proposed community forest, and resolved any disputes associated with the area of forest resources. Only then will the FDA give permission of the community to organise itself into an Authorised Forest Community.

More comprehensive guidance is being developed separately by IDH on the alignment of the governance structures legally required to manage a community forest and the management structure for the PPA.

Summarised below is the governance framework for the FPP and the PPA and the roles and responsibilities related to the FPP.

Advisory Board (AB): This is made up of the Palm Oil Company, IDH, the Funders, FDA or EPA, MoA, COP PPA Community Representatives, and CSO representative. They will meet twice a year. They will be responsible for ensuring the transparency, visibility and supervision of stakeholders. They will monitor and validate independent assessments including the annual forest protection and biodiversity assessment by the FPP and the remote sensing assessment. **This could potentially be merged with the legally required Community Assembly (CA).**

Executive Board (EB): This is made up of the Initiative Sponsor, the palm oil company, FDA and IDH for the first 4 years. They will meet monthly to review operational issues and protection monitoring data. Protection monitoring data will be submitted by the Community Forest Management Committee. **This could potentially be merged with the legally required Executive Committee (EC).**

Community Legal Entity: They will be the signatories of the Production Protection Agreement and oversee delivery of the agreement with the community and as the interface to the Palm Oil Company. They will legally control the bank account; oversee disbursement of the Annual Conditional Income and handle any matters that are related to the community as a whole. They will also be responsible for contracting employees and any other tripartite contracting obligations with the Palm Oil Company.

Production Protection Agreement Committee - *Legally registered as the Community Forest*

Management Board (CFMB): elected during the development of the Community Forest in line with the legal process required for the CFMB. They will receive the forest monitoring data from the patrol team and one of the Committee members will be responsible for submitting the data to the Executive Board. They will be responsible for reviewing the forest monitor data and dealing with any community level infringements and penalties.

Community patrol teams: Community patrol teams will be made up of community volunteers. They will conduct monthly patrols of the forest boundary and agreed transects. They record information found during patrols, record any infringements and submit their monthly patrol report to the PPA Committee. They will support the annual biodiversity and forest assessment patrol performed by an independent third party.

Steps

1. Arrange a community meeting following standard operating procedures as agreed by the community
2. Describe the governance structure for the FPP through the PPA Committee and the roles and responsibilities
3. Describe the governance structure for the legal Community Forest CFMB and the roles and responsibilities
4. Describe the legal process of elections for the CA, EC and CFMB that will take place once COP Stage 3 Activities 3.2.2 (capacity building to strengthen community governance) have taken place
5. Clarify how these two structures will be integrate and how the final governance documents and management plan will also be integrated after submission to the FDA
6. Capture feedback to the structure and ensure all questions are answered, including reporting back after the meeting as required

3.6. Developing the environmental and biodiversity monitoring plan

Objective: To produce monitoring plan as the bases for developing performance based payments and penalties

Outputs: A monitoring plan for inclusion in the FPP that is cost-effective, practical and adapted to the local context and conditions and ready for developing the payments and penalties (see template on page 115); a completed activity report template (on page 94).

Time Required: 3 hours maximum

Materials: Draft monitoring plan, Flip charts

Participants: FFP development advisory group, any other community members identified and recommended by the advisory group according to the topics being addressed. Around 15 participants including FDA, full FPP partner team

Decision Point Activity: 3.1.2

CCB Reference: Contributes to B4.1, B4.2, B.4.3, GL 3.3, GL 3.4

Developing Monitoring Systems and Performance Indicators:

A key component of the FPP will be the field based monitoring plan. This activity describes how to design the field monitoring and performance based indicators.

It is recommended that in the early years the emphasis should be more on input and activity based measures of performance whilst community capacity for forest protection is still under development, with a transition towards more outcome based indicators subsequently. For example, early activity based indicators could be committees established and functioning, patrol teams established and carrying out regular patrols, etc. with a transition to outcome indicators like improvement in incidences of land clearance recorded, reduced threat to biodiversity through number of snares and traps recovered cross referenced with encounter rates with selected species.

Monitoring plans and performance targets should always be tailored to the realities of the specific field context and capacities on the ground. They should be developed with the full participation of the local communities in order to be fit for purpose, and as part of the FPIC process, and informed by the findings of baseline studies. Participatory development is also critical for cultivating community ownership and understanding of the targets that will be pre-requisites for success in meeting the targets.

You should consider the scope of the monitoring activities to decide if they will be conducted within the Forest Protection zone as well as any identified leakage zone to minimise the risk of leakage¹⁶ but only if carbon is being monitored, and to ensure forest protection goals are achieved.

¹⁶ Leakage is usually framed in the context of avoided emissions as GHG emissions that occur outside the project area, but are still indirectly attributable to the project. In the context of the community oil palm activities, leakage would be considered as deforestation or other activities causing biodiversity loss that occur outside of the protected forest area community oil palm agreement, which result from loss of access or use of the forest by the local or surrounding communities

What you need to know before developing the monitoring plan:

Indicators are developed to monitor the major environmental and biodiversity threats identified in Phase 3 as required under the CCB standards. Monitoring is an important component and requirement under the CCB as demonstrated by the relevant CCB references listed throughout this toolkit.

The [Social and Biodiversity Impact Assessment Manuals for REDD+ Projects](#) should be reviewed before developing the monitoring plan to ensure the FPP partner has a clear understanding of these requirements.

It stipulates that any trigger species (as identified in the HCV assessment) need to be monitored and that over time the project must demonstrate the effectiveness of the measures needed and taken to maintain or enhance the population status of any trigger species. Monitoring for presences of these species therefore needs to be included in the annual monitoring conducted by the FPP partner and the FDA, and where feasible (i.e. if simple measures exist for monitoring presence of the species) could be monitored as part of the regular Community patrols. Threats to the species should be monitored in both the annual and regular monitoring.

Developing Indicators:

Indicators should be carefully selected with the local communities, ensuring that impacts relevant to the project can be measured effectively, but avoiding redundant or overly complex measures that could unnecessarily increase the monitoring burden. As the professional biologist assisting with the development of the plan, it is your role to keep the plan feasible and accurate, and to ensure, that if correctly carried out, it will produce good quality data for evaluation.

The community will have mapped their main environmental and biodiversity threats to the forest in Phase 3 during the exercise: mapping your biodiversity threats. Endemic and endangered species will have been identified in the HCV report. You can now use these main threats and the list of species to develop your indicators. Some indicators will be very straight forward and are standard indicators for recording forest threats. Others will need to be tailored to the local context and the capacity of the community to monitor them.

Participatory development of indicators:

Steps:

1. **PRIOR TO THE WORKSHOP:** The facilitator develops a draft monitoring plan drawing on the HCV assessment, visioning exercise, participatory biodiversity assessment and threats identified in Phase 2 & 3 using the examples provided in the Forest Description Form as a guide. The annex Environmental and Biodiversity Monitoring Plan template provides a template for this activity)
2. The facilitator talks through the definitions of monitoring and indicators, the purpose of the monitoring plan and its role in monitoring and delivery of performance payments
3. The facilitator and the participants agree what needs to be monitored to achieve the project outcomes. Ex. forest cover or quality, presence or frequency of certain animals etc.
4. The facilitator explains the difference between the first three years of activity indicators and the subsequent years of outcome indicators. The first three years should include

outcome indicators to build capacity within the community to deliver them but payment will not be made against them.

5. Make it clear that the outcome indicators will be reviewed at the end of 3 year and adjusted according to community capacity at that time
6. The facilitator walks the participants through one full example of developing an activity indicator and an outcome indicator from the draft plan. This should include frequency of monitoring, means of monitoring, who will monitor, reporting etc.
7. The participants break up into groups of 3 and select an indicator by topic of interest and work through producing a full worked example for that indicator
8. The groups feedback their worked indicators for discussion
9. Once it is clear that all participants understand the process and practicalities required to monitor indicators, the facilitator takes the full group through the process of developing the indicators for the plan one at a time until complete. Final indicators should be selected by the participants for their "ease of use" and "accuracy".
10. Draft monitoring plan is produced ready for community consultation once the performance payments and any associated penalties have also be developed (Activity 3.7)

Examples of indicators:

For example if you need to address illegal bush meat consumption, you would develop a different theory of change and indicators to address poaching. e.g. awareness raising around consumption of protected/targeted species vs law enforcement against poachers for target species.

Some examples of indicators include:

- **Early indicators for activities as oppose to impact:** patrol distance covered on a monthly basis, number of patrol team members present on patrol, number of person days on patrol, patrol reports correctly developed on time,
- **Incidence of events:** Number of infringements and/or confiscations made by patrols teams, number related to illegal activities and persons detected during patrols such as numbers of spent cartridges, snares, hunting trails/ camps recorded, number and site of logging events
- **Encounter rates** of selected HCV species recorded through frequency of sightings signs of selected species
- **Forest cover change** recorded by number of hectares of cleared / burnt forest and incidences / number of trees felled by human activity, forest condition (e.g. degraded, primary) through ecological indicators such as canopy cover and height

Community members and specifically the hunters will already have knowledge of signs of presences of HCV species that could be considered for community patrol monitoring in Liberia.

Species in Liberia that could be considered for monitoring include:

- West African Chimpanzees - indication of presence include nests, vocalization, and cracking site.
- African Forest Elephant – indication of presence include tracks, dung, and trails.
- Pygmy hippopotamus – indication of presence include tracks and dung.
- Duikers (various species) – indication of presence include tracks and droppings.
- Great Blue turaco – indication of presence include sighting and vocalization – mostly calls.
- Hornbills (various species) – indication of presence include sighting and vocalization – mostly calls.

Hunting of any protected species under Liberian law not only needs to be monitored but also needs to be reported to the FDA as this is an illegal offensive.

The community might have agreed either an outright ban of hunting in certain areas of the forest and / or to restrict hunting times and species which could coincide with the breeding times for those species. Hunting includes catching live animals for sale. However monitoring hunting is particularly difficult and it will take time to build the trust within the community and the patrol teams to self- monitor this. The use of quota is also advised against as they are very difficult to police. This has to be decided by the community as they have to feel the incentive and benefit is enough to give up hunting in the forest.

Frequency, method and reporting of monitoring:

Once draft indicators have been selected by the participants, discussions should be had with the local communities over the frequency and reporting of monitoring for these indicators. This can be addressed during the workshop developing the indicators, once these have been finalised.

It is recommended that the community forest patrols monitor the forest at least monthly.

The monitoring carried out by community forest patrols should mark:

1. The location (or perimeter) of infringement such cleared forest and trees, snares confiscated using handheld GPS.
2. Maintain records and appropriate legal documentation of any law enforcement and /or infringement activities and submit them to the relevant local authorities.

The patrol teams should collate, summarise, and report the monitoring data to the PPA Committee on an agreed basis such as every month after a patrol or every quarter. The head of the PPA Committee will share the result with the Project Board at agreed intervals as specified by the Project Board.

Annual monitoring: Once a year a FPP will conduct a forest protection, climate and biodiversity assessment in line with the CCB standards. The FDA could also be part of the annual monitoring team but as FDA is a member of the Advisory Board and the Executive Board it is not recommended that they are solely responsible for annual monitoring.

Satellite imagery based monitoring and interpretation will also be conducted on an annual basis to compliment the field level review.

Table 3: An example of a monitoring plan is provided below including the first three years of activity indicators

Years 1 to 3 – activity indicators						
Monitoring type	Indicator	Methods	Indicator unit	Frequency	Intensity	Responsibilities
Governance	PPA Committee functioning	Minutes from committee meetings	Disputes dealt with	Monthly		PPA Committee Chairperson
Training	Governance and accountancy training delivered to FFP committee	Attendance / Registration records from training courses	Number of committee members attending			Town Chiefs
Governance	PPA Committee participating	Meeting minutes listing participants	Number of committee members attending	Monthly		PPA Committee Secretary
Training	Training delivered to establish Patrols	Attendance / Registration records from training courses	number of patrol team volunteers complete training			FFP Committee Chairperson
Monitoring	Community rangers covering full area	Track reading from GPS units	Distanced covered	Monthly	X km covered by each patrol team member	Patrol Team leader
Monitoring	Participation of Patrol Team members	Attendance / Registration records from monthly patrols	number of patrol team members present on patrol	Monthly	No. of team members listed	Patrol Team leader
Monitoring	Forest reporting is functioning and correct	SMART patrol reports	patrol reports correctly developed on time	Monthly		Patrol team leader
Forest	Forest cover change (ground truth - disturbances)	SMART patrols	Number of hectares of cleared/burnt forest and incidences/number of felled trees	Monthly	10km long patrol route, usually lasting at least 3 days every month	Community Forest Monitoring Team

Forest	Forest cover change	Landsat 8 satellite image analysis	Number of hectares of forest/deforestation by forest strata/classes	Annual	Protection zone	Independent remote sensing expert
Forest	Forest cover change (ground truth – forest cover / condition)	Permanent sample plot (PSP) conditions as documented by fix-point photography	Non-quantitative assessment of forest cover condition and extent of (to calibrate remote sensing)	Annual	20% of PSPs	Community Forest Monitoring Team and Project Coordinator
Forest	Leakage mitigation activities/local livelihood improvement	Data is recorded periodically	Number of community members involved in livelihood and rehabilitation activities	Every 5 years	Village-wide	Project Coordinator
Biodiversity	Presence of key indicator species	Camera traps	Number of recorded individuals	Annual	Protection zone	Project Coordinator
Biodiversity	Reduced threats (encroachment, poaching, illegal, logging, human wildlife conflict, fire)	SMART patrols	Number of recoded incidence	Monthly	10km long patrol route, usually lasting at least 3 days every month	Community Forest Monitoring Team
Biodiversity	Encounter rates of selected high conservation value species (HCV)	SMART patrols	Frequency of sightings per HCV species	Monthly	10km long patrol route, usually lasting at least 3 days every month	Community Forest Monitoring Team
Water	Water availability	Check how many times the water pump breaks because of lack of water	Number of times the micro-hydro station stops working because of limited water supply	Annual	Micro-hydro station	CFI

Community Consultation and Review:

According to CCB guidelines, it is required that all project stakeholders have the opportunity to understand, input and review the environmental and biodiversity monitoring plan. Thus the draft monitoring indicators and plan developed with a subset of the community will have to be presented to the wider community for comments and approval.

The process of community consultation and review of the monitoring plan could happen after the PES Agreement has been developed so that the two documents can be reviewed simultaneously. This is suggested to reduce the number of community meetings and burden of time placed on the community. However, discuss this with the FPP Development Advisory Group and with the Town Chief to see what they prefer. It might be that they want the documents to have separate review processes to avoid confusion or think reviewing them simultaneously would be beneficial.

The review and consultation process should follow FPIC and your SOP guidance (on page 11). Guidance on the process is also provided as part of activity 3.7.

3.7. Defining and agreeing the Payment for Ecosystem Services Agreement

Objective: The community have drafted and agreed in principle to their own Payment for Ecosystem Services (PES) Agreement

Outputs: Drafted PES agreement (see PES Agreement Template on page 116)

Time Required: 3 to 4 weeks (depending on the amount of time requested by the community for review to ensure clear understanding, discussion and agreement); completed activity report template (on page 94).

Participants: full FPP partner team, FPP Development Advisory Group, FDA

CCB Concept Reference: Contributes to B4. Biodiversity Impact Monitoring

As with all aspects of FPP development, a clear FPIC process is essential to ensure thorough participation, understanding and agreement with all aspects of the PES agreement. A PES agreement is an agreement between the entity making the payment for services generated, in this instance the PPA Advisory Board for the service of forest protection, and the group undertaking the activities to deliver that protection, in the case the FPP community.

Generally payment for performance is not an 'all or nothing' arrangement. This is in the interests of acknowledging partial performance, which can be understandably vital to maintaining community willingness to participate - particularly in a scenario where full performance has only just been missed.

A traffic light system is often used, which defines thresholds for different levels of payment, depending on different levels of performance. Where the target is achieved in full, or exceeded, payment is 100%. When performance falls to within an agreed middle range, payment goes down, for example to 50%. If performance falls below an agreement minimum threshold, the targets are considered not met and payment falls to zero.

Example target indicators for PES payment thresholds are shown below for a community forest of 3600 ha with a forest protection zone of 2500 ha:

Payment indicator	Full payment (100%)	Partial payment (50%)	No Payment (0%)
Forest encroachment (ha)	Less than or equal to 9.5 ha	More than 9.5 ha but less than 19 ha	Equal to or more than 19 ha
Felled trees	Less than or equal to 30 trees with a diameter of less than or equal to 15 cm	More than 30 but less than 90 trees with a diameter of less than or equal to 15 cm	More than 90 trees

Degradation could also be measured by the number of trees felled. Again for example: 30 of trees with diameter > 15 cm and >10 m high is equal to 1 hectare of forest clearing.

Please note, for Liberia the FDA will need to be present to advise on what they recommend would classify as unsustainable forest degradation and encroachment. They will be central to advising during discussions with the community on what would be acceptable within each of the payment thresholds.

These figures should exclude timber extraction for personal community use. Timber extraction can be agreed on a case by case base through requests' to the PPA Committee stating the estimated number of trees needed for the given project such as a new home or repairs to the school. The PPA Committee would need to be convinced that the timber could not be taken from the surrounding area outside of the protect forest from an area of less biodiversity significance or ecosystem service value. If the community use charcoal and think that charcoal could become a potential issue in the area, they should be encourage to establish tree nurseries to help meet that need. Wood fuel is normally taken from fields in Liberia. This information is stated in the FPP template.

If the community wish to develop additional performance criteria linked to payment they would need to be designed and defined by the community around indicators that they select for payment. However, this will increase the complexity of demonstrating targets have been meet and the burden of monitoring and data analysis. It is not recommended to encourage the community down this route, unless they have exceptional reasons for doing so.

Participatory development of draft PES criteria and agreement:

Steps:

1. PRIOR to the workshop: meet with the FDA to explain the process to them and request they prepare for the meeting by researching what is acceptable and advisable within Liberia for the specific forest biome
2. The facilitator refreshes the participants' memories of the draft monitoring plan developed and the information gathered in Phase 3
3. The facilitator talks through the purpose of the performance payment criteria and associated penalty of non-payment.
4. The facilitator talks through the draft PES agreement and explains that this is the agreement that will govern the PES payment and will not be finalised and signed until after the Decision Checkpoint No. 5 is completed and the loan is signed.

5. The facilitator clarifies that the distribution of the funds and to which groups is an activity that will happen once the community have given full agreement to the PAA and after Decision Checkpoint No.5 is completed and the loan is signed.
6. The facilitator explains that for the first three years, payment will be against selected governance and activity indicators whilst capacity is built within the community to deliver against outcome indicators. However, the outcome indicators still need to be defined and data collected on these over this time to ensure they are functioning as indicators for the community and the capacity is there to deliver against them.
7. The facilitator walks the participants through one full example of a performance payment criteria and the associated penalty
8. The participants break up into groups of 3 and select an indicator by topic of interest and work through producing a fully worked example for that indicator
9. The groups feedback their worked criteria and suggested ratios for non-payment and any associated penalty for discussion
10. Once it is clear that all participants understand the process and practicalities of achieving the criteria and fair appropriate penalties, the facilitator takes the full group through the process of developing the criteria and penalties for their selected range of forest and biodiversity indicators one at a time until complete. They may however choose to keep it simple and just select a range of deforestation criteria to define payment against.
- 11. Note – it is not appropriate or recommended that payment criteria and penalties are established for any of the social or livelihood indicators that might have been developed or against any of the basic ecosystem service criteria. Hunting is also a particularly difficult indicator to monitor and police and is best avoid for associating performance payments around.**
12. The facilitator and FPP partner take this information and draft the PES Agreement
13. The draft monitoring plan and draft PES agreement are now ready to be presented to the community for a full and thorough consultation process

Community consultation and review:

The monitoring plan and payment criteria now need to go through a process of public consultation and transparent review in line with FPIC principles. All project stakeholders must be made aware of the documents and be given a reasonable timeframe for review. As this activity requires presentation of information, discussion, clarifications and reaching consensus amongst the community, it will likely take a period of weeks to complete.

The process of review should be agreed with the community at a community meeting. Information sharing and discussion needs to be little and often as opposed to attempting to fit too much into one particular meeting. The expectation is that a series of short meetings (c. 2 hours) will be held on convenient days for the majority of people from the community. You will also need to hold additional meetings for illiterate members of the community to be taken through the documents in full and their feedback captured. Dependant on site context and logistical constraints each meeting would either include the whole community or as appropriate be conducted on a town-by-town basis.

Between meetings the FPP partner staff should be available within the community to record and answer any queries raised by community members. The same group that developed the indicators and suggested the penalties can then incorporate the feedback and present a final draft version of both documents to the community at a community meeting for discussion and approval.

3.8. Establishing Community Patrol Team

Objective: To support the communities to identify community patrol team members with an agreed understanding of what is required

Outputs: List of members to make up the community patrol team to form an Annex to the FPP; a completed activity report template (on page 94).

Time Required: 1 week including consultation time – Note: this does not include training time which will be required within the first six months of signing the loan.

Participants: Community members, FDA rangers

CCB Concept Reference: Contributes to B4. Biodiversity Impact Monitoring

What is it useful for?

Even though the steps you are about to go through with the community will not lead to a team of trained rangers ready to deliver community patrols, it is an important step and meeting to have with the communities to gauge the level of interest and potential commitment within the community to conduct community lead and managed patrols. The dedication and accuracy of this team of people within the community is central to the success of forest protection and delivery of the PES Agreement.

People can volunteer to be trained up as community rangers. The FPP partner should aim to recruit 36 people as patrol team members. This will make up 6 teams of 6. It will ensure the community has a different patrol teams going out each month and people would not then be expected to patrol more than twice a year. It should also allow for other members to cover if someone is sick or unable to make a patrol. Try to ensure women are given equal opportunities to become rangers. Where culturally appropriate, they can develop all female patrol teams or sub-teams of 3.

For a 2 – 3,000 ha site, the patrol teams should be expecting to conduct 4 day / 3 night perimeter and transect patrols.

Steps:

1. PRIOR to the meeting: Agree with the Town Chief and Women's Chief who can collect names for those interested in becoming rangers
2. Arrange a community wide meeting
3. With the FDA rangers, explain the roles and responsibilities of the community patrol teams, the number of people involved and the physical and mental requirements
4. Explain that the rangers will be compensated for their work but the exact form of payment will be determined after the loan has been signed post Decision Checkpoint No.5
5. Run through the options it could cover but explain that this is not the purpose of today's meeting to discuss how the rangers will be compensated
6. Explain that female are also very welcome to become rangers can be supported and arranged if there are females that want to become rangers. There are female rangers in other countries and they make good rangers as they are very observant and good at negotiating. In one patrol there could be a sub-group of women. For example in a patrol of 6, it could break off into three women and three men.

7. Ask participants to register their interest with the previously nominated individual in becoming rangers to make up the community patrol team
8. Names will be collected from the community after one week
9. After one week, the FPP partner and the FDA will call a meeting with the volunteers to conduct basic screening, explain in more detail about how the patrols will work, demonstrate the SMART patrol tool, show them GPS units, discuss the types of information they will need to collect and hold a general discussion on patrols and monitoring
10. At the end of this meeting, all the volunteers' names will be recorded for inclusion in the Annex to the FPP and detailed screening and training will take place after Decision Checkpoint No.5. This is to ensure time is not wasted now in training, particularly given that there will be a considerable wait between now and when the first patrol would take place and participants are likely to forget the training given. Also funds will not have been realised to provide training now.

Screening criteria:

- The community should screen for basic health and literacy.
- Rangers should feel comfortable sleeping in the forest
- Rangers should feel comfortable working as part of a small team
- Rangers should be available to be part of a patrol at least twice a year
- Rangers should be available to stay away from home for three nights at a time

Payment:

Community patrol teams should be paid a daily rate. The rate should be provided by FDA based on their recommendation for what is locally appropriate for such responsibilities. Food and equipment costs will be additional to the daily rate. Payment systems may include the following:

- a) Direct payments to patrol staff from the PPA Committee on a per day or per month basis. Oversight by FDA is then also required to ensure patrol work is being done and avoid collusion for non-performance. Payments may also alter power dynamics within the village and the PPA Committee should monitor this.
- b) In-kind payments to household of patrol staff. Medicine and food may be more appropriate and more tangibly valued by local community members than in-coin payments. In-kind payments also help ensure that benefits reach more community members rather than money being held by individuals (e.g. mainly males who are involved in patrols).
- c) Payment to a communal fund. The community will have a community accountant who manages community funds. Paying into a communal fund which is used to support purchase of equipment and recompense patrollers may be a more efficient form of oversight than being done by FDA if direct payments are made.

The payment schedule and how the payments will be received will be determined after Decision Checkpoint No.5 once the loan has been signed, committees elected and agreements finalised.

Training and capacity building:

Training would not happen until the FPP has been completed and the PPA is signed at Decision Checkpoint no5. Ideally it should happen within the first six months of activities following signing of the PPA. However at the point of setting up a community patrol team, you will need to discuss with them the need for training to reassure them they will be provided with the support and skills necessary to deliver the monitoring plan. It will take time for the patrol teams to build their confidence and decided if being a ranger is suited to them.

During the selection process you can demonstrate the system they will be trained to use, SMART patrol. SMART patrol is the best tool and database that the Patrol Team could use. You can download the tool here: <http://smartconservationtools.org/>

This tool provides additional guidance on developing indicators, a database to record the information and will generate the reports that the patrol teams will produce for the PPA Committee. It will ensure consistency of data and reporting. It is one of the best monitoring system used for biodiversity monitoring.

It also provides ideas for capacity building and training: http://smartconservationtools.org/wp-content/uploads/2016/01/Getting-Started_SMART-Brochure_FINAL_180915.pdf

This will help with establishing evidence of poaching and threats to present to the authorities in the case of criminal activity.

The PPA Committee should request ongoing training and capacity building from the Production Protection fund to ensure that the Patrol Team have the skills and confidence to use the GPS handheld monitors, collate the data and conduct the patrols.

The PPA committee should request that the FPP partner conduct a training needs assessment with the patrol team and from this develop a training plan which should include refresher training for the first three years minimum to ensure there is capacity within the community to train up new patrol members if people leave. These costs are included as an example in the Annex FPP Budget.

N.B. Templates for Patrol Authorisation and Patrol Monitoring are on page 124 and on page 125 respectively.

3.9. Establishing the legal framework for the community forest

Objective: To facilitate and support the communities through the legal process of establishing and formally registering the forest as Community Forest

Outputs: Legal status as Community forest is confirmed with the approved associated documentation; a completed activity report template (on page 94).

Time Required: Suggested time frame: 6 to 9 months (allowing for legal processes to complete)

Materials: [Community Forestry Facilitator's Manual, PROSPER, USAID, March 2017.](#)
(http://pdf.usaid.gov/pdf_docs/PA00MFP7.pdf)

CCB Concept Reference: Contributes to G5 – Legal Status and Property Rights

At this stage you will now pick up and deliver the activities from Chapter 6 in the Community Forestry Facilitator's Guide, page 135 right through to the point of confirmation of the legal application of the forest.

A summary of the steps you will guide the community through to the point of community implementing their forest protection plan is provided below. For Activity 4.6 you will take the community through up to Step 6 listed below.

Step 1: A community submits application to the FDA including paying the fee of \$250 that the community need to raise themselves

Step 2: FDA gives a 30-day notice to the community and adjacent communities that a socio-economic and resource reconnaissance survey is to take place. This has already been completed under Phase 3. FDA need to approve the information collected.

Step 3: FDA surveys and demarcates the community forest land area. Foundations laid for this activity in Phase 3.

Step 4: FDA posts the results of the survey and the demarcation for 30 days.

Step 5: FDA assists the community to resolve any conflicts. Once conflicts are resolved the community is authorized to organize their governing bodies and formally electing their CFMB which is also the PPA Committee. IDH will advise on the final integration of these structures.

Step 6: The CFMB / PPC Committee then prepares, negotiates, submits and signs a CFMA

Once confirmed, at this point the community will have legal Community Forest status and can proceed with finalising their FPP.

Activity 3.10 can now start which is Step 7 in the legal process.

Step 7: Prepare a five-year Community Forest Management Plan. FDA will confirm if the Forest Protection Plan will act as the Community Forest Management Plan as in effect they do the same thing. The information for the FPP will have been generated through the activities as laid out in this toolkit. The FPP Development Advisory Group will still be in place to help finalise the document.

After Decision Checkpoint No.5 is reached, the community will then implement that plan. Step 8: CFMB implements FMP

Two areas that you will need to be particular aware of during the development of the legal application documents are:

Sustainable Forest Uses Permitted:

As previously stated, under Liberian law, Community Forest cannot be used for commercial purposes. Under this law, commercial use is defined as: *Any use of Forest Products or Forest Land, other than direct use for personal purposes or infrastructure development. Commercial Use includes uses involving Trade or any other disposition of Forest Products or Forest Land for direct or indirect financial benefits.* (NFRL, Section 1.3)

Sustainable forest uses permitted would therefore cover anything that is not considered commercial. Examples of what could be included in the plan as permitted are:

- Harvest of Non-timber forest products
- Low levels of timber extraction
- Forest materials used for traditional building and maintenance

Defining user arrangement:

As laid out in the CMFA and under Liberian law all community members will have access to the forest and its resources. The User Rights Agreement would be presented to and discussed with the wider community, following a FPIC process. They are developed during the Community Forest Management Agreement process and included within that document. The Community Forest Management Agreement will become an annex of the FPP and the FPP will be the Community Forest Management Plan.

Table 4 lists the documents which are legally required as appendix to the CFMA before it can be signed. It shows how the phases in this toolkit relate back to the development of these documents.

Table 4: Legal Appendices to CFMA Process

CFMA document	FFP document guided in toolkit
Summary of socio-economic survey and resource reconnaissance	Outputs in Phase 3 including the HCV Assessment
Map showing the area of forest resources which the community will have access to, manage and use, together with specific coordinates	Participatory Map produced in Phase 3. Additional steps required under CFMA production.
A list of the officers of the Executive Committee of the Community Assembly	Link to FPP and PPA governance structure to be confirmed
A list of the members of the Community Forest Management Body	Link to FPP and PPA governance structure to be confirmed. Suggestion that the CFMB is the official management body for the PPA.
The Constitution and bylaws of the Authorised Forest Community	Can be incorporated into the FPP. Additional steps required under the CFMA production.
Other relevant document as may be determined by the Authority	n/a but all materials generated through the production of the FPP can be provided as supporting evidence.

3.10. Compiling the Forest Protection Plan

Objective: To pull all the information generated so far together to produce the FPP

Outputs: FPP ready for inclusion into the Production Protection Agreement (see template on page 126); a completed activity report template (on page 94).

Time Required: 2 to 3 weeks

Participants: Full FPP partner team, the FPP Development Advisory Group, the Community Forest Management Body / PPA Committee, FDA, the community

CCB Concept Reference: G3, G5, B1 and B4

The information that has been generated so far can now be compiled to form the community's Forest Protection Plan. A template of the plan is provided as an annex.

The Community Forest Management Plan can be reviewed every 5 years and is valid for 15 years. FDA approves the plan. Updating the plan between 5 year reviews is possible and FDA will provide details on this process. Updating the plan is easier if commercial harvesting of timber and NTFPs is excluded.

Taking part in the PPA process will have taken the community through extensive and intensive meetings and workshops. The plan should be kept relatively simple and actions kept brief and it should be reviewed on a regular basis. Manage community expectations and do not expect all elements of the Plan to be perfect in year one. It will act as a marker for the community on where they need additional technical and financial support to develop their governance of their resources.

The first years of implementing the plan will be the community testing out forest monitoring and management and this will improve their understanding of the associated responsibilities and implications. They need to be provided with the time and the space to test the effectiveness and impact of the plan. Skills and knowledge will be built through practical experience and this will enable the development of more effective management actions.

Reviewing the results of monitoring and management needs to be supported as a reflective learning process for the community. This in itself is a difficult and socially challenging process as management will have resulted in potentially unexpected winners and losers. The plan should be updated to address this as it arises.

It needs to be made clear to the community that the FPP / CMFP submitted as part of the PPA is a live document that can and should be updated as more information and understanding is generated and the community develop greater clarity on the best way to manage resources for them.

Funds will be required to support the community through that reflective learning processing and to update their plan as they become more proficient in equitable resource management.

Steps:

1. The FPP partner team gather all the information together collected so far and produce a first draft of the plan
2. Hold a meeting with the FDA and the FPP Development Advisory Group to present and discuss the draft
3. Incorporate their feedback into the draft
4. Hold a further meeting with the FDA and the PPA Committee / CFMB to present this version of the plan, discuss, clarify and incorporate any requested changes

5. Follow standard operating procedures to take this draft through full community consultation and ultimate approval
6. Finalise the document following community consultation ready for submission as part of the PPA

DRAFT

3.11 Phase III Summary

At the end of Phase III you will have produced the following outputs and completed the following steps:

Steps completed:

- High Conservation Value Assessment
- Resource Access and Control
- Community-led Protected Forest Allocation Process
- Elections held for the FPP Development Advisory Group
- Participatory development of the Monitoring Plan and selection of indicators and reviewed and approved by the community
- PES Agreement drafted, understood and approved by the community
- Community Patrolling understood by the community and volunteers recruited ready for training
- Legal process followed to produce an authorised Community Forest with boundaries approved by FDA and the authorities ready for signing the loan
- Community review and approval of the FPP

Outputs:

- Activity reports will have been produced for all of the above steps
- A completed community resource map used as the starting point for identifying community boundaries.
- A georeferenced scale map (at 1:50,000), produced using GPS and a GIS, showing boundary points/lines of the focal community which is clearly understood by community members
- Participants with basic map interpretation competencies' who are able to relate aerial imagery and topographical maps to their own land.
- A set of scale maps that show tree crops, current and past farming activities on scale community maps. A coarse estimate of community land requirements based on population projections.
- A vision of the future in 20 years' time with the most important ideas identified and agreed upon by the group (the vision could be a drawn or written description, depending on the preferences of the participants).
- A participatory map for fauna and forest resources, a completed forest description form and a relative abundance matrix of key indicator species.
- Completed NTFP freelisting template for each NTFP category
- A completed resource access and control table
- HCV Assessment report and management plan in a format where information can be easily incorporated into the FPP
- A list of endemic and endangered species present in the FPP which could be incorporated into the monitoring plan, and their local names
- A draft of the Socio-Economic Survey results template for the CFMA application
- Complete protected forest compatibility table and indicative map for location of protected forest
- Finalised Forest Protection Plan including:
 - the Monitoring Plan
 - Drafted PES Agreement
 - List of Community Patrol volunteers ready for training
- Legally Approved Community Forest Management Agreement including:
 - Summary of socio-economic survey and resource reconnaissance
 - Forest Resource Map with specific coordinates
 - A list of the officers of the Executive Committee of the Community Assembly
 - A list of the members of the Community Forest Management Body
 - The Constitution and bylaws of the Authorised Forest Community

ANNEX 1: GLOSSARY OF TERMS AND KEY CONCEPTS

- a. **Community Forest** as defined in the Community Rights Law 2009: Forested or partially forested land traditionally owned or used by a community for socio-cultural, economic and development purposes.
- b. **Community Forest Management Plan** as defined in the Community Rights Law Regulations 2009: A plan approved and authorized by the Authority, under which a community accesses, manages, uses and controls forest resources on a specified forest land.
- c. **Community Oil Palm – Production Protection Agreement (COP-PPA)**

A Community Oil Palm farm in the context of the Production Protection Agreement is a farm growing oil palm, which was created and is owned by the community. It involves the signature of a contract between the community and a palm oil concession holder for selling the farm fresh fruit and bunches. The community will take out a loan to pay for all the costs of the farm, including for the land to be cleared, to buy the palm seedlings and fertilizer, and to pay the people who will be working on the farm.

To qualify for a COP farm, a community has to be able to protect 5 hectares of forest for every 1 hectare of Community Oil Palm (COP) farm that they want to develop. The communities must have a minimum of 250 hectares of available land for the COP, a minimum of 1,250 hectares of suitable forest available and enough future farmland available to be eligible for the scheme.

- d. **Free, Prior & Informed Consent**

Free, prior and informed consent (FPIC) is the principle that a community has the right to give or withhold its consent to proposed projects that are likely to affect the lands and resources it customarily owns, occupies or otherwise uses.

'Free' means no coercion, intimidation, manipulation, threat and bribery;

'Prior' means sufficiently in advance of any authorization or commencement of activities and respecting the time requirements of their decision-making processes;

'Informed' means that information is provided that covers (at least) the following aspects a. the nature, size, pace, reversibility and scope of any proposed project or activity; b. the reason/s or purpose of the project and/or activity; c. the duration of the above; d. the locality of areas that will be affected; e. a preliminary assessment of the likely economic, social, cultural and environmental impact, including potential risks and fair and equitable benefit sharing in a context that respects the precautionary principle; f. personnel likely to be involved in the execution of the proposed project (including Indigenous Peoples, private sector staff, research institutions, government employees, and others); and g. procedures that the project may entail;

and **'consent'** means that there is the option of withholding consent and that the parties have reasonably understood it.

Collective rights holders must be able to participate through their own freely chosen representatives and customary or other institutions following a transparent process for obtaining their free, prior and informed consent that they have defined.

e. High Carbon Stock Approach

The HCS approach ¹⁷distinguishes natural forest from degraded lands with only small trees, scrub, or grass remaining. It separates vegetation into 6 different classes (stratification) through the combination of analysing satellite images and field plots. The Indonesian descriptions of these are: High Density Forest (HK3), Medium Density Forest (HK2), Low Density Forest (HK1), Old Scrub (BT) 3, Young Scrub (BM), and Cleared/Open Land (LT).

This approach was developed by Greenpeace and is now being considered for incorporation into the RSPO.

f. High Conservation Value Assessment

HCVs are biological, ecological, social or cultural values which are considered outstandingly significant or critically important, at the national, regional or global level

The HCV approach is the process in which HCVs are identified, managed and monitored. It is comprised of three steps: Identification, Management and Monitoring.

The identification of HCVs is done through an 'HCV assessment' which includes stakeholder consultations, analysis of existing information and the collection of additional information where necessary. HCV assessments should result in a clear report on the presence or absence of HCVs, their location, status and condition, and as far as possible should provide information on areas of habitat, key resources, and critical areas that support such values. The report will be used to develop management recommendations to ensure that HCVs are maintained and/or enhanced in the area of interest.

The approach should always be:

Knowledge-based, incorporating and using all relevant scientific data and local knowledge. Where significant gaps in existing information are identified, data should be collected, and the **precautionary approach**, commensurate with the degree of risk, should always be followed.

Participatory and inclusive, ensuring that relevant stakeholders are consulted and their views or the information they provide is incorporated into the process and that appropriate existing initiatives are engaged wherever possible.

Open and transparent including public reporting of outcomes.

HCV identification, management and monitoring are some of the most important steps towards achieving forestry or agricultural commodity certification.

HCV requirements are integrated in the principles and criteria of major sustainability certification schemes, as well as in the purchasing and investment policies and sustainability commitments of global banks, financial institutions, traders, retailers, processors and distributors of wood, paper and agricultural commodities.

Text adapted from the HCV Resources Network website: <https://www.hcvnetwork.org/>

¹⁷ Definition for HCS approach as taken from the Greenpeace briefing note 'Identifying High Carbon Stock Forest for Protection. <http://www.greenpeace.org/international/global/international/briefings/forests/2013/HCS-Briefing-2013.pdf>

g. High Conservation Value Assessment Management Plan

The HCV area must be appropriately managed in order to maintain or enhance the identified values. Identifying an HCV area and its management regime involves investigating existing and potential future threats to the values identified and establishing the location and the management requirements for the area with the aim of ensuring that the HCVs identified are maintained or enhanced.

HCV Management Areas

HCV Management Areas are areas in a site, MU or landscape for which appropriate management decisions must be taken and implemented in order to maintain or enhance an HCV. For purposes of mapping and planning, it is necessary to distinguish between the locations of HCVs, which may be quite small and sometimes confidential (e.g. breeding colonies of rare bats or sacred trees) and the management areas where appropriate decisions and actions are needed, sometimes over larger areas. Designing a management regime for HCVs should include investigation of existing and potential threats (e.g. threats from proposed management activities, such as logging operations or plantation establishment, or from external activities such as hunting, illegal logging or construction of a new road or dam) and establishment of management requirements. This can include delineating areas that need total protection and identifying areas that can be used for production provided that management is consistent with maintaining or enhancing HCVs (e.g. anti-poaching controls or fire management policies).

These issues will need to be discussed at length by the experts involved in the assessment. A discussion workshop may be an effective way to achieve this. Always document the outcomes of discussions, as these will be important to justify future decisions.

A monitoring regime should be established to ensure that management practices effectively maintain and/or enhance the HCVs over time. The monitoring regime needs to translate the strategic objectives of the management regime into operational objectives. Appropriate indicators for these operational objectives must be chosen to assess the status of the HCVs, and thresholds for action to ensure that the HCVs are maintained or enhanced. Indicators and thresholds for action are likely to be site and/or country-specific.

In addition to monitoring that each HCV is being maintained or enhanced, it is also advisable to monitor that the proposed management measures are actually being carried out as planned. This is often called 'operational' monitoring. For example, in HCV areas it is common to monitor that logging or farming operations are following required procedures. This helps to identify any obvious problems before they may actually be detected from by a longer-term (or 'strategic') monitoring programme.

Text adapted from the HCV Resources Network website: <https://www.hcvnetwork.org/>

h. Production-Protection-Agreement (PPA)

A Production-Protection-Agreement (PPA) is a contract signed by the community, the Government of Liberia, and the palm oil company. In this contract, all parties agree to protect and manage important forests, of High Conservation Value, in the community or nearby in return for a loan to develop a community oil palm farm. The GPS coordinates of the forest and the plans for looking after the forest are laid out in a Forest Protection Plan, which is part of the PPA.

i. Roundtable on Sustainable Palm Oil – Principles & Criteria

The Principles and Criteria and the Indicators and Guidance that accompanies them, is the framework for certification under the Roundtable on Sustainable Palm Oil. Indicators and Guidance are defined for each Criterion.

'Indicators are specific pieces of objective evidence that shall (must) be in place to demonstrate or verify that the Criterion is being met. Guidance consists of useful information to help the grower/miller and auditor understand what the Criterion and/or Indicators mean in practice, to indicate good practice, and practices that should be followed.'

To ensure that indicators and guidance align with the expectations of stakeholders and are compatible with the norms, laws and values of an individual country, RSPO asks that a National Interpretation (NI) of the international indicators and guidance is developed. Once approved by the RSPO, the NI must then be followed by all producers and auditors seeking certification within that country.

Each country is required to have its own National Interpretations (NI) under which clarifications and specifications can be made to indicators to ensure they are context specific. Certificate holders must be compliant with a countries NI.

To date, Liberia has submitted a Small Producing Country (SPC) National Interpretation, which is an interim measure until a full National Interpretation is produced. This was submitted to RSPO for adoption in October 2013. RSPO have yet to formally adopt this NI.

<http://www.rspo.org/key-documents>

Forest Protection Plan Site Checklist Template (Activity 1.1)

Have the community been seeking ways to conserve their forest independently from this process?

Does satellite imagery of the area show intact patches of forest in and around community lands at a ratio of 5:1 for proposed community palm oil plantation land?

Are there any documented land disputes registered with the Land Authorities or in the media?

Are community boundaries available from the Land Authority?

Has an HCV assessment been conducted, submitted to RSPO and approved for proposed community palm oil plantation land?

Are there any proposed management steps for identified HCVs in and around the community forest?

What are the government development plans and current level of implementation of activities for the region and over what time scale?

Are land titles held for any areas within the site?

Are any other development projects planned for the site?

Is demographic information available from LISGIS or other sources?

Are topographic maps available for the site?

Are any Social & Environmental Impact Assessments available for the site?

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Stakeholder Analysis Matrix Template (Activity 1.3)

Stakeholder group	Likely interest in Forest Protection Plan	Likely Influence over Forest Protection Plan
State		
.....	High/Medium/Low	High/Medium/Low
Non-State		
.....	High/Medium/Low	High/Medium/Low

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ANNEX 3: PHASE 2 ACTIVITY TEMPLATES

Activity Report Template (all field-based activities)

Toolkit Activity Reference:				
Enter the name and number of the activity as per the toolkit				
Activity Purpose:				
Report Author:				
Date of Report:		Date(s) of Activity:		
Location(s) of Activity and Physical Setting(s):				
Enter the location (e.g. town) that the activity took place and the physical setting (e.g. palava hut)				
Facilitation Team Members:				
Enter the names and organisations of the people who helped facilitate the activity				
Participants List:				
Name & Surname	Signature	Organisation	Location	Contact Details

Activity Outputs:				
Add any activity outputs to the end of this report e.g. maps, completed tables, photographs				
Activity Action Points:				
Enter any follow on activities that were agreed between the participants and facilitation team during the course of the meeting.				
Discussion Points:				
Enter details of any discussions held between participants and facilitators during the course of the activity				
Participant Questions & Issues Raised				
Enter any direct questions or issues raised by participants, these could include issues beyond the brief of the forest protection planning partner which will need to be flagged with the PPA proponent				
Responses to Questions & Issues				
Enter any answers or clarifications given by the facilitation team to the points given in the previous section				
Observation Notes:				
Enter your observations on how the activity was conducted. It is important that a record is not kept of just what was said but how it is said and the tone of the conversation of participants. Enter any additional information gathered during the activity that is relevant to the forest protection planning exercise as a whole. Enter any factors that affected the delivery of the activity e.g. dominant participants or funeral in the community.				

Stakeholder Interest and Affect Template (Activity 2.2)

Stakeholder	Interest	Can affect the FPP (positive and or negative)	Could be affected by the FPP (positive and or negative)
Poorer village widows	Collects forest resources (fruits, medicinal plants, firewood) for own use and sales – tobgee spice particularly important	+ need to maintain forest resources so can continue to use -potential unsustainable use	+benefit from greater management and protection of forest IF specifically targeted -will be most affected by increased enforcement

Stakeholder Interest and Influence Template (Activity 2.2)

High influence:	e.g. school teacher	e.g. local timber traders e.g. hunters
Low Influence		e.g. poor female farmers
	Low Interest	High Interest

Forest Description Form Template (Activity 2.10)

Site (county, area)	Village	Date	Recorder

1. Forest types

Make notes on the forest type as described by the focus group. The following criteria will help to reflect and classify the group's information:

Age (old, middle, young), **Tree size** (big, middle, small), **Tree density** (high, middle, low), **Degree of canopy closure** (open = big gaps, lack of bigger trees or bigger trees spaced more than one crown-diameter away of each other; middle = bigger trees spaced one or less than one crown-diameter away but crowns don't overlap; closed = crowns of bigger trees overlap), **Density of understory and climbers** (high, middle, low) **Dominant tree species** if known

No	Description	Area

2. Wildlife – note areas with high density

3. Forest use

Continued...

No	Description	Area	When?

4. Threats (e.g. fire, logging, mining etc.)

No	Description	Area	When?

Group Interview Recording Sheet (Activity 2.10)

		Date
Site (County, Area)	Village/Town	Interviewer

Species List:

Free-list of "What animals live in your forest?"

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No.	Reported at site (y/n)	English name	Local name(s)
1		Chimpanzee	
2		Black & White Colobus	
3		Olive Colobus	
4		Red Colobus	
5		Campbell's Monkey	
6		Diana Monkey	
7		Spot-nosed Monkey	
8		Sooty Mangabey	
9		Elephant	
10		Pygmy Hippopotamus	
11		Leopard	
12		Golden Cat	
13		Bongo	
14		Buffalo	
15		Bushbuck	
16		Jentink's Duiker	
17		Yellow-backed Duiker	
18		Zebra Duiker	
19		Maxwell's Duiker	
20		Black Duiker	
21		Bay Duiker	
22		Ogilby's Duiker	
23		Royal Antelope	
24		Water Chevrotain	
25		Red River Hog	
26		Giant Forest Hog	
27		Giant Pangolin	
28		Long-tailed Pangolin	
29		Tree Pangolin	
30		Black-casqued Hornbill	
31		Yellow-casqued Hornbill	
32		White-crested Hornbill	
33		Brown-cheeked Hornbill	
34		African Pied Hornbill	
35		Piping Hornbill	
36		White-breasted Guineafowl	
37		Dwarf Crocodile	
38		Slender-snouted Crocodile	
39		West African Manatee	
40		Nimba Otter Shrew	

Continued...

Key species information

No.	English name	Is the animal present in your forest?	When last time seen or recorded?	Type of record	Abundance (scarce, medium or plenty)	How far do you have to go to find it?	In what areas do you find it? (forest parts on map)	Trend (increasing, stable or decreasing)	Why? (explain trend)
1	Chimpanzee								
2	Black & White Colobus								
3	Olive Colobus								
4	Red Colobus								
5	Campbell's Monkey								
6	Diana Monkey								
7	Spot-nosed Monkey								
8	Sooty Mangabey								
9	Elephant								
10	Pygmy Hippopotamus								
11	Leopard								
12	Golden Cat								
13	Bongo								
14	Buffalo								
15	Bushbuck								
16	Jentink's Duiker								
17	Yellow-backed Duiker								
18	Zebra Duiker								
19	Maxwell's Duiker								
20	Black Duiker								

Continued...

21	Bay Duiker								
22	Ogilby's Duiker								
23	Royal Antelope								
24	Water Chevrotain								
25	Red River Hog								
26	Giant Forest Hog								
27	Giant Pangolin								
28	Long-tailed Pangolin								
29	Tree Pangolin								
30	Black-casqued Hornbill								
31	Yellow-casqued Hornbill								
32	White-crested Hornbill								
33	Brown-cheeked Hornbill								
34	African Pied Hornbill								
35	Piping Hornbill								
36	White-breasted Guineafowl								
37	Dwarf Crocodile								
38	Slender-snouted Crocodile								
39	West African Manatee								
40	Nimba Otter Shrew								


Species Ranking Exercise (Activity 2.10)

Primates	Black & White Colobus	Red Colobus	Olive Colobus	Campbell Monkey	Sooty Mangabey	Diana Monkey	Spot-nosed Monkey
Black & White Colobus							
Red Colobus							
Olive Colobus							
Campbell's Monkey							
Sooty Mangabey							
Diana Monkey							
Spot-nosed Monkey							
Sum							

Duikers	Jentink's Duiker	Bay Duiker	Ogilby's Duiker	Zebra Duiker	Maxwell's Duiker	Black Duiker	Yellow-backed Duiker	Bush-buck	Water Chevrotain	Royal Antelope
Jentink's D.										
Bay Duiker										
Ogilby's D.										
Zebra D.										
Maxwell's D										
Black D.										
Yellow-backed										
Bushbuck										
Water Chevrotain										
Royal Antelope										
Sum										

Hornbills	Black- & Yellow-casqued Hornbill	Brown- cheeked Hornbill	Piping Hornbill	African Pied Hornbill	White- crested Hornbill
Black-casqued & Yellow-casqued Hornbill					
Brown-cheeked Hornbill					
Piping Hornbill					
African Pied Hornbill					
White-crested Hornbill					
Sum					

NTFP Free-list Template (Activity 2.11)

		Date
Site (County, Area)	Village/Town	Interviewer
List Category:		
Enter free-listed NTFPs in this category		
		

Continued...

Key NTFP information

No.	English name	When last time seen or collected?	Abundance (scarce, medium or plenty)	How far do you have to go to find it?	In what areas do you find it? (forest parts on map)	Trend (increasing, stable or decreasing)	Why? (explain trend)	Ranked Importance Score (complete after step 4 of Activity)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								

ANNEX 4: PHASE 3 ACTIVITY TEMPLATES

Socio-Economic Survey and Resource Reconnaissance Template (Activity 3.1)

(PROSPER/USAID (2017) *Community Forestry Facilitator's Manual* http://pdf.usaid.gov/pdf_docs/PA00MFP7.pdf)

COMMUNITY PROFILE SUMMARY	
COMMUNITY INFORMATION Name of Community: Number and names of towns & villages: Location: Clan history: <i>(Sources: historical timeline, semi-structured interview)</i>	
RESOURCES (Attach maps or matrices as necessary) Forest types Primary forests Secondary forest Mangrove forest Sacred forests Stream buffer zones Rivers: Wildlife: NTFP: <i>(Sources: resource mapping, transect walks, interview)</i>	LIVELIHOODS (Attach matrices as necessary) Fishing: Farming: Animal husbandry: Tree crops: NTFP: Other enterprises: <i>(Sources: resource and social mapping)</i>
SOCIOECONOMIC DATA Population: Ethnic Group: Illiteracy rates: Religion: <i>(Sources: social mapping, Venn diagrams,</i>	GOVERNANCE Community organizations: Community administration: Other NGO: <i>(Sources: Venn diagram, conflict analysis, stakeholder analysis, interviews)</i>
INFRASTRUCTURE Schools: Wells: Pharmacy: Clinic: Town Hall: Transportation: Agriculture processing: <i>(Sources: social mapping, resource mapping,</i>	LTPR ISSUES

COMMUNITY ADMINISTRATIVE INFORMATION

1. Name of County:
2. Name of Superintendent:
3. Name of District:
4. Name of Commissioner:

Source of information: administrative records and verification with SESRR survey participants

5. Identify the villages that make up the “community” applying for Authorized Forest Community Status using either a narrative or table presentation.

Sources of information: community meetings; resource maps

6. Describe important historical facts about the community (e.g. How was the community founded? When did different social, economic, and ethnic groups settle in the community? How has the community changed over time, and what has caused those changes?).

Sources of information: historical timelines; key informant interviews

DEMOGRAPHIC INFORMATION

Identify the major and minor ethnic and religious groups in the community, as well as gender composition, age structure, and literacy of the community using either a narrative or table presentation.

	Name of town/	Major ethnic group	Major ethnic group	Major religions	Total Pop	No. of females		No. of males		No. of HH heads		Literacy rate %
						≤35	≥36	≤35	≥36	Female	Male	
1												

Source of information: key informant interviews

INFRASTRUCTURE

Sources of information: resource maps, transect walks, key informant interviews, village maps

1. Water resource

	Name of town/ village	Creek	Traditional well	Well with hand pump	VIP latrine	Open pit	Flush toilet
1							

2. Health Facilities – **Optional**

	Name of town/ village	Gov. hospital	Gov. health centre	Gov. health clinic	Private clinic/ hospital	Mobile clinic/ drug peddler	Traditional healer

1							
2							

3. Educational Facilities – **Optional**

	Name of town/village	Pre-school	Primary school	Secondary school	Vocational institution	College	Traditional school (bush)

4. Religious Facilities – **Optional**

	Name of town/village	Church building	Mosque building	Mosque	Traditional shrine in town	Traditional shrine in forest
1						

5. Transport Facilities – **Optional**

	Type of transportation	Who/which villages or towns use it?	How do they access it/How much does it cost?
1	Motorbike		
2	Taxicab		
3	Big bus		
4	Minibus		
5	Goods truck		

6. Household Energy Sources

	Source of household energy	Who uses it and for what purpose?	How do they access it? How much does it cost?
1	Firewood		
2	Charcoal		
3	Central power grid		
4	Electricity generator		
5	Petroleum products (gas, petrol, kerosene, oils, etc.)		

7. Market Facilities

	Type of market facilities	Who uses it?	How do they access it?
1	Central market days		
2	Stores		
3	Shops		
4	Kiosk/stalls		
5	Petty trading/box		

8. Agricultural Infrastructure

Continued...

	Type of agricultural extension facilities	Who uses it?	How do they access it?
1	Agric. extension office		
2	Forestry extension office		
3	Veterinary office		
4	Livestock slaughterhouse		
5	Produce storage facility		
6	Drying floors		
7	Private agro input dealer		
8	Processing facilities		

AGRICULTURAL PRODUCTION AND TREE CROPS

- List the main crops cultivated by the community and the top 5 priority crops produced by this community.

Source of information: ranking exercise; observation

- Describe the farming system(s) used in this community in narrative or table format.

Source of information: resource maps, transect walks, key informant interviews, seasonal calendars

System description	Name the components of the system	Where can you find the system?
Single vegetable crop		
Single annual crop		
Different crops mixed together on same land		
Single tree crop type (e.g., oil palm)		
Mixed tree crops on the same land		
Tree crops mixed with annual crops		
Timber trees mixed with tree crops		
Timber trees mixed with annual crops		

- Identify the major livestock in the community and how they are managed in narrative or table format.

Source of information: key informant interview; resource maps; transect walks; observation

Types of livestock	Who owns them? Households/individuals/ private	Why is this livestock preferred?	Are they in 10s, 100s, 1,000s,
Cattle (Cow)			
Sheep			
Goat			
Poultry			
Pigs			
Other farmed animals ...			
Snails			
Fish			

LIVELIHOOD AND SMALL-SCALE ENTERPRISES

1. Describe the agriculture-based and forest-based small-scale processing enterprises in the community in narrative or table format.

Source: resource mapping, key informant interviews, observation

	Describe agro-based small-scale processing	How are raw materials sourced?	Which villages/towns is it operational?	Who owns it?	What are the challenges?
1					

2. Identify the 5 major NTFPs in the community and major producers in narrative or table format.

Sources of information: resource mapping, seasonal calendars, key informant interviews

Top 5 priority NTFPs/resource	Major producer(s)	What methods do you use to harvest this	Estimate seasonal harvest	What is the cost per unit?

GOVERNANCE

1. List the non-governmental institutions and projects and community-based organizations within and around the community and their knowledge of CF.
2. Conflict management: Describe the conflict management systems and processes in the community in narrative or table format.

Dispute type	Where or who do you report to?	How are they resolved?	What kinds of penalties or sanctions are
Access to NTFP, including wildlife			
Agricultural or farm land			

Land seizure or encroachment within community			
Right of use of forest resources between towns/ villages/clans			
Boundaries between towns/ villages/clans			

3. Identify any activities with special rules or taboos in your community.

LAND TENURE AND PROPERTY RIGHTS

1. Estimate the area of the forest.
2. Identify any land titles that are held by the community or by individuals in the community.

ECOSYSTEMS AND RESOURCES

1. Forest Classification *(Source: participatory mapping)*

Forest Status	Closed forest	Disturbed	Fallow regrowth	Agriculture	Other:
Estimated %					
Where can you find them?					

2. Identify the natural features of the forest in narrative or table format.

Natural features	How big are they?	How many can you find?	Where do you find
Watershed/catchments			
Waterways/stream/creeks			
Rivers			
Waterfalls			
Springs			
Swamps			
Mangrove			
Geological formations			

3. Identify the forest plants with high economic and multipurpose importance in your community.

	Common name	Tree/ Shrub/Herb	What is the most important part of the plant?	What is this plant used for?	What other uses does this plant have?
1					
2					

4. Identify the forest animals with high social economic and biodiversity importance in your community in narrative or table format.

Primates (e.g., Diana monkey)	Duikers	Rodents and small mammals (e.g., rabbits, mouse)	Reptiles (e.g., snakes)	Elephants, cats, and other large mammals	Fish	Moths and butterflies ; beetles	Birds

THREATS TO COMMUNITY FORESTRY BIODIVERSITY LANDSCAPE

1. Identify the major threats to the proposed community forest in narrative or table format.

	Type of threats	Immediate impact on the forest environment	Who is doing it?	Who is authorizing it?	Where is it happening?
1	Encroachment of settlements				
2	Concession mining				
3	Concession agriculture				
4	Concession forestry				
5	Charcoal production				
6	Unregulated fishing				
7	Cross-border encroachment				
8	Unregulated bushmeat trade				
9	Unregulated chainsaw use				
10	Shifting cultivation				
11	Coffee and cocoa farms				
12	Rubber plantations				
13	Sugarcane plantation				
14	Private oil palm plantations				
15	Artisanal mining activities (gold, diamonds, etc.)				
16	Other				

Resource Access & Control Template (Activity 3.2)

Resources	Access		Control		
	Group 1 (e.g. men)	Group 2 (e.g. women)	Group 1 (e.g. men)	Group 2 (e.g. women)	External Actor (e.g. FDA if relevant at site)
From forest:					
<i>Insert resources as identified in previous activities</i>					
From outside forest:					
<i>Insert resources as identified in previous activities</i>					

Protected Forest Compatibility Template (Activity 3.3)

Access Requirements	Immediate Need	Future Need	Negotiable? (Y/N/Maybe)	If maybe under what conditions?
Timber				
Non-timber				
Farming				
Life Crops				
Hunting				
Cultural Need				
ASM				
Other				
None				

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Environmental and Biodiversity Monitoring Plan template (Activity 3.6)

Years 1 to 3: <i>(activity indicators)</i>						
Monitoring type	Indicator	Methods	Indicator unit	Frequency	Intensity	Responsibilities
Years 4 to 5: <i>(to be reviewed at end of year 3)</i>						
Monitoring type	Indicator	Methods	Indicator unit	Frequency	Intensity	Responsibilities

**PES Agreement
Between XXXX (Community) & XXX (Protection Production Advisory Board?)**

Instructions: Conservation Partner with IDH to edit template once clarity of how exactly funds will be paid by the Community Legal Entity to the activity groups as it is worked out by each individual community through their decision making process.

1. Background

Forests provide a variety of ecosystem services useful for human survival. The benefits of forest ecosystem services include the provision of clean air, water regulation and soil fertility, habitat for fauna and flora, forest products, and maintenance of culture. Forest ecosystem benefits include climate, watershed, and biodiversity protection.

PES (payment for ecosystem services) is the results-based incentive for forest management actors to implement the protection and conservation of forests. The success of the protection and forest management can be measured from changes in forest cover and the presence of trees in it, for which those actively managing and protecting the forest receive a payment known as PES funding.

XXX community is a community institution that has been granted area approval as community forest area by the Minister of Forestry Decree No. XXX 20XX with a total area of XXXX hectares located in the community of XXX in XXX district, XXX county.

On the basis of goodwill and mutual trust, XXX (PPA Advisory Board/ Funding Vehicle / Community Legal Entity: *Instructions – to be altered depending on who is ultimately responsible for disbursement of funds and can sign the agreement*) and Forest Protection Plan Committee voluntarily enter an agreement payment for forest ecosystem services as part of efforts to achieve sustainable forest management and the improvement of people's wellbeing under the Protection Production Agreement Ref XXX. The benefit recipients are (activity groups) that consist of members of the XXX community.

2. Legal basis and rules

- a) Implementation of this agreement refers to the Liberian laws and regulations on forestry, biodiversity conservation, environment, and reduction of greenhouse gas emissions (GHG).
- b) The provision of incentives/funds for community managed forest and the monitoring of forest ecosystem services benefits in this agreement follow the XXX (CCB/ VCS / Plan Vivo Foundation) requirements.

3. Role and responsibilities

For the purpose of this agreement, the XXX PPA Committee is deemed to be the implementing partner. Nothing in this agreement grants authority or power to either party to create obligations, expressed or implied, on behalf of the other.

XXX (Advisory Board / Funding Vehicle)

- a) Channel funds from payment for forest ecosystem services to PPA Committee in a phased approach based on reporting of the results of forest monitoring against the target indicators set out in Appendix 1.

XXX (Executive Board)

- a) Together with the PPA Committee, coordinate planning and implementation of forests and biodiversity monitoring.
- b) Together with partner agencies, prepare and submit regular reports to the Funding Vehicle.

XXX PPA Committee / XXX Community Legal Entity

(Instructions: IDH to edit once clarity of how exactly funds will be paid by the Community Legal Entity to the beneficiary groups of the ACI as it is worked out by each individual community through the

decision making process).

- a) Manage the activities to protect and sustainably manage XXX community forest, which will as result produces the forest ecosystem benefits.
- b) In collaboration with partner agencies ensure the monitoring activities set out in Appendix 2 are performed well.
- c) Carry out the distribution of forest ecosystem service compensation payments to activity groups (Appendix 3) and monitoring the use of funds, referring to the PPA agreement between XXX Community Legal Entity and Beneficiaries of the Annual Conditional Income.
- d) If necessary, XXX (Community Institution / Community Legal Entity) and XXX (PPA Advisory Board / Funding Vehicle) can agree, implement, or monitor remediation efforts, including changes in the content of this agreement.

Beneficiaries of the Annual Conditional Income

- a) The Beneficiaries of the Annual Conditional Income implement protection activities and sustainable forest management. Beneficiaries of the Annual Conditional Income are beneficiaries of payment for forest ecosystem services.
- b) The portion of the funds received by each group to carry out the activities is set out in Appendix 3.
- c) Beneficiaries of the Annual Conditional Income propose plan of activities, receive funds, and report on the use of funds to XXX (Community Institution / Community Legal Entity).

Partner institutions

- a) XXX (Conservation partner, Community Partner, other supporting partners) as a partner institutions provide technical supports in the implementation of this agreement.
- b) Partner organizations prepare and submit a report to the relevant government agencies. (*Note - This might not be required by FDA or other government agencies. Delete as necessary.*)

4) Monitoring and payment

The monitoring procedure is described in Appendix 2 (*Note: The Appendix can be moved into the main body of the agreement if preferred*). The monitoring indicators mainly include:

- a) Forest clearing
- b) Cutting of trees

The amount of payment depends on the achievement of success based on the results of monitoring. Indicators for achievement of success and payment values are listed in Appendix 1. (*Note: The Appendix can be moved into the main body of the agreement if preferred*).

5) Source and use of fund

- a) The Fund's compensation comes from XXX and XXX (list sources)
- b) For the distribution of funds please refer to Appendix 3.

6) Change

- a) The XXX (PPA Advisory Board / Funding Vehicle) and XXX Legal Entity can propose changes to the content of this agreement, through deliberation to reach a consensus on the necessary improvement.
- b) If an agreement is not reached, XXX (PPA Advisory Board / Funding Vehicle) and XXX Legal Entity may appoint third parties to mediate agreement / consensus.

7) Duration

- a) The agreement is valid for 3 (three) year from Day Month Year until Day Month Year
- b) In the event that the funds are not paid in a certain time period, XXX (PPA Advisory Board / Funding Vehicle) and XXX Legal Entity can extend the contract period and agree on corrective actions.

The parties are agreed with the contents of this agreement.

Continued...

XXX Legal Entity

PPA Advisory Board / Funding Vehicle

...
Head of XXX Legal Entity

Head / Representative of
PPA Advisory Board / Funding Vehicle

Date:

Witness: *(Instructions: Community to decide who to act as witnesses. Could also be the group leads of the Beneficiaries of the Annual Conditional Income)*

XXX Town government

XXX Women representative

XXX Customary Institution /
Elders

...
XXX Town Chief
Date:

....
Female Chief
Date:

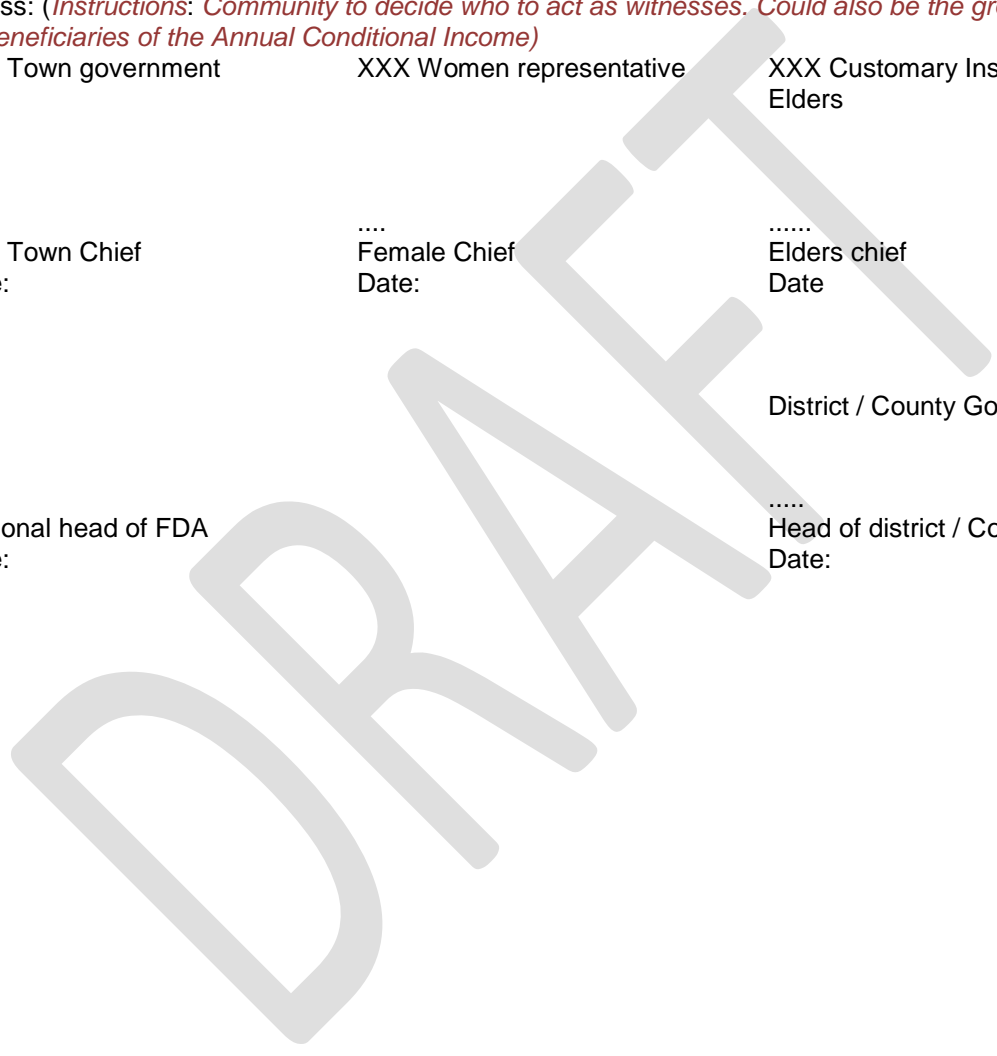
.....
Elders chief
Date

FDA

District / County Government

Regional head of FDA
Date:

.....
Head of district / County
Date:



Annex 1. Target indicators and payment

Payment Indicator	Full payment (100%)	Partial payment (50%)	No payment (0%)
e.g. Forest encroachment	≤ XX ha	≤ XX ha	≥ XX ha

Production Protection area: XXX ha

Forest Protection zone: XXX ha

PES fund per year: LBD\$...

Schedule of monitoring reporting and payment*

Date	Full payment (100%)	Partial payment (50%)	No payment (0%)
Date/month Year	LBD\$XXX		
Date/month Year			
Date/month Year			
Total LBD\$			

* In the event that the funds are not paid in a certain time period, XXX (PPA Advisory Board / Funding Vehicle) and XXX Legal Entity can extend the contract period and agree on corrective actions.

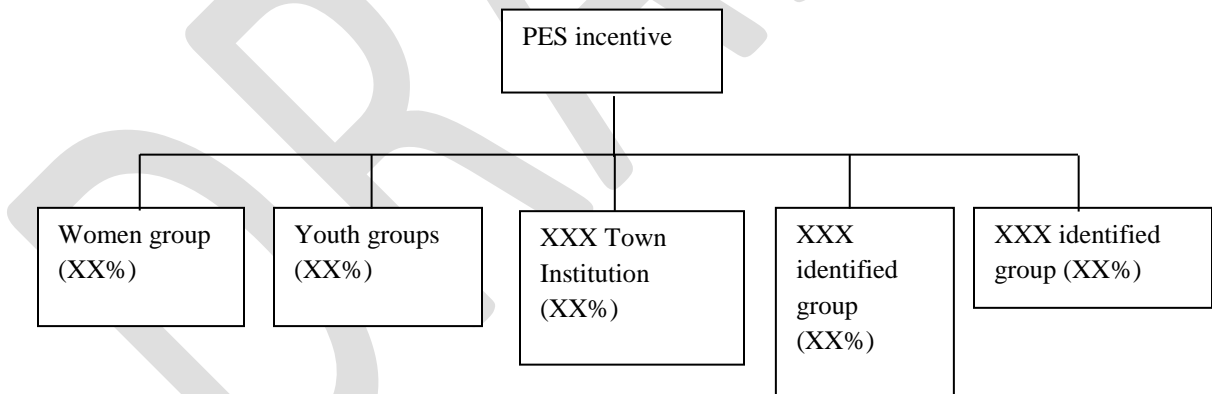
Annex 2. Monitoring procedure

- 1) The results of monitoring of changes in forest cover and the presence of trees in is the basis to measure the success of efforts to prevent deforestation and forest degradation.
- 2) Deforestation is measured with from extent of forest clearing (hectares)
- 3) Degradation is measured by the number of trees felled (XX of trees with diameter > 15 cm and >10 m high is equal to 1 hectare of forest clearing (– to be determined by FDA and Community in absence of detailed sustainable community allowable harvest assessments for Liberia)
- 4) Payment made by based on achievement of the target indicators listed in Appendix 1.

Patrol and monitoring group members:

- 1) Implement monitoring and patrol regularly (at least once per month) to record the location of forest clearing and / or felling trees.
- 2) Record any other information related to threats to the sustainability of forest ecosystems.
- 3) Perform data collection using GPS way points at locations surrounding forest clearings and on the stumps of felled trees.
- 4) Collecting additional information (perpetrator / owner, type of equipment used, type of crops planted, etc.). And take photos.
- 5) Each quarter prepares a report containing a summary of the data, observations, and photos to be submitted to XXX Legal Entity.
- 6) Monitoring reports will be verified by the partner institutions and subsequently submitted to the PPA Executive Board and Advisory Board/ Funding Vehicle.
- 7) Monitoring reports is the basis for payment, the amount is based on the achievement of target indicators listed in Appendix 1.

Annex 3. Benefit sharing distribution



Agreement
Benefit Sharing and Use of PES Funds
Between XXX Legal Entity and Beneficiaries of the Annual Conditional Income

1. Introduction

This agreement guides the distribution and use of PES funds between XXX Legal Entity with activity groups. XXX a village institution that has been granted community forest area designation area approval by the Minister of Forestry of the Republic of Liberia by Decree No. ... / with a total area of XXX hectares located in XXX town in XXX district, XXX county. PES indicators and payment is provided in Annex 1.

This agreement contains the terms and conditions in the distribution of funds for the implementation of action plans as part of the agreement between the XXX Legal Entity and XXX PPA Committee and XXX town institution. The portions of PES funds allocated by XXX Legal Entity to activity groups is listed in Annex 1.

2) Benefit sharing distribution

This agreement is valid for 3 (three) years, beginning April 1, 2015 to April, 2017.

XXX Legal Entity / PPA Committee agree to:

- 1) Manage village forest protection and management activities.
- 2) On behalf of XXX communities and Beneficiaries of the Annual Conditional Income receiving PES funds form XXX Advisory Board.
- 3) To encourage as many villagers to play an active role in the Beneficiaries of the Annual Conditional Income activities. Ensuring the poor and women receive the benefits of ecosystem services fund returns.
- 4) Ask for / receiving submissions of plans and reports of activities and use of funds from groups and citizens.
- 5) To appoint a treasury team that records all revenues and expenditures of PES funds in XXX special bank account. Treasury team record all transactions and keep evidence of purchase of goods and payments.
- 6) Make payment of PES funds to Beneficiaries of the Annual Conditional Income, after examining the report of activities and use of funds provided previously.
- 7) Ensure no -misuse of PES funds. Prevent any parties taking advantage over PES funds.
- 8) Regularly, once every 6 months, to prepare report on the implementation of activities and use of PES funds to be submitted to partner institutions and XXX Advisory Board.

The **Beneficiaries of the Annual Conditional Income** agree to:

- 1) Comply with the benefit sharing distribution of PES funds listed in Annex 1.
- 2) Submit plan of activities and budget to XXX Legal Entity, based on XXX Forest Protection Plan, and to receive and use PES funds. The proposal contains a description of activities, timeframe. The use of PES funds are directly related to the implementation of action plans.
- 3) Carry out activities according to the plan approved / agreed.
- 4) Ask the treasury of the activity groups for every 3 months prepare and submit financial report situation to all members of the group and XXX Legal Entity.
- 5) Encourage as many people actively participate in group activities. Involving all members of the group in decision making. Ensuring the poor and women benefit from PES funds.
- 6) Ensure no mis-use of PES funds. Prevent anyone taking personal advantage over PES funds.

3) Beneficiaries of the Annual Conditional Income

At the time this agreement is signed, there are 5 (five) Beneficiaries of the Annual Conditional Income groups of that play an active role in the protection and management of community forest. On renewal of

this agreement, a new Beneficiary of the Annual Conditional Income group may be formed based on the results of consultation between XXX Legal Entity, Beneficiaries of the Annual Conditional Income groups, and community. Allocation of PES for Beneficiaries of the Annual Conditional Income groups is listed in Annex 2.

Beneficiaries of the Annual Conditional Income groups: *(Note: These are examples and will be determined by the community)*

- 1) XXX town group
- 2) Women enterprise group
- 3) Village youth group
- 4) Customary institution
- 5) Village government

Parties signing this agreement:

XXX Legal Entity

Women group

Youth group

[...]
Head of XXX
Legal Entity
Date

[...]
Head of group
Date

[...]
Coordinator
Date

Town government

Customary institution

[...]
Town Chief

[...]
Chief

Annex 1. Target indicators and payment

Payment Indicator	Full payment (100%)	Partial payment (50%)	No payment (0%)
e.g. Forest encroachment	≤ XX ha	≤ XX ha	≥ XX ha

Production Protection area: XXX ha

Forest Protection zone: XXX ha

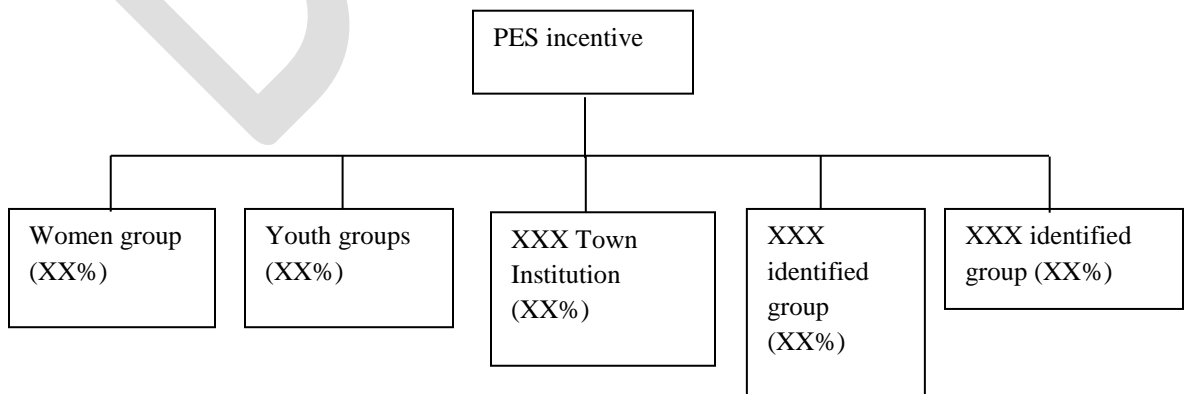
PES fund per year: LBD\$...

Schedule of monitoring reporting and payment*

Date	Full payment (100%)	Partial payment (50%)	No payment (0%)
Date/month Year	LBD\$XXX		
Date/month Year			
Date/month Year			
Total LBD\$			

* In the event that the funds are not paid in a certain time period, XXX (PPA Advisory Board / Funding Vehicle) and XXX Legal Entity can extend the contract period and agree on corrective actions.

Annex 2. Benefit sharing distribution



Patrol Authorisation Form Template (Activity 3.8)

Patrol Authorisation Form

PATROL NUMBER :

Patrol start date :

Patrol end date :

Name of team :

Patrol mode:

On foot Motorbike Boat Other:

Patrol purpose:

Routine Patrol & Mmonitoring Fire fighting Wildlife conflict Other:

List of patrol team

Name	Address	Tasks
Total number of people :		

Head of Patrol Team

Authorised by

.....

.....

Patrol Monitoring Form Template (Activity 3.8)

Patrol Monitoring Form

Location & Patrol number

Day # **of** **patrol days**

Date:

GPS user :

GPS ID:

No.	No. GPS	X	Y	Time	Observation	Type of observation	Types	Number/volume/size	Behaviour	ID Photo

Forest Protection Plan and Budget Template (Activity 3.10)

Contents of each section to be completed by the forest protection plan partner. Topics to cover and suggested text are provided under each section but will require editing and updating.

Acronyms and Abbreviations

Initial list to add to:

CCB	The Climate, Community and Biodiversity Standards
CA	Community Assembly
CFMB	Community Forest Management Body
CFMP	Community Forest Management Plan
COP	Community Oil Palm farm
CRL	Community Rights Law with Respect to Forest Lands
DBH	Diameter at Breast Height
FDA	Forestry Development Authority
FPP	Forest Protection Plan
GIS	Global Information System
GPS	Global positioning system
NTFP	Non-timber forest product
PPA	Production Protection Agreement

1. Introduction

1.1 Goal

As defined by PPA Committee – to manage and protect the forest and the ecosystems services it provides for current and future generations

1.2 Specific objectives

To demarcate the boundaries of the protected forest, define management structure, monitor the impact that community management has on biodiversity, define the relationship between the FPP and the PPA

1.3 Duration of plan

Five years. Reviewed and revised by PPA Committee and Advisory Board every 5 years of implementation or sooner as specified according to legal framework and PPA requirements.

1.4 Scope of plan

Relation to the requirements of the PPA and the delivery for Annual Additional Income, related Annexes including the PES Agreement, and the CCB requirements

1.5 **Context** - History of past and current management

Describe the main previous historical uses including any past commercial use and management of that.

Describe the main current use and summary of how that was managed to date.

2. **General Overview of Institutional and Legal Frameworks**

This section of the management plan outlines the relevant local and national institutions and their roles and responsibilities with respect to community forestry and the development of the management plan.

2.1. **Forest Development Authority**

The FDA has jurisdiction over community forestry management in Liberia. The FDA gives official recognition to the demarcation of community forest boundaries, may recognize and terminate an Authorized Forest Community, and coordinates with other government institutions and relevant parties on the implementation of community forestry programs.

Consistent with the FDA Community Rights Law regulations, the FDA has the following roles and duties:

- Monitor and evaluate Community Forestry Management Programs,
- Facilitate the resolution of conflicts upon request by an Authorized Forest Community,
- Assist in building the capacity of Authorized Forest Communities in sustainable community forest management,
- Assist in securing financial and technical assistance for forest communities in support of their community forest management programs,
- Facilitate the development of forest management organisations,
- Guide and support the forest management planning process.

In addition, it should be noted that the FDA has the authority to revoke the authorized status of a community engaged in community forestry if:

- Forest resources are being seriously damaged,
- The CFMB is not complying with provisions of the Community Rights Law, its Regulations,
- The community forestry program is being implemented in serious breach of the Agreement, Policy, or the Management plan between the Community and the Authority.

2.2. **The Production Protection Agreement Framework**

Summarised below is the governance framework for the FPP and the PPA and the roles and responsibilities related to the FPP.

Advisory Board (AB) / potentially an extension of the legally required Community

Assembly (CA): This is made up of the palm oil company, IDH, the Funders, FDA or EPA, MoA, COP PPA Community Representatives, and CSO representative. They will meet twice a year. They will be responsible for ensuring the transparency, visibility and supervision of stakeholders. They will monitor and validate independent assessments including the annual forest protection and biodiversity assessment by the FPP and the remote sensing assessment.

Executive Board (EB) / potentially an extension of the legally registered Executive

Committee (EC): This is made up of the Initiative Sponsor, the palm oil company, FDA and IDH for the first 4 years. They will meet monthly to review operational issues and protection monitoring

data. Protection monitoring data will be submitted by the Community Forest Management Committee.

Community Legal Entity: They will be the signatories of the Production Protection Agreement and oversee delivery of the agreement with the community and as the interface to the Palm Oil Company. They will legally control the bank account; oversee disbursement of the Annual Conditional Income and handle any matters related to the community as a whole. They will also be responsible for contracting employees and any other tripartite contracting obligations with the Palm Oil Company.

- 2.3. **Production Protection Agreement Committee** - Legally registered as the Community Forest Management Board (CFMB): elected during the development of the Community Forest in line with the legal process required for the CFMB.

The PPA Committee/ CFMA represent the interests of the XXX communities and their Community Forest Management Bodies. The PPA Committee entered into a Forest Management Agreement with the FDA following the provision of information regarding the community, its management intent, the demarcation of the XXX Forest, an inventory of its resources, and payment of a \$250 fee. The Management Agreement was signed on DATE and grants obligations and rights to the community for 15 years. Among those rights and obligations include the obligation to:

- operate in accordance with the terms and conditions in this Community Forest Management Agreement, community forestry rules and other relevant legislations and regulations,
- develop and implement community forest management plans under guidelines and specifications issued by the FDA for the XXX Forest,
- prepare and implement community forestry rules/guidelines for the XXX Forest;
- conduct awareness raising activities in the community, and
- represent the community in all matters and negotiations related to the XXX Community Forest.
- overseeing delivery of the monitoring plan and reporting

2.4. **Legal Framework**

This section summarizes the obligations that the management plan must meet within the legal framework of Liberia's laws.

2.4.1 The 1986 Constitution of Liberia

The constitutional basis for community forestry is found in Article 7 of the Constitution which provides for public participation in the protection and management of the environment and natural resources in Liberia.

2.4.2 The National Forest Reform Law of 2006 (NFRL)

Chapter 3 §3.1 states that the FDA must "assure sustainable management of the Republic's Forest Land, Conservation of the Republic's Forest Resources, protection of the Republic's Environment, and sustainable development of the Republic's economy, with the participation of and for the benefit of all Liberians.

2.4.3 The Community Rights Law (CRL)

The goal of the CRL is to support communities' full engagement in the sustainable management of the forests of Liberia by creating an enabling legal framework. This framework, which includes implementing regulations promulgated in 2011, requires a management plan (§3.2(b)) that is prepared by the CFMB (§ 4.2(c)) consistent with FDA guidelines and specifications.

This FPP does not replace or duplicate the legal framework of the Community Forest. Nor does it seek to duplicate the legal framework governance documents but demonstrate the interface of these documents and committees with the FPP Institutional and Legal Frameworks. The following appendices define legal requirements for governance and roles and responsibilities for the Community Forest.

Appendices to the FPP:

Authorised Forest Community Constitution - this document is the set of rules that lays out how the Authorised Forest Community government will be organised, the powers and responsibilities of the Community Assembly, the Executive Committee, and the Community Forest Management Body as required under Chapter 4, Section 4.1 (j) of the CRL.

Authorised Forest Community By-laws – this document sets out the rules and regulations enacted by the Community Assembly, which provide a framework for the operation and management of the Authorised Forest Community, as required by Chapter 4, Section 4.1 (j) of the CRL.

2.4.4 The Management Law for Wild Animals

This law is under development. However, the community forest management plan will need to comply with the requirements of this law as it relates to wild animals in community forests.

2.4.5 The NTFP Regulation

The NTFP regulation imposes an “unprocessed NTFP Commercialization Fee” and local processing fees on collectors and processors of NTFPs but exempts the quantities of certain NTFP from taxation. The CFMB is responsible for ensuring that the management plan is compliant with the requirements of this regulation¹⁸.

2.4.6 The Regulation for Chainsaw Logging

This regulation is currently under development. The regulation may impose restrictions on the location and use of chainsaws. The PPA Committee (CFMB) is responsible for ensuring that the management plan is compliant with the requirements of this regulation.

¹⁸ Regulation No. 111-08 Regulation on the Commercial and Sustainable Extraction of Non-Timber Forest Products (NTFPs)

2.5. Civil Society Support

List the main national and international NGOs, consultants and other institutions that have supported the development of the plan and any on-going role in its deliver including known time frames and funding for the support.

3. General Description of the Community Forest and its Environmental and Social Context

1.1 Location and size

Description of location, main routes to and ease of access to the forest, and size of the forest including any designated zones and any identified and monitored leakage zone. Include maps

1.2 Boundary

The metes and bounds for the community forest protected area and any identified leakage zone.

1.3 Environmental Context

1.3.1 Ecological Significance

Reference any existing High Conservation Value Assessment or ESIA's for the area. Note the location and proximity of any protected areas or areas of ecological importance. Note any location and proximity of any forest and agricultural concessions, mining and mineral concessions or other concessions.

1.3.2 Climate

Describe inter-annual rainfall, temperature and seasonal variations

1.3.3 Topography and soils

Describe topography and soils including known mineral deposits.

1.3.4 Water courses

Describe the main water courses, drainage, main users per course and any previously recorded seasonal fluctuations.

1.4 Forest Resources and biodiversity

1.4.1 Forest Types

Describe the different forest types including dominant species and composition, estimated size of forest type by hectares and percentage of forest composition. Forest types expected would be Swamp Forest, Primary or Core Forest and Secondary Forest.

1.4.2 Flora

Using HCV Assessment provided a general description of the flora and list any species of note and their Red List classification. Provide full species list as an annex.

1.4.3 Fauna

Using HCV Assessment provided a general description of the fauna and list any species of note and their Red List classification. Provide full species list as an annex.

1.4.4 Community Resources

Provide a description and any maps generated on community resource for non-timber forest product collection, hunting, small-scale mining and timber for local construction.

1.4.5 Non-timber Forest Products inventory

Provide a brief description and any inventory produced of NTFPs, volumes collected, season of collection, main use and collectors.

1.5 Threats to the forest

Describe the main threats to the forest as informed by the HCV assessment and community biodiversity assessment, resource mapping and control assessment and the development of the monitoring plan.

Include a description of recent land use change in the area of interest, the environmental conditions of that land and then a clear listing and description of the main drivers of degradation as well as known information of threats to forest resource use by near forest communities as well as by others from outside the community.

Clarify if any mining and mineral licenses are a potential issue.

1.6 Socio-economic Context

1.6.1 Demographics

Include a summary of the clan and ethnic structure, population size disaggregated by age and sex, and languages and dialects spoken. List the structure of the community including the names of all towns, villages and hamlets and estimated population size.

1.6.2 Summary of socio-economic survey

Summarise the results of the socio-economic survey including the main forms of income, production systems, cash crops including tree crops and levels of education.

1.6.3 Description of use and management of surrounding and adjacent land

Summarise the surrounding and adjacent land use including farming systems, livestock management and tree crops and the extent of their management.

1.6.4 Communication network and infrastructure

Provide a brief summary of the communications and internet network including particular areas of no or weak coverage. Describe the road network including any particular troublesome areas and seasonal impasses.

4. Management of the Forest

Based on information gathered during Stage I and Stage II activities describe status of forest use and the process through which the community will identify the activities that are acceptable and those that shouldn't be allowed because they degrade the forest. For each activity describe how the community will develop management parameters, and if and how they wish to monitor access. The level of detail will depend on existing community management of resources and any agreed process to design management over the course of a few years as community capacity to monitor and manage their resources grows. This is a dynamic document and can be updated as management of each resource is further refined.

4.1. General management approach

A management plan is not a static document, but rather a dynamic and flexible set of actions to guide towards managing targeted resources. The design and implementation of this management plan is an ongoing process that must remain consultative so that local knowledge is integrated in its design and execution.

4.2. **Demarcation and boundary maintenance**

Summarise the demarcation process that took place and describe the agreed community activities for maintaining the boundary. For example cutting the perimeter line twice a year, planting of a selected tree species as boundary markers or placing of any signage. Also mention who will be responsible for implementing the management actions for boundary demarcation – a special subcommittee or the Community Patrol Team with the FDA. Describe any formal and information consultation and awareness raising activities that will be conducted with community members and who will deliver these or describe any process by which maintenance of the boundary will be designed and over what time period.

4.3. **Inventory of key forest resources**

State when the forest resources inventory was conducted (during Phase 3). List the key resources identified during that process and current and planned management for those resources. Specify if there are different management options

4.4. **Wildlife**

Describe any current management of fauna and flora including NTFPs covering any taboos or social restrictions places on collection or harvest of any animal and plant species. Describe the process by which the community will plan to manage wildlife including developing any permit system to support any monitoring activities in the monitoring plan. Include who will lead on developing the system such PPA Committee or a designated sub-committee.

4.5. **Mineral prospecting and mining**

Describe any current mining and prospecting taking place. For any management activities, mining of any kind in the community forest and its buffer zone would normally be forbidden until the state agency responsible for mining contracts is contacted and mining rules have been developed. Describe if the communities have applied for or been granted any artisanal mining licenses in according with state regulations and community forest regulations.

4.6. **Timber harvest and wood fuel**

Describe any existing process or plan to develop monitoring of allowable timber harvest.

For example:

Allowable annual timber harvesting:

Timber extraction can be agreed on a case by case base through requests' to the PPA Committee stating the estimated number of trees needed for the given project such as a new home or repairs to the school. The PPA Committee would need to be convinced that the timber could not be taken from the surrounding area outside of the protect forest from an area of less biodiversity significance or ecosystem service value. If the community use charcoal and think that charcoal could become a potential issue in the area, they should be encourage to establish tree nurseries to help meet that need. Wood fuel is normally taken from fields in Liberia and the Community Patrol Team should alter the PPA Committee in their monthly reports if they notice a change in that situation.

4.7. **Fire management**

Describe current fire management in the community and any plans to manage fire in the forest and the leakage zone and PPA. Describe who will be responsible for fire management and any education and awareness activities planned for fire management including signage and monitoring.

4.8. **Water management**

Describe any current water use and management practises in the community and anything specifically for the protected forest. Describe any current or planned water management through including protecting water bodies from water fencing, use of agrochemicals for any agroforestry activities within 20 meter buffer strips, and the use of chemical or organic poisons as a fishing method. Describe if activities such as education and awareness rising through signage are planned. FDA can advise on any water management requirements including management of buffer strips.

4.9. Education and awareness

Describe any education and awareness raising programmes and the extent of those and the target audience to date around community forest management and protection. Include any assessment of relative success of those programmes.

Describe how the PPA Committee and FDA plan to work together to develop an overall education and awareness approach to ensure successful implementation of the management plan. This could involve organizing training in facilitation and management skills for selected individuals on the governance committees, chiefs, opinion leaders, teachers, media/the local press. List any media outlets planned for use in education efforts including for example radio/cultural performances, billboards, posters and handouts. Where known either through agreed allocation or planned allocation, list which committees will be responsible for developing materials and coordinating with the other stakeholders to maximize education, awareness and outreach efforts.

5. Monitoring and Reporting

Describe the monitoring and reporting system including frequency and process.

Monitoring will be conducted at three levels: Community Patrols, biodiversity surveys, and remote sensing.

5.1. Community Patrols

Summarise the community patrol system including number of members, frequency of patrols, area to be patrolled including any leakage areas identified around the forest boundary, main topics monitored and reporting requirements.

For example:

Monthly monitoring will be conducted by community forest patrol teams. The community patrol team is made up of a total of 36 community volunteers forming monthly teams of six people.

They will patrol the forest boundary, identified leakage zone and agreed transects. Monitoring indicators include forest cover and presence/absence of trees, with deforestation measured by area of forest cleared, and degradation measured by the numbers of trees felled.

GPS will be used for recording locations of land cleared and trees felled by the community patrol teams. The patrol teams will be using the SMART Patrol system and will produce monthly reports for submission to the PPA Committee.

They will support the annual biodiversity and forest assessment patrol performed by an independent third party.

The monitoring plan provides a detailed breakdown of monitoring activities.

5.2. Independent biodiversity surveys

Describe the monitoring and reporting system for the biodiversity survey including frequency, topics being monitored, and if known, who will be conducting it.

For example:

An independent biodiversity survey will be conducted annually and led by XXX group. The FDA and members of the community patrol team could be called on to assist with the survey work.

The Monitoring Plan provides a detailed breakdown of topics being monitored.

The independent assessment team will produce a report and submit it to the PPA Committee and the Advisory Board to cross reference and validate the remote sensing analysis of the protection area.

5.3. Remote sensing

Describe the monitoring and reporting system for remote sensing including frequency, fields being monitored, and resolution being used and if known, who will be conducting it.

For example:

The use of remote sensing analysis to monitor land cover changes will be conducted annually with Landsat 8 satellite image (30m spatial resolution), and every 2 1/2 years with SPOT 5 satellite image (<10m spatial resolution).

Field monitoring will be used to validate remote sensing analysis in the project areas.

Remote sensing will be carried out by XXX group.

The annual reports generated will be submitted to the PPA Committee and the Advisory Board for review.

6. Capacity Building Needs

Efforts to support recognition of **rights** must also extend to ensuring recognition of the associated **responsibilities** and empowering rights holders with the **capacity** to meet those responsibilities. This includes providing support to:

- Establish effective and equitable community-level governance institutions, management plans and regulations, including sanctions for non-compliance, and an appropriate framework for dispute resolution.⁵
- Build technical skills in sustainable natural resource management.
- Access additional expertise to address other capacity gaps.
- Monitor management effectiveness and progress towards desired conservation and well-being outcomes including: Institutional arrangements, on-going application of FPIC and Forest Management Rules & Enforcement

6.1. Community Patrol Teams

Describe any immediate capacity building needs identified for the rangers and the process that will take place of the duration of at least three years to maintain that capacity and how this will be funded. Ensure any budget is included in the FPP budget in section 8.2.

6.2. PPA Committee

Describe any capacity building needs for the PPA committee and the process to deliver that capacity building including how it will be funded, and if known, who will be delivering that training, monitoring the success of that training through the quality of execution of responsibilities as a committee and the timing of training. Topics should include administration, management, governance, financial management and analysis for monitoring reports. Ensure any budget is included in the FPP budget in section 8.2.

7. Funding Arrangements

7.1. Linkages to PPA structure

Describe the mechanisms by which funds will be received to the PPA Committee and the Community Patrol Teams to carry out their activities.

7.2. Financial Management

Roles and responsibilities for financial management are detailed in the Authorised Forest Community By-laws appendix. List any additional financial management requirements as specified by

7.3. Forest Protection Plan budget

Below is a template of a five year budget within annual costs for 3 years. Please develop the budget based on actual costs with quotes provided for the items. The budget will need to be updated annually in accordance with any identified capacity building needs or additional support required. Describe the process for approval to be established by the CLE and PPA partners.

Category/Budget item	Unit	Rate (\$)	Frequency of Cost	Number of Units	Total Cost (\$)
Equipment & Supplies					
Field Equipment (Ribbons, wet clothing, compasses, clinometers)	units	1,000.00	3 years	1	1,000
Handheld GPS unit (e.g. Garmin 62)	units	300	3 years	6	1,800
Compact GPS Camera (e.g. Canon powershot G30)	units	250	3 years	6	1,500
Office stationaries	Month	25	annual	15	375
Computer and Printer	lump	2,000.00	3 years	1	2,000
Subtotal					6,675
Trainings, Meetings and Workshops					
Ecological field course and data analysis (year 1)	units	10,000.00	year 1	1	10,000
Community field guide training	units	1,250.00	3 years	2	2,500
Refresher course (every year)	units	4,500.00	annual	3	13,500
Community outreach and support on conservation issues and management	units	2,500.00	annual	1	2,500
Subtotal					28,500
Community based monitoring					
Stipend for 6 community patrol rangers	Month	300	annual	12	3,600
Per diem for FDA support staff	Day	20	annual	12	240
Food during patrols	Day	40	annual	36	1,440
Subtotal					5,280
Annual Forest Survey					
Per diem for field team (FDA, community members @ \$10 X 4 persons)	Day	40	annual	10	400
Food for field team	Day	40	annual	10	400
Subtotal					800
Total Start Up Costs					26,315
Total Annual Costs					22,455
Total 3 Yearly Additional Costs					9,800

Budget notes:

Equipment: biomonitoring teams \$500 each for replacing lost, worn or broken equipment necessary to their work. E.g. rain clothes, machetes, note pads, GPS units, compass, camping equipment.

Please note: this budget does not include the any salary costs for PPA Committee members. This would need to be accounted either in a separate PPA budget or once clarified, incorporated into this budget.

8. Appendices

- 8.1. Community Forest Management Agreement
- 8.2. Authorised Forest Community Constitution
- 8.3. Authorised Forest Community By-laws
- 8.4. Map of the proposed 'Protected' Forest
- 8.5. Participatory Land Use Plan mapping
- 8.6. Action plan
- 8.7. List of Community Patrol Team volunteers
- 8.8. High Conservation Value Assessment Report
- 8.9. PES Agreement
- 8.10. Agreement for Benefit Sharing and Use of PES Fund

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