



Republic of Rwanda
Rwanda Water Resources Board
Ikigo Gishinzwe Umutungo Kamere W'amazi Mu Rwanda

Community Approach Guidelines

Part I: Guidelines for a Community Participatory Approach to Landscape Restoration and Integrated Water Resources Management in Rwanda



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List of Acronyms used in Parts I, II and III

CBOs	Community Based Organizations
CECF	Community Environment Conservation Fund
CEDO	Community Environment Development Officer
CPTT	Catchment Planning Technical Team
CROM-DSS	Catchment Restoration Opportunity Mapping- Decision Support System
DPM	Development Plan Map
EWMR	Embedding Water Management in Rwanda
FFS	Farmer Field School
FLR	Forest Landscape Restoration
GIS	Geographical Information System
GPS	Global Positioning System
HA	Hectare
IPM	Integrated Pest Management
IWRM	Integrated Water Resources Management
LED	Local Economic development
LU	Land Unit
MCAP	Micro-Catchment Action Plan
MINAGRI	Ministry of Agriculture
MINALOC	Ministry of Local Government, Good Governance, Community Development and Social Affairs
MINECOFIN	Ministry of Finance and Economic Planning
MINEMA	Ministry in Charge of Emergency Management
MININFRA	Ministry of Infrastructure
MoE	Ministry of Environment
MoU	Memorandum of Understanding
NGOs	Non-Governmental Organizations
NISR	National Institute of Statistics of Rwanda
NLUPG	National Land Use Planning Guidelines
NST1	National Strategy for Transformation
PES	Payments for Ecosystem Services
PPP	Public Private Partnerships
PSC	Project Steering Committee
RAB	Rwanda Agriculture Board
RPPA	Rwanda Public Procurement Authority
RWARRI	Rwanda Rural Rehabilitation Initiative
RWB	Rwanda Water Resource Board
SACCOs	Savings and Credit Cooperative Organizations
SDGs	Sustainable Development Goals
SMART	Smart Measurable Achievable Relevant Time Bound
STTA	Short Term Technical Assistance
TA	Technical Assistance Consortium
ToF	Training of Facilitators
VLUAP	Village Land Use and Action Planning
VPT	Village Planning Team

VNR Voluntary National Report
VUP Vision 2020 *Umurenge* Program
W4GR Water for Growth

Executive Summary

The Community Approach Guidelines are based on experiences of the Embedding Water Management in Rwanda (EWMR) project to achieve "sustainable" community led landscape management and Integrated Water Resources Management (IWRM). It is designed to serve as a how to document on operationalizing a Village-based community approach. The guidelines also contribute to broader land use planning and implementation through *Imihigo*, as well as, provide data for Sustainable Development Goals (SDG) monitoring. In addition, they can be used by other District Governments, Non-Governmental Organizations (NGOs), Community-Based Organizations (CBOs) and other projects for Village-based participatory land-use planning and action. In the supplementary information (Parts II and III), there are templates and cards based on existing practice, which can be adapted according to the context in which they are used.

The objectives of the guidelines are to help facilitate processes to:

1. Identify soil erosion and water management issues in Villages and micro-catchments;
2. Consult land owners at the Village level to jointly plan and agree on solutions;
3. Quantify and map field areas for action implementation;
4. Provide technical specifications for interventions;
5. Provide cost estimates based on labor requirements and other inputs;
6. Clarify any studies needed for deeper analysis;
7. Discuss and agree with landowners about implementation of work plans; and
8. Ensure that all Villages in or bordering the Sebeya catchment area have plans for implementation even if a part of the Village is located outside the catchment.

Village Land Use and Action Planning (VLUAP) combines planning, implementation and learning in order to improve future planning and action and is a core component of the community approach guidelines. Simple Village plans are completed within a space of 1-2 days, and can be aggregated to micro-catchment and District levels. Planning takes place at an agreeable time for the villagers, and focuses on understanding and mapping problems. This includes a simple problem tree, agreeing on actions, and job specifications. Based on this, an estimation of quantities of required materials and labor is prepared.

Participatory planning ensures plans and actions are locally identified, owned and implemented. VLUAP focuses on planning for improved catchment management through soil and water conservation, terracing, agroforestry, climate-smart agriculture, restoration, and riverine conservation etc. However, such planning can be used for other reasons, for example, agriculture, forest restoration, planning roads and facilities and general land use.

The Village leaders and committee have oversight of the VLUAP, as such it is integrated into their *Imihigo* and thus forms part of their monitoring. Cells and Sectors also ensure VLUAPs are integrated into their *Imihigos*. While, the District ensures VLUAPs are validated and integrated into the District *Imihigo* by the District *Imihigo* Secretariat. The focus is on

community (Village) led planning and action. As such VLUAPs can then be aggregated to micro-catchment and catchment levels.

The Rwanda Water Resource Board (RWB) has overall technical responsibility and therefore takes part in and validates VLUAPs. RWB release funds to District accounts through the National Bank for performance payments. Thereafter, Savings and Credit Cooperative Organizations (SACCOs) make the payments to farmers' accounts based on performance. The Technical Assistance Consortium (TA) helps plan and organize VLUAPs and ensure VLUAP reports are approved. They gather the implementation specifications based on needs and are part of monitoring, evaluation and learning. They make linkages with markets and value chains for specific VLUAP actions.

Use of Geographical Information System (GIS) ensures plans and activities are geo-referenced. The VLUAPs consist of:

- a) A list of challenges faced by the communities;
- b) A Village Land Use Action Plan with agreed actions;
- c) A list of who is responsible for what actions and associated timelines.

GIS tools are used to:

- i. Make catchment level analyses and provide base map spatial information;
- ii. Provide on-the-ground support during planning and implementation;
- iii. Digitize community actions to spatial data for mapping and analysis.

Using GIS to support the VLUAP can make it simpler and quicker to aggregate Village plans to micro-catchment (MCAP) and catchment level plans. In areas where GIS maps are not available, or the project does not have the necessary resources, VLUAP can be based on detailed hand-drawn maps to identify the types of actions, locations, approximate amounts, and who will implement them. These hand-drawn maps are therefore the basis for the VLUAP and can be used for performance incentives.

For sustainability, ownership and implementation, VLUAP should be carried out by farmers on their farms. If the household is landless, such people can carry out Village wide activities (e.g. road side tree planting, river conservation, forest restoration). Any activities sub-contracted to service providers, should fully involve villagers and farmers.

Key to the success of EWMR is how funds are transferred from RWB to the farmer in an accountable manner. VLUAP processes result in a GIS-referenced plan for the Village, where the location, amounts and costs of each action are detailed. The payment process starts with RWB and results in funds being transferred to the farmers' SACCO accounts. This is key to ensuring Village ownership. VLUP can also be integrated into *Imihigo* as an essential basis for revision, sustainability and long-term implementation.

VLUAPs are designed so they can be part of *Imihigo* performance and reporting. Thus they contribute to the *Imihigo* of individual farmers and Villages, or to Village-based public works (*Umuganda*). *Imihigo* plans are compiled from Village to District levels. Therefore, when the

District officers set the yearly *Imihigo*, they can include EWMR and other projects. This process can contribute to progress toward achievement of the SDGs and poverty reduction goals. The Rwanda VNR (Voluntary National Report, 2019) on SDG implementation highlights some key areas of progress (see Part II).

Farmer-led monitoring and learning is important to:

- a) Monitor progress at farm and Village levels;
- b) Assist in monitoring Village performance;
- c) Learn and gain experience with implementation.

With this approach, such monitoring can feed into District and national levels. In EWMR, the TA has broad responsibilities of monitoring and supervising. EWMR will GIS monitor implemented activities compared to planned VLUAPs, and the project has developed templates that they are using.

1. Introduction

The objectives of this section are to:

- a) Gain a broad understanding of the community approach; and*
- b) Understand what the main components are of the community approach.*

Rwanda's Vision 2050 articulates an ambitious strategic direction for "*the Rwanda we want*" and the pathways to achieve this ambition. It aspires to transform its economy and modernize the lives of all Rwandans. Vision 2050 is the critical planning and policy blueprint to guide Rwanda's development. The emphasis on economic prosperity is about creating wealth for all Rwandans. To achieve this, Rwanda needs enough quality water to meet socio-economic and environmental needs. This emphasizes the importance of IWRM, landscape and catchment-based approaches where Villages and farmers are key players.

Community Approach Guidelines at the Village level are important for integrated landscape management, more especially in Rwanda.

These Community Approach Guidelines:

- a) Summarize the community approach to IWRM and land use planning with a focus on the Village level;
- b) Clarify how the community approach works in terms of planning, implementation, performance and monitoring;
- c) Provide guidance and specifically focus on farmer ownership and benefits;
- d) Show how Village-based plans can be aggregated to the micro-catchment and to catchment levels.

The guidelines are based on experience from the EWMR project and its predecessor Water for Growth (W4GR). While the guidelines are implemented under EWMR, they can be used and adapted for Village-based landscape management more generally and nationally. They are based on the importance of Village planning and ownership, management and implementation.

Nationally, the Project Steering Committee (PSC) of EWMR approved the Community Approach and VLUAP. The RWB is the implementing agency and has signed MoUs with participating Districts to support implementation. The community approach focuses on Villages to identify, plan and implement actions at the Village level, but in a manner that actively supports micro-catchment management. This is likely to be more sustainable. Villages develop VLUAPs, which are approved from Village to District levels by the RWB.

The objectives of the guidelines are to:

- 1) Guide implementation of the community approach for EWMR within the Sebeya catchment;
- 2) Provide a means to, using GIS, aggregate VLUAPs to micro-catchment and catchment levels, as well as, provide a means for such planning and action to be used for micro-catchment management and for Village to District planning and action (*Imihigo*);
- 3) Upscale implementation to other parts of Rwanda and for other purposes;

- 4) Provide guidelines that can be used by government and civil society;
- 5) Provide simple templates and data sets (based on existing practice, see Part III for samples).

The guidelines have the following elements:

1. Importance of VLUAP in planning and implementation at Village and micro-catchment levels, but also for land use improvement;
2. The role of VLUAP in participatory bottom-up land use planning at Village levels in a manner that can be aggregated to the micro-catchment and catchment levels;
3. Roles and responsibilities of different actors and stakeholders;
4. Importance of Village ownership and trust, and Village level implementation;
5. Important role of GIS at Village and micro-catchment levels;
6. Selecting farmers and actions for implementation;
7. Transferring funds from RWB to farmers;
8. VLUAP activities and integration with *Imihigo*;
9. Monitoring and learning from Village to national levels;
10. Draft Templates to ease planning, reporting and monitoring;
11. How the community approach can contribute to poverty reduction, community empowerment and broader land use planning and other national processes (Part II
12. Series of Annexes with samples of templates (Part III).

The Community Approach Guidelines focus on the participation and ownership by Villages in planning, implementing and sustaining catchment restoration actions with Village women and men leading in implementing their VLUAPs. These include:

Part I). The Community Approach Guidelines. In addition, there are two parts that provide supplementary information.

Part II). How the guidelines can inform national processes, e.g. land use planning, *Imihigo* and the SDGs;

Part III). A set of separate annexes with key templates and cards that can be used and adapted together with more detail on the VLUAP process (Annex 1), GIS tools (Annex 2), and some suggested trees and species (Annex 3).

Part II illustrates how adopting a community approach to integrated land and water use at Village and micro-catchment levels can contribute to some national priorities, such as:

- a) *Imihigo*;
- b) National Land Use Planning;
- c) Poverty reduction and the SDGs;
- d) Vision 2020 *Umurenge* Program (VUP);
- e) The National Strategy for Transformation (NSTI) on job creation;
- f) The draft Rwanda 2050 Vision.

These Community Approach Guidelines have been developed based on the experience of the EWMR project and on learning from VLUAP processes in over 100 Villages in the Sebeya Catchment, as well as experience from Water for Growth (W4GR). The main focus of the Community Approach Guidelines is the Village (community). From the Village level, the VLUAP will:

- a) Become part of the Village *Imihigo* and be integrated in the *Imihigo* up to the District Level;
- b) The VLUAPs will be aggregated to the micro-catchment (MCAP) and overall catchment levels.

It is the women and men of the Villages who lead in implementing their VLUAPs, and in turn benefit from it. The activities that need special skills like; rehabilitation of big gullies, construction of flood management infrastructure are implemented by contractors after completion of necessary studies.

2. PART I: THE COMMUNITY APPROACH GUIDELINES

2.1. VLUAP as the Key Planning and Implementation Approach

The objectives of this section are to:

- a) Understand the broad community approach; and*
- b) Understand what the components are in the community approach.*

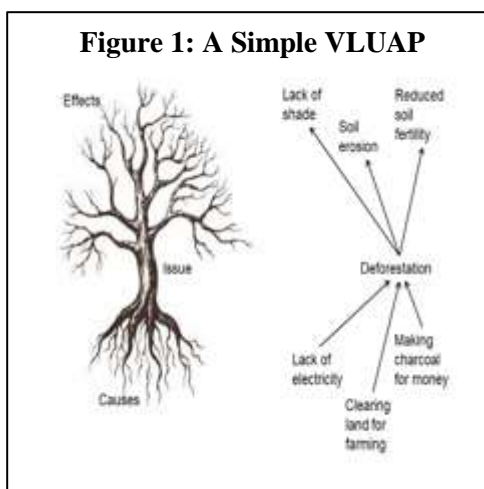
Participatory Village and micro-catchment-based planning are at the heart of EWMR (see Part III, Annex 1 for more details on VLUAP, and Annex 4 for a VLUAP implementation road map). Implementation begins at the Village level, which creates farmer and Village level ownership of their plans, implementation and learning. This generates simple Village plans, developed within 1-2 days, with the involvement of women and men of the Village. VLUAP plans can be combined at the micro-catchment level to become an MCAP. They can also be combined and form part of the Village and District *Imihigo* plans. The process consists of the following steps:

- a) Selection of initial set of Micro-Catchments and Villages:** Working with RWB, District government and catchment committees, the project selects the first micro-catchments (and the Villages contained within them) for the first set of VLUAPs. For EWMR, work started in the Karambo MCAP, then in:
 - i. Villages with “hot spots” needing priority attention in Rutsiro and Ngororero Districts;
 - ii. The rest of the Sebeya catchment;
 - iii. Other catchments.

The Catchment Restoration Opportunity Mapping Decision Support System (CROM-DSS) is a tool to help assess such priority areas for restoration. This helps Districts make decisions about priority areas for soil erosion control, and develop SMART implementation plans.

- b) Training of facilitators (ToF) at the District level:** A group of about 30 people are trained as facilitators for VLUAP. Trainees come from the project implementation unit, District government staff, and NGOs/CBOs. The duration of training is 3 days and simple training guidelines are available for VLUAP.
- c) Community and District mobilization:** Create awareness about VLUAP and gain community interest and buy-in so that challenges are understood and local interest and ownership is increased. This encourages the sustainability and learning as actions are implemented, building community capacity for monitoring and learning. It is important to have a simple practical media strategy for each District/catchment as an important tool to build awareness, together with the role ‘champions’ within Villages can play.

- d) Covid-19 awareness building:** As part of mobilization and planning, awareness is built about the importance of social distancing, hand-washing and use of masks, as well as other news and aspects of preventing the further spread of the Covid-19 pandemic.
- e) Community members from Villages (approx. 5-6) of a micro-catchment** meet so they are aware of the VLUAP process and are able to identify catchment wide problems. Once members have a better understanding and appreciation of the existing challenges, action goals are formulated in order to address these. For example, river catchment management may require Villages to work together. Approximately 50-60 villagers from 5-6 Villages in the micro-catchment meet for this purpose on the first day. This is followed by detailed individual Village level planning.
- f) Initial set of VLUAPs:** The project team agrees on a roadmap for VLUAP (Annex 4), including the names of micro-catchments, Sectors, Cells and Villages. The facilitator teams are agreed upon for the different Villages and micro-catchments. They group riverine Villages together, and agree on when planning will take place. Participation is balanced between men and women to ensure due consideration of gender needs. Equal participation demonstrates the importance of a strong gender approach. The selection of participants in the Village helps to ensure gender equality. Both men and women are given a level playing field with regards to agreement on problems and what action should be taken. Planning usually takes place in the afternoon and at a time that agreeable for the villagers. The planning sessions mainly focus on understanding and mapping problems. A simple problem tree (Figure 1) is used to identify issues, causes and associated effects, as well as, assigning specific job tasks and deadlines. This includes an estimation of quantities of required materials, for example, numbers of trees and grass strips to plant or terracing to construct. It is against this background that the first draft VLUAP is produced. The process is repeated in all of the Villages in the micro-catchments.



- g) Combining Village Land Use Plans to Micro-Catchment Levels:** Where there are MCAPs, VLUAPs can be used to implement, update, and validate them (Annex 10, 11). Where MCAPs do not exist, the VLUAPs is one basis for producing the MCAP. The VLUAPs are mapped on the MCAP-GIS map with Village boundaries clearly marked. The findings of relevant studies should then be integrated. Such VLUAPs can be combined to the District level, for example, as part of land use and District *Imihigo*, and in future at the national level.

- h) Capacity building and inputs:** based on the VLUAP, capacity building may be required (e.g. agroforestry, organic farming, terrace layout, grass strips, etc.). Training can be provided through government, NGOs or CBOs with the aim of strengthening Farmer Field Schools (FFS). Sample inputs required may include; equipment and planting materials. This is done in collaboration with RWB, the Districts the EWMR and / or other programs.
- i) Implementing action:** Based on their VLUAP, villagers implement actions as per agreement. Actions may be on an individual farm (e.g. progressive terraces, grass strips, check dams, agroforestry) or at the Village level (e.g. forest restoration on hill tops, large terraces, improved riverine conservation and water flows). Actions are implemented by men or women, or jointly, and are GIS referenced.
- j) Second and subsequent phases of monitoring, learning and further planning:** After an agreed time (e.g. 4-6 months), project staff (and others, e.g. District *Imihigo* monitoring unit) make follow-up visits to the Villages to review progress (Annex 7). Progress is GIS mapped, which assists with monitoring and evaluation. They may also update the VLUAP based on experience (adaptive planning and implementation). Prior to this, villagers monitor (and learn from) their own implementation, which in turn impacts *Imihigo* monitoring. Such follow-up visits should be repeated on a regular agreed-upon basis. It is likely that villagers will become confident in planning and monitoring, which is key for sustainability.
- k) Need for studies, and assessments:** based on the VLUAP and MCAP, additional studies may be required in order to address issues Villages may raise. Such demand driven studies will be carried out through university and research groups, including citizen science.

As a result:

1. A need for additional extension support and / or inputs is agreed upon, which should be delivered with minimal delay as this helps to build confidence;
2. The VLUAPs can be combined to improve or develop MCAPs and District plans. For Sebeya, this can support existing plans and create a strong sense of Village ownership;
3. This process is particularly relevant in areas where there are no existing catchment plans or MCAPs;
4. The results of the actions implemented at the Village level are the basis for monitoring and performance, and should become part of Village *Imihigo*;
5. This process of planning and action is the basis for performance-based incentives for agreed actions (e.g. restoration, tree planting, grass strips, progressive terraces);
6. Through Village-based monitoring and learning, figures (numbers, area) of implemented actions can be combined from Village–District–Catchment levels and mapped;

7. Lessons from VLUAP implementation will form the basis for knowledge management.

2.2. Village Action Planning in MCAP and Non-MCAP Areas

The objectives of this section are to guide:

- a) Implementation of VLUAP processes in areas where there are pre-existing MCAPs and areas where MCAPs have previously not been completed; and*
- b) Understand the different approaches required between areas where MCAPs have already been completed versus areas where MCAPs have not yet been completed.*

2.2.1. VLUAP in MCAP and Non-MCAP Areas

In MCAP areas, initial VLUAP meetings are “refreshers” to plan and map, and relate Village action plans to the MCAP. The Villages of the MCAP have an awareness raising meeting to discuss overall planning, identify MCAP problems and opportunities, and agree on certain actions that involve more than one Village, e.g. terracing, forest restoration.

Criteria for performance-based incentives are developed and agreed to, based on W4GR experience (Part III Annex 5, 6). A list of payment rates for different actions are agreed for standard amounts of action (numbers, meters and hectares (ha) Part III Annex 6). For example, planting trees will be paid based on how many trees are planted; payment for terracing is calculated per meter of terrace constructed; and for Village restoration, per hectare (ha) restored. Villagers and farmers agree on the actions and how much of each action is needed. Participating farmers then agree on their implementation (or performance) targets.

Repeated cycles of planning, implementation, monitoring, and learning provide a means to monitor progress which needs to be verified before payments are made. The RWB is stream-lining payment modalities with Districts and SACCOs and from SACCOs to villagers’ accounts based on verified performance implementation (Section 2.9).

Where there are no MCAPs, the results of the VLUAPs are important for developing MCAPs, but the VLUAP may not have such detailed GIS maps and plans. Therefore;

1. GIS Base maps are produced for the Villages and micro-catchments;
2. The VLUAP process is followed to produce a problem tree, land use map, and an analysis of problems and actions to be implemented and integrated into Village performance plans;
3. Problems and actions are mapped on the GIS base map, e.g. tree planting, agroforestry, grass strips, small check dams, indicating who is responsible for implementing;
4. This process recognizes some actions may require more detailed planning, e.g. large terraces, check dams for large gullies. Technical support is provided for such assignments.

2.2.2. The First VLUAP planning meeting

The first planning meeting with a Village lasts about 4 hours. A simple hand-drawn VLUAP map is produced along with a problem-solution tree analysis. This is completed while keeping the needs and perspectives of both genders in mind, with one map specifically targeting men and the other women. The same principles apply to both MCAP and Non-MCAP areas. During this first planning meeting, participants map, identify and agree on problems and actions, and thereafter fill in columns 1-5 of the Table (Part III Annex 7). The remaining columns 6-8 are required to be filled in during the next meeting (monitoring and learning).

This forms the basis upon which agreement is reached on what actions will be implemented where, when and by whom. Part III, Annex 8 provides a simple template for the first VLUAP. During this first planning exercise, the Village agree on some “quick-win” activities to implement quickly in order to build trust and confidence. Once the VLUAP is complete, the Village should arrange an opportune moment to launch their plan, publicize it and even seek additional support.

2.2.3. Developing Catchment Plans based on VLUAP Process

Based on the VLUAP and the Community Approach Guidelines, a process for developing MCAPs (where they do not exist) and catchment plans can be built. This entails:

- a) A preparatory phase;
- b) A preliminary, secondary field and office phases;
- c) An organizational and completion phase.

These are described in more detail in Part III Annex 9 and 10. The most important aspects to note in the VLUAP and the community approach are the foundation of planning and action. Then the MCAP and Catchment plans are, in simple terms, the sum of a certain number of VLUAPs (e.g. 5-6 Villages) to make an MCAP, though additional data may be needed. Thereafter a number of MCAPs are aggregated to make the overall catchment plan.

VLUAPs are implementing tools and follow the administrative boundaries of the Village. Implementation of the VLUAPs will result in effective natural resources and catchment management measures. It is done to manage catchments and contribute to land use planning and management. Village to catchment planning embraces:

- Community-based local control with collaboration between technicians, local politicians and communities;
- Inclusion with opportunities to involve local community members and others;
- Integrity with all stakeholders working together in good faith;
- Innovation, development and implementation of solutions;
- Flexibility in planning and implementation;
- Having specific solutions for specific areas.

2.2.4. VLUAP Deliverables

The VLUAP delivers an agreed (by Village, Cell, Sector, District, RWB and program) plan. Part III Annex 8 provides a template for the VLUAP report. The plan consists of:

1. Identified and agreed upon problems and actions at the Village level, which are mapped;
2. Agreement on the actions, where they are to be implemented, who will implement, and the quantities to be implemented (e.g. area, or numbers);
3. A set of technical specifications, based on the agreed actions;
4. A budget for implementing the actions based on the technical specifications; and
5. A process for simple monitoring and learning as part of *Imihigo* capacity building.

During community meetings, the data and agreements gathered help draft VLUAPs. Additional information may be required and contribute to the final VLUAPs which are validated jointly by Districts and stakeholders. In refining VLUAPs, some revisions may be required but these should be agreed upon by the Village. The final approved VLUAPs will be launched by the Villages at an appropriate time. However, implementation can start as soon as the plan is validated.

2.3. Roles and Responsibilities of Different Actors and Stakeholders

The objectives of this section are to:

- a) *Understand the various stakeholders and the stakes/ roles and responsibilities they have in implementing the community approach;*
- b) *Ensure no one is left out and take gender differences into account at all stages; and*
- c) *Ensure there is a focus on Category D and E citizens, more especially women.*

It is important to ensure activities are implemented, and there is accountability. Table 1 summarizes the accountability between Village and District levels. This provides the basis for the *Imihigo* performance reporting and accountability. Following the same process ensures VLUAP becomes well integrated in the *Imihigo*.

Table 1: Accountability levels for Implementation and Sanction with respect to VLUAP

Who	Level of Accountability and Sanction
VLUAP – Farmer and Village	Head of Village. Sanction for wrong doing (e.g., confiscation, destroying crops, taking tools)
Cell	Community Environment Development Officer (CEDO) and Executive Secretary of the Cell
Sector	Executive Secretary of the Sector, Sector Development Officer, District Sector Agronomist
District	Mayor, Director Natural Resources, Executive Secretary
RWB	Overall responsibility for the program and funds disbursement

Key stakeholders in the community approach are villagers and farmers. Rwanda classifies its citizens into 5 *Ubudehe* categories:

Category A and B: Consists of the rich (A) and self-dependent (B). They have diverse life choices and are self-reliant in terms of empowerment and moving out of poverty.

Category C and D: This includes the poor who can improve their living condition (C), and the poorest who need assistance (D). These self-reliant households benefit from social protection, multi-Sectoral interventions and sign *Imihigo* for graduation within a period of 2 years.

Special category E: This category will benefit from full state social protection and individuals are not expected to graduate and will not have to sign performance contracts.

The Community Approach focuses on Categories C, D, and E. The following are the agreed roles and responsibilities of the different groups, which are diagrammatically summarized in Figure 2 and more details on roles and responsibilities can be found in Annex 11:

1. **Very Vulnerable Landless Village Women and Men (Category E):** support (through labor) implementation of agreed actions (e.g. road side tree planting, riverine conservation, FLR) as they are landless or have very small land holdings. This can include some actions (e.g. the planting of fruit trees) around their homes. This group receives payments for approved work in their SACCO accounts.

2. **Vulnerable Village Women and Men (Category D):** implement agreed actions on their farms and around their homes. They implement on their own or with support for technically more challenging actions. They carry out level monitoring and learning and finally receive payments for approved work in their SACCO accounts.
3. **Less Vulnerable Village Women and Men (Category C):** implement agreed actions on their own or with support as needed; carry out level monitoring and learning; and finally receive payments for approved work in their SACCO accounts.
4. **Village leader and Committee:** have oversight of the plan and its implementation, and the Village leader signs it. They ensure the VLUAP is integrated into the *Imihigo* and part of monitoring in their Village and between Villages. They are responsible for sanctioning wrong-doing. The Village leadership provides lists of farmers and their implementation targets which are used for monitoring and making performance-based payments after verification.
5. **Cell and Sector level:** These are part of the VLUAP planning and approval process, and ensure VLUAPs are integrated into the Cell and Sector *Imihigo*. Through extension, they support implementation and are part of monitoring and reporting.
6. **SACCO's:** make payments to farmer accounts based on implementation. They receive funds for payments from RWB through the National Bank and District account. They make financial reports as to monies received and payments made.
7. **TA:** Plans and organizes the VLUAPs, including facilitator training, and ensure reports are compiled for approval. They compile the detailed implementation specifications based on planned needs, and are part of monitoring. They make linkages with markets and value chains for relevant VLUAP actions.
8. **GIS Team:** Geo-references actions on polygons and maps for the VLUAP. They ensure VLUAPs are consistent in terms of actions within the micro-catchment. They play an important role in mapping progress in VLUAP implementation.
9. **CBOs and NGOs:** Support VLUAP planning, technical and extension support, learning and awareness. They provide implementation support, such as, CBO run tree nurseries, awareness raising, making linkages with markets, as well as, capacity building in planning and monitoring.
10. **Sub-Contractors:** For certain works e.g. treatment for large gullies, riverine dykes etc. suitable service providers will be contracted following established procurement procedures.

RWB and the Districts play key roles, especially at catchment and micro-catchment levels:

RWB has overall technical responsibility and accountability, and are part of the VLUAP planning and approval (validation) process. RWB with the assistance of the TA Consortium:

- a) Prepares the VLUAPs;
- b) Releases funds to District accounts through the National Bank for performance payments as per agreed work plans and budgets, with a separate account for the

IWRM Investment Fund. A project accountant is recruited to support the District Finance Unit and the financial procedures of the project;

- c) Recruits and pays technical staff (soil and water conservation specialists and officers) who are part of the project hub to support implementation;
- d) Make follow-ups on progress and provide instructions.

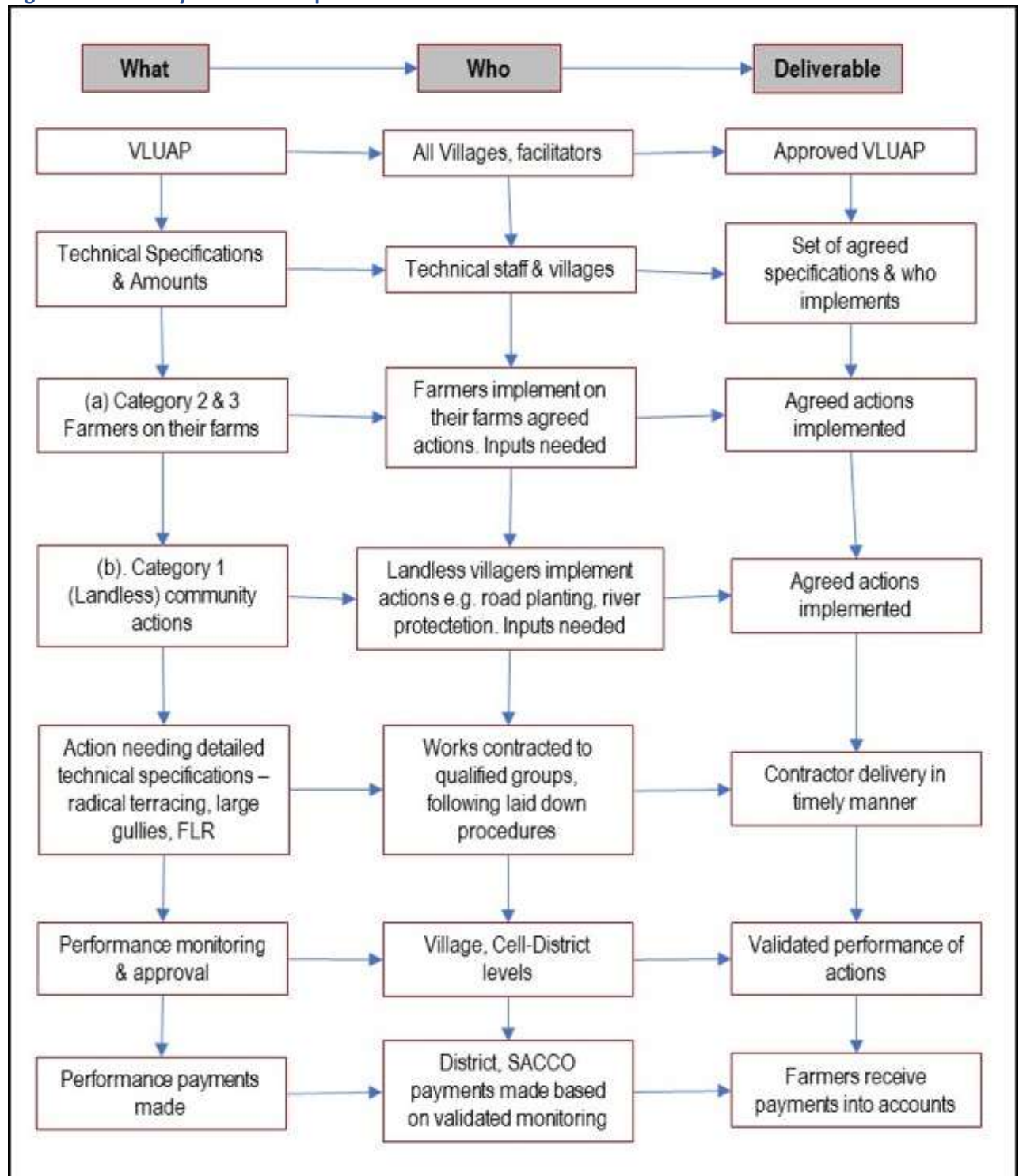
The Districts are part of the VLUAP approval process and ensure VLUAPs are validated and integrated into District *Imihigo*. The Districts:

- a) Support implementation and are part of monitoring and reporting to the national level and have full accountability for VLUAP in the District;
- b) Implement agreed upon work plans using the community approach;
- c) Follow technical specifications provided by RWB during implementation;
- d) Capture approved activities for the Village *Imihigo*;
- e) Ensure local ownership and sustainability;
- f) Provide progress and financial reports to RWB on a quarterly basis, including a final report of the implemented work plan.

Districts are key to implementing the community approach guidelines as they have technical (practical experience), administrative (how to manage such Village-based activities) and financial (ensure that funds are received from RWB and credited to farmers accounts) expertise. Districts ensure the VLUAPs are integrated into the District *Imihigo* and District monitoring and evaluation processes. With the Villages, District staff also support planning, identification of degraded lands, and suggesting proposed actions.

Catchment and micro-catchment levels: While the focus of these guidelines is the community approach, i.e. Village based and owned, it is important that VLUAPs are compiled at the micro-catchment and catchment levels (as well as at the District levels for *Imihigo* planning and implementation). Annex 9 and 10 summarizes some key roles for developing catchment plans based on VLUAP but with a focus on catchments and micro-catchments. It is also vital that the plans are linked into CROM-DSS – so they are mutually supportive.

Figure 2: Summary of VLUAP Implementation and Performance



2.4. Importance of Ownership and Trust

The objectives of this section are to:

- a) *Understand how important farmer and Village ownership is; and*
- b) *Demonstrate trust so that Villages and farmers can plan, implement, monitor and learn.*

Action takes place at the Village level. This creates local ownership and motivates people to carry on after the project or action ends. This contributes to performance, sustainability and makes reporting at Village, District and national level easier. Creating Village ownership requires:

Mapping: While sketch maps may not yield great detail, they help build trust and confidence. The process of mapping prompts discussions about Village issues and their solutions. This leads to discussions, arguments, agreements and disagreements on key issues. It is also useful to do a transect walk to check portions of the map, and stimulate further discussion on natural resource and environmental issues.

Importance of social issues: Natural resource and social planning go hand in hand. Issues relating to different stakeholders (internal and external) need to be understood, as well as:

- a) Understanding the different stakeholders and the role that they play
- b) How management decisions are arrived at;
- c) How Village institutions make decisions;
- d) How they relate to external institutions, for example, shared rights of livestock grazing and water access.

Trust: Building trust takes time, as rural people are often unsure about the agendas of external visitors or what their motives are. Without trust and respect, it is unlikely land use planning will be participatory or based on real needs and therefore less likely to be successful.

Power - crucial but difficult to deal with: Analyzing power relations at Village level is difficult but easier when there is trust and the community's own confidence is raised. It is crucial to understand power relations as this paves the way for a more realistic plan. Social and power analysis help in understanding decision-making and obtaining agreement.

Drafting the Plan: This requires ordering the material in a consistent way. The draft plan should be cross-checked and agreed upon by the Village. There will be a lot of data which needs to be brought together. The maps can be revisited in the light of subsequent discussions. Problem trees should prioritize Village problems, together with specific natural resource issues. Once there is a problem tree, the development of the action plan is relatively straightforward.

Use of the Plan: The Village owns the maps, charts and diagrams. A formal occasion should be organized in order for the Village to present their plan. Implementing activities, such as; tree planting and soil conservation measures demonstrate the importance of the plan for

Village action. The plan can be improved and updated as situations change, problems are solved and other problems emerge.

Participatory tools used: The use of participatory tools e.g. mapping and transect walks, are the basis for discussions on issues that help villagers better understand their problems. Use of social analysis tools helps the Village better understand their social issues and opportunities.

Key qualities of a facilitator. Good facilitation includes:

- a) Being able to effectively manage difficult participants;
- b) Having good flip chart skills;
- c) Staying focused with good body language;
- d) Being a good listener and remaining positive;
- e) Being an audible, articulate and humorous individual;
- f) Embracing different ideas and accommodating different ways of thinking – (no answer is wrong though some are better than others);
- g) Being able to summarize discussions into key messages;
- h) Being adaptable and approachable

Some facilitation tools include:

- a) Setting clear ground rules;
- b) Sitting in a circle so everyone can face each other;
- c) Using cards (one idea per card);
- d) Drawing pictures, maps;
- e) Conducting small group discussions;
- f) Use of positive language;
- g) Using “doing” words (e.g. plant, dig, write) – not “process” words (e.g. like, possess, discuss);
- h) Facing the participants and consistent use of eye contact;
- i) Use of role play

2.5. Role and Importance of GIS in Planning and Tracking Progress

The objectives of this section are to:

- a) *Understand the importance of GIS in planning and action;*
- b) *Ensure farmers and Villages can use GIS maps in planning and action; and*
- c) *Be aware that GIS mapping may not be possible in all cases – in such cases simple hand drawn maps can be used and can be digitized at a later date.*

GIS is a powerful tool in the science of “where” and the community approach relies on it to:

a) Make catchment level analyses and provide base map spatial information;



Figure 3: Sample GIS Map of a part of Sebeya

b) Provide on-the-ground support during planning and implementation; and

c) Digitize community actions for mapping and analysis. GIS requires the necessary tools and equipment, setting up GIS workstations and providing clear procedures for office and field operations. Part III, Annex 2 provides descriptions of the equipment and operating procedures for GIS mapping.

2.5.1. Procedures for developing Geo-referenced VLUAPs

Micro-catchment boundaries are the basis for hydrological and land use decisions (Figure 3, 4). This requires

analyses of run-off, drainage, and water discharge. Using micro-catchment boundaries, the GIS team map micro-catchments and bring Villages with similar hydrological issues together. Village level maps (based on administrative boundaries) can then be produced for detailed VLUAP planning.



Figure 4: Base map sample

Landscape restoration and IWRM provide benefits to people and landscapes. To transform livelihoods and restore social and ecological integrity of landscapes, environmental trade-offs may be needed, for example, levels of influence of restored forest in contrast to increased area under cultivation and agroforestry. The community approach guidelines and VLUAP will take advantage of existing CROM-DSS

models, and depict where interventions generate multiple benefits. These maps guide communities to the most suitable interventions, and such interventions can then inform (and be informed by) CROM-DSS.

For field VLUAPs, communities use GIS base maps, which are high-resolution World View satellite images (supplied by the National Institute of Statistics of Rwanda, NISR). An overlay of hydrological features and contours is prepared and coded. The images allow communities to view the geography of their Villages and provide critical map inputs needed for drafting a geo-referenced map.

The map highlights the Village in relation to neighboring Villages. The Village can then identify solutions appropriate for their Village and link to those adjacent to them. This creates cross-boundary landscape solutions which are important for generating or updating MCAPs. Each Village map has a unique coded title (e.g. codes in the GIS database), the administrative location (District, Sector and Cell), a north-south arrow, scale, and a table with the name of the Village leader and his/her contact details.

2.5.2. What can be done in the absence of Maps?

There may be areas where GIS maps are not available or where the project (or group) does not have the necessary ability and equipment. What can be done in such cases? Here are some suggestions:

1. Google Earth can be used to generate such maps if there is no high-resolution GIS maps;
2. Villages can continue with hand-drawn maps in the process adding additional detail in terms of the problems, types of action, location for implementation, resource needs, and identification of implementing partners. Such maps can later be transferred to Google Earth;
3. This is the basis for VLUAP without GIS and can be used for performance incentives; and

4. Additionally, consultations can be held with the National Institute of Statistics Rwanda, or the National Land Use Planning, in case such maps exist.

2.6. How Activities and Farmers are selected

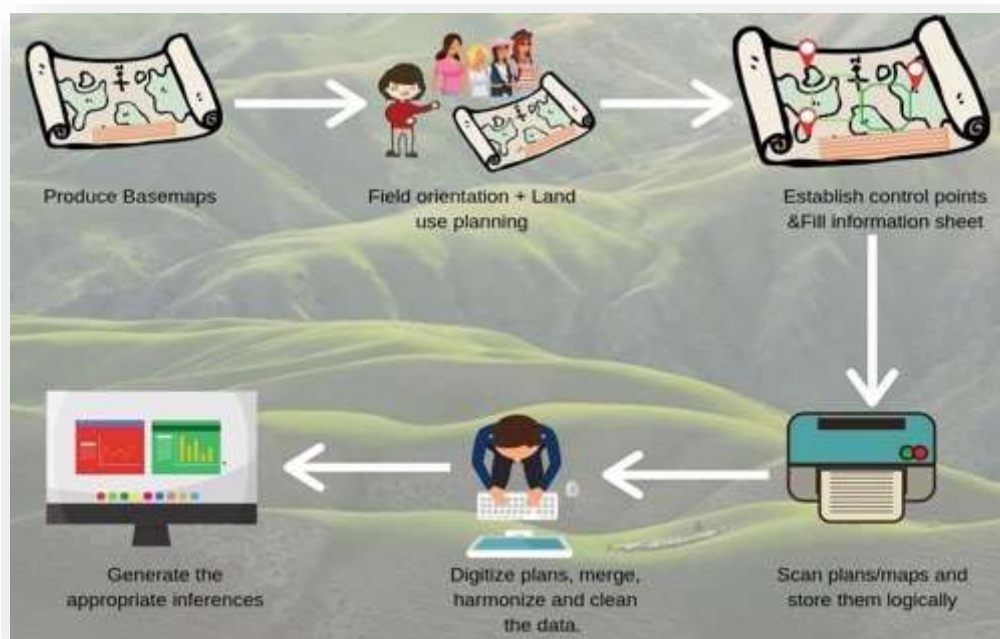
The objectives of this section are to:

- a) *Understand what activities are to be implemented and where they should be implemented in the Village; and*
- b) *Agree at the Village level where actions should take place and who should implement them.*

Various actions at Village and micro-catchment levels are required to achieve the objectives of IWRM, restoration, sustainable land use and *Imihigo* implementation. The variety of activities are divided (Table 2) as to who implements what. However, there may be overlaps between different activity areas.

Table 2: VLUAP Type Actions and Key Implementation Responsibilities

Who Implements	Green infrastructure	Soil works	Links to market and value chains
Farmers and Villages (especially category C and D households)	<ul style="list-style-type: none"> ➤ Fruit tree planting ➤ Agroforestry ➤ Forest landscape restoration ➤ Fuelwood lots ➤ Afforestation on steep slopes ➤ Replace most Eucalyptus with agroforestry trees ➤ Kitchen gardens ➤ Livestock (One cow, manure) 	<ul style="list-style-type: none"> ➤ Progressive terracing ➤ Organic farming - compost ➤ Small check dams ➤ Trenches in forest (drainage) ➤ River bank stabilization (shrubs, trees, gabions) 	<ul style="list-style-type: none"> ➤ Process farm products for market



		<ul style="list-style-type: none"> ➤ Road drainage, repair ➤ Restoration of springs 	
CBOs, NGO	<ul style="list-style-type: none"> ➤ Fruit tree nurseries ➤ Tree nurseries ➤ Capacity building (compost, climate smart agriculture, intercropping) 	<ul style="list-style-type: none"> ➤ Capacity building (layout of terraces, check dams) ➤ Rainwater harvesting ➤ Supply of improved cook stoves 	<ul style="list-style-type: none"> ➤ Capacity building ➤ Links to market and value addition (e.g. of EWMR)
Service Providers	<ul style="list-style-type: none"> ➤ Large tree and fruit tree nurseries 	<ul style="list-style-type: none"> ➤ Large check dams ➤ Large scale terracing ➤ River dykes ➤ Major road drainage and works ➤ Water tanks 	<ul style="list-style-type: none"> ➤ Establish micro-finance

The main focus of implementation is the Village and farmer levels, especially categories C, D, and E households, though some actions will be implemented by multiple Villages. Some activities may be undertaken by CBOs and NGOs (e.g. supply of fruit tree seedlings, capacity building). Larger complex interventions may be implemented by service providers, for example, large check dams, dykes and large terracing.

Most activities should be carried out by farmers on their farms. However, if the household is landless (e.g. Category E), such people should carry out Village wide activities (e.g. road side tree planting, river conservation, forest restoration). If road works are identified in the plan, work will be carried out in consultation with Rwanda's Feeder Road Program.

2.7. Farmer-Village Implemented Actions

The objectives of this section are to:

- a) *Agree on the types of actions farmers will implement;*
- b) *Agree on what activities require external technical support to implement; and*
- c) *Understand the importance of farmer and Village implementation.*

This section provides guidance for different activities for villagers and farmers to undertake, though they may need extension support. The key focus is the Village and villager action and ownership in terms of identifying what needs to be done, where and by whom. This can include:

1. **Fruit tree planting:** It is best to plant fruit trees close to the home as part of the home garden. Planting materials come from fruit tree nurseries that produce quality (often grafted) stock. This might be done by a CBO or commercial tree nursery. Farmers do the actual fruit tree planting and management, especially women, though the farmer may need extension support in species choice, planting and care (pruning, fertilizing);
2. **Agroforestry:** Agroforestry can diversify and enhance farm productivity and be climate-smart. It can also be part of boundary or terrace tree planting, or having trees mixed with crops, or fuelwood lots. Care is needed on the choice of species, with greater attention to agroforestry and indigenous trees. In this way, Villages can gradually replace Eucalyptus;
3. **Forest Landscape Restoration (FLR):** There are opportunities for FLR for fuelwood lots on farms, along riverine areas, on Village hill lands and on steep slopes. Villagers should be part of decision making as to what sort of trees are planted where and for what purpose. Extension support can raise awareness on the importance of indigenous species;
4. **Fuelwood lots:** Accessible fuelwood is a key need. Many farmers have (or would like to have) small fuelwood lots on their farms. Multi-purpose trees are preferred as they provide multiple benefits, though the focus is fuel. Tree species should be diversified and include agroforestry trees. Eucalyptus should not be planted within a space of 5m from the farm border, so these trees do not impact the crops on their neighbor's farms;
5. **Afforestation on steep slopes:** On steep slopes there should be no cultivation. Such areas are important for FLR, in particular FLR based on restoring these areas with useful indigenous tree species. The restoration requires technical support in layout (and drainage) while the actual planting and management will be a Village (or multiple villages) responsibility;
6. **Kitchen or home gardens:** Kitchen gardens are important for nutrition, especially fruit and vegetables and are typically the responsibility of women. Extension support maybe needed to ensure an optimal mix of crops. Women typically manage and tend such gardens and some of the produce may be marketed with links to value chain improvement;
7. **Livestock (One cow scheme, manure):** Where livestock are an identified action, this should be integrated into Rwanda's "one cow" program and it becomes the

management responsibility of the household. Extension support maybe needed to ensure optimal use of the manure (perhaps in conjunction with compost making);

8. **Organic farming – compost:** Compost is an important, under-valued farm product to enhance fertility and soil condition. Little compost is made at present. Awareness on the value of compost is required together with how to produce and use it. Compost making is a farmers responsibility;
9. **Progressive and large-scale terracing (and grass strips):** Terracing and grass strips are farmer implemented but with support and advice from District staff and the TA. The TA and District specialists will advise on appropriate species of grass (and trees) that should be sourced;
10. **Small check dams:** Farmers will implement soil conservation measures for small gullies through simple check dams. The layout of check dams may require support and advice from District staff and the TA for the first one or two – thereafter farmers should be able to execute this work themselves;
11. **Trenches in forest (drainage):** Layout of trenches is the responsibility of District technical staff, while the actual digging of the trenches will be a Village responsibility;
12. **River bank stabilization (shrubs, trees, gabions):** National regulations for riverine areas stipulate that 2m on each side for small rivers, 5m for medium rivers, and up to 10 m for larger rivers will not be cultivated but rather be stabilized using trees (indigenous trees are recommended), shrubs, grass (including bamboo), and supported by gabions as needed. River bank stabilization will be Village implemented, though preparation of gabions will require a more technical treatment;
13. **Road drainage and repair:** Roads and their drains may need repair or/and be planted with lines of trees on the road reserve. Such works will be Village implemented (in particular by category D and E households) with District staff and the TA assisting in layout and in consultation with Rwanda’s Feeder Road Program;
14. **Restoration of springs:** There may be springs on the Village (or even on a farmer’s) land and these may require restoration. Such work will be Village implemented; and
15. **Processing farm products for market:** Links will be made with the value-chain component of EWMR and other projects, enabling products with a local or regional (even national) market potential to be value-added at source and marketed, thereby enhancing livelihoods.

2.8. Larger Scale Activities Implemented by External (to Village) Agents

The objective of this section is to:

- a) *Understand which activities should be implemented by contractors and external service providers.*

For some activities, villagers will not be able to implement them on their own. Activities requiring “professionals” include, for example, some large-scale terracing, dykes for river embankments, treatment of large gullies, gabions along rivers. These activities should be carried out by CBOs/NGOs or Service Providers. However, farmers and villagers should provide necessary labor wherever possible, and receive performance-related benefits. For example, while service providers may lay out a terrace or a dyke, the villagers of the area will do most of the work (under supervision). Local CBOs or NGOs are preferred for the implementation of work that they have experience in, rather than for profit (and often distantly-based) service providers.

Work that CBOs and NGOs might carry out include:

- Development of smaller fruit tree and tree nurseries;
- Capacity building (compost, climate smart agriculture, inter-cropping);
- Capacity building (lay out of progressive terraces, check dams etc.);
- Rainwater harvesting installations;
- Supply of livestock under the “one cow scheme” or equivalent;
- Supply of improved cook stoves; and
- Links to market and value addition, where appropriate.

While service providers and contractors, who will be recruited through established and accepted competitive tender processes, will carry out activities such as:

- Large tree and fruit tree nurseries;
- Large check dams;
- Large-scale terracing works;
- River dykes and gabions;
- Some major road drainage and repair works, where links should be made with the Feeder Road Program of Rwanda;
- Water tank construction; and
- Establishment of micro-finance schemes, where appropriate, for value-chain development.

2.9. Funds Transfer and Performance Payments to Participating Villagers

The objectives of this section are to clarify on:

- a) *How funds will be transferred from RWB to participating farmers; and*
- b) *Accountability of linking funds transfers with activities implemented.*

The success of the Community Approach depends on the ability to procure the necessary inputs and make performance payments to participating Villages. However, the new Ministerial order No 002/20/10/TC of 19/05/2020 establishes regulations on public procurement, which poses a challenge to the financial implementation of the Community Approach. The EWMR project and RWB are working out how best to navigate this so as to maintain an effective community approach in this and other projects. An option to explore is to request a non-objection from the Rwanda Public Procurement Authority (RPPA) for implementing VLUAPs using the community approach. In addition, efforts will be made to strengthen collaboration between the Rwanda Rural Rehabilitation Initiative (RWARRI) and the Districts with respect to community mobilization, planning, implementation and learning.

Key to the success of the community approach will be how funds are transferred from RWB to farmers to ensure accountability. The VLUAP process produces a GIS geo-referenced action plan, where the location, amounts and costs of each action are detailed and agreed to. The payment process starts with RWB and results in funds being transferred to farmers' local SACCO accounts. For this to work correctly, a number of things need to happen:

1. Based on approved budgets, RWB sends (through the National Bank of Rwanda) funds to the participating District Accounts for farmer payments to be made through their SACCOs, on the basis of their performance of work at the Village level;
2. Management of the Community Environment Conservation Fund (CECF);
3. Villages (through the Village leader) compile lists of farmers who implement different actions (name, type and amount of action). This is based on the VLUAP;
4. Monitoring by the farmer and Village, is conducted at agreed upon intervals. This will be independently verified at the Cell (or Sector) level. Ultimately such monitoring will be integrated into *Imihigo* monitoring at the Village and District level;
5. Fund small business plans developed by organized saving groups or other local projects;
6. The Village leader forwards, through the District to RWB, a list of farmers with details of amounts that should be transferred to their SACCO accounts, together with summary details. This list should be approved at the Cell, Sector and District levels before payment is made; and;
7. The District will instruct the SACCO to transfer the agreed amounts to the SACCO accounts of all participating farmers (both men and women).

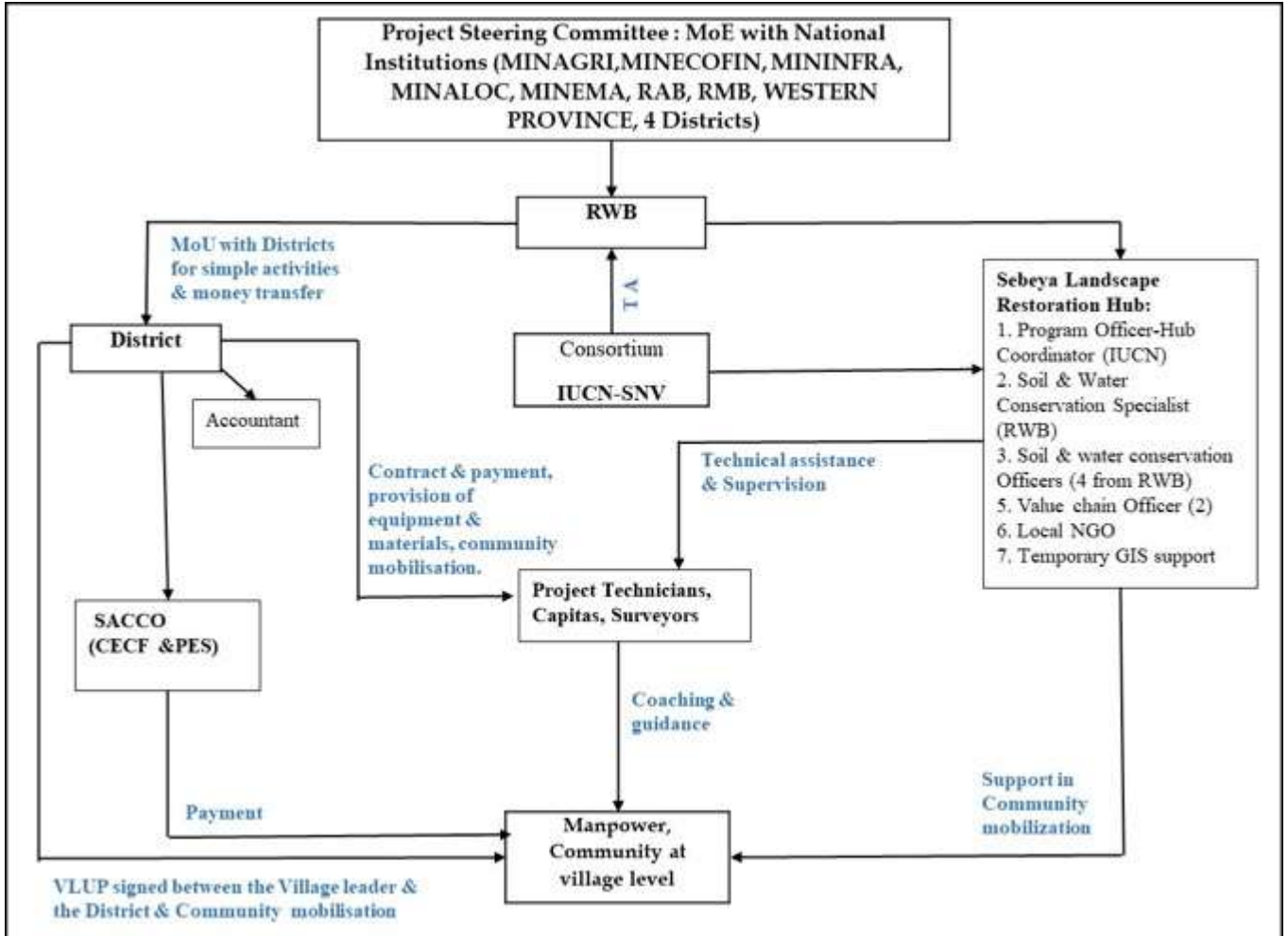
Table 3 summarizes this process in terms of accountability in implementation and how funds are to be transferred. Figure 5 shows the process from RWB, where the labor-force focuses on local Village and farmer works. Category D-E households implement Village level works, while category B-C households are responsible for works on their farms. The

supervisors (“capita”) ideally come from the Village and have relevant experience. Part III, Annex 5, 6, 12-19 provide samples of cards and record forms that can be used for implementation and payment.

Table 3: Summary of Village Action and Payment Process

Finance Flow from RWB	Implementation and validation process of VLUAP
Funds from IIF to National Bank, based on advance VLUAP estimates of needs across participating Villages	VLUAP completed for Village, which specifies type, amount and location of actions. These are geo-referenced and mapped
	VLUAP actions approved for implementation from Village to District level (actions can be per farmer, or performed by the Village as a whole)
	Village agrees on list of farmers (men and women) who will carry out specific work, when and what quantities
National Bank remits funds to District SACCO	This list (names, actions, quantities) approved by Village to Sector levels
	Work carried out by farmers with agreed payment schedule
	Villages monitor performance which is validated by Cell and Sector
	Farmer card is completed for each farmer detailing actions completed and payment amounts due
	Farmer card signed off by Village, Cell, Sector and District
Payment authorized (District Project Accountant) and paid by SACCO to farmer a/c	
Summary of payment made based on SACCO accounting to District and District to RWB	
With time, the above process becomes part of <i>Imihigo</i> planning, implementation and accounting	

Figure 5: Implementation Funds Process for Actions and Payments made by District



2.10. Funds Transfer and Performance Payments to Participating Villagers

The objectives of this section are to make clear:

- a) How the community approach can be monitored; and*
- b) Support Village led monitoring and learning which can also contribute to Imihigo monitoring.*

Farmer led monitoring, evaluation and learning is important as it provides:

- a) A means for the project to monitor progress at the farm and Village levels;
- b) Supports the monitoring of the Village *Imihigo*;
- c) Builds farmer and Village capacity and confidence;
- d) Long term sustainability as the implementation and actions will be owned at the Village and farmer levels.

This is an important way for monitoring to feed to District and national government levels. Under the EWMR project, the TA has broad responsibilities for the supervision and monitoring of activities and ensuring that farmer and Village led monitoring is prioritized. The project hub coordinators carry out monitoring and compile monthly progress reports. The TA undertakes geo-spatial monitoring of implemented activities compared to those planned under the VLUAP, using a standard template. In this way, verified implementation of VLUAPs will be mapped and enable the project to produce quarterly maps, highlighting progress. Both levels of monitoring and learning are required as:

- a) The action is farm and Village based and therefore it is important for farmer and Village ownership and instilling confidence;
- b) Higher level monitoring is important for GIS mapping, accountability and performance incentives.

Monitoring takes place at an agreed time with the village. After the initial VLUAP is completed and is being implemented, second and subsequent meetings will review:

- a) Performance and monitoring in terms of what was actually implemented;
- b) Lessons learned by villagers based on what has been implemented;
- c) Revise plans, as needed, for the next period, which will be aligned with *Imihigo* planning. This will lead to the third and fourth cycle and so on. Part III, Annex 7 provides a sample template to be completed as part of the next VLUAP planning meeting. Such meetings build the capacity of the Village in monitoring and learning, in addition to building their capacity to monitor their *Imihigo* performance– all of which contribute to long-term sustainability and ownership.

Monitoring is verified by the Village leaders (as part of *Imihigo*). The process is carried out by:

- a) The Village;
- b) The project team (under the EWMR project this is the TA Consortium);

- c) The *Imihigo* monitoring team at the District level. It is important to link monitoring to what people (farmers and Villages) learn from implementation. This supports local ownership and sets a course for further implementation.

To support monitoring and learning, some form of Village committee (ideally based on or supportive of the *Imihigo* structure) could be established or used (if a similar group such as a “*Comité de Suivi*” already exists). The “*Comité de Suivi*” (follow up committee) is responsible for:

- a) Facilitating farmer and Village learning from the implementation of their VLUAP through, for example, meetings with farmers, as well as, men and women who are implementing the actions;
- b) Using the action learning forms (Part III, Annex 7) to summarize the monitoring and learning and also serve as part of the Village record of implementing their VLUAP;
- c) Being the means to report monitoring and learning from the Village through to the Districts as part of *Imihigo*;
- d) Supporting overall the longer-term sustainability in order that implementation undertaken is maintained and, where appropriate, expanded;
- e) Being the eyes and ears of the Village and villagers

2.11. Conclusion: Cost Effective Approach Empowers and Produces IWRM, Landscape and Community Benefits

The Community Approach has a strong fit with Rwanda's decentralization strategy, where *Imihigo* is the key approach. These Community Approach Guidelines focus on IWRM and lands use planning and action. However, they can be adapted for other uses for example, agriculture and livestock management. It is flexible and adaptable, ultimately focusing on what the villagers and farmers can plan for in a short period of time, so they do not have to spend large amounts of time planning ("you cannot eat plans!"). Rather the focus is on getting priority actions agreed to and implemented.

While the first VLUAP may seem to be the most important, it is necessary to emphasize that this is a cycle of planning-action-monitoring-learning-planning and so on. In this way the plans support and can be part of the *Imihigo* process. So, it is not a one-off planning process, but rather a key for longer term sustainability and ownership of landscape management processes. Such ownership can be enhanced if Villages have and can launch their VLUAPs at appropriate events, as this will contribute to a sense of pride in what they are undertaking.

It is essential to see what villagers learn from the work that they plan and implement thus important to document their achievements and share them as part of:

- a) Village ownership and improved understanding of how such work improves farming practices and yields;
- b) A basis for further action and improving existing actions;
- c) Supporting longer term ownership and sustainability;
- d) Providing communication materials for policy influence and public relations.

Such learning can take place as a part of planning, action, monitoring and learning, and can be organized by small committees at the Village level to work with farmers to document what they have learned.

The Community Approach creates and re-enforces the importance of farmer and Village ownership regarding plans they have developed and the actions they have agreed to. Farmer and Village monitoring and learning strengthens community empowerment and ability, which in turn contributes to longer-term sustainability and reduced dependence on external support. These main guidelines provide instructions on how the community approach can be implemented in practice while Part II shows how the community approach can link to and contribute to some selected national policies and processes.



Republic of Rwanda
Rwanda Water Resources Board
Ikigo Gishinzwe Umutungo Kamere W'amazi Mu Rwanda

Community Approach Guidelines

Part II: Use of the Community Approach Guidelines to Inform National Processes



Kingdom of the Netherlands



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1. IWMR COMMUNITY APPROACH SUPPORTING PERFORMANCE CONTRACTS (IMIHIHO)

The objectives of this section are to:

- a) *Understand how the activities can be integrated as part of the Imihigo; and*
- b) *Agree on how Project Activities will be part of the Imihigo, from village to District level)*

In the *Imihigo*, villagers identify activities they consider as priorities. The village leaders submit village priorities to the Cell level, where all village proposals are consolidated and submitted to the Sector. At the Sector level the Joint Action Development Forum selects and filters ideas to ensure that Sector priorities also contribute towards national and local priorities.

These priorities are consolidated at the District level and are matched with available funding. The final set of performance targets is then discussed and approved by the District leadership and at the national level. This forms the basis for implementation, monitoring and evaluation, which in turn is the basis for performance.

Imihigo has several ambitious aims, which include:

- a) Speeding up implementation of the local and national development agenda;
- b) Ensuring stakeholder ownership of the development agenda;
- c) Promoting accountability and transparency;
- d) Promote results-oriented performance;
- e) Encouraging competitiveness;
- f) Ensuring stakeholders' participation and engagement in policy formulation and evaluation; and
- g) Instilling a culture of regular performance evaluation.

The VLUAP process can make a strong contribution to Rwanda priority targets, for example:

- a) Families having access to clean water;
- b) Cows supplied to families;
- c) Share of population living in poverty (or extreme poverty);
- d) Agricultural land protected against soil erosion;
- e) Access to safe drinking water;
- f) Community mobilized to do public works;
- g) Share of population expressing satisfaction in decentralized governance.

In addition, the VLUAP process can build local village and government capacities in land use planning and action, as well as, how such actions can be monitored and evaluated. Processes have been put in place so that plans can be implemented and funding can be provided in a timely and transparent manner.

Such planning, and the fact that each village has its own detailed GIS map of where problems exist and what actions are needed is key to enhancing village ownership and is also an important baseline. The plans combined with learning from implementation can be integrated into the performance contracts as an important basis for revision, sustainability and long-term implementation.



2. HOW VILLAGE LAND USE AND ACTION PLANNING CAN CONTRIBUTE TO NATIONAL LAND USE PLANNING

The objectives of this section are to:

- a) Understand importance of broader land use planning; and
- b) Identify elements of the community approach that can contribute to local and national land use planning.

As part of VLUAP GIS baseline maps are generated (Figure 5), which are the basis for mapping (hand drawn and GIS) problems and agreed actions (Figure 6 and 7). These are the foundation for the EWMR project, and can also be used for land use planning, as:

1. Each village has its baseline map and the map of actions which are all GIS referenced;



2. The village maps can be combined to the District level to generate a District baseline map, and a District map with all the actions mapped; and
3. The maps can be combined to the a). micro-catchment, b) whole catchment scale and regional levels;

Rwanda has National Land Use Planning Guidelines (NLUPG), and some of its objectives are an important opportunity for VLUAP to share experiences and approaches which could be important as Rwanda revises and updates its National Land Use Plan and Guidelines. Table 5 highlight some of the objectives of the NLUPG which are relevant to VLUAP.

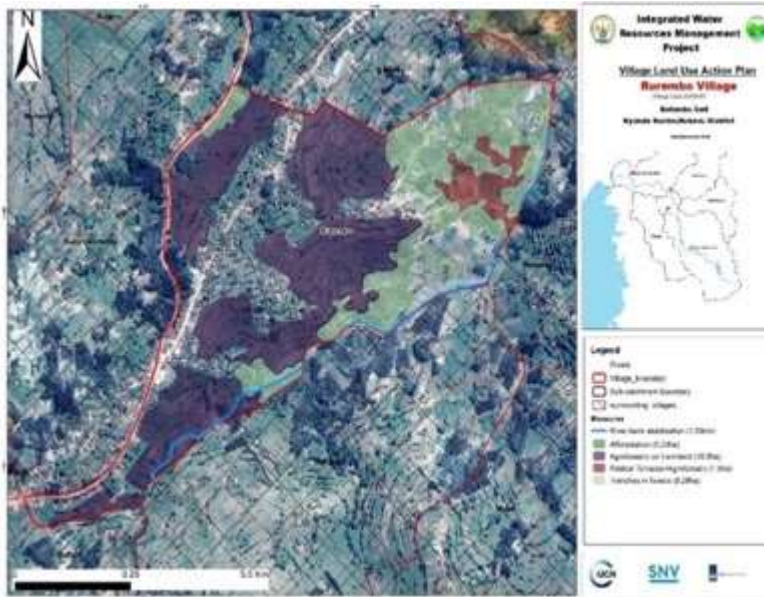
Table 5: Some shared objectives NLUPG and VLUAP

NLUPG Objectives strive to:	How EWMR project VLUAP can contribute to achievement of SDGs and other national processes
1. Standardize land use planning processes & procedures of land development operations, regarding efficient & optimal use of land.	1. VLUAP is a standard process which has so far covered 102 villages in 4 Districts
2. Guide land managers, land use planners & practitioners at all levels in process of land use planning.	2. Places focus of planning at village level & is participatory
3. Resolve land-use conflicts that may happen among users	3. Can identify conflicts at VLUAP level & have actions to resolve
4. Enable land users, in particular, investors who have same understanding in implementing Rwandan Government Land Policy & development strategies.	4. Helps identify value chains & village-based business opportunities (e.g. fruit, dairy, certain crops)
5. Promote sustainable land management.	5. This is a key objective of VLUAP – improve land management, increase yields & values of products for farmers and villages
6. Provide a number of tools & resources that could be of practical use by land use planners.	6. VLUAP process can be used widely. EWMR will use it in over 350 villages of Sebeya Catchment & includes use of participatory tools & GIS mapping
7. Prevent & mitigate land degradation.	7. This is a key objective of EWMR through VLUAP implementation (terracing, agroforestry, climate smart agriculture, riverine conservation etc.) – as these are key areas for EWMR project
8. Manage natural & anthropogenic disasters.	8. Implementation of VLUAP actions will contribute to disaster risk reduction
<i>Overall VLUAP is a village-based planning & action process that is simple, replicable (other Districts & villages) and participatory. All proposed actions are mapped (GIS) for future monitoring. These VLUAPs can be aggregated to a District/region level as well as to micro-catchment & catchment levels</i>	

Land use planning in Rwanda will help achieve sustainable land use and water resource management that results in food security, appropriate urban development and preservation of biodiversity and ecosystem services. Increasing pressures on natural resources requires Rwanda to use sustainable land use planning and integrated water resource management. This involves new approaches to urban planning, rural resettlement and agriculture to ensure food security and protection of ecosystem services. These are some of the reasons for EWMR project and the two processes should work together.

A comprehensive land use plan will be part of District Development Plans to develop better link at national and village levels. Participation is key for successful land use planning. This is exactly what VLUAP strives to achieve. Experts can help provide additional information and guidance to the villagers.

VLUAP is improving public support, from village to District levels and nationally, for smart growth and use of innovative strategies for the needs of a village. This helps villages address their needs as they are best placed to define them. Encouraging

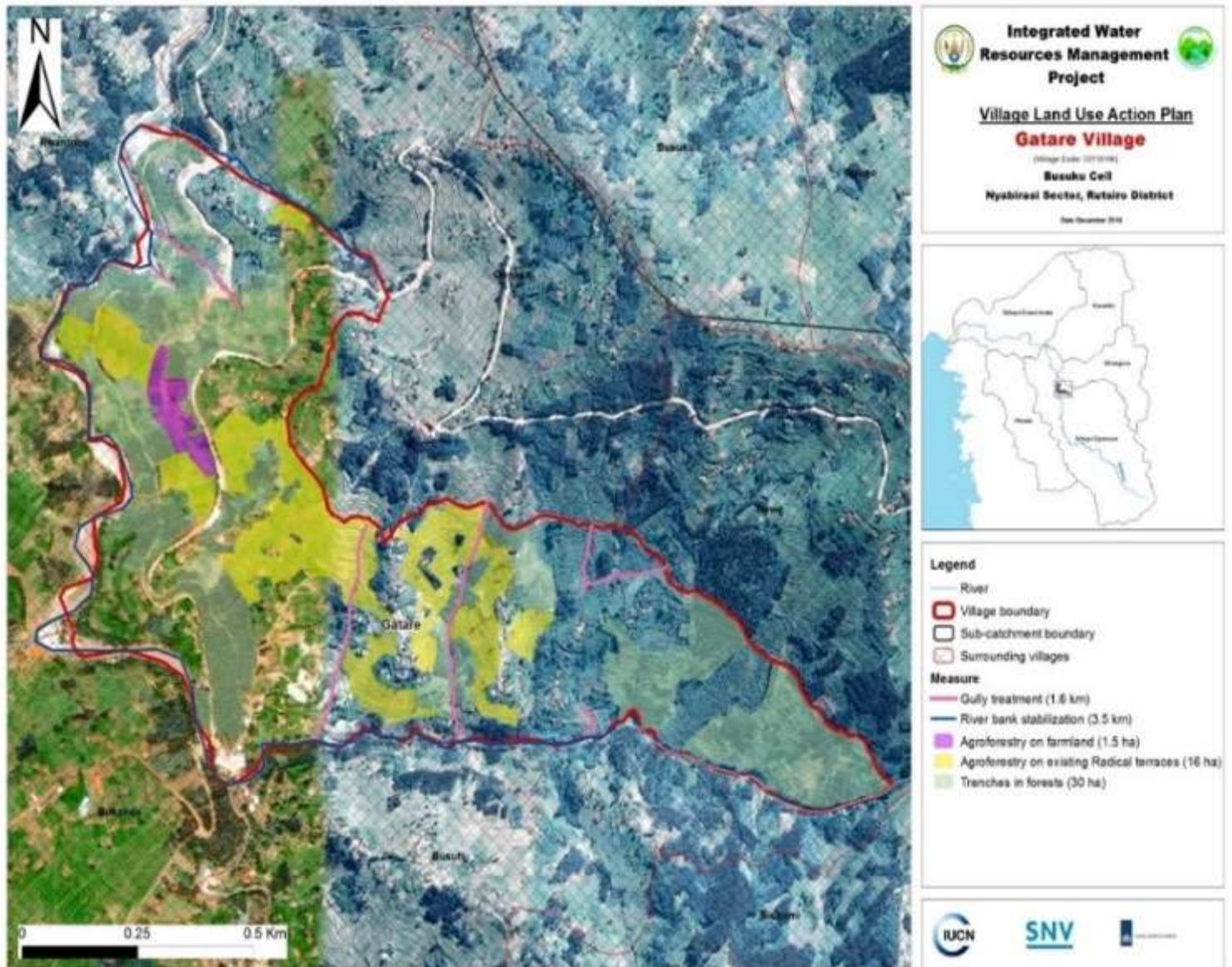


community and stakeholder collaboration can lead to creative, speedy resolution of development issues and greater community understanding of the importance of good planning and investment.

However, VLUAP as it is being implemented in the EWMR project does not address all

land use needs for a village or District. For example, it does not address urban issues like; schools, health facilities, village layout or where infrastructure is to be developed (roads, major bridges etc.). However, the VLUAP process provides a foundation for broader land use planning, other village and District needs, and will help prevent duplication of effort – so that existing VLUAPs can be built on.

Figure 7: Sample of a VLUAP map (Gatare Village) showing mapped actions as polygons



3. POTENTIAL ROLE OF COMMUNITY APPROACH IN POVERTY REDUCTION, COMMUNITY EMPOWERMENT AND IWRM, AND EMPLOYING IMIHIGO AS A TOOL TO MEASURE PERFORMANCE

The objectives of this section are to:

- a) Understand how results of the community approach contribute to important national processes (SDGs, poverty reduction, citizen report cards); and*
- b) Agree on how best to use results and data from the community approach work at District and national levels.*

The Rwanda VNR (Voluntary National Report, 2019) to the UN on SDG implementation progress highlights some of the key areas of progress. Rwanda focuses on SDGs 4, 8, 10, 13, 16 and 17, along five thematic areas which can be used to define how the EWMR can contribute to these six goals (Table 8). Some of the success factors for Rwanda include:

- a) Visionary leadership, effective governance, and accountability;
- b) Home-grown solutions rooted in Rwandan culture that are resource-efficient and play a major role in enhancing ownership and accelerating development outcomes;
- c) The integration of SDGs in national planning and monitoring frameworks.

The EWMR project is carrying out a detailed baseline study, which aims to show how the project can contribute to various SDG targets (Table 6) and goals, the *Imihigo* process (Tables 9) and from the 2018 published citizen report card (Table 8). Tables 6-8 provide ideas of how the EWMR project can provide data for these processes (SDG reporting, NSTI pillars and the Citizen Report Card).

Table 6: Draft Suggestions on how Sebeya Programme can contribute to SDGs

Key Areas of Rwanda & SDGs	How project “Embedding Water Management in Rwanda (EWMR)” can contribute towards SDGs:
<p>Human Capital Development: (SDG 4) ‘ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all’ hinged on:</p> <ul style="list-style-type: none"> (i) Scaling up pre-primary enrolment (ii) Improving learning outcomes (iii) Improving relevance of curricula (v) Promoting science, technology & innovation (vi) Access for all including those with special needs. Progress on nutrition made regarding wasting & underweight. Government has put in place a multi-Sectoral strategy (<i>National Early Childhood Development Programme</i>) to eradicate malnutrition). 	<ul style="list-style-type: none"> ➤ VLUAP as an educational and empowering approach targeting adults ➤ Communities learning about monitoring & evaluation ➤ VLUAP support to educational activities – soil conservation, agro-forestry, etc. ➤ Contribution of improved agriculture & fruit to nutritional status
<p>Inclusive Economic Growth: Economic growth has reduced both income & multidimensional poverty. With a share of 43.5% of population in labor force, the youth are regarded as a key driver of growth, requiring the economy to accelerate job creation. NST1 is targeting to create 1.5 million decent & productive jobs by 2024</p>	<ul style="list-style-type: none"> ➤ #s of youth & women’s groups supported by program & delivering inputs (seedlings, improved cook stoves) ➤ Job creation (labor, fruit tree & sales of products) ➤ Value & type of products entering market & value chains ➤ Estimates of income to family
<p>Environment & Climate Change: Rwanda targets to become a green, climate resilient & low carbon economy by 2050. A green fund (FONERWA) has been in existence since 2012 to mobilize resources. <i>National Disaster Management Policy</i> revised towards more integrated & anticipatory disaster risk management system.</p>	<ul style="list-style-type: none"> ➤ Extent of climate smart agriculture (agroforestry, diverse I& use, climate adapted crops & trees) ➤ Extent of soil conservation improving condition of soil, fertility and crop yields
<p>Good Governance & Access to Justice: Citizen participation & home-grown solutions such as <i>Imihigo</i> (performance contracts) & <i>Umuganda</i> (communities come together to perform activities of public interest) have been key to Rwanda’s development. Innovations like <i>Rwanda Governance Scorecard</i> & <i>Citizen Report Card</i> have enhanced citizens’ participation & demand for accountability.</p>	<ul style="list-style-type: none"> ➤ Numbers of VLUAPs integrated into <i>Imihigo</i> & how they are integrated ➤ Extent of public interest works (<i>Umuganda</i>) e.g. roads, rivers ➤ How VLUAP approach contribute to broader governance – for example planning process, local ownership, accountability & representation
<p>Strengthening Means of Implementation, Global Partnership & Data for SDGs: More efforts are put into domestic resource</p>	<ul style="list-style-type: none"> ➤ Number & types of PPP that program integrates into the 7 results thereof (e.g. tree nursery production, mining, tea)

<p>mobilization, prudent debt management & macroeconomic stability. Attracting private investments in key development Sectors through Public Private Partnerships is key to achieving SDGs.</p>	<p>➤ Value chains developed linking farmers to the private Sector</p>
<p>Leaving No One Behind: Women, youth & people with disabilities represented at all levels of decision making; (highest representation of women in Parliament (61.3%) & equal numbers in Cabinet. Extreme poor supported through social protection programs.</p>	<p>➤ #s of women involved in VLUAP preparation, implementation & benefitting from improved management of catchment resources</p> <p>➤ How improved livelihood programs contribute to wealth creation – especially of extreme poor (e.g. no land, single headed households)</p>

Table 7: Links of EWMR Project to NST1 Pillars

NSTI Pillar	Related NSTI Priority	SDGs	Links to EWMR Project
Economic transformation	Create 1.5 million productive jobs	8,1	Decent and productive jobs created on and off farms Improvements in income
	Increases domestic savings	8, 17	Savings through SACCO performance payment
	Modernize & prioritize productivity in Agriculture	2, 1	Soil conservation, climate smart agriculture, value chains (esp. For fruit). One cow per family project
	Sustainable management of Environment to Green Economy	15,8, 12	Restoration (with focus on indigenous), soil conservation works, river protected
Social transformation	Promote resilience to shock & reduce poverty	1, 10, 2	Climate smart approach & diversification of actions
	Eradicate malnutrition	2, 1	Contribution of fruit trees, & diversified agriculture to nutrition
Governance pillar	Strengthen capacity, service delivery & accountability	16	VLUAP planning approach
	Increased citizen participation in development	16	VLUAP planning approach
Cross cutting areas	Environment & climate change	12, 15	Extent of climate smart agriculture, including terracing & agroforestry

	Disability & social inclusion	1, 10, 2, 3, 4, 8, 5	VLUAP inclusion of all village level stakeholders
	Capacity development	4, 9	VLUAP is all about capacity development
	Gender & family promotion	5, 3, 8, 1. 10, 2, 4	Extent of equity in VLUAP

Note: Col 1-3 come from NST1 Report, while Col 4 relates to how EWMR can contribute to supporting these NST1 pillars

Table 8: How EWMR could contribute to 2018 Citizen Report Card in 4 Districts

Sector Satisfaction	Rubavu District	Rutsiro District	Nyabihu District	Ngororero District	How EWMR Project can contribute to the Sectors
Agriculture					Increased crop yields; extent of improved soil management
Livestock					Participation in “cow” scheme
Infrastructure					Dykes, check dams, radical terracing (green infrastructure)
Land					Improved land – extent & type of terracing
Private Sector					Type & extent of engagement – value chains, marketing
Education					Schools benefitting from project – numbers & types of benefits
Health					Nutrition status improved – fruit, diversified farming, improved yields
Hygiene & sanitation					n/a
Social welfare					Extent of category 1 household involvement
Family affairs & gender					Numbers disaggregated by gender in planning, implementation & performance
Local Administration					n/a
Justice					n/a
Human rights					n/a
Security					n/a
Citizen participation					Number (participants) & extent (# of villages) of VLUAP
<i>Satisfaction above 75%</i>					<i>Satisfaction 50-60%</i>
<i>Satisfaction 60-75%</i>					<i>Satisfaction 0-50%</i>

Note: Col 1-5 come from the National 2018 Citizen Report Card report, while Col 6 relates to how EWMR could contribute

4. COMMUNITY APPROACH CONTRIBUTING TO THE DRAFT VISION 2050

Rwanda's Vision 2050 articulates its ambitious long-term strategic direction for "the Rwanda we want" and the enabling pathways to achieve this ambition. Rwanda aspires to transform its economy and modernize the lives of all Rwandans. Vision 2050 is the critical planning and policy blueprint to guide the efforts in Rwanda's development. The emphasis on economic prosperity is about creating wealth for all Rwandans.

Building on the Sectors where Rwanda has a comparative advantage today, the country will continue developing its agro-processing, manufacturing, construction industries. An advanced food industry will be developed in the country based on strong linkages between commercial farmers and industries. The agricultural Sector will prioritize on productivity, climate resilience and high standards to match Rwanda's ambitions. The vision for the agricultural and land use Sector involves: **Modern market-oriented and climate resilient agriculture:** To achieve a gradual yet unrelenting reform in the current, an agricultural model is required. Rwanda will transform its Agricultural Sector to be market-driven and linked to urbanization and trade. Agriculture value added per worker will need to increase to more than 8-fold by 2035, and more than triple again by 2050 for comparative levels of high-income countries. Farms will take up less of the countryside while producing more using modern farming and land efficient techniques.

Scaled up use of modern inputs and technologies to maximize productivity: In agriculture, the aim is increasing productivity and developing professional agricultural services with strong downstream and upstream linkages to primary agriculture. These services will include production and distribution of fertilizers, quality seeds, irrigation technology, higher-value agricultural products for supermarkets and hotels. Enhanced rural access to credit, tenure security, and functioning land markets will become more important. Public-private partnerships in agricultural supply chains will offtake what is produced from Rwandan farmers, process it, and tap into global export markets. The National Land Use Master Plan will play an important role in guiding on the spatial location and preservation of agricultural land.

Increased access to agriculture finance and risk sharing facilities: Rwandan farmers will have tools to reduce losses from the effects of weather and climate change through:

- i. Better insurance and financial services and other risk management and transfer tools,
- ii. Increased diversification at the household level,
- iii. Improved market information and strengthened contract farming models,
- iv. Decentralized managed grain reserves to mitigate large hikes in local food prices.

Public expenditure will also be targeted toward:

- i. Innovative financing and risk-sharing facilities specifically adapted to Rwandan farmer's needs,
- ii. Financing for research, extension, and infrastructure to add value to products.

Integration within global value chains for higher-value products: Reflecting Rwandans' rising income levels, the population will be eating better and more diversified diets of safer, processed and packaged foods, reflecting the shifting dietary preferences associated with income growth and urbanization. By 2050 Rwanda's domestic agri-food system will meet the modern dietary needs of the population. Diversification away from cereals to higher value crops will be pursued especially for exports purposes.

Deepening decentralization to bring services closer to the citizens: Over early years of Vision 2050, decentralization will be fully achieved, resulting in capable local service delivery, revenue and job creation led at the local level. The policy aims at achieving good governance principles through promoting participation of citizens in the development of their own communities, strengthening service delivery mechanisms close to the population, and establishing participatory planning and local economic development. Decentralization focuses on governance, service delivery, and local development, consolidating fiscal, financial and Sectoral decentralization. The main orientation now is to accelerate growth and sustainability, by focusing on local economic development (LED), governance for production, job creation, deepening capacity, and continued improvement in service delivery.

Imihigo serves as a tool of self-evaluation by all Sectors: They help to measure performance at the same time identify the areas in need of attention for the next fiscal year. It is now becoming a culture in every institution be it public, private or civil society. *Imihigo* have also been decentralized at household level in order to ensure that all citizens are part of the whole process. Public servants use *Imihigo* and this has greatly enhanced performance and service delivery.

The Community Approach Guidelines can support the implementation of Vision 2050 in a number of areas, including village and farmer based land use, action planning and implementation; improved land use (terracing, agroforestry, soil fertility); agricultural diversification (crops, livestock); improved climate smart land use; conservation (forest landscape restoration with indigenous species); and contributing to *Imihigo* amongst others. Table 9 demonstrates how the community approach guideline can contribute to different 2050 priorities.

Table 9: How Community Approach Guideline Can Contribute to Vision 2050

Some Vision 2050 Priorities	How Community Approach Guidelines Can Support
1) Modern market-oriented and climate resilient agriculture:	<ul style="list-style-type: none"> ➤ Linkages made with land and water use ➤ Performance incentives provides income ➤ Help implement a gender approach to ensure gender differences are integrated ➤ Participation in monitoring and learning contributes to sustainability
2) Scaled up use of modern inputs and technologies to maximize productivity	<ul style="list-style-type: none"> ➤ Climate smart agriculture – diversification, agroforestry, terracing, soil fertility
3) Increased access to agriculture finance and risk sharing facilities	<ul style="list-style-type: none"> ➤ Community approach identifies where public works are needed (roads, catchment protection, terraces) ➤ Public works implemented based on performance with a particular focus on the landless ➤ Improved farming and incentives help enhance income
4) Integration with global value chains for higher-value products:	<ul style="list-style-type: none"> ➤ Making links to credit schemes for certain identified activities, e.g. fruit trees, bee keeping, vegetables ➤ Support to value chain development
5) Deepening Decentralization to bring services closer to the citizens:	<ul style="list-style-type: none"> ➤ VLUAP as a simple Village land use planning process that generates village and farmer own plans ➤ Local ownership of plans build capacity and supports sustainability ➤ Identification of what needs to be done, where (e.g. terracing, agroforestry, gullies, restoration) results in community and famer ownership ➤ Linkages made with land and water use
6) <i>Imihigo</i> serves as a tool of self-evaluation by all sectors.	<ul style="list-style-type: none"> ➤ Village and micro-catchment plans integrated and part of <i>Imihigo</i> plans ➤ Serve as a basis for monitoring, evaluation and learning

5. HOW COMMUNITY APPROACH CAN CONTRIBUTE TO THE VISION 2020 UMURENGE PROGRAM (VUP)

The Vision 2020 *Umurenge* program (VUP) is an Integrated Local Development Program to Accelerate Poverty Eradication, Rural Growth, and Social Protection. The program is led by the Ministry of Local Government, Good Governance, Community Development and Social Affairs (MINALOC) and supported by the Ministry of Finance and Economic Planning (MINECOFIN).

The VUP uses the existing decentralization system and leverages technical and financial assistance to further reduce poverty in Rwanda. Experience shows that “isolated” interventions by sectors are not enough to lift people out of extreme poverty in a cost-effective and sustainable manner. One of the main limitations of both isolated and integrated approaches is the failure to address two important insights of economics, namely; resources are scarce and people respond to incentives. Therefore choices must be made. When such choices are made for people in a community (e.g. centralized planning), there are risks of not satisfying these needs or distorting local incentives, which leads to a waste of resources. However, when choices are made by people (e.g. participatory approaches), these risks are alleviated but the incentives may not be compatible with the aim of eradicating extreme poverty.

So, the VUP balances central guidelines for socio-economic transformation with local participatory mechanisms to make the best use of scarce resources while ensuring adequate local incentives for sustainable progress. The VUP is organized around three components (Figure 8):

1. Revive public works by using community-based participatory approaches to build community assets and create off-farm employment infrastructure. Examples include watershed management, terracing, water harvesting, irrigation, feeder/access roads construction, etc.
2. Use credit packages innovatively to tackle extreme poverty and foster entrepreneurship and off-farm employment opportunities. Such packages make the best use of scarce public resources, involve the private sector and provide people with incentives to improve their own productive capacities. Examples include; credits to diversify/specialize farming/livestock activities, develop off-farm skills, purchase/build household/business assets, etc.
3. Direct support to improve access to social services and provide for landless households with no members qualifying for public works or credit packages. Such support will expand health and education coverage and encourage the development of “appropriate” skills, handicraft, or social service activities.

Such VUP approaches will also:

- a) Create off-farm employment opportunities;

- b) Accelerate the process of monetization and formalization of the economy, for longer-term sustainability;
- c) Redirect social protection to the neediest people who are landless and unable to work.

Implementing the guidelines of the Community Approach directly contributes to the implementation of the VUP in the catchments and areas it is working in, with a current focus on the Sebeya Catchment. The Community Approach Guidelines, with a particular focus on component 1. Table 10 illustrates how implementing the Community Approach Guidelines can support the VUP.

Table 10: How Implementing the Community Approach Guidelines Can Support VUP

VUP Component	How Community Approach Guidelines can Support
1. Revive public works using community-based participatory approaches to build community assets and create off-farm employment	<ul style="list-style-type: none"> ➤ VLUAP as a simple Village land use planning process that generates village and farmer own plans ➤ Local ownership of plans build capacity and supports sustainability ➤ Identification of what needs to be done, where (e.g. terracing, agroforestry, gullies, restoration) results in community and famer ownership ➤ Linkages made with land and water use ➤ Performance incentives provides income ➤ Improved farming and incentives help enhance income ➤ Help implement a gender approach to ensure gender differences are integrated ➤ Participation in monitoring and learning contributes to sustainability
2. Innovations with credit packages to tackle extreme poverty and foster entrepreneurship and off-farm employment.	<ul style="list-style-type: none"> ➤ Making links to credit schemes for certain identified activities, e.g. fruit trees, bee keeping, vegetables ➤ Support to value chain development
3. Direct support to improve access to social services and to provide for landless households with no members qualifying for public works or credit packages	<ul style="list-style-type: none"> ➤ Community approach identifies where public works are needed (roads, catchment protection, terraces) ➤ Public works implemented based on performance with a particular focus on the landless

Figure

Program components ("focus")	Additional benefits ("externalities")	Areas where changes need to be instigated in a systematic fashion ("change management")
Public works	Creation of off-farm employment opportunities	Assist local governments to coordinate the implementation of national sector ministries' strategies
Credit packages	Monetization & formalization of the economy	Instill the notion of interconnectedness of services across sector ministries
Direct supports	Effectiveness of social protection	Change attitudes through pro-active interventions of all sector ministries to accelerate the rate of poverty reduction in Rwanda.



Republic of Rwanda
Rwanda Water Resources Board
Ikigo Gishinzwe Umutungo Kamere W'amazi Mu Rwanda

Community Approach Guidelines

Part III: Supplementary Tables and Annexes



Kingdom of the Netherlands



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Introduction to Templates and Annexes

The Annexes provide templates and reporting cards that can be adapted and used by EWMR and other projects. This will help in farmer and Village targets and performance in terms of activities planned for and undertaken. The Annexes include, but are not limited to, the following:

Annex 1: Additional Detail on VLUAP Process

Annex 2: GIS Tools, Equipment and Operating Procedures

Annex 3: Some Suggested Grass and Tree species for different uses – which represent suggestions as to what species could be used with one focus on replacing their near tree mono-crop of Eucalyptus

Annex 4: Roadmap for VLUAP planning and implementation

Annex 5: Sample Village Summary Performance Sheet summarizes the overall achievement of the Village in terms of implementation against what was planned. This includes villager implementation on farms, and Village community implementation on Village lands

Annex 6: Activities and Quantities represent the present “bills and quantities” for planning and implementation of all the different activities. This can be updated and changed with agreement.

Annex 7: VLUAP Simple Report Format for First Village Plan is a simple one-page format for documenting performance (at Village level) after 4-6 months (or longer) of the VLUAP

Annex 8: Standardized Report format for all VLUAP reports is the standard template for all the VLUAPs that are produced. So far there are 102 such plans

Annex 9: Developing Catchment Plans based on VLUAP and Community Approach Guidelines

Annex 10: Proposed Roles for Developing Catchment Plans based on VLUAP Process

Annex 11: Responsibilities in EWMR from Village to District levels

Annex 12: Sample Farmer Card for Actions and Payments is a simple card that farmers can use to document what they have agreed to do (e.g. amount of action planned for) and what they have implemented after a certain period of time which can be used as a means for performance payments.

Annex 13: EWMR rates for Performance Payments for Different Actions provides the current payment details for the different activities. This can be updated and changed with agreement

Annex 14: Template for Work Force Recruitment

Annex 15: Sample Attendance list

Annex 16: Sample Daily and Weekly Progress report

Annex 17: Sample Monthly Progress Implementation report

Annex 18: Sample Farmer Card for Actions and Payments

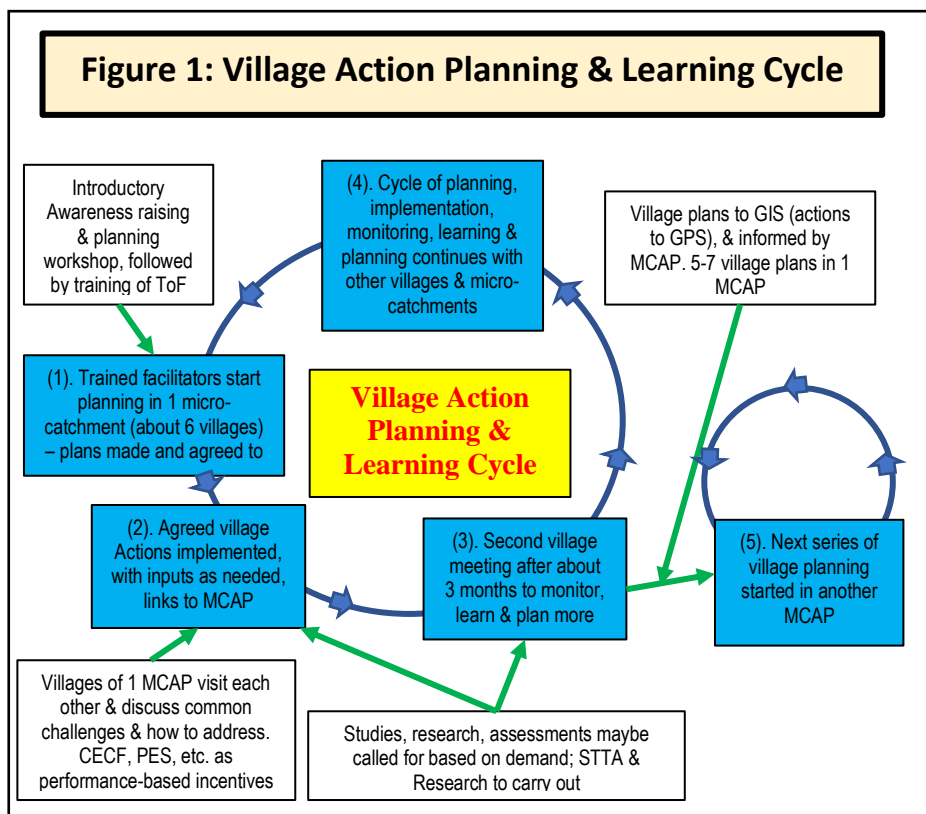
Annex 19: Sample payroll list template

The forms and templates can be updated at any time with the appropriate approvals.

Annex 1: Additional Detail on VLUAP Process

VLUAP (Figure 1) and learning combines planning, implementation and learning (based on monitoring) to improve future planning and implementation. Community members go through cycles of planning-implementation-monitoring-observation-learning-planning. A group of people with shared concerns (e.g. soil erosion, soil fertility, livelihoods), plan, implement and learn from their actions. VLUAP as an overall approach, uses various methods and tools, e.g. mapping, GIS, stakeholder analysis, and is suitable when:

1. A problem is complex (e.g. integrated landscape challenges);
2. People (e.g. farmers) are not sure where to start (e.g. soil erosion and terracing);
3. Action involves people with differing perspectives (e.g. men and women); and



4. The situation may change (e.g. reducing fertility, increasing floods).

These conditions apply to Sebeya (and other) catchments. Having different stakeholders ensures a wide range of views are gathered for better planning and action. VLUAP provides a simple way to plan and implement actions, as well as, to monitor and learn in order to plan and implement better in future. It is about “learning to do it by doing it”, and has several advantages for the Rwanda catchment work:

- a) Planning and learning allows different actors to work through complex problems at different levels by planning, implementing, monitoring and learning to improve future planning and action;
- b) VLUAP focuses on action to enhance land use, restoration, soil and water conservation. It is an important entry point for broader land use planning and contributes to poverty reduction;
- c) If well documented, VLUAP cycles are important for monitoring and learning (evaluation);
- d) Lessons and insights can be shared with others.

Draft Agenda & Methodology for VLUAP Based on MCAP

Activity	Who	Duration	Comment & expected outputs
Day 1: Field visit			
Field visit to understand Micro-catchment & prepare venue for community meeting	VLUAP Facilitators	Morning & Afternoon	Key features & degraded landscape identified
Day 2 & 3: Community meetings with first & second set of Villages (From 14:00 to 16:00 PM)			
Welcome remarks	Local leader at Sector or Cell level	5 min.	Community understand importance of project, high-level expectations & their role in general.
Introductions, objectives & process	VLUAP team Leader	10 min.	Community understand methodology & expected results after meeting
Problems analyzed & possible solutions (Problems, causes, impacts)	Plenary session led by one Facilitator, with one villager taking notes on a flipchart	20 min.	Community asked to document key problems, causes & solutions identified during MCAP process & update them if necessary.
Group work in individual Villages to agree on Village actions & interventions & MCAP for their Villages	Participants from each Village	60 min.	Each Village facilitated by 2 to 3 facilitators depending on magnitude of issues. One villager documents draft VLUAP & Map guided by facilitators with community participation. Using format in Annex 2.
Plenary discussion on key findings by each Village	Secretary & Group	15 min.	Each Village secretary to report on key findings. All villagers validate findings from all Villages.
Conclusion & way forward	VLUAP Team leader & Sector Executive Secretary	10 Min	VLUAP team Leader thanks community; announces way forward including commencement of activities on ground. Sector ES closes meeting
Day 4: Collecting additional information & drafting VLUAP Report			

Annex 2: GIS Tools, Equipment and Operating Procedures

GIS Tools and Equipment

1. **ArcGIS:** Desktop Version 10.3 or higher is required. By working with the National Institute of Statistics Rwanda, IUCN will arrange for ArcGIS licenses. The software will support field base maps (Figure 7).
2. **Google Earth (GE):** In situations where GIS staff want quick maps, GE will be useful.
3. **High Resolution Satellite imagery (World View Images):** The entire process of VLUAP relies on satellite images to orient the Villages at various locations. Villagers use the images to trace boundaries for interventions, and the same images can be used to put hand-drawn interventions into GIS.
4. **Handheld GPS:** To bring Villages put their data into GIS, all data will be GIS-referenced. By clearly marking at least three control points, the GIS expert can bring them into GIS and so GIS-reference hand-drawn plans. To improve the accuracy of the control points, the GPS coordinates (East, North) of these points will be captured, and form a triangle with a fair distribution in the polygon. Then, the GIS expert can print the coordinates on the information sheet provided.
5. **Drawing table:** It is unlikely that each Village will have a flat smooth surface to place base maps. The TA team will carry a portable drawing table for A0 paper, e.g. a flip chart stand.
6. **Draughtsman coloured pencils:** Communities need to identify areas of action and draw polygons to mark the landscapes and sites for particular actions. Since they will use satellite image base maps, erasable coloured pencils are needed. Paper Mate Erasable Colour Lead Mechanical Pencil is recommended.
7. **Wide format scanner:** To start digitizing the VLUAPs, A0 maps with community hand-drawn interventions will be scanned. This requires a wide-format colour scanner to store scanned images as JPEGs. Colortrac SmartLF wide format scanners, or SmartLF SC 36 Xpress are preferred.
8. **High speed computers:** Handling online images from digital globe and geo-referenced maps requires fast computers connected to high-speed internet. The project might need to take advantage of the existing workstation at NISR.
9. **Map holder tube** –to store maps while the GIS team are in the field.
10. **Map cabinets** –will be located in field offices where GIS experts will store the maps for scanning.

GIS operating procedures – Field work and offices

Fieldwork

- a. The GIS team prepares field work base maps with all the map elements present.
- b. The GIS lead uses an appropriate Village-maps inventory (codes, names), and allocates maps and Villages to the field GIS expert at a Cell or/and Sector level.
- c. The GIS expert, in consultation with the team leader orients the group to the agreed Villages. This may require 5-6 Villages coming together to discuss common landscape challenges and here the GIS expert will guide the community in mapping.
- d. After a given community and Village have started land use planning, the GIS expert will help in base map interpretation (features, elevation, relative direction and bearing). After this, the expert allows the Village to draw their own map and assist with further interpretation as requested. In each polygon the community makes, they should print in it the abbreviation of the interventions.

- e. Once planning is complete, 3-4 control points will be clearly marked. This will be followed by physical visits to the points to capture their GPS location, following normal GPS accuracy precautions.
- f. The expert must ensure proper filling in of the information sheet which includes his/her name and contacts, and the GPS coordinates of the control points. Then the expert will store the map in a map holder, which must be water proof, and take it back to the office for scanning.
- g. The GIS expert will scan all the maps in jpeg format, and maintain the names and codes of the Villages. This will be shared with the GIS team leader for inspection.

Office Work

- a. The GIS leader will ensure they have the recommended computers with ArcGIS software and can receive Worldview images. The NISR GIS focal person can provide technical support on the server management and connectivity.
- b. The GIS team leader will allocate Villages to each GIS expert for digitization.
- c. The GIS experts will geo-reference the maps to digitize and create a geodatabase. The attributes include levels of degradation and soil erosion, existing and recorded interventions, based on the VLUAPs and existing land cover. Other details include the names of the experts, the administrative location, the Village leader and local draftsman. The experts will merge and harmonize VLUAPs cross-boundary interventions.

Annex 3: Some Suggested Grass and Tree species for different uses

Type of Activity	Scientific Name	English Name	Kinyarwanda Name	Comment
Rehabilitation of radical terraces, & cut-offs	<i>Alnus acuminata</i>	Andean Alder		Exotic, potential invasive
	<i>Pennisetum clandestinum</i>	Kikuyu grass		
	<i>Pennisetum clandestinum</i>	Kikuyu grass		
Trees for agroforestry, afforestation	<i>Alnus acuminata</i>	Andean Alder		Exotic, potential invasive
	<i>Mimosa scabrella</i>	Bracatinga (in Brazil)		Exotic, fast growing, multipurpose
	<i>Podocarpus falcatus</i>	Podo		Indigenous
	<i>Croton megalocarpus</i>	Croton tree		Indigenous
	<i>Polyscias fulva</i>	Parasol tree		Indigenous
	<i>Markhamia platicalyx</i>			
	<i>Mesopsis emnii</i>			
	<i>Acrocarpus fraxinifolius</i>			
	<i>Araucaris cunninghmii</i>			
	<i>Callitris serrate</i>			
	<i>Cedrela serrata</i>			
	<i>Acacia melanoxylon</i>			
	<i>Erythrina abyssinica</i>		Umuko	Indigenous, important culturally
	<i>Acacia abyssinica</i>		Umunyinya	
	<i>Prunus africa</i>		Umwumba	medicinal
Shrubs	<i>Vernonia amygdalina</i>	Bitter leaf tree	Umubirizi	Medicinally important
	<i>Tetradenia riparia</i>			
	<i>Solanum aculeastrum</i>	Poison apple	Umutoboto	Bitter not edible, fencing
River – stream buffer zones	<i>Alnus acuminata</i>	Andean Alder		Exotic, potential invasive
	<i>Arundunaria alpina, Dendrocalamus giganteus)</i>	Bamboo		

	<i>Pennisetum purpureum</i>	Elephant Grass, Napier grass	Urubingo	
	<i>Pennisetum clandestinum</i>	Kikuyu grass		
	<i>Alnus acuminata</i>	Andean Alder		Exotic, potential invasive
	<i>Arundunaria alpina, Dendrocalamus giganteus</i>	Bamboo		
	<i>Solanum aculeastrum</i>	Poison apple	Umutoboto	Bitter not edible, fencing
Gully protection, check dams	<i>Pennisetum purpureum</i>	Elephant Grass, Napier grass	Urubingo	
	<i>Alnus acuminata</i>	Andean Alder		Exotic, potential invasive
	<i>Eucalyptus sp.</i>			
	<i>Arundunaria alpina, Dendrocalamus giganteus)</i>	Bamboo		
	<i>Pennisetum purpureum</i>	Elephant Grass, Napier grass	Urubingo	
Riverbank stabilization	<i>Pennisetum purpureum</i>	Elephant Grass, Napier grass	Urubingo	
	<i>Phragmites mauritianus</i>	Reed grass	Umusekera	
waterlogged grass areas & cattle crossings	<i>Phragmites mauritianus</i>	Reed grass	Umusekera	Can be invasive
	<i>Solanum aculeastrum</i> (fence)	Poison apple	Umutoboto	Bitter not edible, fencing

Annex 4: Roadmap for VLUAP implementation

Fiscal year	Year 1				Year 2				Year 3				Year 4			
Quarters	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1. Stakeholders mapping, Awareness meetings, Training of Facilitators of VLUAPs, Landscape assessment , elaboration of VLUAPs with the community in a given Catchment, Sub-catchment and Micro-catchment																
2.Final reports of the VLUAPs, costing and budget validation																
3. MoU between implementing partners, implementation plan																
4. Recruitment of Technical staff																
4. Procurement of materials, goods and services for the community and other service providers including supervision (if not done before activity n°1).																

Fiscal year	Year 1				Year 2				Year 3				Year 4			
Quarters	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
4. Community mobilization and capacity building																
5. Implementation and supervision																
6. Monitoring, evaluation and reporting.																
7. Maintenance of activities and impacts evaluation																

Annex 5: Sample Village Summary Performance Sheet

Village Name, district				Village Code	
Date	Type of action	Amount planned	Amount completed	Rate per Unit	Amount due to Village
1/5/2020	Fuel wood lot	0.005 ha	0.005	369,000/= per ha	1,845/=
	Agroforestry	1.25 ha	1	120,500/= per ha	120,500/=
	Road repair	1km	2 days labour	2,000/= per km	2,000/=
	Progressive terracing				
	etc.				
		Note: amount planned = total planned on farm and Village lands			

				Total Income to Village	124,345/=
				Signature & Stamp of Village	

Annex 6: Activities and Quantities

	Description	Unit	Quantities
1	Agroforestry per Ha		
	Agroforestry trees and shrubs production (nursery)	Plants	1800
	Planting agroforestry trees	Person days	35
2	Planting fruit trees		
	Avocado seedlings	Seedling	3
	Tree tomato seedlings	Seedling	10
	Mountain papaya seedlings	Seedling	3
3	Afforestation on 1 ha		
	Nurseries preparation (trees)	Trees	1,600
	Excavating anti-erosion trenches alongside the contour lines and putting excavated earth on the downhill side	Person day	180
	Tree planting	Person day	30
4	Planting trees along roads		
	AF trees production	Seedlings	668
	Planting trees	Person day	20
5	Radical terraces 1ha (contracted) + A/F		
	Labor for lay-out, land clearing, collection of pegs, 'A' Frame etc.	Person days	75
	Construction of terracing (removing top soil, terracing and returning top soil)	Person days	700
	Construction and protection for drainage systems of radical terrace – excavate drains, line with grass, and cut-offs	Person days	132
6	Check dams per 2m		
	Equipment: stakes (12), rods (18), ropes (15), nails (5Kg) & transportation, 2m	Numbers	45
	Construction of check dams	Person days	25
7	Liming and compost making		
	Lime supply at site	Kg	3,000
	Compost production (and training)	Kg	10,000
	Proper spreading lime and mixing with soil	Person days	25
8	Riser protection works (Ha) + A/F		
	Riser protection with grasses (Kikuyu grass or Pennisetum)	Person days	40
9	Progressive terraces Ha +A/F		
	Excavating trenches	Person days	180
	Establishing grass strips to stabilize trenches	Person days	30

10	Rehabilitation of degraded existing progressive terraces (Ha) & AF		
	Rehabilitation of contour trenches	Person days	100
11	Rehabilitation of degraded existing radical terraces (Ha)		
	Re-establishment of check- dams in waterways	Person days	50
	Repairing damaged beds & banks of drainage channels (waterways or cut-off-drain)	Person days	40
	Rehabilitation of bottom drains of graded bench terraces	Person days	20
	Correction of bench riser slope	Person days	280
12	River bank protection +A/F		
	Production/supply of multiple grass	Grass roots	7,500
	Planting multiple grass on the river banks	Person days	35
13	Small gully treatment (1 km)		
	Gully reshaping & grass lining	Person days	85
	Grass lining	Person days	50
	Poles & rodes from indigenous trees/shrubs for check dams (2m)	pieces	41
	Check dam construction	Person days	50

Annex 7: VLUAP Simple Report Format for First Village Plan

VLUAP Report for: (Name of Village)

Code for Village: _____

Date:

Which Group in Community and how many villagers: (Men /women – from Gender perspective and to show project work in gender; women to agree on women’s activities; and men to agree on theirs)

Activity	Target (Quantity)	When (Month)	Where	Role of Village	Role of Project
List the activity or action from the workplan, for example:		When is the activity supposed to take place?	Where on the map (hand drawn & GIS) will the actions take place	Who is responsible for actual implementation	What material & equipment are needed
Action 1: (for example) Village agrees to plant 10Ha of trees (half Eucalyptus, half indigenous)		Before the rains	Locate on map and on GIS	Men and women from the Village (list of names attached)	Seedlings, tools
Action 2: (for example) 1 Km of grass strips		Before the rains	Locate on map and on GIS	Men and women from the Village (list of names attached)	Grass plants and tools
Action 3: (for example) 50 Ha of farmland with agroforestry trees		Before the rains	10 farms, location on GIS	10 farms (names attached)	AF seedlings & tools
Activity 4: (for example)??? etc.					

Don’t go into too much detail, or have too many actions during the first VLUAP – focus on things that are quick and easy to do to build trust and create ownership (explain this to the village) by the village. At the next meeting – after we have monitored progress and done some learning – villagers can plan more activities that may be more complex.

Signed

Village Leader, Chief

Cell Head

Date

Date

Annex 8: Standardized VLUAP Report Format

[Report to be in A5 booklet size]

Front Page:

Village Land Use Action Plan for: {Insert name of Village} {Insert name of} District

Insert Picture of Village Landscape

(At the bottom of the page) Product of the Landscape Restoration and Integrated Water Resources Management in Sebeya and other Catchments Project (with logos)

Sections of the VLUAP report

Section	Content	Comment
1	Brief Background to the project in simple language	Standard for all VLUAPs. 1 page
2	Introduction to the Village and overview of the overall Village	Include standard data about the Village. 1 page
3	Analysis of Problems and Challenges Problem tree diagram Table GIS VLUAP map of where problems are	Have pictures to illustrate Approximately 3 pages
4	Suggested Actions to address problems and challenges	Pictures to illustrate some actions 2 pages
5	Table of where the actions will take place and the quantities of the action GIS map that marks out where the actions will take place	Approximately 3 pages
6	Inputs needed (materials, training) Agreed time line	1 page
7	Conclusion	1 page
	Total number of pages (A5 size) – more pictures will make it longer	12 pages

Annex 9: Developing Catchment Plans based on VLUAP and Community Approach

To conduct participatory catchment-based Village Land Use Action Planning using the Community Approach guidelines, the following processes are proposed. This process is subdivided as preparatory, preliminary, secondary field, office work phases, organizational and wind up phases.

Phase I: Preparatory phase

1. Build on and use existing VLUAPs (with GIS referenced maps) at the MCAP or catchment levels
2. Initiate work at district level, and discuss the overall approach with the relevant district authorities;
3. Form and organize district, Sector/Cell/Village level catchment and Micro-Catchment planning and M&E technical teams (Annex 11). Depending on the local situation, this technical planning and monitoring team may be sufficient at district level or extend to Sector/Cell level);
4. Build on and work with existing Village planning and M&E teams;
5. Create awareness about the process with Sector/Cell and Village level stakeholders;
6. Train the VLUAP practitioners and Village teams (e.g. for *Imihigo*) for the catchment level work;
7. Develop a base map of the entire catchment. The base map can comprise the following: micro-catchment boundaries; present and recent land use, land cover, including wetlands; degradation hotspots e.g. major gullies; landforms and slopes; drainage lines; point data on the major water points, settlement areas with Village, business centres, micro-catchment boundaries and Village boundaries;
8. The MCAP or catchment maps would be made up, assuming they exist, of the content from existing VLUAPs – in this way Villages will see how their planning and implementation fits into the larger catchment level plans
9. Preliminary fieldwork includes conducting biophysical and SE survey at the micro catchment level together with Village level planners and build on the VLUAP process. This might involve further transect walks. They will make notes about unique biophysical and socio-economic features that are important for planning and technical recommendations. This is an initial field assessment that builds on existing VLUAPs, where selected planners identify major biophysical and socio-economic elements and identify the most important elements to help develop options and a draft development plan map.

Phase 2: Second level office work

1. Develop slope classes, soil depth, recent LULC, erosion maps at catchment and micro-catchment levels, and at the level of the VLUAP;
2. By superimposing different physiographic maps, develop Land Unit (LU) map, and develop LCCM maps using GIS Raster Calculation techniques. Give a separate identification number for each and a single LU in the map;
3. Depending on limitation in each LU, develop a proposed Development Plan Map (DPM) showing the types of activities recommended for each Land Unit (LU) at catchment and micro catchment level;
4. Overlay the micro-catchment proposed DPM on Village and administrative boundaries;
5. Map the Villages that are fully or partly included in the micro-catchment and make it a Village based DPM with a proposed activity plan that builds on existing VLUAPs;

6. Develop electronic visual or print materials to display the overall physiographic situation with the DPM. This helps promote further discussion with the Village planning team;
7. Organize Village planning team meetings at Village level on micro-catchment base. Depending on the number of Villages in the micro catchment, invite Village planning teams in one place, e.g. a school;
8. Display the proposed DPM by the land use planners to the Village planning teams and discuss on the optional development /activity plan, exercise participatory mapping and incorporate/amend if new ideas in the plan transpire
9. Update the VLUAP at the Village level, including additional inputs that might be needed
a). Labor and work norms; b). Materials and resources; c). Financial and budget plan; and d). An update activity plan; and
10. Verify and approve the updated VLUAP.

Phase 3: Organizational and Completion

1. Use the VLUAP participatory monitoring and evaluation at Village and micro catchment levels;
2. Prepare a final DPM with necessary tables and a SMART activity plan;
3. Develop and update technical specifications for planned activities;
4. Organize meetings with district officials and core catchment teams at Sector and district levels to discuss the action plan and obtain approval;
5. Organize a Planning workshop for validation, and obtain verification and approval

Annex 10: Proposed Roles for Developing Catchment Plans based on VLUAP Process

1. Proposed Composition of District/Sector Catchment Planning Technical Team (CPTT)

Depending on the condition at districts, it is possible to add/reduce members of this planning technical team which will comprise up to 9 members with skills in;

1. Soil Conservation
2. Forestry/Agro-forestry
3. Agronomist (plant management, IPM)
4. Water Harvesting /Irrigation
5. Livestock management
6. Land Use and Administration
7. Food Security (Economist/Socio-economist/Agro-economist)
8. Cooperative/Marketing and Inputs
9. Rural Road Construction

2. Proposed Composition of the Village Planning Team (VPT)

Depending on the situation at the Villages, VPT will comprise 8 members as follows:

1. Village Chairman and One Executive (2)
2. Representing different socio-economic groups (2)
3. One male and one female representative (2)
4. One respected and influential elder person and one representative of the youth (2)

3. Proposed roles and responsibilities of District/Sector CPTT's

1. Coordinate planning and implementation of the plan between Village/Cell/Sector levels
2. Organize orientation and training for/with training facilitators
3. District assist Sectors and Sectors assist Villages during plan preparation and implementation
4. Collect and review VLUAPs, prepare district level aggregated plans, and use of catchment plans for upgrading of district strategic plans
5. Assist in mobilizing and coordinating resource requirements (of the Village, government, external support, and others) for implementation of catchment plans
6. Together with the IUCN Hub coordinators, coordinate additional technical support from province and Federal as required
7. Prepare proposals for linkages/synergies with other institutions
8. Ensure timely result-based monitoring using participatory approaches and review of catchment plans by Villages biannually (if needed)
9. Assist in proper documentation, dissemination and networking of catchment development activities in the districts
10. Assist in organizing of field days and experience sharing within and between Villages/micro catchment in collaboration with Hub coordinators

Proposed roles and responsibilities of Village planning team

1. Ensure VLUAP addresses major community issues in terms of land use and livelihoods
2. Set priorities based on needs and watershed logic and development plan map

3. Coordinate interventions that concern more than one community group
4. Responsible for proper resources utilization
5. Assist and cooperate in targeting and quality control
6. Manage and settle disputes and provision of support on specific issues during implementation
7. Provide overall guidance on VLUAP implementation
8. Assist in mobilization of communities in implementation, monitoring and evaluation
9. Hold regular meetings to review progress made.

Annex 11: Responsibilities in EWMR from Village to District levels

Village	Responsibilities
Chief of Village	<ul style="list-style-type: none"> ➤ Agree on labor-force (villagers, farmers) to be employed & send list to Executive Secretary of Cell for approval. ➤ Lead team of 30 labor-force & compile daily attendance to be checked by Site Technical Office & send to project accountant for payment within 15 days. ➤ Mobilize people & Village on project ownership & sustainability.
General assembly of Village (Inteko y'Abaturage).	<ul style="list-style-type: none"> ➤ Play a central role in developing VLUAP for Sebeya Catchment protection. ➤ Actively participate during implementation & sustainability & ensure interventions implemented by the community are well maintained. ➤ Attend general assembly of community every week & provide ideas for good conduct of the project. ➤ Election community representative to sign a contract with the District for VLUAP implementation & elect VLUAP monitoring committee
Cell	Responsibilities
Executive Secretary	<ul style="list-style-type: none"> ➤ Verify list of labor-force compiled by chief of Village. ➤ Mobilize community to own & sustain project interventions. ➤ Monitor project interventions when needed.
Social & Economic Development Officer	<ul style="list-style-type: none"> ➤ Provide advice to capita & site technicians during implementation. ➤ Monitor implementation on weekly basis & produce progress reports for the Executive Secretary, plus a copy to the Agronomist.
Sector	Responsibilities
Executive Secretary	<ul style="list-style-type: none"> ➤ Approve list of labor force compiled by chief of Village & verified by Executive Secretary of the Cell. ➤ Recruit technical staff at level of capita. ➤ Mobilize population for project ownership & sustainability. ➤ Monitor project implementation when needed.
Sector Agronomist	<ul style="list-style-type: none"> ➤ Participate in technical staff recruitment of capita, surveyors & site technicians. ➤ Provide regular technical guidance to capita & site technicians. ➤ Monitor implementation on weekly basis & produce a report to the Executive Secretary of Sector, plus a copy to District Agronomist.
Sector Forest Officer	<ul style="list-style-type: none"> ➤ Participate in technical staff recruitment of capita, surveyors & Site Technicians. ➤ Provide regular technical guidance to capita & site technicians. ➤ Monitor project implementation on a weekly basis & produce a report to the Executive Secretary of Sector, plus a copy to the District Forest & Natural Resources Officer.
Sector L& Survey & GIS	<ul style="list-style-type: none"> ➤ Harmonize new VLUAPs with existing land-use plans at Sector level in line with CROM DSS & further improve VLUAPs. ➤ Update Sector & use maps with new interventions of landscape restoration.
Sector DASSO	<ul style="list-style-type: none"> ➤ Monitor & prevent any security issues that may occur during project implementation. ➤ Intervene & provide support for conflict resolution when they occur during implementation.
District	Responsibilities
1. District Project Steering committee	<ul style="list-style-type: none"> ➤ Ensure consistent project organization at district, Sector & village levels. ➤ Follow implementation of Annual Work & other Plans with District Chief Budget Manager. ➤ Monitor & control progress at strategic level considering changes needed & baseline

	<p>investments.</p> <ul style="list-style-type: none"> ➤ Ensure risks are tracked & mitigated as effectively as possible. ➤ Hold quarterly meetings to ensure quality implementation, & assess progress to achieving outputs is consistent with plans. ➤ Promote & maintain focus to deliver outputs from project. ➤ Ensure resources from project are efficiently & effectively used in line with plans. ➤ Arbitrate on & ensure resolution of conflicts at district level. ➤ Ensure expected outputs & activities are consistent with the perspective of project beneficiaries. ➤ Produce minutes to inform National Steering Committee on progress & issues related to implementation. ➤ Annually review, make managerial & financial recommendations, including review & approval of annual reports, budgets & work plans. ➤ Designation of District staff for community guidance. ➤ Recruit technical staff (ST, Capita, surveyors), provision of technical equipment and materials. ➤ Integration of VLUAP in the annual work plan, budget and procurement plan, performance contract and other districts plans. ➤ Establishment of District Project Coordination committee (DPCC) and its detailed structure to support project implementation, ➤ Ensure project sustainability is constant through community mobilization & monitoring, ➤ Signing agreements with the representatives of the community to implement LSR activities in different villages/sites. ➤ Selecting project beneficiaries through Local leaders' engagement.
<p>2. Technical committee</p> <p>2.1 District staff</p>	<ul style="list-style-type: none"> ➤ Recruit required staff: site technicians, capita, surveyors, labor-force & others. ➤ Draft annual work plans & budgets to be approved by District Project coordination committee. ➤ Monitor project implementation, produce weekly progress reports, mobilize people to participate & own project activities. ➤ Ensure implementation is done based on needed studies & technical specifications. ➤ Prepare meetings of District Project Coordination Committee.
<p>2.2. Project Hub staff</p>	<ul style="list-style-type: none"> ➤ Facilitate VLUAPs development with villages indicating types of action, location, quantity & cost of restoration. ➤ Initiate & monitor implementation & conduct any necessary studies for implementation of VLUAPs. ➤ Support agriculture & natural resources unit to draft annual work plan & budget. ➤ Provide Technical guidance & supervision for project implementation. ➤ Monitor project implementation & produce progress reports on monthly, quarterly & annual basis. ➤ Support District authorities in community mobilization for project ownership & sustainability. ➤ Support Agriculture & Natural Resources Unit to prepare quarterly meetings of District Project Coordination Committee. ➤ Be a link between the District and RWB and; ➤ Support the District in community mobilization especially during the planning phase to elaborate VLUAP and during implementation phase through capacity building using Farmers Field Schools (FFS).

2.3. RWB & partners	<ul style="list-style-type: none"> ➤ As an implementing agency and managing the IIF, signs an MoU with Districts to implement activities by the communities; ➤ Recruit technical staff to be part of the project hubs to support districts in project implementation and supervision. For complex infrastructure (e.g. dams, dykes), RWB will contract specialized private companies through the National Public Procurement process.
Project consortium (IUCN, SNV & RWARRI)	<ul style="list-style-type: none"> ➤ Coordinate VLUAP elaboration ➤ Technical Design and technical specifications for investment projects, for restoration and livelihood measures; ➤ RWB/Districts Capacity development, Support to Knowledge management, ➤ Technical supervision and Monitoring, Community mobilization, & support linking with Policy.

Annex 12: Sample Farmer Card for Actions and Payments (please note monetary amounts are for demonstration purposes only and should be verified and updated at time of use the card)

Farmer Name		Farmer ID No.		Farmer SACCO No.		Village Name		Village Code	
Date	Type of action	Amount planned	Amount completed	Rate per "amount"	Total amount due	Approved by Village (sign)	Approved by Cell (sign)	Approved by Sector (sign)	Approved by District (sign)
1/5/2020	Fuel wood lot	0.005 ha	0.005	369,000/= per ha	1,845/=				
	Agroforestry	1.25 ha	1	120,500/=	120,500/=				
	Road repaired	1km	2 days labour	2,000	2,000				
	etc.								
						Signature & Stamp of SACCO		Signature of receiving Farmer	
			Total due		124,345/=				

Annex 13: EWMR rates for Performance Payments for Different Actions¹ (please note monetary amounts quoted should be verified and updated to current rates at time of use)

	Description	Unit	Amount	Clarifications	Current Unit costs	Total costs can be
#1	Radical terraces 1ha +Agroforestry					
1	Topography and other technical works					
	Topographer (operator + total station + accessories)	Operator	1		60,000	60,000
	Local site coordinator	Technician	1		30,000	30,000
	Local technician	Technician	2		20,000	40,000
	Collecting and preparation of pegs	Person day	32		1,300	41,600
	Land clearing	Person day	30		1,300	39,000
	A frame operator	Person day	30		1,300	39,000
	Sisal rope	pc	1		3,000	3,000
	Contour makers	Person day	35		1,300	45,500
2	Construction					
	Removing and keeping top soil (fertile soil)	Person day	160		1,300	208,000
	Terracing (Cut and fill with levelling)	Person day	440	14.3 square meter per Labor, all activities regarding terraces constructions inclusive.	1,300	572,000
	Spreading evenly top soil on the bench	Person day	100		1,300	130,000
3	Construction and protection for drainage systems					

¹ As approved by EWMR PSC in 2019-2020

	Description	Unit	Amount	Clarifications	Current Unit costs	Total costs can be
	Water ways/cut off drains excavation	Person day	60		1,300	78,000
	Water ways/cut off drains protection/stabilization (Grass lining)	Person day	70		1,300	91,000
4	Check dams					
	Collection of check dams materials	Person day	48		1,300	62,400
	Construction of check dams	Person day	51		1,300	66,300
5	Lime					
	Lime supply	Kg	3,000		40	120,000
	Proper spreading lime and mixing with soil	Person day	25		1,300	32,500
6	Manure					
	Compost production	kg	10,000		45	450,200
	Compost transport and deposited near farms before application	Person day	50	1,300	65,000	
7	Riser protection works					
	Agroforestry trees and shrubs production	Plant	1,800	864 Shrubs for first plantation (Spacing 2 m)	60	108,000
433 Trees for first plantation (Spacing 6 m)						
332 Shrubs for Beating up (Spacing 2 m)						
171 Trees for Beating up (Spacing 6 m)						

	Description	Unit	Amount	Clarifications	Current Unit costs	Total costs can be
	Planting agroforestry trees	Person day	45		1,300	58,500
	Riser protection works with grasses (Either Kikuyu grasses or pennisetum)	Person day	40		1,300	52,000
	Total price for 1ha of radical terraces					2,392,000
#2	Agroforestry 1ha					
1	Agroforestry trees and shrubs production	Plant	1250	600 Shrubs for first plantation (Spacing 2 m) 300 Trees for first plantation (Spacing 6 m) 233 Shrubs for Beating up (Spacing 2 m) 117 Trees for Beating up (Spacing 6 m)	60	75,000
2	Planting agroforestry trees	Person day	35		1,300	45,500
	Total price for 1 ha of agroforestry					120,500
#3	Planting fruit trees					
1	Avocado seedlings	Seedling	3	For each Household	3,000	9,000
2	Tree tomato seedlings	Seedling	10		1,000	10,000
3	Mountain papaya seedlings	Seedling	3		1,500	4,500
	Total price for fruit plantation for each Household					23,500
#4	Progressive terraces + agroforestry					
1	Excavating trenches	Person day	180		1,300	234,000
2	Agroforestry nurseries preparation	Seedling	1250	600 Shrubs for first plantation (Spacing 2 m)	60	75,000

	Description	Unit	Amount	Clarifications	Current Unit costs	Total costs can be
				300 Trees for first plantation (Spacing 6 m)		
				233 Shrubs for Beating up (Spacing 2 m)		
				117 Trees for Beating up (Spacing 6 m)		
3	Establishing grass strips to stabilize trenches	Person day	30		1,300	39,000
4	Planting multiple use agroforestry shrubs on upside of soil bund	Person day	60		1,300	78,000
	Total price for 1 ha progressive terraces + agroforestry					426,000
#5	Rehabilitation of degraded existing progressive terraces					
1	Agroforestry (Shrubs and trees) production	Seedling	1,250	600 Shrubs for first plantation (Spacing 2 m)	60	75,000
				300 Trees for first plantation (Spacing 6 m)		
				233 Shrubs for Beating up (Spacing 2 m)		
				117 Trees for Beating up (Spacing 6 m)		
3	Rehabilitation of contour trenches	Person day	100		1,300	130,000
4	Planting multiple use agroforestry shrubs on upside of soil bund	Person day	60		1,300	78,000
	Total price for 1 ha Rehabilitation of degraded existing progressive terraces					283,000
#6	Rehabilitation of degraded existing radical terraces					

	Description	Unit	Amount	Clarifications	Current Unit costs	Total costs can be
1	Agroforestry trees and shrubs production	Seedling	1,800	864 Shrubs for first plantation (Spacing 2 m) 433 Trees for first plantation (Spacing 6 m) 332 Shrubs for Beating up (Spacing 2 m) 171 Trees for Beating up (Spacing 6 m)	60	108,000
2	Planting AF trees and shrubs on existing bench terraces	Person day	60		1,300	78,000
3	Re-establishment of check- dams in waterways	Person day	50		1,300	65,000
4	Repairing damaged beds & banks of drainage channels (waterways or cut-off-drain)	Person day	40		1,300	52,000
5	Rehabilitation of bottom drains of graded bench terraces	Person day	20		1,300	26,000
6	Correction of bench riser slope	Person day	280		1,300	364,000
	Total price for 1 ha Rehabilitation of degraded existing radical terraces					693,000
#7	River bank protection					
1	Agroforestry trees and nurseries preparation	Seedling	900		60	54,000
2	Production/supply of multiple grass	Sods	7,500		15	112,500
3	Planting multiple grass on the river banks	Person day	35		1,300	45,500
4	Planting multiple use agroforestry trees on river banks	Person day	35		1,300	45,500

	Description	Unit	Amount	Clarifications	Current Unit costs	Total costs can be
	Total price for 1 km of river bank protection					257,500
#8	Afforestation on 1 ha					
1	Nurseries preparation (trees)	Trees	1,600		60	96,000
2	Excavating anti-erosion trenches alongside the contour lines and putting excavated earth on the downhill side	Person day	180		1,300	234,000
3	Tree planting	Person day	30		1,300	39,000
	Price of afforestation on 1ha					369,000
#9	Planting trees along roads					
1	AF trees production	Seedlings	668		60	40,080
2	Planting trees	Person day	20		1,300	26,000
	Price for planting trees along 1 km of roads					66,080
#10	Small gully treatment					
1	Gully reshaping	Person day	35		1,300	45,500
2	Grass lining	Person day	50		1,300	65,000
3	Poles & rodes from indigenous trees/shrubs for check dams (2m)	pieces	41		1,000	41,000
4	Check dams construction	Person day	50		1,300	65,000
	Price for 1 Km of small gully treatment					216,500
#11	Agroforestry on existing terraces					
1	Agroforestry trees and shrubs production	Plant	1,800	864 Shrubs for first plantation (Spacing 2 m) 433 Trees for first plantation (Spacing 6 m)	60	108,000

	Description	Unit	Amount	Clarifications	Current Unit costs	Total costs can be
				332 Shrubs for Beating up (Spacing 2 m)		
				171 Trees for Beating up (Spacing 6 m)		
2	Planting agroforestry trees	Person day	45		1,300	58,500
	Price for 1 Ha of Agroforestry on existing terraces					166,500

Annex 14: Template for work force recruitment

	Izina ry'Umushinga	URUTONDE RW'ABATURAGE BAZAKORA IMIRIMO Y'AMABOKO MUGUSHYIRA MU BIKORWA VLUAP											
	Icyogogo cya												
	N°	Amazina y'umukozi	Gabo	Gore	Intara	Akarere	Nimero y'iranga-muntu	Umurenge	Akagari	Umudu-gudu	Icyiciro cy'Ubudehe	Nimero ya konti muri SACOO	Izina rya SACCO
1													
2													
3													
4													
5													
6													
7													

Byateguwe na: Kapitamukono.....

ByasuzumweUmuyobozi w'umuduguduUmukono.....

Byemejwe na: Umunyamabanga Nshingwabikorwa w'Akagari (Amazina)

.....Umukono

Byemejwe na Umunyamabanga Nshingwabikorwa w'Umurenge


..... (Amazina)Umukono Kashi

Icyitonderwa:

Amazina y'umukozi agomba kuba amwe n'ari kuri konti ye

Hitawe ku byiciro by'ubudehe, byaba byiza habanje guhabwa akazi abari mu cyiciro cya 1 n'icya 2.

Annex 15: Sample Attendance list

REPUBULIKA Y'U RWANDA																			
																			
INTARA :																			
AKARERE KA :																			
UMURENGE:.....																			
AKAGARI KA :.....																			
SITE YA :.....																			
IGIKORWA:.....																			
LIST Y'ABAKOZI BITABIRIYE																			
Amazina yombi (uko yanditswe mu irangamuntu)	N0 y'Itsinda akoreramo	IGITSINA (F/M)	INDANGAMUNTU	ICYICIRO CY'U BEDE	NUMERO YA KONTI	IZINA RYA BANK	03/08/2020	04/08/2020	05/08/2020	06/08/2020	10/08/2020	11/08/2020	12/08/2020	13/08/2020	14/08/2020	17/08/2020	IGITERANYO CY'IM	Agaciro k'umu byizi	AGACIRO K'IMIBYIZI

Byakozwe na Kapita (Amazina+Umukono)

.....

Italiki

Byagenzuwe na Umutekinisiye wa Site (Amazina+ Umukono)

.....

Italiki

Byagenzuwe na Umukizi ushinze umushInga ku Karere

.....

Italiki.....

Byemejwe n'Umunyamabanga Nshingwabikorwa w'Umurenge (Amazina+Umukono+Kashi)

Italiki.....

Annex 16: Sample Daily and Weekly Progress Report

Site:		Total manpower:	F:	M:					S/Total
Site manager/technician name:		Date							
Contact:		Capita							
Radical terraces and agroforestry	Pegging (ha)	Qty (ha)							
		Man-days							
	Cut-off/Water ways	Qty (m)							
		Man-days							
	Terracing (ha)	Qty (ha)							
		Man-days							
	Agroforestry	Qty (ha)							
		Man-days							
	Embankment protection	Qty (ha)							
		Man-days							
	Trenches making	Pegging (ha)	Qty (ha)						
			Man-days						
Making (ha)		Qty (ha)							
		Man-days							
Afforestation		Qty (ha)							
		Man-days							
Gully protection		Qty (ha)							

	Man-days								
Agroforestry on existing terraces	Qty (ha)								
	Man-days								

Annex 17: Sample Monthly Progress Implementation Report

SEBEYA PROJECT IMPLEMENTATION : Annuy Fiscal Year:																								
HUB NAME:																								
DISTRICT NAME:																								
MONTH:																								
EWRM PROJECT MONTHLY PROGRESS																								
PLANNED ACTIVITIES								IMPLEMENTATION PROGRESS																
Location			Intervention	Unit	Qties	Unit cost (RWF)	Total Cost (RWF)	Qty of planned labor force	Achieved quantities			Number of labor force						Amount paid (RWF)			Budget line variation (RWF)	Physical Progress rate (%)	Financial progress rate (%)	
Sector	Cell	Village							Previous months (A)	Current month (B)	Cumulative (C= A +B)	Previou Nb	F	M	Current Nb	F	M	Cumula Nb	F	M				Previous months (G)

Summary of Monthly Physical & Financial Progress

Interventions	Allocated Budget (RWF) (1)	Amount paid (RWF) (2)	Financial Progress rate (3) = (2)/(1)	Physical Specific Progress (4)	General Physical Progress (5) = (3) x (4)
Radical Terraces					

Progressive terraces					
Gully treatment					
River banks protection					
Etc.....					
Total					

Annex 18: Sample Farmer Card for Actions and Payments

PROJECT TITLE:

AKARERE KA/DISTRICT

KUVA KUWA/FROM KUGERA KUWA/TO

UMURENGE/SECTOR

AKAGALI/CELL

UMUDUGUDU/VILLAGE

AMAZINA Y'UMUKOZI/WORKER NAME

NUMERO Y'IRANGAMUNTU/ID NUMBER

KAPITA/CAPITA NAME.....

SITE NAME

Kuwa Mbere /Monday	Kuwa Kabiri/ Tuesday	Kuwa Gatatu/ Wednesday	Kuwa Kane/ Thursday	Kuwa Gatanu/ Friday	Kuwa gatandatu/ Saturday
Date & Signature	Date & Signature	Date & Signature	Date & Signature	Date & Signature	Date & Signature
Date & Signature	Date & Signature	Date & Signature	Date & Signature	Date & Signature	Date & Signature
Date & Signature	Date & Signature	Date & Signature			

Annex 19: Sample Payroll list template

REPUBLIC OF RWANDA

DISTRICT :

SECTOR:

PROVINCE:

DISTRICT :

PAYROLL LIST

PO BOX :

PAYMENT OF CASUAL WORKERS FROM .../.../.....TO /.... /..... ACTIVITY:

	NAMES	RATE	DAYS	TOTAL	Account Number	BANK/SACCO
1	(Capita)					
2	Manpower					
3						
4						
5						
6						
8						
9						
7						
10						
	TOTAL					



Republic of Rwanda
Rwanda Water Resources Board
Ikigo Gishinzwe Umutungo Kamere W'amazi Mu Rwanda

Community Approach Guidelines

Part IV: Guidelines to Facilitate Village-Based Learning for EWMR



Kingdom of the Netherlands



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Summary

Involving rural men and women in learning from the actions they plan and implement brings together diverse views to form a common understanding around a planned action; recognizes rural people learn from how they manage and improve land management through farmer experimentation. In addition, involving rural men and women empowers them to learn, plan and implement. This is crucial in supporting sustainability beyond project cycles. Such learning builds a robust evidence base over time. Positive changes (social, implementation) are likely to be longer-term than project cycles. Repeated learning can help rural people, who may have different views of success, reflect on what change and success should look like.

These brief guidelines will enable people to facilitate village-based learning and empower rural people to plan, implement, monitor and learn so that it becomes embedded in village based *Imihigo*. This will support how EWMR monitors progress and implementation; provide a simple means for village level men and women to learn from the actions they planned; and provide easy to use templates to document learning, as well as, be a means to demonstrate performance. This will build the capacity of villages to carry out their own monitoring and learning as part of EWMR and for longer term *Imihigo* performance.

Good facilitation skills are required to facilitate learning and a lot of thought needs to be put into the sorts of questions one will ask. The guidelines suggest strategies to help formulate learning questions. Use of the questioning technique is encouraged in order to assess what they have learned. It is good to have a group of villagers for the learning session which lasts 1-2 hours. This will depend on villager timing and interest. There should be roughly equal numbers of men and women – as they will be divided up into 2 groups on the basis of gender. The guidelines provide details on how to organize and document the learning so that villagers can organize themselves and it also informs future planning and action.

1. Village-based Learning – One Key to Sustainability

Formal monitoring and evaluation often do not integrate local/farmer learning. Such approaches may fail to capitalize on important insights for rural people and bottom-up learning offers to improve implementation and sustainability. To ensure locally led development and conservation, there must be strong local learning. Donor-driven M&E do not always support effective local learning and building capacity for longer term sustainability. They focus on time-based project indicators to collect data for and assess progress towards present objectives. This leaves out opportunities to learn from rural women and men and the processes associated with such local level action.

Learning means different things for different people. For example, donors can use learning to re-orientate funding; project implementers can use it to improve outcomes; and communities can use learning to ensure actions meet their needs. Effective learning takes place at multiple levels. However, rural people should be central, so they learn based on plans and implementation. Involving rural men and women in such learning:

1. Brings together diverging views to learn from and form a common understanding around a planned action;
2. Recognizes rural people and farmers are learning from how they manage their land and improve management through farmer experimentation; and
3. Involving rural men and women empowers them to learn, plan and implement followed by further learning. This is crucial in supporting sustainability beyond project cycles.

When such learning is visible, local people show a high awareness of how project design elements are interlinked. This builds knowledge, facilitates resourcefulness and strengthens ownership to plan and pursue future options. Integrating learning with locally planned activities leads to more sustainable, effective and relevant implementation. Learning builds a more robust evidence base over time, and clarifies expectations. Positive changes (social, implementation) are likely to be longer-term than project cycles. Repeated learning can help rural people, who may have different views of success, reflect on what change and success should look like.

Learning can accommodate complexity in locally led action. Success often depends on actions from multiple groups at different governance levels. As collective action usually involves different stakeholders with different skills, values and perceptions. Projects focusing on only certain actions may be ill-suited to the complexities of local land management. Here, learning can improve trust, as learning and accountability are compatible but distinct and should be explicitly integrated in project- and programme-level monitoring and evaluation. Involving local communities in learning helps ensure robust knowledge, a range of views, shared responsibilities, building greater trust, as well as, a foundation for sustainability.

These brief guidelines are designed to enable people facilitate village-based learning from their VLUAPs and empower rural people to plan, implement, monitor and learn, so that it becomes embedded in village based *Imihigo*. Learning from the perspective of EWMMR will:

- a) Support how EWMMR monitors progress and implementation, as villages will carry out their own monitoring of *Imihigo* progress as a foundation for learning;
- b) Provide a simple means for village level men and women to reflect on and learn from the actions they have planned in their VLUAP;

- c) Provide an easy to use templates to document such learning;
- d) Be a means to demonstrate performance in implementation; and
- e) Build the capacity of villages to carry out their own monitoring and learning as part of EWMR and for longer term *Imihigo* performance, thus, be an empowering process.

2. Community Approach and Learning

Village land use, action planning and learning: a). Combines planning, action and learning; b). Promotes future planning and action to be done better; c). Occurs through action; d). Is a careful reflection process around an issue or concern (e.g. soil erosion); and e). The village moves through a series of cycles of action-observation-learning-planning. The idea is a group of people (village, men, and women) with a shared concern (e.g. soil erosion, soil fertility), plan, implement and evaluate their actions. In this way they can implement more effectively. Action planning and learning is an overall approach and various methods and tools can be used, e.g. mapping, stakeholder analysis, transect walks. VLUAP is about “learning to do it by doing it”. Action planning and learning has several advantages for the Rwanda catchment approach:

- a) Planning and learning allows actors to work through complex problems at different levels (village, landscape, national, regional, global) through planning, implementing, monitoring and reflective learning, so as to improve future planning and action;
- b) If well documented, the VLUAP cycles are important for monitoring and learning (evaluation), as monitoring and evaluation are an integral part; and
- c) If well documented, lessons can be communicated between and within projects.

The first VLUAP establishes the actions and activities for the first version of the plan, and who actually implements them. The details are summarized in the Community Approach Guidelines and the VLUAP hand book. With villagers being in agreement on their action plans, an element of empowerment and ownership is created. This sets the scene for action and learning. Table 1 summarizes this in a template form for a hypothetical example.

Following an agreed upon of time (for example 2-4 months), the project unit (and others, for example District *Imihigo* monitoring unit or an NGO) make a follow-up visit to the village to review progress (amount done, use of GPS to identify and generate maps of implementation), gain an understanding of lessons learnt, and to update and revise their VLUAP in light of implementation experience.

This second meeting (and subsequent meetings) will review:

- a) Performance and monitoring in terms of what was actually implemented;
 - b) Learning by the villagers from what was implemented; and
 - c) Revising their plans based on learning from implementation during the next period.
- This will lead to the third cycle and so on.

Table 2 provides a sample template filled in as part of the next VLUAP planning meeting. Such meetings are key to building capacity of the village in monitoring and learning. This in turn will build capacity of the village in *Imihigo* performance plan monitoring.

Prior to this follow-up, the villagers will monitor (and learn from) their own implementation, which can also feed into *Imihigo* monitoring, build capacity and support longer term sustainability. Such follow-up visits will be repeated at agreed to times for the duration of the project. It is likely that the village will be more and more confident in their planning and monitoring skills which will be important for post programme sustainability.

The monitoring is carried out;

- a) By the village;
- b) By the project team; and
- c) Possibly by the *Imihigo* monitoring team at the district level, so as to monitor and verify what has been implemented in an impartial manner.

Understanding what the farmers and village are learning from the work they have implemented is important to document and share as part of:

- a) Village ownership and improved understanding of the whole process and how such work will improve their own farming activities;
- b) As a basis for further action and improving existing action; and
- c) To provide important communications materials for policy influence and public relations

Table 1: VLUAP Simple Report Format for First Village Plan.

VLUAP Report for: Kijji Mbofu and Kijji bora (hypothetical example)

Which Group in Community and how many villagers: (Men and women)

Date of Report: (for example) 6th August 2019

Action	Who	Where	When	Material Needs	Progress	What we have learnt (so what)	Next steps
Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8
List the activity or action from the workplan, for example:	Who is responsible for actual implementation ?	Where on the map (hand drawn & GIS) will the actions take place?	When was the activity supposed to take place?	What materials & equipment are needed?	What progress has been made, by whom?	What were the challenges, and opportunities? What did we learn as a result of doing this activity, and why is that important?	Based on the progress to date, what other actions and activities do we need to undertake? How will we carry out these activities (when)? – this forms the basis for the next action plan
Action 1: 20 farmers each plant 100 AF trees	20 farmers (see attached list and GPS references for farms)	List of 20 farmers geo-referenced	Before the rains	About 2000 AF seedlings , tools	(fill in on next VLUAP session) for monitoring progress	(fill in on next VLUAP session) for monitoring progress	(fill in on next VLUAP session) for monitoring progress and adapting to or adding to action
Action 2: 5 Km of progressive terraces restored with grass strips	Men and women from the village (list of names attached, and location on GIS)	Terracing on map and geo-referenced	Before the rains	Grass plants and tools			
Action 3: 1 Km of river bank conserved through using the area only for zero grazing and planting trees	10 farms (names attached and location on GIS) who have land along the river	River bank area marked on map and geo-referenced	Before the rains	AF seedlings & tools			

Action 4: 50 farmers plant 50 indigenous trees on their farms and 10 fruit trees around their homes	50 farmers agree (see list and location)	Area marked on map and geo referenced – as a few blocks of farmers (10 farmers each block)	Before the rains	2500 indigenous tree and 500 fruit tree seedlings			
Action 5: All farmers receive training in composting and at least 50 farmers	Compost making course for village (as part of FFS)	Training not, marked by those who make compost registered on maps	Training during last quarter of 2019				
Action 6: more actions (1 row per action)							
Action 7: more actions							

Table 2: Next and Further VLUAP meetings (based on the activities identified in Column 1 to 6 from first VLUAP)

VLUAP Report for: Kijii Mbofu and Kijiji bora (hypothetical example)

While the project will have a monitoring team, it is important in terms of village capacity building that they also monitor progress. This will build capacity for monitoring village agreed upon activities and as part of *Imihigo* monitoring. The village can go to quantify their achievements – this creates and enhances village ownership of the work and results and is important for longer term sustainability. The GIS team can also ensure and help validate village monitoring.

Which Group in Community and how many villagers: (Men and women)

Date of Report: (e.g.) 16th November 2019

Action	Who	When	Where	Material Needs	Progress	What we have learnt (so what)	Next steps
Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8
List the activity or action from the workplan, for example:	Who is responsible for actual implementation?	When was the activity supposed to take place?	Where on the map (hand drawn & GIS) will the actions take place?	What materials & equipment are needed?	What progress has been made and by whom?	What were the challenges, and opportunities? What did we learn as a result of doing this activity, and why is that important?	Based on the progress to date, what other actions and activities do we need to undertake, and how will we carry out these activities (when)? – this forms the basis for the next action plan
Action 1: 20 farmers each plant 100 AF trees	20 farmers (see attached list and GPS references for farms)	Before the rains	List of 20 farmers geo-referenced	About 2000 AF seedlings, tools	<i>2,500 trees actually planted in September</i>	<i>Getting enough indigenous species & seedlings of those farmers desire. Research needed on germination of certain species</i>	<i>Based on experience we will plant a further 2,500 agroforestry trees</i>
Action 2: 5 Km of progressive terraces restored with grass strips	Men and women from the village (list of names attached, and location on GIS)	Before the rains	Terracing on map and geo-referenced	Grass plants and tools	<i>Terraces identified, and 3Km restored by 15 farmers</i>	<i>Even at this early stage the restored terraces enhanced rain infiltration and soil was not washed away</i>	<i>Even though we did not complete what we had planned, it is clear that this restoration is beneficial – so we will try and do 5Km and ensure an additional</i>

Action	Who	When	Where	Material Needs	Progress	What we have learnt (so what)	Next steps
					<i>with grass strips</i>		<i>number of farmers are involved</i>
Action 3: 1 Km of river bank conserved through using the area only for zero grazing and planting trees	10 farms (names attached and location on GIS) who have land along the river	Before the rains	River bank area marked on map and geo-referenced	Trees for river protection - 500	<i>1.5 Km conserved, grass and trees planted</i>	<i>Clear benefits – no soil lost from the riverine areas – likely that will be able to harvest grass for livestock</i>	<i>Expand this upstream and downstream 1Km in each direction and ensure trees and grass planted; with a maintained water point</i>
Action 4: 50 farmers plant 50 indigenous trees on their farms and 10 fruit trees around their homes	50 farmers agree (see list and location)	Before the rains	Area marked on map and geo referenced – as a few blocks of farmers (10 farmers each block)	2500 indigenous tree and 500 fruit tree seedlings	<i>2,500 planted and everyone planted 15 fruit trees each</i>	<i>Elders (men and women) very happy – as many of these trees important for browse, fruits, medicinal. Also many of these are culturally important</i>	<i>Continue this process with indigenous trees and include in Imihigo</i>
Action 5: All farmers receive training in composting and at least 50 farmers	Compost making course for village (as part of FFS)	Training during last quarter of 2019; then compost making (from weeds, manure etc.)	Training not require inputs; marked by those who make compost registered on maps	Training, maybe some tools	<i>Training completed, and composting started on 20 farms</i>	<i>Looks as though compost will be v.g. for our soil; as well as means to remove waste. Looks as though compost helps in water absorption</i>	<i>May require a few follow-up to ensure that compost is being made properly; we need to encourage more farmers to make compost</i>
Action 6: more actions (1 row per action)							

Action	Who	When	Where	Material Needs	Progress	What we have learnt (so what)	Next steps
Action 7: more actions							

3. What Makes a Good Facilitator for Learning

What are the key qualities of a good facilitator and why is this important? Table 3 summarizes some of the key qualities of a good facilitator.

Table 3: Qualities of a Good Facilitator

<ul style="list-style-type: none"> ➤ Knows the local culture & language ➤ Understands & listens to what people say ➤ Guides & orients participants to get the best answers ➤ Makes all the people participate ➤ Must have global knowledge of the catchment or Sector policy ➤ Be able to understand the ideas of each & everyone ➤ Use their language & be well understood by the villagers ➤ Have enough knowledge about the issues to be discussed ➤ Able to coordinate the participants order of talking ➤ Understands complexity & discipline ➤ Ability to stimulate interaction ➤ Good listener & be able to be reactive ➤ Flexibility, openness & respects time ➤ Be equipped with knowledge, skills & information on VLUAP ➤ Be a good time manager ➤ Observes guidelines for facilitators ➤ Has knowledge of the area & people before hand ➤ Sets clear questions ➤ Be a good listener ➤ Knowledgeable & humble ➤ Ability to hear from the participants ➤ Be brief in what she does ➤ Have a clear smiley face & language ➤ Help participants discover ➤ Wise & experienced person ➤ Is focused and engages participants ➤ Appearance - smart and presentable ➤ Be a good communicator ➤ Have a mature sense of humour ➤ Able to respond to challenging questions ➤ Remains calm when challenged 	<ul style="list-style-type: none"> ➤ Respect ideas of villagers /be accommodative ➤ Skills & knowledge of the community/area ➤ Encourage participation ➤ Focus on the topic/avoid diverting ➤ Respect break time (tea/coffee break) ➤ Have guidelines for each step, & allocate enough time ➤ Able to understand the people & provide guidance ➤ Be smart, polite ➤ Capacity to analyse & good in coordinating ➤ Be polite and respectful ➤ Be understanding/calm ➤ Good communicator – understand questions & listen to everyone ➤ Be self-confident and display expertise in the subject matter ➤ Time management to avoid fatigue & boredom ➤ Add some relaxing questions ➤ Must be on the same level as with the people ➤ Expresses ideas clearly ➤ Use SMART goals ➤ Puts all ideas into consideration ➤ Have the tools to facilitate the teaching ➤ Is giving, kind, well dressed & humble ➤ Knowledgeable & not talkative ➤ Be creative/use engaging activities ➤ Have broad knowledge & understanding of subject matter ➤ Ensure no one is left behind ➤ Be sensitive to culture & norms of the community
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The following are some of the key points on good facilitating skills;

- Managing difficult participants
- Importance of good flip chart writing skills
- What is your (facilitator) intention for the meeting, workshop (for example; so we all mutually learn, gain better understanding and practice of facilitation)
- Stay focused and be adaptable
- Good body language, good listener, be happy and open, be positive
- When facilitator talks – be audible, articulate, humorous
- Embrace all ideas – no answer is wrong
- Process ideas and discussions and then summarize
- Set ground rules
- Be in a circle (everyone can see each other)
- Use of cards (one idea per card), draw pictures, maps
- Group discussion, partner discussions (pairs, dyads)
- Importance of eye contact
- Use doing words (verbs) – not process words if possible

4. Asking the Right Questions to Improve Action and Learning

When you prepare for learning sessions, put a lot of thought into what sorts of questions you will ask so as to encourage active learning. The strategies below will help you formulate questions for learning. Action learning is a continuous process. When you ask questions, you are modeling a process that participants can use themselves. Encourage them to use questions to assess what they have learned, and to develop their thinking skills. Effective questioning sessions require advance preparation. Below are some steps for planning questions:

1. Decide on your goal or purpose for asking learning questions. This will help you determine what sorts of questions to ask.
2. Select the content for questioning, for example, the actions the villagers have implemented. Participants will learn based on the questions you ask. So do not mislead them by emphasizing on less important material.
3. Phrase your questions carefully.
4. When planning your questions try to anticipate possible responses. This will help avoid mistakes.
5. Write your main questions in advance and arrange them in a logical order (specific to general, lower level to higher level in relation to the content).
6. Should you think of additional or better questions during the process, you can be flexible and add them to some of your planned questions. However, having a prepared list of questions helps ensure you ask questions appropriate for your goals and representative of the important material.

4.1. Some General Strategies for Asking Questions

- a) **When planning questions, keep in mind the goals and objective of the learning.** For example, do you want participants to develop their critical thinking skills? Analysis skills? Reflection skills? The questions you ask should help them use these skills.
- b) **Avoid asking “leading questions”.** A leading question is phrased in such a way that it suggests its own answer and therefore discourages participants from thinking on their own, for example, “You like planting trees, don’t you?”.
- c) **Follow a “yes/no” question with an additional question or questions.** For example, ask participants to explain why they answered “yes” or “no”, or provide evidence or an example, or respond to a yes-or-no answer given by another participant.
- d) **Aim for direct, clear, specific questions.** During discussions, use a series of simple questions, rather than a single complex multi-layered question. This will more easily build depth and complexity.
- e) **In discussions, do not ask more than one question at a time.** When you ask more than one question, participants often do not respond because they are unsure which question you want them to answer.
- f) **When you plan each session, include notes of when you will pause to ask and answer questions.** Asking questions throughout a learning session will make the group more interactive, and help to measure and improve participant learning.
- g) **Ask a range of questions (Figure 2).**

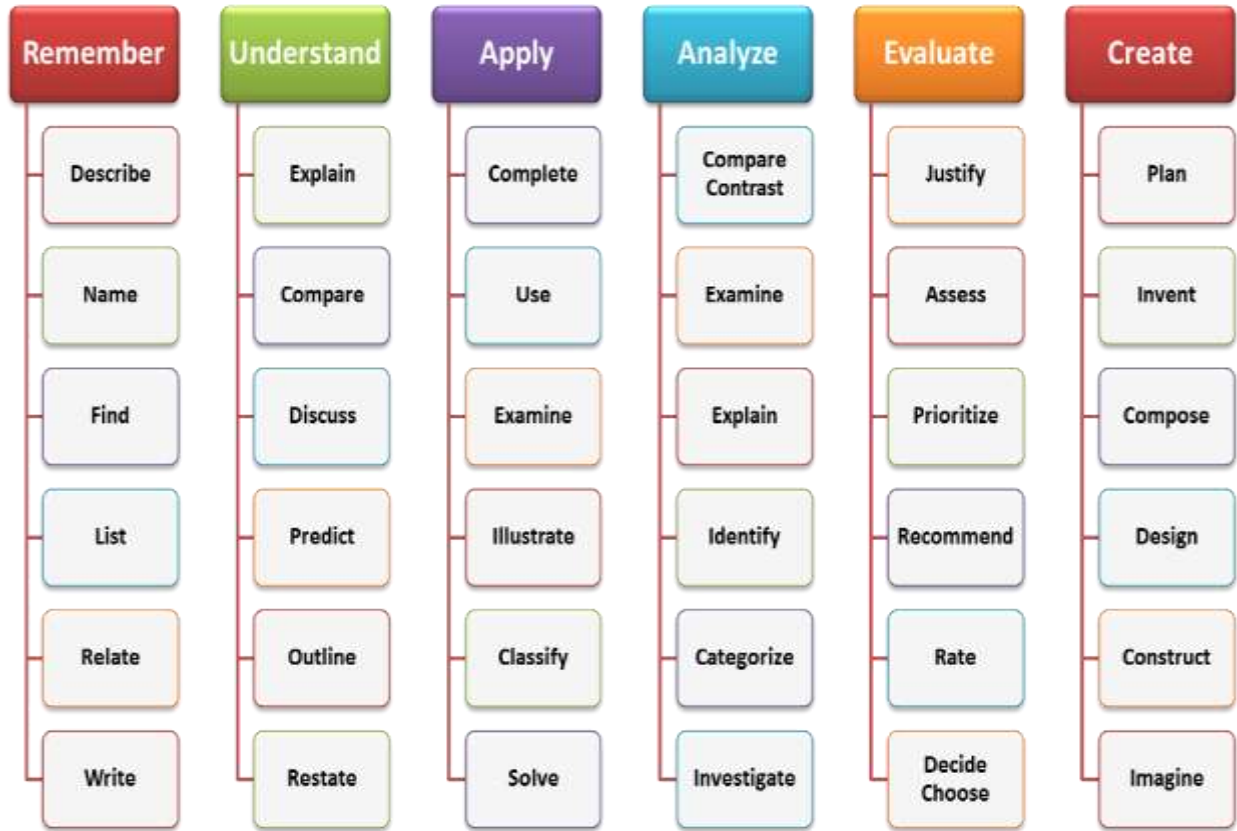
- i. You should use **“closed” questions**, or questions that have a limited number of correct answers, so that participants provide the right information, for example: *How many trees did you plant?*
- ii. You should also ask **managerial questions** to ensure participants understand the instructions, for example: *“Is there anything you are not clear about?”*
- iii. Use **“Open-ended” questions** to prompt multiple and sometimes conflicting answers. Such questions are often the most effective in encouraging discussion and learning. For example: *“As a result of what you have implemented, what have you learnt?”*

4.2. Some Different Types of Questioning

Facilitating participant discussions can be difficult. Listed below are some different types of questioning strategies you might use to encourage participant participation.

- a) **Open Ended Questions:** What's Going On? What do you make of this situation? Casting question nets out to see what comes in. Listening for entry and emphasis points (Annex 1).
- b) **Asking for Information:** Where? When? Who? What? Facts and opinions.
- c) **Diagnostic Questions:** How do you **interpret** and **explain** "A" and "B's" impact on the situation? How do you integrate these points to understand what else is going on?
- d) **Challenge Questions:** Why do you say that? How would you explain it? Where is the evidence for what you say? How can you say that? Is that all? That's the opposite of what Participant X said, why?
- e) **Extension Questions:** Exploring the issues. What else? Can you take us farther down that path or find new ways? Keep going? Therefore?
- f) **Combination Questions:** How would you relate your points to those mentioned by Participant A or to something else you said? How would you understand X in light of Y?
- g) **Priority Questions:** Which issues do you consider most important? Where do you start? How would you rank these?
- h) **Action Questions:** What would you do if you were in Person X's shoes? How?
- i) **Prediction Questions:** What do you think would happen if we followed Participant Z's action plan? Give us a forecast of your expectations. How will he/she react to your thinking?
- j) **Generalizing and Summarizing Questions:** What inferences can we make from this discussion and case? What generalizations would you make? How would you summarize the three most critical issues that we have discussed? Can you summarize the high points of the discussion thus far?

Fig 1: Useful Verbs to Use When Framing Learning Questions



5. Notes and Examples on Facilitating Action Learning at the Village level

It is good to have a group of villagers for the learning process which should last no longer than 1-2 hours – though this will depend on villager timing and interest. There should be roughly equal numbers of men and women – as they will be divided up into 2 groups based on gender (Table 3, 4).

Table 3: Summary of Steps for Village Learning

Step	Activity	Results in
1	Agree with village when the monitoring learning activity will take place (day, time). The session should take no longer than 1-2 hours – depending on village interest	Agreement , when & who attends
2	Group introductions, ensure an equal gender divide in the group. Facilitator explains process. Use the current plan (with agreed actions) as the basis for monitoring & learning (Table 1,2, 4)	Introductions. Understand process. Introduce current plan
3	Agree on note takers for the session, which can be done on flip charts. Ensure that all group members contribute & note that everyone’s view & learning is important	Notes taken by gender. Everyone contributes
4	In addition, facilitator(s) should take notes to make sure things are not omitted. Do this by filling in the tables (Step 5, 6)	Facilitator summarizes notes & fill in the tables
5	Column 6 on Table 1 & 2 should be filled in first – as this summarizes the actual progress in implementation (e.g. number of trees planted, check dams built etc.). This is the basis for learning;	Summary of actions undertaken during period (numbers & amounts)
6	Column 7 in Table 2 is where the learning is summarized, though much more detail will be found in the detailed flip chart notes which should be kept	Farmer Lessons from implementation documented & agreed
7	Based on progress (Column 6) & learning (Column 7), Column 8 (next steps, changes/additions to plan for next period) is filled in	Next steps agreed, with changes documented
8	Ask the women & men to summarize their key learning, & agree on next steps (e.g. updates on plan & adapted targets). Thank them for their participation. Agree (approximately) on date for next meeting	Men, women summarize their learning & what they will do next

Table 4: Examples of the Types of Questions to ask for some Different Actions Undertaken

Types of Action	Some suggested questions	Results in
Farmers each plants 200 Agroforestry trees	What did you learn from planting these trees? Which species of tree were best for you? (& why?) For the next plan, is there anything you would do differently?	Updated implementation plan & targets for the future. Agreement on certain species to use for agroforestry & where they should be planted.
Each household plants 10 fruit trees (of at least two species)	What did you learn from planting these trees? Which species of tree were best for you? (& why?) For the next plan is there anything you would do differently?	Updated implementation plan & targets for the future. Agreement on desired fruit tree species to use for agroforestry
20 farmers constructed 100 m of large (radical) terraces (with technical support)	What did you learn from this? Have you found any benefits yet? What benefits? For the next plan is there anything you would do differently?	Updated implementation plan & targets for the future. Agreement on amounts of terracing to be constructed.
The village restored 5ha of indigenous forest on the hill areas	What were your overall lessons from this restoration? What will the benefits to the village be? What are the best species for restoration & why? Is there anything you will do differently in the next plan?	Updated implementation plan & targets for the future. Agreement on which other areas should be restored & which are the desired species to use for restoration
20 people attended a compost making training	How long have you made compost? Have you seen any benefits from using compost on your farmland? What are the benefits? Why?	Updated implementation plan & targets for the future. Agreement on targets for compost making & where the compost will be used

Annex 1: Twelve Objectives of Open-ended Questions and Responding Effectively

A. Why Ask “Open” Questions? Twelve Objectives

1. To assess learning

- *What is the most important idea that was generated in today’s discussion?*
- *Can you explain this idea in your own words?*
- *Can you draw a diagram to illustrate what you did?*

2. To ask a participant to clarify a vague comment

- *Could you elaborate on that point – perhaps give me some numbers?*
- *Can you explain what you mean?*

3. To prompt participants to explore attitudes, values, or feelings (when appropriate)

- *What are the values or beliefs that inform this argument?*
- *What is your initial reaction to this argument?*

4. To prompt participants to see a concept from another perspective

- *How do you think that this issue is viewed by those with whom you disagree?*
- *How does that concept apply to this new problem?*

5. To ask a participant to refine a statement or idea

- *When does that principle apply? Always? Only under certain conditions?*
- *Would you say, then, that you disagree with the author?*

6. To prompt participants to support their assertions and interpretations

- *How do you know that?*
- *Which part of the text led you to that conclusion?*

7. To direct participants to respond to one another

- *What do you think about the idea just presented by your classmate?*
- *Do you agree or do you see the issue differently? Explain.*
- *Can you think of another way to solve that problem?*

8. To prompt participants to investigate a thought process

- *What are the assumptions that informed the design of this experiment?*
- *What are the assumptions that these two arguments share?*

9. To ask participants to predict possible outcomes

- *What might happen if this practice were to be outlawed?*
- *What would be the result if a different set of assumptions were used to set up this experiment?*
- *Would you get a different result?*

10. To prompt participants to connect and organize information

- *How does this article shed light on the concept we studied last week?*
- *Can you develop a graph or table that organizes this information in a helpful way?*

11. To ask participants to apply a principle or formula

- *How does this principle apply to the following situation?*

- *Who can suggest how we might use this new formula to solve the problems we examined at the start of class today?*
- *Under what conditions is this equation not valid?*

12. To ask participants to illustrate a concept with an example

- *Can you think of an example of this phenomenon, drawn from your research?*
- *Can you point us to a specific part of the novel that led you to that conclusion?*
- *Can you identify a painting or design that exemplifies that idea?*

B. How to respond effectively

- Wait for participants to think and formulate responses.** Waiting 5-10 seconds will increase the number of participants who volunteer to answer and will lead to longer, more complex answers. If participants do not volunteer before 5 seconds have passed, *do not answer your own question*, which will only communicate to participants that if they do not answer, you will do their thinking for them. If the participants are unable to answer after sufficient time for thinking has passed, rephrase the question.
- Do not interrupt participants' answers.** You may find yourself wanting to interrupt because you think you know what the participant is going to say, or simply because you are passionate about the material. Resist this temptation. Hearing the participants' full responses will allow you to give them credit for their ideas and to determine when they have not yet understood the material.
- Show that you are interested in participants' answers, whether right or wrong.** Encourage participants when they are offering answers by nodding, looking at them, and using facial expressions that show you are listening and engaged. Do not look down at your notes while they are speaking.
- Develop responses that keep participants thinking.** For example, ask the rest of the group to respond to an idea that one participant has just presented, or ask the participant who answered to explain the thinking that led to her answer.
- If a participant gives an incorrect or weak answer, point out what is incorrect or weak about the answer, but ask the participant a follow-up question that will lead that participant, and the group, to the correct or stronger answer.** For example, note that the participant's answer overlooks the most important conclusion of the work you are discussing, then ask that same participant to try to recall what that conclusion is. If he or she does not recall the conclusion, open this question up to the wider group.