

WHAT TO DO WITH

REDD?



**A MANUAL FOR
INDIGENOUS TRAINERS**

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INDIGENOUS TRAINERS



Forest
Peoples
Programme



WHAT TO DO WITH REDD? A MANUAL FOR INDIGENOUS TRAINERS

Asia Indigenous Peoples Pact (AIPP)
International Work Group for Indigenous Affairs (IWGIA)
Forest Peoples Programme (FPP)
Tebtebba

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Published by Asia Indigenous Peoples' Pact (AIPP), International Work Group for Indigenous Affairs (IWGIA), Forest Peoples Programme (FPP), Tebtebba

AIPP: www.aippnet.org
IWGIA: www.iwgia.org
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Photos and graphics: Graphics in modules 1 and 2 based on public domain resources; cartoons on page 22 and 27 with permission from Nicholson at www.nicholsoncartoons.com.au. Photo on page 72 by Kittisak Rattankrajangsri, on 160 from IWGIA archive; all other photos by Christian Erni.

Printed in Chiang Mai, Thailand, by St. Film and Plate

ISBN: 978-87-91563-71-3

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This book has been produced with financial support from the Norwegian Agency for Development Cooperation (NORAD).





I. INTRODUCTION


A. Introducing the manual

This training manual has been written for indigenous trainers who intend to facilitate a training on REDD for indigenous leaders. It has been devised for a proposed five-days training programme with five modules. The manual includes suggestions for the objectives of each module, activities and methods, materials and a schedule.

It is suggested that you use this training manual together with the information booklet “What is REDD?”, which should be distributed to the trainees prior to the training. The booklet provides both you and the trainees with a summary of the thematic issues covered by modules 1 to 4 of the training manual. The texts and important graphs (but not the pictures) are also reproduced in the training manual to allow you quick access during the preparation of the training. The booklet “What is REDD?” does however not contain any reference material for module 5. You will have to provide the trainees with hand-outs, if necessary, and you should encourage the trainees to take their own notes.

The manual is accompanied with a CD containing electronic copies of the visual material (graphs, cartoons) printed in the information booklet, which you may want to use in preparing PowerPoint presentations etc. The CD also contains PDF files of manuals on facilitations skills and training techniques, including games and other suggestions that will be helpful for preparing your training sessions.

Although this manual provides suggestions for a detailed training programme, the training must start with experiences and needs of the participants if it is to ensure genuine participation. The contents of the training as well as the materials used and distributed should therefore be tailored to the particular context of each country or even the local area where the trainers will work. For that purpose, the information booklet “What is REDD?” has already been translated into several languages, and adapted to the respective national contexts. More translations and adaptations are currently being done.





B. Who are the trainees?

The training is meant to be done with leaders of indigenous communities, of indigenous peoples' organisations, leaders and staff of indigenous NGOs or non-indigenous NGOs working with indigenous communities, or indigenous members of local governments.

C. What do we expect to achieve? The Aims


The training has two aims:


1. To help indigenous leaders gain a deeper understanding of how REDD works and what the issues related to REDD are which are most relevant for Indigenous Peoples.
2. To help indigenous leaders improved their skills in supporting their communities when dealing with REDD, in advocacy, lobbying and negotiations with government agencies, bilateral and multilateral agencies or private companies engaged in REDD programmes

D. How are we going to achieve this? A few suggestions on methodology

The proposed duration of the training is 5 days, with the following schedule:

DAY 1			
Module 1:	Climate change	3 sessions	6.5 hours
DAY 2 + 3			
Module 2:	REDD	4 sessions	9 hours
DAY 3			
Module 3:	UNDRIP	2 sessions	4 hours
DAY 4			
Module 4:	What communities can do	2 sessions	3 hours
DAY 4+5			
Module 5:	Advocacy, lobbying, negotiation skills	6 sessions	10 hours





The booklet “What is REDD?” contains all the thematic information for the workshop. It should be distributed to the participants prior to the training, and during the training you can refer to the respective pages in the booklet when you introduce a new topic.

The CD-ROM contains a lot of reference material on facilitation methods which will help you plan and do the training. Here, we are giving you only a brief summary of a few important principles found in these training materials. They have been adapted from the Bonner Curriculum Facilitation 101, 201 and 203 (<http://bonnernetwork.pbworks.com/Bonner-Training-Modules-%28with-Descriptions%29>) and from Creative Facilitation Techniques (www.chenetwork.org/files_pdf/01_Creative_Facilitation.pdf). You can find PDF versions of these training manuals in the CD-ROM enclosed.


Use various teaching methods

People learn in different ways, so in order to make it more likely that all trainees benefit, we have to use different methods in our training. Research on the retention rate (i.e. the amount of information remembered) of different training methods has delivered the following results:

- 5% Lecture
- 10% Reading
- 20% Audio-Visual
- 30% Demonstration
- 50% Discussion Group
- 75% Practice by Doing
- 90% Teaching Others

If the facilitator just stands in front of a workshop group and lectures this will only result in bored participants who will probably stop listening after 10-15 minutes. This is not an effective way to share information and knowledge. Try instead to link fun and energizing activities to the workshop material. These activities can be used to introduce important concepts, and / or as a lead-in to the workshop exercises.

Use games, Icebreakers and Energizers. These are crucial for creating a good atmosphere in the training and keeping participants focused. Sometimes people’s energy is low, particularly after a long lecture, a break and especially after lunch when participants are tired while digesting. “Energizers” are simple methods to help restore attention and enthusiasm.



There are a number of instruction devices and techniques that you can use, such as:

- small group work
- interactive presentations
- participant presentations
- panel discussions
- brainstorming
- hands-on type exercises
- written texts
- examples
- worksheets
- checklists
- charts



Time management

Start on time and follow the schedule, e.g., breaks, lunch, end of the sessions
If you need to save time, cut from the middle of the program, not from the

beginning or end. You can also save time by simplifying tasks, e.g., eliminate some steps in activities, reduce the amount of discussion time in the small groups or reduce reporting time to the larger group. If you make changes in the activity plan and schedule, discuss these with the participants.



The facilitator's role in discussions

As a facilitator, you offer specific skills and knowledge to the trainees. The challenge is to do this strategically and respectfully.


- Summarize discussions to make sure everyone understands and keep discussions going in the direction you want. If there are disagreements, draw conclusions
- Paraphrase participants' statements to check your understanding, and reinforce statements
- Ask questions that encourage responses, e.g. open-ended questions

- Don't answer all questions yourself. Participants can answer each other's questions
- Ask participants if they agree with a statement someone makes
- Be sure the participants talk more often than you do


A facilitator should not...

- Impose a solution on the group. They clarify issues, focus discussions, bring out viewpoints, synthesize differences, and look for underlying agreements. However, this does not mean they impose a solution on the group.
- Downplay people's ideas.
- Push personal agendas and opinions as the "right" answer.
- Dominate the group.
- Say umm, aahh repeatedly.
- Read from a manuscript.
- Tell inappropriate or offensive stories.
- Make up an answer-you never know who is in the room.



- 
- Allow people to bully others in the group.
 - Talk a stance with one section of the group.
 - Tell too much about your personal experience and life.
 - Assume the demographics of your group (based on appearance).

A facilitator should...

- Know the material before doing the workshop.
 - Exude confidence - be clear, enthusiastic, breath!
 - Use humour, stories, and examples that directly relate to their work.
 - Select an appropriate activity that will meet the needs of your group and have lots of fun energizers/icebreakers on hand.
 - Have lots of visually appealing handouts and flip charts
 - Determine needed supplies, room requirements, and chair setup.
 - Think through the exercise and visualize potential problems and pitfalls-one of the biggest is not allotting enough time for activities.
 - Clearly explain activity directions and be prepared for questions.
 - Observe individual participation and involvement during exercises.
 - Be aware of individuals that may be experiencing discomfort or who are not participating.
 - Follow up the exercise with discussion.
 - Processing will reveal the thoughts and feelings never expressed previously.
 - Be available to talk/debrief with participants during break times and before/after the training.
 - Evaluate needs of the group, especially at the end of the day to see what you can change for the next day.
 - Evaluate the experience and write down notes for future trainings.
- 



Module I:

CLIMATE CHANGE

Objective

To help indigenous leaders gain a better understanding of climate change and why and how indigenous peoples are affected.

Specific Objectives

To ensure that the leaders know...

- how the Greenhouse effect works;
- who is responsible for global warming;
- in what way Indigenous Peoples are affected;
- why Indigenous Peoples are more heavily affected than other people;
- what actions are being taken by governments to address climate change.

Expected Outcome

The leaders will have a good understanding of the issues related to Climate Change which are most important to Indigenous Peoples. This will put them in the position to explain these to their communities.

Note for trainers

Read the respective paragraphs in the Info Booklet for preparing your session. The training matrix on the next pages indicates which page numbers in the booklet correspond to the respective session. You will also find the text on the pages after the training matrix. Consult additional resources if you feel you need to know more. It is important that you know the subjects which you are going to talk about very well.

Prepare the material according to the methods you have chosen. The matrix provides example of training methods, but you should of course tailor the

methods to the trainees, and your own preferences. Just make sure you are using different methods, and as many interactive methods as possible.

Among the material you will need are:

- Whiteboard
- Posters/flip charts
- Colour cards
- Masking tape
- Marker pens
- Visuals: PowerPoint presentations are very effective ways of visualizing since you can incorporate graphs, photos, text, videos etc. Another possibility are posters, especially if you give a training where no LCD projector is available.
- Laptop computer
- LCD projector

Among the visuals you will have to prepare are:

- the graph on the greenhouse effect
- the graph on carbon credit
- photos
- cartoons etc.

Part of the preparation is the arrangement of the room. Arrange the chairs and tables in a manner that creates a good working atmosphere. If possible, avoid a conventional classroom arrangement. The arrangement will depend on the number of people, the size of the room etc.





Training Matrix Module I: Climate Change

Duration	Theme and Key Questions	
<p>Session 1</p> <p>1.5 hour</p>	<p>Objective</p> <p>At the end of the session, trainees should be able to:</p> <ul style="list-style-type: none">◇ Identify causes of climate change <p>Getting started</p> <p>What is climate?</p> <p><i>Discussion questions:</i></p> <ul style="list-style-type: none">▶ How is the weather a part of life and culture in indigenous communities?▶ Has there been observed changes in weather patterns recently?▶ How have these changes affected the way of life in the community?	



Method	Materials
<p>Introductory ice-breaker like “Stand up if you...”, “Introduce your partner”, “Circle of friends”, etc.</p> <p>Pre-test: “True or False?” to introduce the issue and assess level of knowledge among participants</p> <p>Pre-session activity: Traditional Weather Forecasting Systems</p> <p>Form small groups and discuss/share traditional weather forecasting systems in their communities. Guide question: What signs and phenomena do people in your community look out for in order to predict the weather?</p> <p>Participants may write their answers in a table using the format given. Or, participants may present the result of their discussions through a skit</p>	<p>Depending on the method chosen; see manual “Creative Facilitation” page 7ff (pdf files on CD)</p> <p>PowerPoint, cards or poster with questions</p> <p>See Inputs p. 18 below; Info Booklet p. 5</p> <p>Poster paper, marker pens</p>

	<p>Global warming and the Greenhouse effect</p> <ul style="list-style-type: none"> ▶ What causes global warming? How does the Greenhouse effect work? ▶ Who is responsible for Greenhouse Gas emissions and global warming? 	
<p>Session 2</p> <p>2 hours</p>	<p>Objective</p> <p>At the end of the session, trainees should be able to:</p> <ul style="list-style-type: none"> ◊ List the signs and impacts of climate change especially to indigenous peoples <p>Why and how are Indigenous Peoples the most affected?</p> <ul style="list-style-type: none"> ▶ IPs more dependent on the natural environment and resources ▶ What are your experiences with Climate Change so far? ▶ What is expected in the future? <p><i>Discussion questions:</i></p> <ul style="list-style-type: none"> ▶ What are the characteristics of the places where indigenous peoples live? ▶ What makes indigenous peoples most vulnerable to climate change? 	



<p>Start-up question in plenary “What causes global warming?” Hand out cards and ask participants to write one word on each card. Collect, cluster, summarize and explain.</p> <p>“Greenhouse effect? Who can explain it?” Discussion, explanation and additional inputs given by trainer.</p> <p>Ask participants or hand out cards, cluster and discuss results.</p> <p>Additional explanation/lecture with PowerPoint or poster</p>	<p>See Inputs p. 18-20 below; Info Booklet p. 5-9</p> <p>Cards, marker pens, masking tape</p> <p>Laptop and LCD or posters with Graph on Greenhouse effect and pictures for illustration</p> <p>Cards, marker pens, masking tapes</p> <p>Laptop and LCD or posters with pictures</p>
<p>Group work and poster presentation: Guiding questions:</p> <ul style="list-style-type: none"> ▶ How are IPs affected? What are your experiences? ▶ Why are IPs most affected? <p>Cluster and discuss results. Summarize the inputs add (lecture) on expected impact in the future</p>	<p>See Inputs p. 21-23; Info Booklet p. 10-15</p> <p>Posters, pens, colour cards, masking tape</p> <p>PowerPoint or posters with pictures</p>



	<p>Optional Activity: Where do Indigenous Peoples live? <i>This is my ecosystem:</i> What are the characteristics of my community? Where is it found in the country? Is it near the coast? Is it far into the mountains? Are there many trees? Are there rivers? Are there many animals?</p> <p><i>These are my ecosystem's functions:</i> What uses do you (including your family, community and other people outside your immediate community) derive from the ecosystem where you live?</p>	
<p>Session 3 3 hours</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ◇ Know the international processes and mechanisms involved with regard to climate change mitigation and adaptation ◇ Understand climate change mitigation measures and assess how these are affecting indigenous peoples ◇ Appraise and appreciate what local mitigation and adaptation measures are actually being done by indigenous peoples <p>What is being done about Climate Change?</p> <ul style="list-style-type: none"> ▶ What are our governments doing? ▶ Why are the climate change negotiations not progressing? 	



<p>Form small groups Draw a poster on the ecosystem and ecosystem functions Give a brief report about what your group did.</p>	<p>Posters, marker pens</p>
<p>In plenary, ask participants what their governments are doing/or hand out cards, cluster, discuss.</p> <p>Start-up question. Get answers from participants. Explain/lecture with PowerPoint or poster</p>	<p>See Inputs p. 24-34; Info Booklet p. 15-27</p> <p>Posters, pens, colour cards, masking tape</p> <p>PowerPoint or posters with pictures</p>



Inputs to Module I: Climate change

From “WHAT IS REDD. A GUIDE FOR COMMUNITIES”, p. 5-27

HOW'S THE WEATHER TODAY?

For indigenous communities, the weather is very much a part of life and culture. The rising and setting of the sun, the direction of the wind, the amount of rainfall and the turning of the seasons all have meaning and relationship to how life goes in a community. Recently, intensifying changes to weather patterns have been observed. These changes have, in turn, changed patterns of wildlife or of plant growth, affecting the lives of indigenous peoples.

WHAT IS GOING ON?

The weather changes in short periods of time. Even in a day, the weather can change from a sunny morning to a rainy afternoon. Over a very long period of time, say 30 years, a certain area shows a weather pattern. This “averaged” weather is called climate. An easy way to remember the difference is that climate is what you expect, like a very hot summer, and weather is what you get, like a hot day with pop-up thunderstorms.

What is going on is that the climate is changing, and it is changing mainly because of human activities. What’s more, it is changing too fast.

HOW DO WE KNOW THAT THE CLIMATE IS CHANGING?

The earth, as we already know, goes around the sun. It is the sun that warms the air surrounding the earth, bringing about different types of climate in different areas. The air that surrounds the earth is called the atmosphere and it is composed of a combination of different gases. Some of these gases have a very strong impact on our climate, and these are the gases that we are particularly interested in here. These gases are called the ‘greenhouse gases’ (GHGs) because they act like the glass walls of a greenhouse, allowing some of the sun’s rays to enter, reflecting back harmful radiation from the sun and keeping some warmth close to the earth, making the earth a place where we can live.



Some of the heat that comes from the sun is reflected by the greenhouse gases and by the earth and goes back into space. Some of the warmth of the sun is trapped by the greenhouse gases and stays in the atmosphere, keeping the earth warm. If this was not the case, it would be very cold on Earth – too cold for humans to live.

This natural process is called the greenhouse effect. As humans and their activities emit more carbon dioxide and other greenhouse gases into the atmosphere, the greenhouse effect becomes stronger. The result is global warming. Greenhouse gases are chemical compounds such as water vapour, carbon dioxide, methane, and nitrous oxide. They are naturally part of the atmosphere. However, humans are adding more of these gases into the atmosphere by activities such as burning oil and gas to run factories, generate power and for transportation, land development or simply farming!

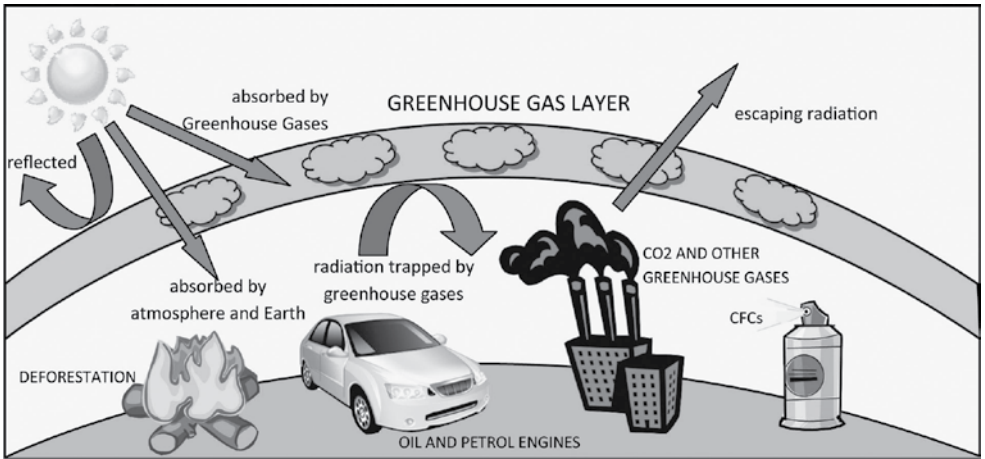
Carbon dioxide is the main GHG and its main source is the burning of fossil fuels such as oil, gas or coal that we use to run machines such as cars and to produce energy. Fossil fuels are called so because they come from the decay, burial and compaction of rotting vegetation on land, and of marine organisms on the sea floor and are formed over millions of years.

Global Warming

is the average increase in the surface temperature of the earth and its oceans compared to previous centuries.

Global warming is one key aspect of climate change.

Another major source of carbon is from activities that destroy or damage forests. These activities include large scale logging, mining, forest fires and expansion of agricultural land. In fact, scientists estimate that a fifth of carbon emissions into the air come from these kinds of activities.



Graph on the Greenhouse effect for explanation with PowerPoint or Poster

We are already feeling some of the impacts of climate change:

- The patterns of rainfall, snow and hail have been observed to have changed. Some parts of the world are experiencing more rain than they used to, and it rains more heavily when it does, while other parts of the world are experiencing less.
- Extreme weather events such as stronger storms, droughts, heat waves, and rains are happening more often.
- The snow covers of very high mountains are now much less than they used to be and glaciers are melting very quickly.
- Many island nations are in great danger because the sea level is rising. The sea level rises when the ice at the earth's poles melts as the temperature gets warmer.
- Coral reefs in the oceans are bleaching because of the warming of the ocean and the increase in acid in the sea water.

WHO IS RESPONSIBLE FOR THE RAPID INCREASE OF GREENHOUSE GASES?

Most of the greenhouse gases that are in the atmosphere come from the burning of fossil fuels for energy and from industrial processes such as petroleum



refining and cement manufacturing. When people started using machines some 250 years ago, they started burning a lot of fossil fuels for their factories and farms. People started building cities and using cars and other machines that require fossil fuels for energy. This time was called the Industrial Revolution, and it began in Great Britain and spread through regions of Europe and to the United States. Today, these countries are called the “Industrialized Nations” and include some countries in Asia and in the Pacific Rim as well.

It is now clear that it is the developed countries in North America, Europe and Australia who are historically responsible for emitting most of these greenhouse gases with their energy-dependent and wasteful lifestyles and economies dependent on burning fossil fuels. However, the impacts of climate change are felt first in delicate and vulnerable environments, in small islands and in countries and the traditional territories of indigenous peoples who have not contributed very much to emitting these gases in the past. The people who cannot afford to travel in cars and planes, do not have heating or air conditioning in their homes but have sustainable ways of life and practices are the same people who are suffering first from climate change.

SO WHAT IF THE CLIMATE CHANGES? WHY ARE WE, INDIGENOUS PEOPLES, AFFECTED MOST?

For thousands of years, we indigenous peoples have lived in close relationship with our lands and with nature. The plants and animals in our territories are the sources of our food, medicines, and livelihoods. Our waters and lands are not only useful for us, we also hold them sacred. Many of us still live a way of life where we produce and harvest what we need, but also ensure that our natural resources will be there for our children and future generations. This is what today is called sustainable use of resources.

It is because of this close relationship with and dependence on the natural environment that the impact of climate change is more severe for us than for other peoples. Even with a low level of warming, the effects of climate change will directly affect our lives. For example, an increase in global temperature of just one degree Celsius will bring about changes in how plants grow in the forests and how fish breed in the seas. With an increase of two degree Celsius, many plants and animals will disappear and be replaced by others, and most corals will die. Imagine what will happen if it becomes even warmer. More and more people will be affected by flooding, drought, increase of diseases, extreme weather events and species extinction.

Indigenous peoples living a traditional way of life are not using much external inputs in the form of machines, fuel, fertilizers and other industrial products. We produce much of what we need ourselves, and we do not consume a lot. This means that our ways of life emit very little carbon or other greenhouse gases into the atmosphere. And because we nurture our environment and use resources sustainably, we enhance the capturing (or sequestration) of carbon in the natural world. In the words of scientists, our way of life is in many cases even “carbon neutral”, which means: whatever carbon we emit is again taken up by the vegetation looked after by our resource management practices. Through our sustainable use of resources, we indigenous peoples have also preserved the biodiversity of our territories. However, although indigenous peoples have contributed the least to climate change, it is in our lands and territories that the impacts of climate change are being felt most.

For thousands of years, indigenous peoples have thrived in very diverse, sometimes very harsh environments. They are living now

- from hunting and fishing in the arctic and sub-arctic;
- from hunting, gathering, shifting cultivation and many other forms of agriculture in tropical and sub-tropical, temperate and boreal forests;
- from pastoralism (keeping domesticated animals like goats, cattle, camels, etc.) or from hunting and gathering in dry and sub-humid environments like savannahs and deserts;
- from pastoralism and agriculture in high mountains;
- from fishing and agriculture in coastal and low-lying areas, small islands, swamps and mangrove environments.

HOW EXACTLY WILL CLIMATE CHANGE AFFECT US?

Climate change is going to or has already started to affect indigenous peoples in almost all aspects of our lives:

- ◇ Massive floods, strong hurricanes, cyclones and typhoons and storms lead to the destruction of infrastructure (houses, bridges, roads, power grid, etc.), of agricultural lands, crops, livestock, forests, marine and coastal resources leading to reduction of income and food shortage. Recent examples are the massive landslides in the Cordillera in the Philippines or the flooding in South India



- ◇ They also cause loss of freshwater supplies and the increase of micro-organisms and water-born parasites that make us sick. Indigenous women and children are most at risk of weakening health and losing their lives.
- ◇ More frequent and prolonged droughts and floods cause the disappearance of plant and animal species that are important food sources or are essential to our ceremonial life.
- ◇ Extreme and unprecedented cold spells and prolonged rain and humidity can result in health problems, such as hypothermia, bronchitis and pneumonia, especially among old people and young children. The burden of caring for sick family members is usually on women, which prevents them from engaging in socio-political opportunities or attending to their personal development.
- ◇ Dropping water levels, prolonged droughts, the resulting desertification or saltwater intrusion in coastal areas lead to loss of farm land and therefore more hunger and impoverishment. Water and food insecurity is getting worse. As water collectors, indigenous women face inevitable conflicts over scarce water resources.
- ◇ Aside from agriculture, many other traditional occupations like hunting and gathering, pastoralism, fishing, gathering of wild plants are undermined because of climate change.
- ◇ Adverse impacts on traditional livelihoods and the environments in which they are practiced will also mean loss of traditional knowledge, innovations and practices associated with these livelihoods and environments. The capacity of our women to perform their roles as seed-keepers and transmitters of culture and language, among others, are undermined.
- ◇ Loss of sources of income and economic opportunities in our territories and along with this the loss of traditional cultural practices associated with them are expected to severely weaken our communities. As a result, many more of us will leave our communities to seek economic opportunities elsewhere. The out-migration of our youth and male heads of families further limits our opportunities and capacity to cope with the effects of climate change. It will lead to erosions of indigenous economies and to loss of our cultures. And it is the women who will bear the brunt of the responsibility of sustaining the families.
- ◇ An increasing number of us will end up as environmental refugees because the lands have gone underwater or have been destroyed by landslides.

WHAT HAVE OUR GOVERNMENTS DONE TO ADDRESS CLIMATE CHANGE?

Our governments are part of an international agreement signed by almost all countries in the world to respond to climate change. This agreement is called the United Nations Framework Convention on Climate Change (UNFCCC) and has been in force since 1994.

However, with the realization that greenhouse gas emissions continue to rise around the world, the countries that signed the UNFCCC (officially called 'Parties' to the UNFCCC) began negotiations with the purpose of coming up with a "firm and binding commitment by developed countries to reduce emissions." Since the negotiations took place in Kyoto in Japan, the agreement reached is called the Kyoto Protocol. For the period between 2008 and 2012, the Kyoto Protocol sets targets for industrialized countries to reduce their pollution. It also gives them flexibility to do that, which means it allows them to reach these targets in different ways. The industrialized (also called "developed") countries who have pledged and are now obliged to reach these targets are listed in the Annex 1 of the Kyoto Protocol, and in the UNFCCC and the Kyoto Protocol they are therefore referred to as "Annex 1 Parties".

The Annex 1 Parties

Australia, Austria, Belarus, Belgium, Bulgaria, Canada, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Latvia, Liechtenstein, Lithuania, Luxembourg, Monaco, Netherlands, New Zealand, Norway, Poland, Portugal, Romania, Russian Federation, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, Ukraine, United Kingdom of Great Britain and Northern Ireland, United States of America and, additionally, the European Union

A much heavier burden to reduce greenhouse gas emissions has been placed on industrialized countries since it is considered only fair to require more emission reductions from them because they can afford to pay the cost of cutting emissions, and because they have historically contributed more to greenhouse gas emissions than developing countries. This is called the principle of "common but differentiated responsibilities."



Common but differentiated responsibilities

In recognition of the historical debt of developed countries, the principle for the global negotiations for an agreement on climate change is called "common but differentiated responsibilities". This means that all countries must take actions to address the problem of climate change as a common issue, but industrialized countries must take the bigger burden because of their responsibility for causing global warming, their level of development, wealth and capacity to address the impacts of climate change.

It is important to know though that the targets set under the Kyoto Protocol are not high enough to seriously stop climate change and further commitments after 2012 will need to reach for far higher targets.

WHY ARE THE CLIMATE CHANGE NEGOTIATIONS NOT PROGRESSING?

The problem of global warming is largely a result of the decades of industrialization activities of the rich countries which emitted huge amounts of carbon and other greenhouse gases to the atmosphere. Around 75% of global carbon emissions had been caused by the developed countries (annex 1 countries under the Kyoto Protocol). These countries therefore have the responsibility to take drastic measures to cut back their level of carbon emissions, and they also have the responsibility to provide the needed support and assistance to other countries that are suffering from the adverse impacts of climate change. This is referred to as the historical debt of industrialized countries to the rest of the world.

The key contentious issues

At present, there are two tracks of global negotiations for international agreements on climate change. The first is the **Kyoto Protocol (KP)**, in which developed countries (except US) have made commitments to cut their emissions by 5.2 % by 2012 as compared to the level of emissions in 1990. This is an

internationally legally binding agreement. However, scientists agree that developed countries need to make emission cuts of at least 25 to 40% by 2020 if we want to prevent the global temperature to rise more than 2% C, which would have catastrophic consequences. Therefore, a second round of commitment was supposed to have been made in Copenhagen during the COP 15 in December 2009. However, developed countries are only committing to low emission targets (11-18 %, including the US). At the negotiations during the COP 15 developing countries (the Group of 77 developing countries, or G-77, and China) demanded a 40% cut so that they will not have to reduce too much themselves and therefore have some space to develop their own economies and meet the needs of their much bigger populations.



Cartoon for illustration of negotiations that are not progressing

Another problem is that developed countries want to achieve emission reduction through carbon offsets (i.e. compensation of carbon emissions, which we will explain in detail a little later) done abroad and, not fully from carbon reduction measures at home. While refusing to commit to drastic emission cuts in their own countries, they are at the same time demanding legally binding commitments for heavy reductions from big countries such as China, India and Brazil. Due to this upforth coming position of developed countries the negotiations under the Kyoto Protocol have not advanced as needed and no second commitment was made.



The Bali Action Plan

The Conference of Parties or COP of the UNFCCC meets every year to review the Convention's progress. In 2007, at its 13th session in Bali, Indonesia, the COP came up with The Bali Action Plan. It was to identify the steps that governments need to take in order to come to an agreement about what to do with climate change after 2012. Remember that the Kyoto Protocol commitment period is from 2008 to 2012. What is also in the plan that is of interest to indigenous peoples is the inclusion of discussions on mitigating climate change through reducing emissions from deforestation and forest degradation in developing countries. This is an initiative that you will get to know later in this booklet, as REDD.

The other track of negotiations is under the **Long Term Cooperative Action (LCA)** which is a follow-up to the Bali Action Plan of 2007 for the sustained implementation of the UN Framework Convention of Climate Change. Under the LCA, developed countries must provide funds and commit to technology transfer to allow for effective measures for developing countries to cope with the impacts of climate change. This is again part of the historical debt of developed countries to developing countries. However, developing countries are again making low commitments for the so-called mitigation and adaptation funds. The United Nations Department on Economics and Social Affairs report states that 500 to 600 billion US\$ are required by developing countries for mitigation and adaptation. However, developed countries especially the EU estimated that only 100 billion are needed and is proposing that funding should be sourced out as 20-40 % from developed countries, 40% from carbon market and 20-40 % as self finance of developing countries. For developing countries (G-77 and China) this is unacceptable, especially since they also need resources for sustainable development while at the same time addressing the impacts of climate change.

Furthermore, developing countries are proposing that the funds for mitigation and adaptation are managed under the Conference of Parties (COP), ensuring the equal rights of states. Developed countries however prefer to have this under the World Bank, which is again controlled by developed countries.

Finally, another contentious issue is the transfer of environment-friendly technologies by the developed countries to developing countries in order to help them meet their reduction targets while still being able to continue developing their economies. Developed countries are however reluctant and point at the need to protect intellectual property rights. Developing countries are therefore demanding exemptions to intellectual property rights in climate friendly technology and that a technology pool is established for the needs of developing countries.

In sum, the negotiations for a new global climate change agreement are not only technically complex but also very political, especially due to the economic interests of governments and big companies. It is critically important that these interests are overruled by the notions of historical debt, social justice and recognition of rights and that they continue to underpin any agreement on climate change in order to find real solutions to this global problem and to achieve sustainable development for all.

WHAT EXACTLY IS BEING DONE NOW TO RESPOND TO CLIMATE CHANGE?

There are different ways for people to deal with the impacts of climate change. All the human actions to reduce emissions or increase the uptake of carbon dioxide by vegetation are called **Mitigation**. Examples of mitigation measures to reduce greenhouse gas emissions include increasing automobile efficiency, increasing access to and use of public transportation, replacing fossil fuels with wind or solar energy, or improving the insulation of buildings, among others.

Human interventions intended to provide help to communities, peoples or nations dealing with the effects of climate change that are already happening are called **Adaptation**.

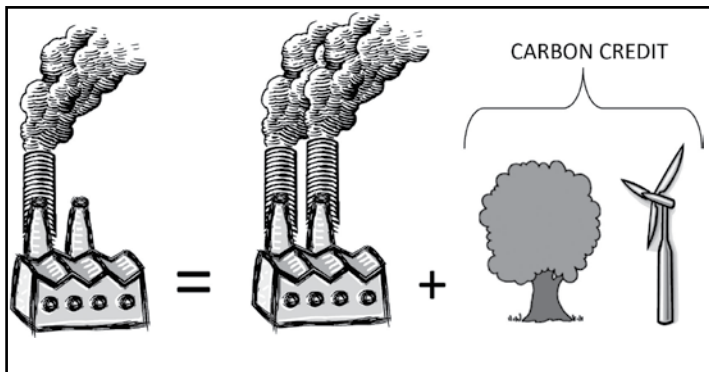
Mitigation

The most important form of mitigation is to reduce the emission of greenhouse gases at source – which would be above all in the industrialized countries. The opposite approach is to increase the ‘sequestration’ of greenhouse gases, which means the absorption or trapping of these gases in a variety of ways, for example through plant growth. Since plants absorb carbon dioxide from the



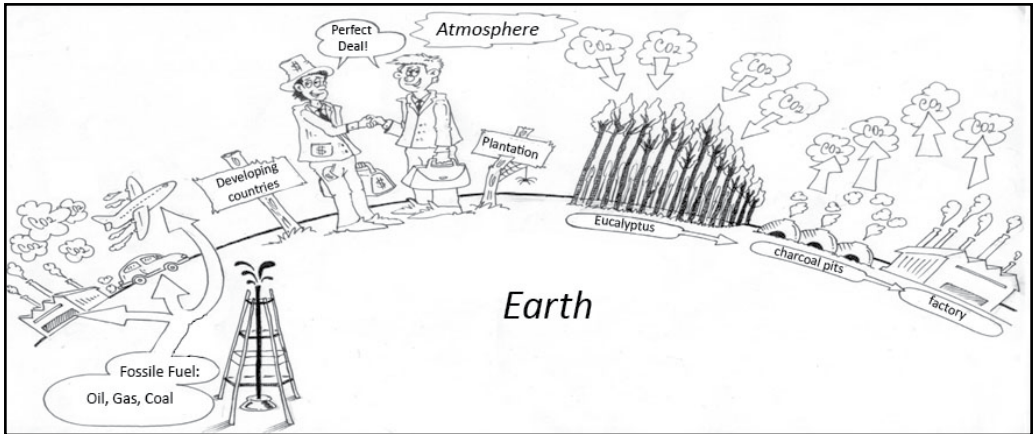
atmosphere as they grow, there is a lot of carbon that is “sinking” into vegetation. Therefore, forests, savannas or the algae in the sea are called “carbon sinks”.

In the Kyoto Protocol, governments gave themselves several options to reduce their emissions. In addition to reducing them at home, they introduced several other ways to reduce emissions that they called “market-based mitigation mechanisms”. These mechanisms are called “market-based” because they work like a trading or market system. Remember that developed countries were given a concrete target for the reduction of greenhouse gases. As carbon dioxide is the main problem, these targets are limits to the amount of carbon dioxide that developed countries can release into the air. When a country lowers their emissions more than they need to (more than the target) they have spare emissions (carbon permits) that they are allowed to sell to other countries that have used up their quota. These carbon permits can then be sold to those who are not able to reach their target. In reality it is all much more complicated, and there are also possibilities to pay someone else in a country where there are no limits on the emissions to reduce theirs and allow an industrialized country to emit more, but what we have explained is the basic principle of the “market-based mitigation mechanism”.



Graph for illustrating carbon offsetting

Market mechanisms are also proposed to be included in the financial arrangements to pay for REDD, but this is not yet agreed between governments. Use of market mechanisms at the moment is voluntary. For more information on what “market mechanisms” might be included in future agreements and what their implications are please see pages 35-37 in this booklet.



Drawing for illustrating carbon trade

THE MARKET-BASED MECHANISMS THAT ARE INCLUDED IN THE KYOTO PROTOCOL ARE: 1. CLEAN DEVELOPMENT MECHANISM (CDM), 2. EMISSIONS TRADING (ET) AND 3. JOINT IMPLEMENTATION (JI).

These market mechanisms are supposed to lower the costs of achieving emissions targets. The CDM allows developed countries to invest money in projects in developing countries which are expected to lower the amount of carbon dioxide in the air. These include projects such as oil palm plantations for the production of bio-fuels (fuel produced from palm oil replacing the use of normal fuel), renewable energy production (reducing the amount of energy produced by power plants burning oil or coal), or projects that create or enhance carbon sinks, like through afforestation or reforestation.

The carbon emission that is claimed to be reduced or the carbon sink produced are measured and for that “carbon credits” are given to the country financing these projects. Similarly, through Joint Implementation developed countries can receive credit for investing in projects in other developed countries. And all the carbon credits gained through these two mechanisms can be traded by the developed nations among themselves.

Of course, the best way to mitigate climate change is to change the unsustainable production and consumption which are still the prevalent system in this world. The best mitigation measures involve changing lifestyles, individually and collectively, and to change the course of development towards a sustainable and low-carbon system of production and consumption.





Cartoon on inequality and overconsumption

It is crucial for us indigenous peoples to fully understand these market-based mechanisms. Equipped with adequate information, we can evaluate the risks and opportunities which will allow us to make our own decisions on whether to engage with the emissions market or not. Please look at the “checklist for communities” on pages 81-85 for some of the questions you should think about if a carbon trading project is proposed near or within your lands, territory or resources.

Adaptation

Mitigation is one of the main concerns of the UNFCCC and the Kyoto Protocol. Adaptation is the other. Adaptation is about finding ways to lessen the impacts of climate change to humans and to the environment.

All over the world, indigenous peoples have already developed their own innovative adaptation measures in coping with climate change, based on their traditional knowledge. These include growing many different crops and crop varieties, relocating fields, changing hunting strategies, plant gathering, and fishing techniques, etc.

WHY SHOULD MITIGATION MEASURES BE A CONCERN FOR INDIGENOUS PEOPLES?

Sometimes the solutions that the industrialized countries are proposing may actually not be very good, at least not good for everyone. An example is the proposal to produce more bio-fuel, often also referred to as agro-fuel, so that less fossil fuel is used. However, to be economically profitable, large areas of land are needed for such plantations, and for that forests in tropical countries where indigenous peoples live are cut down on a large scale.

These plantations do produce bio-fuels such as ethanol (from sugarcane) or bio-diesel (from oil palm and the *jathropa* plant), and in this sense are replacing conventional fossil fuel.

However, the destruction of forests for these plantations, developing the land, using fertilizers and pesticides, transporting and processing the raw materials lead to the releases of enormous amounts of carbon into the atmosphere. So these plantations end up emitting far more carbon than what they save through the production of bio-fuel. And indigenous peoples and other communities living in these forests are often displaced by such projects.

Climate change mitigation is not only an issue of cutting down greenhouse gas emissions but also an issue of equity, social justice, human rights and sustainability. How will the world share the burden of decreasing greenhouse gas emissions? Who should be compensated for what? How will such measures affect the rights to water, food, shelter and health? These questions need to be asked when climate change mitigation measures are proposed.

Indigenous peoples are not contributing to increasing levels of greenhouse gas emissions because of their low-carbon or even carbon-neutral ways of life. Furthermore, they have struggled to prevent extraction of oil, gas, and minerals from their territories and keep on fighting against deforestation, all of which has kept a lot of carbon under the ground and in the trees. Unfortunately, these contributions are not acknowledged and accounted for in the carbon market. Therefore, also in this respect the principles of equity and sustainability are not really respected.

It is bad enough that there are no mechanisms to recognize, account for and integrate indigenous peoples' contributions to mitigation. But what is worst



is the fact that some mitigation measures have led to the violation of indigenous peoples' basic human rights. Some of the negative impacts of mitigation measures to indigenous peoples include violation of the rights of indigenous peoples to their lands, territories and resources, criminalisation of traditional livelihood practices like shifting cultivation, or an increase in food prices resulting in more food insecurity. An example for this has been described above: when indigenous peoples' lands are forcefully taken from them in order to be converted to plantations.

THE ANCHORAGE DECLARATION

FROM APRIL 20 – 24, 2009, INDIGENOUS REPRESENTATIVES FROM ALL OVER THE WORLD GATHERED IN ANCHORAGE, ALASKA TO EXCHANGE THEIR KNOWLEDGE AND EXPERIENCE IN ADAPTING TO THE IMPACTS OF CLIMATE CHANGE, AND TO COME UP WITH KEY MESSAGES AND RECOMMENDATIONS WHICH CAN BE TO BE EXPRESSED WHEN THE UNFCCC MEETS FOR THE FIFTEENTH CONFERENCE OF PARTIES (COP15) IN COPENHAGEN, DENMARK ON DECEMBER 2009. IT WAS THE FIRST TIME THAT A MEETING ON CLIMATE CHANGE FOCUSED ENTIRELY ON INDIGENOUS PEOPLES EVER HAPPENED.

IN THIS MEETING, INDIGENOUS REPRESENTATIVES CAME UP WITH THE ANCHORAGE DECLARATION WHICH CHALLENGED STATES TO "ABANDON FALSE SOLUTIONS TO CLIMATE CHANGE THAT NEGATIVELY IMPACT INDIGENOUS PEOPLES' RIGHTS, LANDS, AIR, OCEANS, FORESTS, TERRITORIES AND WATERS. THESE INCLUDE NUCLEAR ENERGY, LARGE-SCALE DAMS, GEO-ENGINEERING TECHNIQUES, 'CLEAN COAL,' AGRO-FUELS, PLANTATIONS, AND MARKET BASED MECHANISMS SUCH AS CARBON TRADING, THE CLEAN DEVELOPMENT MECHANISM, AND FOREST OFFSETS." THEY ALSO CALLED FOR THE "... HUMAN RIGHTS OF INDIGENOUS PEOPLES TO PROTECT OUR FORESTS AND FOREST LIVELIHOODS ... [TO] ... BE RECOGNIZED, RESPECTED AND ENSURED.

The inclusion of REDD (Reducing Emissions from Deforestation and Forest Degradation) as a mitigating measure for climate change presents both threats and opportunities for indigenous peoples. While REDD, which will be part of the post 2012 climate agreement, may provide some financial and other opportunities for indigenous peoples who live and depend on forests, the concept and manner in which it is being shaped and implemented pose some problems which have to be addressed. Indigenous peoples fear that they will be excluded once more from their forests as what has happened in the establishment of Forest Protected Areas in the past. If their forests are designated as carbon forests and are used for emissions trading, there is a great possibility that they will be prevented from practicing their own traditional forest management practices and to use their forests for ceremonial purposes, shifting cultivation,



as sources of timber and non-timber forest products and medicines, and other agro-forestry activities. You will read all about this and other discussion on REDD in the next section of this booklet.





Module II:

REDD

Objective

To help indigenous leaders gain a better understanding of what REDD is, and what its impacts are on indigenous peoples.

Specific Objectives

To ensure that the leaders know...

- why forests are important for climate change;
- what REDD means;
- how REDD works: the financing mechanisms carbon trade and funds;
- what the World Bank and UN-REDD are doing;
- why it is important for Indigenous Peoples to know about REDD;
- in what way Indigenous Peoples are affected: the general problems with REDD and how indigenous communities in particular are affected;
- whether REDD has any potential benefits for Indigenous Peoples and what these are;
- what indigenous communities have to think of before getting engaged in a REDD programme .

Expected Outcome

The leaders will have a good understanding of the issues related to REDD which are most important to Indigenous Peoples. This will put them in the position to explain these to their communities.

Note for trainers

Read the respective paragraphs in the Info Booklet for preparing your session. The training matrix on the next pages indicates which page numbers in the booklet correspond to the respective session. You will also find the text on the pages after the training matrix. Consult additional resources if you feel you

need to know more. It is important that you know the subjects which you are going to talk about very well.

Prepare the material according to the methods you have chosen. The matrix provides example of training methods, but you should of course tailor the methods to the trainees, and your own preferences. Just make sure you are using different methods, and as many interactive methods as possible.

Among the material you will need are:

- Whiteboard
- Posters/flip charts
- Colour cards
- Masking tape
- Marker pens
- Visuals: PowerPoint presentations are very effective ways of visualizing since you can incorporate graphs, photos, text, videos etc. Another possibility are posters, especially if you give a training where no LCD projector is available.
- Laptop computer
- LCD projector

Among the visuals you will have to prepare are:

- the graph on the greenhouse effect
- the graph on carbon credit
- photos
- cartoons etc.

Part of the preparation is the arrangement of the room. Arrange the chairs and tables in a manner that creates a good working atmosphere. If possible, avoid a conventional classroom arrangement. The arrangement will depend on the number of people, the size of the room etc.





Training Matrix Module II: REDD

Duration	Theme and Key Questions	
<p>Session 1</p> <p>1 hour</p>	<p>Objectives</p> <ul style="list-style-type: none"> ◇ to understand the importance of forests for indigenous communities ◇ to understand how forests, climate and climate change are interlinked <p>Why are forests important for Climate Change?</p>	
<p>Session 2</p> <p>3 hours</p>	<p>Objectives</p> <p>At the end of the session trainees should be able to explain</p> <ul style="list-style-type: none"> ◇ the purpose of REDD ◇ how REDD is supposed to work ◇ what the presently ongoing international programs on REDD are and what their main purposes are <p>What does REDD mean?</p> <p>How does REDD work?</p> <p>The World Bank and UN-REDD</p>	



Method	Materials
<p>Group work and poster presentation: Guiding questions:</p> <ul style="list-style-type: none"> ▶ Where is the forest in your community. Draw a sketch map. ▶ Is the forest important for your community? Why? 	<p>See Inputs p. 44-45; Info Booklet p. Info Booklet p. 29-30</p> <p>Posters, pens, colour cards, masking tape</p>
<p>Start-up question in plenary: “Do you know what REDD means?” Discussion and additional inputs given by trainer.</p> <p>Lecture to explain, with use of graphics and pictures</p> <p>Lecture with use of pictures</p>	<p>See Inputs p. 45-46; Info Booklet p. 30-33</p> <p>See Inputs p. 46-53; Info Booklet p. 34-41</p> <p>PowerPoint or posters or posters with graphs and pictures</p> <p>See Inputs p. 54-61; Info Booklet p. 41-49</p> <p>PowerPoint or posters or posters with pictures</p>

<p>Session 3</p> <p>2 hours</p>	<p>Feedback session for clarifications and discussions</p> <p>The purpose of this session is to assess the level of understanding of the issues presented so far, to identify gaps and to fill these gaps through additional explanations and discussions. It is important to ensure that trainees have a good basic knowledge on climate change and REDD before continuing with the next sessions.</p>
<p>Session 4</p> <p>3 hours</p>	<p>Objectives</p> <p>At the end of this session the trainees are able to list the potential negative impacts of REDD on indigenous communities, and what potential benefits are</p> <p>Why is it important for Indigenous Peoples to know about REDD?</p> <p>Impacts of REDD on Indigenous People:</p> <ul style="list-style-type: none"> ▶ General problems with REDD ▶ Negative impacts ▶ Possible benefits ▶ What communities need to keep in mind when they consider to join a REDD program



<p>Group work and poster presentation: Guiding questions:</p> <ul style="list-style-type: none"> ▶ What are the most important things you learned? Three points per group ▶ What do you not understand fully? <p>Discuss posters and summarize.</p> <p>Explain and discuss the things they don't understand</p>	<p>Posters, pens, colour cards, masking tape</p>
<p>Start-up question in plenary for levelling-off: "Why do you think it is important for Indigenous Peoples to know about REDD?"</p> <p>Hand out coloured cards and ask to write down ideas. Cluster the answers. Discussion and additional inputs by trainer.</p> <p>Lecture to explain, with use of graphics and pictures</p> <p>Brainstorming: ball tossing or handing out colour cards; discussion and additional explanations/lecture</p> <p>Lecture</p>	<p>See Inputs p. 61-62; Info Booklet p. 50-52 Posters, pens, colour cards, masking tape</p> <p>See Inputs p. 62-71; Info Booklet p. 52-64 PowerPoint or posters with pictures</p> <p>Ball or colour cards and marker pens, PowerPoint presentation or posters with pictures</p> <p>PowerPoint presentation or posters with pictures</p>

Inputs to Module II: REDD

From “WHAT IS REDD. A GUIDE FOR COMMUNITIES”, p. 29-65

WHY ARE FORESTS IMPORTANT FOR CLIMATE CHANGE?

If forests are destroyed or degraded, large amounts of gases that cause global warming are released into the atmosphere. The most important of these gases is carbon dioxide, or CO₂, a gas that is present in high levels in trees, forests, animals and nature. When trees grow, they absorb CO₂ from the atmosphere and bind it into themselves and their root systems. When trees die, the gas is released back into the atmosphere.

In an old forest, gases are constantly being absorbed and released, and overall, a balance is maintained. However when large-scale logging happens or these old-growth forests are converted into plantations or lighter forest cover, large amounts of CO₂ are released without enough being absorbed again. It has been estimated that 18% of the global CO₂ emissions are a result of this sort of destruction and degradation of forests. This means that deforestation and forest degradation are major causes of climate change, although not as large as industrial production and energy generation.

Forests are also victims of climate change. Climate change can damage the health of forests if they receive less rain and when temperatures rise. Climate change can also lead to more forest fires as weather becomes less predictable and more violent. This means that changing climates can actually make forest destruction worse.

“Degraded forest” refers to an unhealthy, damaged forest with reduced tree cover. Forests might be degraded because of some logging or because they have been converted to plantations or agriculture. An unhealthy and damaged forest cannot provide the many ecosystem services on which so many people all over the world, and above all those living in and near the forests depend, such as:

- controlling soil erosion,
- providing clean water,
- providing a habitat of wildlife and plants which above all for indigenous peoples are an important basis of our livelihoods



- many other important services and roles in our lives, including cultural and spiritual roles.

Forests are an important part of our ecosystems and landscapes. Continued protection of the earth's forests will mean that the earth, the ecosystems, animals and plants, and humans, will be more able to adapt and respond to changing climates. Large forests especially in hilly and mountainous areas help plants and animals adapt to rising temperatures and changing rainfall patterns: they can move up where it's cooler; species better adapted to hotter climates can replace them at lower elevations.

Protection of complex old growth and virgin forest areas also means that climate change itself can be slowed as large amounts of CO₂ emissions can be avoided by ensuring that forests remain standing.

WHAT DOES 'REDD' MEAN?

Because of the crucial role that forests play in lowering the effects of climate change, because of the many other important roles they play in our lives, and because their destruction leads to more emissions it has become clear that we need to slow deforestation and forest degradation and maintain healthy old growth forest systems.

This has led to the idea of “reducing emissions from deforestation and forest degradation”, an idea which involves simply trying to stop forests being cut down or degraded and thereby reducing the amount of CO₂ that is released into the air. At its simplest, this is all that ‘redd’ is.

However this idea has been adopted by governments and inter-governmental bodies and agencies and has been developed into a more specific idea: that developed countries are paying developing countries large amounts of money so that various policies and projects are implemented in order to stop forest destruction and degradation in these countries. In some of these proposals developed countries receive the right to burn more fossil fuel than they are already doing in return for their payments, in others they do not. This particu-

lar set of policy ideas is known as **Reducing Emissions from Deforestation and Forest Degradation** in developing countries – **REDD** (in capital letters).

REDD is a very new idea, which is promoted by several Northern and Southern governments and large conservation NGOs. There are several different proposals for REDD mechanisms which differ mainly in how the financing for REDD would be organized and at what level REDD projects could be organized (i.e., whether at the national or sub-national level). In all these proposals the basic idea remains the same: that developed countries pay developing countries for reducing rates of deforestation or forest degradation – and that developed countries do not have to reduce their own emissions as much in return for payment of forests being maintained in developing countries.

However what activities will be paid for and will be understood to reduce rates of deforestation is also not yet agreed. One of the proposals on the table is something called “REDD+” which proposes that additional activities might get funding also, including possibly “sustainable forest management” (including some logging), plantations and re-planting of forests (or afforestation). REDD+ has additional implications for indigenous peoples which we will discuss here also.

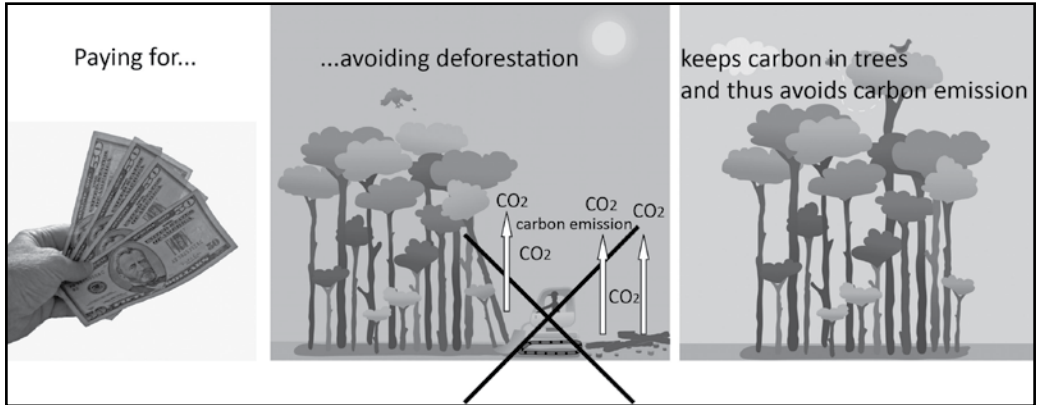
REDD is not yet part of the global agreement on Climate Change, but it will be included in the new agreement which will possibly be adopted in the 16th Conference of the Parties to the UNFCCC to take place in Mexico in 2010. In the meantime, however, pilot schemes on REDD are being undertaken and funding mechanisms are being set up by United Nations agencies like the United Nations Development Programme (UNDP), United Nations Environment Programme (UNEP), the Food and Agriculture Organization (FAO), by international financial institutions like the World Bank, and also by private companies, governments and environmental conservation groups. They all expect that REDD will be included in the new Climate Change agreement at some point.

BUT HOW DOES REDD ACTUALLY WORK?

The countries that will receive funds have to implement policies and programs which reduce deforestation and forest degradation. Any approach that reduces deforestation and degradation could in theory be applied. Some possible examples for such measures are: governments strengthen law enforcements, have better fire management and practice sustainable management of forests



or change laws to stop large-scale logging or forest conversion activities like plantations.



Graph explaining REDD

What this means is that under REDD new kinds of “carbon protected areas” would be created over large areas of forests, with the main objective to cut CO₂ emissions by avoiding deforestation and degradation of these forests.

The big unanswered question is: how will REDD be financed? This is presently being hotly debated.

The basic principle

The basic principle underlying all proposed REDD mechanisms is: Funds are provided to developing countries for reducing emissions from deforestation or forest degradation.

Who pays and how?

Basically, there are two positions in this debate, supporting two different proposals on how the money to pay for forest protection under REDD is supposed to be raised. One proposal is to do it through the establishment of funds,

the other proposal is through the use of a “market” for “carbon permits and credits”, which means through the buying and selling of credits for reduced emissions that allow industrialized countries to reduce their emissions less. Although governments have yet to agree a final agreement under the UNFCCC, it is likely that both types of financing will be used to finance REDD so both these mechanisms will be discussed here as they have special implications for indigenous peoples.

1. Financing through market mechanisms

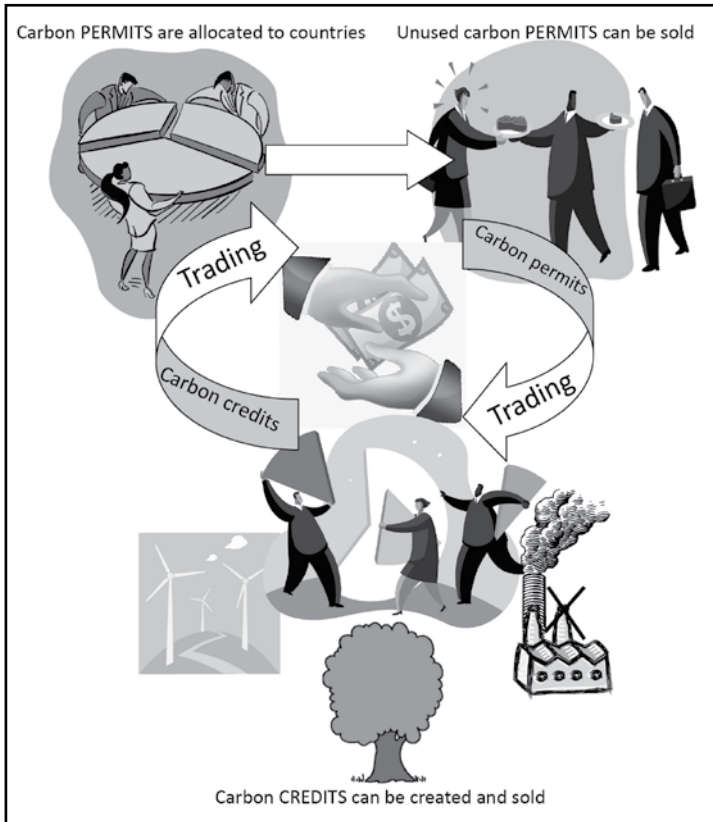
As you have learned in the previous chapter, the carbon market is the key mechanism by which the countries who signed the Kyoto Protocol seek to lower the impact of climate change. Do you remember how it works? Putting it simply: Each country is allowed to emit a certain amount of carbon each year. If they emit less, they have “extra carbon permit” which they can sell to other countries; if they emit more they have to buy carbon permits from other countries to compensate for the excess carbon they released. Or they pay someone else in a developing country, where there are not yet limits on emissions, to reduce theirs. This claimed reduction creates carbon “credits” which also allow industrialized countries to burn more fossil fuel than what they are allowed under the international climate agreement.

Carbon Permits, Carbon Credits

Carbon permits are the amounts of carbon emissions allocated to countries (as part of their target), but a carbon credit can only be “created” by reducing an emission by that amount. Carbon permits and carbon credits can be traded against each other, but are two different things. If you want to pollute more, you can purchase a credit created by someone else, or purchase a permit that someone else has not used.

One carbon permit or credit is equal to one ton of carbon, and carbon permits and credits are traded between “buyer” countries, or companies, and “seller countries”, or companies.

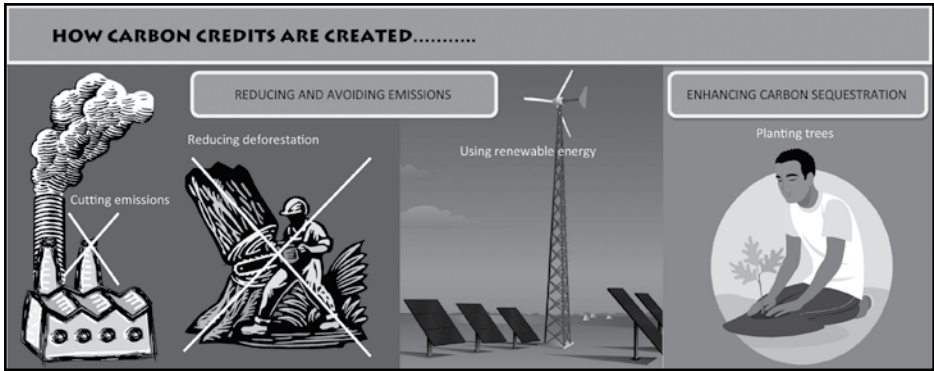




Graph explaining carbon trading

Some are suggesting that the carbon market should be regulated under the UN system, others propose to do it via voluntary carbon markets, which are using their own standards and have their own rules. There are already quite a number of new companies that have been created just to trade - and thereby make money from carbon credits.

You have also already learned that if a country or company engages in an activity that is sequestering (absorbing carbon from the atmosphere like through planting trees) instead of emitting carbon, they can also create carbon credits. And if they prevent the emission of carbon, like when they protect a forest from being destroyed by logging or the establishment of a plantation, they also create carbon credit.



Graph explaining creation of carbon credits

So the idea behind the proposed “market solution” is to finance REDD projects by selling carbon credits that are created when forests are protected.

36% of the carbon credit traded on the **voluntary market** comes from projects in reforestation and afforestation projects. But credits traded from **avoided deforestation** (when planned or expected deforestation is prevented) are so far only few, about 3% of the voluntary market.

There are a lot of implications that a market system can have for indigenous peoples, and it is very important to think about all the possible positive and negative impacts that might happen if you think of joining a project that is financed through the market. The ‘checklist for communities’ on pages 81-85 is intended to help you think through some of these implications.

THE CARBON CREDIT MARKET SYSTEM HAS BEEN CRITICISED BECAUSE IT ALLOWS INDUSTRIALIZED COUNTRIES TO BUY CARBON CREDITS IN OTHER COUNTRIES, ESPECIALLY THE DEVELOPING COUNTRIES, WHICH MAY BE CHEAPER THAN REDUCING THEIR OWN CARBON EMISSION. IT WOULD THEREFORE ALLOW THESE COUNTRIES TO CONTINUE POLLUTING THE ATMOSPHERE AT THE SAME LEVEL AS LONG AS THEY CAN BUY CARBON CREDITS TO COMPENSATE THEIR CARBON EMISSION. IT IS BUYING THE RIGHT TO KEEP POLLUTING.



2. Financing through funds

A fund is a mechanism by which different people, companies or governments pool money in order to jointly finance a program, a project, a business or an institution (like a school or an orphanage, etc.). The money of a fund is kept in a bank account, and there are people who are in charge of managing the fund, which means their responsibility is to make sure that the money is used for the purpose which the fund was created for. Funds can be public money (World Bank, or national governments) or it can be private money (from a bank, or foundation or company).

Funds for REDD could be created at the global level, or at the regional level (like for Asia, for Africa, etc.). For example, the government of Tuvalu, a small island state in the Pacific Ocean, proposed the foundation of an International Forest Retention Fund. Governments would pay money from taxes on activities that are harmful for the climate (like for air traffic, for fuel that powers the engine of ships, aircrafts, etc.) to this fund. This money would then be used to pay for forest conservation. This proposal includes compensation to communities for protecting and sustainably using forests. Governments receiving money from this fund would report every year to the UNFCCC COP (Conference of Parties or annual meeting of state-members of the Convention) on the progress of their forest conservation work.

Public Funds

Several international organisations have already set up funds or programs, through which they intend to support REDD. The World Bank has established the Forest Carbon Partnership Facility (FCPF) and the Forest Investment Programme (FIP). The UN has established the UN Collaborative Programme on REDD, or UN-REDD, a programme of partnership between the Food and Agricultural Organization (FAO), the United Nations Development Programme (UNDP) and the United Nations Environment Programme (UNEP). You will learn more about these a little later.

Some industrialized countries have also set up funds to support REDD. Norway, for example, has launched its International Climate and Forest Initiative and will provide 600 million US Dollars annually for the next 6 years to support the UN-REDD programme and other projects (including the World Bank's FIP). Norway believes that both market and fund-based approach to a REDD regime

are needed. Another example is Australia which committed to provide 185 million US Dollars funding for the next 5 years mainly for Indonesia, Papua New Guinea and the Forest Carbon Partnership Facility of the World Bank.

It is important to note...

that contrary to the carbon credit market system, under the proposed fund system it is not possible for any government, and therefore also not for rich industrialized countries, to compensate for emissions ("offset" emissions) which they are causing themselves.

Important for you to know is that these public funds declared that they will end their activities by the end of 2012 unless they are asked to continue by the countries who are party to the UNFCCC. The reason they are giving is that the UNFCCC has not yet determined what the international rules for REDD will be and how REDD will be financed. These are difficult issues which are currently being debated in the UNFCCC negotiations.

Private Funds

In addition to the funds set up by the international organisations and governments, there is a steadily increasing number of private funds set up by nature conservation agencies (like Nature Conservancy, Conservation International, World Wide Fund for Nature US, Centre for International Forestry Research, etc.), but also by private foundations and companies.

An example of a project working on REDD which is supported by private foundations is the Rainforest Project, launched by Prince Charles of Great Britain. It is funded by 12 big companies such as the mining company Rio Tinto, or banks like Morgan Stanley, Goldman Sachs, Deutsche Bank. Another example for a large joint initiative is the Noel Kempff Climate Action Project in Bolivia by The Nature Conservancy (TNC), Fundación Amigos de la Naturaleza (FAN), the Bolivian government, and three energy companies (American Electric Power, PacificCorp, and BP Amoco). In Indonesia, the US Bank Merrill Lynch is funding the



How to prove...

A fundamental problem with REDD projects that are already established is that it is proving very difficult for these projects to prove (in official language "verify") that they are actually reducing emissions from deforestation and forest degradation. If they can not actually reduce emissions, then the whole basis for the system of REDD comes into question. Please see "for further information" at the end of this booklet for more information about these problems.

Ulu Masen project in Sumatra. Several foundations have had programs on deforestation already before and are now supporting activities related to REDD. Among these are the Gordon and Betty Moore Foundation working in the Amazon, and the David and Lucile Packard Foundation in Brazil; or the Rockefeller Foundation which is supporting the Clinton Climate Initiative to develop forests projects in tropical countries.

However, it is important to remember that many of these projects are just starting up and some have faced a lot of criticism about whether they are actually reducing emissions or not. The Noel Kempff Climate Action Project in Bolivia, for instance, has faced criticism from Greenpeace who say that it has not managed to prove its claims to reduce emissions permanently and effectively (see 'further information' for more details).

Because private funds are voluntary, they do not depend on any international agreement on REDD financing in the future.

Future financing arrangements

Since the UNFCCC still needs to decide how REDD will be financed in the future the existing programmes that are trying out different ways of REDD financing are very important and very influential. These programmes are expected to have so much influence simply because they offer an available model for how it could be done. The most influential of these existing programmes are the UN-REDD programme and the World Bank's Forest Carbon Partnership Facility and Forest Investment Programme.

THE WORLD BANK AND REDD

The World Bank wants to play a leading role in promoting and shaping REDD. It has already set up two very large Climate Investment Funds (CIFs), the Strategic Climate Fund (SCF) and the Clean Technology Fund (CTF), which are supposed to support the development of clean technologies and other initiatives related to climate change. Under one of these funds, the SCF, is the Forest Investment Programme (FIP) which addresses REDD directly (you will learn more about this in a short while). Separate from these funds, but closely connected to the work they are doing, is the Forest Carbon Partnership Facility (FCPF). Let's have a closer look at this first.

The Forest Carbon Partnership Facility

The World Bank's main mechanism for promoting REDD (in addition to the FIP, which we will look at a little later) is a scheme called the Forest Carbon Partnership Facility (FCPF). The FCPF intends to assist developing countries in their efforts to reduce emissions from deforestation and forest degradation. This is supposed to be done through two funds:

1. The Readiness Mechanism aims at building capacity for REDD. The idea is that countries which want to start REDD programmes need to have the necessary knowledge and technical skills before they can do that. The FCPF assists 37 developing countries in the tropical and sub-tropical region of the world in preparing themselves for future large REDD programmes. What the FCPF concretely does is:

- 1) To support countries in making an estimate of all the carbon that exists in their forests (the national forest carbon stock), and to identify the sources of carbon emissions from forests;
- 2) To assist the countries in defining what is called a "reference scenario". If we want to know how much carbon emission we are preventing in a particular year by reducing deforestation through REDD, we need to know how much the carbon emission was before the REDD programme started. The estimate of the carbon emission from deforestation and forest degradation before the start of a REDD programme is the "reference scenario" since this is what governments have to refer to when reporting how much carbon emission they have reduced. The World Bank is also providing technical assistance to these countries



in calculating and comparing the costs of different ways of reducing deforestation and forest degradation, and based on this to design their own REDD strategy.

2. The Carbon Finance Mechanism. A few countries that have successfully participated in the Readiness Mechanism will be invited to be part of pilot programmes that are testing REDD. Remember, the basic idea of REDD is to provide financial compensation for protecting forests (instead of logging them or turning them into plantations etc.), and thereby reducing carbon emissions. The offer of a financial reward with the hope that governments will take sincere efforts at reducing deforestation and forest degradation is called “creating positive incentives”. They will receive the compensation payments if they are able to reduce the emissions below the level of the “reference scenario” explained a little while ago.

HOWEVER, MANY PEOPLE, AND ABOVE ALL WE INDIGENOUS PEOPLES, ARE NOT HAPPY AT ALL WITH THE FOREST CARBON PARTNERSHIP FACILITY, AND WE HAVE ON MANY OCCASION HEAVILY CRITICIZED THE WORLD BANK. FIRST OF ALL, THE WORLD BANK HAS NOT PROPERLY CONSULTED WITH FOREST PEOPLES. IN THIS THE WORLD BANK WAS EVEN IGNORING ITS OWN INTERNAL SAFEGUARD POLICIES AND THE RULES OF THE FCPF. ACCORDING TO THESE POLICIES, THE WORLD BANK IS OBLIGED TO TAKE INTO ACCOUNT THE NEED FOR EFFECTIVE PARTICIPATION OF FOREST DEPENDENT INDIGENOUS PEOPLES AND FOREST DWELLERS IN ALL DECISIONS THAT MAY AFFECT THEM. THEIR RIGHTS GUARANTEED UNDER NATIONAL LAW AND INTERNATIONAL OBLIGATIONS (IF COUNTRIES HAVE SIGNED ANY INTERNATIONAL TREATIES ON HUMAN RIGHTS ETC.) SHOULD BE RESPECTED.

This Readiness Mechanism and the Carbon Finance Mechanism are supposed to lead to the establishment of a much larger system of financing for REDD in the future. The World Bank itself writes on its web-site that they hope to “develop a realistic and cost-effective large new instrument for tackling deforestation, to help safeguard the Earth’s climate, reduce poverty, manage freshwater resources, and protect biodiversity”.

Well, that sounds great, doesn’t it?

However, in each of the countries which have presented their national REDD strategies and proposals and which have been approved by the World Bank for

initial funding (Indonesia, Panama and Guyana) the consultation with indigenous peoples was not done properly, and their participation in decision making was not ensured. In both Indonesia and Guyana, national level indigenous peoples' organisations have urged the World Bank to withhold any funding to be provided through the Readiness Mechanism until fundamentally important issues like land rights and proper consultation are addressed.

The World Bank has several policies and procedures which among others are supposed to ensure that human rights are not violated. These include Operational Procedure 4.10 on Indigenous Peoples which provides some protection for indigenous peoples – although at a standard far lower than the protections in the UN Declaration on the Rights of Indigenous Peoples. At a minimum, this procedure binds the country which receives a loan or grant from the World Bank to conduct consultations with indigenous peoples where their lands are to be affected, and to make sure that there is “broad community support” for a project or activity before the Bank agrees to fund it.

The safeguard policies of the World Bank are not only rather vague and weak, but there is also a lot of confusion and lack of clarity about how and when these policies and procedures apply to the activities planned under the Readiness Mechanism of the FCPF. As of September 2009, not a single country plan developed under the FCPF has been fully assessed by the World Bank to see if it matches the Bank's policies and procedures.

You should also know that the FCPF has a so-called Participant Committee, in which “seats” are reserved for representatives of indigenous peoples. So if your own country is involved in the FCPF you can gain more information about it by contacting these representatives (for more information visit www.forestcarbonpartnership.org).

The FCPF also has its own Charter, which is the document that provides the rules which all its activities have to comply with. The Charter, among other requirements, says that the activities funded by the Facility must also meet the international obligations of the borrowing country. This refers to interna-



tional agreements (like conventions or covenants) which many countries have signed. However, even though the FCPF has been working since 2008 there still is no clear way for the Facility to ensure that this important standard is met.

The Forest Investment Programme (FIP)

The World Bank is going to begin funding activities under the Forest Investment Programme (FIP) in 2010. The FIP hopes to receive between 1 and 2 billion US\$ of funding for activities promoting and supporting “sustainable forest management” and afforestation activities, including REDD.

The FIP is of particular interest to us indigenous peoples and other forest-dependent peoples because it intends to achieve four objectives, all important for indigenous peoples. These four objectives are:

1. To influence the forestry policies of developing countries in a “transformational way” (meaning: with the intention to change them) by increasing funding, supporting forest law enforcement, addressing “drivers of deforestation” and other activities;
2. To encourage funding for REDD;
3. To have pilot projects that show links between policies and laws and the conservation, enhancement and retention of forest cover and carbon stocks; and
4. To generate lessons for the negotiations in Copenhagen under the UNFCCC.

So one of the main goals of the FIP is to change the laws and policies of the countries involved. This of course means that it will have a direct impact on the lives and livelihoods of forest-dependent indigenous peoples.

Indigenous peoples’ representatives fought very hard to make sure that the FIP will require the free, prior and informed consent (FPIC) of indigenous peoples prior to approval of any activities having an impact on indigenous peoples and their land. However, despite their efforts, the proposed references to free, prior and informed consent were removed from the final document. We have very good reason to fear that the FIP would not adopt or follow an approach to development and forest conservation which is based on the recognition of the rights of indigenous peoples and other forest dwellers.

THE CONTRADICTION IN THE WORLD BANK'S ENGAGEMENT

WHEN TALKING ABOUT THE WORLD BANK'S INVOLVEMENT IN CLIMATE CHANGE FINANCING MECHANISMS WE ALSO HAVE TO POINT OUT THAT THE WORLD BANK WHILE IT ON THE ONE HAND DECLARES COMMITMENT TO COMBAT CLIMATE CHANGE THROUGH INITIATIVES LIKE THE FIP, ON THE OTHER HAND IT CONTINUES TO FINANCE LARGE-SCALE FOSSIL FUEL DEVELOPMENT AND EXTRACTIVE INDUSTRIES.

There is also a lot of concern from both human-rights groups and environmental groups that the FIP may be used to support conventional large-scale plantations and logging operations. These concerns have been raised because according to the Forest Investment Program Design Document the World Bank intends to promote "agricultural investments in the context of rationalized land-use planning; and agricultural intensification including agro-forestry" (page 6). It is well possible that logging and large-scale plantations will be included as part of "rationalized land use planning" or forms of "agro-forestry".

Indigenous peoples have pressed the Bank for effective participation in the design of the programme, and indigenous peoples' representatives were involved in the design workshops. However, repeated calls for respecting the UNDRIP and the right to free, prior and informed consent were dismissed and are therefore not included in the final design document.

The FIP is currently in the process of establishing the "Sub-Committee" that will oversee and guide its work, and that will approve projects or programmes for funding. It is expected that the Sub-Committee will be established by the first quarter of 2010 and will include at least two representatives of indigenous peoples.

The World Bank has also publicly announced that it will establish a "Dedicated Initiative" for indigenous peoples and forest dependent peoples within the FIP which will allow direct access by indigenous peoples to funding and support for their own activities related to lowering deforestation. However this initiative is still in the planning phase.



THE UN COLLABORATIVE PROGRAMME ON REDD (UN-REDD)

The UN-REDD Programme was set up in September 2008 and is run jointly by three of the United Nations' largest agencies: the United Nations Development Programme (UNDP), the United Nations Environment Programme (UNEP) and the Food and Agriculture Organization (FAO).

The government of Norway has provided the initial funding for UN-REDD, although the Programme is looking for significantly more funding from other governments.

The UN-REDD's aim is to assist developing countries and the international community to gain experience with various ways of paying for REDD and on how to deal with the risks involved.

AND ANOTHER PROMISE....

SEPARATE FROM THE FCPF AND THE FIP, THE WORLD BANK HAS ALSO PUBLICLY COMMITTED TO ESTABLISHING A PERMANENT CONSULTATION MECHANISM FOR INDIGENOUS AND FOREST-DEPENDENT PEOPLES WITH THE WORLD BANK MANAGEMENT. BUT IT LOOKS LIKE THIS PROCESS HAS BEEN STALLED AND IT IS UNCLEAR WHEN, HOW OR INDEED IF SUCH A MECHANISM WOULD EVER BE DEVELOPED.

UN-REDD is explicitly promoting market-based REDD and so-called Payments for Ecosystem Services (PES), although there is a very important difference between PES and REDD. While REDD allows pollution to continue elsewhere, causing all the usual problems of pollution, PES does not do this.

UN-REDD is currently supporting pilot projects in ten countries: Bolivia, Democratic Republic of Congo, Indonesia, Panama, Papua New Guinea, Paraguay, Tanzania, Vietnam, and Zambia.

Like the World Bank's FCPF, these pilot projects have two purposes:

1. They are supposed to help the countries prepare for future national REDD schemes (called “readiness activities” since they are supposed to create the capacities of government to become “ready” for REDD) ;
2. They will test the REDD payment systems developed.

This means that with the help of these pilot projects the UN-REDD programme wants to assess whether the technical support provided and the payment system devised can actually create the incentives needed to ensure clear, measurable and lasting emission reductions. At the same time the other ecosystem services which forests provide (like biodiversity conservation, providing clean water etc.) should be maintain and improved.

Good to know...

UN-REDD also stated that it will adhere to the United Nations Development Group Guidelines on Indigenous Peoples. In February 2008 these guidelines were upgraded to make them consistent with the United Nations Declaration on the Rights of Indigenous Peoples. These guidelines among others recommend that UN operations should respect the right to free, prior and informed consent, and recognize indigenous peoples' collective land and territorial rights.

Most important for you to know is that the UN-REDD Programme declared that it will apply a “rights-based approach”. This means that the programme should, in all activities that it supports, respect and promote the rights of all people’s) affected or involved in these activities.

The UN-REDD Programme also has made plans about how it will monitor its activities, and ensure that they comply with its rules. For example, it intends to provide training for governments on the UN Declaration on the Rights of Indigenous Peoples, to raise awareness on traditional knowledge and to develop tools for assessing “co-benefits” (which means other benefits than just reduction of carbon emissions). But the monitoring plan so far lacks what is



most crucial: criteria, indicators and tools to monitor and to independently verify human rights impacts, or how well the REDD programmes are run by the governments involved.

It therefore remains unclear how the UN will ensure that its commitment to a rights-based approach will be applied in practice or how it will respond to indigenous peoples' demands that monitoring mechanisms are developed which ensure that all activities comply with the Guidelines on Indigenous Peoples.

WHY IS IT IMPORTANT FOR INDIGENOUS PEOPLES TO KNOW ABOUT REDD?

From what you have learned so far, you can already imagine that REDD has a very real potential to affect your rights to use, own and manage your lands and resources. It may affect your whole way of life, for better or for worse.

REDD is being implemented in developing countries in the tropics and subtropics and is focusing on forest areas – in many places, the traditional and customary territories of indigenous peoples. These forests have been inhabited by our communities for hundreds if not thousands of years. We have used, managed and shaped these forests in different ways. Rather than destroying them, traditional land use and management practices have led to more diverse landscapes, and thus to an increase in biodiversity.

REDD aims at supporting forest conservation, and enormous amounts of money will be made available for that by industrialized countries. Even though we may agree that forest conservation is in the interest of everybody, and certainly in the interest of indigenous communities who depend on forests for their livelihood, we can expect, as we will see below, that these programs can also have a severe negative impact on indigenous peoples. REDD schemes will make rules about what can and cannot happen inside forests, regulating activities like farming, hunting, gathering of bush foods, medicines, cutting firewood and lumber for construction or any other use of resources in the forests. It is well possible that REDD projects have the same impact on indigenous peoples as protected areas. Actually, in some ways they are a new form of protected areas: carbon protected areas.

Indigenous peoples all over the world have become increasingly worried about REDD since their experiences in the past have shown that governments and

private companies often refuse to recognize their rights and interests in forest policies and programmes.

Indigenous peoples are also concerned about the impact of REDD projects on titling or recognition of land tenure, particularly because none of the new national laws on REDD nor international REDD programmes make land tenure security a precondition for REDD. Similar to what is happening with mining and logging concessions, it is possible that the government will chose to sell carbon rights on untitled lands without reference to or consultation with the traditional owners of those lands.

But there may also be new opportunities that may help the indigenous peoples in their struggles if the fundamental rights of indigenous peoples are respected and if control of the design and management of REDD projects is in the hands of indigenous peoples. The positions of indigenous organisations on REDD therefore differ considerably. Some groups vehemently oppose the idea of treating forests mainly as a carbon storage, and they reject any form of forest carbon trading. Others accept that there could be benefits, and demand that indigenous peoples' positions are included in international and national processes.

In any case, for you and your community it is important to know what REDD is all about, what the possible advantages and what the expected negative impacts are, so that you are prepared and can negotiate and defend your rights in case REDD programmes are targeting your land and territories.

WHAT IS THE EXPECTED IMPACT OF REDD ON INDIGENOUS PEOPLES?

GENERAL PROBLEMS WITH REDD

It has already become clear that REDD, the way it has so far been designed, has several weaknesses, even dangers. Some problem are more technical, most however are ethical.

The problem of "leakage": Protecting here and cutting there

Leakage happens when a container has a hole. In the context of REDD it is referred to the problem of making sure that the REDD programs or projects do



not have any “holes”, i.e., that when deforestation is prevented in one area it is not displaced to another area. For example, imagine that the government has given a company a concession for converting a forest into an oil palm plantation. Because of a REDD programme the forest is not cut and turned into a plantation because the company and the government receive a compensation for agreeing not to cut the trees and plant oil palm. But how can we make sure that the same company (and the government agencies responsible) are not simply establishing the plantation in another forest, which has so far not yet been targeted for plantations? That’s the problem of “leakage”.

The problem with “additionality” and “perverse incentive”: Paying the wrong people and encouraging deforestation

In order to be included in a REDD programme the respective forest owner – a government, company or community – has to prove that the “carbon gains”, this means the carbon prevented from being emitted into the atmosphere (and kept stored in trees instead), would not have happened without the compensation payment offered. In other words, they have to prove that without the compensation payment the forest would have been cut. The technical term for this is to prove “additionality”, which means to prove that “additional” carbon has been saved. This is important because the carbon saved is sold as a carbon “credit” to someone in a developing country so they can meet their emission limits, or exceed them.

So if people protect a forest anyhow, for other reasons than for keeping the carbon locked in trees, they would not be entitled to compensation and thus not be included in a REDD program. Or to put it more simply: only forests that are immediately threatened to be destroyed or degraded are considered under REDD.

This also means that the people who may in the end benefit from REDD are the forest destroyers like cattle ranchers or oil palm companies, and not those who have protected forests, like indigenous communities. And most worrying is that REDD may actually encourage such people or companies to start destroying forests just in order to be included in a REDD program and get access to compensation money. Since such encouragement or “incentive” is totally in contradiction to the declared intention of REDD it is called a “perverse incentive”.

So there is in fact a serious risk of increased deforestation during the present negotiation phase on REDD. For example, the government of Guyana is threatening that it could increase the rate of deforestation unless it is compensated for not doing so through REDD.

Another problem is that the definition of forest used in the United Nations makes no difference between natural forests and plantations. This means that a company could replace a forest with a tree plantations, and still qualify for support under a REDD program.

Finally, once REDD programs are established, there will be a flow of enormous amounts of money from the industrialized countries to developing countries. There is a serious risk of large amounts of money being lost to corruption as money will be poured into some of the most corrupt governments of the world.

Measuring and monitoring – and forgetting the people and the root causes of deforestation

REDD schemes the way they are planned now put a lot of emphasis on complex carbon measurement (how much carbon is stored in a forest?), accounting and monitoring systems (how much carbon could be saved through the REDD initiative, in comparison to what would have happened without the REDD?), making new forest inventories (where are what kind of forests?), and on methods that help prove that emission reductions have happened.

However, very little attention has so far been paid to legal reforms that provide communities with titles to their land and forests and thus empower them for forest protection. And very few programs include monitoring of the impacts of REDD programs on forest communities, or monitoring of whether and how well those in charge of the program (government and donor agencies) are doing their job.

In all this the international agencies are focusing on actions in developing countries, and they are not addressing the main drivers of forest destruction: international trade and global consumption of agricultural commodities, timber and other products from forests.

In the long run, forest protection will only work if there are serious actions taken to address inequalities in land tenure, discrimination against indigenous



peoples, corruption in governments and companies, over-consumption and uncontrolled industrialization.

HOW MUCH CARBON IS THERE IN A TREE?

THE AMOUNT OF CARBON STORED IN A TREE DEPENDS ON THE DENSITY OF ITS WOOD. THE DENSER AND HARDER THE WOOD, THE MORE CARBON IT CONTAINS. AN AVERAGE SIZED TREE OF 15 METERS HEIGHT WITH AN AVERAGE WOOD DENSITY CONTAINS ABOUT 100 KG OF CARBON. SO IT TAKES ABOUT 10 TREES FOR A TON OF CARBON.

Trading in forest carbon: Helping polluters and not the climate

Trading carbon stored in forests would allow heavy polluters in industrialized countries to continue with greenhouse gas emissions. It is very likely that if trading in forest carbon is allowed it would lead to a massive increase in carbon credits available on the carbon market. Like with all commodities that are traded in the free market, the price will drop rapidly when supply increases. Therefore, trading forest carbon may not have a real potential to help in addressing climate change. We simply need to find ways to stop burning fossil fuels, not to create loopholes that allow the pollution to continue.

WHAT ARE THE NEGATIVE IMPACTS OF REDD ON OUR COMMUNITIES?

As long as there are no guarantees that indigenous peoples' rights are recognized and protected under any REDD programmes, there is a real danger that they will have very serious negative impacts on your community.

Ignoring indigenous peoples' rights: Relocation and land grabbing

Over the past decades, indigenous communities and other forest people have struggled hard to get recognition of and support for community-based conservation of forests. And in many cases they have succeeded. However, with REDD we fear that all the gains will be lost and that governments will again favour a "fences and fines" approach. In many cases this may not only mean that strict

rules for forest conservation are imposed on forest people, but that communities will be evicted from such “carbon protected areas”.

Experiences in the past have shown that a “fences and fines” approach does not work and that it failed to prevent the destruction of forests or the loss of biodiversity. The non-recognition of the rights of indigenous and other forest communities prevents them from taking care of forest conservation and encourages encroachment by others.

Instead, it is expected that under REDD there will be an increase of “zoning” of forests by governments, companies and conservation NGOs, that there will be an increase of demarcation of protected areas, forest reserves or sustainable forest management zones (for certified logging) in order to receive REDD payments. The majority of already existing “forest zoning” and “land classification” programs throughout the world ignore the customary rights of indigenous peoples to their land and territories. With REDD the value of forests increases and it therefore cannot be expected that governments will be interested in addressing the demands of indigenous communities for the recognition of their rights to their land and territories. The compensation payments for forest conservation may also lead to increased land speculation in forest areas, and unless REDD programmes take measures to secure and recognize customary land rights of your communities, there is a serious risk that more forests are being taken over by migrant settlers and private companies.

Competing over benefits: The danger of increased inequality and social conflict

As the forest gains in value and encroachment by outsiders on indigenous peoples’ forests increases, there will be more conflicts. But REDD may also cause more conflicts between and even within your communities. The increased value of forests and the expected benefits from REDD programmes will undoubtedly generate more conflicts over boundaries between communities, or among local landholders and forest owners. Once compensation payments under REDD begin to flow, there is also the risk that there will be more and new conflicts between and within communities if there are no careful measures taken to make sure that the different communities and the households within these communities equally benefit from these payments.



Targeting indigenous peoples land use practices: Banning a way of life

Fire has been an important tool in land use and forest management of many indigenous people, not just those living in the forests of the tropics and subtropics. In the savannas of Africa, for example, pastoralists and hunters-gatherers have used fire to maintain the productivity of the ecosystem for livestock and game since thousands of years. Fire is also the key technology in shifting cultivation, a farming method practiced by an estimated 300 to 500 million people worldwide, many of them indigenous peoples.

However, indigenous peoples' use of fire, just like many other aspects of their resource management systems have often not been properly understood by outsiders, above all not by foresters, park rangers and other state agents in charge of the management and conservation of forests and biodiversity. As a result, such practices have been discouraged and in most cases even been declared illegal.

In the age of global climate change, resource use and management practices that rely on the use of fire are coming under increased pressure. This is particularly the case with shifting cultivation. In the name of forest conservation governments all over the world and particularly in Asia have since long sought to eradicate this form of land use. The climate change discourse now provides them with additional arguments for banning shifting cultivation. In some countries every year indigenous farmers are arrested when practising shifting cultivation.

Not only shifting cultivation, but also other forms of land use practiced by indigenous peoples – controlled burning of forests to improve habitat diversity for game or pastures for livestock, the collection of fuel wood, cutting trees for house construction and other purposes, even the gathering of non-timber forest products – are now considered a form of “forest degradation” under REDD programs. And since REDD aims at reducing deforestation and forest degradation, indigenous communities are and will increasingly be targeted in such programs. This will have a severe impact on the way of life and the livelihood security of the affected communities.

BUT CAN REDD ALSO BE BENEFICIAL TO INDIGENOUS PEOPLES?

Although many indigenous peoples believe that REDD can never have any advantages for them, some indigenous peoples feel that there are conditions under which REDD could potentially assist them in realizing their rights to their lands and resources, and provide financial benefits to their communities.

Before we look a bit more into this, you should however be aware that despite differences there is unity among indigenous peoples with regards to one fundamental position on REDD. In Anchorage, Alaska, in 2009, a Global Summit of indigenous peoples stated that REDD must only go ahead if it is based on *FULL* respect for the rights of indigenous peoples, including the provisions of the UN Declaration on the Rights of Indigenous Peoples.

If REDD was based on the recognition of indigenous peoples *RIGHTS* in this way, it may also help your community in protecting your way of life:

- REDD could be used to promote progressive reforms of land, forest and protected area laws and policies so that they fully respect indigenous peoples' rights, including the right to culturally appropriate consultation and free, prior and informed consent.
- Resolution of outstanding land and territorial claims could be a requirement or a precondition for any REDD project. Indigenous peoples could demand reforms of land titling and demarcation policies so that their lands and territories are recognized based on traditional occupation and use, and titles can be issued.
- REDD could be used as a way to gain funding, recognition and support for community conserved territories or community conserved forests, with funding made available to support indigenous peoples' conservation and management practices.
- If designed well, REDD could recognize that traditional farming and other customary practices (cutting of firewood, cutting of lumber for house building, etc.) do not harm the forest.
- REDD could provide national level recognition that the traditional knowledge of indigenous peoples is critical to forest conservation.



- REDD could promote full title and ownership over traditional territories to enable direct access to international REDD funding and related finance.
- If and when the rights to their land and resources are fully recognized and protected, indigenous peoples or communities may consider to join REDD programmes or take the initiative on their own and enter into REDD partnerships with foundations, conservation agencies, private companies or others offering financial compensation for their efforts to protect their forests. Such agreements would be similar to other Payments for Environmental Services (PES) projects. You however have to be aware that if such schemes are not financed through funds that explicitly exclude emission compensation/offsetting for the respective donors, or which involve carbon trading, they will have impacts not only for your peoples and area but also in the developing countries in which emissions are allowed to continue.

What does my community have to think of before joining a REDD project?

PES schemes – including Carbon Partnerships – are often promoted as a way to address poverty especially among communities in remote, upland areas. There are indigenous communities who are considering, or even already preparing for carbon partnerships. These may include compensation for reforestation and afforestation, but also for REDD. Such partnerships can range from simple carbon trading agreements to more comprehensive agreements which may explicitly include other environmental services such as biodiversity conservation. Since communities are supposed to get financial compensations for their forest conservation efforts, such partnerships do represent an alternative form of income. However, there are a number of critical issues which communities have to consider before entering into such agreements. Among others these include:

- REDD and other carbon partnership agreements are usually long-term contracts, extending over several decades. So communities would be bound by such an agreement for a very long time and it would probably be very difficult to make changes with respect to land use and management in the area covered by the agreement.

- Contracts especially with private companies – who in any case are first of all interested to make profits – are complex and detailed and it is necessary to study them very carefully in order not to accept conditions whose consequences are not fully understood. The service of a lawyer may be necessary.

Payment for Environmental Services, or PES, is a way to ensure that those who benefit from environmental goods and services pay those who provide these services. These services include for example watershed protection or other forest conservation (with multiple benefits like biodiversity conservation, or carbon storage, etc.).

The more common PES projects are related to watershed management. In such a case people living downstream who use the water cleansed by a forest further upstream, like for drinking water for villages and towns, a water bottling company, etc., pay the people who live upstream and who manage and protect these upstream forests and make sure that there is a sustainable flow of this "service" into the future.

- There are also considerable technical challenges: REDD projects imply a constant monitoring of carbon stock changes. There are examples that show that communities are well capable of doing this if the areas to be monitored are not very large. Most agencies who seek to enter into a REDD partnership are however interested in having large areas included in the contract. In some cases communities may actually own large forest areas, but for monitoring these areas it may be necessary to involve modern technologies, like remote sensing. Communities may not have the means or skills to do that and would have to rely on outsiders or the contract partner. This implies the danger that they lose control over the process.
- In other cases when large areas are to be included several communities would have to be involved. Some communities may however not be interested, and if all agree to participate, coordination and cooperation would have to be ensured and maybe an organisation representing all communities involved would have to be found or newly created.



Especially if there are no traditional social and political institutions present at a higher level it can be very challenging to ensure smooth and good governance of the project and there is a considerable potential for conflict.

You will find a check-list at the back of this booklet to provide you with a guide for the kinds of detailed questions that any community should ask prior to entering a carbon partnership agreement. It is also a good idea to find out as much information as you can from sources *OTHER* than the company trying to set up the project.





Module III:

THE UNDRIP AND REDD

Objective

To help indigenous leaders understanding why the UNDRIP is important for indigenous communities when dealing with REDD and how it can be used.

Specific Objectives

To ensure that the leaders know...

- what the UNDRIP is;
- what the UNDRIP contains;
- why the UNDRIP is relevant for REDD;
- what Free Prior Informed Consent means and why it is so important for indigenous peoples in the context of REDD;
- what the UNDRIP says about the right of indigenous peoples to land, territories and resources;
- what the UNDRIP says about indigenous peoples' right to development.

Expected Outcome

The leaders will have a good understanding of the UNDRIP, and how it can be used within the context of REDD programmes. This will put them in the position to explain these to their communities.

Note for trainers

Read the respective paragraphs in the Info Booklet for preparing your session. The training matrix on the next pages indicates which page numbers in the booklet correspond to the respective session. You will also find the text on the pages after the training matrix. Consult additional resources if you feel you need to know more. It is important that you know the subjects which you are going to talk about very well.

Prepare the material according to the methods you have chosen. The matrix provides example of training methods, but you should of course tailor the methods to the trainees, and your own preferences. Just make sure you are using different methods, and as many interactive methods as possible.

Among the material you will need are:

- Whiteboard
- Posters/flip charts
- Colour cards
- Masking tape
- Marker pens
- Visuals: PowerPoint presentations are very effective ways of visualizing since you can incorporate graphs, photos, text, videos etc. Another possibility are posters, especially if you give a training where no LCD projector is available.
- Laptop computer
- LCD projector

Among the visuals you will have to prepare are:

- the graph on the greenhouse effect
- the graph on carbon credit
- photos
- cartoons etc.

Part of the preparation is the arrangement of the room. Arrange the chairs and tables in a manner that creates a good working atmosphere. If possible, avoid a conventional classroom arrangement. The arrangement will depend on the number of people, the size of the room etc.





Training Matrix Module III: The UNDRIP and RE

Duration	Theme and Key Questions	
<p>Session 1</p> <p>3 hours</p>	<p>Objective At the end of the session the trainees are able to list the main rights enshrined in the UNDRIP and know why they are relevant for climate change and REDD</p> <p>What is the UNDRIP?</p> <p>What is in the UNDRIP?</p> <p>What does that have to do with climate change and REDD?</p> <p>Why is it important to know the UNDRIP in the context of REDD?</p> <p>The UNDRIP and the right to forests and resources The UNDRIP and the right to development</p>	
<p>Session 2</p> <p>1 hour</p>	<p>Objective To ensure participants know the basic principles of FPIC very well</p> <p>What is Free Prior Informed Consent (FPIC)?</p>	



Method	Materials
<p>Ball-tossing or card collection: Assessing what is known and what needs to be further explained. Discussion and additional inputs given by trainer.</p> <p>Interactive collection of inputs, e.g. ball-tossing/ card collection: "What important rights are included in the UNDRIP?"; ask someone to note down answers; compile, discuss, add.</p> <p>Give summary of contents of UNDRIP</p> <p>Collection of inputs, e.g. distribution of cards, clustering, discussion</p> <p>Plenary discussion</p> <p>Plenary discussions, explanations/lecture with use of pictures</p>	<p>See Inputs p. 78-79; Info Booklet p. 67-68</p> <p>See Inputs p. 79-81; Info Booklet p. 69-71. Ball, cards+posters or white-board. PowerPoint, laptop computer, LCD projector</p> <p>See Inputs p. 82; Info Booklet p. 72. Ball/colour cards, marker pens, masking tape, posters</p> <p>See Inputs p. 80-81, Info Booklet p. 70-71</p> <p>See Inputs p. 84-85, Info Booklet p. 74-76. PowerPoint or posters with pictures. Colour cards, marker pens, masking tape, posters</p>
<p>Start-up question in plenary ; lecture with examples, discussions</p>	<p>See Inputs p. 82-85, Info Booklet p. 72-74</p> <p>PowerPoint or posters with pictures</p>

Inputs to Module III: The UNDRIP & REDD

From “WHAT IS REDD. A GUIDE FOR COMMUNITIES”, p. 67-76

YOU AND YOUR COMMUNITY: DEALING WITH REDD THROUGH THE UNDRIP

You are an indigenous person. It is likely that you and your community have lived in the area where you are in for decades, if not hundreds of years.

It is important that you are aware of discussions and decisions on climate change, including REDD. It is important that you participate in discussions where the land you live and make your living is concerned. It is important that you have a voice, to speak your mind or to ask questions, especially when decisions have to be made. It is your right. It is your human right. It is your right as an indigenous person. The UN Declaration on the Rights of Indigenous Peoples (UNDRIP) says so.

WHAT IS THE UNDRIP?

The UNDRIP is the result of more than 20 years of work by indigenous representatives, governments and experts – writing the contents, and negotiating and agreeing among themselves, until it was eventually adopted by the UN General Assembly on 13 September 2007. The purpose of the Declaration is to identify standards by which governments can recognize the rights of indigenous peoples.

It sets the **minimum standards** for the survival, dignity and well-being of the indigenous peoples of the world. The Declaration is not a directly legally binding instrument but *it affirms many rights already contained in international human rights treaties*, and is therefore indirectly legally binding. For this reason and because a majority of the governments in the United Nations (UN) have agreed to its contents, indigenous peoples can use and are already using this to pressure governments to fulfil their obligations in the recognition and protection of our rights.

In fact, already in 2007 Bolivia has adopted the UNDRIP as a law, and it was incorporated into their new Constitution in 2009. Bolivia is proud to be the



first country in the world to implement this international instrument. In Belize, the indigenous Maya villages of Conejo and Santa Cruz sued the government in 2007 for giving permission to logging, oil, and hydro-electric companies to undertake projects on their territories and denying Mayan farmers access to their own ancestral land. The Supreme Court of Belize ruled in favour of the Mayas and ordered the national government to recognize the indigenous Mayas' customary rights to their land and to stop any activities that might hinder them from using their land. It made explicit reference to the UNDRIP. It was the first judgment that made reference to the UNDRIP, which could influence the outcome of similar cases in other parts of the world.

WHAT IS IN THE UNDRIP?

The Declaration contains **24 preambulatory paragraphs and 46 operative articles** which list and explain the international human rights of indigenous peoples. Among important contents of the Declaration are: the right to self-definition as indigenous peoples; the right to self-determination; rights to lands, territories and natural resources; the right to free, prior and informed consent for development activities on their lands and territories; and rights embodied in the other human rights instruments. The Declaration is also special because it talks of collective rights. This is particularly important for indigenous peoples, because many aspects of our life are common, or shared, such as ownership of lands and resources.

If you look closely at the UNDRIP, you will find that it is made up of elements that are found in other international legal instruments, like the Charter of the United Nations, the Universal Declaration of Human Rights, the Human Rights Covenants, and conventions and declarations like the Convention on the Rights of the Child (CRC), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Convention on the Elimination of All Form of Racial Discrimination (CERD), conventions addressing genocide, minorities and religious intolerance, as well as the International Labour Organization's (ILO) Indigenous and Tribal Peoples Convention No. 169.

The UNDRIP - Summary of what it contains

Self Determination

Indigenous peoples have the right to self-determination, which means that they freely determine collectively their political, economic, social and cultural systems and development.

They are entitled to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, in the life of the State in regard to those aspects.

They have the right to determine their own identity and membership; and the structures and leadership selection of their institutions in accordance with their own procedures, customs and traditions.

Right to land, territories and resources

Indigenous peoples have the right to lands, territories and resources. States shall give legal recognition and protection to these lands, territories and resources with due respect to customs and traditions of indigenous peoples to land tenure systems.

They have the right to maintain and strengthen their distinctive spiritual relationship with their lands, territories and other resources and to uphold their responsibilities to future generations in this regard.

States shall establish and implement, in conjunction with indigenous peoples concerned, an open and transparent process to recognize and settle disputes pertaining to their lands, territories and resources.

Free, Prior and Informed Consent (FPIC)

Indigenous peoples have the right to free, prior and informed consent on the following:

- a. Any action resulting in Forced removal or relocation from their lands or territories
- b. Any change in existing or creation of new laws or regulations by the government that affects them.
- c. Any projects affecting their lands and territories particularly with the development, utilization or exploitation of mineral, water or other resources.
- d. Any Storage or throwing away of anything that is poisonous or dangerous on their lands or territories.

FPIC means that indigenous peoples should determine whether a project can go ahead or reject or set conditions for project implementation based on their collective decision making processes.

Right to Development

Indigenous peoples have the right to maintain and develop their political, economic and social systems and institutions and to secure their own means of subsistence and development, including the freedom to engage in traditional and other economic activities. Those deprived of such means are entitled to just and fair redress. They have the right to determine and



develop priorities and strategies for their own development and to be actively involved, in health, housing and other economic and social programmes which when possible they will administer through their own institutions.

States shall take special measures to improve the economic and social conditions of indigenous peoples, while paying attention to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities. States shall take specific measures to protect indigenous children from economic exploitation and all forms of child labour.

Culture and Cultural Heritage

Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture, and States shall provide effective mechanisms to prevent and provide redress to forced assimilation.

Indigenous peoples have the right to manifest, practice, develop and teach their spiritual and religious traditions, customs and ceremonies, including the use and control of their ceremonial objects and the repatriation of their human remains. States shall seek to enable the access and/or repatriation of ceremonial objects and human remains in their possession through mechanisms developed with indigenous peoples concerned.

Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures. States needs to act to recognise and protect these rights.

Education

Indigenous peoples have the right to establish and control their educational systems and institutions in their own languages and methods. They are also entitled to receive all levels and forms of education from the State. States shall take effective measures for indigenous individuals to have access, when possible, to an education in their own culture and provided in their own language.

Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. States shall take effective measures to combat prejudice and eliminate discrimination and promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

Health

Indigenous peoples have the right to their traditional medicines and to maintain their health practices, as well as to the enjoyment of highest attainable standard of physical and mental health. States must make sure that whenever indigenous peoples are affected by poisonous or dangerous materials that proper programmes are in place that will improve and repair the health of indigenous peoples and that these programmes are designed by the affected indigenous peoples.

So what does that have to do with Climate Change and REDD?

The UNDRIP should be the overarching framework which guides the design and implementation of climate change policies as these relate to indigenous peoples. Any policy, programme or project, including those on climate change, which will be implemented on indigenous territories should be carried out with indigenous peoples' free, prior and informed consent (FPIC). Many of the problems faced by indigenous peoples on climate change-related activities arise from neglect of these rights and the FPIC principle.

Can you tell me more about Free, Prior and Informed Consent (FPIC)?

FPIC is the consensus/consent of indigenous peoples which has come about in accordance with their customary laws and practices. This does not necessarily mean that every single member must agree, but rather that consensus will be determined according to customary law and practice. In some cases, indigenous peoples may choose to express their consent through procedures and institutions that are not formally or entirely based on customary law and practice, such as statutory councils or tribal governments. Regardless of the nature of the process, the affected indigenous peoples retain the right to refuse consent, or to withhold consent until certain conditions are met. Consent must be obtained without coercion and manipulation ("free" consent). It must be obtained before the activities start ("prior" consent), and after the project proponent has provided all information needed to fully understand all the details of the project, like its purpose, scope and of course the impact on the environment and the people, and this information has to be provided in a language and in a way that is understandable to the affected indigenous communities ("informed" consent).

In the UNDRIP, articles that are related to FPIC are the following:

- Article 10:** Indigenous peoples cannot be forcibly removed from their lands and territories and relocated without FPIC.
- Article 11:** Redress shall be given to indigenous peoples whose cultural, intellectual, religious and spiritual property are taken without their FPIC
- Article 19:** FPIC must be obtained before adopting or implementing legislative/administrative measures affecting indigenous peoples



FREE PRIOR AND INFORMED CONSENT

FPIC IS MECHANISM AND A PROCESS WHEREIN INDIGENOUS PEOPLES UNDERTAKE THEIR COLLECTIVE DECISION ON MATTERS THAT AFFECTS THEM, AS AN EXERCISE OF THEIR RIGHT TO THEIR LAND, TERRITORIES AND RESOURCES, THEIR RIGHT TO SELF-DETERMINATION AND TO CULTURAL INTEGRITY.

FREE: INDEPENDENT PROCESS OF DECISION-MAKING

- ◇ WITHOUT COERCION OR FREE FROM SPONSORED IDEAS OR MANIPULATIVE OR DECEIVING ACTIONS TO GET CONSENT;
- ◇ DECISION MAKING PROCESS COMPATIBLE TO THE INDIGENOUS CUSTOMARY LAWS.

PRIOR: RIGHT TO HAVE A SAY AND DECISION IN ANY PROJECT THAT CONCERNS THEM BEFORE ITS IMPLEMENTATION

- ◇ THE STATE OR THIRD PARTIES PLANNING ACTIVITIES MUST SEEK THEIR INFORMED CONSENT SUFFICIENTLY IN ADVANCE OF ANY COMMENCEMENT AND FINAL AUTHORIZATION FOR IMPLEMENTATION;
- ◇ SUFFICIENT TIME TO UNDERSTAND AND ANALYSE THE INFORMATION THEY RECEIVE, AND TO DEFINE AND UNDERTAKE THEIR COLLECTIVE DECISION;
- ◇ TIME BOUND REQUIREMENT FOR INFORMATION DISSEMINATION SHOULD BE COMPATIBLE TO THE SITUATION OF INDIGENOUS PEOPLES;
- ◇ TIME REQUIREMENTS OF INDIGENOUS CONSULTATIONS AND CONSENSUS PROCESSES SHOULD BE DEFINED BY THE INDIGENOUS COMMUNITIES AND NOT IMPOSED ON THEM.

INFORMED: RIGHT TO BE PROVIDED WITH PERTINENT INFORMATION ON THE ACTIVITY/PROJECT/ PROGRAMME BEING PLANNED IN ORDER FOR THE COMMUNITY TO UNDERTAKE AN INFORMED DECISION MAKING PROCESS. THIS ALSO INCLUDES THE RIGHT TO ACCESS RELATED INFORMATION.

- ◇ INCLUDES THE FULL AND LEGALLY ACCURATE DISCLOSURE OF RELEVANT INFORMATION IN A FORM, WHICH IS BOTH ACCESSIBLE AND UNDERSTANDABLE (LANGUAGE) TO THEM.

CONSENT: CONSENT IS A RESULT OF THE COLLECTIVE, INDEPENDENT AND SELF- DETERMINED DECISION-MAKING PROCESS OF INDIGENOUS COMMUNITIES

- ◇ CONSENT DECISION IS BASED FROM A COLLECTIVE DECISION OF THE COMMUNITY AND NOT JUST A DECISION OF LEADERS;
- ◇ CONSENT AS A COLLECTIVE DECISION OF INDIGENOUS COMMUNITIES MAY ALSO INCLUDE THEIR TERMS AND CONDITIONS FOR THEIR CONSENT DECISION, INCLUDING WITHDRAWAL OF CONSENT IF TERMS AND CONDITIONS ARE VIOLATED;
- ◇ CONSENT SHALL BE SOUGHT AT EVERY STAGE OR PHASE OF THE PROJECT/ ACTIVITY IF DEEMED TO HAVE POTENTIAL IMPACTS AT EVERY STAGE/PHASE OF THE PROJECT;
- ◇ THE PRESENTATION OF CORRECT AND SUFFICIENT INFORMATION, CONSULTATION AND PARTICIPATION ARE CRUCIAL COMPONENTS OF A CONSENT PROCESS;
- ◇ INCLUSION OF A GENDER PERSPECTIVE AND PARTICIPATION OF INDIGENOUS WOMEN ARE ESSENTIAL, AS WELL AS PARTICIPATION OF CHILDREN AND YOUTH AS APPROPRIATE.

- Article 28:** Indigenous peoples have the right to redress for lands, territories, resources, which were confiscated, taken, occupied, used or damaged without their FPIC
- Article 29:** No storage or disposal of hazardous materials in indigenous peoples' lands without FPIC
- Article 32:** FPIC should be obtained prior to approval of any project affecting their lands, territories and resources, particularly exploitation of mineral, water and other resources.

REDD involves our forests and resources, and it may involve the land I am living on. Is there anything in the UNDRIP on these?

A common and important problem that indigenous peoples encounter is the violation of their rights to lands, territories and natural resources. This problem is getting more and more serious as natural resource extraction is expanding into even the remotest areas, and it is particularly bad in countries where there are no national laws recognizing indigenous peoples' land rights. What's more, in many countries not even the existence of indigenous peoples is recognized in laws and policies. The denial of the right to land and resources, as well as the right to their use and management, is one of the causes of biodiversity loss among indigenous peoples, and it leads to tremendous hardship among many of our communities.

Rights to land and resources can be found in the following UNDRIP articles:

Article 25

Indigenous peoples have the right to maintain and strengthen their distinctive spiritual relationship with their traditionally owned or otherwise occupied and used lands, territories, waters and coastal seas and other resources and to uphold their responsibilities to future generations in this regard.

Article 26

1. Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied or otherwise used or acquired.
2. Indigenous peoples have the right to own, use, develop and control the lands, territories and resources that they possess by reason of traditional ownership or other traditional occupation or use, as well as those which they have otherwise acquired.



3. States shall give legal recognition and protection to these lands, territories and resources. Such recognition shall be conducted with due respect to the customs, traditions and land tenure systems of the indigenous peoples concerned.

What does the UNDRIP say about Indigenous Peoples' right to development?

The UNDRIP emphasizes the right to self-determined development of indigenous peoples. This is spelled out in Article 3, which states: "Indigenous peoples have the right to self-determination. By virtue of this right they freely determine their political status and freely pursue their economic, social and cultural development."

The right to self-determination is manifested in the following:

- Autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions;
- Respect for the principle of free, prior and informed consent in any activities affecting indigenous peoples;
- Full and effective participation of indigenous peoples at every stage of any activity that may affect them directly or indirectly. The participation of indigenous peoples may be through their traditional authorities or a representative organisation. This participation may also take the form of co-management (managing a project, programme, protected area, etc. jointly with government agencies or other non-governmental organisations);
- Formal recognition of indigenous peoples' traditional socio-political organisation, their institutions, justice and conflict resolution systems;
- Recognition of the right of indigenous peoples to freely define and pursue their economic, social and cultural development.



Module IV:

WHAT COMMUNITIES CAN DO

Objective

To help indigenous leaders understanding what communities can do in order to apply the UNDRIP to assert their rights in the context of REDD programmes.

Specific Objectives

To ensure that the leaders know...

- the concrete actions communities can take in the context of REDD programmes to ensure that their rights are respected;
- the Check List for Communities and how it can be applied in the context of REDD and other carbon projects and programmes.

Expected Outcome

The leaders are familiar with a range of concrete actions indigenous communities can take to ensure that their rights are respected within the context of REDD programmes. They can guide their communities in the use of the Check List for Communities when confronted with REDD or other carbon projects and programmes.

Note for trainers

Read the respective paragraphs in the Info Booklet for preparing your session. The training matrix on the next pages indicates which page numbers in the booklet correspond to the respective session. You will also find the text on the pages after the training matrix. Consult additional resources if you feel you need to know more. It is important that you know the subjects which you are going to talk about very well.

Prepare the material according to the methods you have chosen. The matrix provides example of training methods, but you should of course tailor the methods to the trainees, and your own preferences. Just make sure you are using different methods, and as many interactive methods as possible.

Among the material you will need are:

- Whiteboard
- Posters/flip charts
- Colour cards
- Masking tape
- Marker pens
- Visuals: PowerPoint presentations are very effective ways of visualizing since you can incorporate graphs, photos, text, videos etc. Another possibility are posters, especially if you give a training where no LCD projector is available.
- Laptop computer
- LCD projector

Among the visuals you will have to prepare are:

- the graph on the greenhouse effect
- the graph on carbon credit
- photos
- cartoons etc.

Part of the preparation is the arrangement of the room. Arrange the chairs and tables in a manner that creates a good working atmosphere. If possible, avoid a conventional classroom arrangement. The arrangement will depend on the number of people, the size of the room etc.





Training Matrix Module IV: What communities can do

Duration	Theme and Key Questions	
<p>Session 1</p> <p>1.5 hour</p>	<p>Objective</p> <p>At the end of the session the trainees</p> <ul style="list-style-type: none">◇ are able to identify a range of actions which communities can take in response to or when engaging with REDD projects or programmes◇ are familiar with the check-list for communities and can guide their communities in its use <p>UNDRIP and climate change</p> <p>What can communities do?</p>	



Method	Materials
<p>Start-up input on UNDRIP and IP rights: Recall the Anchorage Declaration</p> <p>Brainstorming with ball-throwing question: “What can communities do?”; appoint documenter or Group work and poster presentation</p> <p>Guiding questions for groups: <ul style="list-style-type: none"> ▶ What can communities do? ▶ What is the role of the leaders? </p> <p>Sum up and discuss presentations</p> <p>You can also do a group exercise for one of the suggested activities, e.g. advocacy planning (see Module V, pages 108).</p>	<p>See Inputs p. 94-95 Info Booklet p. 77-79; Anchorage Declaration see Inputs p. 33; Info Booklet p. 26</p> <p>Ball, whiteboard or posters, pens, colour cards, masking tape,</p> <p>Posters, pens, colour cards, masking tape</p> <p>Posters, pens, colour cards, masking tape</p>



<p>Session 2</p> <p>1.5 hours</p>	<p>Objective</p> <p>At the end of the session the trainees</p> <ul style="list-style-type: none">◇ are able to identify a range of actions which communities can take in response to or when engaging with REDD projects or programmes <p>Using the check-list for communities</p> <ul style="list-style-type: none">▶ Information about the project▶ Consultation and negotiation process▶ The content of the contract▶ Implementation and monitoring
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Go through the check-list step-by-step

Lecture to explain, with use of PowerPoint or poster

See Inputs p. 96-100, Info Booklet p. 81-85

PowerPoint or posters or posters with graphs and pictures

Inputs to Module IV: What communities can do

From “WHAT IS REDD. A GUIDE FOR COMMUNITIES”, p. 77-85

Now that I have all this information: What can my community and I do and how can we use the UNDRIP?

Because indigenous peoples can play a vital role in the mitigation of climate change, it is important to ensure their meaningful and effective participation at all levels in all policies and programmes affecting them. The UNDRIP serves as a framework according to which the policies and programmes affecting indigenous peoples should be shaped.

The Anchorage Declaration, mentioned earlier, reiterates this, asserting that ***“the inherent rights of Indigenous Peoples, affirmed by the UNDRIP, must be fully respected in all decision-making processes and activities related to climate change”***.

With the UNDRIP as framework for indigenous peoples’ engagement in the climate change processes, they have identified the following as ways forward for indigenous peoples and communities:

- Enhance and deepen our understanding of climate change to implement more effective and appropriate mitigation and adaptation measures in our lands and territories. We need to conduct education and awareness raising campaigns among our communities.
- Strengthen engagements and relationships with other indigenous peoples and communities, and with government and non-government agencies and institutions.
- Enhance our capacities to mitigate and adapt to climate change by using traditional knowledge and sustainable forest management practices and by implementing self-determined development.
- Document how indigenous peoples, including youth and women, are being affected by climate change, and what their contributions are to local adaptation and mitigation strategies.
- Exchange information with other communities on climate change mitiga-



tion and adaptation strategies developed based on traditional knowledge, innovations, and practices which includes knowledge and use of land, water and sea ice, traditional agriculture, forest management, agricultural plant diversity, pastoralism and husbandry, herbal medicines etc. In all this we need to ensure that our intellectual property rights are protected and respected at the local, national and international levels.

- Participate in climate change meetings at different levels (local, national, regional and global) and speak out, presenting our position and defending our rights wherever possible. Ensure the participation of women and children in these processes.
- Write strategy papers on REDD and the issues of technology, finance, adaptation and mitigation, and capacity building. Help to ensure that all initiatives under REDD recognize and protect the rights of indigenous peoples, including their land rights in accordance with traditional practices and customary laws.
- Support campaigns for the implementation of the UNDRIP.
- Wherever not yet recognized, campaign for the recognition of our right to maintain our traditional use of plants and animals through hunting and gathering.
- Nurture and develop our traditional knowledge, environment-friendly technologies, cultural diversity and the biodiversity in our territories.
- Support campaigns of indigenous peoples against projects and policies which worsen climate change and which violate our rights (mining, logging, dams, etc.)
- Undertake sustained lobby and advocacy work within the UNFCCC processes, among the UN agencies and bodies, and multilateral bodies to ensure our effective and meaningful participation and that our rights, perspectives and proposals on climate change are respected and implemented.
- Actively participate in the formulation of national policies on climate change.

Carbon projects and programmes

A CHECK-LIST FOR COMMUNITIES

If your community is approached to be part of a project or programme that will be funded by the carbon market, by carbon finance funds, or that will create carbon credits then it is important to try to get as much information as possible before entering into any agreement. This checklist is intended to provide a minimum list of questions that you should get answers to. You should also access the advice of a trusted lawyer before signing anything.

INFORMATION ABOUT THE PROJECT

Basics

- ✓ Where is the project, how big an area does it cover, what are the names and number of affected people(s) or communities?
- ✓ What kind of land rights does your people or community hold over your lands and territories? Are your rights customary and untitled, customary and titled, individual and titled, individual and untitled, communal and titled or communal and untitled, or some other form of right?
- ✓ Are you being proposed as a party to the contract selling the carbon credits? If yes, who is the named seller? If no, what company, agency or other entity is the named seller?
- ✓ What is the length of time that the project covers? What are the different stages of the project and their respective durations?

The financing mechanism

- ✓ Is the project funded through the sale of carbon offset credits or through other funding or a mix of the two?
- ✓ If the project is funded by the sale of carbon offset credits, what kind of information has been provided to you pro-actively, and what information has been requested by the community during project and contract negotiations on:



- » Who is the buyer? Who pays for the carbon rights which the community is considering to sell and at what average price? What are the prices for comparable projects?
- » Possible legal implications of signing a carbon offset contract and on possible impact of such a (long-term) contract on ownership rights over the carbon in the forest, both for present and future generations.
- » Possible implications of both decreasing and increasing carbon prices for the specific project? E.g. will the community benefit if carbon prices go up or do they receive a fixed sum payment irrespective of the price for which offset credits are traded? With regard to falling prices, will payments to the community be linked to the price of carbon on an international carbon market? Are contractual obligations linked to payments agreed on in the carbon contract signed?

WHAT YOU SHOULD KNOW...

...ON THE CLIMATE IMPLICATIONS OF CARBON OFFSETS GENERALLY:

(1) THE BUYER OF THE CARBON CREDIT IS PURCHASING THE RIGHT TO CONTINUE TO RELEASE FOSSIL FUEL EMISSIONS AT HOME BY PAYING THE COMMUNITY TO CHANGE BEHAVIOUR AND THEREBY REDUCE EMISSIONS WHICH THEY ARE RESPONSIBLE FOR;

(2) CARBON OFFSET PROJECTS NEVER REDUCE EMISSIONS AND LEAD AT BEST TO STABILISATION OF EMISSIONS WHILE THE SCIENTIFIC CONSENSUS IS THAT EMISSIONS NEED TO BE REDUCED BY SOME 80-90% OVER THE COMING DECADES AND PEAK AROUND 2015 IF CLIMATE CHAOS IS TO BE AVOIDED;

(3) CARBON OFFSET PROJECTS WILL JUSTIFY CONTINUED AND EXPANDED EXTRACTION OF OIL AND COAL WITH ALL ITS HUMAN RIGHTS, SOCIAL AND ENVIRONMENTAL CONSEQUENCES.

- v If the project is financed through a fund, has information been provided pro-actively or requested by the community during the presentation and negotiation of the project on the objectives of the fund, where the fund is located, who is providing the funding and whether

those providing the funds are getting carbon emission offset rights in return for their contribution.

CONSULTATION AND NEGOTIATION PROCESS

- ✓ Who was the negotiating partner, if one?
- ✓ Who has negotiated for you or is proposed to negotiate for you? Will you negotiate by yourself?
- ✓ Who will be signing the contract on behalf of your people or your community? How has this been decided?
- ✓ Have you had independent legal advice and/or an opportunity to discuss the contract and its implications on rights with a lawyer?
- ✓ Was there a lawyer representing or advising you present during the negotiations?
- ✓ Were the national laws of the country discussed as they may affect the carbon contract?
- ✓ Has the contract been written and presented in the language of your people or the language spoken in the community, or at least a language that community members can understand?
- ✓ Have women been involved in the consultation and decision making?
- ✓ Did the consultation process allow for feedback from community members? Was the consensus of the people of the community obtained in accordance with their custom and tradition? If not, why not?
- ✓ Has the community been given a copy of the contract and other documentation related to the carbon offset project?
- ✓ Assuming there are restrictions on the use of the forest, how have these been negotiated within your community?
- ✓ Do the restrictions affect all members of the community equally? Who is affected most, who the least?
- ✓ Is there a process to address unequal impact?
- ✓ Does the project create any new jobs? If yes, by what process are jobs allocated or provided and what kind of jobs?



WHAT YOU SHOULD KNOW...

...ON A PROPER CONSULTATION PROCESS.

THE INTER-AMERICAN COURT OF HUMAN RIGHTS GAVE A RULING AFTER DEALING WITH THE CASE OF THE SARAMAKA PEOPLE VS SURINAME GOVERNMENT WHICH OUTLINES SOME KEY ASPECTS OF THE DUTY TO CONSULT. THE SAME SHOULD ALSO APPLY TO NEGOTIATION OF FOREST CARBON PROJECTS:

- ◇ THE STATE AND THOSE AUTHORISED BY IT HAVE THE DUTY TO BOTH ACCEPT AND DISSEMINATE INFORMATION, AND ENSURE CONSTANT COMMUNICATION BETWEEN THE PARTIES;
- ◇ CONSULTATIONS MUST BE UNDERTAKEN IN GOOD FAITH, THROUGH CULTURALLY APPROPRIATE PROCEDURES AND WITH THE OBJECTIVE OF REACHING AN AGREEMENT;
- ◇ INDIGENOUS AND TRIBAL PEOPLES MUST BE CONSULTED, "IN ACCORDANCE WITH THEIR OWN TRADITIONS, AT THE EARLY STAGES OF A DEVELOPMENT OR INVESTMENT PLAN, NOT ONLY WHEN THE NEED ARISES TO OBTAIN APPROVAL FROM THE COMMUNITY, IF SUCH IS THE CASE. EARLY NOTICE PROVIDES TIME FOR INTERNAL DISCUSSION WITHIN COMMUNITIES AND FOR PROPER FEEDBACK TO THE STATE;"
- ◇ THE STATE MUST ENSURE THAT THE INDIGENOUS AND TRIBAL PEOPLES ARE AWARE OF POSSIBLE RISKS, INCLUDING ENVIRONMENTAL AND HEALTH RISKS, SO THAT THE PROPOSED PROJECT IS ACCEPTED KNOWINGLY AND VOLUNTARILY; AND,
- ◇ FINALLY, CONSULTATION SHOULD TAKE ACCOUNT OF INDIGENOUS AND TRIBAL PEOPLES' TRADITIONAL METHODS OF DECISION-MAKING.

DO YOU THINK THAT THE CONSULTATION AND NEGOTIATION PROCESS RELATED TO THE PROPOSED PROJECT MEETS ALL OF THESE REQUIREMENTS?

THE CONTENT OF THE CONTRACT

- ✓ What is the time period of the contract? Is it the same as the length of the project?
- ✓ Does the contract limit or restrict your right of access and use or the right of use for other neighbouring communities? If yes, have these limitations been fairly negotiated and has fair compensation been provided under the contract?
- ✓ How are the payments being determined?
- ✓ If the selling of credits is part of the contract, how many credits are these?
- ✓ Is the payment received linked to the price of the carbon?
- ✓ Did you have your own financial analysis to assist in arriving at the agreed price? Is the payment made as one-off fixed sum or a continuous payment for as long as the contract lasts?
- ✓ What rules or regulations have been put in place to make sure the carbon remains in the forest during the contract period? Who has put these rules and regulations in place?
- ✓ Who carries the risk if something happens to the forest/trees? What happens if the carbon is lost through accidental events like a wildfire? Would you have to pay money back to the contract partner?
- ✓ Has sufficient information been provided/sought for you to understand both the responsibilities and benefits as agreed upon in the contract?

IMPLEMENTATION AND MONITORING

- ✓ Who is responsible for the implementation of the rules and regulations agreed on in the contract? Who is monitoring the implementation?
- ✓ What enforcement mechanism is in place to ensure that the contractual obligations are met?

This check-list is based on a community check-list developed by FERN and the Forest Peoples Programme





जंगल पर सामुदायिक अधिकार का सशक्तिकरण
एवं
सामुदायिक वन पालन का पुनर्स्थापन

आम-सभा

4 नवम्बर 07

स्थान - मोराहबादी मैदान, राँची, झाड़खण्ड

आयोजक: झाड़खण्ड जंगल बचाओ आंदोलन



Module V:

ADVOCACY, LOBBYING AND NEGOTIATION SKILLS

Objective

This training module on practical advocacy skills is intended to provide community leaders with better understanding of advocacy strategies; and equip them with basic practical skills for advocacy work. This module has been simplified to the extent possible with inclusion of specific guides and exercises for skills development.

Specific Objectives

For this training module, advocacy in general is focused on the recognition and respect of the rights of indigenous peoples. However, specific advocacy plans with specific objectives within this very broad and long-term advocacy campaign, provide a better idea to indigenous communities on how to take action and be mobilized. Thus, this module will address both long-term and short-term advocacy work of indigenous peoples based on the specific context and concrete conditions relating to the recognition and exercise of their rights.

The first part of this module deals with the definition and scope of advocacy campaign. This section provides an overview on advocacy campaign and a list of considerations for planning an advocacy campaign.

The second section is on strategies for advocacy campaign. This section provides the details on seven key strategic elements for advocacy campaigns, including specific guidelines and exercises. The guidelines are also based on lessons learned from different experiences. These key elements of advocacy strategies are:

1. Gathering of Information;
2. Information Dissemination;
3. Media Advocacy;
4. Alliance Building and Networking;
5. Lobby and Participation to government decision - making processes;
6. Negotiations; and
7. Mass mobilization and Mass Actions.

Expected Outcome

The indigenous leaders know how to plan and organize an advocacy campaign; and how to conduct lobby work and have the skills to negotiate with government agencies, private companies and other stakeholders and key players in REDD programmes.

Note for trainers

Prior to the session, do initial evaluations if possible on the advocacy experience and expectations of participants. This will be a useful Guide on the conduct of the training in terms of focus, examples and exercises etc.

Study the input section provided after the training matrix carefully. Consult additional resources if you feel you need to know more. It is important that you know the subjects which you are going to talk about very well.

Prepare the material according to the methods you have chosen. The matrix provides example of training methods, but you should tailor the methods to the trainees' needs and your own preferences. Just make sure you are using different methods, and as many interactive methods as possible.

Among the material you will need are:

- Whiteboard;
- Posters/flip charts;
- Colour cards;
- Masking tape;
- Marker pens;
- Visuals: PowerPoint presentations are very effective ways of visualizing



since you can incorporate graphs, photos, text, videos etc. Another possibility is use of posters, especially if you give training where no LCD projector is available;

- Laptop computer; and
- LCD projector.

Among the visuals you will have to prepare are:

- the graph on the greenhouse effect;
- the graph on carbon credit;
- photos; and
- cartoons etc.

Part of the preparation is the arrangement of the room. Arrange the chairs and tables in a manner that creates a good working atmosphere. If possible, avoid a conventional classroom arrangement. The arrangement will depend on the number of people, the size of the room etc.



Training Matrix Module V: Advocacy, lobbying and

Duration	Theme and Key Questions	
Session 1 1 hour	<p data-bbox="283 276 891 304">Part I: Definition and scope of advocacy campaign</p> <p data-bbox="283 347 400 376">Objective</p> <p data-bbox="283 384 1014 445">At the end of this session, the trainees are able to facilitate the planning of an advocacy campaign</p> <p data-bbox="283 488 824 517">1. First steps in advocacy campaign planning</p> <ul data-bbox="283 525 1014 585" style="list-style-type: none"><li data-bbox="283 525 1014 585">▶ Key questions for defining the frame of the advocacy campaign <p data-bbox="283 628 919 657">2. Considerations in planning an advocacy campaign</p> <ul data-bbox="283 665 792 694" style="list-style-type: none"><li data-bbox="283 665 792 694">▶ Securing the basic information needed	



and negotiation skills

Method	Materials
<p>Warming up: ask participants what they think advocacy is. Ask for their experiences or do a role play:</p> <p>1. Write 5 types of advocacy activities such as press conference, public demonstration, public speaking, and dialogue with local officials, alliance work with a lawyer or politician --- write one activity each in a small piece of paper. Then fold the papers separately, divide the participants to 4- 5 groups, then each group will pick one each of the small paper. Then they act out the written advocacy activity. They should not tell this to the other groups. When they do their role play, other groups will then identify what activity is being enacted.</p> <p>Give an example of an advocacy campaign plan with the information on the first steps. Ask participants to share their experience in advocacy work.</p> <p>Group exercise: drafting an advocacy campaign plan. Break into groups; ask them to identify an issue and make a plan according to the outline provided.</p> <p>The objective of this exercise is for participants to have clear understanding of what issue/concern /cause they want to advocate and the essential first steps in advocacy work</p>	<p>Inputs on p. 108-111 below</p> <p>Paper, marker pens</p> <p>Posters, marker pens, masking tape</p>

<p>Session 2</p> <p>2 hours</p>	<p>Part II. Strategies in advocacy campaign</p> <p>Objectives At the end of this session, the trainees</p> <ul style="list-style-type: none"> ◊ are familiar with the kind of information needed for an advocacy campaign and how they can be obtained; and ◊ have acquired basic skills in giving public speeches <p>1. Gathering of information</p> <ul style="list-style-type: none"> ▶ A. Why is it important to collect information? ▶ B. What information is needed for advocacy campaign relating to indigenous peoples, REDD and climate change? ▶ C. What are useful tools for gathering information?
	<p>2. Getting the message out: Tools for information dissemination</p> <ul style="list-style-type: none"> ▶ A. Making public speeches <ol style="list-style-type: none"> 1. Preparing your speech and presentations. 2. Practicing and delivering the speech. √ Tips for public speaking



<p>Introduce the topic (e.g. what is a strategy?). The focus should be what the communities can do in gathering information, and the importance of their role in data gathering.</p> <p>Ask the participants the questions from A to C. Then list down their answers, and add whatever was not mentioned. Do a summary before moving to the next topic. You can also hand out colour cards and cluster the responses.</p>	<p>Inputs on p. 112-113 below</p> <p>Posters, pens, colour cards, masking tape</p> <p>PowerPoint or posters</p>
<p>Lecture with use of PowerPoint or posters</p> <p>Exercise: Assign five persons to prepare and give a speech. The other participants can help in preparing the speech. Given them different topics related to REDD and climate change as discussed in the earlier modules. Each speaker will also be assigned to different types of audience, e.g. community mass meeting; public gathering with very mixed audience; or speaking in front of government employees and officials. Among the other participants, assign a heckler for the ones speaking with government employees and officials, and one in the mixed audience.</p> <p>After each speech, ask the participants to comment based on the guidelines and tips provided: Organization/structure of the speech, content and delivery - is the MESSAGE delivered clear and interesting?</p>	<p>Inputs on p. 113-116, PowerPoint or posters with pictures</p>

<p>Session 3</p> <p>2 hours</p>	<p>Objectives</p> <p>At the end of the session, the trainees are familiar with</p> <ul style="list-style-type: none"> ◇ effective ways of building community awareness; and ◇ the basic types of media tools <ul style="list-style-type: none"> ▶ B. Building Community Awareness <ol style="list-style-type: none"> 1. Activities for building Community Awareness 2. Preparing for Mass meetings/ community awareness activities ▶ C. Other forms of non-media Information dissemination <ol style="list-style-type: none"> 1. Signs: posters and banners etc. 2. Statements, position paper, newsletter, pamphlets, flyers, fact sheets, research papers, comics, etc. 3. Websites and other Internet tools. 4. Video documentation/production.
	<p>3. Going public: Media Advocacy</p> <ul style="list-style-type: none"> ▶ A. Why use the media? ▶ B. General Approaches to working with the media ▶ C. Types of media tools: <ol style="list-style-type: none"> 1. press releases; 2. press conferences; 3. inviting media to your activities and events; 4. public Service Announcements (PSA); 5. radio and television “Talks or Chat” shows; and 6. Community Radio.



<p>Lecture with use of PowerPoint or posters</p> <p>After the presentation, ask the participants on their experience in community awareness activities and what are the most effective ways, lessons learned and areas needing improvement.</p>	<p>Inputs on pp. 116-119</p> <p>PowerPoint or posters or posters with pictures</p>
<p>Introduce the medial tools, then give examples and make exercises, e.g. give an example of a press release and relate it to the guide provided. The press release example may not necessarily have all the elements in the guide, so you can ask the participants what is missing or can be improved.</p> <p>Group exercise: a mock press conference. Ask the participants to decide on the issue for the press conference, and the MESSAGE. Then assign 3 participants to be speakers in the press conference, and 5-7 to be journalists, who should prepare some questions. The others can be the organiser of the press conference so they need to prepare the invitation, the press statement, the venue, banners, registration form etc. Make a joint evaluation of the press conference.</p> <p>After the presentation on the different types of media tools, have a discussion on what the trainees consider to be more useful and appropriate for them based on their context and conditions as well as access to media.</p>	<p>Inputs on p. 119-129</p>

Session 4

1.5 hours

Objectives

After this session, the trainees will be

- ◇ aware of the importance of alliance building; and
- ◇ familiar with the basic principles of alliance building

4. Joining forces: the importance of building alliances and networks

- ▶ A. What is building alliance?
- ▶ B. Why network and build alliances?
- ▶ C. With whom should indigenous leaders, communities and organizations build alliances or networks?

- ▶ D. A Guide for alliance work and networking

- ▶ E. Informal networking
- ▶ F. How do you sustain allies and networking relationships?



<p>You can briefly present item A and emphasize the benefits of working with allies (B). When moving on to C on the potential allies, you can ask the participants the questions and let them relate their experience in alliance work. Then make the list based on their response and add those that were not mentioned.</p> <p>After the discussion on the practical guide, give a group exercise on alliance work through a role play (see description in Inputs to Module V, page. 132).</p> <p>After the role-play, ask the other participants what is their opinion in terms of the following:</p> <ol style="list-style-type: none"> 1. Where the community leaders able to explain articulate their issues and concerns well? 2. Is their position, demand and request for support clearly articulated? Is it convincing? 3. How are their approach, presentation and behaviour? ---Good? Appropriate? <p>Summarize the opinions of the participants, point out what are the strengths and weaknesses/ limitations in the role play, draw out the lesson, and again present the key points in Alliance work.</p> <p>Lecture with use of PowerPoint or posters Plenary discussions</p>	<p>Inputs on p. 129-134</p> <p>PowerPoint presentation, or poster/white board</p> <p>Posters, pens, colour cards, masking tape</p>
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<p>Session 5</p> <p>1.5 hour</p>	<p>Objective</p> <p>After the session, the trainees will</p> <ul style="list-style-type: none"> ◇ know the different forms of and arenas for lobbying ◇ have basic skill in lobbying; and ◇ are aware of the strength and challenges of mass action <p>5. Taking a seat at the table: Lobbying and participation in government decision-making processes</p> <ul style="list-style-type: none"> ▶ A. Why do you need to participate in government decision-making process? ▶ B. What is lobbying and how to Lobby? <ul style="list-style-type: none"> 1. A general guide for lobbying. 2. Participation in public hearings. 3. Environmental Impact Assessments (EIAs). 4. The permitting process. 5. Letter- Writing Campaigns.
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Lecture: presenting - the general guide for lobbying and arenas for lobbying; plenary discussion.

Role play: after the inputs and discussions, assign three participants to lobby while one can act as the parliamentarian who is not familiar with the issue. Before this, the participants should discuss what the issue is and their proposed action. Have a discussion, and afterwards evaluate how the lobby work was done based on the guide provided.

Inputs on p. 135-144

<p>Session 6</p> <p>1.5 hours</p>	<p>Objective After the session the trainees will have basic skill in negotiations.</p> <p>6. Negotiations</p> <p>▶ A. General Guide to successful negotiations.</p> <p>7. Mass action: Show of strength and flexing political space</p>	
<p>30 min</p>	<p>Concluding session: Assessing what has been learned</p>	



	<p>Lecture: presenting - the general guide for negotiations; plenary discussion.</p> <p>Ask participants to share examples of successful negotiations and problematic ones and or be prepared to give examples.</p> <p>Role play: Negotiations with company representatives. Hand out a short script on the position of the community, and one on the position of the company to the people with the respective roles. Give 30 minutes time to prepare.</p> <p>Ask participants of their experiences in mass mobilizations, their gains/achievements, challenges and lessons learned. Make a summary of the discussions.</p>	<p>Inputs on p. 145-150</p>
	<p>Summarize/list down again the 7 key strategies introduced at the beginning, and check with participants what they have gained from the discussions and exercises. Then make a final reminder on using strategies based on the considerations provided earlier, and also based on their local context and situation. End the Training with a positive note that advocacy work when done properly can make immense contribution in achieving the overall goal for the recognition of indigenous peoples' rights.</p>	



Inputs to Module V: Advocacy, lobbying and negotiation skills

PART I. DEFINITION AND SCOPE OF ADVOCACY CAMPAIGN

Advocacy refers to the active speaking out and doing actions on a certain issue or concern to generate awareness, drawing attention and support of the wider public, and influence or change a government decision/policy or other entities such as private companies, among others. It also refers to the generation of awareness, interest and concern around an issue, and the mobilization of people for a desired action related to on that issue.

Engaging in advocacy involves a combination of different forms of actions and strategies to be implemented for a period of time, thereby taking the form of a campaign in order to reach the objectives or goals. There could be some long-term goal that can only be achieved in a sustained and long-term advocacy campaign such as legislative and policy reforms. However, there can also be specific objectives under the long-term goal that can be reached in shorter period of time.

Advocacy of legislative or policy, judicial, executive or administrative action on an issue usually entails a rather long and sustained multi-faceted campaign. For it to be effective, it should be well planned.

Some key strategies can be combined for a more effective advocacy campaign. However, there are important considerations in planning an advocacy campaign in order to determine the effective strategies, activities or actions.

1. First steps in advocacy campaign planning

Before launching an advocacy campaign, Community leaders should first answer the questions below. It is important to discuss these with other leaders and community members; and if possible, it is useful to discuss these issues with friends, colleagues, and people with specialized knowledge (NGO, academe, scientists, etc).



a. Define clearly:

- What is the issue?
- Who are affected by it?
- How and why they are affected by it and
- What are the underlying factors related to the issue
- What is your analysis and stand?

b. Also define clearly:

- What you would like to achieve – i.e. your objectives – in your campaign.
- What is or are your advocacy calls - your MESSAGE
- Whom will you address your calls to- government? If so, which branch/es or agencies or units and officials of government? A corporation? The public? The affected communities? All of the above? (If you will address your calls to multiple audiences, define which call you will be addressing to which audience.)

The answers to the questions above define the framework for the advocacy campaign. This should be clearly understood by the community leaders involved in the advocacy work.

The Advocacy campaign plan can then be formulated in more detail based on the considerations below.

NOTE: *Advocacy is sending out a clear message, reaching out to a broad number of people for support, and achieving certain objectives related to a certain issues or cause. It is not just about activities and mobilizations but also understanding clearly what the issue/ or problem that is being addressed; what are the factors/ causes, or what brought about the problem or issue; and what specifically is/are the objective/s or targets to be achieved.*

2. Considerations in planning advocacy campaigns: The basic information that is needed

a. Determine whether you have **complete information** on the issue. If you have information gaps, fill them.

b. The first target of your advocacy work should be **the community affected** by the issue. You therefore need to:

- Identify exactly who these communities are.
- Find out whether they are even aware of the issue.
- If they are aware, find out whether they have sufficient and accurate information and understanding of the issue.
- Find out what they think, how they feel about it, and whether they can be mobilized to act on it.

c. Assess the **political situation**:

You need to find out how different people in government stand on the issue. Determine which government offices your campaign should address and which government officials would likely be your allies, and which of them are your adversaries.

Also determine how much political space is open to you, in your prospective conduct of a campaign. Assess whether you should prepare for repressive action on the part of the state and or what actions are more appropriate or effective given the political situation.

d. Assess **media coverage and public awareness** of the issue. Also evaluate what kind of information and education materials will be most effective in attracting and sustaining the attention of the public.

e. Assess the **condition of your campaign machinery**:

- Determine who exactly among the members of your organization can devote time to the campaign. Determine what their skills and capacities are, and define what roles they should play in the campaign.
- Identify who else, outside your organization, you can draw into the campaign. Note their skills and capacities, and gauge what roles they can play in the campaign.



f. Based on an assessment of campaign needs and campaigners' capacity, **determine the scope or targeted coverage of your campaign** – whether it will be local (municipal, provincial, district etc.), national, regional or international.

g. Assess the **condition of the material resources available** to you for engaging in the campaign and discuss the possibility and options of raising more resources.

h. Who is likely to support this goal/can be **potential allies**? And how they can be contacted.

i. **Which advocacy strategies/activities and actions may be effective** under the circumstances to reach the goal/ objectives?

j. How effective the strategies are likely to be. What can be the **potential consequences, risk, success or failure**?

k. How can the actions and strategies be combined to make it **more effective and less costly**?

l. **How long** will the advocacy campaign take? How can it be sustained?

The considerations mentioned above will determine the details of your advocacy campaign plan. It is again important to review your goal/ objective/s in relation to your strategies.

PART II. GENERAL GUIDE FOR STRATEGIES IN ADVOCACY CAMPAIGN

This general guide for strategies on advocacy campaign provides details on key strategies that communities can use. It is not comprehensive and some may be more appropriate for others, while some may not be even applicable. Thus, it will be up to community leaders to determine which strategies are more relevant to their context.

1. Gathering of information

A. Why is it important to collect information?

- It is the first important step so that an advocate thoroughly understands the issue, and use accurate information for the advocacy campaign.
- Information may change an advocate's goal or strategy and may be useful in identifying allies or opponents.
- To have the accurate information that will be used for generating attention, support and actions
- If an advocate acts before understanding an issue, or having the wrong or in-accurate information, he or she may be embarrassed by opponents and deemed unreliable by decision-makers.
- To understand potential opponents' positions and the positions of any.

B. What information is needed for advocacy campaign relating to indigenous peoples, REDD and climate change?

1. Information on the forest programme/ policies, laws and regulations.
2. Information on the situation of indigenous peoples affected by forest policies, programmes and regulations and the impacts of these policies, programmes and regulations.
3. Information on laws relating to indigenous peoples rights and welfare.
4. Information about officials in concerned government agencies and decision-makers.
5. Information about NGOs and other institutions doing work on forest and or with indigenous peoples.
6. Information on funding and other forms of support to REDD and climate change actions.



C. What are useful tools for gathering information?

Mapping: The graphic representation of all or part of geographical area.

- Excellent way for communities to make historical and cultural record of their ways of living on the land/forest;
- Illustrates the uses and location of resources - i.e. for herbal medicines, collect food, rice fields, farms, etc;
- Demonstrates changes in land/ resources over time and how it might change in the future; and
- Captures the boundaries of community/ tribe/clan territories, sacred sites, etc.

Collection of data, specimens and physical samples i.e. forest products, different flora and fauna, etc; useful to take photographs also of environmental change or destruction.

Data-gathering/research on socio-cultural dimensions of the issue: interviews, focus group discussions, community workshops, etc.

Biological surveys: assessment of the number, variety and density of different plants and animals.

Social survey: gathering of public opinion through surveys.

Internet: rich sources of different types of information.

2. Getting the message out: Tools for information dissemination

While it is important for community leaders to decide and agree on clear goals, objectives and strategies, it is also necessary to define the MESSAGE and the target audience. This will then define how the message will be distributed to the target audience or group.

Things to remember in crafting the message:

1. What is the goal of getting out this message?
2. Who must be convinced to do something or not to do something (who is your target audience)?
3. How can this people be convinced?
4. The message should be simple, clear and direct.

NOTE: *The message should be crafted according to the medium or form of dissemination. For example, the message will be delivered differently to a newspaper than it is delivered orally to a group of potential supporters/allies, or to be printed in a poster.*

Distributing your message to different types of audience is the channel to reach out to a large number of people to generate the awareness, support, attention and action. Distributing the message/ your information is thereby a critical strategy in advocacy campaign.

EXAMPLES OF MESSAGES

To government official and policy- makers:

“Recognize our right to the forest!”

“No rights! No REDD!”

“No displacement of indigenous peoples!

Respect indigenous peoples’ rights!”

To the general public:

“Our forest, our lives! Safe our forest! “

“Say no to commercial logging! No to corporate mining!”

“Say yes to indigenous peoples’ rights! Say no to relocation!”

A. Getting the Message out in person: Giving public speeches

Community leaders are effective medium for information dissemination especially at the community level and the wider public. Meaning, they bring the message personally on a face-to-face manner. This can be done on a person-to-person encounter; informal (people in the store, women chatting, etc) and formal group gatherings such as church gatherings, mass meeting, community seminars, public gathering etc. While community leaders are more or less used to speaking in community gathering, speaking in a wider public gathering, or to government officials or to members of the media can sometimes be intimi-



dating. However, there are techniques and practical guides to be an effective speaker, no matter what type of audience you have.

Below are some useful guidelines for public speaking. Remember, it is your task to send the **MESSAGE OUT!!!**



1. Preparing your speech and presentations

A well-organized speech has a beginning, a middle and end, which are all important. It can be organized by topic, chronologically (from past events to recent events); from most important issue/development and what to do; in a Who- What- When- Where- How manner. The organization of a speech or presentation depends on what the speaker is most comfortable with, and what is more appropriate to the type of audience.

Beginning: Introduction that can grab the attention of the audience and set the tone of the speech.

Examples: quick storytelling, a famous quotation, stating the issue and asking rhetorical questions to keep the interest of the audience, etc. While it's useful to thank sponsors and acknowledge the presence of dignitaries or officials if they are part of the audience, avoid spending too much time on this.

Middle: the main content and substance of your speech, which should be organized and logical. If your speech is a bit long, infuse some anecdotes, jokes, quick stories relating to your speech etc

End: the conclusion is normally what listeners remember. A good conclusion can also build excitement in a listener and serve as a successful call to action; includes a brief statement/summary of the main points of the speech that is presented in a more memorable way.

2. Practicing and delivering the speech

The more practice the better! It gives you more confidence, better organization, and memory. So read your speech in front of the mirror over and over -- or present it to your friends and family members and get their comments.

List down the key words or phrases of your speech. By practicing your speech, fewer and fewer words are needed to recall the main points. Eventually, you may only need a few key words or no visual guide at all!

Delivering a speech depends on the issue, the forum/ audience, and what the speaker is more comfortable with. The speaker can read directly from a written speech, speak from memory, or do something in between. The speaker can also decide to use a podium or not, or to move around a bit, or use physical gestures.

Some speakers are loud and powerful! Others obtain equal effect by speaking with soft conviction. Practice helps the speaker determine which style is best to use.

Speeches are often followed by a question and answer forum. So be prepared to answer potential questions. This can be done by having a fellow leader/organizer to listen to the speech in advance and ask the speaker confrontational questions. The speaker's responses to questions can be analysed beforehand to look for ways to improve the response. Then the speaker can practice his response to potential questions or comments.

Sometimes speaker can encounter hecklers who disrupt the speech by shouting, asking repeated questions, or talking loud. Ways to handle this situation can be to avoid eye contact with the heckler, acknowledge the concern and offer to have a separate conversation. Whatever approach to use, the speaker should not lose composure. Don't get into an argument with anyone during your speech, as your GOAL is to deliver the MESSAGE to the audience.



B. Building Community Awareness

Since this module is for community leaders, it is critical that leaders start their information dissemination at the community level by doing community awareness activities. Community members can only support the advocacy campaign and be mobilized in their numbers or in an organized fashion if they are aware of the issue. Affected communities of the issue of the advocacy campaign shall be primary targets for building awareness for other activities of the advocacy campaign.



1. Activities for building Community Awareness

- a. Community Mass meetings, seminar, Workshops and training sessions.
- b. Community festivals and Cultural Celebrations.
- c. Film showings, community theatre, play and skit.
- d. Community radio.

The objectives and targets for conducting these activities must be determined clearly as the basis for assessment and make follow-up activities.

2. Preparing for Mass meetings/ community awareness activities

Planning is very important! Here are some considerations in planning

- a. Protocol with community elders/ leaders is necessary. As much as possible, get their support or at least cooperation for the conduct of mass meeting/ community seminar or any educational activity;
- b. Determine when is a good time/ schedule to conduct the mass meeting based on the availability of target audience;
- c. Identify a good venue in terms of space, facilities and accessibility depending on the type of activity to be held ;
- d. Prepare for the agenda/ presentations, materials others needed for the activity;
- e. Make the announcement early enough and make sure your target audience are informed/aware of the date, venue and agenda;
- f. Make follow-up such as reminders of the meeting date and venue. Personal follow-up is important; and
- g. Arrange for the logistics: food, transportation for speakers etc.

It is important to gather feedback from the community leaders and members after each activity and do an evaluation/assessment to determine if objectives are met, what areas need improvement, and what can be the follow-up activities.

C. Other forms of non-media Information dissemination

1. Signs, including poster and banners: These forms are catchy ways to deliver/ send your message. Send your message clearly and make it as attractive as possible. Sometimes, simple ones are most effective.

2. Statements, position paper, newsletter, pamphlets, flyers, fact sheets, research papers, comics, etc. These forms are also very useful in information dissemination, especially to the public. However, these forms require at least a skilled writer and other resources so you need to determine where and how to tap resources or develop the skills needed to use these forms of information dissemination. Partnering with NGOs and having reliable allies are very useful and important in coming out with these types of information materials.



3. Websites and other Internet tools: Access to website and Internet tools are growing even in rural areas. It is often the youth who are interested in using the website and Internet so it is important to engage the youth in making use of the website for information dissemination among others.

**EXAMPLE OF A FACT SHEET:
ARREST OF KAREN FARMERS**

In early 2008, two villagers of the Karen indigenous people, Mr. Di-paepho (80 years old) and Ms. Naw He Mui Wingwittcha (35 years old) from Mae Om Ki village, Moo 4, Mae Wa Luang Sub-district, Tha SongYang District, in Tak province were arrested by the forest-ers while they were working in their rice fields. They were charged with slashing, clearing and burning forest, usage of land in a national forest reserve and causing degradation of a national reserve forest, and damage to a watershed area without permission as required by the National Forest Law, 1941. Mr. Dipaepho was charged with destroying an area of forestland totaling 21 rai and 89 square wa (3.4 ha). The court sentenced him to 2 years and 6 months of imprisonment, which was later reduced by 3 months for confessing the so-called “crime”. He also has to pay a sum of THB 3,181,500 (LISD 96,409) as compensation for the “damage” done.

Ms. Nawhemui was charged for destroying an area of forestland totaling 13 rai, 1 ngan and 8 square wa (2.1 ha). The court sentenced her to 2 years of imprisonment, which was reduced to 1 year since she was also “confessing” the so-called “crime”. In her case too, she has to pay a damage compensation of THB 1,963,500 (LISD 59,500).

According to the national law in Thailand, Mr. Dipaepho and Ms. Nawhemui were to be provided not only with defense lawyers but also with interpreters since they cannot speak the official Thai language, which is the language for all court proceedings and hearings in Thailand. This was however not provided to them.

4. Video documentation/production: Video documentation is a very powerful tool for information dissemination as it is graphic and visual. It can also reach a wide audience. However, skills and resources are also necessary to produce a

video documentary. It will then be wise to seek partner among NGOs, institutions to give training on video documentation, provide the needed equipment and technical assistance for production. If this is not possible, partnership can still be made with an organization/institution for making a video documentary of your issue.

CAUTION: *Make sure your information is accurate in any written statement. It must also be carefully worded to avoid possible libel or providing weapons for your opponents or critic to attack your credibility. It is better to convey the message that is less threatening or less likely to result in harm or difficulties. Written statements, comments and opinions are not easy to retract or recall so it is wise to assume that whatever is written/printed can be read by anyone.*

3. Media advocacy: Going public with the issue and the message

A. Why use the media?

1. Media provides the mechanism to rapidly and widely distribute information both on the problem/issue and solution as well as calls to action, often at low or no cost to advocates.
2. Facilitate or help build public attention and support. Getting the **MESSAGE** out to the public through the media can result in moral and other forms of support including financial support when it gets the attention and concerns of certain individuals and groups.
3. Attract and hold the attention of key decision makers.
 - Once public attention is raised on the issue through the media, politicians, decision-makers in government, corporations etc, are more likely to also give attention or focus on the issue;
 - The media can steer the attention of decision-makers to the issue of the day and can highlight the importance of a specific constituency, such as indigenous communities threatened by logging, dams, flooding, etc.; and
 - Media tools provide another way to lobby politicians and other decision-makers.



4. Can provide protection to advocate by keeping the advocate before the public - harm is less likely - though in some countries, it can also open the risk. Publicity can heighten public awareness domestically and internationally. This in turn can discourage opponents to do harm to the advocate. If there is public attention to the advocate, and harm is done, suspicions on who did the harm often go to the opponent, thus discouraging them to do harm.



B. General Approaches to working with the media

1. Have a clear and concise story:

The story should be given with what the issue is and followed by essential facts: Who -What - When - Where - How?

The issue should be specific, and presented as urgent to capture the attention of the media and the public: REMEMBER that advocate need to convince the media that their story is compelling enough to report, even in the midst of other stories, political intrigues etc. The issue should also be specific and not a vague statement of a general problem.

2. Present solutions

Advocate should not only present a problem or issue, but also solutions or recommendations for actions. In certain cases, opponents provide solutions that may not be appropriate or diverts the attention away from finding real solutions. Hence, it is better to present solutions or alternatives. This can also help build the credibility of the advocate.

3. Use the “Rule of Three”

To avoid presenting too little or too much information with the media, it is helpful to present information in sets of three - three issues, three problems, three solutions that are inter-related. By offering more than three items in the list, the advocate might be unwittingly implying an inability to sharpen the issues and focus attention to what is most important. Moreover, a longer list may fail to grab and hold the attention of the media or the public as it is too diffused. This “rule of three” is just a common sense rule and can be disregarded if inappropriate, depending on the issue and other considerations.

4. Link the cause with other major development and events

Media outlets, big or small are covering or preparing to cover a big array of issues and stories. Because of limited media resources, larger issues may crowd our smaller issues. To make an issue more appealing to media, advocate can shape their issue; story to a major development or a “hot: issue of the day or an event that is appealing to the media and or already guaranteed with media coverage i.e. national elections, Earth Day celebration, climate change, etc.

5. Seek Celebrity sponsorship

Finding a celebrity (such as movie star, famous athlete, political official), influential or famous individual, leader i.e. bishop, famous academia/scientist, lawyer, etc to take up your issue/ cause and promote it through the media can also help in generating public attention and attention of decision-makers. For example, UN agencies are using celebrities in their advocacy campaign against AIDs; powerful women leaders supporting the advocacy campaign on Violence Against Women.

6. Use international media

There is now better access to international media with the world getting interconnected, such as through the Internet. CNN, BBC or Associated press can pick up a story. Sometimes, stories are picked up first by the international media and later by national media as international attention is generated. Drawing international attention can enhance all other media efforts. There is now an



increasing number of reporters or links of international media in capital cities of a country and targeting them for media work is very useful.

7. Cultivate good media relations

Having good relations with the media is important. Having credibility and open line of communication with the media can assist in accomplishing the goals of media advocacy.

- Good working relations with the media can draw attention and sympathy to your cause/issue
- Strong ties with the media help guarantee media coverage of your issue

IMPORTANT: *Make a list of the different kinds of media resources from local to national and plan out your strategies in building good relations with media.*

To build and maintain good media relationships, the advocate can:

- *Arrange an individual meeting or lunch to introduce oneself and to provide background information about the advocate's activities and issues of concern;*
- *Distribute business cards to all media contacts so they know where and how to reach the advocate;*
- *Establish a pattern for continuous and regular contact (through meetings or lunches);*
- *Invite reporters and other media representatives into the advocate's community and to activities and events sponsored by the advocate's organization;*
- *Arrange meetings with editorial boards to help familiarize them with the activities and issues related to the advocate's work; and*
- *Provide frequent updates on the advocate's activities .*



CAUTION when working with the media:

While using media is very powerful in sending your message and generating attention, support and action, do not also expect that it works all the time, or it works fairly. There are also journalists who are not friendly to your cause, and may sometimes twist your story. There are also very committed journalist who are eager to write your stories, but do not get published because of editorial policies, or other priorities of the media outfit. Some media outfit may not want to cover your story because they are afraid of possible backlash from your opponent or from some powerful people who may not be comfortable with your story.

While there are some discouraging experiences in working with the media, it is important to keep in mind that there are also a good number of journalist and media outfits that can provide multiple opportunities for seeking positive coverage.

C. Types of media tools

1. Press releases

A press release is an announcement to the press of a newsworthy event or activity. It can be used for different purposes- publicize achievement of a com-



munity, upcoming activity or event, position to a major development, urgent issue or story, etc. The press release should be timed to ensure the greatest level of interest possible from the press. If it is breaking news, the press release should be disseminated quickly!

GUIDELINES FOR PRESS RELEASE

1. Ideally one page in length or not more than 2 pages.
2. Beginning should be catchy and compelling.
3. The lead paragraph (not necessarily the first sentence) should clearly state what the press release is all about.
4. Should be written in plain language and paragraphs should be short
5. Technical jargon should be avoided.
6. Include several statements from key individual (community leader, NGO leaders) who reporters can quote in their new story.
7. Headline should contain a verb and suggest an action.
8. If possible, the press release should appear in the letterhead of the organization.
9. Document should begin with a date and time for the release of the story.
10. It must contain the name, address, telephone number and email address (if available) for a point of contact/ reference so that the media can follow-up and obtain more information about the news in the press release.
11. The press release can be hand delivered or sent by fax, email or messenger to a local television station, a newspaper assignment desk, editor or other media representative.
12. If the goal is to have the press attend an event, an invitation should accompany the press release. Any opportunity for photographs must be noted. The advocate can make follow-up if the press release and invitation has been received.
13. A press release can also be sent to non-media sources, such as NGOs, institutions, members of the organization etc. as a means to disseminate the information and to demonstrate that the advocate is engage in important work.

EXAMPLE OF A PRESS RELEASE

Indigenous Peoples Raise Their Voice

Posted on 10 December 2009 by editor

Indigenous participants. Credit: Ana Libisch/IPS.

By Nasseem Ackburally

COPENHAGEN (IPS/TerraViva) Indigenous peoples from many parts of the world are losing their lands and cultures due to climate change. And they want their voices to be heard in the debate on arresting global warming.

“We have rights to our lands, to our territories and our environment,” says Malia Nobrega from the International Indigenous Peoples Forum on Climate Change (IIPFCC). “This climate crisis,” the IIPFCC states in its proposal to the climate summit in Copenhagen, “threatens the very survival of indigenous peoples, particularly forest- and ice-dependent peoples, and the indigenous peoples of small island states and local communities.”

Forests mean more than just carbon to indigenous peoples and local communities. They have historical, cultural and spiritual significance.

Joan Carling, secretary-general of the Asia Indigenous Peoples Pact (AIPP), says indigenous people across the globe know that developed countries largely cause climate change.

“They know also that they have the smallest carbon footprint but are the most severely affected by climate change,” she adds.

Since developed countries are primarily responsible for causing global warming, the AIPP believes they have the duty to commit to ambitious cuts and to financing the mitigation and transfer of technology to developing countries.

“This is to recognise and acknowledge their historical debt,” she said. Indigenous peoples also provide solutions, drawing on traditional knowledge, innovations and practices of indigenous peoples, especially relating to mitigation and climate change.

On this point, they argue that they have managed the ecosystems for generations, nurturing their integrity and complexity in sustainable and culturally diverse ways.

These include mobile pastoralism in dry lands and rangelands, rotational agriculture and ecological agriculture in tropical forest regions and the conservation, management and restoration of other natural ecosystems such as mangroves, savannahs, wetlands and others. But Carling says this is not acknowledged or recognised.



Malia Nobrega believes development should not be stopped but should be guided by the traditional knowledge of indigenous peoples.

“Our ancestors have taken care of Mother Earth for a long time. Now, we should make sure that we can have Mother Earth here for generations to come,” she says.

Ecuadorean Johnson Cerda, an advisor to Conservation International’s Indigenous and Traditional Peoples Programme, says that when speaking of technology, the developed countries talk only about the transfer of technology from the West to small countries.

“We also have knowledge in our communities. See the forests, do you know how we have been working to keep them for centuries?”

According to him, reducing emissions from deforestation and degradation is something that the indigenous communities have done for centuries.

“The others are now trying to re-invent it because there is money there,” he insists.

“Indigenous peoples have the knowledge for adaptation and mitigation but they don’t have access to the funds,” Cerda adds.

But Joan Carling is alarmed by the fact that REDD (United Nations Collaborative Programme on Reducing Emissions from Deforestation and Forest Degradation in Developing Countries) is being implemented in certain countries with no consultation and no information given to indigenous communities, assigning this responsibility to the funders, including the World Bank.

Joseph Ole Simel, executive director of Manyoito Pastoralist Integrated Development Organisation from Kenya, feels the text does not even recognize them as human beings.

“Therefore, we do not enjoy rights,” he says, insisting that the indigenous peoples are in Copenhagen, “because they have a right and because they are experiencing a serious impact on their lives from climate change.”

Any negotiation, according to him, must take into account the rights of indigenous peoples “so that we do not become victims and subjects of mitigation.”

(END/2009)

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Malia Nobrega

2. Press Conferences

A press conference usually consists of public statement to the press, followed by an opportunity by the press to answer questions. Press Conference is a means to have a direct inter-action with media practitioners.

GUIDELINE FOR ORGANIZING PRESS CONFERENCES

1. Determine an appropriate place to hold the press conference based on the nature of your issue/ message. One consideration for location is if it helps to illustrate or dramatize the relevant issue of your press conference i.e. community threatened by logging or displacement, etc. or in the location of a planned demonstration so that the media can also cover your event, and or, see the size of your mobilization or they can interview others. Another important consideration is the access to the venue by the media.

2. Good timing for a press conference is important. An advocate should be aware of the deadlines of journalist in submitting their new- article, video clip etc. It must not also coincide with a major event that the media will most likely cover; time a press conference for when the issue will best grab the attention of the media and will likely have the most impact i.e. when government official are about to deliberate on local ordinances relating to forest conservation/ management that will have serious impacts to the community, etc.

3. The press invitation should be brief, accurate and to the point. If there is an opportunity to take photos, this must be included in your press invitation.

4. Hand-deliver or send your invitation at the earliest possible time. Then make a follow-up to confirm if the invitation has been received and if they will attend.

5. Prepare your panel of speakers-- should only be 3 at the most with different topics to cover (not to be saying the same things); their presentation should be brief and concise but clearly delivers the MESSAGE. They should first introduce themselves very briefly and be confident. They should also be ready to answer questions, be polite and maintain good composure.



6. Prepare your statement on the issue. Follow the Guide in making press release.
7. Banners, posters, charts, maps can be useful depending on your issue/message.
8. The press conference should be brief-- 30 minutes with 10-15 minutes presentation and at least 15 minutes for question and answer.
9. Don't be late! Start the press conference on time especially if there are already a number of media persons.
10. Make sure you have a registration form for journalists for them to write their names and contact details. This is very useful in future contacts and developing good relations with the media.

If you have a video clip of a media interview, show the video clip and ask participants to comment on the presentation, articulation, content etc.

3. Inviting media to your activities and events

A simple but useful media tool is to invite members of the media to cover your event or activity. You can also plan or organize an event specifically for the media. It is often useful to combine the two by adding some elements to your activity that is news worthy and will appeal to the reporters. For example having a workshop in a village that is facing threats of displacement and inviting media to your workshop where the community will do a ritual to ask guidance from their ancestors; or you can arrange also their interviews with local leaders or to take photos of the sacred site to be damaged/ destroyed; or forest that is declared as off limits. Make the event appealing to the media to encourage them to attend.

4. Public Service Announcements (PSA)

Public Service Announcements (PSA) are usually provided by radio stations and TV programmes. Some print media also have some space for listing community events or other public interest news. These PSA can be used to announce upcoming activities such as workshops, meetings, trainings etc or communicate community efforts for conservation (for example).

GUIDE FOR USING PSA

- Contact the media outfits (radio, TV, newspaper) regarding their PSA and their guidelines for making PSA-- acceptable content, length, and format of PSA etc.
- It is always helpful to explain why the project/message is important to the community as well as to the audience of the media station.
- Normally, broadcast media outfit request the advocate to write the announcement to be read, or a radio or TV station may provide a studio time. In both cases, the MESSAGE should be clear, concise, conversational and accurate, and should include necessary contact information. Text or copy of the PSA for broadcast is written exactly as the listeners will hear it.
- PSA while free also have its limitations-- they are not usually aired on prime time and may not reach the intended audience.

5. Radio and Television “Talks or Chat” shows

You should be aware of any talk and chat programmes on TV and radio in your area dealing with public /social issues. They usually invite personalities, influential individuals or experts or activists/ community leaders as guests to speak on a particular issue or concern. So take any opportunity to be invited or explore means to be invited to these types of programmes. Government officials and politicians often tune in to these shows to assess public opinion, so they provide excellent opportunity for FREE to convey your message to an important audience!

6. Community Radio

Community radio is now increasingly becoming more and more accessible to a growing number of rural villages. It is a very powerful medium to reach community members who cannot read and write. Make the best use and optimise community radio in your area to present your issues and send your message. Developing good contact and relations to those running the community radio is important. Since community radios are not commercial in nature, it is easier to get airtime to present your issues. You can also explore possibilities to have a regular airtime, or to have a radio programme.





Developing a radio programme

As presented above, developing a radio programme is possible with a number of community radio stations. There are many approaches for creating a radio programme so determine what is more appropriate in your locality with consideration to human and other resources. You can consider getting student or other volunteers to help you run the programme, as this may be time consuming if one person is the only one running the programme.

4. Joining forces: The importance of building alliances and networks

A. What is building alliance?

Building alliance refers to bringing together individuals and or organizations to pursue a common cause, stage common actions and activities towards a common goal/objective. This also includes individuals who can make specific contribution or role in the advocacy campaign and or reaching the objectives /goals.

B. Why network and build alliances?

For most advocates, establishing alliances with like-minded individuals and organizations is one of the most important steps in advocacy campaign for the following reasons:

- The benefits of working with allies;
- creates strength and power in numbers by adding voices and resources;
- increases access to policy-makers;
- expands an advocate’s base of information and expertise;
- creates new networking and partnership opportunities;
- generates cost-saving opportunities;
- allows for a division of labour and less duplication of effort; and
- leads to an exciting sense of “synergy”—the whole is greater than the sum of its parts.

Adapted from A Guide to Coalition Building, by Janice Forsythe (<http://www.cypresscon.com/coalition.html>)

For indigenous communities affected by REDD and Climate Change, the benefits of working with allies as mentioned above are very relevant and critical in conducting advocacy campaigns for the recognition of the rights of indigenous peoples. This goal is not easy to achieve and takes a lot of effort. It also involves different advocacy campaign strategies, and has to be sustained for a long period. Thus it is critically important to have allies among individuals, influential individuals or personalities, various organizations, institutions, and agencies among others. Further, there is also a lack of knowledge and awareness of the general public on indigenous peoples rights so having allies and networks that can actively support indigenous peoples rights and issues is a big step in gaining broader support and influencing public opinion, decision makers, and government officials. Likewise, achieving the goal of the advocacy campaign requires a lot of resources and is long term requiring broader base of support in different forms.



C. With whom should IP leaders/organizations/communities build alliances and network?

A natural starting point for identifying potential allies is to consider individuals and organizations dedicated to achieving similar goals. This can then be broadened to individuals and organizations that can play or contribute to specific needs, or can help address key problems, or challenges in implementing the advocacy campaign, and or, meeting the goals/objectives. Alliance building and networking should be done not only at the local level but also at the sub-national, national and international levels, based on your capacity to also sustain your allies and network. Various levels of allies and networks can provide different and complementary forms of support.

Forging a mass alliance: This is the unification of a broad mass of citizens around a particular issue or a general cause. It is the bringing together of groups and individuals so that they can address the issue or work for the cause in an organized and concerted manner. This is a horizontal level of alliance building as it is generally the formation or coalitions established by communities affected by a common issue or problem, or organizations and individuals from the same sector, facing common problems. A mass alliance may be short-term or long-term, loose or tight, informal or formal, depending on the nature of the objectives that its members or affiliates have agreed upon. For indigenous peoples, forming a mass alliance is desirable as it bridges broader unity and cooperation between and amongst communities confronted with the same or similar problems.

***NOTE:** In establishing a mass alliance, it is imperative that the people involved understand clearly the alliance's objectives and program of action, and that they are truly united on these.*

How to identify resources and partners?

It is useful to first review the advocacy campaign by having a clear understanding of the issues at hand and the goals. Using this information, a long list of all individuals and organizations can then be prepared in consideration to what they can specifically contribute in the advocacy campaign in the short term or in the long term.



Potential allies and networking contacts for broader alliance building

- Village elders, influential individuals such as priests, teachers, doctors, lawyers etc
- Community organizations, associations including women's; youth and elderly.
- Non-government organizations.
- Environmental advocacy groups and public interest organizations
- Members of donor organizations.
- Issue-based international networks or coalitions (for example, those working on forest, indigenous peoples, human rights, environment etc.
- Universities and law schools (law clinics providing free advice, and may also have technical personnel with laboratory access).
- Government officials and employees, particularly in environmental and natural resource ministries
- Politicians, especially at the regional, district, and local levels.
- People in the private sector who support environmental work (morally, if not financially) and may at some point be able to provide technical, legal, public relations, or other assistance
- The members of media Institutions.



GUIDE FOR ALLIANCE BUILDING AND NETWORKING

1. In making the list of potential allies and contacts, make sure to include information on their contact details or who can provide this information; their expertise/experience and their potential role or contribution.
2. From this, make your specific plan on alliance work and networking-- who should do what and when; and how can these individuals and organizations be contacted -- for example through letter, setting up appointment or meeting by phone, visit to their office/house, through email or other means.
3. When talking to potential allies, make sure you can explain/articulate well your issues, what you intend to do (plans/activities); and what is your particular request for support. Be polite and not aggressive. Be prepared to answer potential questions and be honest if you don't have the answer to any of their question. Also be attentive, listen well and acknowledge their opinions, comments and suggestions
4. Keeping good personal relations with some Allies is sometimes key in sustaining their support and interest.
5. Take into consideration the traits of indigenous relations in your efforts to achieve cooperation and build solidarity. Consider, for example, that:
 - indigenous kinship networks are far-reaching; likewise are the obligations attached to kinship;
 - even oral pacts or agreements – as long as they have been sanctified or notarized by ritual – are strong and binding;
 - the opinions of elders are respected; and
 - many indigenous women may not be vocal. However they can be mobilised in their numbers and are courageous to conduct collective actions.
6. Do alliance work with understanding and patience. You might sometimes find others exasperating – such as when they fail to see your point in a discussion. Try to understand their views and situation. Discuss things with them patiently until you reach an agreement. Some may not agree with you but are open to further talks or have other suggestions for actions. Take this into consideration and plan your next step.

ROLE PLAY ON ALLIANCE BUILDING

1. Designate three of the participants to do alliance work (e.g. talk to the priest of the village or monk who is open-minded but not very sympathetic, but is very influential (especially among local government officials). Their assignment is to explain to the priest/monk their concern over the sudden restrictions by the local officials on gathering firewood in the forest (requires permit, payment of fee and limited number of firewood and scheduled gathering of firewood). They should explain their concerns well and convince the priest to support their position and demands (they need to formulate this) with specific request for what he can do-- the group should also formulate this one. The group should again be reminded on the answers to the key questions on the first step-- what is the issue/ problem; what are the factors/causes? What do they want to achieve in addressing the problem or issue. They shall be given time to prepare i.e. 15 minutes or during the lunch break.

2. Designate one of the participants to be the Priest/Monk. He shall be given clear instructions to play a devil's advocate in a "priestly" fashion and to ask questions. If he is convinced, then he can commit to do their request; if he is not convinced, then he will suggest something else the advocate can do, or turn them down.

3. The other participants should now know the issue and the instructions to the priest, so that they can observe more objectively.

4. The role-play will take place for at least 15 minutes, depending on how the exchange/discussion is taking place.

After the role-play, ask the other participants what is their opinion in terms of the following:

- Were the community leaders able to explain articulate their issues and concerns well?
- Is their position, demand and request for support clearly articulated? Is it convincing?
- How are their approach, presentation and behaviour? ---Good? Appropriate?

Summarize the opinions of the participants, point out what are the strengths and weaknesses/limitations in the role play, draw out the lesson, and again



E. Informal networking

- Informal networking can advance your goals by developing contacts or exchanging information with others by way of informal contacts.
- Networking also helps advocates to understand what work has been done on issue in their home country and elsewhere, and who is doing it. This prevents duplication and overlapping of efforts, and can save time and money.
- Informal networking can be done in a number of ways: in person, by e-mail, over the telephone, or by any other means that people use to communicate.
- Everyone networks, whether or not they realize it. What is important is to determine how these networks can be made use of in support to the advocacy campaign activities.

F. How do you sustain allies and networking relationships?

A networking relationship develops just like any other relationship—through attention, communication, and nurturing. A failure to cultivate it can lead to its lapse or even collapse if an advocate is viewed as inconsistent or undependable.

It is important, for example, for advocates to clearly convey their ideas, explain the value in discussing a particular issue, and clarify at the end of a conversation what must happen next. Too often, people meet and share bold visions and ideas, yet fail to follow up and sustain the momentum.

It is important to follow up promptly with new contacts. Where telephones or computers are readily available, this can be done with a quick telephone call or e-mail message.

In rural areas with no phone or Internet, direct, personal communication may be required. The goal is to use the energy and excitement generated from conversations to translate ideas into action. In the end, time and money spent on networking are an investment in people and organizations.

Provide regular updates on the issue or campaign activities.

The advocate must consider on a case-by-case basis how much time and energy to devote to each networking relationship and realize that this assessment may change as time passes and circumstances change. Sometimes the investment provides returns right away, sometimes much later, and sometimes never.

5. Taking a seat at the table: Lobbying and participation in government decision-making

A. Why do you need to participate in government decision-making process?

Every day, government officials make decisions that can have a significant impact on people's health, well being, and natural environment. For example, each of the following actions could affect a community:

- the passage of a new law by parliament;
- the enactment of regulations by a government agency;
- the issuance of a permit by a local board or official; or
- the failure of a government official to enforce environmental laws.

Because government decisions can influence people's lives in so many different ways, it is crucial for communities to participate so that their concerns can be voiced out in the decision-making processes. Involvement by the people in these governmental processes is called public participation.

Often, the law itself establishes formal mechanisms for the public to use and express their views such as public hearings or public consultations. There are also informal mechanisms to use for influencing government decisions.

It is then important for community leaders to know and be aware of the mechanisms for participation in government decision-making at the local and national levels, and how to make use of these mechanisms to promote, protect and advance the recognition of their rights, welfare, concerns and issues.

B. What is lobbying and how to lobby?

Lobbying is the process of trying to persuade legislators such as members of parliament government officials at all levels, politicians or other decision-makers to take a course of action that the advocate recommends. This can be to adopt a new law, repeal a law and or adopt a new policy, revise or amend a law. A person who lobbies seeks a specific action.



GUIDE FOR LOBBYING

A. Draw up the list of officials/individuals you will lobby and collect information about their background and potential position or stand to your requested action.

B. Based on your list, make a plan on how best to approach them individually by starting first with your potential allies.

Examples on different ways to approach officials:

1. Request the support of an ally or someone known to the official to arrange a meeting/appointment; or present/discuss your issue to get some initial feedback on the opinion of the official;
2. It is not easy to attract the attention of decision-makers. Hence, it is advisable to establish contact to their secretary/ employee who can be sympathetic to your cause/issue. They can be very critical in gaining the support of the official and also influencing the staffs of other officials you will also be lobbying.
3. Arrange meetings with decision-makers in formal (their office) or informal settings (restaurant or quiet public place) where appropriate; and
4. Explore avenues where you can interact with decision-makers by knowing their activities/schedules. For example, you may attend his inauguration of a school, etc. However, do not be intrusive or aggressive as this may cause consternation and be counterproductive.

C. When you do lobby work, make sure you have written materials or documents to submit relating to your issue and requested action.

D. Lobbying work is not confined in meetings with decision-makers, but also includes the court of public opinion. By getting the active support of donors, members of the media and influential individuals, and generating public attention and concern, the advocate is indirectly taking steps to persuade/exert pressure to decision-makers to take action.

E. All types of decision-makers can be lobbied! A person or organization with the power to make a decision that can benefit or otherwise affect the advocate and his or her goals can be lobbied. They can be traditional leaders, newspaper editor/publisher, church leaders, and representative of donor agencies/ organizations, NGOs etc. However, use common sense when determining whether attempts to persuade particular people and institutions can or should be made.

1. Participation in public hearings

Some countries have mechanisms for public hearings arranged by government officials to get the opinion of the public on a particular issue or action. Parliamentarians can call for the public hearing for legislative action i.e. proposed bill on environment protection, as well as other government officials--line agencies on certain concern i.e. public health and safety. Local government officials can also call for public hearings on local issues or concern ie tourism business regulations; reforestation programmes etc.

This is a mechanism where community leaders and members can express their views as well as alternative solutions to a problem.

It is then important for participants to be aware of laws and regulations, and their rights to public participation through public hearings.

GUIDE FOR PARTICIPATION IN GOVERNMENT PUBLIC HEARINGS

1. Know the ins and outs of the issue being addressed in the public hearing.
2. Determine your stand and what actions you propose.
3. If the issue is very relevant to your community, disseminate the information on the public hearing (Where, Where, What, Who) your stand and your proposed action/s.
4. Persuade community members to support your stand and propose action and mobilize them to attend the public hearing in support to your position.
5. Mobilize your allies and the media to cover the public hearing. Give them copies of your statement for their information and support/coverage.
6. Make sure you have copies of your written statement containing your position on the issue and your proposed action.
7. Make sure that you submit your statement and will be officially received by the officials conducting the hearing--- have a signed received statement. This will be useful later in case officials deny this and will ignore your concerns.



8. Get the names and contact details of the officials for follow-up.
9. Identify and prepare your speakers (refer to guide for preparing and delivering speech).
10. Network with other participants to the hearing, and persuade them to support your position.
11. Monitor developments on the issue and do follow ups.

2. Environmental Impact Assessments (EIAs)

Most governments and donors of aids and loans to governments (- ie the World Bank, Asia Development Bank, Japan Bank for International Cooperation, etc) have requirements on the conduct of Environmental Impact Assessment (EIA) on projects or activities with potential adverse impacts to the environment. The EIA process examines how a proposed activity or project may adversely affect the environment.

In the EIA, the project proponent must identify the potential adverse impacts on the project and prepare a detailed report/statement covering the following:

1. impacts to the environment;
2. alternative projects and their impacts;
3. environmental harm that can be avoided; and
4. mitigation measures that can minimize potential adverse environment and social impacts.

The EIA should be conducted early enough in the development of the project so that information and analysis will be considered in the decision-making process. Public participation is an integral part of the EIA process, from beginning to end.

a. The scoping phase: This is the first step in the EIA process. This phase identifies the range of issues to be addressed in the EIA, and the potentially significant impacts of the proposed project/activity.

Communities and citizens can participate at this phase by assisting in identifying the main environmental issues, voicing their concerns, disseminating the information about the project activity, submitting comments and suggestions about the ongoing EIA process. EIA laws usually require that public input be considered during the scoping stage and that comments and suggestions be incorporated into the draft EIA.

GUIDE FOR COMMUNITY PARTICIPATION IN THE EIA

1. Know the details of any project planned in your area/community with potential adverse social and environmental impacts.
2. Get information on who is doing the EIA process-- these are normally environment/social experts hired by the government/funder.
3. Approach the government agency/officials involved in the project and ask them about the project and how community consultations will be conducted. If there are no plans, remind them that this is a requirement under the EIA process or any law/ regulation you have in your country regarding public consultations.
4. Contact your NGO partners and allies for their assistance in getting information about the project and its potential environment and social impacts.
5. Conduct data-gathering on the potential adverse environment and social impacts. Seek assistance from NGOs, allies, the academe as needed
6. Do community awareness and be prepared for the conduct of community consultations (use the guide to public hearing).

NOTE: Give an example of an EIA or a petition letter urging a moratorium of a project due to non-consultation with affected communities during the EIA process, and expected adverse impacts are thereby not reflected in the EIA

b. Government Agency/project proponents prepare the EIA: The draft EIA is often open to public review and comment. Many countries have public hearing requirement for the draft EIA. In the public hearing, they can make oral and written comments.

At that stage, communities can review the draft IEA if their concerns raised in the scoping stage is incorporated and addressed in the draft EIA. IF not, communities can submit their complaint/comments as well as to give their views and comments of the content of the draft EIA. If communities or other citizens find the draft EIA as very inadequate or if concerns of the public are not sufficiently included, they may appeal to the courts.



c. Final EIA: Government officials notify the public of their right to submit comments on the final EIA. Requirements for a public hearing on the final EIA is another opportunity for communities to participate.

If the final EIA does not contain the issues mentioned above in the report or a section on public comments and official response, communities and others can raise their concern to the government/ project funder to ensure compliance on the process and content of the EIA, or go to court (legal action).

Given the above process and coverage of the EIA, It is then very important for community leaders to know what project activities are being planned in your community/territory, and to know the requirements for an EIA by your government or by funder.

3. The permitting process

In many countries, individuals or businesses that wish to perform an activity likely to have negative environmental impact must obtain a permit from the government granting permission for the activity to be carried out. The activity might be construction of factory, clearing the forest, dumping of toxic waste etc.

The permitting process ensures that the applicant has notified the government and the public about the nature of the activity and its likely impacts. It provides a way for government to place conditions on the action to minimize impacts. It also provides the public-- communities to submit their comments to the project, both to the government and the project proponent.

The permitting process is another tool for communities to participate in influencing decisions related to project and activities that are being planned in their communities. It is therefore important for community leaders to know the laws relating to the permitting process and on projects and activities planned in their areas that requires the permitting process to be undertaken. The guide to the permitting process is basically the same as the EIA.

4. Letter- writing campaigns

The public or communities can also participate in governmental process by launching letter-writing campaigns, petition signing and the like. By writing letters of initiating a public petition letter, the communities can call the attention of the president, parliament members, and local officials etc to address matters that concern them.

EXAMPLE OF A PETITION

Support Hunger strike against Intex Resources Mining Project

Urgent support needed for Mangyan Indigenous Peoples and Mindoro communities of the Philippines in their hunger strike against Norwegian Intex Resources Nickel Mining Project.

Update

The Environmental Clearance Certificate (ECC) issued to Norwegian-based Intex Resources dated October 14, 2009 was temporarily revoked on November 27th under DENR Special Order No. 2009-921 pending completion of a thorough and impartial investigation that will validate all allegations attendant to INTEX ECC. An Investigation Team will be created to be composed of independent experts chosen by the Provincial Governments of Oriental and Occidental Mindoro and the DENR, which will also include representatives from the civil society organizations and indigenous peoples' federation based in Mindoro. The Hunger Strike was therefore called off on the 27th of November pending the conduct of this investigation. The hunger strikers wish to thank to all those who offered their support and welcome additional signatures to this petition offering support for their initial and on-going call for the permanent revocation of the ECC.

Petition

25 women and men, mostly Mangyan indigenous people, from Mindoro, commenced an indefinite hunger strike in front the Department of Environment and Natural Resources (DENR) in Manila, Philippines on Tuesday 17th of November. They are calling for the cancellation of the Environmental Compliance Certificate (ECC) issued by the Secretary, Lito Atienza, in October 2009 to the Norwegian mining company, Intex Resource for its Mindoro Nickel Project. This large scale nickel mining project is being imposed in the Ancestral Domain of the Mangyan people against their will and long standing objections. It is located in a watershed area that feeds 40,000 hectares of rich rice producing land. It is also located in one of the few remaining forested areas of Mindoro, an island which due to lack of forest cover and changing weather conditions is experiencing severe flooding.

Independent experts have conducted fact finding missions and concluded that this project would seriously damage food production, human rights and the environment of Mindoro.



The Norwegian ambassador visited the area in 2007 and found that the majority of people of Mindoro, and in particular the impacted indigenous Mangyan people, were strongly opposed to the project.

The local and provincial governments are opposed to the project as it undermines their long term sustainable development plans and policies. A 25-year moratorium on mining was passed in 2002 in Oriental Mindoro. Similar ordinances were passed by different municipal governments of Occidental Mindoro, with 8 out of 11 municipalities passing a resolution against mining. Governors, vice-governors, mayors and congressmen repeatedly publicly stated in strong terms, and strong voices, that they do not want mining in their provinces. They repeated this to the DENR on Monday 16th November 2009 as the hunger strike began.

Civil society and the Church Bishops have called for the respect of the peoples' strong position against mining, and priests are joining with the indigenous peoples and others in the hunger strike.

However, the Secretary of the DENR has chosen to ignore these warnings, complaints and wishes of the people. Instead of listening to the wishes of people he has issued an Environmental Clearance Certificate (ECC) allowing Intex's project to proceed. This was done in the absence of required public consultation, the lack documentation showing that they are not within the watershed area and despite the fact that the DENR's own EIA Review Committee had recommended that the ECC be denied.

The mining project is still the subject of an on-going complaint to the Norwegian National Contact Point (NCP), under the Organization for Economic Cooperation and Development (OECD) Guidelines for Multinational Enterprises. The ECC has been issued before the Norwegian Ambassador has had a chance to engage in a fact-finding engagement as requested by the Norwegian NCP. The issuance of the ECC therefore deliberately obstructed the people of Mindoro's access to remedies under international processes.

Thus, the Mangyan and the people of Mindoro have been left with no other recourse than to go on an indefinite hunger strike. They have brought their position to the DENR's doorstep in Manila – they don't want INTEX, they don't want mining in the Alangan Mangyan's ancestral domain, not in their watershed and anywhere in Mindoro.

In response the Secretary of the DENR has suspended the ECC for 90 days. The people of Mindoro see this as an attempt to provide INTEX and the DENR secretary an opportunity to cover up the inherent defects of the ECC. The provincial government's 25 year mining moratorium was not recognized in the suspension order, nor was the legally recognized right under Philippine law of the Mangyan ancestral domain owners to withhold their free prior informed consent to mining projects in their lands.

The message of the Mindoro people and the Mangyan Indigenous Peoples to the DENR Secretary is loud and clear – NO to INTEX. NO to mining in their ancestral lands and provinces. The final recommendation of the EIA Review Committee must be upheld – NO ECC for INTEX.

Please sign this petition to express your urgently needed solidarity with the hunger strikers in their protest against the issuance to the Norwegian Company, Intex Resources, of an Environmental Clearance Certificate (ECC) and to demand its immediate cancellation by the DENR Secretary.

See <http://earthjedi.blogspot.com/> for updates on hunger strike. For additional information see www.alyansatigilmina.net and

<http://mindorocybermovement.wordpress.com/> or email MindoroHS@live.com with support statements or other offers of support.

If possible complaint letters demanding cancellation of the ECC should also be sent by mail to:

H.E. Gloria Macapagal-Arroyo, President, Malacañang Palace, JP Laurel Street, San Miguel, Manila 1005, The Philippines (email: corres@op.gov.ph)

Hon. Jose L. Atienza, Jr. Secretary DENR, 2/F DENR Building Visayas Avenue, Diliman Quezon City 1104, The Philippines (email: osec@denr.gov.ph)

Chairman Atty. Eugenio A. Insigne, National Commission on Indigenous Peoples, 2nd Floor N. dela Merced Building, Cor. West and Quezon Avenues, Quezon City, Metro Manila, The Philippines (email: eugenioinsigne@ncip.gov.ph and resource@ncip.gov.ph)



Letters of concern should also be sent to the Norwegian Government:

The Office of the Prime Minister, P.O. Box 8001 dep.,(NO-)0030 Oslo, Norway, (email postmottak@smk.dep.no);

The minister of environment and international development, Erik Solheim, P.O.Box 8013 Dep, N-0030 Oslo (email: miljovernministeren@md.dep.no);

and to Intex Resources ASA demanding that they cancel their project plans: Intex Resources ASA, Munkedamsveien 45 A, 0250 Oslo, Norway

E-mail: info@intexresources.com

Sign the petition!

Surname: *

First name: *

Other (activity, status etc):

Town: *

Country: *

Email: *

Be kept informed of the campaign

Check this box if you wish to receive updates about this petition campaign

***GENERAL NOTE ON LOBBYING AND PARTICIPATION IN GOVERNMENT
DECISION MAKING PROCESSES***

The use of these mechanisms to influence decision-makers is more effective if combined with other forms of advocacy strategies activities that are aimed at generating public attention and public pressure to the government/ decision-makers to take action, such as mass mobilizations, use of the media etc.

6. NEGOTIATIONS

Negotiation is the process of bargaining on a certain issue/concern that precedes an agreement. Successful negotiation generally results in a contract/agreement between the parties. Best type of negotiation is “win-win” which means both parties will be satisfied with the result.

“Win-Win” negotiation is about reaching an agreement, not conflict. Successful negotiation results in better understanding, reduced tension and potential long-term cooperation if both parties are engaging in negotiations in good faith.

Community leaders may sometimes have to engage in negotiations especially at the local level with local officials/ politicians, representatives of business or other groups on a certain issue or concern. Either party wanting to reach an agreement with the other party may request for negotiations. The issues for negotiations can be varied. It can be about determining the terms and conditions of a certain project prior to community acceptance, it can be on community benefit sharing scheme, it can be on the allocation and use of funds for the community etc.

What is important in negotiation is that both parties are entering into negotiations in good faith. If this is not the case, and communities are pressured to accept unjust or unfair offers or demands by the other party, then community leaders should evaluate if being in the negotiating table will be advantageous or disadvantageous to the community. If at the outset indigenous communities will be disadvantaged in a negotiation process, other options or course of action should be considered.

Community leaders should discuss and formulate their position and talking points and strategies for negotiation collectively and with participation of the community members. Negotiators shall be directly accountable to the community. They are thereby expected to be transparent and hold consultations with other leaders/community members as necessary in the conduct of negotiations depending on the agreement reached by the community. Since negotiation is a process, community leaders should not immediately agree to offers being made, if they are not clear or certain that community members will accept those offers. Negotiators should be able to request for consultations with other leaders/community members before finalizing any agreement.

The guide below is very general in nature. While compromise is integral to a negotiation process to succeed, it should be important that this is also based



on what is fair and just. However, the strength of each side is a key determinant on what the final outcome of the negotiation will be, as well as based on other factors and other considerations relating to your tactical and long-term goals.

GUIDE TO SUCCESSFUL NEGOTIATIONS (undertaken in good faith)

1. Be Prepared.

2. Make an evaluation first on what can be realistically achieved based on following:

- a. your strength vis a vis the strength of the other party and their position, proposals/ demands, talking points; and
- b. what is fair and just. Then draw up your talking points by defining your list of talking points to include you maximum and minimum (bottom-line), proposals/ demands, your room of flexibility, etc.

3. Agree and be absolutely clear on what outcome you want to achieve based on the above. Plan your questions, strategies, alternative offers and suggestions based on how the other party may react. Study and evaluate the other party's background, position, attitude in negotiations etc so that you can plan out your strategies better.

4. Listen Effectively. The main purpose of effective listening is to understand the other person. By listening to what the other person is saying, you can also better organized and articulate your response and your position and concerns for their understanding. As long as the negotiations is undertaken in good faith by both parties, you can create a positive and productive environment for empathic communication, which is more likely to lead to a successful outcome.

5. Give Credit. A competent negotiator appreciates and praises people involved for their contribution even if they had come up with the original idea themselves. These give both the parties a sense of ownership in the success of the negotiations.

6. Compromise. Be prepared to be flexible and to reconsider your position and requirements base on how negotiation is progressing. You should have alternative offers or requirements in order to be able to deal with any

unexpected proposition or ideas from opposite party. Remember this is a “win-win” negotiation not “I-want-to-win-all” negotiation. While compromise is part of successful a negotiation, it should also be clear to the negotiator what are the items not to be compromised as the bottom line in reaching an agreement, at the same time maintaining flexibility and openness in the outcome of agreements to be reached. Your bottom line should be rationale, fair and realistic so that the other party will be hard put, or be defensive if it cannot be accepted.

7. Recapitulate the Results. At the end of the session, list all the points covered in the meeting-- areas of agreement, dis-agreement and areas needing further discussions. Make sure everyone have a common understanding and interpretation. Jointly agree on follow-up steps.



EXAMPLE OF A NEGOTIATION EXERCISE: ROLE PLAY

A private corporation—Tanchi is interested to have a contract with your community for forest conservation/ buying the carbon. For this, they want the community to plant fast growing types of trees, to stop shifting cultivation, as their practice is 3-year rotation, and to regulate the gathering of firewood. They are offering 20 US dollars per ton of carbon, and the community has 5,000 tons of carbon in their forest, and expected rate of sequestration is at least 700 tons of carbon per year. The prevailing price of carbon is 25 US/ton. Tanchi Corporation wants the contract to be for 30-50 years.

The Position of the Community:

The Community is willing to negotiate with the following conditions/Terms

- 1. They will continue their practice of shifting cultivation but are willing to make it a cycle of 5-7 years (sustainable way).*
- 2. The price should at least be 23 US dollars minimum and should increase based on market price of carbon at the time of purchase; but will demand for the prevailing 25 USD.*
- 3. Communities will be the ones to set the terms for the fire wood gathering, based on need and sustainability.*
- 4. The contract period depends on the over-all terms of the agreement (flexible).*
- 5. On planting of fast growing trees, they should be the one to identify the kind of trees and where to plant these trees based on the existing bio-diversity and other considerations.*

Position of Tanchi Company:

Since Tanchi Corporation is desperate to ensure the carbon offset of its factory operation and its continued operation will be based on how it is dealing with its carbon foot print, it is a bit desperate to have a long term contract

with the community, based on the “best deal” it can negotiate according to the following:

- willing to negotiate the price of carbon but should be lower than existing market prices;
- ensure that communities will plant fast growing trees that absorb more carbon;
- for shifting cultivation to stop, as it is not sustainable and not a wise use of land according to their view/opinion;
- gathering of firewood should be highly restricted because of its carbon emission; and
- contract period to be at least for 30 years.

Note on the role play: *If there is enough time, let the assigned group/s as community people to discuss and define their position and negotiation points, instead of providing the information above. This is much better as “community people” among the training participants will be able to experience how to build unity in taking positions/ demands and strategies for negotiations.*

7. Mass action: Show of strength and flexing political space

Mass mobilization means drawing the participation of large numbers of people in an action for or against a policy, program, project, or activity.

The action may constitute a demonstration of unity. It is called a mass action simply because people are participating in it en masse. Such a demonstration can be used in:

- picketing the session of a government body, or the meeting of the officers or stockholders of a corporation;
- lobbying the government body, or the officers or stockholders of a corporation to take a desired measure or counter-measure;
- rallying the public to support or adopt your cause; and
- simply expressing protest massively.

Some mass actions are, however, not just demonstrations but actual measures taken by communities – for example:

- To defend their land, communities may stand in large numbers across an



access road, bridge, pier or port, serving as a human barricade against the entry of people and equipment sent to destroy the land.

- To assert their right to the land, they may hold a sit-down, also in large numbers, all across the area they live on or use for their livelihood, in order to fight eviction.
- For the same purpose, they may hold a mass planting of trees or crops on the day scheduled for their eviction.
- To gain the freedom or to prevent the torture or execution of fellow protesters who have been arrested and jailed, they may gather outside the courthouse, jailhouse or military barracks to which the prisoners have been taken, and stay there until these prisoners are freed.
- Etc.

This latter form of mass action requires more solid unity and a higher level of organization as well as militancy.



Some tips on mobilization

1. To mobilize people for mass action, you must convince them of the necessity and legitimacy of your proposed action; you must build consensus in favour of this action. To achieve this, you must talk to the people you wish to mobilize.

You can:

- Conduct a house-to-house or door-to-door campaign;
- Seek out and speak with groups of people who are gathered together – for example, to wait for a ride or as passengers in a public vehicle; and

- Hold meetings with organizations or communities.

2. It will be best if, aside from talking to the people, you distribute some material that briefly addresses the matter.

CONCLUSIONS ON THE STRATEGIES ON ADVOCACY: ASSESSING WHAT HAS BEEN LEARNED

After having gone through at least 7 key strategies for advocacy, community leaders should have at least gained additional knowledge and skills. For planning appropriate strategies, present again the considerations in advocacy planning mentioned at the beginning of this module, as these are guides from experiences and lessons learned in advocacy campaigns.

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GLOSSARY

Adaptation: Any activity or change that is intended to address the effects that climate change is already having, for instance on land, ecosystems and livelihoods.

Advocacy: A process through which organized citizens strategically affect decision-makers for addressing a certain issue or interest. Active support of an idea or cause etc.; especially the act of pleading or arguing for something.

Advocacy campaign: An organized effort to educate the voting general public on an issue and to mobilize them to support the position in the appropriate way.

Afforestation: Developing a forest on land that has not been forested in recent times (compared with reforestation, or the replacement of a forest recently lost or logged, see below).

Alliance building - An agreement between two or more organizations to cooperate in a specific activity, so that each benefits from the strengths of the other, and gains competitive advantage.

Annex I parties: Industrialised countries listed in Annex I to the UN Convention on Climate Change. Nearly all of these countries are the countries that have binding emissions reduction targets under the Kyoto Protocol.

Anthropogenic: Something which is caused by human action. The term is used to distinguish naturally occurring greenhouse gas emission reductions from ones that result from human activity.

Bali Action Plan: One part of the Bali Roadmap, the Bali Action Plan (or BAP) is the name given to a decision taken by the Conference of the Parties to the UNFCCC that outlines the contents of a future legally binding agreement under the Convention. The decision establishes an 'Ad Hoc Working Group on Long-term Cooperative Action' ('AWG-LCA') to consider a specified set of issues also set out in the decision, aiming to reach agreement at the UN Climate Change Conference to be held in Copenhagen in December 2009 (UN Doc FCCC/CP/2007/L.7/Rev.1).

Bali Roadmap: The collection of decisions and conclusions adopted by the parties to the UNFCCC and to the Kyoto Protocol at the 13th Conference of

the Parties to the UNFCCC held in Bali, Indonesia, which provide a process for agreeing to future revisions and additions to the UNFCCC and new commitments under the Kyoto Protocol. The roadmap sets the aim of finalising all post-2012 discussions in all fora by the 15th Conference of the Parties to the UNFCCC to be held in Copenhagen in December 2009.

Baseline: When we seek to measure whether something has increased or decreased, we need to measure it relative to a level that it has had at some point. We often chose a level during a particular year or date to serve as this 'starting point' for our measurements. This starting point is called the baseline.

Bio-diversity - All the species living in a particular area, not only living organisms and their complex interactions, but also interactions with the abiotic (non-living) aspects of their environment.

Carbon bio-sequestration: The storage of carbon by plants, trees and other flora, which absorb carbon dioxide from the atmosphere as they grow, releasing the oxygen, and storing the carbon both in themselves and in the soil.

Carbon market: Transactions for the sale of emissions permits, credits, reductions or offsets together comprise the 'carbon market'. In fact, carbon can be traded as carbon or as carbon dioxide, and other greenhouse gases (or emissions) can also be traded in some of the 'emission markets'. It is important to remember that at the moment there is not one carbon market, there are a number of emission trading markets of different types – some are geographical (the European market), some a purely voluntary and they all have different rules and regulations governing them.

Clean Development Mechanism (CDM): A facility created under the Kyoto Protocol, which allows Annex I countries to finance emissions reducing projects in developing countries that are party to the Kyoto Protocol then to use the resulting 'certified emissions reductions' ('CERs') to offset their own emissions (to count towards their own targets for emission reduction).

Conference of the Parties (COP): The term used to describe the regular meeting of state parties to a UN Convention, such as the UN Framework Convention on Climate Change or the Convention on Biological Diversity.



This is the body with authority to take decisions under the Convention and to amend the Convention.

Conference of the Parties acting as the Meeting of the Parties (COP/MOP):

This is the meeting of state parties under a Protocol to a Convention (such as the Kyoto Protocol) and the body with authority to take decisions under the Protocol.

Constituency: A group of supporters or patrons for certain activity or causes.

Climate change: This term refers to all the impacts on the earth's natural climate system that are resulting from human-caused global warming (see below). This includes rainfall patterns and ocean levels, the direction and speed of wind and ocean currents, seasonal cycles, and the likelihood and intensity of climatic disasters such as droughts, storms and floods (IPCC, 2007).

Deforestation: The conversion of forested land to non-forested land.

Emissions trading (or 'carbon trading'): The sale or purchase of: 'permits' or 'allowances' to emit greenhouse gases; or 'certificates' or 'credits' that prove a certain reduction in emissions from a particular activity beyond what would otherwise have been the case (i.e. 'business as usual' emissions); or certificates that indicate a certain amount of actual emissions have been 'offset' somewhere else, through for example, carbon sequestration.

Environmental Impact Assessments (EIAs): Assessment of the possible impact (positive or negative) that a proposed project may have on the environment, together consisting of the natural, social and economic aspects.

Flexing Political Space: Maximizing or optimizing opportunities to advance political causes or advocacy through means like negotiation, lobbying and petition.

Forest degradation: Occurs when the structure or function of a forest is negatively affected, reducing the ability of the forest to provide services or products (FAO, 2004).

Fossil fuels: Gas, coal, oil and oil-derived products such as diesel. Fossil fuels are combusted to create electricity, to provide heating, to power all forms of transportation and to power industrial processes, like mining and manufacturing activities. They are formed by dead organic matter being pressed over millions of years, hence the term 'fossil'.

Global warming: An observed or expected rise in the earth's average temperature due to having more greenhouse gases in the atmosphere leading to more of the sun's warmth being trapped close to the earth.

Greenhouse gases (GHGs): A group of gases in the atmosphere that absorb infrared radiation. They appear in greatest proportions in the earth's lower atmosphere. These gases include water vapour, ozone, carbon dioxide, methane, nitrous oxide, hydrofluorocarbons, perfluorocarbons and sulphur hexafluoride.

Heckler: Someone who shouts a disparaging comment at a performance or event, or interrupting set-piece speeches, for example at a political meeting, with intent to disturb its performers or participants.

Information Dissemination: The information that translated into local languages and dissemination of written material using various media for target audience that the organization is trying to reach with its message.

Joint Implementation: A facility created under the Kyoto Protocol, which allows an Annex I party to fund and/or run a project to reduce emissions in another Annex I party. The funding country can then apply the emissions reductions generated to help it to meet its own emissions target under the Kyoto Protocol.

Legitimacy: The property of being genuine or valid, not being a fake or forgery

Kyoto Protocol to the UN Framework Convention on Climate Change: a subsidiary agreement to the UN Framework Convention on Climate Change, this agreement was concluded in December 1997 but did not 'enter into force' (become legally binding on its parties) until February 2002. This Protocol is binding under international law on those countries that are a 'party' to it (which means those countries that have ratified it, or agreed to be bound by it).

Legislative and Policy reforms: Laws and guidelines/policies that are enacted by government but not beneficial to the constituents, thus needing changes or revision.

Land use, land-use change and forestry (LULUCF): This is an identified category of activities that can contribute to both greenhouse gas emissions and emissions removals. The other main categories are energy-related emissions (both production and consumption), agriculture and waste-related activities.



Lobbying: Lobbying is the practice of influencing decisions made by the government (in groups or individually)

Lobby work: An activity of a group of people who try actively to influence legislation, the decision of the government.

Media Outfit: Organizational structure set up that employs mass media to disseminate information such as print, video, broadcast etc:

Mitigation: Any action taken with the intention of avoiding further climate change by lowering the total level of greenhouse gases released through human activity. Such actions might include reducing our use of fossil fuels and changing the way we use land – such as by reducing our rate of land clearing and deforestation, and increasing our rate of reforestation.

Mobilized: Made ready for action or use. Political action done or implemented by a group of people to advance/make known of their agenda or cause; can be in the form of rallies, demonstration, mass meeting, marches etc:

Multi-faceted Campaign: Having many parts or sides of a campaign using varied forms to launch political action or advocacy. Integrated approaches like information dissemination, training, mobilization etc:

Negotiation: A dialogue intended to resolve disputes, to produce an agreement upon courses of action, to bargain for individual or collective advantage, or to craft outcomes to satisfy various interests.

Non-Annex I parties: Developing countries not listed in Annex I to the UN Framework Convention on Climate Change. These countries do not have binding emissions targets under the Kyoto Protocol.

Parties: The individual members of an agreement, such as the member states to an international law agreement.

Reforestation: The reestablishment or regeneration of a forest.

Renewable energy: This form of energy can be used to provide electricity, heating or fuel for transportation similar to the way we use fossil fuels for these purposes. Unlike oil, gas and coal, renewable energy sources are not finite. Key sources include wood, waste decomposition, geothermal activity, wind and solar energy. The use of renewable sources for generating energy usually involves lower emissions of greenhouse gases than the use of fossil fuels does.

Sequestration: This is the opposite of emitting greenhouse gas and occurs when greenhouse gases are removed from the atmosphere, for example, by trees during the process of photosynthesis.

Sinks: Reservoirs or locations that sequester or store a greater amount of carbon dioxide than they release. Major carbon sinks include forests and oceans.

United Nations Framework Convention on Climate Change (UNFCCC): An international agreement, which was reached in 1992 and entered into force in 1993, the UNFCCC provides a framework for international cooperation on climate change.

This glossary is partly based on the glossary provided in Barsley, Ingrid 2008. Pocket Guide. Reducing Emissions from Deforestation and Forest Degradation in Developing Countries: A Guide for Indigenous Peoples. United Nations Institute of Advanced Studies, Yokohama, Japan



ACRONYMS

AIPP	Asia Indigenous Peoples' Pact
AMAN	Aliansi Masyarakat Adat Nusantara
AWG-KP	The Ad hoc Working Group on Kyoto Protocol
CC	Climate Change
CCMIN	Climate Change Monitoring and Information Network
CDM	Clean Development Mechanism
CEDAW	The UN Committee on the Elimination of All Forms of Discrimination against Women which oversees the Convention on the Elimination of All Forms of Discrimination Against Women
CERD	The UN Committee on the Elimination of Racial Discrimination which oversees the Convention on the Elimination of Racial Discrimination (ICERD)
CIFs	Climate Investment Funds, a bundle of different funds under the trusteeship of the World Bank
CO2	Carbon Dioxide, the most common gas form of carbon
COP	Conference of the Parties.
CRC	Convention on the Rights of the Child
CSDM	Centre for Sustainable Development in Mountainous Areas
CIFs	Climate Investment Funds
CTF	Clean Technology Fund, one of the CIFs (see above)
EIAs	Environmental Impact Assessments
ET	Emissions Trading
FAN	The Fundacion Amigos de la Naturaleza
FAO	Food and Agriculture Organisation

FCPF	Forest Carbon Partnership Facility
FIP	Forest Investment Programme
FPIC	free, prior and informed consent
FPP	Forest Peoples Programme
GAPE	Global Association for People and Environment
GHG	Greenhouse gases
ICEDAW	International Convention on the Elimination of All Forms of Discrimination Against Women
ICERD	International Convention on the Elimination of Racial Discrimination
IKAP	Indigenous Knowledge and Peoples Network
ILO	International Labour Organization
IWGIA	International Work Group for Indigenous Affairs
JI	Joint Implementation
KP	Kyoto Protocol
LCA	Long Term Cooperative action
NEFIN	Nepal Federation of Indigenous Nationalities
NGO	Non-governmental organisations
NIPT	The Network of Indigenous Peoples in Thailand
NORAD	The Norwegian Agency for Development Cooperation
PES	Payments for Ecosystem Services
PSA	Public Service Announcements
REDD	Reducing Emissions from Deforestation and Forest Degradation in Developing Countries
REDD+	REDD as defined above, plus additional activities might get funding also, including possibly “sustainable forest management” (including some logging), plantations and re-planting of forests (or afforestation).



RFN	Rain Forest Norway
SCF	Strategic Climate Fund
Tebtebba	Indigenous Peoples' International Centre for Policy Research and Education Foundation
TNC	The Nature Conservancy
ToT	Training of Trainers
UN	United Nations
UNDP	United Nations Development Programme
UNDRIP	United Nations Declaration on the Rights of Indigenous Peoples
UNEP	United Nations Environment Programme
UNFCCC	United Nations Framework Convention on Climate Change
UN-REDD	United Nations on REDD







WHAT TO DO WITH

REDD?

This training manual has been written for indigenous trainers who intend to facilitate a training on climate change and REDD for indigenous leaders. It has been devised for a proposed five-days training programme with five modules: 1. Climate Change, 2. REDD, 3. The UNDRIP and REDD, 4. What communities can do, 5. Advocacy, lobbying and negotiation skills.

The training manual can be used together with the popular information booklet “What is REDD?”, which can serve as instruction material for the trainees. Although the manual provides suggestions for a detailed training programme, the actual training will have to be tailored to the particular context of each country or even the local area where the trainers will work. For that purpose, both the training manual and the popular information booklet have been localized and translated into several languages. They are available at AIPP (www.aippnet.org) or IWGIA (www.iwgia.org).

ISBN: 978-87-91563-71-3



Forest
Peoples
Programme

