



# A Training Manual

**on  
Advocacy,  
Lobbying and  
Negotiation Skills for  
Indigenous Peoples  
in Climate Change  
and REDD+**

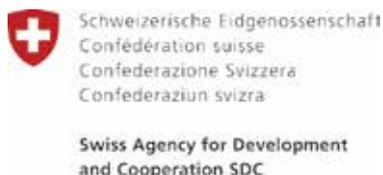


# A Training Manual on Advocacy, Lobbying and Negotiation Skills for Indigenous Peoples in Climate Change and REDD+

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# **Training Manual on Advocacy, Lobbying and Negotiation Skills for Indigenous Peoples in Climate Change and REDD+**

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# Foreword

While indigenous peoples' low carbon lifestyles contribute little to climate change, it is on our ancestral lands that impacts of global climate change are first felt. The ways that indigenous peoples have sustainably managed natural resources for hundreds of years can help mitigate climate change impacts. Given this wisdom, indigenous peoples should play central roles in international climate change negotiations. Strong and concerted advocacy and lobbying by indigenous peoples of the world is necessary to achieve this.

Indigenous peoples have proactively engaged in international negotiations for their full and effective participation in decision making and collective rights to lands, territories and resources including free, prior and informed consent (FPIC) as stipulated in the UN Declaration on the Rights of Indigenous Peoples (UNDRIP). Some of the demands of indigenous peoples are reflected in the REDD+ Cancun Agreement, which states that rights and traditional knowledge must be respected and full and effective participation of indigenous peoples must be ensured. Similarly, the Cancun Adaptation Framework adopted by Parties in 2010 affirms that enhanced action on adaptation should be based on and guided by the best available science and, as appropriate, traditional and indigenous knowledge.

Indigenous peoples assert that rights cannot be compromised; however, indigenous peoples' delegates have recognized the need to

strengthen existing skills and capacities for lobbying and advocacy. AIPP member/partner organizations pointed out the need for a manual to help empower indigenous peoples with knowledge and skills for effective advocacy and lobbying. Thus, AIPP developed this training manual on **“Advocacy, Lobbying and Negotiation Skills for Indigenous Peoples in Climate Change and REDD+.”** This manual is the fourth in a series of the manuals after *What to do with REDD? A Manual for Indigenous Trainers*, *Understanding Community Based REDD+: A Manual for Indigenous Community Trainers* and *Training Manual on Free, Prior and Informed Consent (FPIC) in REDD+ for Indigenous Peoples* under the project **“Climate Change partnership with Indigenous Peoples: Promoting Rights Based, Equitable and Pro-poor REDD+ Strategies in South and South East Asia.”** Like other manuals, this manual will be translated, localized and published into different languages in REDD+ countries in Asia. This will help strengthen the ongoing advocacy, lobbying and networking of indigenous peoples at all levels.

This manual aims to improve the existing skills of indigenous peoples on advocacy, lobbying and negotiations. It also aims to build new generation of indigenous leaders who can advocate for indigenous peoples in climate change negotiations, including REDD+ processes. The manual is suitable for indigenous peoples, indigenous leaders and activists, indigenous peoples’ organizations and civil society organizations engaging in the climate change negotiations and beyond. This is a working manual and will thus be revised or adjusted as and when needed and appropriate.

# Acknowledgement

Asia Indigenous Peoples Pact (AIPP) and International Work Group for Indigenous Affairs (IWGIA) appreciate the solidarity, cooperation and substantive contribution of following organizations in the process of developing this manual:

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- Community Knowledge and Support Association (CKSA), Lao PDR
- Center for Sustainable Development in the Mountainous Areas (CSDM), Vietnam
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**Asia Indigenous Peoples Pact (AIPP)  
and  
International Work Group for Indigenous Affairs (IWGIA)**

# Abbreviations

AIPP	Asia Indigenous Peoples Pact
AMAN	Aliansi Masyarakat Adat Nusantara/National Alliance of Indigenous Peoples of the Archipelago
ASEAN	Association of Southeast Asian Nations
CSOs	Civil Society Organizations
FCPF	World Bank’s Forest Carbon Partnership Facility
ILO	International Labor Organization
IPs	Indigenous Peoples
IIPFCC	International Indigenous Peoples’ Forum on Climate Change
IPOs	Indigenous Peoples’ Organizations
IWGIA	International Work Group for Indigenous Affairs
NGOs	Non Governmental Organizations
REDD+	Reducing Emissions from Deforestation and Forest Degradation, conservation, enhancement of carbon stocks, and sustainable management of forests
TNA	Training Needs Assessment
UNDRIP	UN Declaration on the Rights of Indigenous Peoples
UNFCCC	UN Framework Convention on Climate Change
UN-REDD	UN Collaborative Programme on REDD

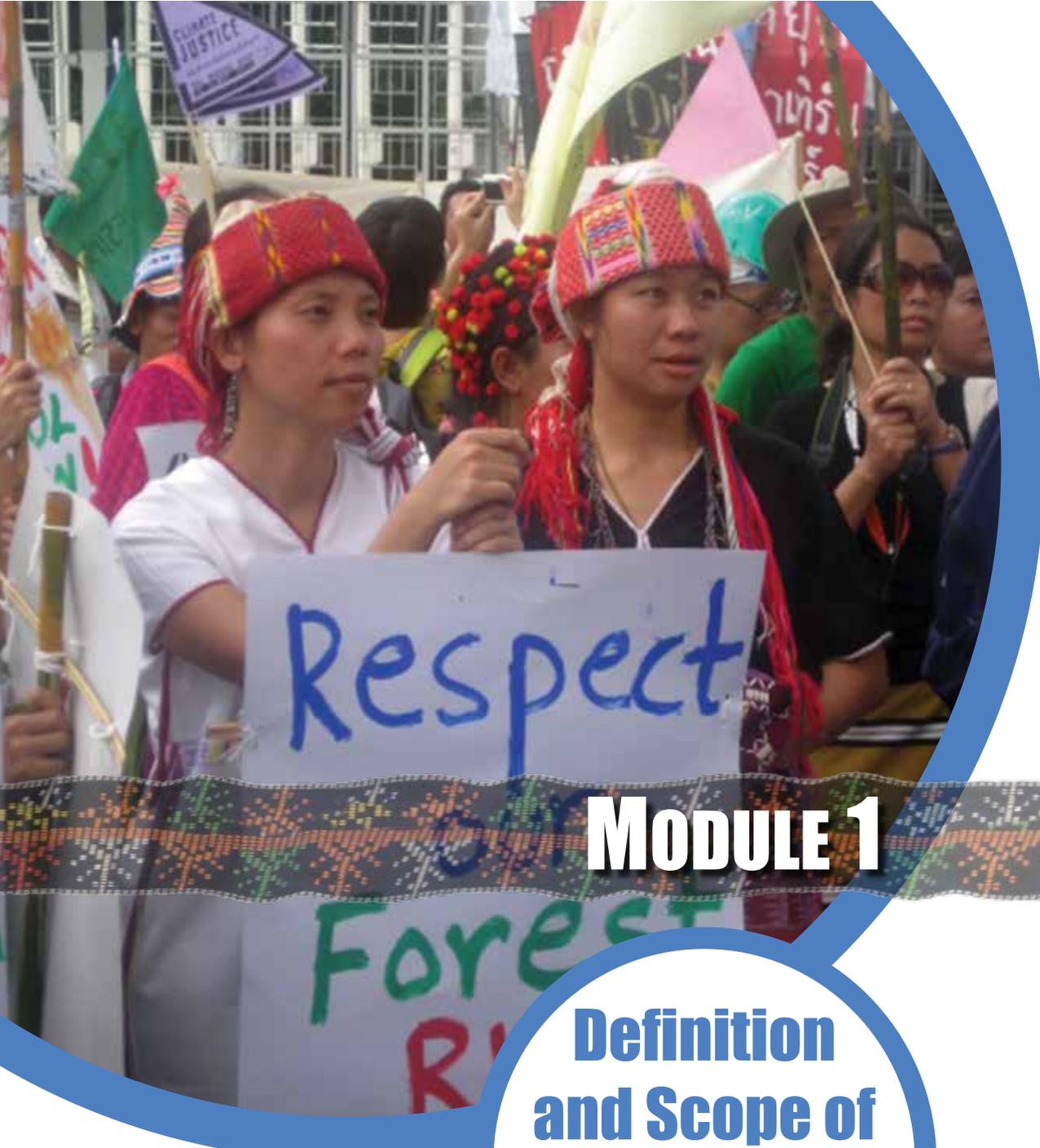
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# MODULE 1

## Definition and Scope of Advocacy and Lobbying

In this module, we will be introducing our indigenous participants the concept of advocacy and lobbying. We will frame the discussion so that our advocacy and lobbying is directly related to the assertion and implementation of our rights as indigenous peoples as stipulated in the UN Declaration on the Rights of Indigenous Peoples (UNDRIP).

Finally, we will look at why advocacy and lobbying by indigenous peoples is important in REDD+. As we discuss the issue of REDD+, we will surface the various experiences and lessons of indigenous peoples in advocating for their rights within REDD+ processes, with particular focus on their local and national experiences. We will also look at how we can make sure that indigenous peoples are effectively engaged in REDD+ process, if they so decide, by looking at various government REDD+ bodies and multilateral bodies (such as the UN-REDD, World Bank) and financial institutions (such as the Asian Development Bank) and the information needed for us to effectively engage with these bodies.

**Objectives:** At the end of the module, participants would have:

1. A better understanding of the definition and scope of advocacy and lobbying;
2. Understand the importance of the UNDRIP in advocacy and lobbying;
3. Grasped the importance of advocacy and lobbying in REDD+, identified the different REDD+ bodies (local and national government bodies, multilateral bodies) and financial institutions, and the information needed for effective advocacy and lobby with these bodies.

**Duration:** 8 hours (1 day)

**Materials:**

- Pentel pen (various colors) and white board markers
- Meta cards (yellow and white)
- Manila paper or Flip Chart
- Panel or white board
- Tape
- When available: laptop, LCD, TV, DVD player
- AIPP animation video on UNDRIP
- AIPP animation video on “Our Forest Our Life!”
- AIPP info poster on the UNDRIP
- AIPP publication as reference material: *What is REDD?: A Guide for Indigenous Communities* as reference material

# Session 1.1

Duration: 4 hours

## Advocacy, Lobbying and the UNDRIP

### Activity 1. Advocacy and Lobbying

- a. Distribute meta cards to each participant. Yellow will be for Advocacy while blue will be for Lobbying
- b. Distribute pentel pens to each participant.
- c. Ask each participant to write 2 key words that come into mind when they think of Advocacy. Tell them to write these in the yellow meta card. Then ask them to write 2 key words that reflect how they understand Lobbying. Tell them to write these in the blue meta card.
- d. Collect the meta cards and stick them to a panel, separating the blue from the yellow meta cards.
- e. Summarize the results of the meta cards. Then proceed to the session as written below.

### Tips/suggestions for Facilitator/Trainer

1. In this module, it is very important for the trainer to make the participants understand the concept of advocacy and the definition and role of lobbying within our advocacy. Make sure that there is not confusion between advocacy and lobbying. Please stress that for the purpose of this manual, we consider lobbying as an effective means or activity that we undertake to achieve our advocacy. There are other activities that will compose our advocacy. While further discussions on this will be done in the following 2 modules, it is vital that at the onset, the participants already grasp the meaning and importance of these concepts.
2. Be flexible in using the materials identified for this module, depending on what is available in the community. If electricity is

available, the best way to start the discussions in each session is by showing the AIPP animation videos, as these are one of the most effective tools for education: simple, straightforward and easily understood. If power is unavailable, you can use various info posters (e.g., on the UNDRIP; Indigenous Peoples, Climate Change and REDD+; Indigenous Peoples of Asia) done by AIPP and IWGIA.

It may be good to post the info posters around the meeting area so that indigenous participants can read them. Remember, you can also use other materials that are available, which are in the local language.

3. Use ice breakers in-between sessions to perk up the participants.
4. Make sure that indigenous women participants are given the opportunity to share their experiences and ideas in the sessions.

### 1.1.1. What is Advocacy? What is Lobbying?

Advocacy is the process of raising voices in an effective manner so as to influence others. This is done by educating and creating or increasing awareness among the general public, government and policy makers, or other entities such as private corporations, on issues affecting or confronting the community and the need to align policies, laws, programs, projects to address the need.

It is important to note that advocacy is a process rather than a product. A means, rather than an end. It is a means to empower the marginalized and powerless to gain a better policy environment with implications for implementation of policies. The result of this process, or “product” could be better laws, policies, programs or projects in a community that reflects the interests of the people.

Lobbying, on the other hand, is part of advocacy. In this module, lobbying is a key activity that we undertake to achieve our advocacy.

Lobbying aims to persuade or influence actions of the government or policymakers or private corporations to either enact or modify

legislation, policies and programs that would benefit the interests of groups that are doing the lobbying. In simple terms, to lobby is to influence policymakers to either oppose or support a specific issue or a specific policy or program. More specifically, lobbying aims to protect the interest of the minority, in this case indigenous peoples, so that their interests are fairly defended against the interests of the majority.



**Note:** We consider lobbying as a key activity of advocacy. It is an important advocacy activity. When we lobby, we aim to persuade policymakers to support our position.

### 1.1.2. Why is the UNDRIP and the Human Rights-Based Approach important in Advocacy and Lobbying?

## Activity 2. Understanding the UNDRIP

- a. Show the AIPP animation video on the UNDRIP
- b. At the end of the video show, ask the participants the following questions to start off the discussions:
  - Based on your understanding of the video, why is assertion



Indigenous Women of Gorkha District in Nepal. Picture Credit: Mr. Manoj Kanoth

- of our rights as indigenous peoples important?
  - Why is UNDRIP important when do advocacy?
- c. Summarize the points in the discussion and share the following input. You may use the AIPP info poster on the UNDRIP to discuss further the UNDRIP.

For indigenous peoples, it is important to reiterate the centrality of rights in the work on advocacy and lobbying.

The Rights-Based Approach to development encourages us to look into the root causes of poverty and marginalization, instead of mainly looking at the symptoms.

Indigenous peoples, who number an estimated 370 million worldwide, are among the poorest and most marginalized. In Asia, almost two-thirds of the indigenous population call the region home. Like their brothers and sisters in other countries and regions, Asian



indigenous peoples are in the lowest rung of the development ladder. In fact, Asian indigenous peoples are overrepresented among the poor, illiterate, malnourished and stunted. Their individual and collective rights are being violated on a daily basis while they are marginalized economically, culturally, and politically. On a daily basis, many indigenous peoples in Asia are confronted by racism and discrimination. Their “territories are often sacrificed for state-sponsored development and corporate projects that lead to gross and wide-scale violations of their collective rights, especially to their lands, territories, and resources. Militarization, plunder of resources, forced relocation, cultural genocide, and discrimination in everyday life are common experiences.”<sup>1</sup>

“ For indigenous peoples, the goal of development... is individual and collective well-being. The well-being and development of indigenous peoples is directly related to the respect, recognition, protection and enjoyment of their individual and collective rights. The interrelated rights of indigenous peoples to lands, territories and resources and to self-determination are fundamental to the collective survival and development of indigenous peoples based on their distinct identities, cultures, spirituality and socio-political institutions.

For indigenous peoples, therefore, the discrimination they suffer does not only refer to individual human rights but to their collective rights as distinct peoples. Thus for indigenous peoples, the most appropriate international human rights instruments are the UN Declaration on the Rights of Indigenous Peoples and ILO Convention Concerning Indigenous and Tribal Peoples in Independent Countries or ILO Convention 169. These instruments specifically and explicitly refer to collective rights.

Given this situation, the Rights-Based Approach should serve as framework for advocacy and lobbying of indigenous peoples. The objective of advocacy and lobby work should ultimately be to empower indigenous peoples towards helping them claim their individual and collective rights in a sustainable manner.

<sup>1</sup> AIPP. 2012. Development Aggression as Economic Growth: A Report by the Asia Indigenous Peoples Pact. Chiang Mai: AIPP.

## **The UNDRIP - Summary of what it contains**

### **Right to 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 lands, 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.

### **Right to 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 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.

### **Right to 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 recognize and protect these rights.

### **Right 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.

### **Right to 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.

*Source: AIPP, FPP, IWGIA, and Tebtebba 2010, 80-81.*

# Session 1.2

**Duration:** 4 hours

## Activity 3. Refresher on REDD+: What is REDD+?

**Why is  
Lobbying and  
Advocacy  
Needed in  
REDD?**

- a. Show the AIPP animation video, “Our Forest Our Life!”
- b. Discussion follows by asking the participants: “What are the key idea/s that you understood from the video?”
- c. Facilitator then summarizes what REDD+ is. As she/he summarizes, Facilitator gives a short history of how REDD+ came about, using the guide *What is REDD?: A Guide for Indigenous Communities* as reference material.
- d. Facilitator then gives an update on the current state of REDD+, based on the discussion below.

### 1.2.1. Lobbying and Advocacy in REDD+

In 2010 in Cancun, Mexico, the climate change convention (called the UN Framework Convention on Climate Change or UNFCCC) finally adopted REDD+ as a means to help control climate change by preventing deforestation and forest degradation and conserving forests. Negotiations on how to implement REDD+ has progressed slowly since then.

States-parties (the governments that are signatory to the UNFCCC) to the convention also agreed on a set of “safeguards” to ensure that REDD+ will not have negative impacts on the environment and on the people living near forests and dependent on these. These safeguards can be clustered into social and environmental safeguards.

Indigenous peoples have successfully lobbied states-parties to include their demands in the negotiations. As a result, the social safeguards include the need to recognize the rights of indigenous peoples as

stated in the UNDRIP, recognition of their traditional knowledge, and full and effective participation of relevant stakeholders, including indigenous peoples in REDD+

States-parties also agreed to develop a monitoring system on forests in each REDD+ country that will be used to monitor and report how REDD+ activities are being implemented. They further agreed to develop a system called the Safeguard Information System (SIS) that will provide information on how these social and environmental safeguards are being addressed and respected. Both national forest monitoring system and the SIS will be set up and implemented at the national level at all REDD+ countries.

The succeeding negotiations in the UNFCCC concerning how REDD+ will be implemented had the following results:  
In 2011 in the Climate Conference in Durban, South Africa, REDD+ countries agreed to regularly report on how the safeguards are to be implemented on the ground, requiring a summary of information on how safeguards are addressed across all REDD+ activities, and to make SIS part of country reports (or national communications) to the UNFCCC.



Indigenous peoples' representatives discussing the climate change negotiations, during COP 18. Photo Credit: AIPP

- In 2012 in Doha, several countries expressed reservations in REDD+ implementation at the national level. As a result, several issues have not been agreed upon. These include technical issues (such as setting reference levels and reference emissions levels) and issues related to establishing information systems on safeguards, among others. Various reasons have been cited by states parties on why these issues remain unresolved. In particular, some governments have argued that reporting and verification impinges or violates their national sovereignty and national circumstances.
- As REDD+ countries now move towards implementation of REDD+ at the country level, the situation in the country level is still even in a more fluid state. In the preparation phases (called the readiness and demonstration phases) of REDD+ at the national level, there are still gaps in the kind of policies and mechanisms that will be set up. These are crucial since these policies and mechanism will be the basis for the full-scale implementation of REDD+. For example, while there are some steps taken in establishing monitoring indicators and tools (that will be used for reporting), developing proposals on how good forest governance can be done, discussions and piloting of how free, prior and informed consent should be obtained, among others, most of these are still only at the early stages.

This situation however presents opportunities for indigenous peoples to influence how REDD+ will be designed and implemented in the country level. Given the current situation in national level implementation of REDD+, there is a need for indigenous peoples to more effectively and broadly engage in advocacy and lobbying work at local and national levels to maximize the opportunities that have been opened up by REDD+

## Activity 4. Group Exercise: Indigenous Peoples' Issues and Concerns of REDD+

- a. Divide the participants into groups of 5 each, ensuring gender balance in the groupings. Request to the groups to identify a leader and a reporter;
- b. Ask them to answer the following questions: What do you think are your issues and concerns on REDD+ that need to be addressed when we do lobbying and advocacy? Why is it important that these issues are addressed?
- c. After 30 minutes, convene the participants again and request each group to report. You may group the results according to the following themes, but can add more when needed: Rights, Fair and Equitable Benefit-Sharing, Access to Information, Full and Effective Participation, Implementation of Safeguards.
- d. Summarize the results, giving pointers/examples as stated below.

As stated earlier, the current level of implementation of REDD+ in the countries present opportunities for indigenous peoples. In particular, indigenous peoples need to ensure issues and concerns related to REDD+ implementation are addressed in their advocacy and lobby work at local and national levels. These include, among others, the following:

- *Rights (Lands, Territories and Resources; and Traditional Livelihoods)*<sup>2</sup>
  - » Recognition of indigenous peoples (tribals, adivasi, etc.) as rights holders
  - » Fear that gains achieved in recognition of and support for community-based conservation of forests will be lost and that governments will again favor a “fences and fines” approach. 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.”
  - » The non-recognition of the rights of indigenous peoples and other forest communities prevents them from taking care

<sup>2</sup> Based on AIPP, 2012, What to do with REDD? A Manual for Indigenous Trainers, Chiang Mai: AIPP.

of forest conservation and encourages encroachment by others.

- » Increased “zoning” of forests by governments, companies and conservation NGOs, 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.
- » Compensation payments for forest conservation may also lead to increased land speculation in forest areas, and unless REDD programs take measures to secure and recognize customary land rights of indigenous communities, there is a serious risk that more forests will be taken over by migrant settlers and private companies.
- » Increased conflicts between and even within indigenous communities. The increased value of forests and the expected benefits from REDD+ programs may generate



more conflicts over boundaries between communities, or among local landholders and forest owners.

- » Traditional land use management practices and traditional livelihood will further be discouraged and declared illegal. Fire has been an important tool in land use and forest management of many indigenous peoples and is also the key technology in shifting cultivation. However, indigenous peoples' use of fire have often not been properly understood by outsiders, for example, by foresters, park rangers and other state agents in charge of the management and conservation of forests and biodiversity.
- » In the name of forest conservation, governments, particularly in Asia have long sought to eradicate shifting cultivation. The climate change discourse now provides them with additional arguments for banning shifting cultivation. In some countries every year indigenous farmers are arrested when practicing shifting cultivation.
- » 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.
- » Lack of acknowledgement and recognition of the traditional knowledge and forest resource management systems of indigenous peoples especially the role and contribution of IP women
- Access to culturally-appropriate information
  - » Huge gap in information on REDD+ (policies, programs, plans) in many indigenous communities in REDD+ countries
  - » Lack of awareness raising and information dissemination activities in grassroots indigenous communities on REDD+

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<sup>3</sup> IWGIA and AIPP, 2011, Understanding Community-Based REDD+: A Manual for Indigenous Communities, Chiang Mai: IWGIA.

and on the rights and concerns of indigenous peoples on REDD+

- » Lack or absence of appropriate and customized information materials based on local conditions and in local languages
- Fair and Equitable Benefit-Sharing<sup>3</sup>
  - » Unequal distribution of benefits in REDD+
  - » Unequal distribution of impacts when benefit-sharing schemes define who can access the resources and who decides
  - » Who should receive payments or benefits? Should the payment be given to individuals in communities or the community as a whole?
  - » The form of benefit sharing. Will this be in cash or in kind? If the payment is in kind, for example, infrastructure, will there be support as well for maintenance cost and human resources needed?
  - » If payment is in cash, will this undermine the social or cultural value of the indigenous community?
  - » When should the payment be given?
- Full and Effective Participation of Indigenous Peoples in REDD+ Processes



- » Thorough, transparent and inclusive conduct of information dissemination and consultations and the conduct of Free Prior and Informed Consent
- » Lack of or insufficient representation in relevant bodies and mechanisms and in the formulation of plans and activities on REDD+ at local, sub-national, national levels
- » Ensuring the equal participation of indigenous women and men
- » Ensuring consultations and setting up of mechanisms specifically with indigenous peoples at local and national levels and not only as part of multi-stakeholder consultations
- » Ensuring full and effective participation of indigenous peoples in every development activity of national REDD+ strategy/policy
- Implementation of Social and Environmental Safeguards
  - » Non-recognition of rights of indigenous peoples to legal land tenure and ownership
  - » Restricted access to resources
  - » Lack of transparent and effective governance
  - » Inequitable sharing of profits stemming from activities aimed at exploiting, conserving and managing the forest
  - » Absence of real engagement and participation to seek the consent of indigenous peoples.

### 1.2.2. How can Indigenous Peoples engage in the decision making process of REDD+?

#### Activity 5: Engaging in REDD+ decision making process

1. Tell the participants that in this session, “Now that we know why this is important, let us now look at the How? to engage.” “What are the various REDD+ bodies that you know of, that are existing in your country? Community?”
2. Summarize and give the following input.



Representatives of Indigenous Peoples' Organizations, World Bank, UN Agencies and Civil Society Organizations participating in the Asia-Pacific Indigenous Peoples' Dialogue with Forest Carbon Partnership Facility (FCPF). Photo Credit: AIPP

For an advocacy related to REDD+, an important aspect that we need to look at are the various stakeholders involved in REDD+; in this case the various REDD+ bodies. We need to identify:

- Which are the relevant groups or organizations?
- Who is the relevant contact person within the organization?
- What is their specific interest or stake in the issue?
- What is their position with respect to the issue?

Identifying and getting information on the the various REDD+ bodies, and climate change bodies, will be necessary so that we will be able to effectively engage with them.

There are various bodies dealing with REDD+. These can be found in the national level, and in the regional and international levels.

In the national level, there will be governmental REDD+ bodies that have been set up or are in the process of being organized. In the Philippines, for example, there are now ongoing meetings to organize a national REDD+ Council. In Nepal, there is already an existing National REDD Forestry and Climate Change Cell. If these are still absent, then we need to understand the ministries dealing with this.

Most probably, these will be the environment or forest departments/ ministries, REDD Task Forces or climate change commissions. There may also be national offices of focal points of several international bodies such as UN-REDD Programme or FCPF that exist in the country level.

In the local levels, we need to identify the existing bodies, if any, that are being set up or have been set up to deal with REDD+. These may be local government committees, etc.

At the regional level:

- Association of Southeast Asian Nations or ASEAN and other regional mechanisms
- Asian Development Bank

At the global levels, the bodies on REDD+ include the following:

- UN Framework Convention on Climate Change, specifically, the Subsidiary Bodies, and the Ad-Hoc Working Group on the Durban Platform
- World Bank's Forest Carbon Partnership Facility (FCPF) and the Forest Investment Program
- UN-REDD Programme



Representatives of indigenous peoples from Asia-Pacific, Africa and Latin America and the Caribbean; FCPF and World Bank staff; representatives from the UN Permanent Forum on Indigenous Issues and UN-REDD Programme; representatives of governments participating in the FCPF; and representatives of civil society organizations participating in the Global Indigenous Peoples' Dialogue with Forest Carbon Partnership Facility. Photo Credit: Tebtebba



Representatives of Indigenous Peoples' Organizations and Civil Society Organizations discussing their issues, challenges and recommendations during the Second ASEAN Society Forestry Network (ASFN) Civil Society Forum. Photo Credit: AIPP

## Tips of engaging with REDD+ Bodies

*At the national level:*

- Oftentimes, it may be difficult for indigenous organizations in the community-level to be invited in the meetings of various REDD+ or climate change bodies. But we need to persist. We may need get the support of various support NGOs who have participated in the meetings or from other indigenous organizations that are already participating in the meetings.
- Prepare the necessary logistics as most often, the meetings are at the capital city or main cities. Ensure that you have funds for your fare, food and accommodations. We should strive to request funding, when possible, from these REDD+ bodies.
- Once you have been invited, identify the message that you would like to present to the body. Remember that the reason why you are participating is to push forward your advocacy related to REDD+. So you have to be very prepared. As much as

possible, write down your talking points.

- Understand the work, mandate and members of the REDD+ body that you would like to engage with. Get copies of the agenda of the meeting so you are aware of what will be discussed and determine where you can intervene.
- Network with members of these bodies. Since networking and lobbying with these bodies are on a long-term basis as identified in your advocacy campaign, be sure to get to know the people in the meeting and to make a good impression. This is necessary so that our participation in succeeding meetings will be most likely.

*At the global level:*



**Note:** The following input may be omitted for community training.

- Funding is very important as participation is very expensive.
- Accreditation is needed to participate in UNFCCC meetings. You can request this from an accredited indigenous body such as



His Excellency Mr. Abdullah Bin Hamad Al-Attiyah, the President of the UNFCCC 18<sup>th</sup> Conference of the Parties (COP 18/CMP8) held in Doha, Qatar in 2012, addressing the International Indigenous Peoples' Forum on Climate Change (IIPFCC). Photo Credit: AIPP

the Asia Indigenous Peoples Pact or other support NGOs.

- Participate in the orientation meetings and meetings of the International Indigenous Peoples' Forum on Climate Change (IIPFCC), the caucus of indigenous peoples attending these meetings. These are important venues for us to understand the climate change process, and more importantly, the agenda items to be discussed in the meetings. These are also venues for strategizing and identifying our lobby points, and organizing ourselves into working groups with specific assigned areas. For example, there is a REDD Working Group, a Finance Working Group, etc.
- Get copies of agenda items and documents of the sessions. Understand the different agenda for the day and read through the documents that have been released.
- Participate and understand the sessions. Sometimes, the discussions in the convention may be technical. We need to be patient since negotiations take a lot of time and may extend up to the wee hours of the morning. In case we do not understand, it would be good to consult with the IIPFCC or with fellow indigenous participants. There are also some materials released by NGOs such as the Third World Network, that can give us an update or assessment of the current negotiations.
- Attend the side events. There are many side events happening in-between official meetings. The side events are organized either by indigenous organizations, NGOs, governments or by the UNFCCC. There are very interesting topics on REDD+ and these events often give valuable insights on REDD+ developments.
- Network and lobby with your government representatives. It is important that we get to know and link up with our own representatives in UNFCCC meetings. This is a good opportunity to meet with them, introduce ourselves and relay to them our issues (as well as the lobbying points of the IIPFCC). This is also an opportunity to build a certain level of personal relationship with them so that we can continue lobbying with them at the country-level. Remember to get their contact details as well.

### 1.2.3. What information is needed for advocacy relating to indigenous peoples, Climate Change and REDD+?

#### Activity 6. Relevant information on climate change and REDD+

- Begin by asking the participants: “What information do you think is needed on climate change and REDD+ for our advocacy? Why?”
- Elicit responses from the participants and list them in the blackboard
- Proceed with discussion as stated below.

If we are to undertake advocacy on climate change and REDD+, we need to gather some basic information, such as:

1. Existing policies, laws and regulations, reports and analysis, programs and projects, related to forestry, REDD+ and Indigenous peoples at different levels
  - National Policies on Forestry
  - National REDD+ Strategy
  - REDD+ bodies at the national and local levels, including the focal points



Mr. Resham Dangī, Chief of REDD: Forestry and Climate Change Cell presenting on the R-Package preparation in Nepal, during the Asia-Pacific Indigenous Peoples’ Dialogue with Forest Carbon Partnership Facility (FCPF). Photo Credit: AIPP

- Information on Social and Environmental Safeguards
  - Key REDD+ actors for lobby and advocacy
  - Information on REDD+ Financing and other forms of support to REDD+
  - Planned or existing REDD+-related projects in our communities, whether government, private corporations or NGOs
2. Existing policies, laws and regulations, reports and analysis, programs and projects, on climate change
- Country communications and submission to UNFCCC
  - National Climate Change Action Plans and local ordinances on climate change
  - National and local Disaster Risk Reduction and Management Plans
  - Bodies/agencies/focal points on climate change in national and local levels
  - Finance for climate change, national and local level-financing

**Sources:**

AIPP and Indigenous Knowledge and Peoples Network. nd. Briefing Paper: *Who are Indigenous Peoples of Asia?*

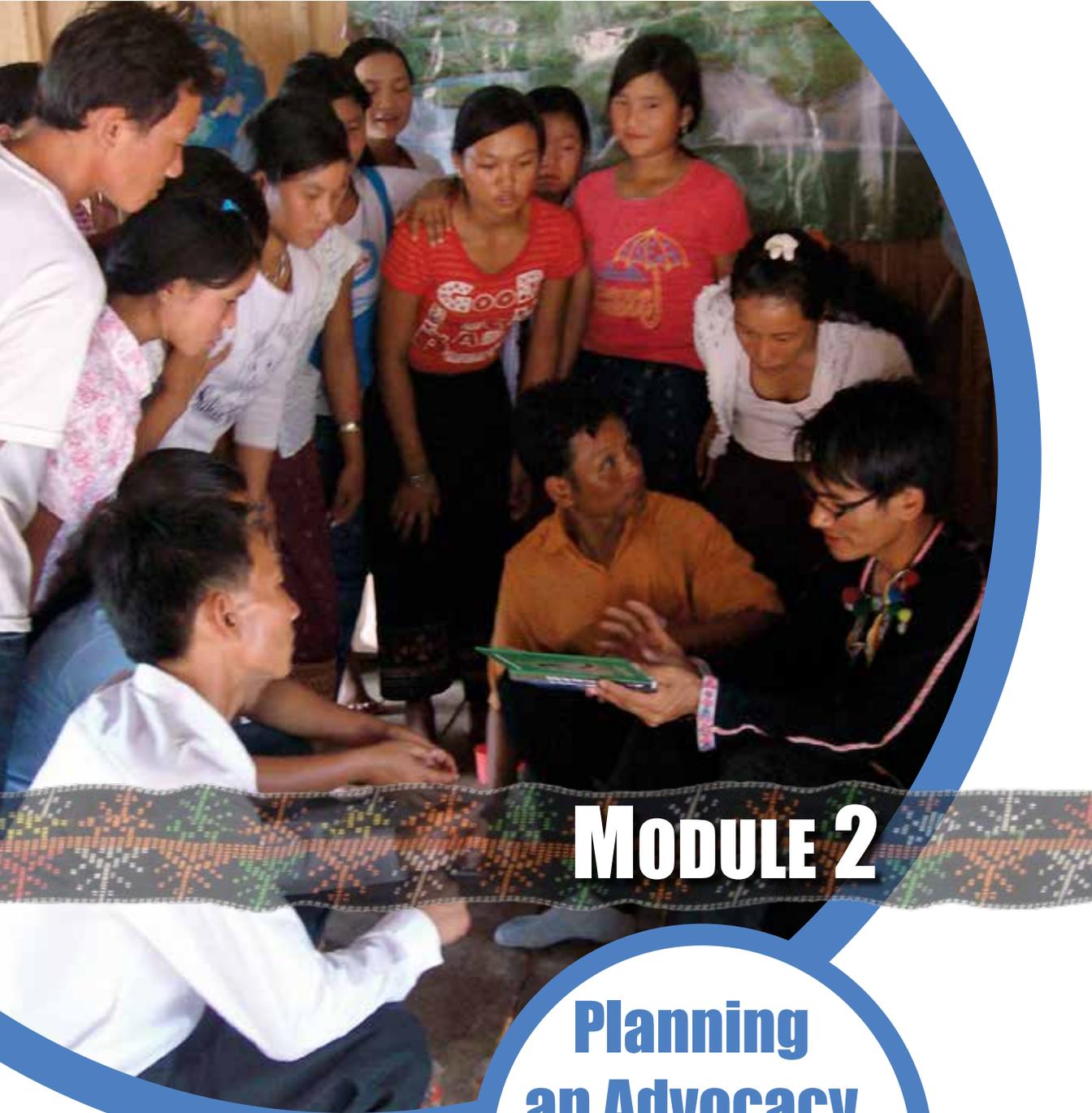
AIPP and IWGIA. 2012. Briefing paper on REDD+, Rights and Indigenous Peoples: Lessons from REDD+ Initiatives in Asia.

AIPP, FPP, IWGIA and Tebtebba. 2010. What is REDD?: A Guide for Indigenous Communities. Chiang Mai: AIPP.

\_\_\_\_\_. 2010. What to do with REDD? A Manual for Indigenous Trainers. Chiang Mai: AIPP.

<http://www.mccoyouth.org/Advocacy/advocacy-vs-lobbying.html>.

IWGIA and AIPP. 2011. Understanding Community-Based REDD+: A Manual for Indigenous Communities. Chiang Mai: IWGIA.



## **MODULE 2**

### **Planning an Advocacy and Lobbying Campaign**

By this time, you would already have understood what advocacy and lobbying is all about and why these actions must work towards empowering indigenous communities. You would also have had a clearer understanding on why lobbying and advocacy are needed to make sure that REDD+ considers and integrates the rights, issues and interests of indigenous peoples, including indigenous women.

In this module, we shall now discuss how to plan an advocacy and lobbying campaign. The module will be divided into two parts: a) the first steps needed for you to be able to plan an advocacy campaign; and b) what basic information are needed to be able to come out with the plan.

**Objectives:** At the end of the module, participants would have:

1. Understood what are the steps that need to be done when planning an advocacy campaign;
2. Crafted an Advocacy Campaign Action Plan;
3. Identified basic information that are needed in planning and advocacy campaign.

**Duration:** 8 hours (1 day)

**Materials:**

- White Board or blackboard
- Pentel pens and whiteboard markers
- Manila paper
- Powerpoint presentations
- Pictures of indigenous peoples lobbying governments, doing media interviews and press conferences, workshops with NGOs, government; protest actions, etc.
- LCD
- Laptop

## Tips/suggestions for Facilitator/Trainer

Session 2.1 on Advocacy Campaign Planning is input-heavy. This is because participants need to understand some key concepts for them to be able to develop a good advocacy campaign.

The discussions below have been simplified, but the trainer/facilitator should try to simplify this further, mainly by using local, on-the-ground experiences. Some suggestions include the following:

- Make sure to ask participants what their experiences are in doing advocacy. We can use their examples to further clarify concepts such as goals, objectives, indicators, etc.
- Prepare powerpoints to facilitate discussion. In the powerpoints, use the charts or diagrams below to visualize the processes, for example, the Advocacy cycle, or the matrix to be used for the Advocacy Action Plan. As much as possible, use photos of indigenous peoples doing advocacy work. For example, pictures of them having a meeting with government peoples or private companies, of forests, of workshops, performing skits or drama, etc.
- Use simple or local terms of the concepts, by soliciting these from the participants. For example, in the explanation on indicators, we can use the word “signs” to simplify this, or a related indigenous term for this. By doing this, we are able to make the concepts easy to understand

We will also be focusing on break-out groups for participants to put the concepts to actual use. As such, participants can be divided into groups of 5 participants each. Make sure that there is gender balance in the groupings, or if needed, organize the indigenous women in a separate group. The groups will need to identify a facilitator, a rapporteur and a person who will report the group’s findings. The groups will be maintained for the duration of this module. This is because they will be coming together several times to add on to the work that they are doing. For example, a group that identifies a specific problem or issue in a community, will have to come together again to develop the goals and objectives, the elements of the action plan (indicators, allies, targets, activities), and finally, the advocacy action plan.

You can also look at Notes. These are important reminders that the trainers need to stress to the participants when they are doing their advocacy campaign.

# Session 2.1

## Advocacy Campaign and Planning

**Duration:** 7 hours

Before we start, it would be good if we have an understating of what an advocacy campaign is.

### Activity 1. What is a campaign?

1. Facilitator hands out meta cards and asks participants to write 1 keyword that comes to mind when they hear the word “campaign”
2. Facilitator then asks participants to paste their response in the blackboard or whiteboard
3. Facilitator then groups similar keywords together and discusses what an advocacy campaign is

#### 2.1.1. What is an advocacy campaign? What are its characteristics?

Simply put, an advocacy campaign is a long-term set or group of activities that includes:

- research
- planning
- acting
- monitoring
- evaluating our advocacy efforts

Some examples of advocacy campaigns are: campaign to secure our rights to our forests, land and resources; campaign to recognize our traditional sustainable livelihoods; campaign on recognition of our right to free, prior and informed consent.

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.

What are the characteristics of a successful advocacy campaign? The characteristics are the following:



**Note to the Facilitator/Trainer:** Present the following as powerpoint, providing specific examples to clarify the points.

#### **STRATEGIC**

We must research and plan our campaign carefully

#### **SERIES OF ACTIONS**

Advocacy is not simply one action only, for example, one meeting with a government agency, a phone call to our Member of Parliament, or one interview by the papers or TV station. Advocacy is a set of group of coordinated activities.

#### **DESIGNED TO PERSUADE**

We must be able to use our arguments and ideas to convince people that the change that we want to achieve is important and they will support it. For example, the argument that our free, prior and informed consent must be secured in any interventions in our community.

#### **TARGETED**

Our efforts to persuade must be aimed at specific people or groups who have the power or influence to make our advocacy campaign successful. For example, our local legislators or company owners.

#### **BUILD ALLIANCES**

We must work with other groups or stakeholders to increase the impact of our campaign, strengthen our efforts.

#### **RESULTS IN CHANGE**

Our advocacy campaign must result in positive change for our indigenous communities who are confronted by a specific problem. For our advocacy campaign to be effective, we must also be able to persuade our targets that the change that we want is also what they want.

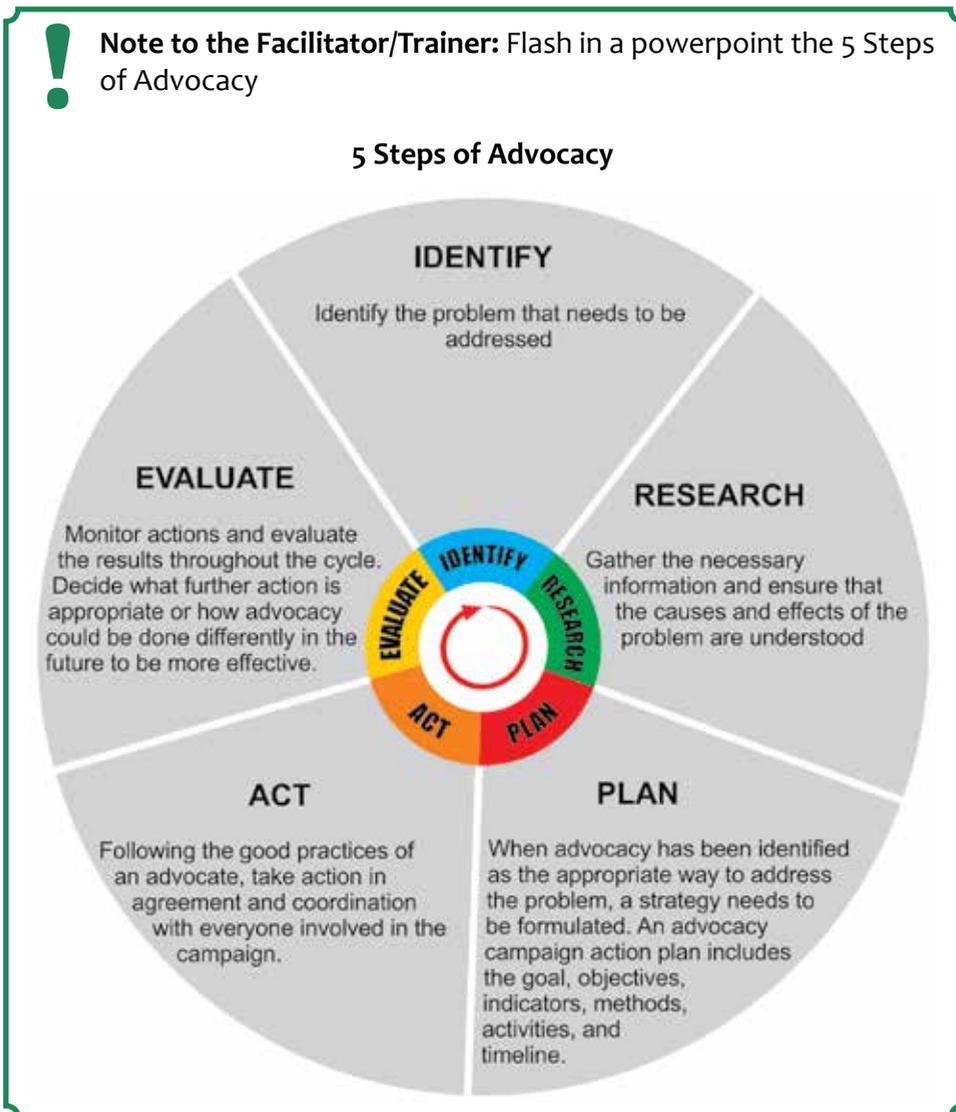
## 2.1.2. The Advocacy Cycle

When we do an advocacy campaign, it goes through what we call a cycle of activities. These are the following:

- Identifying the problem
- Researching the issues surrounding the problem
- Planning a series or group of activities
- Acting on the plan that has been identified
- Evaluating the results of our efforts



**Note to the Facilitator/Trainer:** Flash in a powerpoint the 5 Steps of Advocacy



## 2.1.3. What are the Initial Steps in Advocacy Campaign Planning?

### i. Identifying and Understanding the Problem

#### a. Identifying the problem

The first step in developing a strong advocacy campaign plan is identifying the problem that you or your indigenous community are confronted with. Being part of the community, it would not be difficult to bring out this problem since the community may already be experiencing the impacts of the situation.

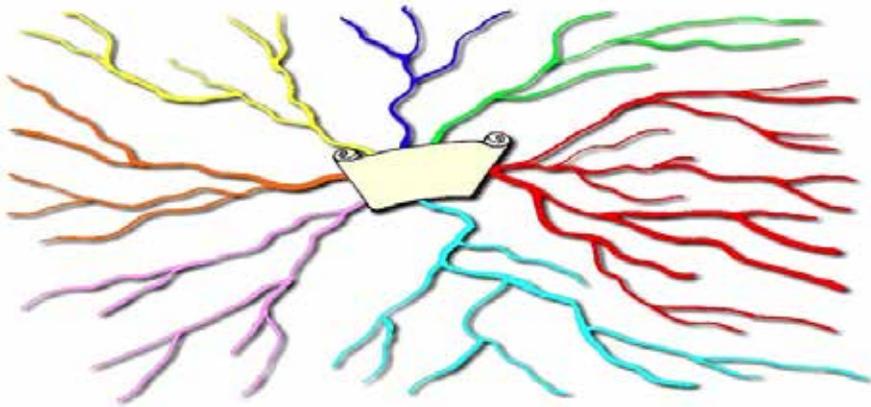
You may use several techniques in surfacing the problem. These may be Ming Mapping or Problem Tree analysis.

**Mind Mapping** as a technique in further understanding the problem that the indigenous community is confronting. A mind map is a graphic “map.” It is a way of organizing something or an area of information. Like a brain cell, every mind map has a central point. This can be an image or a word. This is the main focus and represents the main subject of the map. In this case, the main focus is the problem or issue affecting the community. For example, an indigenous community in Cambodia may be confronted by illegal logging or land grabs for oil palm plantation in communities in Kalimantan in Indonesia.

Then draw branches from the main problem (e.g., illegal logging) and write the most important themes connected it. Then make smaller branches that are linked to the main ones. All the branches will then form a connected structure.<sup>1</sup>

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<sup>1</sup> Tebtebba, 2010, *Indigenous Peoples and the Convention on Biological Diversity*.



Paul Foreman <http://www.mindmapinspiration.com/>

**Problem tree analysis**, on the other hand, helps to find solutions by mapping out the causes and effects around an issue or main problem. The first step is to identify and agree on a problem or issue to be analyzed. The main problem or issue is then written in the center of the sheet of paper and becomes the “trunk” of the tree. Next, identify the causes of the main problem and these become the roots of the tree. Next to be identified will be the consequences of the problem, and these become the branches.



## ***b. Understanding the Problem (Research)***

What may be needed is to dig further to look at other factors related to the problem that can help you in further understanding the issue. This is where basic research comes in.

This can be done by sharing stories, experiences and information with other members of your community as a group or individually (also called Focus Group Discussions and Informal Interviews). In your research, please make sure that indigenous women and youth are involved. You can ask the following questions:

- What is the problem?
- Who does the problem affect? How does this affect you or the community?
- How strongly or intensely does this problem affect the indigenous community?
- Does the problem affect different people in different ways? How?
- What causes the problem?
- Who is responsible for addressing the problem?
- What in your opinion are the possible solutions to the problem or issue?
- What will be the impact of these different solutions be on the entire affected group or sub-groups in the community?

## ***c. Why is it important to collect information?***

Collecting information is important for advocacy because:

- 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 inaccurate 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.

#### **d. What are useful tools for gathering information?**

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

Once you have completed your basic research, it would be good to also try and see answers to the following key questions:

- Are there other groups already working on these issues?
- Are there policymakers in your community who are critical to this issue who will be helpful cheerleaders for your advocacy efforts?
- Will a legislative fix (for example, ordinance, law) be most appropriate or is this something that can be addressed through regulatory changes?
- Are there short- and long-term objectives that you can use to address the problem?
- What potential solution will have the most impact?
- Which government agency is responsible for addressing the problem at the local, provincial/regional/state and national levels?
- Which organizations would make the best potential partners?

**!** **Note to the Facilitator/Trainer:** Many advocacy campaigns make the mistake of implementing activities without having a very good grasp or understanding of the problem that the indigenous community is confronting. That is why research is very important. We cannot hope to convince others, specially institutions such as government agencies or private corporations, if we are not confident that we have sufficient information to prove our arguments. Results of our research can be used in various activities of our campaign. We can use the information to make press releases, letters, petitions and statements; as guide to radio or TV interviews, etc. Information is power and research provides us with the information that we need.



## Activity 2. Group Work: Identifying and Understanding the Problem (Mind Mapping or Problem Tree Analysis)

For Mind Mapping:

- Divide the community participants into groups. Ensure gender balance or when appropriate, group the women together. Groups identify a moderator and a reporter/note taker.
- In a large Manila paper or sheet of paper, participants will write the main problem that their community is being affected with in the middle of the paper
- As each major theme or idea emerges, participants will draw a line radiating from the center and write the ideas on these lines. As each idea materializes, quickly check whether the idea is an extension of an existing idea. If it is, then just continue the line. If the idea is a variation of an existing idea, draw a branch off of the central line and label it. If the idea is something totally and utterly new, then draw a brand new line from the rectangle in the center of the page. Look for linkages—pieces of information at the end of a path that can be linked together in some way. Links can be shown by labeling the common points with letters, figures or by drawing a curve between two points. If the mind map is being



## ii. Setting the advocacy goals and objectives

Simply put, goal and objectives are those that we want to achieve in our advocacy campaign to bring about solutions to the problem confronting our community. Goals are formed once we have a very good understanding of the problem of issue affecting the community.

**Goals** can be defined as the desired change that we want to achieve in policies or practices in a set period of time. This means that goals are time-bound, achievable within the timeframe of the campaign. For example, the problem confronting the indigenous community is that they have no full and effective participation in the REDD+ body or are not consulted in the plans or activities on REDD+. As a result of the identification of the problem, the goal may be the following: “Ensure that there are indigenous peoples’ representatives in the local REDD+ Committee.”

Other examples, based on specific problems, are the following:

1. Indigenous peoples in Indonesia are legally recognized by the State as distinct peoples with their own identities and collective rights;
2. Ethnic groups in Lao PDR/ Vietnam are recognized as indigenous peoples and cannot be resettled without their Free Prior and Informed Consent (FPIC);



3. The customary and sustainable livelihoods and land tenure of forest-dependent Hill tribes in Thailand/Myanmar are legally recognized;
4. Indigenous peoples in Nepal are exercising their right to protect and manage their forest resources in strengthening their sustainable livelihoods and development.

**Objectives**, on the other hand, tell what will be accomplished, with whom, how, and in what period of time. There may be one or more objectives that we can identify. But make sure that the objectives lead us to achieve the goal that we identified. In our example above, one objective may be: “In 6 months, there are 2 representatives of indigenous peoples, including 1 indigenous woman, in the local REDD+ Committee.” When we identify objectives, we have to bear in mind that good objectives should be SMART.

**!** **Note to the Facilitator/Trainer:** Flash this as powerpoint.

**● What is SMART?**

**SPECIFIC**

Is it clear whose behavior must change?

**MEASURABLE**

Is it clear by how much the behavior must change?

**ACHIEVABLE**

Will we be able to achieve this? Do we have the resources (financial, peoples) to support our work?

**REALISTIC**

Considering the current conditions (social and political), can we achieve this?

**TIME-BOUND**

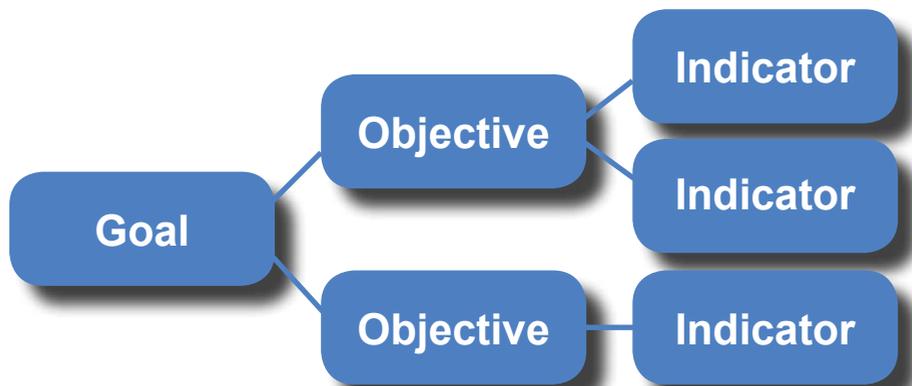
Does the objective have a clear timeframe or deadline

### iii. Indicators

Indicators are signs that tell us if we are making progress in achieving our objectives. When identifying these “signs,” we have to ask ourselves, “How will I know we have fulfilled our objectives?”

Often, these indicators are those that can be counted. That is why, indicators are often answered by “How much?” “How many?” “How many times?” Indicators should also be time-bound. Meaning to say, like the objectives, we can tell when the indicators should be achieved.

When we develop indicators, we make sure that we choose the most appropriate or the one that can give us the best answer to tell us that we are already achieving our objective. There may be many indicators that we can think of, but we have to evaluate the best one to use. Also, having too many indicators may tend to confuse us. The best way is to limit our indicators to a maximum of 3. One indicator may often be all that we need.



For example, in the one we cited on the need for indigenous representation in the REDD+ committee, we can say the following as indicators: After 6 months, 2 indigenous peoples’ representatives have been appointed to the REDD+ committee and are participating effectively in its meetings and activities.

This indicator is measurable, meaning to say, we can count the representatives (since this is in our objective). Time-bound since it is clear that we should have achieved this within 6 months. Is simple since this is easily understood; and is direct, since this is the best indicator that can tell us if we have achieved our objective.

Another example can be the following:

Goal	Objective/s	Indicator/s
Forest dependent indigenous peoples of Hoi District have land tenure based on the legal recognition of community lands	1. To map out and delineate their collective and individual lands for legal recognition	Number of maps produced and submitted on community/collective lands  Number of maps (collective and individual) recognized/provided land tenure
	2. To build the capacity of leaders and community members of Hoi District to lobby for the recognition of their land rights	Number of trainings and trainees for capacity building (men, women, youth)  Number of education seminars and the number of participants (men, women, youth)  Number of meetings held with government officials and number of local leaders participating (men, women, youth)



**Note to the Facilitator/Trainer:** Indicators are important since we will use this as basis when we evaluate how far we have achieved in our advocacy campaign.

### **Activity 3. Group Work: Developing the Goal, objective/s and indicators**

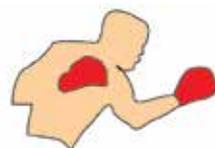
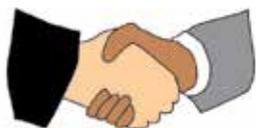
- a. Inform the participants to gather again as the same grouping in Activity 2.
- b. They will then develop the goal, 1-2 objectives based on the problem/issue that they identified in Activity 2, and 2-3 main indicators
- c. Gather the participants again and ask them to report the goal and objectives. Discussion then follows.
- d. Gather the participants again and ask them to report the goal, objective/s and indicators. Discussion then follows.

#### **iv. Identifying our Allies, Neutrals and Opponents**

When developing an advocacy campaign, one important consideration is to identify the various stakeholders. Stakeholders are those that have a direct interest on the results of our advocacy campaign. These stakeholders are those who are directly affected by the problem (for example, indigenous communities), groups that are the cause or are responsible for the problem, and those who are interested in solving the problem.

The process of identifying the stakeholders, looking at the importance of the problem or issue to them, and identifying their level of influence in helping solve our problem is what we call Stakeholder Mapping and Analysis.

Generally, we can classify stakeholders as: Allies, Neutrals and Opponents.



**ALLIES**

Allies are people and organizations that support our advocacy campaign. Typically they are individuals and institutions sympathetic to our cause such as opinion leaders, present and former politicians, media personalities, NGOs, community groups, professors, and of course, the members of the affected group. They will contribute time, technical expertise, financial and material resources and influence to our advocacy campaign.

**NEUTRALS**

Neutrals stakeholders are people and organizations who have not yet formed a strong opinion on an issue. Neutrals are important to our advocacy campaign because they can often quickly become allies or opponents.

**OPPONENTS**

Opponents are people and organizations who oppose our advocacy campaign. Advocacy often challenges existing imbalances of power in a society and such a challenge often provokes a negative reaction from those currently in power or people with different values. Our opponents can range from people who disagree but do not take action to aggressive or violent enemies.

To identify stakeholders, we can ask the following questions:

- Which are the relevant groups or organizations?
- Who is the relevant contact person within the organization?
- What is their specific interest or stake in the issue?
- What is their position with respect to the issue?

We can also use the following sample table to identify the our allies, neutrals and oppoents to our advocacy campaign.

LEVEL OF INFLUENCE OVER THE PROBLEM	HIGH	International Humanitarian/Relief Agencies	Politicians	International Corporations Government
	MEDIUM	International Advocacy Organizations	International Community General Population	Large Local Companies
	LOW	Small land owners Displaced people	Local Level Government	Large land owners
		<b>ALLIES</b>	<b>NEUTRALS</b>	<b>OPPONENTS</b>



**! Note to the Facilitator/Trainer:** When we do stakeholder mapping and analysis, it is important to identify what influence they wield over the problem or issue that we are advocating for. If a stakeholder has a **high influence** over the problem, whether they be an ally, neutral or opponent, then they should be consider as **target**.

## v. Defining the Targets

In an advocacy campaign, targets are people or groups that have the power to do something to make the changes that we are aiming for.

**! Note to the Facilitator/Trainer:** Targets are people, NOT institutions

There are 2 types of targets: The PRIMARY target and the SECONDARY target.

**PRIMARY TARGET:** The person with the most power to directly address our problem.

**SECONDARY TARGET:** A person who cannot solve the problem directly but can influence the primary target.



AIPP and its member organizations: JOAS, AMAN and CSDM participated in the ASEAN Social Forestry Network (ASFN) 4th Conference “Village Forests, REDD+, Conservation and Livelihoods” organized by the Department of Forestry of Lao PDR, ASEAN Secretariat and the ASEAN Social Forestry Network. Photo Credit: AIPP

Note: Sometimes, it may be difficult for us to have access to the primary target or it may be politically risky for them to openly support us. Sometimes also, our targets are our opponents. We therefore need to know what their positions are on the problem or issue that we are advocating. A thorough understanding through research can help us better understand how to deal with our targets.

A handy way of identifying and mapping out our targets is by using the following chart as guide:

### TARGET TABLE

#### Objective

Target Name	Contact Person	What do they know about the problem?	What is their attitude about the problem?	Who has influence over them?	What is important to them?
PRIMARY TARGET				SECONDARY TARGET	

For example, in our previous example on the local REDD+ committee, we can ask the following to identify who are targets will be:

- Who appoints the members of the REDD+ committee?
- Who is the head of the committee?
- Who are the influential members of the REDD+ committee that we can approach
- Who are the other influential committee members?
- Which respected local official can we approach to help us in our objective?

The Target Table may look something like this:

Objective: In 6 months, there are 2 representatives of indigenous peoples, including 1 indigenous woman, in the local REDD+ Committee.

Target Name	Contact Person	What do they know about the problem?	What is their attitude about the problem?	Who has influence over them?	What is important to them?
PRIMARY TARGET				SECONDARY TARGET	
Municipal Government	Mayor	Minimal information	Friendly to indigenous peoples	REDD+ Committee Chairman	Efficient functioning of the REDD+ Committee
				Councillors	Support during elections

## Activity 4. Group Work: Identifying allies, neutrals and opponents, and targets

Inform the participants to gather again as the same grouping in Activity 2.2.

They will then identify the allies, neutrals and opponents, and targets to the issue/problem that was previously identified. Use the table above as guide.

For the targets, they can use the table above as matrix.

Gather the participants again and ask them to report the targets that they identified. Discussion then follows.

### vi. Identifying Advocacy Activities

Once you have identified the targets, the next step is now to identify activities that you and the community will be doing. Please take note that the kind of activities will of course depend on the resources that you and your indigenous community have. These resources include the people who will be involved, the materials and equipment to be used, money, etc.

Some of the activities, some of which will be discussed in Module III, may include the following:

- Press Conference and Press briefing
- Lobbying

- Speeches
- Community Radio
- Video
- Training
- Workshop
- Radio shows
- Radio/TV Interviews
- Press releases and press statements
- Drama and skits
- Networking
- Posters, flyers, banners, pamphlets, comics
- Statements, Petitions
- Court cases
- Website
- Social media - Facebook, Twitter
- Meetings, dialogues
- Mass actions
- etc.

**!** **Note to the Facilitator/Trainer:** The best activities are those where there is community participation, specially among indigenous women and youth. When identifying activities, see to it that these are not too expensive, and have the potential to reach the most people, specially other indigenous groups or marginalized sectors, and potential allies who can support our advocacy.

#### 2.1.4. Formulating the Advocacy Action Plan

Now that you have identified the problem confronting your indigenous community and have clear understanding of this, established the goal and objectives, pinpointed the targets, and listed the best activities that the community can do, it is now time to put them together into an Advocacy Action Plan.

In forming the action plan, please take note that you need to identify the timeline or timeframe of the activities

- Goal
- Objectives
- Indicators

- Allies
- Targets
- Activities

### ADVOCACY CAMPAIGN ACTION PLAN

GOAL:

Objective	Indicator	Allies	Targets	Activity	Timeframe

## Activity 5. Group Work: Crafting the Advocacy Campaign Action Plan

- Inform the participants to gather again as the same grouping in Activity 2.2.
- They will now put together all the results of the previous break-outs into an advocacy campaign action plan.
- Distribute manila paper to each group and tell them to use the form above as basis for the action plan.
- Gather the participants again and ask them to share their advocacy campaign action plan. Discussion then follows.

### 2.1.5. Implementing Actions

Once we already have an Advocacy Action Plan and the community has united on it, it is now time to implement our activities.

In the implementation of our activities, we need to prioritize what comes first. Some activities may come later, while others need to be done first.

Things we need to consider in implementing our activities are the following:

### **FOLLOW THROUGH**

Commit to the plan. Do not start and then later on stop.

### **STAY FOCUSED**

Keep everyone focused on the plan. Do not get distracted

### **BE TIMELY**

It would be good to coincide our activities with specific important dates that may have better impact when we do our activities during these dates. These opportunities maybe important meetings, government conferences, holidays or so-called “red letter days,” world theme days such as the International Day of the World’s Indigenous Peoples on 9 August.

## **2.1.6. Monitoring, Evaluation and Feedback**

Aside from a doable and well thought-of action plan, all successful advocacy campaigns should regularly monitor, evaluate and get feedback on how the campaign is progressing. By doing this, we can be able to undertake timely adjustments to our plans to adjust to changes in the situation.

Monitoring, evaluation and feedback are also means for us to check on accountability. We need to always ensure that the indigenous community has the complete, updated information on how we are going about with our advocacy campaign. Undertaking monitoring and evaluation is one way by which we are able to inform our community members that what we are doing is progressing and meeting our objectives, or is not doing well, and so we need to make changes in our plans.

### **a. Monitoring**

When we monitor, we gather information so that we can be able to measure the impact of our advocacy campaign. We also monitor to make sure that our activities are being implemented well and on time. As we monitor, we are also able to see problems that arise and we are able to address them immediately.

Guide questions that can help us monitor are the following:

- Have we done the things that we said we were going to do?
- If not, why not?
- What activities do we need to change?

Monitoring should be done on all stages of our campaign. Remember that when we monitor, we are able to tell if our activities are helping us achieve our objectives. Aside from this, monitoring can also give us valuable information about our campaign.

For example, if we launch a media campaign, we can be able to measure how successful this is by the number of press releases that were published in the papers. Or by the number of signatories that we have gathered in a petition signing campaign.

## **b. Evaluation**

Evaluation is a bit more complicated than monitoring because we would like to see the impact of our activities. This involves analyzing the information that we have gathered when we monitor our campaign. Evaluation is very important since this gives us an idea on our strengths and weaknesses and how far we are achieving our objectives. This also provides us the necessary basis to adjust or plans if needed.

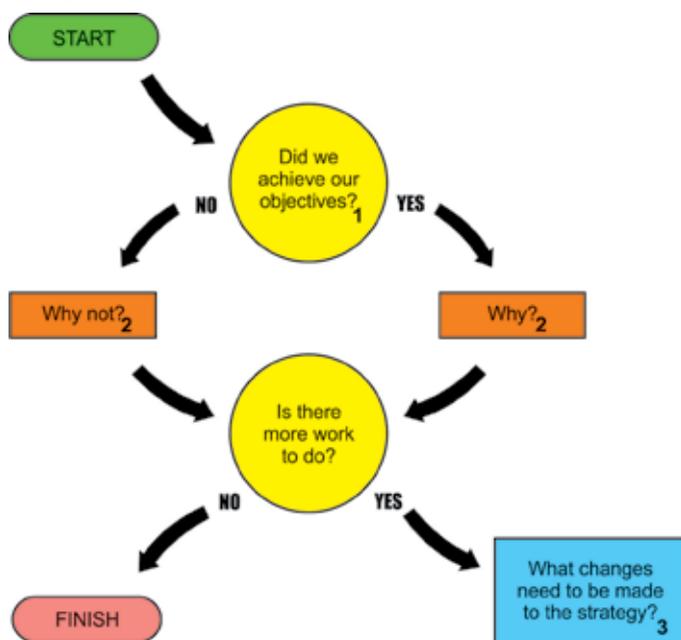
Remember the objectives and indicators that we identified in our plans? This is where they will prove useful. When we evaluate, the indicators will tell us what we have accomplished and can also tell us how our resources have been used.

Guide questions that can help us in our evaluation work are the following:

- Have we achieved our objectives?
- If not, why not?
- What needs to change in the strategy as a result?

We can use the following to better understand how to evaluate:

Basic procedure for evaluation:



### c. Feedback

Feedback, on the other hand, is an important means to see the reaction or comments to our campaign. We need to get the feedback of our own indigenous community, allies and the public to see how our activities are affecting them, how we can improve on our campaign, etc. We can get their feedback by talking to them, monitoring their reactions to our activities, making a feedback form after each activity and requesting participants to fill them up.



Picture Credit: AIPP

# Session 2.2

**Duration:** 1 hour

- a. Determine whether you have complete information on the issue. If you have information gaps, fill them.
- b. The beneficiary 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.

## Consideration in Planning Advocacy Campaign: The Basic Information That is Needed

- 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.

Here is an example of an Advocacy Action Plan developed by the AMAN of Indonesia.<sup>3</sup>

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<sup>3</sup> This draft advocacy campaign plan was developed by AMAN as part of the AIPP Regional Training of Trainers on "Advocacy, Lobbying and Negotiation Skill on Climate Change and REDD+ Negotiations" held on 9-12 April 2013 in Chiang Mai, Thailand.

## Example of Proposed Advocacy Action Plan AMAN (Indigenous Peoples Alliance of the Archipelago)

Goal: Transparency and involving IPs in Implementation of National Strategy of REDD by REDD Task Force in 2013-2018

Objective	Indicator	Allies	Target	Activities	Time Frame
1. Lobby with public policy maker - UKP4, Task Force and task force on provincial level to involve IPs on national and provincial level REDD+ program activities	Draft of guidelines that involve IPs on monitoring and evaluation in implementation of National strategy and Provincial strategy of REDD+  Collective action from IPs regarding demand for involving with monitoring and evaluation on REDD+ implementation process	<ul style="list-style-type: none"> <li>- Minister of Land</li> <li>- Academic</li> <li>- Presidential work unit for development monitoring control of development (UKP4)</li> <li>- IPs</li> <li>- CSO and NGOs</li> </ul>	<ul style="list-style-type: none"> <li>- Minister of Forest</li> <li>- REDD Task Force</li> </ul>	<ul style="list-style-type: none"> <li>- 10 meetings in national level and 10 meetings in provincial level</li> <li>- Develop draft National Strategy and Provincial Strategy</li> <li>- Meeting with IPs to formulate Collective Action regarding involving monitoring and evaluation on REDD implementation process</li> <li>- Develop Guidelines regarding monitoring and evaluation by IPs on national REDD+ program activities</li> </ul>	2013-2015
2. To involve Indigenous Peoples in implementation process of National Strategy of REDD in National and Provincial levels	Number of workshops regarding involving of IPs on implementation process of National REDD+ Strategy attended by IPs from 5 provinces  Number of Representation of IPs on REDD+ task force on group discussions	<ul style="list-style-type: none"> <li>- Minister of Land</li> <li>- Academic</li> <li>- Presidential work unit for development monitoring control of development (UKP4)</li> <li>- IPs</li> <li>- CSO and NGOs</li> </ul>	<ul style="list-style-type: none"> <li>- Minister of Forest</li> <li>- REDD Task Force</li> </ul>	<ul style="list-style-type: none"> <li>- 3 workshops in national level</li> <li>- 5 workshops in national level and in 5 provincial level</li> <li>- Workshops in 20 district</li> <li>- 40 workshop and FGD on community in district level</li> </ul>	

	<p>Number of FGD with UKP4 in supporting the involvement of IPs in 5 provinces</p> <p>Number of training for IPs regarding how to monitor and evaluate REDD+</p>			<ul style="list-style-type: none"> <li>- Dissemination information through media and social media (press and electronic): <ul style="list-style-type: none"> <li>- Talk show</li> <li>- FB, Tweeter</li> <li>- SMS gateway (adat list)</li> <li>- Publishing guidelines for monitoring REDD by IPs</li> <li>- Publishing monitoring result of implementation REDD+ by IPs</li> <li>- Publishing materials and dissemination information (fact sheet, brochure)</li> </ul> </li> </ul>	2015-2018
<p>3. Build Capacity of IPs to conduct monitoring and evaluation on implementation process of National Strategy of REDD in National and Provincial level</p>	<p>Number of training monitoring and evaluation with IP participants</p> <p>Number of ToT conducted in 5 provinces</p>	<ul style="list-style-type: none"> <li>- Minister of Land</li> <li>- Minister of Forest</li> <li>- REDD Task force</li> <li>- IPs</li> <li>- CSO and NGOs</li> </ul>		<ul style="list-style-type: none"> <li>- Develop training manual on monitoring and evaluation by IPs on the implementation process of National REDD+ Strategy in national and provincial levels</li> <li>- Develop toolkit for IPs on monitoring REDD+ implementation</li> <li>- 15 trainings for IPs in 5 provinces</li> <li>- 15 training of trainers in 5 provinces</li> </ul>	2015-2018

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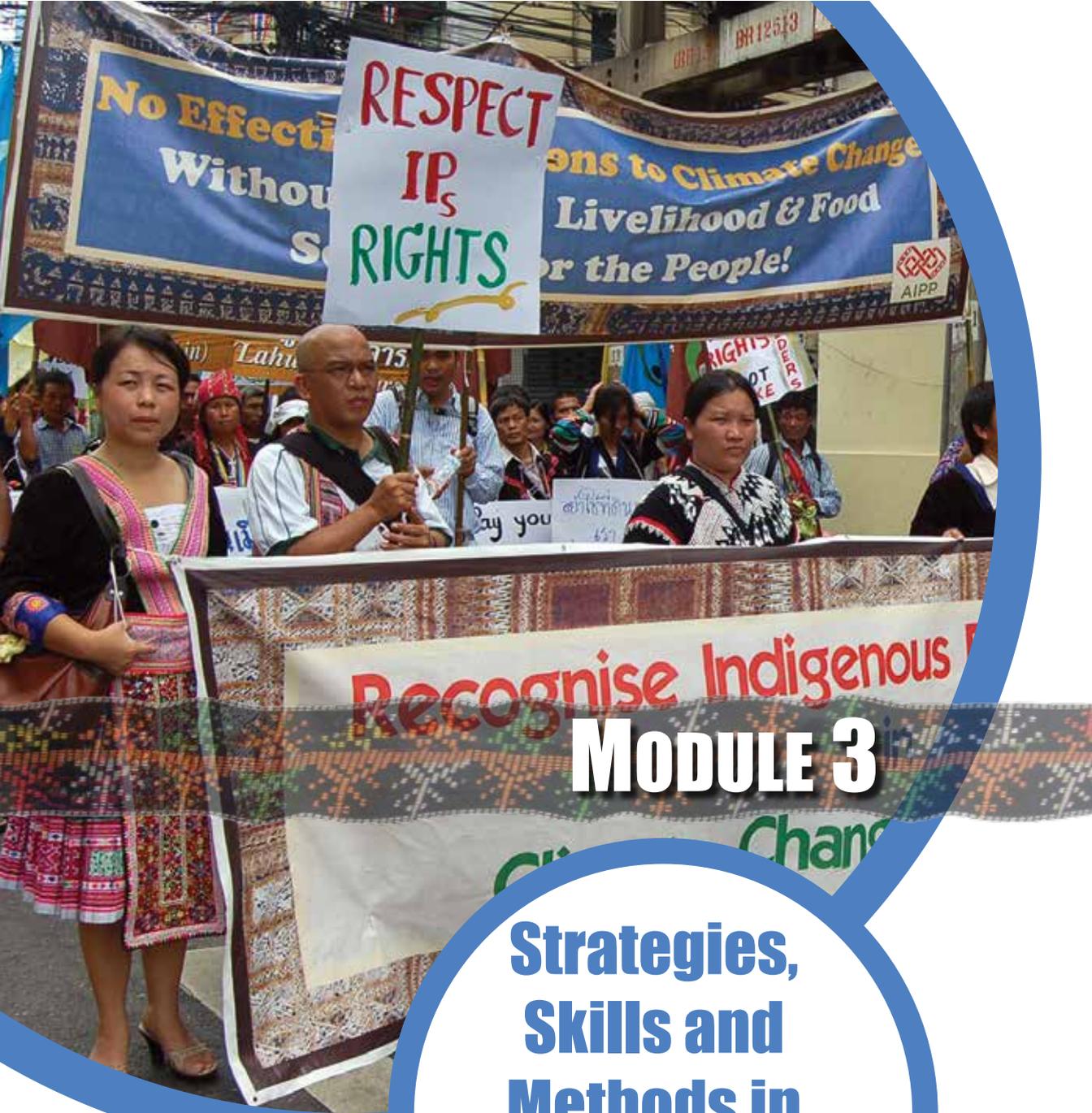
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# MODULE 3

## Strategies, Skills and Methods in Advocacy Campaigns

In the previous modules, we discussed advocacy and lobbying and how important this is for asserting indigenous peoples' rights and issues on climate change, specifically on REDD+. We also looked at what advocacy campaign is all about, and the stages of an advocacy cycle. From there, we started developing our campaign advocacy, identifying parts of the campaign and putting these together in one coherent campaign advocacy action plan. We also discussed the other parts of the campaign, which is the actual implementation of the activities that we identified, and the importance of us being able to monitor, evaluate and get feedback on how we are progressing with our advocacy campaign.

Now we are ready to look at other important aspects that can make our advocacy campaign achieve the goal that we identified. These deal with the skills that we and our indigenous community members need to develop.

**Objectives:** At the end of the module, participants would have:

Developed a certain level of skills among indigenous leaders and activists that they will need for the advocacy campaign

**Duration:** 8 hours (1 day, depending on the skill needed by the participants)

**Materials:**

- Manila paper
- Blackboard or Whiteboard
- Pentel pens in various colors
- Masking tape/scotch tape
- Laptop and LCD (when available)
- Meta Cards
- Samples of campaign posters, videos
- Pictures of mass actions: pickets, rallies, etc.
- Advocacy Action Plans done in **Module II, 2.1.4. Formulating the Advocacy Action Plan**

## Tips for the Facilitator/Trainer:

- a. This module will be a combination of inputs and skills development.
- b. For the inputs, always make sure to ask participants for their concrete community experiences to put a face on the discussions. Ask for their experiences, what worked, what did not work. Always refer to these when discussing or stressing points, specially as regards to enriching further the tips or pointers.
- c. It is important to link the inputs to the discussions in previous modules to prevent participants from being overwhelmed by the discussions. Always reiterate to participants that the discussions here are linked to how we identified our issue/problem and the steps that we did when we made our advocacy campaign plan. For example, discussions on networking and alliance building are connected to discussions on identifying stakeholders; Messaging is linked to our identification of issue/problem and setting of goal/objectives, and so on.
- d. For the skills development, this module focuses mainly on giving public speeches and doing interviews (for print, radio). Other skills such as on writing press releases, statements, etc. can be given depending on the TNA (Training Needs Assessment) done prior to the training.

# Session 3.1

## Getting the Message Out

**Duration:** 3 hours

### 3.1.1. What is Messaging?



**Note to Facilitator/Trainer:**

Messaging should only happen once we have already identified our goal and objectives. This can be done before we finalize our advocacy campaign action plan.

Now that we have identified our issue and have set our goal and objectives, an important and crucial element of our strategy is defining our message. The message is basically what you would like to get across to your targets--what you would like them to understand and do. If you recall, our targets can be the public, government legislators, agencies in national and local levels, private corporations, or other organizations that have influence over what we would like to achieve.

Messaging therefore refers to how to identify your message and how do you make sure that this is delivered in the most appropriate and effective way and form to our targets.

Your message must be: CLEAR, COMPELLING, ACCURATE, AND SHORT!!

When you have formulated your message, you can further refine this so it fits the needs of your targets. You can have a general message and several key messages. For example, how you formulate your message to the legislator may be slightly different when you deliver this to the public.

Here is an example of how a message can be developed and further particularized:

<b>Overall Message</b>	<b>We have been taking care of our forests for generations and this must be recognized so that our forests can continue to be preserved and maintained.</b>
Target/s	Key Message
Forest agencies	Our ways of taking care of forests show that these are the best ways of ensuring that forests are preserved. The forest agency should hold dialogues with us so that we can have a fruitful sharing on how these efforts can be recognized and supported.
Legislators	Our forest laws need to be revised or reformed so that our ways of managing, using and taking care of forests are recognized and supported.

## Activity 1. Identify a Message

- a. Divide the participants into the same groupings as those in Module 2. These are the groups that identified their campaign advocacy action plans
- b. From the identified goal and objectives, ask the groups to make a key message
- c. Tell them to refine the message to suit the specific targets that they identified, if there are 2 or more targets.
- d. Ask them to explain their message using the criteria: CLEAR, COMPELLING, ACCURATE, SHORT
- e. Ask the body to comment on the message

### 3.1.2. What are the various forms of disseminating your message? Media and Other Forms

## Activity 2. Spreading our Message

1. Distribute meta cards and pentel pens to participants
2. Ask participants to write 1 short answer to the question “In your experience, what is one way by which you can spread your

message so it reaches your targets?

3. Ask them to tell their answer and explain this
4. Paste the meta cards in the blackboard and group them together according to the following: traditional forms (newspapers, radio, TV), internet ad social media, video documentary, speeches, etc.



#### **Note to the Facilitator/Trainer:**

1. The activities identified as the most effective way to distribute the message must be included in your action plan.
2. Here are some pointers in the discussion: Do you want to use the media to get your message out by holding a news conference or briefing? Or do you want to use advertising to get the attention of the public? Remember, not all advocacy requires the use of the media. Sometimes it is easier to get your message out through marketing and advertising than through news releases and conferences.
3. Use of media will further be tackled in Session 3.6. Other forms are discussed in the input below. Bring samples of the following printed materials when you explain the other forms that the community can use.

Other forms that the community can use are the following:

1. **Signs, including posters 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 papers, newsletters, 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. **Texting, websites and social media:** Texting can be used as means for information dissemination. AMAN, for example, uses texting

campaign to mobilize indigenous communities and supporters around campaigns against oil palm, land grabs, rights violations, etc. 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. You can also use Facebook and Twitter to spread information to the public.

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.

### 3.1.3. Giving public speeches

Communication skills are important so that we are able to convey or tell our message effectively to our audience. 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 intimidating. 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. It can be organized by topic, chronologically (from past events to recent events);



Ms. Joan Carling, Secretary General of AIPP, sharing the indigenous peoples' perspectives on climate change during COP 17 in Durban, South Africa. Picture Credit: AIPP

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

**!** **Note to the Facilitator/Trainer:** Flash the following tips as ppt or place in Manila paper. You can then further explain this points using the following inputs:

### Tips on public speaking

- **Make your message simple and clear** - point out the problem you are addressing, why your intended audience should be concerned with this problem and what should be done about the problem
- **Make your message powerful – persuasive and compelling.** You will need to say something compelling to capture the attention of the public
- **Try to create a message that is new and put a human face on it.** By humanizing the issue, your issues will have a greater impact on the public than if you just state statistics
- **Avoid jargons - use “people-speak.”** Avoid using slogans. Use common language or terms that are easily understood.
- **Know your audience** - make sure your message targets your intended audience. If you’re targeting lawmakers, you will use different language than if you are trying to target the general community.
- **Engage and challenge your audience with a question.** Speak with your audience, not at them.

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 analyzed 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.



**Note to the Facilitator/Trainer:**

1. There will be 2 role plays for the activity. The first one will demonstrate ineffective communication skills. The second one will show good communication skills.
2. Request for 2 volunteers that will play each role.
3. Gather the 2 participants and brief them on what they will be doing.
4. Tell them that they will be speaking on a similar topic. For example, we can use the example of the message above: "Our indigenous community has been taking care of our forests for generations and this must be recognized so that our forests can continue to be preserved and maintained."
5. In the first role play, inform that participant that he will demonstrate the following:
  - a. Speak in a quiet voice
  - b. No eye contact by looking up or away from the audience or rolling the eyes
  - c. Poor body language (slouching, not standing well, wringing hands to show nervousness)

- d. Lack of clarity or unclear opinion on the message
6. The 2nd role player should exhibit the following:
  - a. Make eye contact with the audience
  - b. Speak in a good tone of voice
  - c. Good body language (standing straight, using hands to make a point)
  - d. Giving a good discussion on the message.
7. Give 15-20 minutes for the preparations.

### Activity 3. Giving a speech

1. Inform the participants that there will be 2 role plays that can tell us what are the tips of good communication skills
2. Tell them to observe what they see. Then ask them to share their observations.
3. Sum up the activity by telling the participants that communications skills play an important role in advocacy campaign.

**! Note to the Facilitator/Trainer:** The following sessions (3.2. to 3.5.) can be grouped together as methods of Advocacy Campaign. These are: a) Awareness-Raising/Capacity Building; b) Alliance/Networking; c) Lobbying, Media Advocacy; and d) Mass Actions.

You can summarize the following presentations using the table below to give a brief introduction to the topics.

METHOD	WHAT THIS IS	WHEN TO USE	EXAMPLES
Networking	Building alliances with allies, organizations, other indigenous communities and organizations  Creating movement for change	To make long-term advocacy campaign sustainable  When you do not have skills or strength in numbers	Meeting other indigenous community leaders, leaders of civil society  Email sharing of information  Joint conferences, workshops, dialogues

METHOD	WHAT THIS IS	WHEN TO USE	EXAMPLES
Lobbying	Speaking directly to the target (forest agencies, climate change bodies, corporations, etc.) to explain the problem and propose a solution; influence policies, laws, programs	When target is open and will listen to our arguments and proposals	Meetings Phone calls Policy papers, briefing papers, positions papers, petitions, statements Dialogues and other public meetings
Awareness-Raising	Informing and educating people (indigenous communities, general public, etc.) of the issues  Often the first step in advocacy process	When information is not available  When information is in a form not easily understood by the indigenous community (complex issues or technical issues)  To strengthen indigenous organizations and communities and build confidence	Training of trainers Seminar/training workshops Community meetings Discussion groups Posters and leaflets Video materials
Mobilizations/ Mass Actions	Closely connected with awareness raising and media  Involves “public pressure” so that many people as possible will support our campaigns and call for change	When policymaker can be swayed by public opinion  To show strength of indigenous community  To use strength and number of community or indigenous organization	Marches and rallies Petition signing Pickets
Media	Using radio (commercial and community), newspapers, TV; internet and social media; videos	When you cannot get direct access to policymakers  To reach to other areas outside of the indigenous community	Radio shows or drama Radio/TV news spots Interviews Press conferences and media briefing

# Session 3.2

**Duration:** 2.5 hours

## 3.2.1. Why use the media?

### **MEDIA ADVOCACY: Going Public with the Issue and the Message**

#### **! Note to the Facilitator/Trainer:**

1. Link this session to Session 3.2. Getting the Message Out
2. Ask the participants: “Can someone recall how are the ways we spread our message?”
3. When participants mention various means, tell them that this section will now focus on media. Begin by asking the participants: “In your experiences, when we say media, what do we mean?”
4. Get the responses, summarize, then provide the following input.

Media is the way of mass communications. Media are various media technologies (for example, newspaper, community radio, TV, the internet) that are intended to reach a large audience.

Media coverage is one of the best ways to gain the attention of our advocacy targets: decision-makers, local elected officials, private corporations, members of government agencies such as the Forestry Departments or ministries and climate change and REDD+ bodies, and the general public. Chances are, all of these groups monitor or read the media.

Getting media coverage can sometimes be very easy. This may take the form of simply writing an opinion letter to a local or national newspaper. By doing this, an indigenous organization can reach thousands, including policy-makers. A little investment can therefore achieve significant gains for the advocacy campaign.

Other important reasons to engage media are the following:

1. Rapid and wide distribution of information on our advocacy 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, policy makers, 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
  - 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.

### 3.2.2. General Approaches to working with the media

1. **Have a clear and concise story:**

The story should state the 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.
2. **Present solutions**

Advocate should not only present a problem or issue, but also solutions or recommendations for actions. This can also help build the credibility of the advocate.
3. **Use the “Rule of Three”**

Present information in sets of three - three issues, three problems,

three solutions that are interrelated. Offering 10 or 20 solutions will only muddle the issue and confuse the public. 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**

To make an issue more appealing to media, advocate can shape their issue/message 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.

**5. Seek support of personalities**

Finding a personality that is credible and influential can help project our campaign and generate attention of our targets and the general public. They may be credible politicians, religious leaders, academics, lawyers, doctors, or even well-known indigenous leaders from other communities or in the country-level.

**6. 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

**7. Use international media, when possible**

As much as possible, try to link your issue with international media. This will take some investigation and good connections since sometimes, international media are often based in capital cities. This is where our allied journalists can help as they can also refer us to some international media contacts. Also, advocate NGOs can help link us with them.

### 3.2.3. Media tools for getting your message out

Some media tools that your indigenous community can use are the following:

- **News release** - Good for releasing news. For example, news on land grabs on the community affected by oil palm plantation
- **Feature story/Site Visit** - Discusses in more in-depth, the issue you are advocating. For example, you can invite journalists to your community to have a deeper understanding of the problem on

- land grabs due to logging concessions or to REDD+ projects
- **Press conference** - To release big news. For example, a press conference on the devastating impacts of a recent typhoon on indigenous communities.
  - **Media advisory** - You use this to invite media to an event. For example, you can make an advisory on a press conference your community is organizing
  - **One-on-One meeting** - You can arrange meetings with reporters or editors, specially if you have good relationships with them or they are advocates of indigenous peoples
  - **Op-ed** - To express you or your indigenous communities position or perspective on a news. For example, an opinion piece on the government's REDD+ policy that did not involve indigenous peoples.
  - **Internet and the Social Media** - To reach and engage potential and existing supporters directly. This may entail setting up your Facebook or Twitter accounts.
  - **Interviews** - press/TV/radio/community radio



**Note:** Ask participants other media tools that they have used in their previous campaigns or activities.

### 3.2.4. The Interview

As mentioned earlier, interviews are one effective way of reaching out to your targets and the public and informing or convincing them to support your advocacy. We will talk about the tips on how to conduct an interview, then proceed with a mock interview.

#### Being Memorable

1. **Be yourself and have fun!** Speak as yourself. Show your personality. The real you will make a better impression.
2. **Make sure that your are accurate, but do not too detailed.** Be sure of the information that you are saying. But try not too be too detailed. For example, you can talk of the estimated size of your

forests (around 100 ha of forests), but you do not need to state the exact measurement up to the last decimal point (102.75 ha of forests).

3. **This is an opportunity, not a moment to be feared.** Your interview is an opportunity to convince your targets and the public to understand, support and act on your advocacy. Do not be afraid to use the interview to achieve this. Do not be afraid of the interviewer. You can control the interview or you can let the interviewer be in charge.
4. **Speak with conviction.** Be sure of what you are saying.
5. **Be clear about your message.** Remember the message? Be very confident in saying this. And when you explain, think of 2 to 3 points that you want the person to remember. For example, when you say that indigenous peoples must have full and effective participation in REDD+ decisions, then say this with conviction. Support this well with 2-3 points. You can text this with a friend or a companion and ask him/her: “Did you understand?”
6. **Speak simply and clearly.** Do not use jargons. Use simple and readily understood words.
7. **Know your audience.** Always remember this - “What do they need to hear?” What is in it for them? Why should they support your demand for full participation in REDD+? Be specific with what you want them to do.
8. **Tell stories - brief stories.** People, and most specially the media, are moved by stories and emotions. Put a face on your issue. For example, tell them how a family has lost their lands due to an oil palm plantation or a reforestation project.
9. **Your interview is brief, not a seminar or a lecture.** Interviews by media often last 5-10 minutes. Sometimes you have 3 minutes or less to say your message.
10. **Anticipate tough questions and practice the answers.** Media would often ask probing questions. Be prepared for them and do not be defensive. The best way is to list the possible questions and then practice answering them. Sometimes also, the most difficult question may be, “How can I/we help?”

## Tips on Conducting a Radio Interview



### Note to the Facilitator/Trainer:

1. Ask the participants who have experienced being interviewed in the radio?
2. Ask them the following questions: “What is the difference between a radio interview and a press interview? How was the radio interview? What are some points that you can share to us?”
3. Summarize then follow-up with the tips below.

Radio interviews also need the same level of preparation as with any other interview. You have to have a prepared message, you need to avoid jargons, deliver your messages clearly and convincingly, etc. However, there are factors that you need to consider to be able to have a successful radio interview:

1. **Use your voice.** In radio, your audience cannot see you. They will only be able to hear your voice. Therefore, you have to have “presence” by making your voice stand out. Do not speak in a monotone. Change your inflection and pitch level when you need to emphasize a point. Try to be as expressive as possible. Be genuine and sincere, avoid being sarcastic. If you are faking your sincerity, this tends to be amplified in radio.
2. **Listen carefully.** You have to listen very carefully to what the questions are, and know when to give your opinion if it is not yet your turn to speak. Listen for pauses that will show whether it is the right time to say your point and take back control of your message.
3. **Visualize.** It may be easier if you imagine yourself speaking in front of an audience or talking to your friend, rather than a microphone.
4. **Keep your composure.** Sometimes, there may be technical problems. Stay calm. Speak when you are again given a cue by the broadcaster and repeat your point if necessary. Be prepared for negative/hostile questions and comments from the host or listeners. Always respond politely when making your point and support these with facts.

## Activity 4. Conducting an Interview

1. Ask 2 volunteers from the participants - a man and a woman. Tell them to think of a message that they would like to present to the media. Give them 15 minutes to prepare for the interview.
2. Facilitator then conducts a 3-minute interview of each volunteer.
3. Request the audience to write down their observations.
4. Discussion follows. Additional pointers on controlling the interview can then be shared by the facilitator.

# Session 3.3

**Duration:** .5 hour

**3.3.1. Building community awareness and strengthening IPs organizations for advocacy and lobby work**

**Awareness-  
Raising and  
Capacity  
Building**

## Empowering Community

It is critical that community 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.

### ***i. Conducting activities for capacity building/strengthening of the community***

Some of the awareness activities that your community can do are the following:

- 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.



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

### **ii. 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.

## **3.3.2. Strengthening IPOs**

- Identify the requirements for effective engagements in advocacy and lobby
- IPO and leaders capacity needs assessment
- Organizational strengthening and leadership enhancement activities
- Enhancing analytical tools and setting strategies

# Session 3.4

**Duration:** 2 hours

## JOINING FORCES: The Importance of Building Alliances and Networks

### ! Note to the Facilitator/Trainer:

1. Link this session to Session 2.1.3. Identifying our Allies, Neutrals and Opponents. You can use some of the advocacy campaign action plans done by the participants (**Module II, 2.1.4.** Formulating the Advocacy Action Plan). Refer to this in the discussions in this session.
2. Ask the participants: “Can someone recall what Stakeholder Mapping and Analysis is? What did we identify?”
3. When participants respond, link this discussion with what will be discussed in this session, which is on networking and alliance building

### 3.4.1. 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.

! **Note to Facilitator/Trainer:** Here you can state that those we network or alliance with are those that we identified as allies when we were planning our advocacy campaign.

### 3.4.2. 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:

- 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.

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



Consultation with the Special Rapporteur on IPs during the 3rd EMRIP Session. Picture Credit: Mr. Adrian Lasimbang

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.

### 3.4.3. With whom should IPs 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 complimentary 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 among communities confronted with the same or similar problems.

## Recap: Mapping out the key REDD+ actors and supporters



### Note to Facilitator/Trainer:

1. In this section, you may refer to the campaign advocacy action plans that were done by the participants (**Module II, 2.1.4. Formulating the Advocacy Action Plan**).
2. You can choose one action plan and discuss the stakeholders that were identified.

Some of the potential allies that we can involve in the advocacy campaign can be the following:

- 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.

## Tips for Alliance Building and Networking

1. In making the list of potential allies and contacts:
  - Include information on their contact details
  - Who can provide this information
  - Expertise/experience and their potential role or contribution.
2. Make your specific plan on alliance work and networking:
  - Who should do what and when
  - How can these individuals and organizations be contacted?
3. When talking to potential allies, make sure to:
  - Explain/articulate well your issues, what you intend to do (plans/activities)
  - 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
  - Be attentive, listen well and acknowledge their opinions, comments and suggestions
4. Keeping good personal relations with some allies
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 mobilized in their numbers and are courageous to conduct collective actions.
6. Do alliance work with understanding and patience.
  - 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.

## Activity 5. 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 behavior? Good? Appropriate?
5. Summarize the opinions of the participants, point out what are the strengths and weaknesses/limitations in the role play, draw out the lessons.

### 3.4.4. 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.

### 3.4.5. How do you sustain allies and networking relationships?

- ! **Note to Facilitator/Trainor.** Stress to the participants that a networking relationship needs to be cultivated and strengthened. This is done 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. Thus, sustaining this relationship takes time, patience and understanding.
- Advocates should 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.
- Direct, personal communication may be required, specially in rural areas.
- Provide regular updates on the issue or campaign activities.

# Session 3.5

**Duration:** 2 hours

## 3.5.1. Why do you need to participate in government decision making process?

### TAKING A SEAT AT THE TABLE: Lobbying and Participation in Government Decision Making

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:

- Passage of a new law by parliament;
- Enactment of regulations by a government agency;
- Issuance of a permit by a local board or official; or
- 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.

### 3.5.2. What is lobbying and how to lobby?

#### **! Note to the Facilitator/Trainer:**

1. Begin the session by asking the participants: “In the first module, we discussed lobbying. Can someone recall what lobbying is?”
2. Get various responses and summarize.

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.



Dialogue between the members of the House of Representatives and the mining affected communities of Mankayan and Cervantes. Picture Credit: Office of Rep. Teddy Baguilat

## Guide for Lobbying

1. 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.
2. 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:
  - 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;
  - 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.
  - Arrange meetings with decision-makers in formal (their office) or informal settings (restaurant or quiet public place) where appropriate; and
  - Explore avenues where you can inter-act 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.
3. When you do lobby work, make sure you have written materials or documents to submit relating to your issue and requested action.
4. 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.
5. 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.

## 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.

## Guide to Successful Negotiations (undertaken in good faith)

1. Be Prepared.
2. Make an evaluation on what can be realistically achieved based on:
  - Your strength vis-a-vis the strength of the other party and their position, proposals/demands, talking points
  - What is fair and just.
  - Draw up your talking points to include you maximum and minimum (bottomline), 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. This is to understand the other person so that you can organize and articulate your response and your position and concerns. As long as the negotiations is undertaken in good faith by both parties, you can create a positive and productive environment for empathic communication.
5. Give Credit. A competent negotiator appreciates and praises people involved for their contribution even if they had come up



Representatives of Indigenous Peoples' Organizations and governments participating in the discussion during the Global Indigenous Peoples' Dialogue with Forest Carbon Partnership Facility. Photo Credit: Tebtebba

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. While compromise is part of a successful negotiation, it should also be clear to the negotiator what is the bottom line, 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, disagreement and areas needing further discussions. Make sure everyone have a common understanding and interpretation. Jointly agree on follow-up steps.

## Activity 6. Role play on Negotiations

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

- They will continue their practice of shifting cultivation but are willing to make it a cycle of 5-7 years (sustainable way).

- 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.
- Communities will be the ones to set the terms for the fire wood gathering, based on need and sustainability.
- The contract period depends on the over-all terms of the agreement (flexible).
- 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 to the Facilitator/Trainer 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.

# Session 3.6

Duration: 1 hour

## MASS ACTION: Show of Strength and Flexing Political Space

### Activity 7

1. To open the session, facilitator/trainer shows pictures of various protect actions: pickets, rallies.
2. Ask the participants: “How many of us have joint mass actions?”
3. Ask them again: “When do we use mass actions?” “What are the things to remember when we organize or participate in a mass action?”
4. Summarize the discussions and give the input below.



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
- Expressing protest massively.

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



Green March conducted before the 2011 State Of the Nation Address (SONA) of President Aquino in the Philippines requesting the President to prioritize the passage of key environmental laws. Picture Credit: Office of Rep. Teddy Baguilat

- 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.

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

It is important to note that the use of mass action will depend on the political context of the country that the indigenous peoples' community belongs to. In some cases, it may be difficult to undertake mass actions, such as in Laos or Viet Nam, for example. In undertaking mass actions, contingency measures must be put in place in case there is negative reaction from the government. These measures may include contacting lawyers or allies in the media, civil society, or in the religious sector (church and temples), etc.

You will also need to assess the strength and capacity of the organization to carry out mass actions and confront the possible reactions from authorities.

## 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



Indigenous leaders participating in the rally organized by NEFIN in Kathmandu. Picture Credit: AIPP

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.

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## AIPP at a glance

The Asia Indigenous Peoples Pact (AIPP) is a regional organization founded in 1988 by indigenous peoples' movements. AIPP is committed to the cause of promoting and defending indigenous peoples' rights and human rights, including advocacy work on issues and concerns of indigenous peoples in Asia. At present, AIPP has 47 members from 14 countries (in Asia) with 11 indigenous peoples' alliances/networks and 36 local and sub-national organizations. Of this number, 16 are ethnic based organizations, 5 are indigenous women's organizations and 4 are indigenous youth organizations.

### Our Vision

Indigenous peoples in Asia are fully exercising their rights, distinct cultures and identities, are living with dignity, and enhancing their sustainable management systems on lands, territories and resources for their own future and development in an environment of peace, justice and equality.

### Our Mission

AIPP strengthens the solidarity, cooperation and capacities of indigenous peoples in Asia to promote and protect their rights, cultures and identities, and their sustainable resource management systems for their development and self-determination.

### Our Programmes

Human Rights Campaign and Policy Advocacy. Regional Capacity Building. Environment. Indigenous Women. Research and Communication Development. Indigenous Youth.

AIPP is accredited as an NGO in special consultative status with the UN Economic and Social Council (ECOSOC) and as observer organization with the United Nations Framework Convention on Climate Change (UNFCCC), Convention on Biological Diversity (CBD), Green Climate Fund (GCF) and the World Intellectual Property Organization (WIPO). AIPP also recently received accreditation with the Global Environment Facility (GEF) NGO Network and the International Land Coalition (ILC).

Specific Indigenous Peoples Dialogue with the

Chiang Mai, Thailand

24-28<sup>th</sup> September, 2012

Indigenous peoples assert that rights cannot be compromised and have recognized the need to strengthen existing skills and capacities for lobbying and advocacy. This manual aims to fulfill this need and seeks to develop new generation of indigenous leaders who can advocate for indigenous peoples in climate change negotiations, including REDD+ processes.

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