REDD+ Safeguards Training Kit

Version 2 March 2016

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Introduction

REDD+ Social & Environmental Standards Initiative

The REDD+ SES Initiative supports the development and implementation of effective social and environmental safeguards for government-led strategies and action plans for REDD+ and related low-emissions land use to make a substantial contribution to human rights, poverty reduction and biodiversity conservation goals while avoiding social or environmental harm. The REDD+ SES Initiative supports participating countries[1] by; building capacity and providing technical support, guidance and tools for a participatory, transparent and comprehensive Country Safeguards Approach, and particularly for a safeguards information system; providing a platform for exchange and learning between governments and civil society in different countries on their experiences with a Country Safeguards Approach, including safeguards information systems; facilitating the documentation, synthesis and broad dissemination of experiences and lessons learned about participatory, transparent and comprehensive Country Safeguards Approaches, including safeguards information systems.

The Initiative is overseen by an International Steering Committee of representatives from governments, Indigenous Peoples organizations, community associations, social & environmental NGOs and the private sector mostly from countries where REDD+ is being implemented. The Climate, Community, and Biodiversity Alliance (CCBA) based at Conservation International provides the international Secretariat. For more information please visit www.redd-standards.org

Objetives of the Training Kit

The objective of this Training Kit is to provide tools to raise awareness of relevant stakeholders on basic concepts and essential processes for building and implementing a REDD+ Country Safeguards Approach, including safeguards information system at country level. It aims to provide pertinent information to relevant stakeholders in the country so that they can participate fully and effectively in the process of developing the REDD+ safeguards information system at country level. The methodology is intended to be participatory so participants can take ownership of the basic concepts and essential processes linked to REDD+ safeguards.

How can the Training Kit be used?

This Training Kit can be used as a tool to develop workshops and/or meetings with different stakeholder groups.

It is a flexible tool that can be tailored to reflect the country context as well as the background and knowledge of different audiences. The sessions can be used for a single training workshop or used independently.

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1   State of Acre, State of Mato Grosso, State of Amazonas in Brazil; Ecuador; Region of San Martin in Peru; Chile; Costa Rica; Honduras; Guatemala; States of the Yucatan Peninsula and State of Jalisco in Mexico; Liberia; Tanzania; Democratic Republic of Congo; Nepal; Province of Central Kalimantan and Province of East Kalimantan in Indonesia

This training kit is a living document that can be tailored to the progress of discussions on the development and implementation of REDD+ safeguards, and particularly REDD+ safeguards information systems, and to which sessions could be added according to the needs and progress made on safeguards in the country.

To whom is the Training Kit Directed?

The primary users of this Training Kit are those entities which seek to disseminate information on REDD+ safeguards and on a REDD+ safeguards information system to relevant stakeholders at country level, so that they can take part in their design and implementation. This Training Kit is intended to help build capacity of those stakeholders who are or will be involved in REDD+ processes through participatory platforms such as consultation groups or committees whereas other methodologies could be needed to disseminate information to local communities and Indigenous Peoples.

How was the Training Kit Developed?

The production of the first version of this Training Kit published in September 2014 was led by the Secretariat of the REDD+ SES Initiative with the support of Conservation International and the Proforest Initiative, with funding from the Norwegian Agency for Development Cooperation (NORAD). This second version of the Training Kit was developed by the REDD+ SES Secretariat with support of Conservation International with with funding from the Norwegian Agency for Development Cooperation (NORAD) and from the International Union for Conservation of Nature (IUCN).

This Training Kit was developed based on presentations and activities conducted during workshops to exchange experiences between countries and training workshops held in the countries participating in the Initiative.

Additionally, this Training Kit benefited from feedback from participants of a capacity building workshop on REDD+ safeguards in Guatemala City, Guatemala in February 2014, from participants of the REDD+ Safeguards workshop in Lima, Peru in March 2015, from participants of the REDD+ SES Exchange & Learning workshop in Pokhara, Nepal in April 2015 and from participants of a capacity-building workshop on safeguards for REDD+ in Elmira, Ghana in July 2015.

What do you need to start a training session or workshop?

To start a training session or workshop, you will need:

- Training manual
- Presentations downloaded
- Activity sheets printed
- Summaries for each session printed to hand out to participants
- Safeguards tree and cards printed
- Glossary of key terms printed for participants
- Tests for participants printed
- Agenda

Structure of the Training Kit

This Training Kit has nine sessions that follow a logical progression from climate change and REDD+ to REDD+ safeguards, including multi-stakeholder engagement and gender, followed by the use of REDD+ SES guidance and tools.

1. Climate change and REDD+
2. The concept of safeguards
3. REDD+ safeguards
4. Country Safeguards Approach
5. Multi-stakeholder engagement
6. Gender and REDD+ safeguards
7. The REDD+ Social & Environmental Standards Initiative (REDD+ SES)
8. REDD+ SES principles, criteria, and indicators
9. Multi-stakeholder process for using REDD+ SES

Sessions Structure

Each of the nine sessions is structured around the following elements:

What do you already know?

At the start of each session, the facilitators invite participants to share the knowledge they already have about the topic of the session and write this down on a flipchart so that participants can refer to it at the end of the session.

Learning objectives

The Learning Objectives describe the elements the participants that will be presented and discussed through presentations and activities during the session.

Information Summary

A PowerPoint presentation covers the session's technical contents. Each slide from the presentation provides the necessary information for the presentation. Each session has an information summary sheet to hand out to the participants.

Activities

Each session has one or more activities that allow the participants to take ownership of the concepts and information provided in the presentation. The activities can be done in plenary or group sessions and seek to help the audience get acquainted with the session's contents using lively and interactive methods. The materials and slides for each activity are provided.

Key Messages

The key messages constitute the information the audience should be capable of remembering and understanding after the session. In order to ensure the audience is capable of remembering and understanding the key messages, questions are posed to the audience at the end of each session. Each PowerPoint presentation has a final slide with questions covering the key messages for that particular session. At the end of the session, the participants are given an information summary sheet with the key points addressed in the session.

Safeguards tree

The training sessions follow a logical progression, from climate change to REDD+ safeguards. In order to help the participants understand the different elements that constitute the REDD+ safeguards, participants build a safeguards tree which helps them to identify each element of REDD+ safeguards and their relationship to each other. In each session, a section explains how the tree is built in relation to the sessions' key messages.

In order to build the safeguards tree, cards with the relevant safeguards elements and mechanisms are added to a poster of a tree at the end of each session. Both the poster and the cards are provided in this kit.

Instructions:

- At the start of the training session, when the training objectives and structure are presented, the safeguards tree is introduced to the audience (without the cards). An explanation is given about how this tree will support progressive understanding of the elements of REDD+ safeguards and how, at the end of each session, these elements will be added by sticking cards on the tree.
- If the background on climate change and REDD+ was covered in previous workshops, the tree can be presented during the workshop introduction with cards on climate change, REDD+, strategy, reference level, MRV, and safeguards information system already attached as presented in Session 1.
- A section in each session explains which card(s) should be added to the tree at the end of the session.

Materials:

- Tree printed in large format (poster paper). Alternatively, a tree can be drawn on poster paper.
- Cards printed with the different safeguards elements

Materials and available resources

A list is provided of materials and available resources to explore the different topics addressed in the session more thoroughly.

1

Climate Change and REDD+

IMPORTANT: This session is a prerequisite to addressing the topic of REDD+ safeguards.

- If the audience is already familiar with climate change and REDD+, it is recommended that this Session 1 be replaced with the Q&A presentation proposed below and a short presentation of the context and progress of REDD+ in the country and/or jurisdiction.

- If the audience is new to the topics of climate change and REDD+, it is recommended that this session be held before addressing the topic of REDD+ safeguards. The materials for this session include learning objectives, summary of information, activities, and key learnings. Given that many resources and materials already exist on climate change and REDD+, this session does not include presentations and activities but provides a comprehensive list of capacity building resources that can be used.

Learning objectives

By the end of the session, participants should be able to:

- Understand the carbon cycle and how greenhouse emissions contribute to climate change

- Understand the concept of reducing emissions from deforestation and forest degradation in developing countries, as well as the role of conservation, sustainable forest management, and enhancement of the forest carbon stocks in developing countries.

Materials for this Session
1. Presentation #1, REDD+ Q&A
2. Activity Sheet # 1
3. Safeguards Tree
4. Cards for the Safeguards Tree

1. Climate change	4. NFMS incl.MRV
2. REDD+	5. SIS
3. National Reference Level	6. Strategy/Action Plans

5. Masking Tape
6. Colored paper
7. Poster Paper
8. Scissors

- Understand that REDD+ is an international financial mechanism for reducing emissions from deforestation and forest degradation in developing countries as well as the role of conservation, sustainable forest management, and enhancement of the forest carbon stocks in developing countries.

- Understand the development of REDD+ under the UNFCCC and the associated financing mechanisms under the FCPF, the FIP and the UN-REDD Programme among others.

- Identify the potential benefits of REDD+.

- Identify potential social & environmental risks of REDD+.

- Understand the country's context, and in particular, its governance, land tenure, and rights of Indigenous Peoples.

Session Script

This session is aimed at ensuring that participants begin their training on the topic of REDD+ safeguards with a basic level of knowledge about climate change and REDD+.

> **?** If the audience is not familiar with climate change and REDD+, it is recommended to conduct a comprehensive awareness-raising session (or workshop) on these topics. Useful resources including presentations and methodologies to conduct this session can be found under the 'Available resources and materials' below.

For audiences who are already familiar with climate change and REDD+, the following session can be conducted:

Total time of the session: 2 hours 20 minutes

1. **What do you already know?** Ask participants what they already know about climate change and REDD+ and write it down on a flipchart that is accessible during the session. This helps participants to understand that they already have some basic knowledge and that the objective of the session is to build or strengthen it.

2. **Presentation 1 .'Q&A on climate change and REDD+' followed by a presentation on the REDD+ context and progress in the country and/ or jurisdiction** *(60 min).* The Q&A presentation is meant as a 'refresher' for the audience. The facilitator will ask the audience questions related to climate change and REDD+ and will then show the answers and engage the participants in a short discussion *(30 min)* After the Q&A presentation, it is recommended to follow with a presentation of the REDD+ context and progress in the country and/or jurisdiction, if possible by a representative from the government department responsible for REDD+ strategy development. *(30 min).*

3. **Activity #1, REDD+ Timeline** *(60 min).* The objective of this session is that the participants understand the evolution of the REDD+ architecture through time under UNFCCC. This activity is useful to put into context the progress at country level in the different elements that make up REDD+, as well as giving examples of REDD+ preparatory activities being carried out at the local level.

4. **Key messages and questions** *(15 min).* The objective of this activity is to conclude with the session's key messages and ensure the main learning objectives have been met. At the end, the presentation has a slide with questions that cover this session's key messages. Discuss briefly with participants what they have learned looking at the 'What do you already know?' flipchart.

5. **Safeguards tree** *(5 min).* This activity is aimed at helping the participants understand how the key concepts of this session are related to those from the preceding session and how they allow for building the REDD+ safeguards at country level. In this session, the "Climate Change," "REDD+," " National Reference Level," "National Forestry Monitoring System," "Safeguards," and "Strategy/Action Plan" cards are added.

ℹ️ Information Summary

- The concentration of greenhouse gases in the atmosphere has increased significantly since the Industrial Revolution due to the burning of fossil fuels and the destruction of forests (IPCC, 2014). The increase in concentration of GHGs has had impacts including an increase of sea level, the melting of glaciers, the acidification of the oceans, impacts on plant and animal habitats, hurricanes, droughts, and an increase in the frequency and intensity of extreme weather events.

- Forests play an important role in the carbon cycle; trees absorb the carbon dioxide from the atmosphere during photosynthesis and turn it into biomass. With deforestation and forest degradation, the carbon stored as biomass returns to the atmosphere as carbon dioxide.

- According to recent estimates, emissions coming from deforestation represent between 11% of the anthropogenic greenhouse gases (IPCC, 2014).

- Since 2005, the UNFCCC has been developing a mechanism that includes emissions reduction derived from deforestation and forest degradation.

- REDD+ is a financial mechanism that recognizes five activities for which developing countries can be eligible to receive financialsupport from developed countries. These activities include: (1) reducing emissions from deforestation; reducing emissions from forest degradation; conservation of forest carbon stocks; sustainable management of forest; and (5) enhancement of forest carbon stocks.

- Four elements were agreed under the UNFCCC for REDD+ implementation: a National REDD+ Strategy or Action Plan; a National Forest Reference Emission Level/National Forest Reference Level; a National Forest Monitoring System including Measurement, Reporting, and Verification Systems; and a Safeguards

- REDD+ has 3 phases: readiness, implementation and results-based payments

- Several multilateral initiatives support countries in getting ready for REDD+ and starting to implement REDD+ policies and measures.

🚶 Activities

1. REDD+ Timeline

Objectives: Ensure that participants understand the main events in building REDD+ through time.
Materials: Activity Sheet #1, Colored paper, Tape, Scissors, Markers
Type: Plenary
Time: Approximately 60 minutes.

Instructions:

- Organize on a sheet of poster paper the most important decisions related to REDD+ under the UNFCCC following Activity Sheet #1.

- Identify with the group the elements that make up REDD+ based on the Cancun Agreements, Durban and Warsaw Decisions, among others.

- Write on colored paper the dates of the Conference of the Parties (COP) on which each decision was made.

- Paste those dates on the wall and create a time line. On this timeline, identify where the COPs defined each of the REDD+ elements and discuss with the group each of the REDD+ elements and relationships and implications in the country context.

  - Discuss with the group the country's progress on each of the four elements of REDD+: National REDD+ Strategy/Action Plan; National Forest Reference Emission Level/National Forest Reference Level; National Forest Monitoring System including Measurement, Reporting, and Verification Systems; Safeguards.

  - Discuss which processes provide opportunities and spaces in which relevant stakeholders can take part in building the REDD+ elements at a national and sub-national level.

  - Discuss with the participants about key donors, mechanisms, and initiatives that are contributing to the REDD+ process in the country. Identify on the time line the year in which this type of support began and the achievements to date.

🔑 Key Messages

To meet the learning objectives, the most important points of this session are the following:

- Climate change is the change of normal weather patterns all over the world during an extended period of time. The Earth's average temperature is becoming warmer.

- Human activities can interfere in the natural carbon cycle and provoke climate change if too many greenhouse gases, including carbon dioxide, are released into the atmosphere.

- Managing forests can fulfill a double function in maintaining the carbon cycle limiting the greenhouse effect. Reducing deforestation and forest degradation can reduce CO2 emissions, growing trees can extract CO2 from the atmosphere while conserving forests maintains the carbon stored in the forest biomass.

- The United Nations Framework Convention on Climate Change (UNFCCC) is an international body that brings countries together to develop policies on climate change. .

- Four elements were agreed for REDD+ implementation under the UNFCCC.

- REDD+ is implemented in 3 phases

Safeguards Tree

At the end of the session, the following cards are added to the tree: climate change, REDD+,national reference level, National Forest Monitoring System, safeguards, and strategy/action plan. The audience is reminded of the relationship between the different elements, and the participants are given the information summary sheet with the key points addressed in the session.

National Forest
Monitoring System

Safeguards

National
Reference Level

Strategy /
Action Plan

REDD+
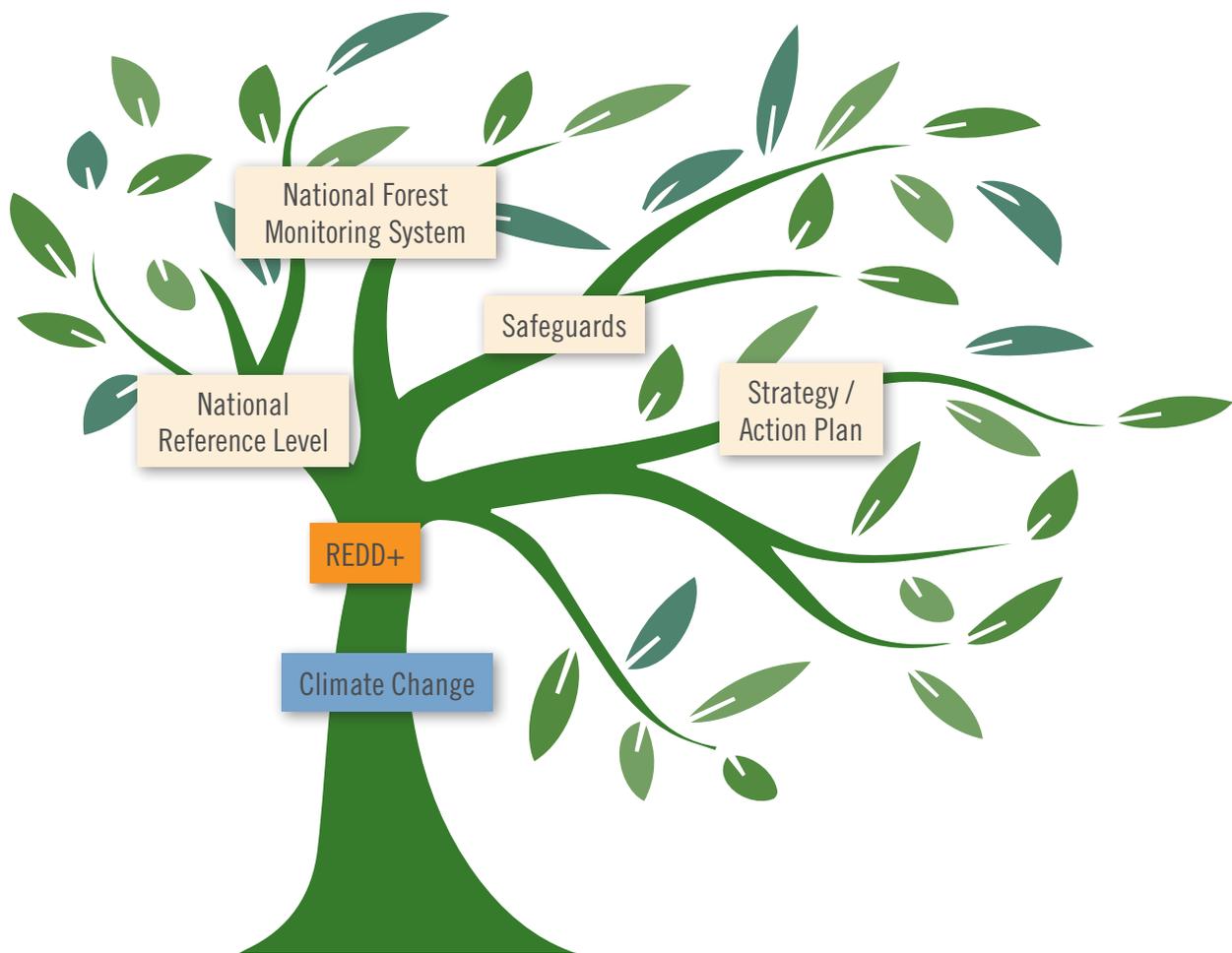
Climate Change

📚 Available Resources and Materials

- Climate Change and the Role of Forests, Conservation International, 2010

  Community capacity building toolkit that includes a training manual, posters, flaschards and a training-of-trainers manual to build capacities of local stakeholders to support their efforts to take information about the basic concepts of climate change and REDD+. Available in Spanish, English, French, Bahasa, and Malagasy.

- UNREDD Programme, REDD+ Academy, Learning Journal, Understanding REDD+ and the UNFCCC, Edition 1, Fall 2015

  The REDD+ Academy is a coordinated REDD+ capacity development initiative led by the UN-REDD Programme and the UNEP Environmental Education and Training Unit, which seeks to match the scale of the global climate change mitigation challenge and enable systematic, focused capacity development to deliver REDD+ on the ground. This journal includes background information and some exercises. Available in English, Spanish and French.

- Simply REDD+: A CIFOR Guide on Forests, Climate Change, and REDD+

  A simple CIFOR guide to help journalists, responsible politicians, non-governmental organizations, and world citizens interested in having a better understanding about the importance of forests in the fight against climate change. Available in Spanish, English, French, Portuguese, and Bahasa.

- "Cliff notes for REDD+" The Knowledge and Skills Needed to Engage in REDD+: A Competencies Framework

  Barquín, L., M. Chacón, S.N. Panfil, A. Adeleke, and E. Florian, and R. Triraganon, 2014. The Knowledge and Skills Needed to Engage in REDD+: A Competencies Framework. Conservation International, Tropical Agronomic Research and Teaching Center, International Union for the Conservation of Nature, Regional Community Forestry Training Center. Arlington, Virginia, USA.

  A practical tool is a comprehensive reference that enables readers to quickly understand key concepts, policy benchmarks, skills, tools and resources for 10 specific REDD+ themes. It is designed to provide an overview of the essential knowledge, abilities, and necessary resources to participate in ten large REDD+ topics. Available in English and Spanish. Also available for free as App in the Apple store.

2

Concept of Safeguards

Learning objectives

By the end of the session, the participants should be able to:

- Be familiar with the concept of safeguards
- Understand what safeguards are used for
- Understand how safeguards are implemented
- Understand how the concept of safeguards is applicable beyond REDD+

Materials for this Session

- Activity Sheet #2. Social & environmental Impacts
- Activity Sheet # 4. Alternatives situations with Safeguards
- Presentation 2. Concept of Safeguards
- Cards for Safeguards Tree
- Safeguards
- Masking Tape
- Colored paper
- Scissors
- Poster paper

Session Script

This session is aimed at familiarizing the participants with the concept of safeguards. Total time of the session: 2 hours (2 hours for the session with the option of adding Activity #3 of 30 min)

1. **What do you already know?** Ask participants what they already know about safeguards and write it down on a flipchart that is accessible during the session. This helps participants to understand that they already have some basic knowledge and that the objective of the session is to build or strengthen it.

2. **Activity #2: Identification of social & environmental impacts and safeguards** *(40 min)* The objective of this activity is for the participants to identify negative impacts of social and/or environmental projects or programs in the region/country. This activity acts as a precursor to introducing the concept of safeguards in the PowerPoint presentation on Safeguards.

3. **Presentation 2. Concept of Safeguards** *(20 min)* The objective of this presentation is to introduce the concept of safeguards and give examples.

   - **OPTIONAL - Activity #3 What is a safeguard?** *(30 min)* The objective of this activity is for participants to be able to associate the concept of safeguards with some everyday elements. This way, examples are given on a general level of how the safeguards are defined and applied, and their benefits. *Note: This activity is integrated into the presentation.*

4. **Activity #4 Alternative situations if social & environmental safeguards had been applied previously** *(40 min)* The objective of this activity is to analyze alternative situations that would have happened if social & environmental safeguards had been applied to projects and programs, identified in activity #2. In this way, through real examples, the participants can understand the importance of implementing safeguards to avoid possible risks.

5. **Key messages and questions** *(15 min)* The objective of this activity is to conclude with the session's key messages and ensure that the main learning objectives are met. At the end, the presentation has a slide with questions that cover this session's key messages. Discuss briefly with participants what they have learned looking at the 'What do you already know?' flipchart.

5. **Safeguards tree** *(5 min)* The objective of this activity is to help the participants understand how the key concepts of this session relate to those from the preceding session and how they allow for building REDD+ safeguards at country level. In this session, the card "Safeguards" is highlighted with a marker."

ℹ️ Information Summary

Presentation: Safeguards (20 min.)

- Projects and programs can have possible negative and positive social and environmental impacts
- Safeguards ensure that social and environmental **issues** are taken into account in design, implementation and evaluation of activities
- Application of safeguards through policies and measures
- Examples of safeguards

🚶 Activities

2. Identification of social & environmental impacts and safeguards

Objective: Identify positive and negative impacts of programs and projects in the country/region.
Materials: Activity Sheet #2 printed or on poster paper, markers
Type: In groups
Time: 40 minutes – 30 minutes for group work and 10 minutes for plenary

Instructions:

Divide the audience into groups of 7-8 people each.

The participants are asked to identify positive and negative social & environmental impacts that have resulted from programs and projects in the region/country. The following definitions would be used for the exercise:

- Programs and projects are interventions in the form of policy changes or activities across broad geographic areas or specific sites, such as forest- incentive programs, social support programs, agriculture fertilizer programs, etc.
- Environmental impact: Set of positive or negative effects on the environment from a change in the natural surroundings, as a consequence of the policy change or the activities.
- Social impacts: negative or positive effects on the people and/or communities as a consequence of the policy change or the activities
- Example: Forest incentive program
  - Negative environmental impact: expansion in invasive non- native species
  - Positive environmental impact: endangered species recolonized the area where the forest incentive programme is implemented.
  - Negative social impact: land owners received incentive benefits and excluded others from land traditionally used for grazing
  - Positive social impact: Jobs were created.

	Social Impacts		Environmental Impacts	
	Positive	Negative	Positive	Negative
Agricultural program/ project				
Economic and urban development program/ project				
Social program/ project				
Environmental program/ project				

Ask each group to identify the three main social and environmental impacts to be share with the audience during plenary.

The facilitator asks someone from each group to report in plenary the 3 main social and environmental impacts identified.

3. What is a safeguard?

Objective: Understand the concept of safeguards
Materials: Sheets of A4 paper, markers
Type: Plenary
Time: 20 min

Instructions:

- Give each participant a sheet of paper.
- Ask each participant to do one or several drawings that somehow, in a simplified manner, explain what a safeguard resembles.
- Participants present their ideas, and the drawings with similar concepts grouped together.
- At the end of the exercise, the facilitator introduces the concept of safeguards using the Safeguards presentation.

4. Alternative situations if social & environmental safeguards had been applied previously

Note: This activity is based on the results of Activity #2
Objective: Understand how using safeguards avoids negative impacts and enhances positive impacts from programs and projects
Materials: Activity Sheet #4, poster paper with charts from Activity #2 of the exercise and additional columns, markers
Type: In groups

Time: 40 minutes - 30 minutes activity, 10 minutes plenary
Participants go back into the same groups of Activity #2.

Ask each group to identify what safeguards could have been applied to mitigate negative impacts and strengthen positive impacts for the 3 projects and programs presented in Activity #2. For this, the charts used in Part 1 of the exercise are used again, and two columns are added to answer the question.

Example: Reforestation incentive program

Negative social impact: land owners received incentive benefits and excluded others from land traditionally used for grazing

What safeguards could have been applied to mitigate negative impacts and strengthen positive impacts: the community should meet to discuss and agree the distribution of benefits among community members, with particular attention to women and vulnerable groups, prior to implementation of the program

Tip: If time is limited, groups are asked to imagine alternative situations of what would have happened if social & environmental safeguards would have been applied for only one program/project identified in Activity #2.

	Social Impacts		Environmental Impacts		What safeguards could have been applied to avoid or mitigate negative impacts and enhance positive impacts?	
					Social	Environmental
	Positive	Negative	Positive	Negative		
Agricultural program/project						
Economic and urban development program/project						
Social program/project						
Environmental program/project						

A plenary session follows to present the results of the group work. The facilitator asks one person in each group to report in plenary what was discussed in the group.

Key messages

To ensure the learning objectives are met, the most important points of this session are:

- Safeguards are policies or measures implemented to protect someone or something from harm or to prevent something undesirable from happening
- Safeguards are like a safety belt
- They are used to mitigate negative impacts and promote social & environmental benefits
- They are implemented through impact assessments and policies and procedures

In order to verify that your audience understood the session's most important points, ask the questions on the last slide of the PowerPoint presentation.

Safeguards tree

At the end of the session, the Safeguards card is highlighted with a red marker.

The participants are given an information summary sheet with the key points addressed during the session.
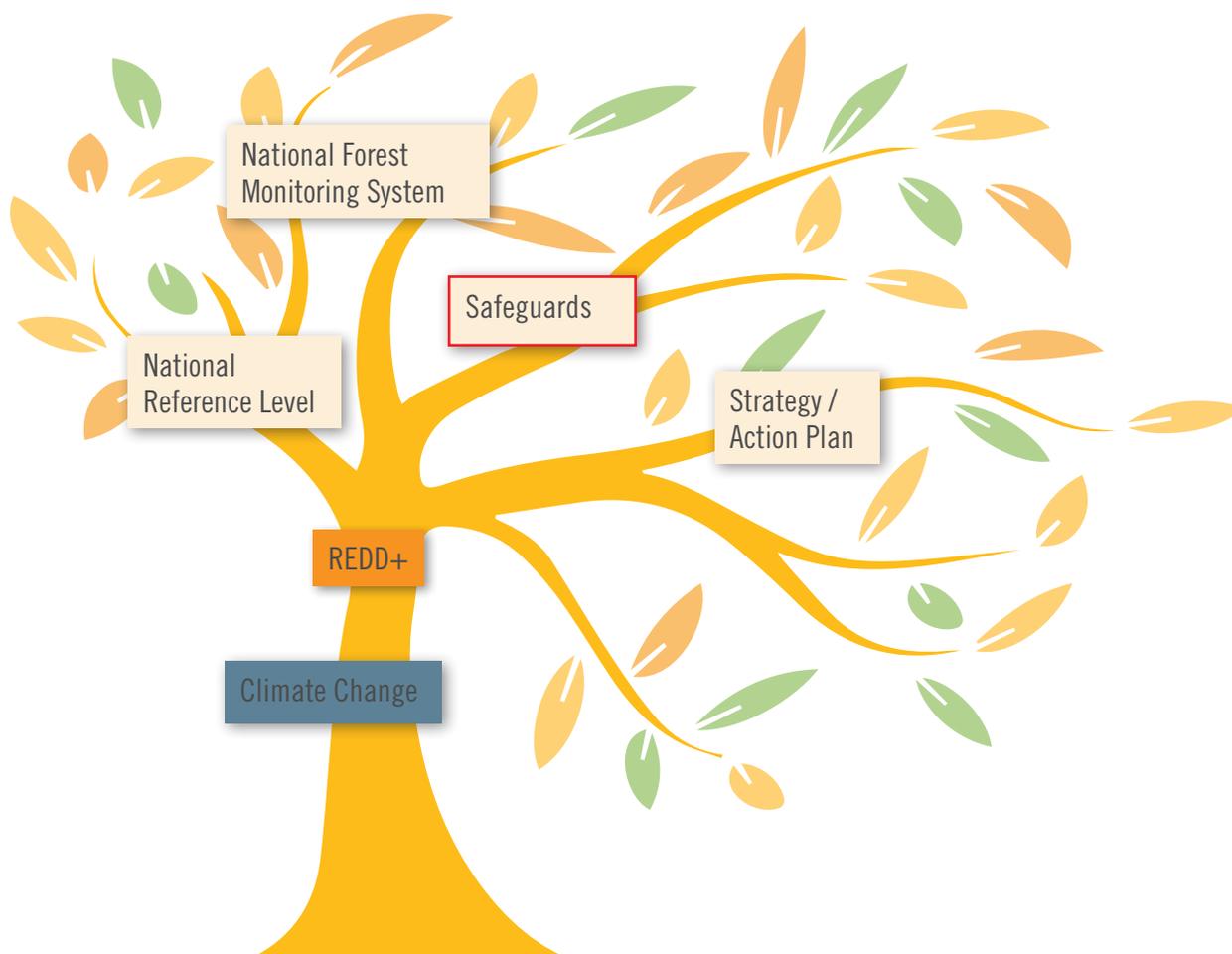
3

REDD+ Safeguards

IMPORTANT: It is recommended that, prior to Session 3, a short presentation is given on the country REDD+ context and progress so that the participants can understand the context in which the topic of REDD+ safeguards is being addressed. It is also recommended that Activity #5 (Identification of possible REDD+ risks and opportunities) be included following the presentation on REDD+ progress in the country.

Learning objectives

By the end of the session, the participants should:

- Be familiar with the seven REDD+ safeguards as defined in the UNFCCC

- Understand how safeguards are applied to REDD+ activities

- Be familiar with the concept of a Safeguards Information System and its characteristics

- Understand that a summary of information on how REDD+ safeguards are addressed and respected is required to access to results-based payments

Session Script

Materials for this Session

- Activity Sheet # 5, Identification of REDD+ risks and opportunities
- Activity Sheet #6, Safeguards Information Systems
- Activity Sheet #7, Cancun safeguards cards (to print on cards)
- Activity Sheet #8. SIS and the types of information needed
- Presentation 3. REDD+ Safeguards
- Safeguards Tree
- Cards for Safeguards Tree
- Safeguards Information System
- Masking Tape
- Colored paper
- Poster paper
- Scissors

This session is aimed at familiarizing the participants with REDD+ safeguards and the REDD+ safeguards information system.

Total time of the session: 2 hours, 35 minutes, with the option of adding a 'Going further' activity of 30 mins (Activity #8)

1. **What do you already know?** Ask participants what they already know about safeguards and write it down on a flipchart that is accessible during the session. This helps participants to understand that they already have some basic knowledge and that the objective of the session is to build or strengthen it.

2. **Activity # 5. Identify Risks and Opportunities of REDD+** *(60 min)* The objective of this activity is to ensure that participants understand that safeguards were created to mitigate risks and enhance benefits associated with REDD+ activities.

3. **Presentation. REDD+ Safeguards** *(30 min)* The objective of this presentation is to introduce what are REDD+ safeguards as defined under the UNFCCC and the characteristics of a REDD+ Safeguards Information System. Activity #5 is used to help participants to associate how the Cancun safeguards respond to possible risks and opportunities they identified and Activity #6 to help participants understand how Cancun safeguards can help addressing these risks and enhancing benefits.

- **Activity #6** 'Matching risks and opportunities of REDD+ with Cancun safeguards' (30 mins) The objective of this activity is to match risks and opportunities of REDD+ (identified in Activity #5) with REDD+ safeguards to help participants understand how Cancun safeguards can help to address these risks and to enhance benefits.

- **Activity #7** "Identification of users and information sources for the SIS at country level" (15 min) The objective of this activity is to identify examples of possible users and sources of information of a SIS in the country/region.

    Note: Activities #6 and #7 are integrated into the 'REDD+ Safeguards' presentation

4. **TO GO FURTHER - Activity #8 Familiarization with SIS and information needs** *(30 min). This activity is optional and helps to go further on potential information for the SIS.* The objective of this activity is to group the four main topics covered by the Cancun safeguards and identify what type of information can be used for each safeguard. This activity allows participants to familiarize themselves with the content of the Cancun safeguards and information that can be used for the SIS.

5. **Key messages and questions** *(15 min)* The objective of this activity is to conclude with the session's key messages and ensure the main learning objectives have been met. The presentation includes a final slide with questions covering the session's key messages. Discuss briefly with participants what they have learned looking at the 'What do you already know?' flipchart.

6. **Safeguards tree** *(5 min)* This activity is aimed at helping participants understand how this session's key concepts relate to those from the preceding sessions and how they allow for building an approach to REDD+ safeguards at country level. In this session, the "Safeguards Information System" card is added to the Safeguards tree.

Information Summary

Presentation: REDD+ Safeguards *(30 min)*

- REDD+ activities can lead to possible negative social & environmental and social impacts of REDD+

- Seven safeguards for REDD+ are defined under the UNFCCC known as the 'Cancun safeguards': When undertaking [REDD+] activities … the following safeguards should be promoted and supported:

    a. Actions complement or are consistent with the objectives of national forest programs and relevant international conventions and agreements;
    b. Transparent and effective national forest governance structures, taking into account national legislation and sovereignty;
    c. Respect for the knowledge and rights of indigenous peoples and members of local communities, by taking into account relevant international obligations, national circumstances and laws, and noting that the United Nations General Assembly has adopted the United Nations Declaration on the Rights of Indigenous Peoples;
    d. The full and effective participation of relevant stakeholders, in particular indigenous peoples and local communities;

e. Actions are consistent with the conservation of natural forests and biological diversity, ensuring that the [REDD+] actions are not used for the conversion of natural forests, but are instead used to incentivize the protection and conservation of natural forests and their ecosystem services, and to enhance other social and environmental benefits;

f. Actions to address the risks of reversals;

g. Actions to reduce displacement of emissions."

- Four topics addressed by the Cancun safeguards: good governance, avoiding negative impacts, generating multiple benefits, and climate effectiveness.

- Safeguards are applied to the national REDD+ Strategy/Action Plan throughout its design, implementation, and assessment.

- A Safeguards Information System is a required element of the framework for REDD+ implementation and its characteristics are defined in UNFCCC decisions.

- SIS should have the following characteristics:

  - take into account national circumstances and respective capabilities
  - recognize national sovereignty and legislation, and relevant international obligations and agreements
  - respect gender considerations
  - provide transparent and consistent information that is accessible by all relevant stakeholders and updated on a regular basis
  - be transparent and flexible to allow for improvements over time
  - be country-driven and implemented at the national level
  - build upon existing systems, as appropriate

- Governments provide information on how safeguards are addressed and respected to the UNFCCC through a summary of information in their national communications.

- The summary of information on how safeguards are addressed and respected is a requirement for accessing results-based payment.

- There can be different users and sources for the Safeguards Information System, both at national and international level, depending on the country context.

Activities

5. Identification of possible risks and opportunities of REDD+

Objective: Identify possible risks and opportunities of REDD+ activities
Materials: Activity Sheet #5 printed or poster paper with charts of risks and opportunities, lists of topics to guide discussion, list of proposed or potential REDD+ activities in the country, markers
Type: In groups
Time: 60 minutes – 40 minutes activity, 20 minutes plenary

- Divide the audience into groups of 7-8 people each. Ask participants to identify possible risks and opportunities of proposed or potential REDD+ activities and write them down on post-its or colored cards. *(40 mins)* A list of proposed or potential REDD+ activities in the countries and a list of topics are handed out as guides for reflection:

- Land tenure
- Distribution of benefits
- Livelihood of well-being
- Governance
- Biodiversity
- Participation of stakeholders/ invested parties
- Compliance with laws and agreements

- Each group classify the risks and opportunities that have been identified by topic on poster paper with the following table:

Risks	Opportunities

- Ask each group to identify the 3 main risks and 3 main opportunities they identified to share in plenary.

- A plenary is held to share results from the work groups and the the facilitator asks someone from each group to present three main risks and opportunities *(20 mins)*

Example

Group 1

Risks

1. False expectations
2. Social conflicts due lack of information
3. Limitation of access to the mechanism –> many candidates for access
   - International
   - National
   - Local
4. Volatility of carbon price

Opportunities

1. Comprehensive valorization of ecosystem services –> improved
2. Improved information-communication to affected stakeholders
3. Sectoral integration for governance –> clear rules

Group 2

Risks

1. No respect and break down of communities own governance/ management systems
2. Who are the beneficiaries? (small owners?) this is a question and not a risk?
3 Social conflict over land tenure
4. Perverse incentive for increased emissions from other countries? Justification of pollution by other countries??
5. Volatility of carbon price

Opportunities

1. Generate more detailed data base on what Ecosystems services
2. Protection of biodiversity and forests
3. Obtaining financial resources to reduce emissions
4. Increase social cohesion and increase forests parks
5. Synergies between communities + government + companies

6. Matching risks and opportunities with REDD+ Safeguards

NOTE: This activity is integrated in the "REDD+ safeguards" presentation. When the slide of possible Activity #6 is presented, participants are asked to join the same groups as for Activity #5

Objective: Matching risks and opportunities of REDD+ (identified in Activity 5) with REDD+ safeguards
Materials: Activity Sheet #6 printed, colored cards with risks and opportunities of Activity 5
Type: In groups
Time: 30 minutes

- Stick the cards with REDD+ safeguards on a wall or on boards, 2 meters apart from each other.

- Ask each group to take the colored cards where they wrote down the risks and opportunities in Activity #5 and to match them with the REDD+ Safeguards that address the risk identified or enhance the opportunity.

Example

(a) Complementarity with national forest programmes	(c) Respect for local communities and Indigenous Peoples' rights	(e) No conversion of natural forests, protection of biodiversity and ecosystem services
	Risk: Social conflict on land tenure	Opportunity: Protection of biodiversity and forests
	Risk: Transgression of communities own systems	

7. Identification of SIS users and information sources at country level

NOTE: This activity is integrated in the "REDD+ safeguards" presentation. When the slide of possible SIS users and information sources is presented, the participants are asked to identify possible users and information sources for the SIS in their country.

Objective: Identify possible SIS users and information sources at country level
Materials: Poster with Activity Sheet #7 printed, Safeguards Information System, printed or on poster paper and post-its. Alternatively, the screen showing the slide can be used to stick post-its.
Type: In plenary
Time: 15 minutes

- When the slides of possible SIS users and information sources are presented, the facilitator asks the participants to identify:

  - Possible SIS users in their country

  - Possible information sources for the SIS in their country

- Each participant writes down possible users and sources of information for SIS on different colored post-its (for example, users on green post-its and sources of information on blue post-its) and stick these below the corresponding category (national surveys, protected areas, national stakeholders etc.) on the poster or on the screen.

Example:
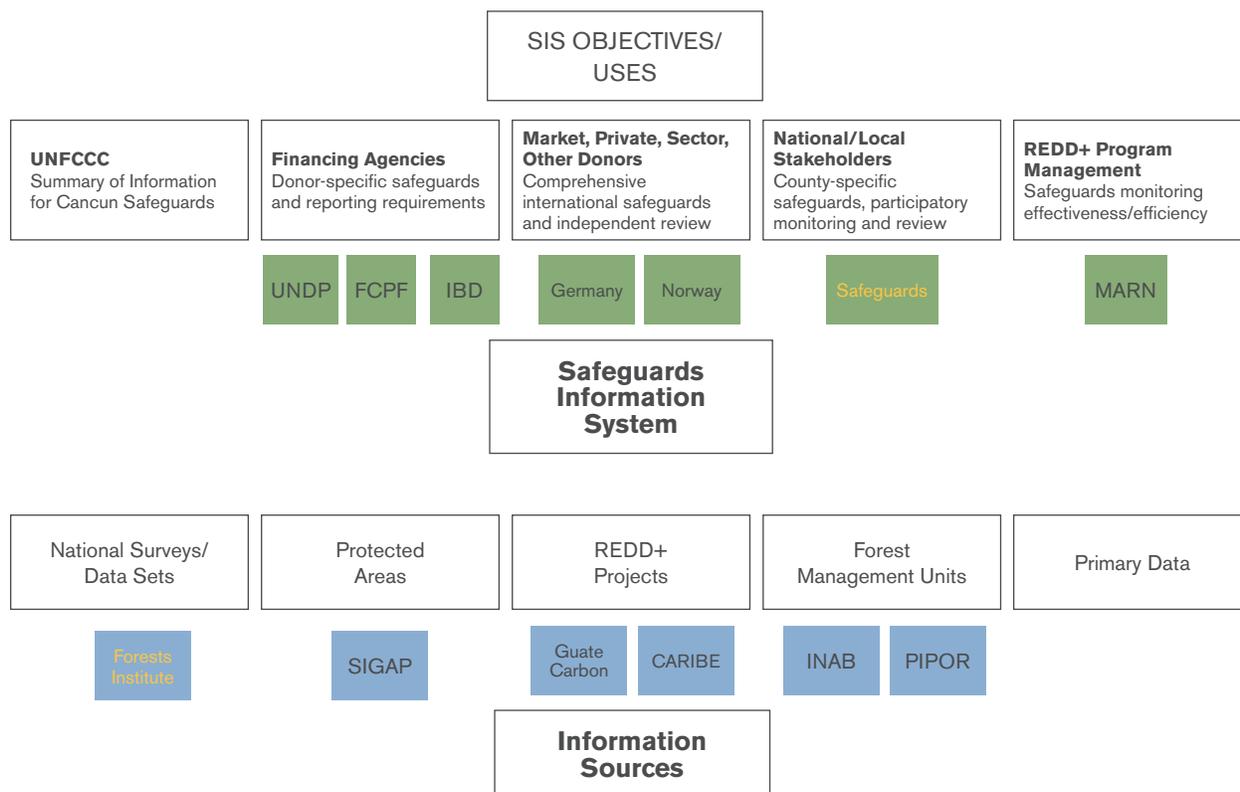
8. Familiarization with SIS and information needs

Objective: Understand the four main aspects covered by the Cancun safeguards and potential information needs for SIS
Materials: Activity Sheet #8, Cancun safeguards cards printed on cards, poster paper, markers, post-its
Type: 30 minutes – 20 minutes activity, 10 minutes plenary
Time: Groups

Instructions:

- Divide participants into groups of 7-8 people each

- Use the cards with the Cancun safeguards

- Ask participants to group safeguards in four topics (one topic per poster paper):

  - Governance

  - Social & environmental impacts

  - Multiple benefits

  - Climate effectiveness

- Ask participants to write on post-its the type of information that would be important to provide through the SIS at country level for each of the four topics *(20 minutes)*

- Ask each group to identify the three main examples of information for each one of the four topics to present in plenary.

A plenary is held and the facilitator asks someone from each group to report on what was discussed.

🔑 Key messages

To ensure the learning objectives were met, the most important points of this session are the following:

- The REDD+ safeguards were defined within the framework of the UNFCCC

- The REDD+ safeguards cover the four topics of: Governance, avoiding negative impacts, generating multiple benefits, and climate effectiveness

- The REDD+ safeguards apply to the REDD+ Strategies/Action Plans and governments provide information on how safeguards are addressed and respected through a safeguards information system

- The SIS can have several users, like the UNFCCC, donors, local stakeholders, etc. and different information sources, such as protected areas, REDD+ projects, etc.

In order to verify that your audience understood the session's most important points, ask the questions on the last slide of the PowerPoint presentation.

Safeguards tree

At the end of the session, the Safeguards Information Systems card is added to the tree. Remind the audience about the role the Safeguards Information System plays. The participants are given the information summary sheet with the key points addressed in the session.

National Forest
Monitoring System

Safeguards
Information System

Safeguards

National
Reference Level

Strategy /
Action Plan

REDD+

Climate Change
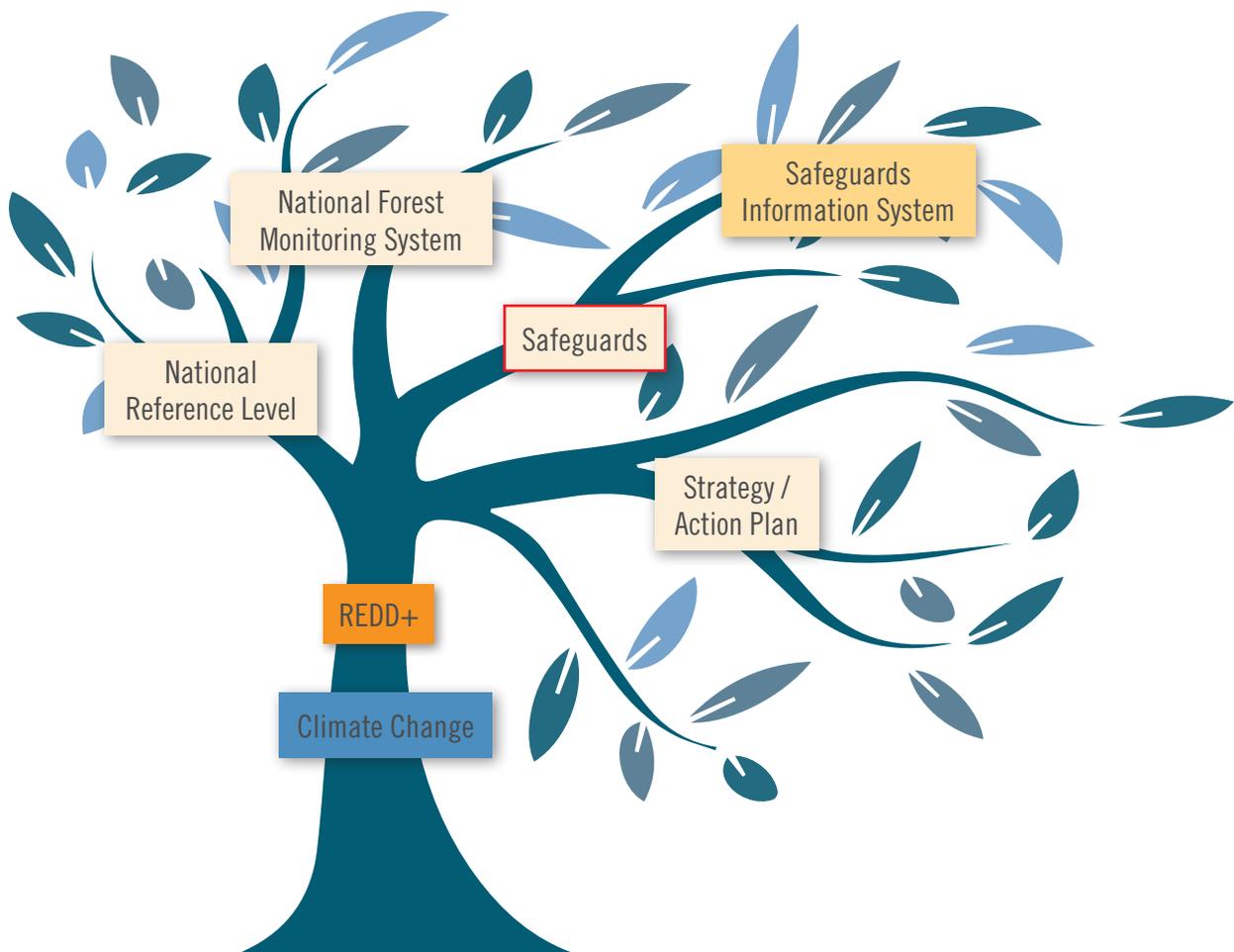
📚 Available materials and resources

- [Guide to understand and implement UNFCCC REDD+ Safeguards](). Rey, D., Roberts, J., Korwin, S., Rivera, L., and Ribet, U. (2013) Guide to understand and implement UNFCCC REDD+ Safeguards,. ClientEarth, London, United Kingdom.

  This guide helps to understnad and implement UNFCCC REDD+ safeguards, including an interpretative analysus to clarify UNFCCC REDD+ safeguards, identifying posible implementation measures and mechanisms for monitoring, reporting, complaints and conflicto resolution in the relevant and applicable international law. Available in [English]() and [Spanish]().

- [UNREDD Programme, REDD+ Academy, Learning Journal, REDD+ Safeguards under the UNFCCC, Edition 1, Fall 2015]()

  The REDD+ Academy is a coordinated REDD+ capacity development initiative led by the UN-REDD Programme and the UNEP Environmental Education and Training Unit, which seeks to match the scale of the global climate change mitigation challenge and enable systematic, focused capacity development to deliver REDD+ on the ground. This journal includes background information and some exercises.

- [Safeguards and Multiple Benefits in a REDD+ Mechanism](). Deborah Murphy, 2011, IISD

  This article explores the relation between safeguards and multiple benefits in REDD+ activities, focusing on posible instituticonal and governance structures that could facilitate the creation of multiple benefits and respect of safeguards, Available in English.

- Duchelle, A.E.; Jagger, P. 2014. [Operationalizing REDD+ Safeguards: Challenges and opportunities. CIFOR]()

4

Country Safeguards Approach and supporting REDD+ Safeguards Tools

IMPORTANT: This session is directed to an advanced audience and addresses the different safeguards tools, such as those from the FCPF and the UN-REDD Programme, to support the development of a Country Safeguards Approach.

Learning Objectives

By the end of the session, the participants should be able to:

- Understand what a Country Safeguards Approach and its three elements

- Understand the stages of developing a Country Safeguards Approach

- Be familiar with the different international safeguards tools for REDD+

- Understand the differences and complementarity between the different international safeguard tools

- Understand the difference between safeguards, Country Safeguards Approach, safeguards tools and Safeguards Information System

Materials for this Session
- Activity Sheet #9, Cards of safeguards tools
- Presentation 4. Country Safeguards Approach
- Safeguards Tree
- Safeguards tree cards

  - Safeguards Information System
  - Policies, Laws, and Regulations
  - Grievance Mechanism
  - REDD+ SES
  - SESA

  - ESMF
  - FCPF
  - UN-REDD
  - BeRT
  - PGA
  - CAST
  - SNV/CLP/Client Earth

- Safeguards Plans
- Masking Tape
- Colored paper
- Poster paper
- Scissors

Session Script

This session is aimed at familiarizing the participants with the concept and steps to develop a Country Safeguards Approach for REDD+

Total time of the session: 1 hour 30 mins

NOTE: For this session, it is recommended that the acronym list be handed out to the participants

1. **What do you already know?** Ask participants what they already know about Country Safeguards Approach and safeguards tools and write it down on a flipchart that is accessible during the session. This helps participants to understand that they already have some basic knowledge and that the objective of the session is to build or strengthen it.

2. **Presentation. A Country Safeguards Approach for REDD+** *(40 min)* The objective of this presentation is to introduce the three key elements that could be used as the basis for a Country Safeguards Approach as well as to present the possible steps for developing these three elements. This presentation also describes how the existing tools for national and international safeguards support the construction of the Country Safeguards Approach.

3. **Activity #9. "Finding partners: safeguards tools"** *(30 min.)* The objective of this activity is for participants to make an association between the main international REDD+ safeguards tools, their respective institutions and requirements. This activity will help participants to differentiate the different roles tools can play in building a Country Safeguards Approach.

4. **Key messages and questions** *(15 min.)* The objective of this activity is to finish up with the session's key messages and ensure that the main learning objectives have been met. At the end, the presentation has a slide with questions covering the session's key messages. Discuss briefly with participants what they have learned looking at the 'What do you already know?' flipchart.

5. **Safeguards tree** *(5 min.)* The objective of this activity is to help the participants understand how the key concepts of this session are related to the concepts of the preceding session and how they allow for building REDD+ safeguards at country level. In this session, the cards for Policies, Laws, and Regulations and Feedback and Redress Grievance MechanismSESA, ESMF, Safeguards Plans FCPF PGA, BeRT, CAST, REDD+ SES and SNV/CLP/Client Earth, are added to the Safeguards Tree.

Information Summary

Presentation: Country Safeguards Approach for REDD+ (40 minutes)

- Countries are required to address and respect the seven Cancun safeguards to access results-based payments, as well as donor safeguards if they receive specific funding for their REDD+ activities and their own country safeguards

- In order to operationalize safeguards, countries could develop a Country Safeguards Approach (CSA) with three elements: a Safeguards Information System (SIS), Policies, Laws, and Regulations (PLRs); and a Grievance and Redress Mechanism (GRM). These three elements are implemented through institutions and processes and procedures.

- SIS is one of the four core elements required under UNFCCC for REDD+ implementation

In order to develop each element of the CSA , a country can follow the following steps:

- First of all, the country needs to identify the goal of CSA which includes identifying which safeguards the country needs to address in the CSA as well as, and crucially for the Cancun safeguards, interpretation/clarification of safeguards with respect to the specific risks and opportunities of the REDD+ strategy.

- Policies, Laws & Regulations

  1. Analyze existing PLRs, institutions and procedures

  2. Create new PLRs (if necessary), strengthen institutions and procedures

- SIS

  1. Define the scope and objectives of the SIS

  2. Build on existing information systems

  3. Establish institutional arrangements and stakeholder participation

4. Identify specific information needed

5. Collect, compile and analyze information

6. Review, report and use information

- Feedback and Grievance Redress Mechanism

  1. Define the PLRs against which grievances can be raised

  2. Define clear and transparent processing guidelines

  3. Establish grievance response system

- Existing systems and tools at national level can support the development of the different steps

- There are various international safeguards tools that support the development of a CSA.

- Tools from the FCPF: SESA, ESMF, Safeguards Plans

- Tools from the UN REDD Programme: CAST, BeRT, PGA,

- Tools from CCBA/CARE: REDD+ SES, Gender Checklist, Options for SIS and Guidance on Multi-stakeholder processes

- Tools from SNV/CLP/Client Earth: CSA Guidelines, Guide to understanding and implementing REDD+ safeguards

Activities

9. Understanding Safeguards Tools

Objective: Understanding the different safeguard tools, their differences and their linkages.
Materials: Activity Sheet #9 printed on cards or written on cards, markers. One set of cards for each group.
Type: In groups
Time: 30 minutes

- Instructions (5 minutes)

- Organization of groups (5 minutes)

- Discussion (20 minutes)

- Plenary (10 minutes)

- Feedback (5 minutes)

Instructions:

- Divide the participants into groups of 7-8 people each.

- The facilitator gives to each group a set of cards with the names of the safeguards tools, the descriptions, the institutions and status (obligatory, recommended, voluntary).

- Participants in each group should pair the names of the safeguard tools, their descriptions, and their respective institutions (example: FCPF with SESA and ESMF) and establish their status to obtain the results in the table below.

- In plenary, the facilitator asks the audience which tools correspond to each institution: FCPF, UN-REDD, CCBA/CARE and SNV/CLP/Client Earth, the description and status.

- The facilitator asks the participants to identify which of the safeguard tools mentioned apply or could help their country/ region.

Discuss with the audience the similarities and differences between the safeguard tools.

Institution	Tool	Description	Status
FCPF	SESA	An iterative process of analysis and consultation to improve National REDD+ Strategy design based on World Bank safeguards and risks/opportunities of strategy options	Obligatory for those countries receiving funds from the World Bank
	ESMF	Framework for risk screening of specific activities, outlining process for development of safeguards plans, and institutional and monitoring arrangements	
	Safeguards Plans	Activity-specific plans to mitigate and manage risks with respect to World Bank safeguards	
UN-REDD	CAST	A process oriented tool designed to support countries to plan a country approach to safeguards, including SIS, identifying, prioritizing & sequencing activities and identifying available information resources	Recommended for the countries receiving UN-REDD funds in the framework of Joint National Program or Targeted Support
	BeRT	Supports countries to address and respect safeguards, identifying benefits and risks of specific REDD+ actions in the context of Cancun safeguards, understanding how existing PLRs address benefits and risks, and identifying gaps	
	PGA	Inclusive multi-stakeholder process identifies priority governance issues, defines indicators, collects information, to feedback into design and potentially for ongoing monitoring	
CCBA-CARE	REDD+SES	Principles, criteria and a framework for indicators, and a 10-step country-led, multi-stakeholder process to create country-specific indicators and to assess performance with respect to safeguards and non-carbon benefits throughout implementation	Voluntary
	Gender checklist	Action steps for development of a gender sensitive REDD+ strategy, for a gender-sensitive participatory process, and for a gender-sensitive SIS	Voluntary
	Options for design of SIS	Key questions for designing each element of SIS, outlining options and potential influence on credibility	Voluntary
	Guidance for multi-stakeholder processes	Guidance document including good practices to design and conduct inclusive multi-stakeholder processes for REDD+ safeguards	Voluntary

Client Earth	A guide to understanding and implementing UNFCCC REDD+ safeguards	An interpretative analysis that provides clarity over the concepts of the UNFCCC REDD+ Safeguards, as they are informed by existing international obligations.	Voluntary
SNV/ Climate Law & Policy	Country-led Safeguards Approach (CSA) Guidelines	Guidelines for development of legal, institutional and compliance frameworks to address UNFCCC safeguards in a way that fits country context and circumstances, building on existing governance systems and frameworks	Voluntary
Green Climate Fund	Operational Modalities and Technical considerations currently under development	GCF is developing its own ESMF and intends to be in consistency with UNFCCC decisions. For the time being IFC Performance Standards are the only safeguards of the GCF.	Obligatory

🔑 Key messages

To ensure compliance with the learning objectives, the most important points of this session are the following:

- REDD+ safeguards can be operationalized through a Country Safeguards Approach (CSA)
  - A Country Safeguards Approach is made up of three elements
  - Policies, laws, and regulations
  - Safeguards Information system

Feedback and Grievance Redress Mechanism

- A country has to address and respect UNFCCC safeguards, donor safeguards, and its own country safeguards
- Safeguard tools are different but complementary to develop and implement a CSA

In order to verify that your audience understood the session's most important points, ask the questions onthe last slide of the PowerPoint presentation.

Safeguards tree

At the end of the session, the following cards are added to the tree: Policies, Laws, and Regulations; Feedback and Grievance Redress Mechanism,SESA/ESMF, Safeguards Plans, FCPF, BeRT, PGA, CAST, UN-REDD Programme, REDD+ SES, SNV/CLP/Client Earth. The audience is reminded of the relationship between the different elements.

The information summary sheet with the key points addressed in the session is handed out to the participants.
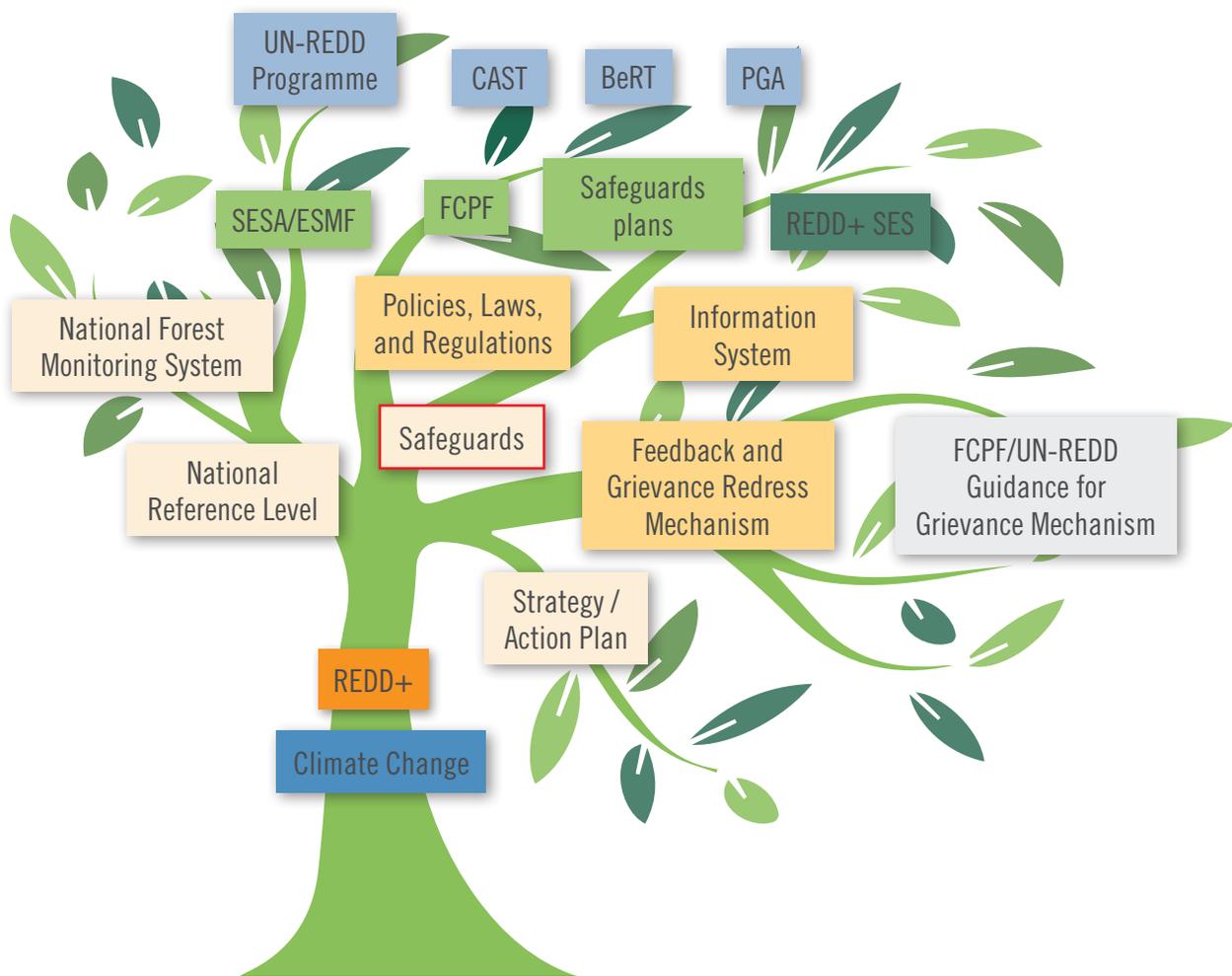
Available Resources and Materials

- *Client Earth: A Guide for Consistent Implementation of REDD+ Safeguards: Comparative Analysis of REDD+ Initiatives* Rey, D., Roberts, J., Korwin, S., Rivera, L., Ribet, U. and Ferro, P. (2013) A Guide for Consistent Implementation of REDD+ Safeguards. ClientEarth, London, United Kingdom.

  This report provides a legal comparative analysis of the application of selected REDD+ safeguards tools in relation to the REDD+ safeguards of the UNFCCC, and it identifies the most relevant mechanisms for conflict resolution and reporting of the selected REDD+ tools. Available in English.

- *Safeguards in REDD+ and Forest Carbon Standards: A Review of Social, Environmental, and Procedural Concepts and Application* Stephanie Roe, Charlotte Streck, Luke Pritchard, John Costenbader, Climate Focus, 2013

  This study reviews and analyzes 30 standards for REDD+ and the carbon forest Initiatives, their substantive components (social & environmental) and procedure. Available in English.

- *REDD+ Social Safeguards and Standards Review*, Forest Carbon, Market and Communities Program, USAID This report compares several REDD+ tools and social & environmental safeguard approaches. Available in English.

5

REDD+ Safeguards and multi-stakeholder processes

Form more detailed good practices and guidance on conducting multi-stakeholder consultation and establishing multi-stakeholder groups or committees, please refer to Session 9. Multi-Stakeholder process for using REDD+ SES.

Learning objectives

By the end of the session, the participants should be able to:

- Understand the relevance of multi-stakeholder processes for identifying and applying REDD+ safeguards

- Understand the importance of engaging different groups of stakeholders

- Understand the opportunities and challenges of engaging many different groups of stakeholders.

Materials for this Session
- Presentation 5. REDD+ Safeguards and multi-stakeholder processes
- Activity Sheet #10
- Activity Sheet #11
- Masking Tape
- Colored paper
- Poster paper
- Scissors

Session Script

This session is aimed at participants understanding the importance, opportunities and challenges of conducting a multi-stakeholder process for REDD+ safeguards.

Total time of the session: 2 hours 40 minutes

1. **What do you already know?** Ask participants what they already know about engaging many different groups of stakeholders in REDD+, the opportunities and the challenges, and write it down on a flipchart that is accessible during the session. This helps participants to understand that they already have some basic knowledge and that the objective of the session is to build or strengthen it.

2. **Presentation 5. REDD+ Safeguards and multi-stakeholder processes** *(30 min)* The objective of this presentation is to introduce some considerations for engaging different stakeholder groups in the development of REDD+, and in particular of the approach to REDD+ safeguards.

3. **Activity #10. Mapping stakeholders (45 min)** The objective of this activity is for participants to identify what are the relevant stakeholder groups that should be engaged in REDD+ processes, in particular in those related to REDD+ safeguards.

4. **Activity #11. Role play – Making a decision together** *(70 min)*. The objective of this activity is for the participants to understand the opportunities and challenges of multi-stakeholder processes through a decision-making process. *Please note that this activity is included in the presentation.*

5. **Key messages and questions** *(15 min.)* The objective of this activity is to finish up with the session's key messages and ensure the main learning objectives have been met. The presentation includes a slide at the end with questions covering this session's key messages.

ℹ️ Information Summary

Presentation REDD+ Safeguards and a multi-stakeholder process (30 minutes)

- Stakeholders are individuals or groups which have a stake, interest or right in the forest that will be affected either negatively or positively by REDD+ activities.

- UNFCCC Decisions related to REDD+ safeguards and stakeholder engagement:

  a. Transparent and effective national forest governance structures, taking into account national legislation and sovereignty;

  b. Respect for the knowledge and rights of indigenous peoples and members of local communities, by taking into account relevant international obligations, national circumstances and laws, and noting that the United Nations General Assembly has adopted the United Nations Declaration on the Rights of Indigenous Peoples;

  c. The full and effective participation of relevant stakeholders, in particular indigenous peoples and local communities;

- Importance of inclusive, effective multi-stakeholder processes:

  - Create a platform for building consensus and trust between stakeholders
  - Enhance quality and credibility
  - Promote shared ownership by government and civil society
  - Build understanding and ownership of rights holders and stakeholders
  - Increase transparency and accountability

- Considerations for effective multi-stakeholder processes:

  - Inclusiveness and equity
  - Transparency, effectiveness and legitimacy
  - Decision making

🚶 Activities

10. Mapping stakeholders

Objective: Map stakeholders that are relevant for REDD+ in the country
Materials: color cards, markers
Type: In groups of 7 or 8 persons
Time: 45 min – 30 minutes activity, 15 minutes plenary

Ask each group to identify the different stakeholder groups that should be involved in the development and implementation of the REDD+ strategy and actions, and in particular in the identification and application of REDD+ safeguards, and their interest or relevance to REDD+, and write them down on color cards. (20 mins)

In plenary, the facilitator asks one group to share the stakeholder groups they identified and their interest in and relevance to REDD+, then asks the other groups to add to the results shared in plenary.

11. Role Play: Making a decision together

Objective: Understand the dynamics of decision-making in multi-stakeholder groups
Materials: Activity Sheet #11 printed for each participant
Type: In 2 or 3 groups of 10 persons
Time: 70 min

- Instructions (5 minutes)
- Organization of groups (5 minutes)
- Discussion (50 minutes)
- Feedback (10 minutes)

o Divide the participants in groups of 10 people.

o Present the scenario to the participants (in the presentation) and explain that each of them will receive information on their stakeholder role (information about the sort of stakeholder they are or the people they represent). They should read their own stakeholder role, but **not show it to anyone else.**

o Explain that the activity will have 2 parts:

  ▪ Decision making based on consensus (30 min)

  ▪ Decision making based on majority voting (20 min)

o Distribute the instructions and roles to all participants.

o At the end of the activity, ask participants for feedback based on the following questions (questions are in the presentation) (15 min):

  - Did you reach consensus?

  - Did you approve any indicators by voting?

  - How did it feel when you 'lost' the vote?

  - What was it like to have a facilitator who was a member of the committee?

Scenario

A group of stakeholders are in the process of developing content for a new national-level standard for sustainable forest management. A number of key stakeholders have been convened to meet and develop the standard. The country is under the spotlight internationally for its forest management practices (including both social and environmental aspects). It is urgent to agree a standard for sustainable forest management that can be independently verified.

All forestry operations — government run, private concessions, and community forestry — should all be able to use this standard, voluntarily. If they comply with it they will have access to government grants, and national and international markets their timber.

The country has a mixture of forest operations:

- Very large government controlled areas; including national parks, tribal and community land zones and timber management areas.

• Very large private timber harvesting operations (private ownership and government concessions)

A Principle **"Workers are fairly treated" (Principle)**, has already been agreed, and several criteria have been developed. The group is now trying to develop some indicators for two of the criteria:

Criterion 1: "Contracting and working hours are fair and transparent."

Criterion 2: "Adequate measures are taken to protect the health and safety of the workers"

Options for indicators

Principle 4: Workers are treated fairly (need to develop indicators)

CRITERION 1: Contracting and working hours are fair and transparent.

Indicator 1: Conditions (Choose 1 option)

- o **Option 1:** All workers have written contracts, with conditions that are clearly understood by all workers.
- o **Option 2:** All workers have written contracts which include conditions that a normal work shift does not exceed 8 hours and for any overtime, it is voluntary and a higher rate of an additional 15%, as a minimum, is paid.
- o **Other?**

Indicator 2: Pay (Choose 1 option)

- o **Option 1:** All workers' pay should be above the legal minimum and should provide a 'living wage' (which covers basic subsistence for a family, takes into consideration inflation + an amount for discretional activities)"

- o **Option 2:** As a minimum, all workers should be paid according to the national minimum requirements.

- o **Other?**

CRITERION 2: Adequate measures are taken to protect the health and safety of the workers

Indicator 3: Safety equipment (Choose 1 option)

- o **Option 1:** All workers, including seasonal workers, are trained on health and safety requirements of their job

- o **Option 2:** All workers, including seasonal workers, should be provided by the company protective equipment including helmets, gloves, safety boots and fluorescent jackets.

- o **Option 3:** All workers, including seasonal workers, are trained on a weekly-basis on health & safety measures, and are provided with all necessary protective equipment by the company.

- o **Other ?**

Indicator 4: Medical conditions (Choose 1 option)

- o **Option 1:** All workers, including seasonal workers, have free medical insurance or access to free medical services.

- o **Option 2:** All workers, including seasonal workers, are trained on first aid

o   **Option 3:** All workers, including seasonal workers, should have access to national medical benefits or if lacking, all workers should have access to medical insurance or medical services, which is subsidized by the company.

o   **Other:**

Instructions for participants

1. Divide into groups as instructed by the facilitators.

2. Each person will be given information on their stakeholder role (information about the sort of stakeholder you are or the people you represent). Read your stakeholder role, *but don't show it to anyone else*

3. *Within your groups, you will have to agree on which indicators to use for this Principle. Four indicators are required, and several options under each indicator have already been developed. Within your groups and in your stakeholder roles, please read these options and together choose ONE option PER indicator. The group can also choose to develop a new indicator if you feel that it is necessary.*

4. Remember to take into account the opinions and positions of the group members.

Activity: Once you have read the indicator options, in your groups, please

   1. First decision making exercise:

Consensus-based decision making. Use the following definition of a consensus decision **"when no party involved has registered a persistent or serious objection, i.e. all parties are willing to live with the decision"**. Do not choose an indicator until you have reached consensus.

You will need to write down on the flip chart provided:

• The indicators your group has chosen.

• What were the difficulties you encountered in reaching consensus?

• What are the benefits of this approach?

   2. Second decision making exercise:

Majority-based decision-making. Use the following definition of a majority decision **"when an option receives more than 50% of the votes"**

You will need to write down on the flip chart provided the indicators chosen for each criterion.

6

Gender and REDD+ Safeguards

Learning objectives

By the end of the session, the participants should be able to:

- Understand the link between gender and REDD+

- Understand the gender considerations associated with REDD+ safeguards

- Understand how to address gender in REDD+ safeguards

Session Script

Materials for this Session

- Activity Sheet #12. Gender-differentiated social & environmental impacts

- Activity Sheet # 13. Gender considerations that should be addressed by REDD+ safeguards

- Activity Sheet # 14. Goal and ambition to address gender

- Presentation 6. Gender and REDD+ Safeguards

- Cards for Safeguards Tree
  - o Gender

- Masking Tape

- Colored paper

- Markers

- Scissors

- Poster paper

This session is aimed at familiarizing the participants with the concept of gender and safeguards.

Total time of the session: 2 hours 30 mins

NOTE: An alternative session of 1 hour 30 mins involves reducing time for activity #1 and activity #2 (20 min each) and reducing activity #3 to half the time.

Presentation 6. Gender and REDD+ Safeguards *(20 min.)*. The objectives of this presentation are to: a) understand the relation between gender and REDD+ and; b) introduce why safeguards should address gender considerations and how to develop gender-sensitive REDD+ processes and safeguards.

1. **Activity #12 Identification of gender-differentiated impacts –** (35 *min.)*. The objective of this activity is for participants to recognize that forest-related activities have gender-differentiated impacts. The session highlights the importance of addressing gender considerations when implementing social and environmental programs and projects; and shows why it is important to conduct a gender-differentiated impact assessment.

   Note: This activity is integrated into the presentation

2. **Activity #13: Which gender considerations should REDD+ safeguards address?** *(30 min.)*. The objective of this activity is for participants to identify some of the common gender inequalities that need to be addressed by REDD+ safeguards

   Note: This activity is integrated into the presentation

3. **Activity #14: How to address gender considerations in REDD+ safeguards?** *(40 min.)*. The objective of this activity is for participants to propose the country's goal in relation to addressing gender in REDD+ safeguards and potential actions to achieve the goal.

4. **Key messages and questions** *(20 min.)*. The objective of this activity is to conclude with the sessions key messages and to ensure that the main learning objectives are met. The presentation includes a slide at the end with questions that covers this session's key messages.

5. **Safeguards tree** *(5 min.).* The objective of this activity is to help the participants understand how the key concepts of this session relate to those from the preceding sessions and how they help with ensuring gender-responsive REDD+ safeguards at country level. In this session, the card "Gender" is highlighted with a marker.

ℹ️ Information Summary

Presentation – Gender and REDD+ Safeguards

The presentation presents an over view of the links between gender and REDD+, builds the case why addressing gender is crucial for the successful design and implementation of REDD+ Safeguards and provides an initial guidance on how country can propose and implement concrete actions to address gender in specific processes, such as consultations, benefit sharing, participation, that are intrinsic to the design and implementation of national REDD+ strategy and safeguard approach. The presentation is divided in three sections that cover the following topics:

- Gender and REDD+ links. The presentation presents a timeline with milestones related to the work on gender and REDD+, UNFCCC policies that include gender, and overview of worldwide case studies that have addressed gender and REDD+

- Gender considerations that REDD+ safeguards should address. This section's objective it to present information on why gender matters in REDD+. Activities and information explores gender differentiated use/dependence on forests, what is gender and why there is a focus on women, and gender differentiate impacts of forest activities and gender inequalities and issues that need to be considered by safeguards

- How to address gender in the safeguards and REDD+ design and implementation process. The section presents a framework of goals to address gender REDD+ that can be adapted to country context and provides a summary of essential actions to address gender that were identified by the REDD+ SES gender action research that serve as examples of country actions to address gender consideration in REDD+ safeguards

Tip: To help deliver the presentation, print out the notes below each slides.

🚶 Activities

Activity #12. Identification of gender-differentiated impacts

Objective: Recognize that forest-related activities have gender-differentiated impacts
Materials: Printed cards with forest activities and gender-differentiated impacts (see *Activity Sheet #12*), 3 colors of cards, post-its, markers
Type: In groups
Time: 35 minutes

Instructions:

- Divide the audience into groups of 5-8 people each. There should be at least 4 groups in the room.
- Each group will receive cards with 3 forest related activities and cards with potential positive and negative impacts (all groups will receive the same cards, card information is based on information shared in other countries).
- Participants will then identify if the impacts on the cards refer to impacts that are experienced for women, men or both. (10 min to receive cards and discuss)
- The facilitator will then share the results found in *Slide 12* of the presentation and encourage a brief discussion. (5 minutes)
- Each group will be asked to identify one additional forest-related activity that could be implemented in their country and will be asked to write the possible gender-differentiated impacts on post-its or colored cards. (10 min to discuss)
- Groups will quickly share the results for the new forest-related activity. (10 minutes)

Forest Related Activity	Impact on Women	Impact on Men	Impact on Both
Extraction of non-timber forest products (NTFP)	+ Increase products that can be exchanged - Increase non remunerated work	+ New source of monetary income - Exclusion due to lack of knowledge of distribution of NTFP	+ Value of traditional knowledge + Traditional products available to support family's food basket
Monitoring of forests and patrolling	- Limit extraction of products used in household - Exclusion from activity	+ New job sources + Use of new technologies - Increased conflict with poachers	+ Increase in ecosystem services and goods + Greater resilience due to better conditions of forest ecosystem
Reforestation	+ Increase of fuelwood - Reduction of buffer zones where NTPF are extracted	+ More income - Increase in labor - Increase of tools/resources needed	+ Secures natural resources access + Improves quality of life and resilience - Diminish native species of trees - Increase pests
Agroforestry Systems	+ Increase food security for family - Increase workload - No access to new technology	+ Diversification of economic activities + Permanent income - Require initial investment	+ Increase in production - Insecure land tenure

Activity #13. Which gender considerations should REDD+ safeguards address?

Objective: Identify some of the common gender inequalities that need to be addressed when developing REDD+ safeguards
Materials: Color cards (at least 7 colors), markers
Type: Small groups
Time: 30 min

Instructions:

- Divide the participants into groups of 3-4 people sitting next to each other. There should at least 7 groups in the room

- Each group will receive color cards and one of the following questions

  1. Are women recognized as forest users/managers/contributors to conservation? For which activities are they recognized and for which are they not?

  2. Can women enjoy their rights? In which situations can they not enjoy their rights?

  3. Can women own land? What are the major challenges for women regarding land tenure?

  4. Do women participate effectively? What are the major challenges for women to participate effectively?

  5. Do women have access to information/capacity building? What are the major challenges women face to receive information/capacity building?

  6. Are women involved in decision-making? In which situations are they not involved in decision making?

  7. Are women's costs, risks, needs and preferences taken into account when distributing benefits? What are the barriers to women receiving fair benefits?

- Participants will have 10 minutes to answer their question on their color cards (10 mins)

- The facilitator will project the questions and groups will quickly share the results for each question (20 minutes, 2 minutes per group)

Activity#14. How to address gender considerations in REDD+ safeguards?

Objective: Identify how to address gender considerations within the country context
Materials: Scales printed (see scale in *Activity Sheet #14*), color cards
Type: In groups
Time: 40 min

Instructions:

- Divide the audience into 3 groups

- Each group will receive a copy of the scales and color cards

- In plenary the facilitator will show slide with scale, and explain the scales and implications (5 min).

Note to the facilitator: To explain the scale, the facilitator must start by reminding participants that the REDD+ strategy/ action plan should take into account gender considerations (as was decided under the UNFCCC); and that countries must then decide how they will address these considerations. Depending on how the country decides to address gender

considerations (goal) its strategy/action plan will fall on a scale that ranges from gender neutral all the way to gender transformative. The facilitator will then explain the terms in the scale using the following definitions:

Gender neutral is when the human dimension is not relevant, and thus gender is not an implication in any approach/ strategy/framework/programme (UNEP/CBD/COP/9/INF/12/Rev.1).

Gender sensitive is to understand and give consideration to socio-cultural norms and discriminations in order to acknowledge the different rights, roles & responsibilities of women and men in the community and the relationships between them. Gender-sensitive policy, program, administrative and financial activities, and organizational proce-dures will: differentiate between the capacities, needs and priorities of women and men; ensure that the views and ideas of both women and men are taken seriously; consider the implications of decisions on the situation of women relative to men; and take actions to address inequalities or imbalance between women and men (definition provided by WEDO for glossary REDD+ SES Version 2)).

Gender-responsive approach/strategy/framework/programme will include planning, programming, and budgeting that contributes to the advancement of gender equality and the fulfillment of women's rights (UN Women). This advancement will involve changing gender norms, roles and access to resources as a key component of project outcomes (Adapted from Eckman, A, 2002 by United Nations International Research and Training Institute for the Advancement of Women (INSTRAW))

Gender-transformative approach/strategy/framework/programme will recognize that gender equality is central to achieving positive development outcomes. It takes on the task of transforming unequal gender relations to promote shared power, control of resources, decision making, and support for women's empowerment (Adapted from Eckman, A, 2002 by United Nations International Research and Training Institute for the Advancement of Women (INSTRAW))

The facilitator will highlight that how gender considerations are addressed will affect the results of the REDD+ strategy/ action plan, and will explain the potential results associated with each one of the goals on the scale of how to address gender considerations (gender neutral, gender sensitive, gender responsive or gender transformative).

- In plenary participants will vote for the goal (gender neutral, gender sensitive, gender responsive or gender transformative) that the country's strategy/ action plan could achieve
- In cards each group will write (15 min)
    1. Explain what does the goal mean within the context of the country
    2. Write actions to achieve goal
- Groups will share information and the facilitator will compare results with the information in the REDD+ SES guidelines (20 min).

Note to the facilitator: To facilitate plenary discussion and compare the REDD+ SES guidelines to actions proposed, the facilitator should start by reminding participants that:

a) The checklist can be adapted to review policies, design projects, evaluate ongoing initiatives and/or can be used as guidance for the safeguard information system

b) Actions in the checklist should be completed in a stepwise process; or as guidance/support from experts to design and implement the REDD+ actions taking into account gender considerations.

c) That checklist provides guidance on both content and process.

Afterwards, the facilitator should select at least one action per group and discuss in plenary what gender issues are addressed and if the action relates to content or process. Once this has been identified, the facilitator will read actions proposed in the guidelines for a similar issue. The facilitator must read the checklist carefully before the session, but can use the chart found in *Document 3 Gender Issues Covered by Checklists* as a reference to quickly identify the actions proposed in the checklists for different gender issues. The objective of this plenary discussion is to complement the ideas proposed by the participants.

Example of goal, action and comparison with checklists:
Goal: Gender Responsive
Action: Develop a gender-sensitive benefit sharing mechanism
Ideas proposed in Checklists:
- Identify and incorporate good practices that have benefited women in existing/past benefit-sharing mechanisms/systems.
- Identify and exclude "bad" practices that have excluded or limited women receiving benefits in existing/ past benefit-sharing mechanisms/systems.
- Propose actions to ensure benefit-sharing system takes into account current needs and preferences of women.
- Include an option in benefit-sharing mechanism that only women can access.
- Require that benefit-sharing mechanism includes a wide range of benefits (e.g. cash, financial, services, non-cash) to minimize control by one group only.
- Establish a clear, transparent and inclusive monitoring system to determine if women are receiving appropriate benefits in a timely manner.

🔑 Key messages

To ensure that the learning objectives if this session are met, participants should understand the following:

- Gender considerations are crucial to the success of REDD+, and programs and projects should include them in all phases of design and implementation, including safeguards.

- Gender-differentiated impacts of forest-related activities should be identified, so they can be addressed by safeguards.

- It is crucial to identify gender inequalities that could prevent properly addressing and respecting safeguards.

- Including gender consideration in the safeguard process and content should not be an add-on or a last minute effort. Actions should be taken from the beginning to ensure that considerations have been appropriately addressed.

In order to verify that participants have understood the session's most important points, ask the questions on the last slide of the PowerPoint presentation.

Safeguards tree

At the end of the session, the gender card is added next to the Safeguards on the branch of the tree.

The participants are given an information summary sheet with the key points addressed during the session.
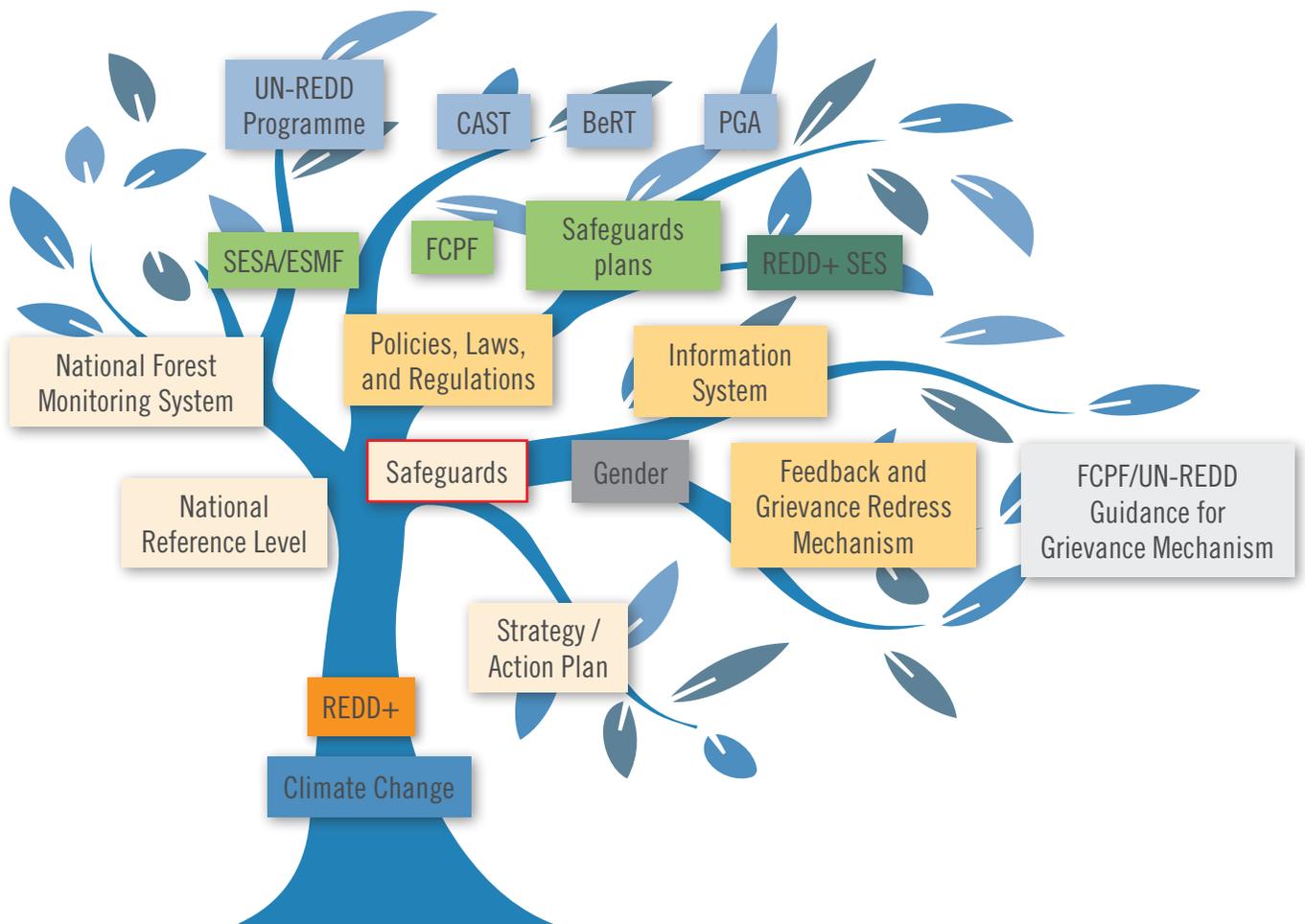
📚 Available materials and resources

African Women's Network for Community Management of Forests (REFACOF). 2013. Report on Workshop on the Theme: Land Tenure Reforms, Customary Land Tenure Practices and Land Tenure and Land Management Rights for Women and Marginalised Groups

Aguilar, L., A. Quesada-Aguilar, and D. Shaw eds. 2011. Forests and Gender. IUCN and WEDO

Aguilar, L. and A. Quesada-Aguilar. 2011. Gender and REDD+ Roadmaps. IUCN and WEDO

Aguilar, L. and A. Sasvari.2009. Gender equality within the REDD and REDD-plus framework/ Igualdad de género en el marco de REDD y REDD+ además del Marco de Trabajo . IUCN

Diamond. 2013. Readiness To Engage: Stakeholder Experiences For REDD+. Forest Carbon, Markets And Communities (FCMC) Program

Gurung, J. and A.B Setyowati. 2012. Re-Envisioning REDD+: Gender, Forest Governance And REDD+ In Asia. Rights, Resource Initiative: Brief 4

Larson, Am. T. Dokken, A. Duchelle, S. Atmadja, I.A.P. Resosudarmo, P. Cronkleton, M. Cromberg, W. Sunderlin, A. Awono And G. Selaya. 2014. Gender and REDD+: Analyzing women's roles in sub-national initiatives. CIFOR

Larson, A.M.; Dokken, T.; Duchelle, A.E.; Atmadja, S.; Resosudarmo, I.A.P.; Cronkleton, P.; Cromberg, M.; Sunderlin, W. ; Awon, A. & Selaya, G. The role of women in early REDD+ implementation: lessons for future engagement

Mai, Y.H., E. Mwangi and M. Wan. 2011.Gender analysis in forestry research: looking back and thinking ahead. International Forestry Review Vol.13. CIFOR

Nhatumbo, I and L. Chiwona-Karltun. 2012. His REDD+, her REDD+: how integrating gender can improve readiness. IIED Briefing

Nhantumbo. I. 2013. REDD+: 3 things to consider so men and women share the benefits. IIED

RECOFT. 2013. Gender in REDD+: A handbook for grassroots facilitators Questions and Answers

Silverman, A. 2015. Using International Law to Advance Women's Tenure Rights in REDD+. Rights and Resources Initiative and Center for International Environmental Law (CIEL)

Sun,Y., E. Mwangi, R. Meinzen-Dicka, P. Bose, P. Shanley, F. C. da Silva and T. MacDonald. 2012. Forests Gender, property rights and access. CIFOR

Tebtebba Foundation. 2011. Indigenous Women, Climate Change and Forests

UN-REDD. 2011. The Business Case for Mainstreaming Gender in REDD+

UNREDD. 2013. Guidance Note on Gender Sensitive REDD+

Quesada-Aguilar, A.; E. Blomstrom and R. Jarrah. 2013. From research to action, leaf by leaf: getting gender right in REDD+ Social and Environmental Standards. WEDO and REDD+ SES

UNREDD. 2012. Integrating Gender into REDD+ Safeguards Implementation in Indonesia

7

Overview of the REDD+ SES Initiative

IMPORTANT: Session 7, 8, 9 focus on the REDD+ SES Initiative and may be more relevant to countries or jurisdictions that have decided to use the REDD+ SES guidance and tools, including the Principles, Criteria and Indicators and the 10-step process.

Learning objectives

By the end of the session, the participants should be able to:

- Understand the role of the REDD+ SES Initiative
- Understand how the REDD+ SES Initiative can support countries
- Be familiar with the REDD+ SES Initiative's governance

Tools for this Session

- Activity Sheet # 15, Cancun Safeguards and REDD+ SES
- Activity Sheet #16. REDD+ risks and opportunities vs. REDD+ SES
- Presentation 7. Overview of the REDD+ SES Initiative

- Masking Tape
- Colored paper
- Poster paper
- Scissors

Session Script

This session is aimed at participants becoming familiar with the REDD+ Social & Environmental Standards Initiative (REDD+ SES) and how the Initiative supports countries in developing their Country Safeguards Approach, in particular their Safeguards Information System.

Total time of the session: 1 hour 50 with the option of adding To Go further Activity #16 of 50 min

1. **What do you already know?** Ask participants what they already know about the REDD+ SES Initiative and write it down on a flipchart that is accessible during the session. This helps participants to understand that they already have some basic knowledge and that the objective of the session is to build or strengthen it.

2. **Presentation 7. REDD+ SES Initiative** *(30 min.)* The objective of this presentation is to introduce the REDD+ SES Initiative, its content, process, governance, history, and participating countries.

3. **Activity #15. Cancun safeguards and REDD+ SES** *(60 min.)*. The objective of this activity is for the participants to understand how the REDD+ SES principles, criteria and indicators can be used to provide information on the Cancun safeguards. This activity is based on the results and knowledge acquired in Session #3. REDD+ Safeguards

4. **TO GO FURTHER. Activity #16. REDD+ risks and opportunities vs. REDD+ SES. This activity is optional and is similar to Activity #6, it may be interesting for a country or jurisdiction that is using the REDD+ SES Principles, Criteria and Indicators to clarify and interpret REDD+ safeguards in their country (50 min)** The objective of this activity is for participants to understand how REDD+ SES principles, criteria and indicators address possible REDD+ risks and opportunities identified in Session #3.

5. **Key messages and questions** *(15 min.)* The objective of this activity is to finish up with the session's key messages and ensure the main learning objectives have been met. At the end, the presentation has a slide with questions covering this session's key messages.

6. **Safeguards tree** *(5 min.)* The objective of this activity is to help the participants understand how the key concepts of this session are related to the concepts from the preceding session and how they allow for building the REDD+ safeguards at country level. In this session, the REDD+ SES card is added to the Safeguards tree.

ℹ️ Information Summary

Presentation: Overview of the REDD+ SES Initiative (30 minutes)

- The REDD+ SES Initiative supports countries in developing their Country Safeguards Approach, in particular their Safeguards Information System

- History of the REDD+ SES Initiative

- Countries can participate in the REDD+ SES Initiative for different type of support: management of multi-stakeholder processes, design and implementation of SIS, exchange and learning between countries, building capacity of civil society to engage effectively with government on safeguards, use of the Social & Environmental Standards for REDD+ and other land use.

- The Initiative's governance at the international level consists of a Secretariat and an international Steering Committee

- 18 countries and jurisdictions have been participating in the REDD+ SES Initiative

🚶 Activities

15. REDD+ SES and Cancun safeguards

Objective: Understand how the REDD+ SES principles and criteria can help to provide information on Cancun safeguards
Materials: Activity Sheet #15 printed or written on poster paper, markers
Type: In groups
Time: 60 min. (40 minutes activity, 20 minutes plenary)

- *nstructions (5 minutes)*
- *Organization of groups (5 minutes)*
- *Discussion (30 minutes)*
- *Plenary (20 minutes)*
- *Feedback (5 minutes)*

Instructions:

- Divide the audience into groups of 5-7 people each and give each group a sheet of poster paper/sheet with Activity Sheet #14.

- Ask each group to review the REDD+ SES (Version 2) and identify the principles and/or criteria that address the Cancun safeguards, and enter the number of relevant principles and/or criterion/a.

- After this activity, a plenary is held during which the facilitator reviews the Cancun safeguards one by one and asks the groups which REDD+ SES principles/criterion/a they identified.

- The facilitator makes the link with the results of activity #8 from Session 4 in which examples of the type of information were identified for reporting on the Cancun safeguards.

ANSWERS

Cancun safeguards	Covered by REDD+ SES Standards Principles and Criteria (if not the case, put an X)
(a) The REDD+ program promotes and supports: actions complement or are consistent with the objectives of national forest programmes and relevant international conventions and agreements;	4.2 7.1
(b) The REDD+ program promotes and supports: transparent and effective national forest governance structures, taking into account national legislation and sovereignty;	4.1, 4.3, 4.4, 4.5,
(c) The REDD+ program promotes and supports: Respect for the knowledge and rights of indigenous peoples and members of local communities, by taking into account relevant international obligations, national circumstances and laws, and noting that the United Nations General Assembly has adopted the United Nations Declaration on the Rights of Indigenous Peoples;	P1 6.3 7.1
(d) The REDD+ program promotes and supports: The full and effective participation of relevant stakeholders, in particular indigenous peoples and local communities, in the actions referred to in paragraphs 70 and 72 of this decision;	6.1, 6.2, 6.4, 6.5, 6.6
(e) The REDD+ program promotes and supports: Actions are consistent with the conservation of natural forests and biological diversity, ensuring that actions referred to in paragraph 70 of this decision are not used for the conversion of natural forests, but are instead used to incentivize the protection and conservation of natural forests and their ecosystem services, and to enhance other social and environmental benefits;	3.1, 3.2 P5
(f) The REDD+ program promotes and supports: Actions to address the risks of reversals	3.2, 5.5
(g) The REDD+ program promotes and supports: Actions to reduce displacement of emissions.	5.4, 5.5

16. Identification of risks and opportunities of REDD+ vs. REDD+ SES

Objectives: Understand how REDD+ SES principles help to provide information on how possible REDD+ risks and opportunities can be addressed

Materials: Activity Sheet #16 printed for each group, poster paper with charts filled out in Session 3, Activity #5 "Identification of possible REDD+ social & environmental impacts"

Type: In groups Moderator: One per group

Time: 50 minutes (30 minutes activity, 20 minutes plenary)

- Instructions (5 minutes)

- Organization of groups (5 minutes)

- Discussion (20 minutes)

- Plenary (20 minutes)

- Feedback (5 minutes)

Instructions: Ask the audience to get in the same groups for Activity #5 "Identification of REDD+ risks and opportunities "from Session 3.

Each group identifies how the REDD+ SES principles allow for providing information on how the risks/opportunities of REDD+ identified by each groupcan be addressed, using color cards with the numbers of the REDD+ SES principles that match the risks/opportunities. For each risk and opportunity, the group stick a color card with the corresponding principle.

P1	Respect for rights of Indigenous Peoples and local communities
P2	Equitable distribution of benefits
P3	Improvement in livelihoods and well-being of Indigenous Peoples and local communities
P4	Contribution to sustainable development and good governance
P5	Maintenance of biodiversity and ecosystem services
P6	Full and effective participation and access to information
P7	Compliance with local, national, and international laws

The facilitator asks someone to report, in plenary, on what was being discussed in the group. After the activity, a plenary is held with a presentation on the results of the work groups.

OPPORTUNITIES

- Generate/develop life plans -> baseline, diagnostic
- Land use planning -> propoer and articulated
- Strengthening dialogue platforms
- Strengthening monitoring systems
- Institutional arrangements at different levels (external and internal)
- Design adequate institutional framework with sufficient time
- New vision of forests -> ecosystems
- "Organize the house"
- Include REDD+ in long term strategy

RISKS

- Use deforestation as an 'object' for compensation (perverse incentive)
- Spreading bad use of resources within the community
- Weaken Indigenous Peoples and communities rights
- Deepen gaps in access to information and capacity
- Diminish other forests values (biodiversity, culture), deforestation displacement
- Reduce biodiversity wealth for timber products
- Non respect of Indigenous Peoples' rights

Key messages

To ensure compliance with the learning objectives, the most important points of this session are the following:

- The REDD+ SES Initiative supports countries or jurisdictions in the development of their Country Safeguards Approach, in particular of their safeguards information system
- Participation in the REDD+ SES Initiative is voluntary
- Countries can participate in the REDD+ SES Initiative for different types of support: management of multi-stakeholder processes, design and implementation of SIS, exchange and learning between countries, capacity building for civil society to engage effectively with government on safeguards, use of the Social & Environmental Standards for REDD+ and other land use.

The REDD+ SES Initiative emphasizes the importance of a participatory multi-stakeholder process for developing a Country Safeguards Approach

- The Initiative's governance at the international level consists of a Secretariat and an International Steering Committee
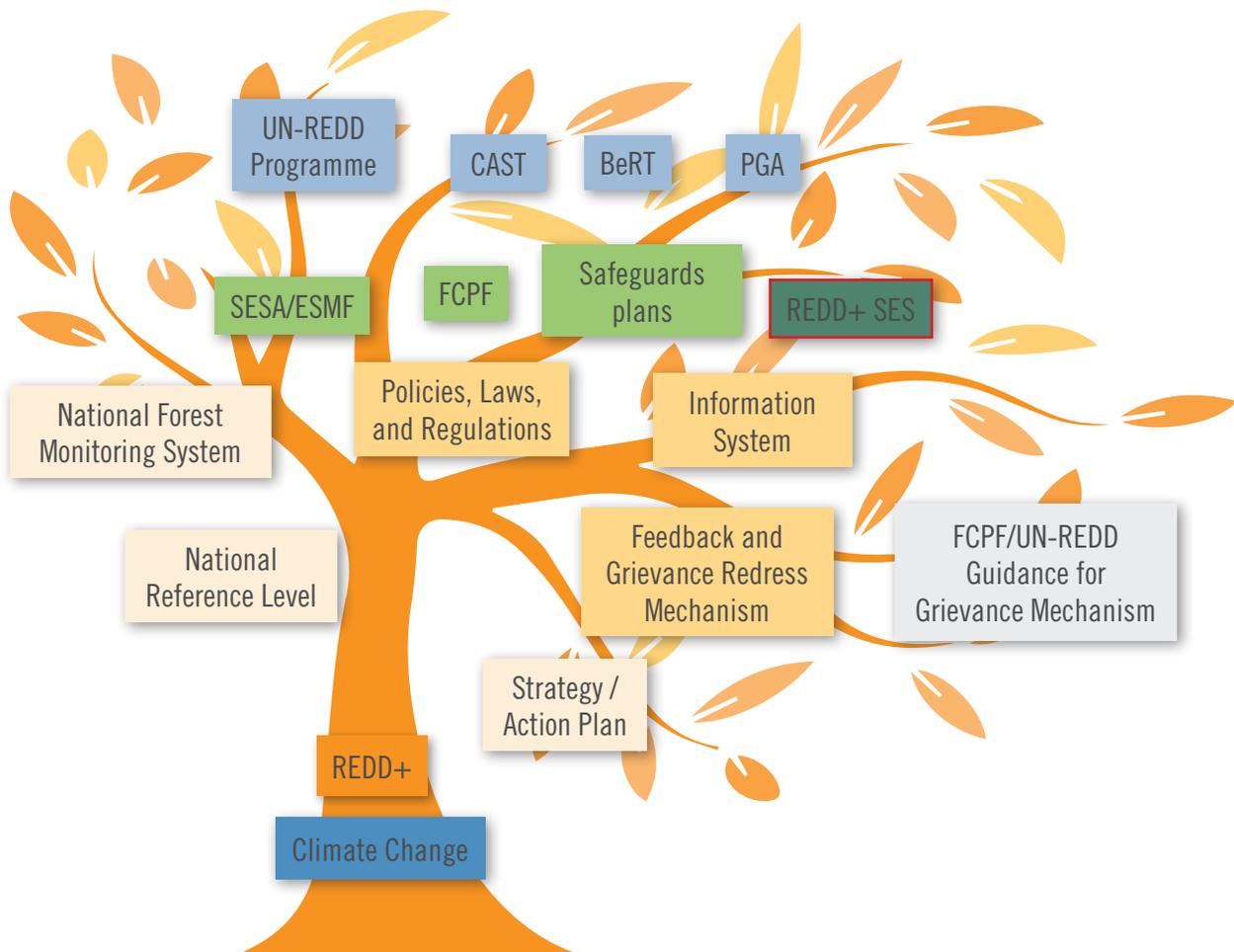
In order to verify that your audience understood the session's most important points, ask the questions on the last slide of the PowerPoint presentation.

Safeguards tree

At the end of the sesión, the card 'REDD+ SES' is circled with a red line

The information summary sheet with the key points addressed in the session is handed out to the participants.

Available Resources and Materials

- REDD+ Social & Environmental Standards, Version 2. September 2012, REDD+ SES Initiative.

  Available in Spanish, English, French, Portuguese, and Bahasa.

  Principles, criteria, and indicators of REDD+ Social & Environmental Standards

- Guidelines for Using REDD+ SES at country level, November 2012, REDD+ SES Initiative.

  Available in Spanish, English, French, Portuguese, and Bahasa

  Good Practices guidelines and guidance for each of the ten (10) steps of the REDD+ SES process

- REDD+ SES: Experience supporting countries in developing Safeguards Information Systems, REDD+ SES Initiative. Available in Spanish, English, French, Portuguese, and Bahasa

  Brochure that explains how REDD+ SES supports the development of safeguards information systems and presents the experience of the countries using the REDD+ SES

8

REDD+ SES Principles, Criteria and Indicators Framework

Learning objectives

By the end of the session, participants should be able to:

- Be familiar with the 7 REDD+ SES principles

- Understand the REDD+ SES structure: principles, criteria and indicators

- Understand what indicators assess

- Understand the participatory interpretation process for indicators

- Know about the different ways that indicators can be interpreted

- Understand how indicator interpretation can help to clarify Cancun safeguards

Materials for this Session

- Activity Sheet # 16, Adaptation of indicators
- Presentation 8. REDD+ SES Principles, Criteria, and Indicators framework
- Safeguards Tree
- Safeguards tree cards
  - Principles, Criteria, and Indicators
- Masking Tape
- Colored paper
- Poster paper
- Scissors

Session Script

This session is aimed at familiarizing the participants with the content of REDD+ SES Principles, Criteria and Indicators, as well as the process for interpretation of the indicators so they are appropriate for the country context.

Total time of the session: 1 hour 40 minutes

1. **Presentation 8. REDD+ SES Principles, Criteria, and Indicators** *(30 min)* The objective of this presentation is to introduce the contents of the REDD+ SES Principles, Criteria, and framework for Indicators in more detail, as well as the process for interpreting the indicators to the country context.

2. **Activity #16. Adaptation of Indicators** *(50 min)* The objective of this activity is for the participants to familiarize themselves with the different ways that indicators can be interpreted and understand how they can tailor the indicators to the context of their country.

3. **Key messages and questions** *(15 min)* The objective of this activity is to conclude with the session's key messages and ensure the main learning objectives have been met. At the end, the presentation has a slide with questions covering the key messages of this session.

4. **Safeguards tree** *(5 min)* The objective of this activity is to help the participants understand how the key concepts of this session are related to the concepts from the preceding session and how they contribute to building REDD+ Country Safeguards Approach. In this session, the "Principles, Criteria, and Indicators" card is added to Safeguards tree.

ℹ️ **Information Summary**

Presentation REDD+ SES Principles, Criteria, and Indicators (30 min.)

- REDD+ SES consists of seven principles
  1. Respect for the rights of Indigenous Peoples and local communities
  2. Equitable distribution of benefits
  3. Improvement of livelihood and well- being of Indigenous Peoples and local communities
  4. Contribution to good governance and sustainable development
  5. Maintenance and enhancement biodiversity and ecosystem services
  6. Full and effective participation by the stakeholders and access to information
  7. Compliance with local and national laws and international agreements
- The REDD+ SES are structured around Principles, Criteria, and Indicators (essence and qualifiers)
- Indicators assess: Policies, processes, and results
- The objective of the interpretation is to tailor indicators so that REDD+ SES international standards are relevant to the country's context.
- The interpretation process involves con- sultations and final approval of the indi- cators by the Standards Committee
- Indicators can be maintained, adapted, deleted or added.

If your audience is not familiar with the Principle, Criteria, and indicator concept, the following activity is recommended before introducing the presentation.

A Typical Dish

Instructions

- Ask the audience to choose a typical dish from the region/country.
- On poster paper, write the activity's objective: Prepare a tasty dish of [name of a typical dish]
- Ask the audience to explain the different stages and ingredients needed to cook this dish, including the ingredients (e.g. tomatoes, flour, corn, etc.), the characteristics of these ingredients (ripe, green, half size, etc.) to prepare the dish. Number the different stages clearly.
- Once you have the complete recipe, list the objective and stages in the following way with the principles, criteria, and indicators:

  PRINCIPLE: To prepare a tasty dish of [name a typical dish]

  CRITERIA 1: First Stage
  - INDICATOR 1: Characteristics of the ingredients
  - INDICATOR 2: Cooking time
  - INDICATOR 3: Type of pot used

  CRITERIA 2: Second Stage

- After the activity, the presentation is used and the logic of the Principles, Criteria, and Indicators of the REDD+ SES is related to the recipe for this typical dish.

Example

  PRINCIPLE: The apple pie is tasty

  CRITERIA 1: The dough is lights and crunchy

  CRITERIA 2: Apple sauce is weet and smooth
  - INDICATOR 1: Apples are sharp, sweet, crunchy and fresh
  - INDICATOR 2: Apples are cooked with appropriate flavorings
  - INDICATOR 3: Apples are cooked until soft

  PRINCIPLE 2: The apple pie has nicely laid applce rings on top

The report to show the criteria are met could be: used Gala apples, added cinnamon and honey and cooked gently for 20 minutes to create a smooth and sweet apple sauce

Activities

16. Adaptation of Indicators

Objective: Understand how indicators are tailored and the importance of involving key stakeholder groups in the interpretation process
Materials: Poster paper, markers
Time: 50 min (30 minutes activity, 20 minutes plenary)

- Instructions (5 minutes)

- Organization of groups (5 minutes)

- Discussion (20 minutes)

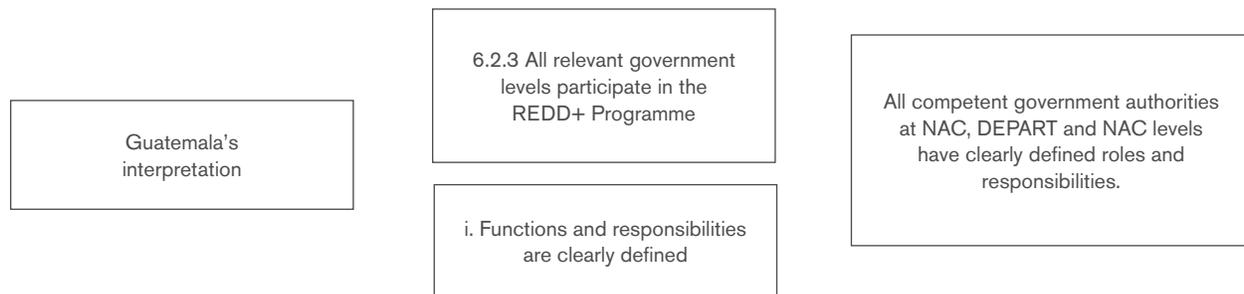- Plenary (15 minutes)

- Feedback (5 minutes)

Instructions:

- Organize the audience in groups of 5-7 people each, and as much as possible, per stakeholder group (e.g., NGOs, governments, local communities, etc.).

- Give each group a sheet of poster paper with the following two examples of countries where different interpretations of the same indicator were done.

Framework of REDD+ SES Indicator	Ecuador Interpretation 2012	Acre Interpretation 2012	Interpretation of [country]
6.2.3 All relevant government levels participate in the REDD+ program i. Functions and responsibilities are clearly defined	Evidence of creating and structuring a mechanism for participation of autonomous decentralized governments, the national government, and other relevant levels in the REDD+, and their functions and responsibilities are clearly defined.	The different levels – federal, state, and municipal – effectively participate in the Program.	

- Ask each group to propose an interpretation of this indicator for its country.

- In plenary, the groups report back, with each group explaining its justification for making changes to each indicator and explain the process to decide on the new indicator within the group.

- For the discussion in plenary, the facilitator helps participants to understand that there could be a different interpretation according to stakeholder group, and that if only one group does the interpretation, it is very possible that the interests of all are not taken into account. Therefore, in order to develop an appropriate indicator for the country, it is necessary to take into account different points of view. The facilitator helps participants to understand how this approach helps stakeholders to understand the REDD+ program, its risks and benefits and how safeguards will address these, not just indicators for monitoring but also to develop a country interpretation/clarification of the Cancun safeguards.

Guatemala's interpretation	6.2.3 All relevant government levels participate in the REDD+ Programme	All competent government authorities at NAC, DEPART and NAC levels have clearly defined roles and responsibilities.
	i. Functions and responsibilities are clearly defined	

🔑 Key messages

To ensure compliance with the learning objectives, this session's most important points are the following:

- REDD+ SES consists of seven principles, 12criteria, and 64 indicators
- REDD+ SES seven principles are:

  1. Respect for the rights of Indigenous Peoples and local communities
  2. Equitable distribution of benefits
  3. Improvement of livelihood and well-being of Indigenous Peoples and local communities
  4. Contribution to good governance and sustainable development
  5. Maintain and improve biodiversity and ecosystem services
  6. Full and effective participation by the stakeholders and access to information
  7. Compliance with local and national laws and international agreements

- The REDD+ SES are structured by Principles, Criteria, and Indicators
- Indicators assess policies, processes, and results
- The interpretation process allows for tailoring indicators to the country's context and should involve multiple stakeholder groups through consultations.
- Indicators can be maintained, adapted, removed or added.
- Intepreting indicators helps stakeholders to understand the REDD+ program, its risks and benefits and how safeguards will address these, not just indicators for monitoring but also to develop a country interpretation/clarification of the Cancun safeguards.

In order to verify that your audience understood the session's most important points, ask the questions on the last slide of the PowerPoint presentation.

Safeguards tree

At the end of the session, the following card is added to the tree: Principles, Criteria, and Indicators. The information summary sheet with the key points addressed in the session is handed out to the participants.
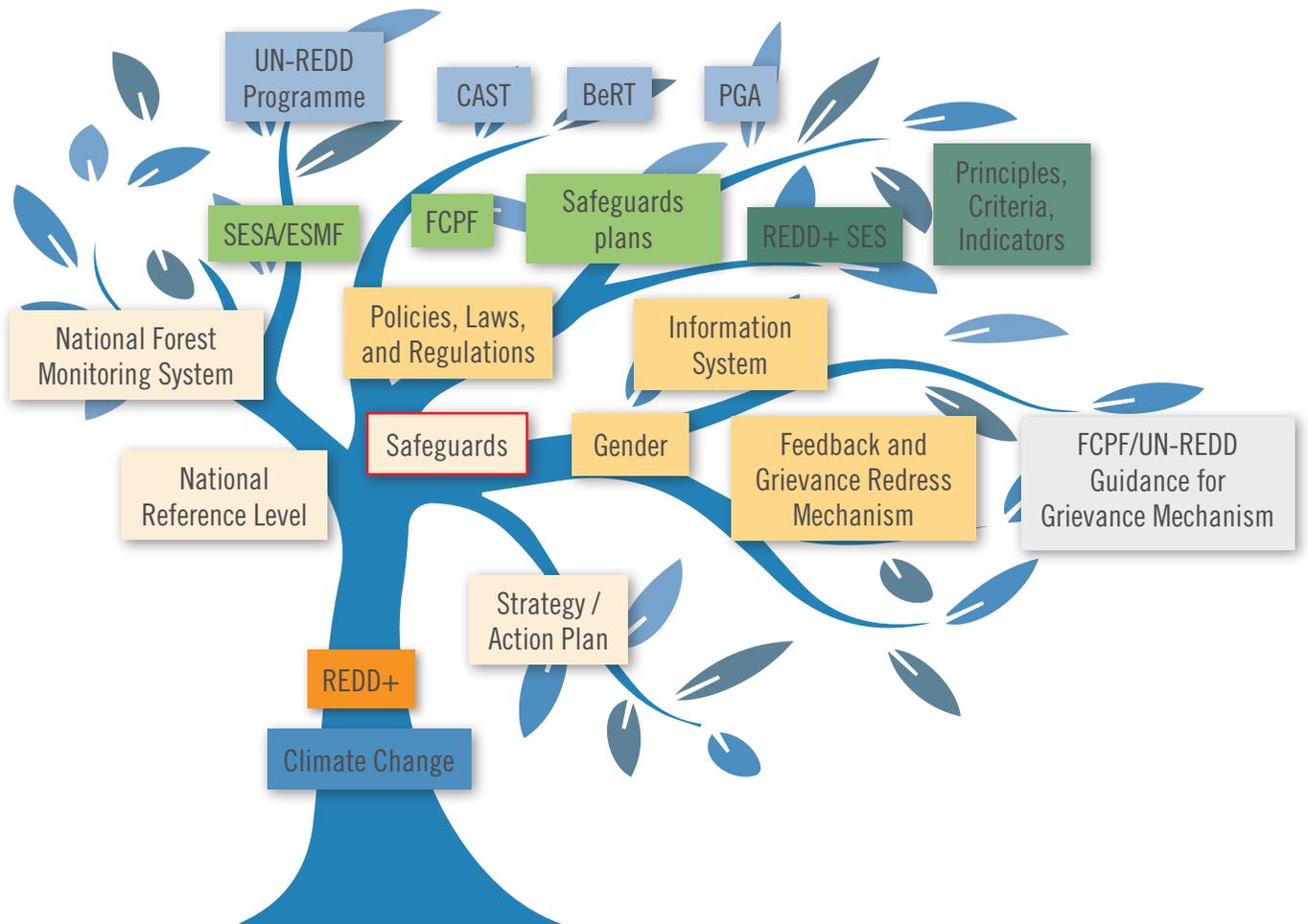
Available Resources and Materials

- REDD+ Social & Environmental Standards, Version 2. September 2012, REDD+ SES Initiative. Available in Spanish, English, French, Portuguese, and Bahasa

  Principles, criteria, and indicators of the REDD+ social & environmental Standards

- Guidelines for Using REDD+ SES at country level, November 2012, REDD+ SES Initiative. Available in Spanish, English, French, Portuguese, and Bahasa

  Good Practices guidelines and guidance for each of the ten steps of the REDD+ SES process

9

The Multi-stakeholder Process
for Using REDD+ SES

Learning objectives

By the end of the session, participants should be able to:

- Be familiar with the ten steps for using REDD+ SES at country level

- Understand the importance of involving multiple groups of stakeholders in the process

- Understand the role that governance bodies play in the process

Session Script

<div style="border:1px solid #2c6b4f; padding:10px;">

Tools for this Session
- Activity Sheet #17, 10-Step Process
- Presentation 9. Multi-stakeholder Process for Using REDD+ SES
- Safeguards Tree
- Safeguards tree cards
  - 10-step Multistakeholder Process
- Masking Tape
- Colored paper
- Poster paper
- Scissors

</div>

This session is aimed at familiarizing the participants with the 10-step multi-stakeholder process for using REDD+ SES at country level.

Total time of the session: 1 hour 20 minutes

1. **Presentation 9. Multi-stakeholder process for Using REDD+ SES** *(20 min)* The objective of this presentation is to present, in detail, each of the ten steps of the process for using REDD+ SES at country level.

2. **Activity #17: 10-Step Process** *(40 min)* The objective of this activity is to enable participants to understand how each of the steps of the process could be followed to use REDD+ SES in their countries. This activity is a practical application of the steps introduced in the presentation.

3. **Key messages and questions** *(15 min)* The objective of this activity is to conclude with the session's key messages and the main learning objectives have been met. The presentation has a final slide with questions covering this session's key messages.

4. **Safeguards tree** *(5 min)* The objective of this activity is to help the participants understand how this session's key concepts relate to the concepts from the preceding session and how they allow for building an approach to the REDD+ safeguards at country level. In this session, the "10-Step Multi-stakeholder Process" card is added to the Safeguards tree.

Information Summary

Presentation: The Process for Using the REDD+ SES (20 min)

- The process for using the REDD+ SES at country level involves multiple groups of stakeholders.

- The process is articulated around 3 main elements: governance, interpretation and assessment

- The process for using the REDD+ SES consists of ten steps:

1. Awareness raising/capacity building
2. Establish the facilitation team
3. Create the Standards Committee
4. Develop plan for the REDD+ SES process
5. Develop draft country-specific indicators
6. Organize consultations on indicators 7. Prepare monitoring and assessment plans
8. Collect and assess monitoring information
9. Organize stakeholder review of draft assessment report
10. Publish the assessment report

Activities

17. 10-Step Process

Objective: Become familiar with the 10-step process for using REDD+ SES at country level
Materials: Activity Sheet #17 printed on A3 or poster paper with the 10 steps, pasteboard or post-its, markers
Time: 40 minutes

- Instructions (5 minutes)

- Discussion (30 minutes)

- Feedback (5 minutes)

Instructions:

- Print (size A3) or write on poster paper the 10 steps of the process and place them side by side on a wall.

- Invite the audience to form a group in front of Step 1 and explain each stage briefly using the table below.

- Ask the audience for recommendations for each of the steps in their country. Each recommendation or comment is written and placed underneath the corresponding step. The recommendations and comments will be used as input for the facilitation team to develop the process.

Example:
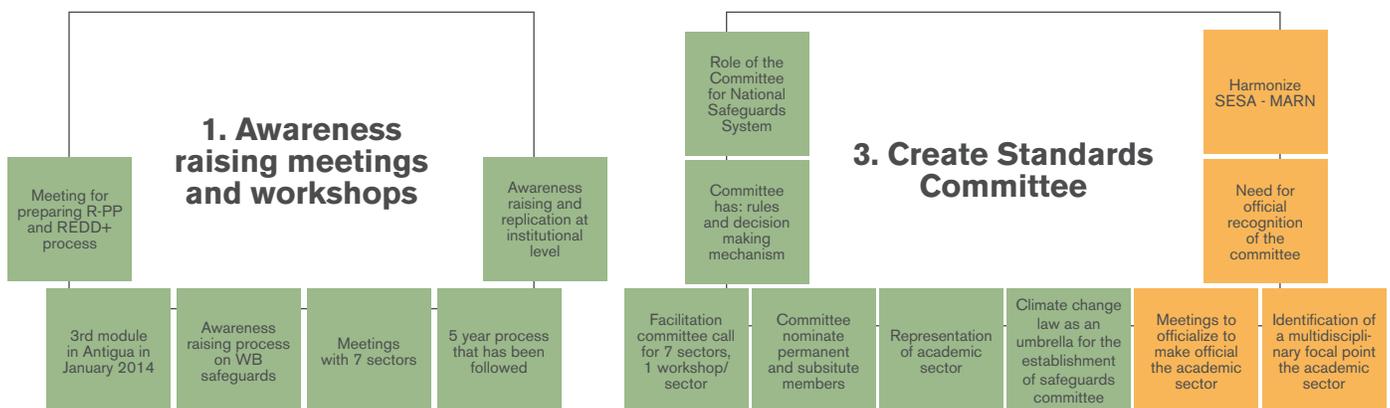
Key messages

To ensure compliance with the learning objectives, the most important points of this session are the following:

- The REDD+ SES consist of a 10-step process structured around three elements: Governance, Interpretation, and Assessment
- All the relevant stakeholders for REDD+ should be involved in the process, including the Government, NGOs, Indigenous Peoples, local communities, universities, etc.
- The process at country level is facilitated by the facilitation team and supervised by the Standards Committee.

Safeguards tree

At the end of the session, the following card is added to the tree: 10-Step Multi-stakeholder Process. The information summary sheet with the key points addressed in the session is handed out to the participants.
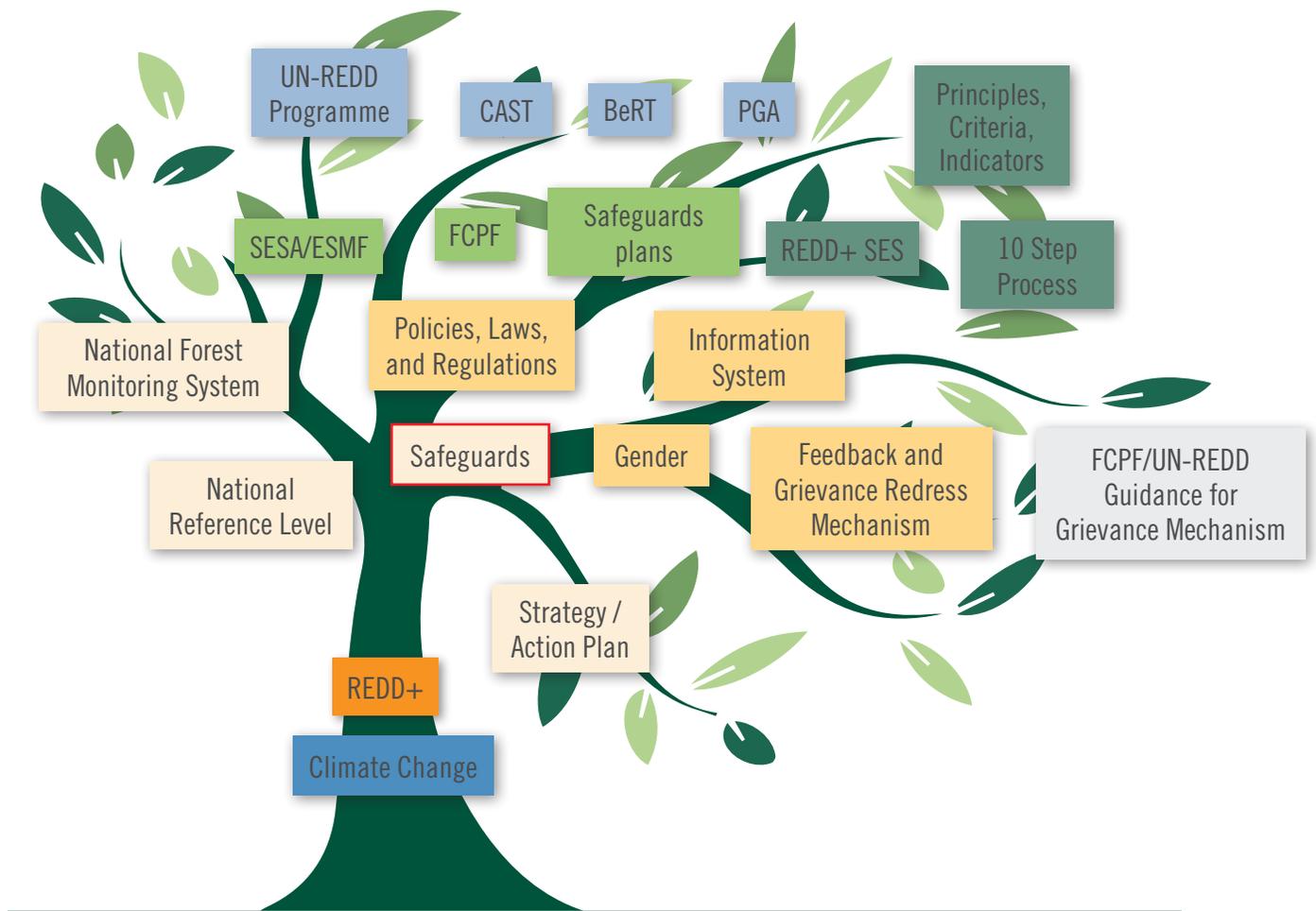
Available Resources and Materials

- Guidelines for Using REDD+ SES at Country Level, November 2012, REDD+ SES Initiative. Available in Spanish, English, French, Portuguese, and Bahasa

  Good Practices guidelines and guidance for each of the ten steps of the REDD+ SES process

- Information Note on Managing Multi-stakeholder Processes, REDD+ SES Initiative/Proforest Initiative. Available in Spanish, English, French, Portuguese, and Bahasa

  This informative note presents guidance and good practices for developing a process that includes multi-stakeholders and processes for consultation and the creation of groups for multi-sectorial decision-making.

- Developing Social and Environmental Safeguards for REDD+: a guide for bottom-up approach. Imaflora. Available in Spanish, English, French, Portuguese

  This Guide presents the process for developing REDD+ social and environmental safeguards in Brazil, including good practices and recommendations for carrying out this process in a participatory manner.

Glossary

Base line or reference level: When trying to determine whether there was an increase or decrease in greenhouse emissions, it is necessary to do a prior count with the amount emitted (often linked to base-line date or year) with which a comparison can be made throughout the course of time. This measure is called base line.

Carbon rights are defined as the rights to enter into contracts and transactions for transferring ownership of the reductions or removals of greenhouse emissions and maintaining carbon stocks (REDD + SES Version 2, 2012).

Country-specific interpretation refers to the interpretation at jurisdiction level which guides the REDD+ program (REDD + SES Version 2, 2012).

Criteria are the level of a standard's "contents" which establish the conditions that should be fulfilled in order to deliver a principle.

Customary laws of the lands and resources refers to long-term patterns of land use and communal resources in accordance with customary laws, values, customs, and traditions of Indigenous Peoples and local communities, including seasonal or cyclical use, instead of a formal legal title to the land and resources issued by the State (World Bank, OP14. Indigenous Peoples).

Full and effective participation means a significant influence by all the groups of rights holders and relevant stakeholders who would like to participate throughout the process and includes prior, free, and informed consent (REDD+ SES Version 2, 2012).

Good governance is characterized by accountability, effectiveness, efficiency, impartiality/equity, participation, and transparency (FAO, Framework for assessing and monitoring forest governance, 2011).

Indicator framework identifies the key elements for each criterion. There will be a process for the country- specific interpretation to develop a set of indicators tailored to the context of a particular country/state/ region (REDD+ SES Versión 2, 2012).

Indicators are quantitative or qualitative parameters that can be reached and verified in relation to a criterion (REDD + SES Version 2, 2012).

Local laws include all legal regulations issued by governmental bodies whose jurisdiction is at a level lower than the national level, such as state, municipal, and customary laws (REDD+ SES Version 2, 2012).

Marginalized people or groups are those who normally have little or no influence in the decision-making processes. Marginalization can be related to gender, ethnicity, socioeconomic status, and/or religion. REDD+ social & environmental standards explicitly adopt a differentiated approach that seeks to identify and, whenever necessary, offset marginalization in every way (REDD+ SES Version 2, 2012).

Multiple benefits: Additional Benefits of implementing REDD+, other than reducing greenhouse emissions reduction, such as reduction of poverty, protection of biodiversity, and improved forest governance (UN- REDD, 2009)

Principles are a standard's level of "intention," which give more details on the standard's goals and define the scope. They are fundamental statements about the desired result and are not designed for verification purposes (REDD + SES Version 2, 2012).

REDD+: "Reduction of emissions from deforestation and forest degradation in developing countries, as well as the role conservation, sustainable forest management, and improved forest carbon reserves play in developing countries " (Agreement of Cancun, UNFCCC)

Rights holders are those whose rights are potentially affected by the REDD+ program, and 'stakeholders' are those whose interests are potentially affected by the REDD+ program (REDD + SES Version 2, 2012)

Safeguard: A mechanism, policy, or process that prevents or mitigates risks and promotes benefits.

Vulnerable people or groups are those who lack safe access to goods on which a safe livelihood is based (social, cultural, human, financial, natural, physical, and political) and/or who are highly exposed to sources of stress or external impacts, including climate change, which could affect those goods and the ability of people to use them. The forest's dependency could be an important factor affecting vulnerability, particularly where the REDD+ program in and of itself could change the access to the forest's resources. In many situations, marginalization exacerbates vulnerability, e.g., gender marginalization (REDD+ SES Version 2, 2012).

List of acronyms

AQ	Carbon Fund
AVA	Voluntary Association Agreement
BeRT	Benefits and Risks Tool
CAST	Country Approach to Safeguards Tools
CBD	Biological Diversity Convention
CCBA	Climate, Community, and Biodiversity Alliance
FPIC	Free, Prior, and Informed, Consultation & Consent
COP	Conference of the Parties
FCPF	Forest Carbon Partnership Facility
IDB	Inter-American Development Bank
MRV	Measurement, Reporting, and Verification
OIT	International Labor Organization
PCI	Principles, Criteria, and Indicators
PGA	Participatory Governance Assessment
PLR	Policies, Laws, and Regulations
PPR	Preparation proposal for REDD+
REDD+ SES	REDD+ Social & Environmental Standards
REDD+	Reduction of Emissions from Deforestation and Degradation
SEPC	Social & Environmental Principles and Criteria
SESA	Strategic Social & Environmental Assessment
SIS	Safeguards Information System
UNDRIP	United Nations Declaration on the Rights of Indigenous Peoples
UNFCCC	United Nations Framework Convention on Climate Change
UN-REDD	United Nations Program for REDD
VCS	Verified Carbon Standard
WB	World Bank

Agenda

The following agenda template is aimed at helping the facilitator to structure the sessions and can be adapted according to the audience and time available. Please note that if sessions are run separately, more time can be dedicated to activities.

Objective

Strengthen capacity on REDD+ safeguards of government, civil society, local communities, Indigenous Peoples and other relevant stakeholders to enable them to participate fully and effectively in the REDD+ safeguards process in [country]

Day 1

No	Time	Session
1	8.30	Registration of participants
2	9.00	Welcome & presentation of workshop objectives
3	9.15	Introduction of participants
4	9.30	Workshop structure and methodology
5	9.45	Knowledge assessment
6	10.00	**Session 1 – Questions & Answers about REDD+** Objective: Review the basic concepts of REDD+ Presentation & Questions
	11.00	Coffee break
6	11.15	**Session 1– Questions & Answers about REDD+ (cont.)** Objective: Learn about REDD+ progress in [country]
	12.30	Lunch
7	13.30	**Session 2 – Concept of safeguards** Objective: Understand the concept of safeguards
	15.30	Coffee break
8	15.45	**Session 3a –REDD+ Safeguards** Objective: Learn about UNFCCC REDD+ safeguards and Safeguards Information Systems for REDD+
9	17.50	Wrap up
	18.00	End of the day

Day 2

No	Time	Session
11	9.00	**Summary of Day 1** Objective: highlight key learnings from Day 1
12	9.15	**Session 3b – Progress with REDD+ safeguards in [country]** Objective: Learn about progress with safeguards in [country] Presentation & Questions
	10.15	Coffee break
13	10.30	**Session 4 – Country safeguards approach and international safeguards tools** Objective: Learn about Country Safeguards Approach and different international safeguards tools
	12.30	Lunch
14	13.30	**Session 5 – REDD+ Safeguards and multi-stakeholder processes** Objective: Understand the relevance of multi-stakeholder processes for REDD+ safeguards
15	16.00	Coffee break
16	16.15	**Session 6 – Gender and REDD+ Safeguards** Objective: Understand gender considerations for REDD+ safeguards
17	17.45	Wrap up
	18.00	End of the day

Day 3

No	Time	Session
11	9.00	**Summary of Day 1 & 2** Objective: highlight key learnings from Day 1 & 2
12	9.15	**Session 7 – Overview of the REDD+ SES Initiative** Objective: Understand the role of the REDD+ SES Initiative Activity # 15
	10.20	Coffee break
13	10.35	**Session 7 – Overview of the REDD+ SES Initiative (cont.)** Objective: Understand the role of the REDD+ SES Initiative
	11.20	**Session 8 – REDD+ SES Principles, Criteria and Indicators Framework** Objective: Familiarize with the REDD+ SES Principles, Criteria and Indicators and interpretation process Presentation #8 and Activity #17
14	13.00	Lunch
15	14.00	**Session 9 – Multi-stakeholder process for using REDD+ SES** Objective: Understand the REDD+ SES multi-stakeholder 10-step process
16	15.20	Wrap up
17	15.30	Knowledge assessment & feedback
	16.00	End of the day

Test

In order to measure the increase in knowledge of the participants receiving the training, it is recommended that participants take a test at the beginning and end of the workshop. The following template can be tailored to the information covered during the workshop.

Name: Date:

Indication:

Below the following questions are presented; read carefully and respond by marking with a X the alternative you consider correct.

1. Is REDD+ a mechanism to reduce the greenhouse emissions in the forest sector?

    Yes   No

2. The elements for preparing REDD+ are:
    a) National REDD+ Strategy or Action Plan ,
    a) National , National Forest Reference Emission Level/National Forest Reference Level
    c) National Forest Monitoring System including Measurement, Reporting, and Verification Systems
    b) Measurement, Reporting, and Verification Systems,
    c) Safeguards Information System,
    d) Full and effective participation process,
    e) All the above

3. Safeguards are measures implemented to protect someone or something from undesirable damages.

    True   False

4. Safeguards are used to mitigate negative impacts and promote social & environmental benefits.

    True   False

5. Safeguards are used for: *(Mark all the applicable responses)*
    a) Respecting and defending rights of local communities
    b) Promoting conservation of forest biodiversity
    c) Benefiting productive sectors that reduce emissions
    d) Reducing greenhouse emissions
    e) Promoting effective participation by Indigenous Peoples and other local communities

6. The REDD+ safeguards were defined in the UNFCCC framework.

    True   False

7. Safeguards Information System (SIS) can have several users, such as the UNFCCC, donors, local stakeholders, etc. and sources of information, such as protected areas, REDD+ projects, etc.

    True   False

8. Who should do the reporting on the use of the safeguards   *(Choose an option)*

    a)   National government
    b)   County or State Government
    c)   Municipal government
    d)   Local communities
    e)   Non-Governmental Organizations (NGOs)
    f)   Private companies
    g)   All the above
    h)   None of the above

9. Safeguards are used for: *(Mark all the applicable responses)*

    (1)   Respecting and defending rights of local communities
    (2)   Promoting conservation of forest biodiversity
    (3)   Benefiting productive sectors that reduce emissions
    (4)   Reducing greenhouse emissions
    (5)   Promoting effective participation by Indigenous Peoples and other local communities

10. Under the UNFCCC, countries need to provide a summary of information on how REDD+ safeguards are addressed and respected to receive results-based payment

    True   False

11. The country safeguards approach consists of three elements. Which are they?

    a)
    b)
    c)

12. Name three international safeguards tools that support REDD+ safeguards: .

    a)
    b)
    c)

13. Safeguards mechanisms, such as SESA, BeRT, CAST, and REDD+ SES are different but complementary to develop and implement a country safeguards approach

    True   False

14. REDD+ SES is a voluntary mechanism with an approach of involving the relevant stakeholders.

    True   False

15. At which of the following levels can REDD+ (REDD+ SES) standards be implemented?

    Mark all you think are correct   Yes/No

  a)   National
  b)   Country or State
  a)   Local
  b)   Project

16. REDD+ SES consist of how many principles that cover the Cancun safeguards and more?

  a)   7
  b)   15
  a)   25

17. Give TWO topics covered by REDD+ SES principles

  a)
  b)

18. REDD+ SES consist of a 10-step process structured around three elements. Which are they?

  a)   Governance
  b)   Interpretation
  c)   Assessment
  d)   Organization

19. Which are TWO of the TEN REDD+ SES steps?

  a)
  b)

THANK YOU VERY MUCH!