

Women's Role in Inclusive Governance of Commons amid Climate Challenges

A Facilitator's Guide



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The facilitator guide has been developed using participatory methods and the process was led by ten indigenous women from the Koraput district of Odisha under the guidance of Dr Mihir Kumar Jena. We would like acknowledge the community members especially women who participated in the focus group discussions.





Abbreviations

AAA	Abad Ajogya Anabadi
AJA	Abad Jogya Anabadi
CFRM	Community Forest Resource Management
CPRs	Common Property Resources
FRA	Forest Rights Act
GIS	Geographic Information Systems
NGOs	Non-Governmental Organisations
NTFPs	Non-Timber Forest Products
PESA	Panchayats (Extension To Scheduled Areas) Act
SHGs	Self-Help Groups
TEK	Traditional Ecological Knowledge
VFCs	Village Forest Committees
WUAs	Water Users' Associations

Introduction to the Facilitator's Guide for Training on Women's Role in Inclusive Governance of Commons amid Climate Challenges

Introduction

The intricate relationship between gender, commons, and climate change in India underscores multifaceted dynamics. Commons, denoting shared natural resources within a community, symbolise collective heritage and spaces fostering cooperation and coexistence. They serve as pillars for inclusivity, sustainability, and resilience. Gender stands central in this nexus, intertwining with climate change, creating interconnected challenges.

Women's pivotal role in commons conservation, managing shared resources like forests, water and land, is significant. Their knowledge, traditional practices, and understanding of regional biodiversity and climate contribute immensely. Women utilise commons for domestic needs, impacting livelihoods, food security, and community welfare. Their insights offer innovative solutions, vital for conserving and tackling challenges to commons.

Facilitator's Guide Users

Target Audience

The target audience is indigenous women from the Koraput district of Odisha.

Objectives

The objective of this guide is to empower community members especially women with the tools, knowledge and deeper understanding of the commons, and the regulatory frameworks in Odisha that govern the commons. The guide will support community members to undertake a detailed process to map the commons within their own communities' social, political and environmental frameworks and also serve as a process to begin dialogue with multiple stakeholders on strengthening the commons for people and ecological outcomes.

Timelines

The session will be held over a course of five days or 40 hours

Session Plan for Training on Women's Role in Inclusive Governance of Commons amid Climate Challenges

Sl. No.	Session No.	Topic	Duration	Objective
Day 1				
1	Session 01	Welcome and Introduction	75 mins	By the end of the session participants will be able to: <ul style="list-style-type: none"> » Acknowledge participants' role in the community » Connect strings to symbolize the interconnectedness of the community » Foster a sense of community and connection » Set a positive and inclusive tone for the session » Discuss and refine ground rules for a comfortable space » Identify the purpose of the sessions that will follow
2	Session 02	Understanding Commons	120 mins	By the end of the session, participants will be able to: <ul style="list-style-type: none"> » Define the different types of commons. » Create a comprehensive list of common lands in their village and identify them on a village map. » Identify cultural commons in the village and assess their current status. » Compile a list of endangered commons in their village.
3	Session 03	Interlinkages between natural, cultural and knowledge Commons	60 mins	By the end of the session, participants will be able to: <ul style="list-style-type: none"> » Differentiate between natural, cultural, and knowledge commons. » Articulate the interlinkages between natural, cultural, and knowledge commons.
4	Session 04	Understanding Gender Commons, Climate Change and Its Interlinkage	60 mins	By the end of the session, Participants will be able to: <ul style="list-style-type: none"> » Define Gender Commons. Share rural and tribal examples of gender commons effectively. » Articulate a definition of climate change and provide examples. » Identify and articulate the interlinkages between gender commons and climate change.

Sl. No.	Session No.	Topic	Duration	Objective
5	Session 05	Importance and Contribution of the Commons	75 mins	<p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> » Elucidate the importance and contributions of commons to human well-being and survival, focusing on health, food and nutrition security, and livelihoods. » List the seasonal forest produce collection, distinguishing between materials gathered for common and household purposes. » Articulate the roles of women, men, and children in collecting, selling, and consuming forest materials, highlighting specific commons associated with each gender. » Recall and discuss village initiatives aimed at the collective protection of land, water, and forests, emphasizing the dependence of landless families on commons for subsistence.
Day 2				
6	Session 06	Welcome and recapitulation of the highlights from the previous day's sessions	45 mins	By the end of the session participants will be able to recall the sessions and key insights from the sessions of the previous day
7	Session 07	Threats/issues around different kinds of commons	60 mins	By the session's end, participants will list out threats to various commons, including climate change impacts, affecting the daily lives of indigenous communities.
8	Session 08	Managing the Common Resources	75 mins	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> » Compile a list of common resources. » Analyse factors contributing to fluctuations in the collection of materials from commons. » Illustrate steps to enhance or reduce the availability of materials, considering their impact on village communities. » Propose management options aimed at restoring the situation, demonstrating a comprehensive understanding of sustainable resource practices.
9	Session 09	Importance of inclusive community led governance of the commons	120 mins	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> » Compile a list outlining the importance of inclusive, community-led governance of commons. » Enact solutions to address commons-related issues by portraying key stakeholder roles in the community.

Sl. No.	Session No.	Topic	Duration	Objective
10	Session 10	Understanding Governance for Commons Management in Odisha	120 mins	By the end, participants will: <ul style="list-style-type: none"> » Grasp Odisha's commons legal framework. » Recognize key governing bodies. » List out the roles and responsibilities of the different governing bodies. » Identify village
Day 3				
11	Session 11	Welcome and recapitulation of the insights from the previous day's sessions	30 mins	By the end of the session participants will be able to share their thoughts and recapitulate key messages from the sessions covered during the previous day.
12	Session 12	Optimizing Governance for Commons Management in Odisha	90 mins	By the end of the session participants will be able to: <ul style="list-style-type: none"> » Determine suitable forums to address issues related to the Commons. » List specific Gram Panchayat addressable issues » Identify relevant authorities. » Explore local institutions within legal provisions.
13	Session 13	Norms, rules, sanctions relating common	90 mins	By the session's conclusion, participants will: <ul style="list-style-type: none"> » Describe norms, rules, and sanctions related to commons. » Identify three customary rules in the village concerning the commons. » Recall resolved conflicts, inter or intra-village, through customary law systems. » Identify custodians of village customary rules, assessing the presence of women representatives.
14	Session 14	Spaces in acts and policies for accommodating customary law on commons	40 mins	By the end of the session, participants will be able to identify and articulate the spaces within existing acts and policies that allow for the accommodation of customary law in the context of commons.
15	Session 15	Step-by-Step Processes at Gram Sabha Level for Asserting Common Rights on Revenue Land and Forest Resources	75 mins	By the end of the session, participants will be able to: Outline the step-by-step processes at the Gram Sabha level for claiming commons under revenue land and the Forest Rights Act (FRA).



Sl. No.	Session No.	Topic	Duration	Objective
Day 4				
16	Session 16	Welcome and recapitulation of the insights from the previous day's sessions	30 mins	By the end of the session participants will be able to key takeaways from the sessions covered on the previous day.
17	Session 17	Benefits from commons	30 mins	By the end of the session, participants will be able to: <ul style="list-style-type: none"> » Identify and discuss the benefits and challenges of sharing commons, using examples from participants' communities. » Analyse real-life case studies of benefit-sharing models to evaluate their effectiveness. » Enact a role-play scenario simulating a benefit sharing negotiation among community members. » Share a success story of a community practicing effective benefit sharing.
18	Session 18	Conflicts and Conflict Resolution	45 mins	By the end of the session, participants will be able to specify some common sources of conflicts and conflict resolution mechanisms
19	Session 19	Relevance of Customary Law	45 mins	By the end of the session, participants will be able to comprehend and share examples of customary laws in indigenous communities.
20	Session 20	Mapping the commons and understanding collective ownership	45 mins	By the end of the session, participants will be able to: <ul style="list-style-type: none"> » Define the importance of mapping commons. » Describe the relevance of mapping commons in the context of their community.
21	Session 21	Mapping Commons at Village/Inter-Village Level	120 mins	By the end of the session, participants will be able to: <ul style="list-style-type: none"> » List the steps involved in mapping commons at both the village and inter-village levels. » Effectively study a cadastral map. » Create a sketch map of the village, detailing landscape features, changes over 20 years, encroachments/diversions, shared commons, and critical areas for interventions.



Sl. No.	Session No.	Topic	Duration	Objective
Day 5				
22	Session 22	Welcome and recapitulation of the insights from the previous day's sessions	45 mins	By the end of session, participants will: <ul style="list-style-type: none"> » Engage Actively: Join the interactive activity for teamwork. » Reflect on Learnings: Share one key takeaway from yesterday's session. » Contribute to Learning: Share recap points for group learning. » Experience Inclusivity: Participate and feel included in the activity. » Set a Positive Tone: Start the day positively through active involvement.
23	Session 23	Local Denomination of Types of Commons	90 mins	By the end of the session, participants will be able to: <ul style="list-style-type: none"> » List the steps involved in identifying the local denominations of commons. » Develop a comprehensive list of local denominations for various types of commons in the area. » Formulate practical proposals outlining specific actions for women in the village to protect and enhance these commons.
24	Session 24	Identifying Types of Resources for Different Types of Commons	90 mins	By the end of the session, participants will be able to identify various types of resources associated with different categories of commons.
25	Session 25	Workshop Recap and Closure	90 mins	By the end of the session, participants will be able to vividly recall and articulate the key learnings from the 5-day workshop, fostering a sense of accomplishment and reinforcing the practical application of acquired skills in their daily lives.

DAY - 1



Welcome and Introduction



Duration
75 mins



Objective

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

- » acknowledge their role in the community
- » connect strings to symbolise the interconnectedness of the community
- » foster a sense of community and connection
- » set a positive and inclusive tone for the session



Materials Required

- » A coil of yarn or string
- » Pre-training Evaluation Forms
- » Flip chart
- » Bold markers
- » VIPP cards – About 50 (to write expectations)



Facilitator Notes

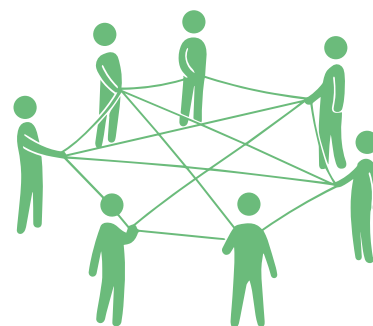
1.1 Introduction

- » Welcome the participants and begin with a warm greeting and express gratitude for their presence.
- » Introduce yourself with the name of your organisation and give a brief background of the training on Women's Role in Commons Conservation amid Climate Challenges.
- » Inform participants that we shall conduct an ice-breaker and carry out a round of introduction for all.

1.2 Activity – "Community Connection Circle"

- » Form a circle and hold up the ball of yarn.
- » Explain that you will be engaging in a simple yet meaningful activity to promote connection and communication.

- » Share that each participant will have a turn to share their name and one thing they love about their community while holding the ball of yarn.
- » After sharing, toss the ball of yarn to someone across the circle while still holding onto one end of the yarn.
- » The person who catches the ball of yarn will then share the same about herself.
- » After sharing, she will hold on to the yarn and toss the ball to another participant.
- » Continue this process until everyone has had a turn to share. Emphasise that everyone's contribution is valuable.
- » As the yarn is tossed and shared, a web of interconnected yarn will be formed among the participants. Highlight how each person's story and experience contribute to the overall strength of the group.
- » As each woman shares, connect the strings, forming a symbolic web that visually represents the interconnectedness of the community.
- » Conclude by expressing gratitude for the openness and sharing within the group. Reinforce the idea of unity and collaboration.



1.3 Ground Rules

Establish the vibe of our sessions. Set the rules for conducting the training, in consultation with all the participants. Brainstorm about the rules the participants wish to establish for the training to be smooth. Issues such as punctuality, participation, respect for different opinions, use of mobile phones, etc., are likely to come up.

1.4 Pre-training Evaluation and Expectations

Distribute the Pre-training Assessment Questionnaire to the participants and ask them to fill it up. Give them 10 minutes to complete the task. Make sure they write their names on the same. Support the participants who may have difficulty in filling up the form.

Distribute VIPP cards to the participants and ask them to write their expectations from this training. Elicit participant expectations from the training. Note any expectations that may be far off (too ambitious) and temper them when discussing the training objectives. Similarly check if they have any concerns, understand and ease their fears, where they are unfounded. (For example, it is possible, someone may be afraid that the training is a way of assessing their work in their field and may be concerned about it.)

1.5 Training Objectives

- » Show the pre-prepared flipchart and share the objectives of the training. Ask the participants to read them one by one.
- » Ask them if they have any clarifications on the same.
- » Thank them for joining the training and say that: Through this training, we will dive into the heart of sustainable community development, especially in the face of rapid climate change.

- » Further share the purpose of the workshop by saying that: Our focus today is on empowering each one of you to become catalysts for positive change in your community. As we navigate the challenges of a changing climate, your role becomes even more crucial.
- » Emphasise their role as women.
- » Say that it is important to recognise the pivotal role that women play in conserving shared resources, our commons. Your contributions go beyond the immediate; they resonate in the well-being of our entire community.
- » Impact on community well-being: The commons – be it water sources, forests, or land – are the lifeblood of our community. Your efforts in preserving and managing these resources directly impact the health, livelihoods, and resilience of everyone here.
- » As we move forward today, let us explore how our knowledge and actions can shape a more sustainable and resilient future for your community.

Understanding Commons



Duration
120 mins



Objective

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

- » define the different types of commons
- » create a comprehensive list of common lands in their village and identify them on a village map
- » identify cultural commons in the village and assess their current status



Materials Required

- » Chart papers (6-8)
- » Bold markers for each group (red, blue, black, green)



Process

2.1 What is Commons and types of Commons

- » Begin by asking if anyone is familiar with the term "commons". Encourage them to share openly.
- » After a few responses give the participants the definition of commons.



Commons is a terminology commonly used to denote common pool resources or common property resources (CPRs) that are 'accessible' to and 'collectively owned or held or managed' by an 'identifiable community' and on which no individual has exclusive property rights.



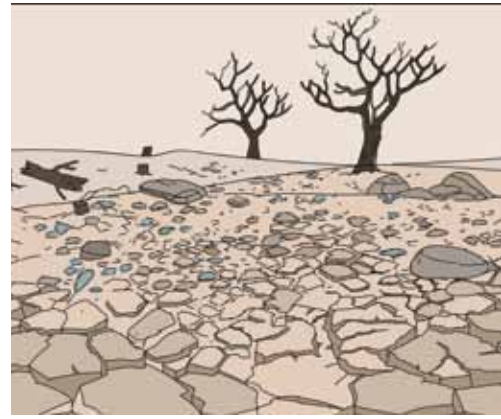
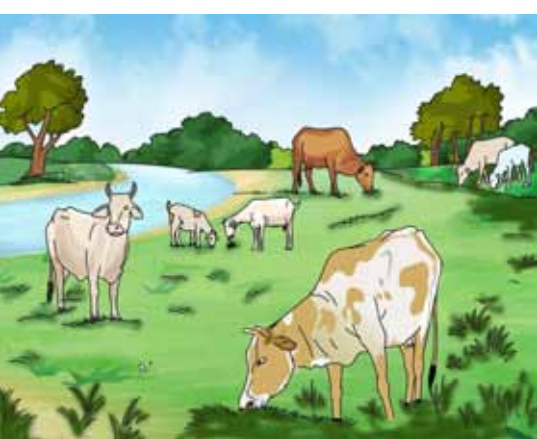
Types of Commons

- » Introduce the various types of commons, such as physical categories (land, water, forests), legal categories (village common land, pasture land), and ownership/use categories (*de facto* and *de jure*).

Physical categories: Land, water, forest & Non-Timber Forest Products (NTFPs), biodiversity held as community resources

Legal categories: Village common land, pasture land, village forest/van panchayat, leasable and non-leasable, reserved land, wastelands, government forest with many denominations

Ownership and use: *De facto* and *de jure* categories



2.2 Activity - "Mapping Our Commons"

- » Divide participants into four groups.
- » Provide charts and markers.
- » Instruct groups to draw their village map, identifying and plotting common resources like land, water, forests, cultural symbols, and knowledge.
- » Ask participants to identify common resources that are threatened.
- » Instruct groups to brainstorm and present creative solutions for preserving the identified resources. Give them 20 minutes to carry out the task.
- » Distribute additional charts if needed for drawing and explaining solutions.
- » Once the task is completed, ask the groups to present their village map and discuss the identified commons and preservation solutions.
- » Summarise key insights and emphasise the importance of actively preserving and managing commons for community well-being.



Notes for the Facilitator



Natural commons

Natural commons are the cultural and natural resources that are accessible to all members of a society, such as air, water, and a habitable Earth. These resources are held in common even when owned privately or publicly. Commons can also be understood as natural resources that groups of people (communities, user groups) manage for individual and collective benefit.

Examples of natural commons are forests, fisheries, groundwater, the atmosphere, the oceans, and the polar regions. These commons provide ecological services that benefit nature and human well-being, such as climate regulation, biodiversity conservation, food production, and recreation.

Natural commons are often threatened by overexploitation, pollution, or privatisation. Therefore, it is important to find ways to govern and protect them for the common good.



Cultural commons

Cultural commons are the cultural and natural resources that are shared and expressed by a community, either in a physical or virtual space. They include ideas, creativity, styles, knowledge, beliefs, rites, customs, and productive techniques that define a common identity and heritage. Cultural commons can also be seen as a social practice of governing a resource by a community of users that creates its own institutions and norms.

Some examples of cultural commons are:

- » The image of Shahid Laxman Naik that reflects the history, culture, and identity of tribal patriotism.
- » Local language, such as Desia language that preserves the linguistic diversity and cultural autonomy of Koraput region.
- » The Kotpad fabrics that represent the tradition and technology of Koraput and its producers.
- » The Dhemsa dance and the Durua dance that express the artistic rhythm and creativity of tribal groups in Koraput.
- » Traditional knowledge held by indigenous communities, such as knowledge of agriculture by Mali community, healing practices with available medicinal plants or ecological practices, that protect their environment and culture.
- » The creativity expressed by oral compositions like Gitmara that generate innovation and value.
- » Nisani Munda as cultural commons that binds the people with religious beliefs and practices.



Knowledge commons

Knowledge commons can be understood as the collective ownership and management of the cultural and natural resources that are shared and expressed by a community of indigenous people, especially in relation to their ancestral lands, traditions, and identities. Knowledge commons can also be seen as a social practice of governing a resource by a community of users that creates its own institutions and norms. In the indigenous context, it is often based on oral transmission, intuition, and collective memory.

Some examples of knowledge commons in tribal context are:

- » The indigenous learning and cultural practices of the tribal people in Koraput, that preserve their linguistic diversity, ecological wisdom, folklore, and ancestral heritage.
- » The tribal knowledge that is known within an in-group of people but unknown outside of it, such as the secrets of hunting, fishing, healing, or crafting.
- » The indigenous, traditional, and local knowledge that is engaged equitably with diverse ways of knowing, such as the collaboration between tribal communities and scientists to address social-ecological crises.

Knowledge commons in tribal context are important for fostering the ethnic identity, resilience, autonomy, and dignity of tribal people in the face of modernisation, globalisation, and colonisation.

2.3 Activity - "Commons Storytelling"

- » Share with the participants that we shall now carry out an activity that involves storytelling about the commons.
- » Explain that storytelling can provide valuable insights into the significance of natural, cultural, or knowledge commons in people's lives.
- » Encourage participants to think about personal experiences or stories related to commons in their community.
- » Specify that these stories can revolve around how the commons have impacted their lives, traditions, or the community as a whole.
- » Open the floor for participants to share their stories. Encourage an open and supportive environment.
- » Participants can share stories about the role of commons in their daily lives, any memorable events related to commons, or how the preservation of commons has made a positive impact.
- » Encourage other participants to engage in a discussion after each story is shared.
- » Facilitate an exchange of thoughts and reflections among participants.



Some Guiding Questions

- » How has a specific common resource shaped your community's traditions?
- » Share a memorable event related to commons in your village.
- » What positive changes have you seen from preserving commons?
- » How does a common resource contribute to your community's cultural identity?
- » Any traditional practices or celebrations tied to a particular commons?
- » Tell a story about how access to a common resource improved your daily life.
- » Instances where the availability of a common resource brought challenges or changes.
- » Have you seen the preservation of commons strengthen community bonds?
- » Recall a time when the community addressed a challenge related to a common resource.
- » How have perceptions and interactions with commons changed across generations?
- » Stories passed down about the importance of preserving certain commons.
- » Share experiences related to the positive environmental impact of preserving a specific resource.
- » Challenges in maintaining the ecological balance of a common resource and solutions.
- » How is traditional ecological knowledge passed on to younger generations?
- » Share a story highlighting the educational value of preserving commons.

Concluding the session

Thank the participants for their active participation and inputs. Summarise the key takeaways of the session as below:

- » Commons is a terminology commonly used to denote common pool resources or CPRs that are 'accessible'¹ to and 'collectively owned or held or managed' by an 'identifiable community' and on which no individual has exclusive property rights.
- » Commons can be categorised into physical, legal and on the basis of ownership and use.
- » Natural commons are the cultural and natural resources that are accessible to all members of a society, such as air, water, and a habitable Earth.
- » Cultural commons are the cultural and natural resources that are shared and expressed by a community, either in a physical or virtual space. They include ideas, creativity, styles, knowledge, beliefs, rites, customs, and productive techniques that define a common identity and heritage.
- » Knowledge commons can be understood as the collective ownership and management of the cultural and natural resources that are shared and expressed by a community of indigenous people, especially in relation to their ancestral lands, traditions, and identities.

¹ Accessibility to a resource is determined either by legal status or by convention. If the community has a legal right of ownership or possession on the resource, it is clearly accessible to the community. Besides such legal rights, resources for which customarily accepted user rights exist are also treated as "accessible" to the community.

SESSION 03

Interlinkages between Natural, Cultural and Knowledge Commons



Duration
60 mins



Objective

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

- » differentiate between natural, cultural, and knowledge commons
- » articulate the interlinkages between natural, cultural, and knowledge commons



Materials Required

- » VIPP cards (about 25)
- » Bold markers
- » Flip chart
- » Clips to hang charts



Process

- » Begin by revisiting the concept of "commons." Ask participants if they recall the definition and encourage open sharing.

3.1 Linking Commons

- » Refer to the group work conducted in the previous session where participants mapped out their village commons.
- » Distribute VIPP cards to each group and explain the task: Draw interlinkages between natural, cultural, and knowledge commons.
- » Hang three charts in the training hall, 1-2 feet apart, labelled "Natural Commons," "Cultural Commons," and "Knowledge Commons".
- » Ask groups to write words on the VIPP cards that highlight how these commons are interdependent and mutually reinforcing.

- » Provide examples to help participants understand the task better.
- » Invite each group to paste their VIPP cards between the displayed charts, emphasising the interlinkages.
- » Encourage discussions within groups as they collaborate on recognising the connections between different types of commons.
- » Facilitate a brainstorming session where groups explain their interlinkages.
- » Summarise key insights and highlight common themes that emerge from the groups' contributions.



Notes for the Facilitator

Interlinkage among natural, cultural and knowledge commons

The natural commons, cultural commons, and knowledge commons are interlinked in the indigenous context, as they all reflect the values, practices, and knowledge of the indigenous people who manage and use them. Therefore, the natural commons, cultural commons, and knowledge commons are interdependent and mutually reinforcing. They form a holistic system that reflects the worldview and values of the indigenous peoples who have co-evolved with them over time. They also face similar challenges from overexploitation, pollution, or privatisation by external forces that threaten their sustainability and sovereignty. Thus, it is important to recognise and respect their rights and roles in governing and protecting their commons for the common good.

Here are some possible ways to understand their interlinkage:

- » Natural commons are the sources and sites of cultural and knowledge commons. For example, the forests, rivers, and mountains are not only resources for the livelihoods of the indigenous people, but also places where they perform their rituals, ceremonies, and stories that express their culture and identity. Natural commons also provide the materials and inspiration for the creation and transmission of knowledge, such as medicinal plants, ecological practices, artistic crafts, and oral traditions.
- » Cultural commons are the expressions and manifestations of natural and knowledge commons. For example, the languages, beliefs, customs, and styles of the indigenous people are not only ways to communicate and interact with each other, but also ways to relate to and respect the natural commons that sustain them. Cultural commons also embody and convey knowledge



commons that have been accumulated and refined over generations, such as technical innovations, historical memories, and moral values.

- » Knowledge commons are the outcomes and inputs of natural and cultural commons. For example, the information, data, and content that are produced and shared by the indigenous people are not only products of their observation, experimentation, and creativity with natural commons, but also inputs for their management and protection. Knowledge commons also result from and contribute to cultural commons that enable their participation, collaboration, and innovation with each other.

Concluding the session

Thank the participants for their active participation and inputs. Clarify any questions or concerns raised by the participants. Summarise the key takeaways of the session as below:

- » Natural commons, cultural commons, and knowledge commons are interdependent and mutually reinforcing.
- » It is important to recognise and respect the rights and roles of the indigenous people in governing and protecting their commons for the common good.
- » Indigenous commons, encompassing nature, culture, and knowledge, face common challenges such as overexploitation, pollution, and external threats like privatisation.

SESSION 04

Understanding Gender Commons, Climate Change and Its Interlinkage



Duration
60 mins



Objective

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

- » define gender commons
- » share rural and tribal examples of gender commons effectively
- » articulate a definition of climate change and provide examples
- » identify and articulate the interlinkages between gender commons and climate change



Materials Required

- » *Dupatta/chunni*
- » Black marker/paper for mustache
- » Tape
- » Bold markers
- » Flip chart



Process

4.1: Gender Commons

- » Divide participants into two groups, assigning one as the "Men's Group" and the other as the "Women's Group."
- » Ask participants to imagine themselves in the roles associated with their assigned gender group.
- » Instruct both groups to contemplate and discuss how climate change affects them, considering the roles they've imagined.
- » Encourage participants to share their thoughts and insights within their respective groups. Use the information given below to bring the participants to a common understanding on gender commons.





Notes for the Facilitator

Understanding gender commons

Gender commons in the context of indigenous people can be understood as the collective ownership and management of the gendered resources and spaces that are shared and expressed by a community of rural and tribal people, especially in relation to their livelihoods, culture, and identity.

Gender commons can also be seen as a social practice of governing a resource by a community of users that creates its own institutions and norms, often based on customary laws, traditions, and values.

Some examples of gender commons in rural and tribal context are:

- » The land and natural resources that are used and controlled by indigenous women for their subsistence, income, and empowerment. For example, the forests, water sources, and pastures that provide food, fuel, fodder, and medicines for the household and the community.
- » The cultural and knowledge resources that are produced and shared by rural and tribal women for their expression, education, and innovation. For example, the languages, beliefs, customs, and styles that reflect their history, identity, and diversity. The information, data, and content that result from their observation, experimentation, and creativity with the natural resources.
- » The social and political spaces that are occupied and influenced by indigenous women for their participation, representation, and leadership. For example, the self-help groups (SHGs), cooperatives, associations, and networks that enable their collaboration, mobilisation, and advocacy. The local institutions, such as village councils or panchayats, that allow their voice, decision-making, and governance.

Gender commons in the context of indigenous people are important for fostering the well-being, dignity, and rights of rural and tribal women in the face of poverty, marginalisation, and discrimination. Therefore, it is important to recognise and respect their roles and contributions in governing and protecting their commons for the common good.

4.2 Group Discussion

- » Ask the participants what comes to their mind when they hear the word, 'Climate Change'. Motivate them to share their thoughts. Appreciate the correct responses and share what is meant by climate change from the information given below:

Climate change is a term that describes how the weather of the Earth is changing over a long time. Weather is what we see and feel every day, such as sun, rain, wind, or cold. Climate is the usual pattern of weather in a place over many years. For example, some places have hot and dry climates, while others have cold and wet climates.

Climate change is caused by many things, but one of the main ones is the smoke that comes from burning things like wood, coal, oil, and gas. This smoke has gases, called greenhouse gases, that make the air around the Earth warmer. This extra warmth affects the climate in many ways, such as melting ice, making the sea level higher, changing the rain and wind patterns, delaying seasons and making some weather events stronger.



Notes for the Facilitator

Climate change

Scientists have seen that the Earth's air has become warmer by about 1 to 1.5 degree Celsius since about 150 years ago. This may not seem like much, but it has already had a big impact on land, water, plants, animals, and people. Some of the effects of climate change include:

- » More heat, droughts, floods, and storms
- » Less ice, snow, and water
- » Higher sea level and lower land
- » Warmer and sourer ocean
- » Increased insect and pest infestations and low agricultural productivity
- » Changes in plant and animal habitats and migrations
- » Threats to food security, health, and livelihoods

4.3 Gender Commons and Climate Change

- » Facilitate a broader group discussion where each group articulates how they perceive climate change impacts based on their assigned gender roles.
- » Allow participants to freely express their perspectives and experiences.
- » Guide participants to connect the concept of gender commons with the insights gained about climate change impacts.
- » Encourage discussions on how gender roles intersect with the utilization and preservation of commons in the face of climate change.
- » Share rural and tribal examples of gender commons, illustrating how specific gender roles contribute to or are impacted by the use of community resources.

Interlinkage between gender commons and climate change

Gender commons and climate change are two topics that are related to each other and affect each other. Gender commons are the things that men and women share and use together, such as land, water, culture, and knowledge. Gender commons are the collective ownership and management of the gendered resources and spaces that are shared and expressed by a community of people, especially in relation to their



livelihoods, culture, and identity. Climate change is the change in the weather of the Earth over a long time, caused by human activities that make the air warmer.

Some of the ways that gender commons and climate change are connected are:

- » Climate change affects men and women differently, because they have different jobs and duties at home and in the community. Women are more affected by climate change because they are often poorer, less educated, less involved in politics and less powerful than men and often unheard in household decision-making processes.
- » Climate change harms the natural resources that women rely on for their food, money, and power, such as forests, water, and land. Women also have to work harder to get food, water, and fuel for their families when there is less rain, more heat, or more storms. This makes girls leave school to help their mothers.
- » Climate change increases the dangers of violence against women and girls, such as sexual violence, human trafficking, child marriage, and domestic violence, especially in conflict-affected and disaster-prone settings. Women and girls have more trouble getting help and support after disasters, because they have less information, movement, or resources. They also have more health problems because of poor sanitation, hygiene, or nutrition.

- » Gender equality is important for fighting climate change, as women have useful knowledge, skills, and views that can help to adapt and reduce it. Women are often the caretakers of natural resources and the leaders of change in their communities. They can play a big role in using sustainable practices, lowering emissions, increasing resilience, and ensuring fairness and social justice.

Therefore, it is important to respect and protect the rights and roles of women and men in sharing and using their gender commons and dealing with climate change. It is also important to include women's voices and participation in all decisions and policies on climate action. This will not only help women and girls, but also the Earth and all people.

- » Summarise the key points discussed in both groups, highlighting the different ways climate change affects men and women.
- » Emphasise the importance of recognising gender-specific impacts in climate change discussions.

Concluding the session

Thank the participants for their active participation and inputs. Clarify any questions or concerns raised by the participants. Summarise the session's main points, reinforcing the understanding of gender commons and its interlinkage with climate change:

- » Climate change affects men and women differently, because they have different jobs and duties at home and in the community.
- » Women are more affected by climate change because they are often poorer, less educated, less involved in politics and less powerful than men and often unheard in household decision-making processes.
- » Climate change harms the natural resources that women rely on for their food, money, and power, such as forests, water, and land.
- » Climate change increases the dangers of violence against women and girls, such as sexual violence, human trafficking, child marriage, and domestic violence, especially in conflict-affected and disaster-prone settings.
- » It is important to include women's voices and participation in all decisions and policies on climate action.

Importance and Contribution of the Commons



Duration
75 mins



Objective

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

- » elucidate the importance and contributions of commons to human well-being and survival, focusing on health, food and nutrition security, and livelihoods
- » list the seasonal forest produce collection, distinguishing between materials gathered for common and household purposes
- » articulate the roles of women, men, and children in collecting, selling, and consuming forest materials, highlighting specific commons associated with each gender
- » recall and discuss village initiatives aimed at the collective protection of land, water, and forests, emphasising the dependence of landless families on commons for subsistence



Materials Required

- » Charts: Prepared as per the headings given in the box below:

- » Chart 1: Months/Seasons/Occasions for Forest Produces Collection
- » Chart 2: Forest Produces for Common and Household Purposes
- » Chart 3: Commons Gathered by Women, Men, and Children
- » Chart 4: Commons Involving Mostly Men and Mostly Women

- » Markers, tape, clips to hang the charts



Process

5.1 Commons and Communities

- » Set the context for exploring the relationship between communities and commons.

- » Emphasise the importance of understanding how communities utilise and protect natural resources for their well-being.
- » Hang the prepared charts in different locations within the training hall.
- » Instruct participants to verbally share their experiences and insights based on the given chart headings.
- » Encourage participants to move around the charts, sharing their insights.
- » After participants complete the sharing activity, create an open space for participants to discuss examples of community efforts in their villages to protect land, water, and forests.
- » Facilitate a group discussion where participants can vocalise their challenges and solutions, promoting a more conversational and engaging atmosphere.
- » Encourage participants to interact with each other, fostering a sense of community dialogue.
- » Emphasise the significance of shared experiences and the diversity of roles within the community for effective resource management.





Notes for the Facilitator

Importance and Contribution of the Commons

The commons are essential for the well-being and survival of humanity, as they provide different kinds of services that support health, food, and livelihoods.



Health

- » **Traditional medicine:** Many indigenous communities rely on traditional medicine, which often includes the use of plants and herbs found in community lands. Access to these resources allows communities to maintain their health and treat various ailments. For instance, the use of specific plants for medicinal purposes is a crucial part of indigenous healthcare practices.
- » **Liveable environment:** The commons contribute to human health by providing clean air and water, regulating climate and disease, offering medicinal plants and genetic resources, and enhancing mental and spiritual well-being. For instance, forests can filter pollutants, sequester carbon, prevent soil erosion, moderate temperature, host diverse flora and fauna, and offer recreational and spiritual benefits.
- » **Cultural well-being:** Commons are often intertwined with indigenous culture, traditions, and spirituality. These spaces provide opportunities for cultural practices, such as ceremonies and gatherings, which can have a positive impact on the mental and emotional health of the community. Preserving cultural traditions and maintaining a strong connection to the land can promote a sense of identity and belonging.
- » **Physical activity and recreation:** Access to common areas like forests, rivers, and open spaces encourages physical activity and recreation, which is essential for overall health. Indigenous communities engage in traditional activities like dance, hunting, and fishing, promoting physical fitness and well-being.
- » **Environmental stewardship:** Indigenous communities often have a deep understanding of their local ecosystems and are stewards of the land. Their traditional knowledge and sustainable management of common resources contribute to environmental health, which, in turn, has a direct impact on the health of the community. For example, traditional farming practices that focus on biodiversity and soil health can ensure a sustainable and healthy source of food.
- » **Resilience:** In times of environmental or economic challenges, access to commons can provide a safety net for indigenous communities. For example, during periods of drought, access to shared water sources for agriculture or drinking can help communities weather these challenges more effectively.



Food and nutrition security

- » **Food and nutrition:** Commons include lands, forests, rivers, and lakes that provide indigenous communities with a diverse range of food sources. These resources contribute to food security and nutrition. For example, the gathering of wild foods, fishing, and hunting in common areas can supplement diets and ensure access to culturally significant and nutritious foods.

- » **Wild foods:** Many indigenous communities rely on commons for the gathering of wild foods, such as berries, mushrooms, and edible plants. These foods are often rich in vitamins, minerals, and antioxidants, contributing to a diverse and nutritious diet. For example, the indigenous people in Koraput gather a variety of wild foods like tubers (Kanda), nuts (Siali seed), mushroom (Shravan chhatu), leafy vegetable (Barada sag) which are essential components of their traditional diet.
- » **Fish and crabs:** Commons like rivers, lakes, and wetlands provide abundant fish and crabs. Fish is a significant source of protein, omega-3 fatty acids, and other essential nutrients in indigenous diets.
- » **Traditional crops:** Commons include agricultural lands on hill slopes where indigenous communities cultivate traditional crops. These crops often have cultural significance and provide essential nutrients. For instance, the millets, beans, and root vegetables grown by indigenous communities are important sources of carbohydrates, protein, and micronutrients.
- » **Community seed banks:** Commons serve as repositories for traditional crop varieties and seeds. Maintaining this genetic diversity is crucial for adapting to changing environmental conditions and preserving local food security. Indigenous communities have traditions of maintaining community seed banks to protect their traditional crops.
- » **Food sovereignty:** Commons empower indigenous communities to control their own food production and distribution. This concept of food sovereignty ensures that communities have the autonomy to make decisions about their food systems, including what crops to grow, how to produce them, and how to distribute the food.
- » **Agroecology practices:** The commons contribute to food security by providing fertile soil, water for irrigation, pollination, pest control, seed diversity, and fish stocks. They also support food sovereignty by enabling communities to have control over their food systems and to preserve their local food cultures. Small-scale farmers use agroecological practices that rely on the natural cycles and interactions of plants, animals, and microorganisms to produce food in a sustainable way. The agroecological practices can improve the productivity and resilience of food systems, while reducing the environmental impact of agriculture.
- » **Preservation and promotion of local knowledge:** Commons can preserve and promote local knowledge and innovation that are relevant for food security. Indigenous people and local communities have developed a rich diversity of crops and livestock breeds that are adapted to local conditions and preferences. For example, the Koya tribal community in Malkangiri reared a local cattle breed called Motu breed.



Livelihoods

Commons are integral to the livelihoods of indigenous communities in various ways. The commons contribute to livelihoods by providing income opportunities, employment, subsistence, and social protection for millions of people. They also enable people to cope with shocks and stresses such as natural disasters, conflicts, and economic crises.

- » **Subsistence agriculture and livestock:** Common lands are often used for subsistence agriculture and grazing livestock. Indigenous communities rely on these areas to cultivate crops and pasture animals, which form a significant portion of their diet and livelihood. For instance, indigenous farmers may collectively manage the hill slopes under Podu cultivation and the crops.
- » **Forestry and NTFPs:** Forest commons are often a source of timber, as well as NTFPs like fruits, nuts, medicinal plants, and handicraft materials. Indigenous communities manage these resources sustainably, using them for their own needs and generating income by selling excess products. For example, the sale of traditional handicrafts made from materials found in community forests can be a significant source of income. NTFP gatherers can use community-based management systems that ensure equitable access to NTFP resources and protect the forest.
- » **Fishing:** Commons such as rivers and lakes provide indigenous communities with access to fishing. These activities can be a crucial source of both food and income. For example, many indigenous groups rely on fishing in common-pool rivers and waterbodies for sustenance and may also sell surplus fish in local markets.
- » **Honey and beekeeping:** Indigenous communities may use common lands for beekeeping, producing honey and other bee-related products. This activity not only provides a source of income but also contributes to pollination and biodiversity. Indigenous honey production may be sold locally or in urban markets.
- » **Tourism and cultural activities:** The cultural significance of commons can be a draw for tourists interested in indigenous traditions, art, and knowledge. This can lead to opportunities for cultural tourism and the sale of traditional art, crafts, and performances. For example, the current trend of eco-retreats in serene natural landscapes of Koraput provides opportunities for livelihoods from tourism.
- » **Traditional crafts and artisanal skills:** Many indigenous communities have traditional skills and craftsmanship passed down through generations. Common resources, such as clay, wood, or natural dyes are used to create traditional art and crafts, which can be sold in local and regional markets. For example, the natural dyes in handloom clothes Ringa and Keranga by Bonda and Gadaba tribes respectively is gaining popularity.
- » **Water and irrigation:** Access to common water sources for irrigation is vital for indigenous agriculture. Efficient water management from shared sources can significantly impact crop yields and income. Indigenous communities collectively maintain and manage irrigation systems to support their livelihoods.

These examples highlight the diverse ways in which commons contribute to the livelihoods of indigenous communities. It is important to note that the sustainable management of these resources is essential to ensure the long-term well-being of both the community and the environment. Additionally, securing land and resource rights for indigenous peoples is crucial for protecting their access to and management of commons, as they often face threats from land encroachment and resource exploitation.

Concluding the session

Thank the participants for their active participation and inputs. Clarify any questions or concerns raised by the participants. Highlight the collective nature of efforts required to protect and sustainably manage commons for the benefit of all community members. Summarise key insights gained from the sharing activity and the group discussion.

- » The commons are essential for the well-being and survival of humanity, as they provide different kinds of services that support health, food, and livelihoods.
- » The commons contribute to human health by providing clean air and water, regulating climate and disease, offering medicinal plants and genetic resources, and enhancing mental and spiritual well-being.
- » Access to common water sources for irrigation is vital for indigenous agriculture. Efficient water management from shared sources can significantly impact crop yields and income.
- » The commons contribute to livelihoods by providing income opportunities, employment, subsistence, and social protection for millions of people. They also enable people to cope with shocks and stresses such as natural disasters, conflicts, and economic crises.

DAY - 2



SESSION 06

Welcome and Recapitulation of the Highlights from the Previous Day's Sessions



Duration
45 mins



Objective

By the end of the session, participants will be able to recall the sessions and key insights from the sessions of the previous day.



Materials Required

- » Flip chart with rules written
- » List of common resources
- » Bold markers

6.1 Welcome Back

- » Welcome participants back and express gratitude for their engagement.

6.2 Activity - "Resource Rendezvous Charades"



Process

- » Briefly explain the purpose of the icebreaker: to have fun and set a lively tone.
- » Clearly articulate the rules of the charades game.
- » Rules
 - ♦ Participant enacting cannot speak.
 - ♦ Emphasise creativity through gestures, facial expressions, and body language.



- ◆ Participants guessing the clue will have two minutes to guess.
- ◆ Encourage collaborative guessing after each charade.
- ◆ Emphasise the no-words rule and encourage creative expressions.
- » Provide a list of common resources or allow participants to brainstorm and choose.
- » Form small groups of 4-5 participants.
- » Each participant takes turns acting out a chosen resource without using words.
- » Remind participants to be respectful and supportive during the activity.

6.3 Recap - "Share and Inspire"

- » Highlight the importance of reflecting on yesterday's learnings.
- » Divide participants into small groups for a more intimate discussion.
- » Instruct each group to discuss and present at least one key takeaway from the previous day.
- » Encourage participants to think of more than one insight so each group can share a unique insight.
- » After each group has shared their insights, facilitate a brief discussion.
- » Ask open-ended questions to stimulate further conversation and knowledge exchange.

SESSION 07

Threats/Issues around Different Kinds of Commons



Duration
60 mins



Objective

By the session's end, participants will list out threats to various commons, including climate change impacts, affecting the daily lives of indigenous communities.



Materials Required

- » Chalk or string to mark straight lines

7.1 Activity - "Commons Compass: Navigate the Issues"



Process

- » Arrange participants in a straight line, side by side
- » Explain the activity: I will read statements, and participants should step forward if it sounds like a threat or backward if it relates to common issues.
- » Encourage participants to make individual decisions based on their perception.
- » After each statement, initiate a discussion to explore different perspectives and reasoning.
- » Maintain a respectful environment during discussions.
- » Use this activity to promote awareness and understanding of threats and common issues.

- » Keep the language of the statements clear and straightforward.
- » Allow participants to share their thoughts openly and listen actively to diverse viewpoints.
- » Conclude the activity with a brief summary, emphasising key insights from the discussions.
- » Ensure a positive and inclusive atmosphere throughout the session.

Some Statements

- » The local water source is depleting rapidly due to excessive use.
- » Forest areas are being cleared for new construction projects.
- » Traditional farming practices are being replaced by modern techniques, impacting biodiversity.
- » The community struggles with waste management, leading to environmental pollution.
- » Land encroachment is diminishing the available space for community activities.
- » There is a proposal to build a new factory that might contribute to air and water pollution.
- » The local river, once a clean water source, now shows signs of contamination.
- » The government is considering a new road project that may affect wildlife habitats.
- » Traditional knowledge about medicinal plants is fading, risking the loss of valuable resources.
- » The local market is flooded with single-use plastic, posing a threat to the environment.



After all the statements have been read out and participants have shared their views, summarise that Indigenous communities face numerous challenges in maintaining their commons, that are essential for their livelihood, culture, and well-being. These challenges often stem from historical, social, economic, and environmental factors.

Addressing these climate change threats to commons requires a combination of strategies, including sustainable resource management, adaptation measures, disaster risk reduction, and the protection of traditional knowledge and cultural heritage.

Share information on the challenges as given in the facilitators notes below:



Notes for the facilitator

Threats/Issues around Different Kinds of Commons (including from climate change and the threat to everyday life)

- » **Land dispossession/displacement:** Indigenous communities have historically faced land dispossession through colonisation, forced displacement, and land grabs. This often results in the loss of access to traditional commons, disrupting their traditional ways of life. For example, the Kolab Dam displaced people who cannot ever get back the same commons that they had before displacement.
- » **Resource exploitation:** Common resources are frequently exploited by external actors, including governments and corporations. Logging, mining, and industrial agriculture can damage the environment, deplete resources, and disrupt the traditional management practices of indigenous communities. The villages around NALCO, Kodingamali mines are live examples of how their commons are degrading because of mining activities.
- » **Legal ambiguity and inadequate recognition:** Inadequate legal recognition of indigenous land rights and customary tenure systems have been matters of land conflicts and disputes. Legal ambiguities often favour more powerful interests, leaving indigenous communities vulnerable to dispossession. For example, the survey and settlement errors have not yet been rectified in terms of providing legitimate common lands in many villages, especially the forest villages.
- » **Environmental degradation:** Environmental degradation, such as deforestation, pollution, and climate change, have been negatively impacting the quality and availability of common resources, affecting the health and livelihoods of indigenous communities.
- » **Infrastructure development:** Infrastructure projects, such as dams, roads, and urban expansion, encroach on indigenous lands, fragmenting ecosystems and interfering with traditional resource management.
- » **Loss of biodiversity:** Biodiversity loss due to habitat destruction and overexploitation of common resources reduces the availability of traditional foods and medicinal plants, impacting the nutrition and health of indigenous communities.

- » **Cultural erosion:** Disruption of access to commons result in cultural erosion as indigenous knowledge and practices linked to these resources are lost. Cultural disruptions negatively impact the mental and emotional well-being of indigenous peoples.
- » **Land acquisitions/leasing:** Large-scale land acquisitions by investors and corporations for agriculture or resource extraction or in the name of 'public purposes' displace indigenous communities, depriving them of access to their commons and traditional ways of life.
- » **Lack of representation:** Indigenous communities often have limited representation in decision-making processes that affect their lands and resources. This lack of participation lead to policies that do not align with their needs and interests.
- » **Poverty and economic marginalisation:** Limited access to and control over common resources result in economic marginalisation. There are instances of indigenous communities excluded from opportunities for income generation and economic development.
- » **Health disparities:** Loss of access to traditional commons can lead to health disparities among indigenous communities, including increased rates of malnutrition, food insecurity, and diet-related health issues.
- » **Social stigma and discrimination:** Indigenous communities often face social discrimination, which impact their ability to assert their rights and access their traditional commons. Discrimination results in unequal access to education, healthcare, and employment opportunities.
- » **Lack of legal remedies:** Even when legal frameworks exist to protect indigenous land rights, enforcement is weak or inconsistent. This undermines the ability of indigenous communities to defend their commons in court.
- » **Violence and conflicts:** Defending their commons and land rights lead to conflicts, sometimes violent, between indigenous communities and external actors, including governments and private interests. For example, the Dongaria Kondh against the Vedanta on mining in Niyamgiris.
- » **Inadequate infrastructure and services:** Many indigenous communities lack access to basic infrastructure and services, such as healthcare, education, and clean water, which can have a direct impact on their well-being and ability to maintain their commons.

Addressing these challenges requires a combination of legal recognition of land rights, sustainable resource management practices, environmental protection, and social and economic empowerment of indigenous communities. Indigenous organisations, international human rights bodies, and governmental policies can play critical roles in addressing these issues and ensuring the rights and well-being of indigenous people.

Climate change poses significant threats and issues for different kinds of commons. These threats can have wide-ranging environmental, economic, and social impacts. The key challenges that various types of commons face due to climate change are:



Common Pool Resources (e.g., fisheries, forests, grazing lands):

- » **Resource depletion:** Climate change disrupts ecosystems and alters the distribution of fish, wildlife, and vegetation, leading to resource imbalances and overexploitation.
- » **Species migration:** Changes in water temperature and ocean currents may cause fish and marine species to migrate to new areas, affecting the traditional fishing practices of communities.
- » **Increased forest fires:** Warmer temperatures and prolonged droughts evidently lead to more frequent and severe forest fires, impacting the availability of timber and NTFPs.
- » **Increased natural disasters:** Indigenous communities often live in vulnerable areas prone to natural disasters like hurricanes, floods, and wildfires. Climate change can lead to more frequent and severe disasters, causing damage to homes and infrastructure.
- » **Invasive species:** Changing climate conditions can enable the expansion of invasive species, which can negatively impact local ecosystems and disrupt traditional practices



Common Water Sources (e.g., rivers, lakes, groundwater):

- » **Water scarcity:** Climate change exacerbates water scarcity in many regions, reducing the availability of clean and accessible water for drinking, irrigation, and domestic use.
- » **Changing hydrology:** Altered precipitation patterns affect river flows, making water sources less reliable for communities that depend on them.
- » **Water quality issues:** Warmer temperatures lead to harmful algal blooms and waterborne diseases, compromising the quality of water from common sources.



Common Agricultural Lands/ Podu Lands:

- » **Crop failure:** Erratic weather patterns, such as droughts and floods, lead to crop failures and reduce agricultural yields, affecting food security and livelihoods.
- » **Soil erosion:** Extreme weather events and shifting rainfall patterns increase soil erosion, degrading the quality of common agricultural lands.
- » **Pests and diseases:** Rising temperatures promote the proliferation of pests and diseases, negatively impacting crops and livestock.
- » **Changing plant and animal behaviour:** Indigenous communities relying on traditional agriculture may experience difficulties as changing climate conditions alter the behaviour and availability of plant and animal species.



Common Pastoral Lands (for livestock grazing):

- » **Shifts in vegetation:** Climate change alters the availability and distribution of forage, forcing herders to adapt their traditional grazing practices.

- » **Water scarcity:** Reduced access to water sources due to climate-induced droughts threaten livestock and the livelihoods of pastoral communities.
- » **Conflict:** Competition for shrinking grazing lands and water resources lead to conflicts among pastoralist communities.



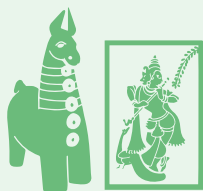
Common Forests:

- » **Deforestation and degradation:** Increased temperatures and changes in precipitation contribute to deforestation and the degradation of forest ecosystems.
- » **Loss of biodiversity:** Climate change disrupts the habitats of numerous species, affecting the cultural and ecological significance of forests.
- » **Increased forest fires:** As mentioned earlier, more frequent and severe forest fires threaten forest resources.



Cultural Commons (e.g., sacred sites, cultural landscapes):

- » **Disruption of traditions:** Climate change disrupts cultural practices and rituals tied to specific natural features and sites, threatening cultural continuity.
- » **Erosion of cultural heritage:** Extreme weather events can damage or submerge cultural sites of significance.
- » **Disruption of cultural festivals and rituals:** Climate change can disrupt the timing and conditions necessary for traditional festivals and rituals that are central to the identity and culture of indigenous communities.



Traditional Knowledge Commons:

- » **Loss of traditional knowledge:** Climate change can render traditional ecological knowledge less relevant or effective, as changing environmental conditions may not align with historical patterns.
- » **Risk to indigenous knowledge:** Indigenous knowledge of resource management and climate adaptation may be lost as elders and traditional practitioners pass away.



Community Resilience and Social Commons:

- » **Migration and displacement:** Climate-induced environmental changes force communities to migrate, disrupting their social cohesion and traditional knowledge sharing.
- » **Resource conflicts:** Competition for dwindling resources can lead to conflicts within and between communities, undermining social cohesion and resilience.

Concluding the session

Thank the participants for their active participation and inputs. Clarify any questions or concerns raised by the participants. Summarise the session's main points, threats and issues around different kinds of commons including from climate change and the threat to every day life.

Common resources are frequently exploited by external actors, including governments and corporations. Logging, mining, and industrial agriculture can damage the environment, deplete resources, and disrupt the traditional management practices of indigenous communities.

Inadequate legal recognition of indigenous land rights and customary tenure systems have been matters of land conflicts and disputes. Legal ambiguities often favour more powerful interests, leaving indigenous communities vulnerable to dispossession.

Environmental degradation, such as deforestation, pollution, and climate change, have been negatively impacting the quality and availability of common resources, affecting the health and livelihoods of indigenous communities.

Biodiversity loss due to habitat destruction and overexploitation of common resources reduces the availability of traditional foods and medicinal plants, impacting the nutrition and health of indigenous communities.

Limited access to and control over common resources result in economic marginalisation. There are instances of indigenous communities excluded from opportunities for income generation and economic development.

Indigenous communities often face social discrimination, which impact their ability to assert their rights and access their traditional commons. Discrimination results in unequal access to education, healthcare, and employment opportunities.

Managing the Common Resources



Duration
75 mins



Objective

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

- » compile a list of common resources
- » analyse factors contributing to fluctuations in the collection of materials from commons
- » illustrate steps to enhance or reduce the availability of materials, considering their impact on village communities
- » propose management options aimed at restoring the situation, demonstrating a comprehensive understanding of sustainable resource practices



Materials Required

- » Flip chart
- » Bold marker



Facilitator Notes

8.1 Activity - "Resource Reflection: Understanding Impact and Managing Change"

Share with the participants that we have understood the threats and issues around different kinds of commons. Now we shall do a group activity to identify reasons for increase or decrease in collections of materials from commons. Divide the participants into four groups. Ask two groups to work on reasons for increase in collections of materials from commons and the remaining two groups to identify reasons for decrease in collection of materials from commons. Give them 10 minutes to discuss and note their findings.

- » Encourage the groups to think broadly and consider various factors that contribute to these fluctuations.
- » Once the groups have finished their tasks, facilitate a discussion on how these changes affect village communities – both positively and negatively.



- » Encourage participants to share personal experiences or observations related to the impact on communities.
- » The next step is to prompt the groups to brainstorm strategies for effective resource management in the case of a decrease in resources.
- » Emphasise the importance of community collaboration and sustainable practices in resource management.

Concluding the session

Summarise key insights from the discussion to reinforce the understanding of the interconnectedness between resource collection, community impact, and management strategies. Conclude the session by highlighting the significance of proactive and community-driven approaches in sustainable resource management.

Importance of Inclusive Community-led Governance of the Commons



Duration
120 mins



Objective

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

- » compile a list outlining the importance of inclusive, community-led governance of commons
- » enact solutions to address commons-related issues through a role play, engaging and portraying key stakeholder roles in the community



Materials Required

- » White board/flip chart, markers

9.1 Activity – “Community Catalysts Exploration”



Process

Ask the participants to identify one issue related to the commons that they are working on currently. Let them share it and have a consensus on it. Write this issue in the centre of the chart in bold letters.

Now ask them to imagine themselves to be different representatives in the village such as an influencer, religious leader, community leader, school teacher, common village person and write how each person can contribute.

Encourage and motivate them to come up and say loudly who they are enacting and say what action this person is going to take. Let them write one such action point on the VIPP card. Paste all the cards on the chart around the issue identified.



9.2 Reflection

- » Ask participants if all stakeholders were identified in the activity.

Inclusive

- » Ensure representation from all community sections (caste, religion, sex, etc.).
- » Discuss any overlooked stakeholders and reasons for their absence.
- » Relate the activity to real-life scenarios, exploring similarities.
- » Summarise key discussion points, emphasising inclusivity and adding any missing information.



Notes for the facilitator

Importance of Inclusive Community-led Governance of the Commons

Inclusive community-led governance of the commons is of paramount importance for a variety of reasons. This approach ensures that local communities are actively engaged in the management and decision-making processes related to shared resources. Inclusive community-led governance of the commons is crucial for:

- » **Preservation of local knowledge and practices:** Indigenous and local communities have deep knowledge of the ecosystems and resources in their regions. Inclusive governance allows them to apply their traditional wisdom to sustainable resource management, helping preserve valuable knowledge and practices.
- » **Sustainable resource management:** Community-led governance promotes the responsible use of commons, and their involvement ensures that resources are managed in ways that prioritise sustainability over short-term gains.
- » **Cultural continuity:** Many indigenous cultures are intricately linked to their natural surroundings. Inclusive governance allows for the protection of cultural practices, beliefs, and traditions tied to the commons, preserving the cultural identity of these communities.
- » **Equity and social justice:** Inclusive governance helps address historical injustices and power imbalances. It empowers marginalised groups to have a say in resource management, ensuring that the benefits and burdens are equitably distributed within the community.
- » **Conflict resolution:** Community-led governance processes provide a forum for dispute resolution. When conflicts arise over resource use, having a system in place that allows community members to work out disagreements peacefully can prevent violence and promote social cohesion.
- » **Local economic development:** Inclusive governance allows communities to make decisions about economic activities related to the commons. This can lead to income generation, job creation, and the development of local enterprises that benefit the community.
- » **Resilience to environmental changes:** Climate change and environmental challenges are more effectively addressed when local communities have the flexibility to adapt their resource management practices. Inclusive governance enables communities to respond to changing conditions in real time.
- » **Environmental conservation:** Communities often have a vested interest in protecting the environment for future generations. Inclusive governance can lead to stronger conservation efforts and the prevention of overexploitation or environmental degradation.
- » **Accountability and transparency:** Inclusive governance processes promote accountability among community leaders and decision-makers. Transparency in decision-making ensures that actions are consistent with the best interests of the community and the commons.

- » **International recognition and agreements:** Many international agreements and conventions, such as the Convention on Biological Diversity and the United Nations Declaration on the Rights of Indigenous Peoples, recognise the rights of indigenous and local communities to manage and protect their traditional lands and resources. Inclusive governance helps fulfill these rights.
- » **Conflict avoidance with external stakeholders:** Community-led governance can help reduce conflicts with external actors, such as governments and corporations, by asserting the community's rights to the commons. This can lead to more equitable agreements and sustainable resource management.
- » **Learning and adaptation:** Community-led governance allows for experimentation and learning from local experiences. It enables communities to adapt their management strategies as conditions change, fostering resilience.

Concluding the session

Thank the participants for their active participation and inputs. Clarify any questions or concerns raised by the participants. Summarise that inclusive community-led governance of the commons empowers local communities to manage shared resources in ways that are culturally, socially, and environmentally sustainable. It supports the well-being of these communities, helps address historical injustices, and promotes responsible resource management in the face of environmental challenges like climate change.

Reiterate the session's main points.

Key Messages

- » Inclusive community-led governance ensures that local communities are actively engaged in the management and decision-making processes related to shared resources.
- » Inclusive governance allows indigenous communities to apply their traditional wisdom to sustainable resource management, helping preserve valuable knowledge and practices.
- » Community-led governance promotes the responsible use and commons, and their involvement ensures that resources are managed in ways that prioritise sustainability over short-term gains.
- » Inclusive governance helps address historical injustices and power imbalances. It empowers marginalised groups to have a say in resource management, ensuring that the benefits and burdens are equitably distributed within the community.
- » Community-led governance allows for experimentation and learning from local experiences.

References

Types of Common Lands in Odisha

In general understanding, in Odisha, commons is understood as the lands which are not privately owned. The main categories are lands, wastelands, forests and water. Based on the distribution of lands, survey and settlement the land ownership and categories have been described under Revenue lands and Forest lands. The Revenue land again falls into two categories:

A. Rayati land: A person who possesses the land and records in his/her name. This is again divided into two types; Gharabari (House site and backyard land), and Agriculture land. Rayati land is considered as private land.

B. Government land: The land is not recorded in the name of the tenant. The Government land is considered as common land which is recorded in four types of Khata:

- » **Rakhit:** (Reserved for future use): This may remain as commons or part of it may be privately owned. The kisams include Bastijogya (settlement site), Gochar (grazing land), village forest Unnat Jojana Jogya (development purposes), Khela padia (Playground), Government farm or orchard, government buildings, lands under possession of local bodies, etc.

Lands which are in possession of different departments of Government of India or Government of Odisha, if alienated in their favour shall be recorded in the Rakhit Khatian.

- » **Sarbasadharan:** (Used by the villagers or community). This remains as commons. Smanan (grave yard), Godanda (cattle herd resting site), Jalasaya (water body), Bagayat (orchards), Rasta (Road), Hatta (market place), shrines, Bhagabat Ghar, Mela ground, Melan padia, public path, cattle path etc are the various kisams over which community rights exist and come under this category. Lands recorded under this category cannot be used for any purpose whatsoever other than and inconsistent with that for which it is meant unless it is acquired under the Land Acquisition Act provided such acquisition is otherwise permissible.
- » **Abad Jogya Anabadi (AJA²):** (The land suitable for agriculture, but not used at the time of settlement, leasable). The kisams under this category are Patit (wasteland – new and old), Padar (open fields), Barshadhar (drainage, gully, ravine), Balichar (sand casted land), etc.
- » **Abad Ajogya Anabadi (AAA):** (The land is not suitable for agriculture. Non leasable). Kisams included under this category are Pahad (hills), Patharbani (sheet rock, quarries), rivers, streams, lakes, water bodies, sand dunes, etc.

Apart from the above as recorded in Government Khata maintained at the Revenue Circle level and reflected in RoRs village wise, the commons have also been classified under two general categories in respect of the availability of common lands in and around villages. They are:

A. Village common lands

In Odisha there are various sub types of common lands known with different *kisam* names and called in different local names in different regions of the State. Following are the broad types among those common lands:

- » Cremation ground, burial ground, ground used for throwing of carcass
- » Melan padia, playground, haat pada, kotha ghar, market, bhagabat ghar, grounds used for religious festivals
- » Temple, mosque, church, gurudwara, matha, mandap, dolabedi, bijesthali, and chaura
- » Danda, go-danda, go-dharana, gothapadia, etc.
- » Village road, pucca road, road under control of revenue department
- » Land reserved for public purposes
- » Forests

B. Wastelands

Government wastelands are not included in the above categories but they are considered commons because of peoples' open access to those areas. These wastelands are also brought under some kind of land use locally. The wasteland (in government denomination) occupies significant land area.

² With reference to letter No. 73063-R-GE(GL)-283/64 dated 7th December 1964 of Revenue and Excise Department of Government of Orissa, lands covered by rivers, nalas, hills, hillocks, stone flats, sand-hills, lake, sea or other natural collections of water, etc., which are not ordinarily fit for any non-agricultural or agricultural purposes and over which there is no community right will be recorded in a separate Khatian – Abad-Ajogya Anabadi. Lands recorded under this category can be used for a public purpose.

SESSION 10

Understanding Governance for Commons Management in Odisha



Duration
120 mins



Objective

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

- » grasp Odisha's commons legal framework
- » recognise key governing bodies
- » list out the roles and responsibilities of the different governing bodies
- » identify village commons issues



Materials Required

- » Flip chart
- » Bold marker

10.1 Understanding Odisha's Commons Legal Framework

Instructions for the Facilitator

Prepare a flip chart on Odisha's legal framework related to commons, emphasising key laws and regulations. Write the six Acts and Rules on one sheet of the flip chart each.

Make the participants read them one by one. Allow participants to ask questions and seek clarifications.

- » Share with the participants that the session aims to deepen your understanding of Odisha's legal framework related to commons. Mention that it is significant to know about community awareness and participation in decision-making processes.



Odisha's legal framework to govern the commons (Laws and Policies)

- » Share that Odisha has a legal framework that governs common resources or commons, such as forests, water bodies, and grazing lands, to ensure they are managed and used sustainably.
- » Share charts covering key aspects of Odisha's legal framework for commons.
- » Encourage participation to ask questions for a thorough understanding.

Chart 1

The Odisha Forest Act, 1972: This law regulates the conservation and management of forests. It empowers local communities, including tribal and indigenous groups, to participate in forest management through Village Forest Committees (VFCs). VFCs play a vital role in protecting and managing common forest resources and receive a share of the revenue from NTFPs.

Chart 2

The Odisha Gram Panchayat Act, 1964: Gram Panchayats are local self-governing bodies responsible for managing common resources at the village level. They oversee issues related to land, water, and agriculture. In many cases, they also manage and protect grazing lands.

Chart 3

The Odisha Water Users' Associations (WUA) Rules, 2009: These rules govern water bodies, including irrigation tanks and ponds. They establish WUAs at the local level to manage and distribute water for agriculture, ensuring equitable access to this vital resource.

Chart 4

The Odisha Scheduled Areas Transfer of Immovable Property (by Scheduled Tribes) Regulation, 1956: This regulation aims to protect the land and resources of tribal and indigenous communities in the state's scheduled areas. It restricts the transfer of immovable property from tribal to non-tribal individuals to safeguard their commons.

Chart 5

The Odisha Land Revenue Code, 1968: This law deals with land-related matters, including land records and revenue collection. It also plays a role in governing land rights and access to common lands, especially in rural areas.

Chart 6

The Odisha State Policy for Management of Community Forest Resources, 2010: This policy outlines the state's commitment to the sustainable management of community forest resources. It emphasises community participation in decision-making and revenue-sharing from such resources.



Odisha's legal framework to govern the commons (Laws and Policies)

Odisha has a legal framework that governs common resources or commons, such as forests, water bodies, and grazing lands, to ensure they are managed and used sustainably. The extensive legal framework of the state Here is a simplified explanation of Odisha's legal framework for commons;

The Odisha Forest Act, 1972: This law regulates the conservation and management of forests. It empowers local communities, including tribal and indigenous groups, to participate in forest management through Village Forest Committees (VFCs). VFCs play a vital role in protecting and managing common forest resources and receive a share of the revenue from non-timber forest products.

The Odisha Gram Panchayat Act, 1964: Gram Panchayats are local self-governing bodies responsible for managing common resources at the village level. They oversee issues related to land, water, and agriculture. In many cases, they also manage and protect grazing lands.

The Odisha Water Users' Associations (WUA) Rules, 2009: These rules govern water bodies, including irrigation tanks and ponds. They establish Water Users' Associations at the local level to manage and distribute water for agriculture, ensuring equitable access to this vital resource.

The Odisha Scheduled Areas Transfer of Immovable Property (by Scheduled Tribes) Regulation, 1956: This regulation aims to protect the land and resources of tribal and indigenous communities in the states scheduled areas. It restricts the transfer of immovable property from tribal to non-tribal individuals to safeguard their commons.

The Odisha Land Revenue Code, 1968: This law deals with land-related matters, including land records and revenue collection. It also plays a role in governing land rights and access to common lands, especially in rural areas.

The Odisha State Policy for Management of Community Forest Resources, 2010: This policy outlines the state's commitment to the sustainable management of community forest resources. It emphasizes community participation in decision-making and revenue-sharing from such resources.

In essence, Odisha's legal framework for commons aims to empower local communities, particularly tribal and indigenous groups, to manage and protect shared resources. It establishes structures like VFCs, Gram Panchayats, and WUAs to ensure that these communities have a say in the management of their commons. Additionally, it recognises the rights of forest-dwelling communities and restricts the transfer of land to protect the interests of indigenous groups. This framework supports sustainable resource management, social equity, and the preservation of traditional ways of life.

Concluding the session

Thank the participants for their active participation and inputs. Clarify any questions or concerns raised by the participants. Summarise that these Acts and Policies at both the national and state levels aim to empower local communities, particularly tribal and indigenous groups, in the governance and management of commons. They support sustainable resource management, social equity, and the preservation of traditional ways of life while ensuring environmental conservation.

Reiterate the session's main points.

Key Messages

- » Odisha's legal framework for commons aims to empower local communities, particularly tribal and indigenous groups, to manage and protect shared resources.
- » It establishes structures like VFCs, Gram Panchayats, and WUAs to ensure that these communities have a say in the management of their commons.
- » Odisha's legal framework for commons recognises the rights of forest-dwelling communities and restricts the transfer of land to protect the interests of indigenous groups.
- » This framework supports sustainable resource management, social equity, and the preservation of traditional ways of life.

DAY - 3



SESSION 11

Welcome and Recapitulation of the Insights from the Previous Day's Sessions



Duration
30 mins



Objective

By the end of the session, participants will be able to share their thoughts and recapitulate key messages from the sessions covered during the previous day.



Materials Required

- » VIPP cards (about 50)
- » Pens/pencils



Facilitator notes

11.1 Welcome Back

- » Welcome participants back and express gratitude for their engagement and participation.
- » Remind participants of the workshop's impact on shared learning.
- » Ask them to share the key learnings of the sessions covered during the previous day on the VIPP cards provided.
- » Add the missing points and conclude the session by acknowledging the collective progress made during the workshop.

SESSION 12

Optimising Governance for Commons Management in Odisha



Duration
90 mins



Objective

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

- » determine suitable forums to address issues related to the Commons
- » list specific Gram Panchayat addressable issues
- » identify relevant authorities
- » explore local institutions within legal provisions



Materials Required

- » Flip chart
- » Bold marker
- » Handouts for the participants.
- » Charts and bold markers



Process

12.1 Activity: Mapping Governance Structure

- » Use six charts or handouts depicting the governance structure of Odisha.
- » Instruct participants to work in groups to collectively map out key governing bodies. Distribute charts and markers to the groups for writing the points identified by them.
- » Give them 15 minutes to do the task and another five minutes to share their discussion points.
- » After the groups have presented their list to the larger group, facilitate a discussion on the insights gained.
- » Now, ask them to continue working in groups and list out roles and responsibilities of each of the governing bodies identified by them.
- » Help them in sharing about the bodies they have missed identifying as well as the missed out roles and responsibilities by showing pre-prepared flip charts/handout.
- » Encourage participants to share their observations, discuss differences in perspectives, and ask questions.



Notes for the facilitator:

Governance Structure and Roles of Different Bodies

In Odisha, the governance structure related to the legal framework on commons involves various bodies and institutions with specific roles and responsibilities in managing and regulating common resources. Here is an overview of the key bodies and their roles:



Gram Panchayats

Role: Gram Panchayats are local self-government bodies at the village level. They play a crucial role in managing and governing commons in rural areas, including common grazing lands and water bodies.

Responsibilities

- » Overseeing land and water resource allocation and management
- » Managing and protecting grazing lands and other common lands
- » Regulating agricultural practices related to commons

VFCs

Role: VFCs are community-based institutions established under the Odisha Forest Act, 1972. They are responsible for the management and protection of forests and related resources.

Responsibilities

- » Implementing sustainable forest management practices
- » Protecting forests and preventing illegal activities
- » Monitoring the collection of NTFPs

WUAs

Role: WUAs are established under the Odisha Water Users' Associations Rules, 2009, to manage and regulate the use of water from tanks and ponds for irrigation.

Responsibilities

- » Allocating water resources for agricultural use
- » Ensuring equitable distribution of water among farmers
- » Monitoring and maintaining irrigation infrastructure

Scheduled Tribes and Scheduled Castes Development Department

Role: The Tribal Welfare Department in Odisha plays a significant role in implementing policies and programmes that benefit tribal and indigenous communities, particularly related to land and resource rights.

The Forest Department

Role: The Forest Department is responsible for enforcing forest-related laws and policies in the state.

Responsibilities

- » Administering and implementing forest laws and regulations
- » Monitoring and regulating forest activities
- » Collaborating with VFCs and CFRM Committees for sustainable forest management

Community Forest Resource Management (CFRM) Committees

Role: CFRM Committees are community-based organisations formed under the Odisha State Policy for Management of Community Forest Resources, 2010.

Responsibilities

- » Participating in the management and protection of community forest resources
- » Administering the distribution of benefits and revenue from these resources
- » Implementing sustainable forest management practices

The Revenue Department

Role: The Revenue Department, in accordance with the Odisha Land Revenue Code, manages land records and revenue collection.

Responsibilities

- » Maintaining land records, including records related to common lands
- » Collecting land revenue and property taxes
- » Ensuring proper land ownership documentation

State-Level Authorities/ Departments

Role: Several state-level authorities oversee and regulate common resources.

Responsibilities

- » Enforcing forest and environmental laws and regulations
- » Promoting sustainable resource management practices
- » Resolving conflicts related to common resources

Additional reading

District-level Authorities

Role: At the district level, various departments, including agriculture, land records, and rural development, coordinate the implementation of policies and regulations related to commons.

These bodies and institutions work together to ensure that common resources are managed sustainably, benefiting local communities and preserving their traditional ways of life. Community participation and collaboration between these entities are essential for the effective governance of commons in Odisha.

Relevant Acts and Policies relating to Commons (National and State – PESA, FRA)

India and the state of Odisha have several acts and policies that relate to the governance and management of commons, including common lands, forests, and water bodies.

National Acts and Policies in India

The Forest Rights Act, 2006 (FRA)

Relevance: FRA recognises and vests forest rights in forest-dwelling communities, including indigenous and tribal groups. It is instrumental in protecting their rights to common lands and resources.

Impact: FRA empowers communities to manage and protect their commons, ensures their right to access forest produce, and recognizes their cultural and habitat rights.

The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Rules, 2008

Relevance: These rules provide detailed procedures and guidelines for the implementation of FRA, specifically recognising and recording forest rights.

The Panchayats (Extension to Scheduled Areas) Act, 1996 (PESA)

Relevance: PESA extends the provisions to scheduled areas, giving local self-government institutions greater autonomy in managing their commons.

Odisha-specific Acts and Policies

The Odisha Forest Act, 1972

Relevance: This Act regulates the conservation and management of forests in Odisha and empowers local communities, including tribal groups, through VFCs to participate in forest management.

The Odisha Gram Panchayat Act, 1964

Relevance: Gram Panchayats play a crucial role in managing and governing commons in rural areas, including common grazing lands, water bodies, and agricultural lands.

The Odisha Water Users' Associations (WUA) Rules, 2009

Relevance: These rules establish WUAs to manage and regulate the use of water from tanks and ponds for irrigation, ensuring equitable access to water resources.

The Odisha Scheduled Areas Transfer of Immovable Property (by Scheduled Tribes) Regulation, 1956

Relevance: This regulation restricts the transfer of immovable property from tribal to non-tribal individuals to safeguard the commons and resources of tribal communities.

The Odisha Land Revenue Code, 1968

Relevance: This law deals with land-related matters, including land records and revenue collection, playing a role in governing land rights and access to common lands, especially in rural areas.

Concluding the session

Summarise the key messages as below

- » Odisha's legal framework for commons aims to empower local communities, particularly tribal and indigenous groups, to manage and protect shared resources.
- » It establishes structures like VFCs, Gram Panchayats, and WUAs to ensure that these communities have a say in the management of their commons.
- » Odisha's legal framework for commons also recognises the rights of forest-dwelling communities and restricts the transfer of land to protect the interests of indigenous groups.
- » The framework supports sustainable resource management, social equity, and the preservation of traditional ways of life.
- » The acts and policies at both the national and state levels aim to empower local communities, particularly tribal and indigenous groups, in the governance and management of commons.
- » They support sustainable resource management, social equity, and the preservation of traditional ways of life while ensuring environmental conservation.

SESSION 13

Norms, Rules, Sanctions relating to Commons



Duration
90 mins



Objective

By the session's conclusion, participants will be able to:

- » describe norms, rules, and sanctions related to commons
- » list three customary rules in the village concerning the commons
- » recall resolved conflicts, inter or intra-village, through customary law systems
- » identify custodians of village customary rules, assessing the presence of women representatives



Materials Required

Role play scenarios: (The facilitator may prepare the scenarios and keep them handy well in advance. These scenarios could also be developed by the participants during the session).



Process

13.1 Traditional Village Institutions: Norms, Rules and Sanctions relating to Commons

- » Share with the participants that traditional village institutions in Odisha often have well-established norms, rules, and sanctions related to common resources. These institutions play a vital role in the management and governance of commons, ensuring equitable access and sustainable use. The traditional village institutions have common norms, rules, and sanctions relating to commons that may vary from place to place and community to community.
Say that in this session, we shall understand them in more details. Ask the participants to share the norms they adhere to regarding commons.
- » Encourage participants to share their views, ensuring even shy participants to speak up. Listen to their responses and appreciate them.

13.2 Role Plays - Commons Conflict Resolution

- » Now divide the participants into four groups and ask each group to recall a real situation or create a fictional scenario of common conflicts related to commons in a village setting.
- » Ask each group to identify/discuss a conflict scenario and then prepare a role play on the identified scenario, emphasising the use of customary laws for conflict resolution. Give them 10 minutes to discuss and prepare for the role play for about 3-4 minutes. Invite the groups to perform the role play.
- » After each role play encourage discussions on the effectiveness of the applied customary rules, norms and potential improvements.
- » Encourage discussions on how these norms relate to their own experiences and communities. Thank the participants and share the information on the common features as given in the notes below:



Notes for the Facilitator

Norms (Customary Practices and Guidelines)

- » **Access rights:** Norms typically dictate who has access to specific common resources. Access rights may be based on factors such as lineage, gender, age, or social status.
- » **Seasonal use:** Many common resources are used seasonally, and norms often specify the timing and duration of resource use. For example, certain grazing lands may only be used during the dry season.
- » **Resource allocation:** Norms may establish guidelines for the allocation of common resources, such as water from a village pond or access to a particular patch of forest for gathering NTFPs.
- » **Sustainable harvesting:** Communities often have norms to ensure sustainable resource management. For instance, norms may specify the size and number of fish that can be caught, allowing for breeding and population replenishment.
- » **Prohibition of waste:** Norms can include rules against wasteful or destructive practices. For example, littering in the vicinity of a water source may be prohibited to maintain water quality.

Rules (Formal and Informal Regulations)

- » **Resource allocation:** Village institutions may establish formal rules for the allocation of common resources. Rules could specify the rotational use of grazing lands or allotment of farming plots for a specific duration.
- » **User rights and responsibilities:** Rules often outline the rights and responsibilities of community members in relation to common resources. For example, rules may specify that users have the right to graze cattle on community lands but are responsible for preventing overgrazing.
- » **Conflict resolution:** Rules provide a framework for resolving disputes related to common resources. The process for addressing conflicts, such as unauthorised resource use, may be defined.
- » **Resource protection:** Rules can include measures to protect common resources. For instance, hunting, fishing, or collection of specific plants may be regulated to prevent overexploitation.



Sanctions (Penalties and Consequences)

- » **Penalties for violations:** Violations of norms and rules often come with sanctions. Penalties can range from fines to temporary bans on resource use.
- » **Community involvement:** Sanctions may involve community decision-making. For instance, a community council or elders may convene to determine appropriate sanctions for rule violations.
- » **Restitution:** In cases of resource damage or overuse, individuals or groups may be required to provide restitution to the community or repair any harm done to the commons.
- » **Social reprimands:** Violators may face social reprimands, such as ostracism or loss of community trust or excommunication. Social sanctions can be powerful deterrents.
- » **Conflict mediation:** Traditional village institutions often play a role in mediating conflicts and ensuring that disputes related to common resources are resolved amicably and in accordance with established norms and rules.
- » It is important to note that these norms, rules, and sanctions are often deeply rooted in local customs and traditions, reflecting the cultural values and ecological knowledge of the community. They contribute to the sustainable management of common resources, promote social cohesion, and help maintain the balance between the needs of individuals and the collective well-being of the community.

SESSION 14

Spaces in Acts and Policies for Accommodating Customary Laws on Commons



Duration
40 mins



Objective

By the end of the session, participants will be able to identify and articulate the spaces within existing acts and policies that allow for the accommodation of customary laws in the context of commons.



Materials Required

- » Flip chart
- » Bold marker
- » Charts and markers for creating visual maps of the community commons



Process

14.1 Community Commons Mapping

- » Begin by explaining the purpose of the activity: Community Commons Mapping.
- » Highlight that in this activity we will mark spaces that we consider important on a visual map of community commons.
- » Distribute charts to the participant groups and ask them to create visual maps of the community commons.
- » Instruct participants to mark spaces they find important, which could range from physical locations to cultural hubs or areas of shared significance. Give them about 10 minutes to do the task.



14.2 Group Discussion

- » After the mapping activity, gather participants for a brief discussion.
- » Encourage groups to share the spaces they marked and provide reasons behind their choices. Share some examples so they are able understand the task.
- » Discuss the diversity of perspectives and the significance of these spaces in the community.
- » Ask the participants to identify spaces within existing acts and policies that allow for the accommodation of customary laws.
- » Encourage participants to share examples and insights from their own experiences.
- » Ensure all participants have the opportunity to share their perspectives during the discussion.
- » Encourage quieter participants to voice their thoughts.
- » Pose open-ended questions to stimulate thoughtful responses.

Additional reading

Spaces in Acts and Policies for Accommodating Customary Laws on Commons

In Odisha, as in many other regions with diverse indigenous and traditional communities, there are spaces within acts and policies that can accommodate customary laws and practices related to commons. This accommodation is essential for respecting the traditional governance systems and ensuring the sustainability of common resources. Here are some ways in which customary laws on commons can be accommodated in Odisha:

FRA, 2006

Accommodation: FRA recognises and vests forest rights in forest-dwelling communities, including tribal and indigenous groups. It provides an opportunity for these communities to assert their customary rights over forests and related commons.

Role of Gram Sabhas: The Act empowers Gram Sabhas (village assemblies) to initiate the process of recognising and vesting forest rights. This is an important space for accommodating customary governance systems.

The Odisha Forest Act, 1972

Accommodation: This Act allows for the formation of VFCs to participate in forest management. These committees can incorporate customary practices and rules into their forest management plans, helping preserve traditional governance systems.

PESA, 1996

Accommodation: PESA extends local self-governance provisions to scheduled areas, giving more autonomy to Gram Panchayats (village councils) in these regions. PESA recognises the power of Gram Sabhas to make regulations related to customary laws and practices.

The Odisha State Policy for Management of Community Forest Resources, 2010

Accommodation: This Policy outlines the state's commitment to the sustainable management of community forest resources. It encourages the incorporation of traditional forest management practices and customary laws into community-based resource management plans.

The Odisha Land Revenue Code, 1968

Accommodation: While this Code deals with land-related matters, it provides an opportunity to acknowledge and record customary land rights and access to common lands, particularly in rural areas.

The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006 (applicable in Odisha)

Accommodation: This Act recognises the rights of tribal and traditional forest-dwelling communities over forest lands and resources. It can be used to accommodate and legalize customary practices and rules related to forest commons.

The Odisha Gram Panchayat Act, 1964

Accommodation: This Act empowers Gram Panchayats to manage and govern commons in rural areas. It provides a platform for accommodating customary laws and practices in the allocation and use of common resources.

To accommodate customary laws on commons effectively, it is essential to involve local communities, particularly tribal and indigenous groups, in the decision-making processes. This can be achieved through Gram Sabhas, community-based organisations, and VFCs, which can help integrate traditional governance systems with formal legal structures, promoting sustainable and equitable resource management.

Concluding the session

Summarise the key messages as below:

State of Odisha provides spaces within acts and policies that can accommodate customary laws and practices related to commons for its diverse indigenous and traditional communities.

This accommodation helps in respecting the traditional governance systems and ensuring the sustainability of common resources.

SESSION 15

Step-by-step Processes at Gram Sabha Level for Asserting Common Rights on Revenue Land and Forest Resources



Duration
75 mins



Objective

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

- » Outline the step-by-step processes at the Gram Sabha level for claiming commons under revenue land and FRA.



Materials Required

- » Maps prepared by the participants having commons marked on them (Activity done in the previous session)
- » Charts, markers

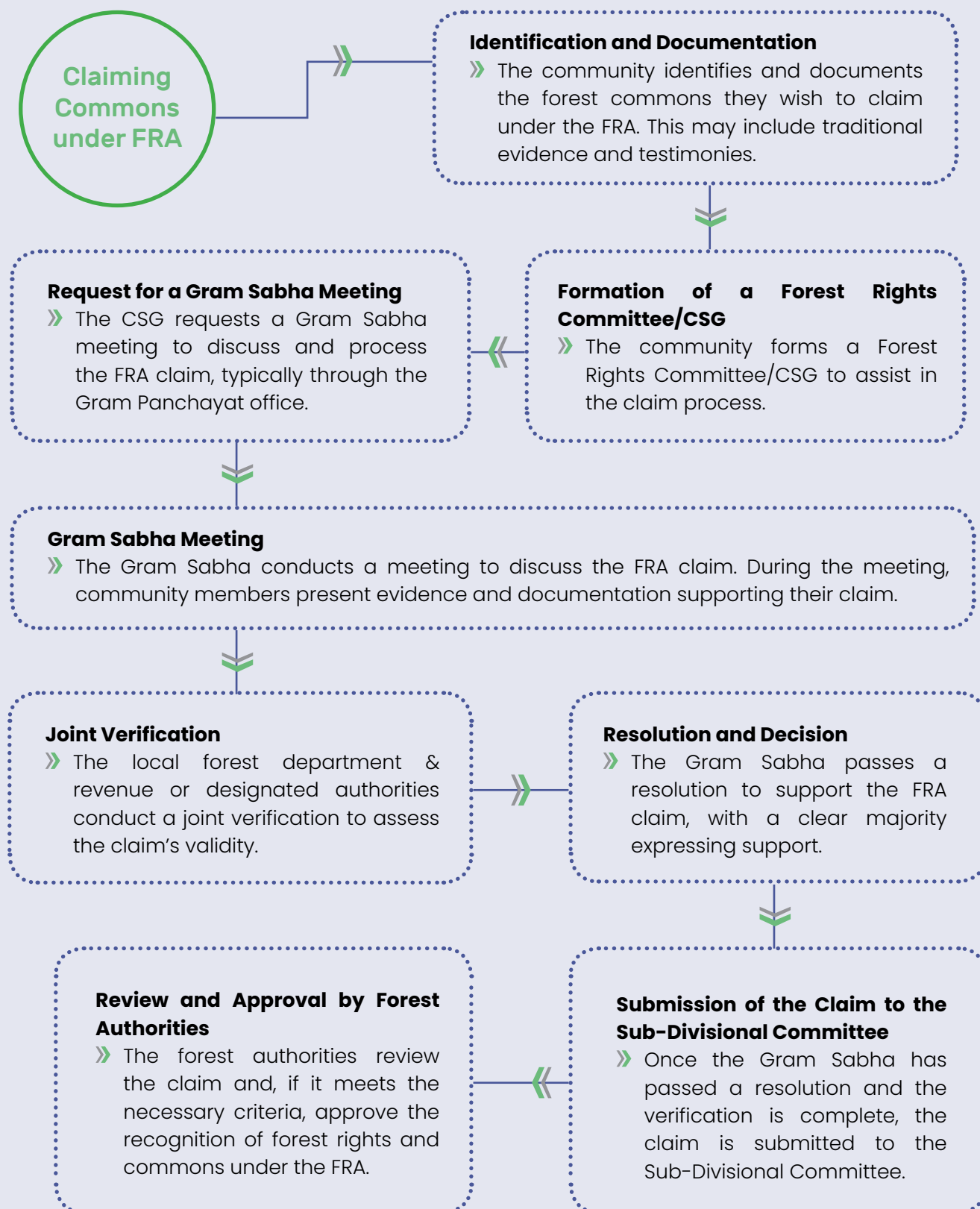


Process

15.1 Claiming Commons under Revenue Land and FRA at Gram Sabha Level

- » Briefly introduce the session's focus: Claiming commons under revenue land and FRA at the Gram Sabha level.
- » Highlight the importance of community participation in asserting rights over commons.
- » Share with the participants that the process of claiming commons under revenue land and the FRA at the Gram Sabha level in Odisha involves several steps and requires active participation and documentation by the concerned community members.
- » Using the map, mark potential commons under revenue land and forest resources. Invite participants to share their understanding of the steps and then share the details.

Step-wise Process Explanation



Explain that the active involvement of the Gram Sabha, community members, and local authorities is crucial. It is essential to adhere to the legal processes and requirements outlined in the respective Acts (revenue or FRA) to ensure the successful recognition of commons at the Gram Sabha level in Odisha.

15.2 Role Play Activity - "Gram Sabha Meeting"

Divide participants into groups to role play a Gram Sabha meeting where they discuss and present a claim. Encourage practical application of the step-wise processes. Allow participants to ask questions or share their thoughts on the processes discussed.

Scenario Explanation

- » Provide a scenario/ask participants to create one for the Gram Sabha meeting where groups discuss and present a claim.
- » Instruct participants to ensure the scenario is relatable and encourages practical application.
- » Encourage practical application of the step-wise processes in a role-playing setting.
- » Allow for interactive discussions during and after the role play.
- » Ensure all participants have the opportunity to contribute during discussions and activities.

15.3 Q&A and Discussion

- » Allow participants to ask questions or share their thoughts on the processes discussed.
- » Encourage a reflective discussion on the role-played scenarios.
- » Bring the entire group together for a brief concluding discussion.
- » Use real-life examples to illustrate concepts.

15.4 Summarise Key Takeaways and Highlight the Importance of Community Engagement in Claiming Commons

DAY - 4



SESSION 16

Welcome and Recapitulation of the Insights from the Previous Day's Sessions



Duration
30 mins



Objective

By the end of the session, participants will be able to recall key takeaways from the sessions covered on the previous day.



Materials Required

- » Policy Puzzle Pieces – Use six flip charts prepared for the policies/acts and were used on Days 2 and 3. (Total 6 sets). Cut each flip chart sheet into multiple pieces to create one set of a jigsaw puzzle.
- » Markers
- » Sticky notes
- » Tape
- » Chart papers



Process

16.1 Welcome Back

- » Begin by welcoming participants to Day 4 with energy and enthusiasm.

16.2 Recap Activity: "Policy Match-Up"

- » Inform the participants that today we will recapitulate the key takeaways from the sessions covered on the previous day.
- » Introduce the "Policy Match-Up" as a puzzle game. Explain that it is a collaborative effort to recall laws and policies that were discussed on Day 3 of the training.
- » Divide participants into six groups.
- » Hand out a piece of the policy puzzle (cut out pieces of flip chart sheet) that were used on Day 3 to each group.
- » Instruct groups to collaborate and match the pieces to recall the laws and policies.
- » After the activity, gather the groups for a brief discussion.
- » Allow each group to share the matched pieces and any insights gained.
- » Address any questions or uncertainties about the laws and policies.
- » Acknowledge participants for their engagement in the recall activity.
- » Highlight the importance of linking legal insights to practical conservation steps.

Benefits from Commons



Duration
30 mins



Objective

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

- » identify and discuss the benefits and challenges of sharing commons, using examples from participants' communities
- » analyse real-life case studies of benefit-sharing models to evaluate their effectiveness
- » enact a role play scenario simulating a benefit-sharing negotiation among community members
- » share a success story of a community practicing effective benefit sharing



Materials Required

- » Flip chart
- » Bold marker



Process

17.1 Equitable Benefit Sharing

- » Welcome participants and share that today we shall learn about 'Equitable Benefit Sharing'.
- » Provide a brief overview of the session's focus: Types of commons, benefits, and their connection to sustainable resource management from the information given below:



Notes for the Facilitator

Sharing of Benefits from Commons

Benefit sharing from commons refers to the equitable distribution of the benefits derived from shared or commonly owned resources among the individuals, communities, or groups that rely on and manage those resources. Commons are typically resources that are held collectively and used by a specific community or multiple stakeholders. Benefit sharing is a crucial concept in the sustainable management of these resources and is often associated with environmental conservation, social equity, and economic well-being. Here are some key points about benefit sharing from commons:

Types of commons: Commons can include natural resources like forests, water bodies, grazing lands, fisheries, and other shared assets. Additionally, intellectual property and knowledge can also be considered commons.

Benefits: Benefits from commons can take various forms, including economic gains, social well-being, cultural preservation, and environmental sustainability. These benefits might include income from the sale of resource products, access to clean water, cultural practices, or maintaining a healthy ecosystem.

Equitable distribution: The core principle of benefit sharing is to ensure that benefits are distributed fairly and that no individual or group disproportionately benefits at the expense of others. Equity is a central concept in benefit sharing.

Community and collective rights: Benefit sharing recognises the rights of the community or group that manages the commons. These rights often include the right to access and use resources and the right to share in the benefits generated.

Sustainable resource management: Benefit sharing is closely linked to the sustainable management of commons. It incentivises responsible resource use, as overexploitation can jeopardise long-term benefits.

Legal and policy frameworks: In some cases, benefit sharing is enshrined in national and international legal frameworks and policies. These regulations ensure that communities have the legal right to share the benefits of the commons they manage.

Environmental conservation: Benefit sharing can promote conservation practices, as communities have a vested interest in maintaining the health of the commons that provide their livelihoods and well-being.

Cultural preservation: Commons often have cultural significance for the communities that rely on them. Benefit sharing helps preserve cultural practices and traditions tied to these resources.

Social equity and inclusion: Benefit sharing can address historical injustices and power imbalances by ensuring that marginalised groups have a say in resource management and a fair share of the benefits.

Customary practices: In many cases, customary laws and practices guide benefit sharing in indigenous and local communities. These practices are often deeply rooted in tradition and local knowledge.

Benefit sharing from commons is a multi-faceted concept that reflects the interdependence of communities and their shared resources. It is not limited to financial gains but encompasses a range of social, cultural, and environmental benefits. Fair and equitable distribution of these benefits is crucial for long-term sustainability of both the resources and the communities that rely on them.

Mechanisms and Processes of Benefit Sharing

Benefit sharing from commons in indigenous communities occurs through a variety of mechanisms and processes that are deeply rooted in traditional practices, local customs, and sometimes formal legal frameworks.

How Benefit Sharing Typically Happens in Indigenous Communities

Traditional customs and norms

- » Indigenous communities often have customary rules and norms governing the use of commons and the sharing of benefits. These rules are based on generations of traditional knowledge and practices.

- » Common resources are allocated, managed, and accessed according to these customary rules, ensuring that benefits are shared equitably among community members.

Collective decision-making

- » Indigenous communities engage in collective decision-making processes to manage and govern their commons. These processes involve discussions, often in community assemblies or councils, where community members decide how to use and share the benefits of common resources.

Community assemblies and councils

- » Many indigenous communities have formal structures, such as tribal councils or community assemblies, where decisions about the commons are made. These bodies may include traditional leaders, elders, and representatives from various segments of the community.

Resource allocation

- » Benefits from commons are often allocated based on need and traditional roles. For example, certain individuals or families may be responsible for herding animals or harvesting specific resources, and they share the benefits of these activities with the broader community.

Revenue sharing

- » In some cases, income generated from common resources, such as timber, NTFPs, or fishing, is shared among community members. Revenue-sharing models ensure that the financial benefits are distributed fairly.

Access rights

- » Indigenous communities typically have clear rules about who has access to common resources and under what conditions. These access rights are often based on customary land tenure systems and are designed to prevent overexploitation.

Traditional Ecological Knowledge (TEK)

- » Indigenous communities rely on their TEK to sustainably manage commons. This knowledge includes practices for resource conservation, sustainable harvesting, and habitat protection.

Cultural and social benefits

- » Benefits from commons extend beyond the economic sphere. Indigenous communities often place great value on cultural and social benefits derived from common resources, such as spiritual significance, traditional practices, and community cohesion.

Conservation practices

- » Indigenous communities actively engage in conservation practices to ensure the long-term sustainability of their commons. This can include restrictions on hunting or fishing during specific seasons and protecting sacred sites within the commons.

Formal legal recognition

- » In some cases, national or regional laws recognise the rights of indigenous communities to manage and benefit from their commons. Legal recognition provides a formal framework for benefit sharing, empowering communities to assert their rights.

Collaboration with external stakeholders

- » Indigenous communities may collaborate with government agencies, non-governmental organisations (NGOs), and other stakeholders to access resources and support programmes that enhance the benefits derived from commons while preserving their traditional practices.

17.2 Role Play on Benefit Sharing Models

- » Invite a few volunteers from amongst the participants and ask them to prepare and enact a brief role play (1-2) to simulate benefit sharing models and discuss their effectiveness.
 - ◆ Once the participants have done so, appreciate them and facilitate a group discussion on positive impacts of benefit sharing on communities. Encourage participants to share examples and insights from their experiences.
 - ◆ Also discuss practical application of these mechanisms in different contexts. Encourage participants to highlight how community involvement fosters better resource allocation.
 - ◆ Thank the participants for their active participation.

17.3 Commitment Sharing

- » Invite each participant to share one commitment toward promoting equitable benefit sharing keeping in mind that it can be realistically implemented in their respective roles.
- » Facilitate a brief reflection on the shared commitments.

17.4 Concluding the Session

- » Summarise key points from the discussion on equitable benefit sharing and reinforce the importance of collective commitment.

Key Messages

- » Benefit sharing from commons refers to the equitable distribution of the benefits derived from shared or commonly owned resources among the individuals, communities, or groups that rely on and manage those resources.
- » Benefit sharing is a crucial concept in the sustainable management of these resources and is often associated with environmental conservation, social equity, and economic well-being.
- » Benefits from commons can be in the form of economic gains, social well-being, cultural preservation, and environmental sustainability.
- » Benefits might include income from the sale of resource products, access to clean water, cultural practices, or maintaining a healthy ecosystem.
- » The core principle of benefit sharing is to ensure that benefits are distributed fairly and that no individual or group disproportionately benefits at the expense of others. Equity is a central concept in benefit sharing.

SESSION 18

Conflicts and Conflict Resolution



Duration
45 mins



Objective

By the end of the session, participants will be able to specify some common sources of conflicts and conflict resolution mechanisms.



Materials Required

- » Flip chart
- » Bold marker



Process

18.1 Conflict Sources and Indigenous Resolution

- » Share with the participants that after knowing about benefits of sharing of commons, it is equally important to discuss about common conflicts related to indigenous commons such as access rights, resource allocation, environmental concerns, benefit sharing, and influence of external parties.
- » Provide brief examples to illustrate each source.

Conflicts

- » Conflicts over the utilisation of commons by indigenous communities are not uncommon, and they can arise from various sources. These conflicts can be related to access rights, resource allocation, environmental concerns, or disputes over benefits sharing. Indigenous communities often have their own conflict resolution mechanisms that are deeply rooted in their customs and traditions.

Common sources of conflicts and some conflict resolution mechanisms

- » **Access rights:** Disputes can arise over who has the right to access and use common resources, such as grazing lands, forests, or water bodies.
- » **Resource allocation:** Conflicts may occur when resources are allocated, whether it is deciding who gets to fish in a particular area, graze their animals in a specific pasture, or harvest timber from community forests.

- » **Environmental concerns:** Indigenous communities often have a deep connection to the land and may be concerned about unsustainable resource use, which can lead to conflicts with other community members or external parties.
- » **Benefit sharing:** Disagreements about how the benefits from common resources are shared can result in conflicts. This may involve disputes over revenue sharing, distribution of goods, or access to jobs and opportunities created by resource use.
- » **Influence of external parties:** Conflicts can also be instigated by external stakeholders, such as government agencies, companies, or neighbouring communities, that seek to exploit common resources.

18.2 Conflict Resolution Mechanisms

Community assemblies or councils

- » Many indigenous communities have established bodies, such as tribal councils or community assemblies, where disputes are discussed and resolved collectively. These assemblies often include traditional leaders and respected members of the community.

Elders and traditional leaders

- » Elders and traditional leaders play a crucial role in mediating conflicts. Their wisdom and experience are highly respected, and they can help guide the resolution process.



Customary laws and practices

- » Indigenous communities often have well-defined customary laws and practices for resolving conflicts related to commons. These traditional mechanisms may include rituals, negotiations, and restitution.

Mediation by elders or chiefs

- » In many cases, disputes are brought before respected elders or chiefs who listen to both sides and offer a solution that is in line with community norms and values.

Restitution and reparation

- » Restitution is a common resolution mechanism where the party responsible for a dispute may be required to compensate the affected party or the community, often through contributions of labour, goods, or money.

Community consensus building

- » The goal in many indigenous conflict resolution processes is to build a consensus within the community. Open dialogues and discussions are essential to achieve this.

External mediation

- » In some cases, when conflicts involve external parties, external mediators, NGOs, or government agencies may be called upon to help resolve disputes, although the preference is often for internal resolution.

18.3 Legal Recourse as a Last Resort

- » Explain that as a last resort, legal recourse may be pursued through national or international legal systems.
- » When customary methods fail or when conflicts involve external entities, legal recourse may be pursued through national or international legal systems. This is often a last resort.

18.4 Concluding the Session

Motivate participants to share some practical examples related to the topic. Thank the participants for their participation and say that it is important to note that conflict resolution mechanisms vary from one indigenous community to another, as they are deeply rooted in cultural practices and traditions. The key is to maintain the principles of fairness, equity, and sustainability in addressing conflicts over the utilisation of commons in a way that respects the values and rights of the indigenous community.

Relevance of Customary Laws



Duration
45 mins



Objective

By the end of the session, participants will be able to comprehend and share examples of customary laws in indigenous communities.



Materials Required

- » Flip chart
- » Bold marker



Process

19.1 Diversity and Importance of Customary Laws

Emphasise the diversity and deep-rooted nature of customary laws, shaping various aspects of community life by saying that customary laws in indigenous communities are diverse and often deeply rooted in their traditions, culture, and local knowledge. These laws govern various aspects of community life, including resource management, social norms, conflict resolution, and more.



Say that let us know about some examples of customary laws in different domains:

Resource Management Laws

- » **Access rights:** Indigenous communities often have rules that dictate who has access to specific resources, such as fishing grounds, hunting areas, or grazing lands. These access rights may be based on lineage, age, or other criteria.
- » **Seasonal resource use:** Customary laws may specify when and how certain resources can be harvested or used. For example, there may be rules about when to plant and harvest crops or when to fish in a particular river.

Social and Cultural Laws

- » **Marriage and family customs:** Indigenous communities often have customary laws governing marriage, inheritance, and family relationships. These laws may dictate whom an individual can marry, how property is inherited, and the role of extended family in child-rearing.
- » **Cultural practices:** Customary laws may regulate traditional ceremonies, rituals, and cultural practices. These laws help preserve cultural heritage and maintain social cohesion.

Conflict Resolution Laws

- » **Mediation and restitution:** Customary conflict resolution mechanisms often involve mediation by respected community members or elders. Restitution, where the party responsible for a dispute compensates the affected party or community, is a common resolution method.
- » **Reconciliation ceremonies:** Some indigenous communities have reconciliation ceremonies as part of their customary laws to mend social and interpersonal conflicts. These ceremonies often involve rituals and community gatherings.



Resource Conservation Laws

- » **Taboos and sacred sites:** Customary laws may designate specific areas or resources as sacred or taboo. Violating these designations can result in sanctions. For example, certain areas may be off-limits for hunting or logging to protect the environment.
- » **Sustainable harvesting:** Customary laws often promote sustainable resource management by setting limits on the quantity of resources that can be harvested, such as the number of fish that can be caught in a given period.

Property and Land Tenure Laws

- » **Land Ownership and Use Rights:** Indigenous communities often have well-defined customary laws governing land ownership and land use rights. These laws help prevent land disputes and promote responsible land management.
- » **Land redistribution:** Customary laws may include provisions for land redistribution, ensuring that land is periodically redistributed among community members to address equity and changing needs.

Community Governance Laws

- » **Election and leadership rules:** Customary laws may establish rules for electing community leaders and chiefs. These laws ensure that leadership positions are chosen based on community norms.
- » **Decision-making processes:** Customary laws often outline how community decisions are made, often through consensus-building and collective deliberation in community assemblies or councils.

Environmental Protection Laws

- » **Prohibitions on resource exploitation:** Some indigenous communities have customary laws that restrict the extraction of certain resources, such as trees or wildlife, in order to protect the environment and maintain biodiversity.
- » **Fire management:** Indigenous communities may have practices and rules for controlled burns and fire management to prevent wildfires and promote ecological health.

19.2 Reflection on Cultural Traditions

- » Ask participants to reflect on their own cultural or legal traditions that may have similarities with the discussed customary laws. Invite a few participants to share their experiences with the larger cohort.

19.3 Concluding the Session

Conclude by saying that these examples demonstrate the rich and diverse customary laws that indigenous communities use to govern their affairs, promote sustainable resource management, and preserve their cultural heritage. These laws are integral to their identity and way of life. Reinforce the idea that these laws are not static but living traditions.

Encourage participants to carry their newfound insights into their work and communities, promoting a deeper understanding of customary laws.

Mapping the Commons and Understanding Collective Ownership



Duration
45 mins



Objective

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

- » define the importance of mapping commons
- » describe the relevance of mapping commons in the context of their community



Materials Required

A list of common resources:

- » Water Sources
 - ◆ Local rivers and streams
 - ◆ Wells
- » Pasture Land
 - ◆ Grazing grounds
- » Wasteland
 - ◆ Fallows and commons
- » Forest Resources
 - ◆ NTFPs
 - ◆ Timber
- » Agricultural Land
 - ◆ Cultivated fields
- » Community Spaces
 - ◆ Common gathering areas
- » Local Markets
 - ◆ Marketplaces
- » Community Ponds
 - ◆ Water storage
- » Traditional Knowledge
 - ◆ Indigenous knowledge



Process

20.1 Activity – “Mapping Treasure Hunt”

- » Divide participants into groups of about five members per team.
- » Briefly explain the concept of mapping the commons and its significance for sustainable resource management. Introduce the “Mapping Treasure Hunt” activity.
- » Provide each team with a list of common resources. Instruct them to identify and discuss how they would visually represent these resources on a map. Emphasise the importance of considering boundaries, access rights, and sustainable use in their representations.
- » Encourage creativity and collaboration within the teams.



20.2 Discuss why Mapping is Important based on the Information given below

Resource identification and documentation: Mapping helps identify and document the location, extent, and nature of common resources, such as community grazing lands, forests, water bodies, and fishing areas. This documentation is essential for managing and protecting these resources effectively.

Resource allocation and management: Mapping provides a clear picture of resource distribution and helps in allocating resources among community members or users. It aids in delineating areas for specific activities like agriculture, grazing, or fishing, reducing conflicts over resource use.

Sustainable resource management: Mapping allows communities to assess the carrying capacity of common resources and implement sustainable management

practices. It helps ensure that resource exploitation does not exceed ecological limits, contributing to resource conservation.

Preservation of traditional knowledge: Traditional and indigenous knowledge about the commons is often passed down through generations. Mapping helps capture and record this knowledge, preserving it for future generations and external stakeholders.

Conflict resolution: Mapping can help resolve conflicts by providing a clear record of resource boundaries and use rights. When disputes arise, communities can refer to maps to find solutions and reach consensus.

Social equity and inclusivity: Mapping facilitates the equitable distribution of resources by ensuring that every community member has access. It helps prevent resource monopolisation and supports inclusivity.

Land and resource rights: Mapping serves as evidence of community land and resource rights. It can be used to support legal claims and formal recognition, helping protect commons from encroachment by external entities.

Environmental conservation: Mapping the commons enables communities to identify sensitive ecological areas or critical habitats. This information can guide conservation efforts to protect biodiversity and ecosystems.

Community empowerment: Through mapping, communities gain a better understanding of their resources and rights. This knowledge empowers them to engage in discussions with external stakeholders, make informed decisions, and assert their rights.

Response to climate change: As climate change impacts common resources, mapping can help communities adapt and mitigate these impacts. It allows for the identification of vulnerabilities and the planning of appropriate responses.

Collaboration and networking: Maps can be shared with other communities, NGOs, government agencies, and researchers, fostering collaboration and knowledge exchange for more effective commons management.

Environmental education and awareness: Maps serve as valuable educational tools for community members and can raise awareness about the importance of sustainable resource use and conservation.

Disaster preparedness: Mapping can help communities plan for and respond to natural disasters by identifying safe areas, escape routes, and resource reserves.

20.3 Concluding the Session

Summarise that mapping the commons plays a critical role in ensuring the sustainable management, equitable use, and protection of shared resources. It strengthens community rights, empowers indigenous and local communities, supports conservation efforts, and fosters collaborative approaches to commons governance.

SESSION 21

Mapping Commons at Village/Inter-village Level



Duration
120 mins



Objective

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

- » list the steps involved in mapping commons at both the village and inter-village levels
- » effectively study a cadastral map
- » create a sketch map of the village, detailing landscape features, changes over 20 years, encroachments/diversions, shared commons, and critical areas for interventions



Materials Required

- » Cadastral Map



Process

21.1 Key Steps in Mapping Commons

- » Share with the participants that in the previous session, we learnt about the importance of mapping commons for sustainable resource management. In this session, we will learn about the steps involved in mapping commons. Ask the participants if they are aware about the steps and if they can list out a few of them. Appreciate the correct answers. Now say that mapping the commons at the village/inter-village level is a valuable process that requires careful planning and community involvement. Let us now discuss how to approach mapping of commons.



STEP 1

Define Objectives and Scope

- » Determine the purpose of the mapping exercise. Are you mapping for resource allocation, conflict resolution, conservation, or legal recognition?
- » Identify the geographic scope, whether it is at the village level, across multiple villages, or at the landscape level.

STEP 2

Assemble a Team

- » Form a team that includes community women members and key male members.
- » Ensure women participation and representation in the process.

STEP 3

Resource Identification and Documentation

- » List the common resources that need to be mapped (e.g., grazing lands, water bodies, forests etc.).
- » Gather any existing information, such as historical records, oral traditions, or previous maps.

STEP 6

Data Collection and Mapping Tools

- » Select appropriate mapping tools. These can range from simple paper maps, cadastral maps or resource maps drawn on ground.
- » Gather field data, land use information, and features like water sources or forest patches.

STEP 5

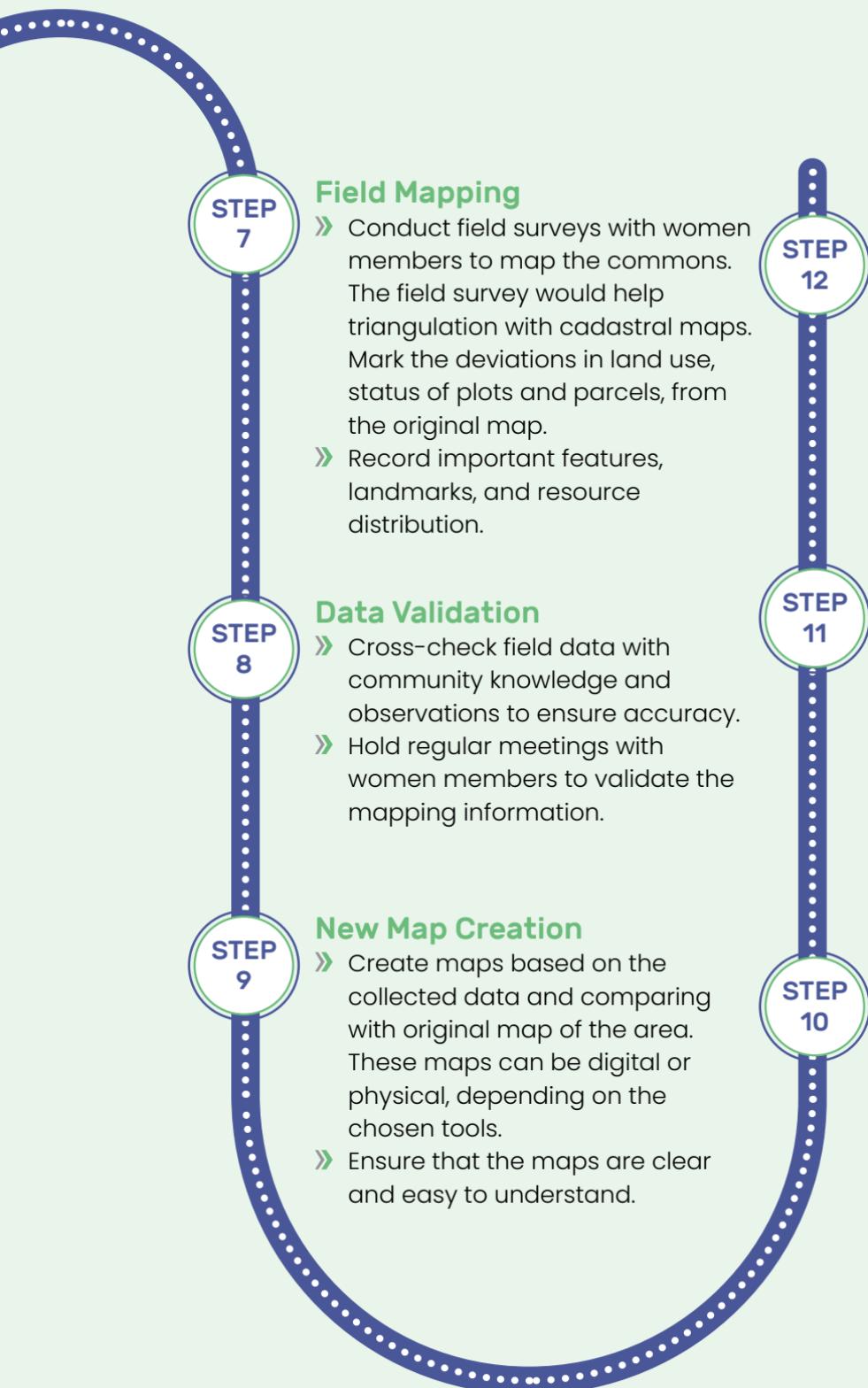
Define Boundaries

- » Work with the community women to define the boundaries of common resources.
- » Mark these boundaries using visible, natural, or physical landmarks or legends.

STEP 4

Community Consultation

- » Hold meetings and consultations with the community to explain the mapping process, its purpose, and expected outcomes.
- » Discuss and document community knowledge and customary laws related to the commons.



**STEP
7**

Field Mapping

- » Conduct field surveys with women members to map the commons. The field survey would help triangulation with cadastral maps. Mark the deviations in land use, status of plots and parcels, from the original map.
- » Record important features, landmarks, and resource distribution.

**STEP
8**

Data Validation

- » Cross-check field data with community knowledge and observations to ensure accuracy.
- » Hold regular meetings with women members to validate the mapping information.

**STEP
9**

New Map Creation

- » Create maps based on the collected data and comparing with original map of the area. These maps can be digital or physical, depending on the chosen tools.
- » Ensure that the maps are clear and easy to understand.

**STEP
12**

Ratification at Village/Inter-village Level

- » Clarify any terms or steps that might need further explanation. Encourage participants to ask questions and clarify their doubts.

**STEP
11**

Conflict Resolution and Decision-making

- » If there are conflicts or disputes related to resource boundaries or use, engage community leaders or customary authorities to mediate and reach resolutions.

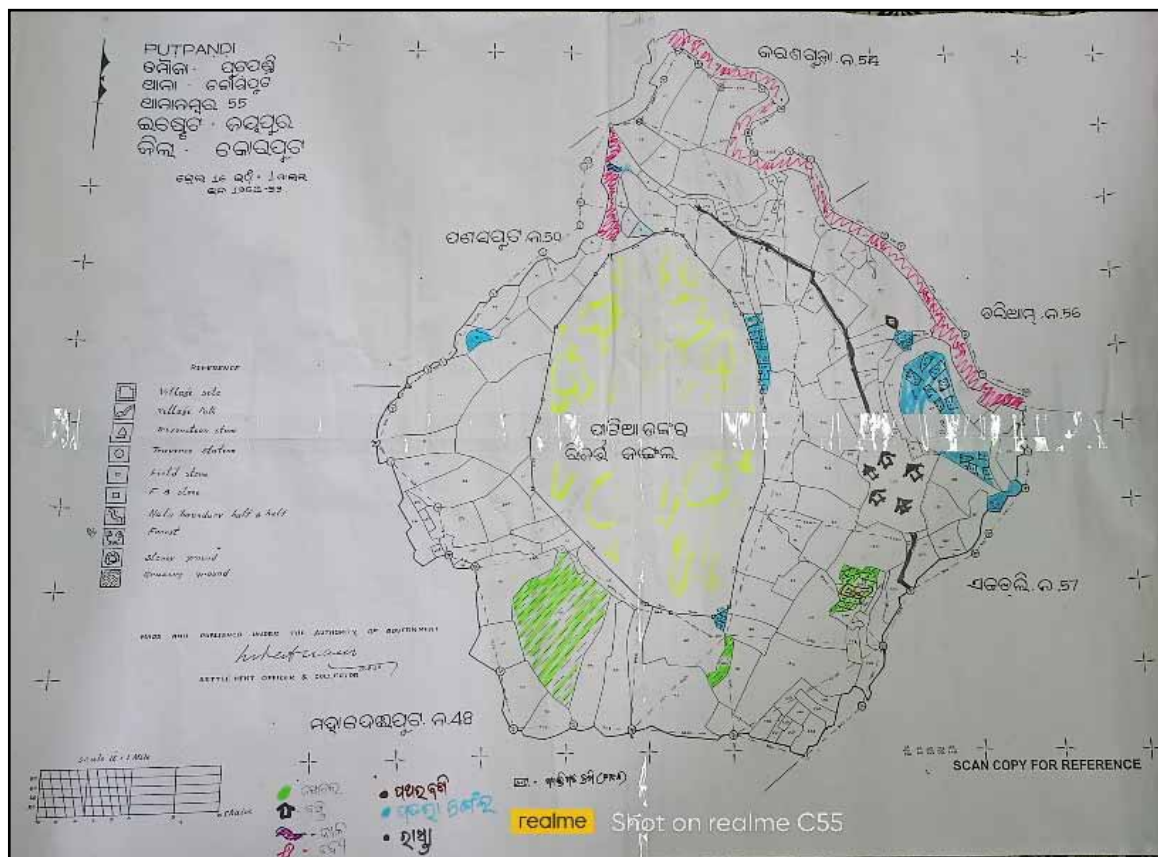
**STEP
10**

Community Review

- » Share the draft (initial) new map with the community for review and feedback.
- » Allow community members to make corrections or additions based on their knowledge and observations.

21.2 Activity – “Cadastral Map Exploration”

- » Show a simplified cadastral map to the participants. Say that the understanding of cadastral map is important for managing and maintaining shared resources.
- » Guide participants through understanding symbols, labels, and legends on the map.
- » Instruct participants to work in groups and to add details to their village maps, including landscape features, changes over 20 years, encroachments/diversions, shared commons, and critical areas for interventions.
- » Facilitate a brief discussion on the challenges faced during the mapping process.
- » Emphasise the importance of community involvement in the mapping process.



map?

- » First, you need to know the purpose of studying the cadastral map. Different purposes may require different levels of detail and analysis. For example, if you want to buy or sell a land parcel, you may need to know the ownership, area, value, and legal status of the parcel. If you want to learn about the history or culture of a village, you may need to know the land use, settlement patterns, and natural features of the village.
- » Second, you need to find a reliable source of the cadastral map. You can visit the official website of the state government or the Survey of India, where you can access digital products and maps of various villages. You can also visit the local revenue office or land records office, where you can get a copy of the cadastral map and title sheet of the village.
- » Third, you need to understand the symbols and labels on the cadastral map. You can use a legend or a key to interpret the meaning of different symbols, such as boundaries, water bodies, roads, etc. You can also use a glossary or a dictionary to understand the meaning of different labels, such as owner names, plot numbers, tax rates, etc.
- » Fourth, you need to compare the cadastral map with other sources of information. You can use satellite imagery, census data, land use data, etc. to verify and supplement the information on the cadastral map. You can also use historical maps, documents, or oral sources to trace the changes and evolution of the village over time.

map?

- » Identify the common lands on the map starting from a landmark. Common lands are areas that are owned in common by multiple owners, such as pastures, forests, ponds, etc. A revenue village may have their own cadastral unit and corresponding title sheet, and the hamlets may be designated as a shared plot of the revenue village. A revenue village may have thus more than one piece of map.
- » Second, locate the boundaries of the common lands on the map. Boundaries are usually marked by symbols, such as lines, dots, dashes, etc. They may also have labels or numbers that indicate the ownership or area of the parcels. You can use a legend or a key to interpret the symbols and labels on the map.
- » Third, measure the dimensions and area of the common lands on the map. You can use a scale bar or a grid to convert the map units to real-world units, such as meters or hectares. You can also use a protractor or a compass to measure the angles and directions of the boundaries.

A cadastral map can include a number of details, such as

- » The name and address of the owner of each parcel
- » The area and dimensions of each parcel
- » The tax rate and assessment value of each parcel
- » The type and condition of structures on each parcel
- » The zoning and land use of each parcel
- » The history and changes of ownership and boundaries of each parcel
- » The rights and restrictions associated with each parcel, such as easements, leases, mortgages, etc.
- » The natural features and landmarks on or near each parcel, such as water bodies, roads, railways, etc.

A cadastral map can be used for various purposes, such as

- » To establish and protect property rights and titles
- » To facilitate land administration and management
- » To support land valuation and taxation
- » To plan and monitor land development and use
- » To provide spatial information for decision making and analysis

21.3 Reflect on Real-life Issues

- » Prompt participants to reflect on how the maps created in this activity could address real-life issues in their communities related to resource management. Encourage them to answer.
- » Encourage participants to share their insights, ask questions, or seek clarification on any aspect of the mapping process.

21.4 Concluding the Session

- » Summarise the key takeaways from the session, reinforcing the significance of community participation and the practical application of mapping in sustainable resource management.
- » Encourage active participation through open discussions and group activities.

DAY - 5



SESSION 22

Welcome and Recapitulation of the Insights from the Previous Day's Sessions



Duration
45 mins



Objective

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

- » engage Actively: Join the interactive activity for teamwork
- » reflect on Learnings: Share one key takeaway from yesterday's session
- » contribute to Learning: Share recap points for group learning
- » experience Inclusivity: Participate and feel included in the activity
- » set a Positive Tone: Start the day positively through active involvement



Materials Required

- » Flip chart
- » Bold marker
- » A simple object (soft toy, small ball, or any item that can easily be passed around)



Process

22.1 Welcome and Activity – “Pass the Object”

- » Begin the session with a warm welcome and express enthusiasm for the day's activities.
- » Introduce the "Pass the Object" activity to facilitate a dynamic recap of the previous day's key points.
- » Bring a simple object (soft toy, small ball, or any item that can easily be passed around).
- » Start by sharing a recap point from the previous day while holding the object.
- » Pass the object to the participant next to you, who then shares their own recap point.
- » Continue the process until everyone has had a chance to share a memory or key learning.

Local Denomination of Types of Commons



Duration
90 mins



Objective

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

- » list the steps involved in identifying the local denominations of commons
- » develop a comprehensive list of local denominations for various types of commons in the area
- » formulate practical proposals outlining specific actions for women in the village to protect and enhance these commons



Materials Required

List of local denominations of varieties of commons in the area/ask the participants to prepare it during the session



Process

23.1 Common Resource Sharing

- » Start by asking participants to share one common resource they value in their community.
- » Encourage open sharing to set a collaborative tone.
- » Briefly explain the importance of identifying and listing local denominations of commons and say that identifying and listing the local denominations (names and types) of commons in a particular area or community involves a combination of fact finding, consultation with community members and careful documentation. We shall now discuss the steps in identifying local denominations. Explain the steps as below.

23.2 Steps in Identifying Local Denominations

A step-by-step process involves

Step 1 **Define the** **Geographic Scope**

Determine the specific area or community for which you want to identify and list the local denominations of commons. This could be a village, region, or landscape.

Step 2 **Gather Background** **Information**

Gather existing data and research about the area and its commons. This may include historical records, government documents, academic studies, and reports from local organisations.

Step 3 **Community** **Engagement**

Engage with the village women, including community leaders, elders, and Panchayat Raj representatives. Inform them about your objectives and seek their input and collaboration. Engage local language interpreters, if unfamiliar with the language.

Step 4 **Conduct Interviews** **and Focus Groups**

Organise interviews and focus group discussions with community members who have knowledge of the commons. These individuals may include traditional resource users, elders, and local experts.

Step 5 **Field Visits, Observation and** **Recording Local Names/Types**

Visit the common resources in the area with women members, such as forests, water bodies, grazing lands, and agricultural fields. Observe and document how community members and women refer to and use these resources.

.....
Ask women members to provide the local names and types of commons in their own languages or dialects. Document these names, along with their descriptions and traditional uses.

.....
Note the different types of commons, such as sacred forests, community fisheries, or ancestral farmlands, and collect their local denominations.

Step 6

Oral Histories and Traditional Knowledge

Encourage community members to share their oral histories and traditional knowledge related to the commons. These stories often contain valuable information about the significance and history of these resources.

Step 7

Document with Visual Aids

Use visual aids such as maps, sketches, or photographs to help community members identify and name the commons. Visual representations can aid in memory recall.

Step 8

Cross-check and Validate

Cross-check the information gathered through multiple interviews and discussions to ensure accuracy and consistency.

.....

Seek feedback and validation from community members to ensure that the listed local denominations are correct and complete.

Step 9

Compile and Organise Data

Organise the collected information into a clear and accessible format, such as a database, spreadsheet, or report.

.....

Categorise the commons and their local denominations, making it easy to reference and analyse.

Step 10

Share and Contribute Back

Share the compiled list of local denominations with the community and stakeholders who contributed to the process. This fosters transparency and acknowledges their valuable input.

.....

Ensure that the collection and documentation process is culturally sensitive and respects the traditions and customs of the community.

Step 11

Utilise the Information

Use the list of local denominations to enhance your understanding of the commons in the area. This information can be useful for resource management, conservation, research, and community development initiatives.

Community Engagement

- » Stress that it is extremely important to engage the community and carry out field visits in this process. Encourage questions and discussions on each step to ensure clarity.

23.3 Activity - "Commons Discovery Quiz"

- » Introduce the "Commons Discovery Quiz" activity.

Organise a short 'Commons Discovery Quiz' by dividing the participants into two teams so that they are seated on the right and the left side of the room. Pick any one local name and ask the teams to explain what it is, its importance. The name could also have questions like who are the people involved with it and how can it be made better. The team that answers first and correctly will get a point. Continue the quiz for 8-10 rounds and consolidate the local names of commons with which women are mainly involved and concerned.

- » Ask the participants to prepare a list of identified commons on the charts and share with the larger group.

23.4 Protecting Commons and Women's Role

- » Discuss the importance of protecting commons and highlight the crucial role of women in this process. Ask the participants to brainstorm and develop a set of workable proposals in small groups on what women can do and how they can do in their village to protect and improvise commons.

23.5 Concluding the Session

- » Conclude the session by asking participants to reflect on what they've learned.

Government Land Categories in Koraput

The government lands have been broadly categorised under four heads. They are

- » Abada Yogya Anabadi
- » Abada Ayogya Anabadi
- » Rakhita Anabadi (Parambaka)
- » Sarbasadharana

These four categories have been further sub-divided under 14 kisams in Koraput district. They are presented in the following table.

Categories	Abada Yogya Anabadi	Abada Ayogya Anabadi	Rakhita Anabadi	Sarbasadharana
Kisam	Patita/Padia/ Puruna Patita/ Puruna Padia	Parbata/Pahada	Gochara/ Godanda	Smasana
	Gramya Jungle/ Patara Jungle	Nadi		Hata
		Bada Jungle		Khela Padia
		Sal Jungle		Rasta
		Chhota Jungle		Nayanjori
		Baunsa Jungle		

Exhaustive List of Kisams (Government/Common Land)

	Gramya Jungle	Nadi	Godhadas
	Patara Jungle	Jharana	Gogostha
	Pahada	Nala	Dhoda
	Parbat	Pani Nala	Dunguri
	Pathar Chatan	Pani Mahara	Pakhana Dunguri
	Patharbani	Pokhari	Bandhahuda
	Patharbania	Panibatia	Khetra Adi
	Patita	Panichua	Khala
	Padia	Bandha	Basti
Kupuli	Purunapadia	Jhola	Ambatota
Nayanjori	Puruna Patita	Godanda	Office
Nayanjodi	Gochar	Godhada	

The kizam names are recorded during the survey and settlement of lands. During survey and settlement, the government appointed Nayak (village head), Chalan (facilitator to revenue department), Barika or Ganda (village messenger) and Pujari (village priest) who identified the lands in their local ways. The names given by them have been recorded as kizam.

Meaning and connotations attached to kisams

Gochar: Grazing land with the community that come under Sanrakhita category is not transferable. Gogostha or Godhadas (resting place of animals), Godanda or Gorasta are cattle moving paths which also belong to Sanrakhita category.

Gramya Jungle and Patara Jungle: The Gramya Jungle and Patara Jungle are revenue forests that have been settled in the name of village during 1952-1958. Such forests are reserved for village communities and the villagers have the usufructory rights in terms of NTFP and small poles for household requirements. By principle such forests are located within 1 km of the village. This is not a leasable category although there are instances where parts of such forest lands were leased out to landless tribal families for housing or cultivation. But after 1984 leasing of Gramya Jungle has been totally banned. Before 1984 it was coming under leasable category.

In 1984 the State Forest Department lodged a case against Revenue Department appealing ban on leasing out forest lands for agriculture and housing. The High Court, in the same year, by an interim order stayed leasing out of revenue forest lands. Since then, no further leasing of Gramya Jungle has been made by Revenue Department.

Kupuli: There are two kinds of Kupuli – small and big. The small ones are cultivable and hence come under Abada Yogya category and the big ones (less in size of Pahada and more in size of Kupuli) come under Abada Ayogya Anabadi even though they are cultivable. The Sub-Collector has the power to convert them to Patita kism by ordering reservation proceeding. Once the kism is converted from Kupuli to Patita lease granting would be possible.

Patita: Patita kism is synonymous with Padia, Puruna Padia, Puruna Patita etc and is a leasable kism. They are revenue wastelands and may be encroached and settled.

Patharbani: It is synonymous with Pathar Chatan, Patharbania, Pakhana Dunguri etc is Abada Ayogya Anabadi and come under revenue wasteland category. The Revenue Department earns revenue from these lands by quarry auctions. They are not leasable unless the lands become fit for cultivation after extensive quarrying. Once the lands qualify to the cultivable category it may be leased out but certain formalities are to be maintained. The Tahasildar must send a proposal to the Sub-Collector stating that after quarrying the land has become suitable for cultivation and requesting conversion of the said land from its existing category to Patita category through reservation proceeding. The Sub-Collector after physical verification may grant the conversion and subsequent leasing. Otherwise, there would be revenue loss for the government.

Dunguri, Pahada and Parbat: These are not leasable and come under Abada Ayogya Anabadi category.

Dhoda: They are uplands with scrub forest located on stream banks. Usually, they are not leasable. But the Sub-Collector by reservation proceeding may convert the kism and subsequently grant lease.

Nayanjodi/Nayanjori: The streams or diversion wares or water channels passing through the village road and from where water is channelised for farming are called Nayanjori. They are not leasable. In certain places the swampy and low lands are also recorded under this category.

Paninala: Water channels channeling water to agriculture fields are called Paninala. They are also not leasable.

Jhola: At places the streams flowing down from hills make big holes/ditches/or ravines. They come under revenue wasteland but not leasable.

Ambatota: Its ownership is with Revenue Department but management responsibility was given to panchayats during 1963-1965. This has been done for improvement of panchayats by collecting revenue from auctions. The kism is not leasable.

Identifying Types of Resources for Different Types of Commons



Duration
90 mins



Objective

By the end of the session, participants will be able to identify various types of resources associated with different categories of commons.



Materials Required

- » Flip chart
- » Bold marker



Process

24.1 Types of Commons Exploration

- » Start by asking participants about the types of commons and associated resources they are familiar with. Encourage them to come up with answers and appreciate the correct answers.

Some common types of commons and the resources may be of following types:



Notes for the Facilitator

Agricultural Commons

- » **Land:** Community farmlands or agricultural fields
- » **Water:** Common irrigation systems or water sources used for crop cultivation
- » **Seeds:** Shared seed banks and traditional crop varieties
- » **Traditional knowledge:** Farming practices and techniques

Grazing Commons

- » **Grazing land:** Shared pastures or rangelands for livestock
- » **Water sources:** Common water sources for animals
- » **Fodder:** Access to natural forage and fodder resources

Forest Commons

- » **Timber:** Trees used for construction and wood products
- » **NTFPs:** Medicinal plants, fruits, nuts, and other forest resources
- » **Hunting and gathering:** Wildlife, mushrooms, and edible plants
- » **Traditional knowledge:** Forest management practices

Fisheries Commons

- » **Fish and aquatic life:** Shared water bodies for fishing
- » **Nets and fishing gear:** Commonly used fishing equipment
- » **Traditional fishing techniques:** Local knowledge of fishing methods

Water Commons

- » **Water resources:** Community water sources, such as wells, ponds, or rivers
- » **Irrigation infrastructure:** Common irrigation systems
- » **Water rights:** Access to and use of water for domestic and agricultural purposes

Common Pastures

- » **Grazing land:** Shared pastures for livestock
- » **Water sources:** Common water sources for animals
- » **Traditional breeding practices:** Livestock management and breeding knowledge

Cultural and Sacred Commons

- » **Sacred sites:** Traditional religious and sacred places
- » **Cultural artefacts:** Items with cultural and historical significance
- » **Traditional knowledge:** Ceremonial practices and rituals

Community-based conservation areas

- » **Biodiversity:** Protection of diverse flora and fauna
- » **Ecosystem services:** Preservation of ecosystem services, such as pollination and water purification
- » **Regulated access:** Guidelines for responsible ecotourism and resource use

Commons in Indigenous Territories

- » **Land:** Ancestral land and territories
- » **Traditional agricultural practices:** Farming methods, crop varieties, and cultivation
- » **Traditional governance systems:** Community leadership and customary laws

Knowledge Commons

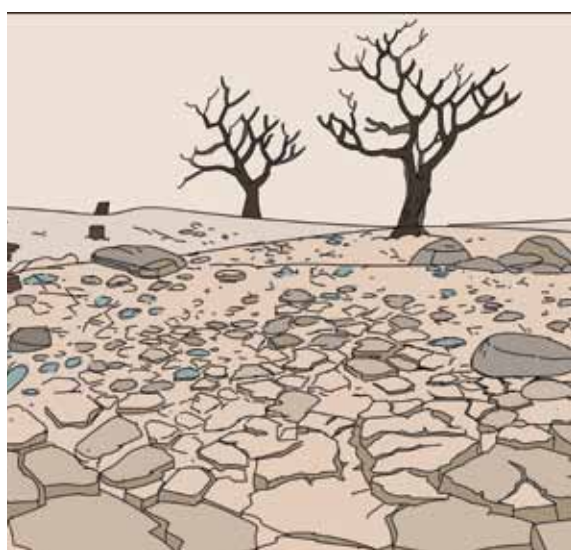
- » **Traditional knowledge:** Indigenous and local knowledge systems
- » **Languages:** Preservation and revitalisation of indigenous languages
- » **Intellectual property:** Protection of traditional intellectual property and cultural expressions

Mention that these are just some examples of the types of resources associated with different commons. The specific resources can vary significantly based on local customs, practices, and the unique characteristics of each community and their commons.

24.2 Ecological Health of Commons - Assessment of Supply of Resources from Types of Commons – Past and Present

Explain to the participants that comparative assessments of the supply of resources from types of commons, both in the past and the present, involve gathering and analysing data to understand how the availability and distribution of resources from commons have evolved over time. This process can provide valuable insights into the sustainability and management of common resources.

Explain the step-by-step guide to conducting a past and present comparative assessment of resource supply from commons:



Step-by-step guide to conducting a past and present comparative assessment of ecological health in commons:

1

Define Objectives and Scope

- » Clearly define the objectives of your assessment, including which commons and ecosystems you want to study
- » Identify specific ecological indicators (e.g., biodiversity, ecosystem services, water quality) you will assess

2

Data Collection and Documentation

For the past

- » Gather historical records, documents, maps, and oral histories that provide insights into the past state of the commons and surrounding ecosystems
- » Review any available historical ecological data or studies

For the present

- » Conduct field surveys, ecological assessments, and data collection to understand the current state of the commons
- » Use scientific monitoring, remote sensing, and other tools to collect up-to-date ecological data

3

Identify Key Indicators

- » Determine key ecological indicators that are relevant to the assessment of ecological health in the commons, such as species diversity, habitat quality, soil health, or water quality

4

Data Analysis

For the past

- » Analyse historical data to reconstruct the ecological conditions of the commons in the past. Look for trends, changes, and disturbances

For the present

- » Analyse the current data to assess the ecological health of the commons. Compare this with historical data to identify changes and trends over time

5

Quantify and Visualise Data

- » Use quantitative data to create charts, graphs, and maps that visually represent changes in ecological health indicators over time
- » Use Geographic Information Systems (GIS) for spatial analysis and mapping of ecological data

6

Community Engagement

- » Share your findings and analysis with the community, seeking their input and validation. Encourage community members to share their observations about ecological changes

7

Identify Drivers of Change

- » Identify and analyse the factors that have influenced changes in resource supply. These could include demographic shifts, environmental changes, policy interventions, or technological advancements

8

Assess Impacts on Communities

- » Evaluate how changes in resource supply have impacted the well-being and livelihoods of the community. This can include economic, social, cultural, and environmental impacts

9

Identify Sustainable Practices

- » Highlight successful resource management practices or conservation efforts that have contributed to positive changes in resource supply

10

Reporting and Dissemination

- » Prepare a comprehensive report summarising your findings, analysis, and recommendations. Share the report with the community, stakeholders, and relevant organisations working on common resource management

11

Ongoing Monitoring

- » Encourage the community to engage in ongoing ecological monitoring to track changes in the ecological health of the commons. This can help adapt management strategies as needed

A comparative assessment of resource supply from commons provides a valuable historical context for understanding the dynamics of common resource use. It can guide communities and stakeholders in making informed decisions to promote sustainable resource management and equitable distribution of benefits.

Comparative assessments of ecological health in commons provide valuable information for sustainable resource management and conservation. They offer insights into the impact of human activities and the effectiveness of conservation efforts on the health of ecosystems and the well-being of communities.

24.3 Community Map Review

Share with the participants that facilitating the review of map results on commons with the community is a critical step to ensure that the mapping process accurately represents the community's perspectives and needs.

- » Present the concept of reviewing maps with the community.
- » Discuss the importance of ongoing monitoring and community involvement in maintaining the accuracy and relevance of maps.
- » Encourage participants to share their thoughts and feedback on the concept of community mapping and ongoing monitoring.



Notes for the Facilitator

Review the Map Results with Community

Step-by-step guide on how to effectively facilitate this review:

1

Prepare for the Review Meeting

- » Schedule the review meeting at a time and location convenient for the community. Ensure that community members are informed well in advance
- » Prepare materials, including the final maps, any associated documents, and a clear agenda for the meeting

2

Cultural Sensitivity and Respect

- » Begin the meeting by acknowledging the cultural traditions, customs, and protocols of the indigenous or local community
- » Show respect for community leaders and elders and express gratitude for their participation

3

Introduce the Purpose

- » Clearly explain the purpose of the review meeting. Present and discuss the final map results that represent the community's shared resources.
- » Emphasise that the community's input is essential for ensuring the accuracy and completeness of the maps

4

Map Presentation

- » Present the final maps one by one, highlighting key features, boundaries, and resource distributions. Use visual aids, such as projectors or printed maps, to aid in the presentation.
- » Encourage community members to ask questions for clarification

5

Open Discussion

- » Create an open and inclusive atmosphere for discussion. Encourage community members to share their observations, comments, and concerns about the maps
- » Actively listen and ensure that all voices are heard, including those of marginalised or less vocal community members

6

Address Questions and Concerns

- » Respond to questions and concerns with transparency and respect. Provide explanations and address any inaccuracies or misunderstandings.
- » Involve technical experts if necessary to clarify technical aspects of the maps

7

Validation

- » Ask the community for their validation or corrections. Ensure that their feedback is documented accurately. If discrepancies or errors are identified, acknowledge them and agree on the necessary changes

8

Incorporate Community Feedback

- » Work with the community to incorporate their feedback into the maps. This may involve making adjustments, corrections, or additions based on the community's suggestions

9

Finalise the Maps

- » Once the community is satisfied with the changes and the maps accurately represent their perspectives, finalise the maps
- » Confirm community ownership in continuation community recognises the maps as their own and confirms their ownership of the data and information presented

10

Document the Meeting

- » Document the discussion, feedback, and changes made to the maps during the meeting. This record is essential for transparency and accountability

SESSION 25

Workshop Recap and Closure



Duration
90 mins



Objective

By the end of the session, participants will be able to vividly recall and articulate the key learnings from the 5-day workshop, fostering a sense of accomplishment and reinforcing the practical application of acquired skills in their daily lives.



Materials Required

- » Flip chart
- » Bold marker
- » Human Bingo Sheet for each participant




Notes for the Facilitator

25.1 Activity - "Human Bingo"

- » Begin with a light icebreaker to create a positive atmosphere.
- » Use "Human Bingo" with statements related to the workshop (e.g., "Found a new friend during the workshop," "Learned a new skill," etc.).



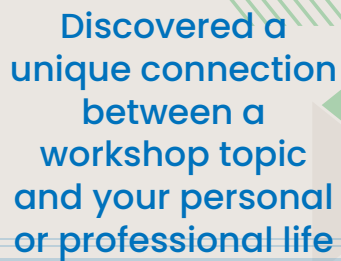
Listened to
an inspiring
story that
resonated
with you



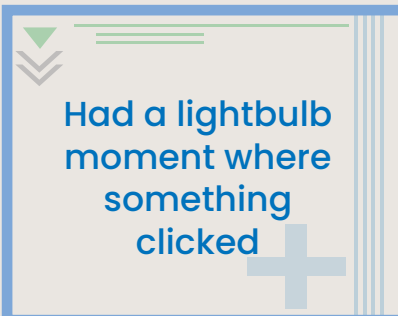
Found a
new friend
during the
workshop




Discovered
a unique
perspective
from a fellow
participant



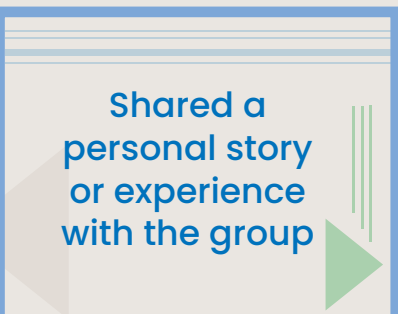
Discovered a
unique connection
between a
workshop topic
and your personal
or professional life



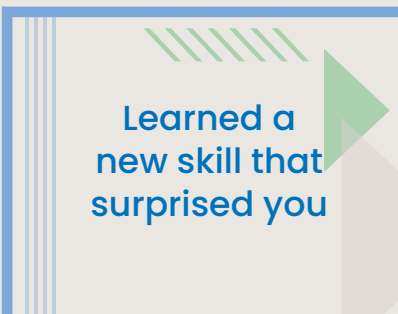
Had a lightbulb
moment where
something
clicked




Participated
in a hands-on
activity that
challenged you




Shared a
personal story
or experience
with the group



Learned a
new skill that
surprised you



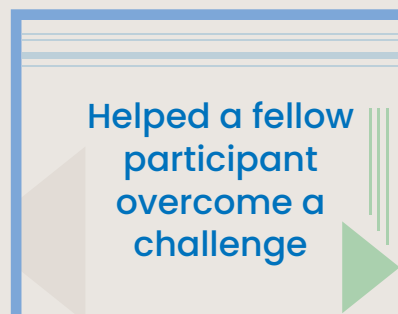
Gained a deeper
understanding of
a workshop topic




Shared a laugh
or a moment
of joy with the
group




Received positive
feedback on your
contributions



Helped a fellow
participant
overcome a
challenge




Encountered
a surprising
fact or piece of
information



Collaborated
with others
on a group
activity



Found a
practical
application for
a workshop
concept



Encouraged
someone to
share their
thoughts during
a discussion

Instructions

- » Participants will go around the room, engaging with others to find someone who matches each statement.
- » Once they find someone who fits a statement, that person signs or initials the corresponding square.
- » The goal is to complete a row or column, just like in traditional bingo.
- » Encourage participants to share stories or reflections related to each completed statement.

25.2 Activity – “List Top Three Learnings”

- » Ask participants to individually list the top three things they have learned during the workshop.
- » Provide a few minutes for reflection.
- » Set up a timeline on the whiteboard or a large sheet of paper.
- » Mark significant moments or key learnings from each day of the workshop.

25.3 Workshop Experiences

- » Invite each participant to share a short story or experience from the workshop.
- » Stories can include personal highlights, challenging moments overcome, or new perspectives gained. This could be a dance, a craft, or a demonstration of a new technique.
- » Celebrate and applaud their efforts.
- » Distribute post-training evaluation forms to the participants and instruct them to fill the same.

25.4 Express Gratitude

- » Express gratitude for participants' active participation throughout the workshop.
- » Acknowledge their contributions to the learning environment and the overall success of the programme.
- » Conclude the session with a ‘Raja and Kheer’ story (Annexure 1)
- » Wish them continued success in applying their newfound knowledge and skills.
- » Enjoy wrapping up the workshop on a high note, celebrating achievements, and expressing gratitude for the collective learning experience!

Annexure 1: Raja and Kheer Story



Raja and Kheer story

Once upon a time in the prosperous kingdom of Raja Parakrama, there lived a wise and just ruler who was deeply connected to the well-being of his people. Raja Parakrama was known for his generosity and commitment to fulfilling the needs of his subjects. However, he observed a concerning trend among the people of his kingdom – a growing sense of lethargy and irresponsibility.

Determined to address this issue, Raja Parakrama sought the counsel of his trusted ministers. After much deliberation, they suggested organising a grand feast that would bring the community together. The feast would be a symbol of unity and shared responsibility. The king decided to take their advice, and announcements were made throughout the kingdom about the upcoming event.

In a twist of tradition, Raja Parakrama declared that while everything else for the feast would be provided by the royal kitchen, the sweet dish, kheer, would be prepared with milk donated by the people. It was a simple yet profound way to involve every family in the act of giving and create a sense of collective responsibility.

As the day of the feast arrived, the heart of the kingdom was transformed into a festive gathering. Large vessels were placed in the centre, symbolising the shared contribution of the people. Ladders were set up on either side, inviting representatives from each family to climb up, pour their donated milk into the vessel, and descend from the other side. The scene was a vibrant display of unity and cooperation.

Finally, the moment arrived when everyone, from the humblest villager to the mighty king himself, sat down to enjoy the fruits of their collective effort. The feast was a grand success; the aroma of spices filled the air, and laughter echoed across the kingdom. However, when it was time for the much-anticipated kheer, a hushed silence fell over the avoid orphan.

To their surprise, the sweet dish served was not the creamy kheer they had envisioned, but rather sweetened rice. Confused murmurs rippled through the assembly. It was then that they realised the consequence of their collective negligence – no one had contributed milk, assuming that others would fulfill the obligation. In the absence of milk, only sweetened rice had been prepared.

Raja Parakrama, rather than expressing disappointment, seized the opportunity to impart a valuable lesson to his people. With a smile, he addressed the gathering, "The success of a kingdom, much like the richness of a kheer, relies on the contributions of each individual. It is not enough to assume that others will fulfill their duties. Our collective responsibility is the key to our prosperity."

The moral of the story is clear: Unity and shared responsibility are the cornerstones of a thriving community. Every individual's contribution, no matter how small, plays a crucial role in the overall well-being of the society. Inaction and the assumption that others will take care of responsibilities can lead to unexpected consequences, emphasising the importance of active participation and cooperation in building a harmonious and prosperous community.

