

3. Educational activities

The activities and workshops below require at least one facilitator, although 2 would be the ideal, and a (class)room large enough to accommodate group work. The activities last between 1 to 2 hours, depending on the time allocated to analysis and further discussion of the content and work dynamics. The workshops should be of a few hours' duration (the required minimum to ensure a fruitful outcome is 4 to 6 hours). However, to reap the full benefits of the activity, it is recommended that workshops are spread over a number of sessions over a period of time ranging between 4 months and a scholastic year.

3.1 Information and awareness-raising activities

Man vs Nature?

Outline: this activity is a variation of the classic brainstorming approach and seeks to gather the participants' thoughts and 'predictions' regarding the link between human rights and environmental rights and to interpret them against a scale of values.

Participants: a minimum of 8 persons

Materials required: an adequate supply of Post-it notes and biros; 2 large sheets of paper (A3 or larger).

Preparation: hang the 2 sheets of paper to a wall or free-standing board in order that they may be visible to all participants.

Running the task: Ask the participants to reflect on human rights and to ask each of them to choose up to 3 that, to them, are the most important. If the participants wish to name more than one, their choices are to be written on separate Post-it notes and submitted as they are written down. Collect the Post-its and attach them to one of the large sheets. Once all the participants have submitted their Post-its, read the various choices and remove any duplicates. Without commenting on the contents, and before proceeding further, check if the participants would like to add any further rights to be attached among the others.

Discussion: Once the Post-its have all been collected and put up, kick off a discussion on which of the rights are related to the availability, accessibility and/or qualities of one or more natural resources.

Cork forests

Outline: Through this activity, the participants will be able to take stock of the forests around the world and how these are distributed, so as to picture the extent of forest loss in the past and present.

Participants: a minimum of 8 persons

Materials required: a Peters World Map, 74 cork tops

Preparation: lay out the Peters map on an adequately-sized table and place the 74 cork tops randomly at the sides.

Running the task: introduce the Peters World Map and explain that each cork top represents 1 million square kilometres (km²) forests – the equivalent of 3 times the size of Italy (as can be seen on the map).

Divide the participants into 6 differently-numbered groups to represent the following six regions: Africa, Asia and the Pacific, Central Asia, Europe and Russia, North America, Central and South America. In the event of difficulty in identifying any of the areas, consult the Peters map.

Ask each group to, in turn, indicate how many cork tops must be placed on their respective corresponding regions and to place them accordingly. Should the tops be exhausted, reuse those that have been placed already. At the end of everyone's turn, ask the participants if any changes should be made to the layout of tops and, in the event of any suggestions, to seek the approval of the whole groups (going by majority).

Once all the tops have been placed correctly, the result is the total forest area as at 8,000 years ago, which coincides with the beginning of the spreading of agriculture in Europe.

The next step is a discussion on the historical landmarks from 6,000 BC to the Industrial Revolution, which began in the 1700s (examples of landmarks that could be mentioned are Ancient Greece, the Roman Empire, the Middle Ages, the Renaissance, the discovery of the Americas, colonialism, and so forth).

The discussion should focus on the constant material progress of Western societies. In the course of the discussion, remove cork tops at intervals, so as to leave 60 by the time the Industrial Revolution has been reached. Stop at this point and highlight the visible decrease of tops (from 74 to 60). Suggest possible hypotheses as to the possible causes and culprits of the disappearance of the forest area represented by the tops that were removed.

Resume the discussion and list examples of the material progress taking place in the wake of the Industrial Revolution until our time (e.g. industry, energy, transport and

communication, agriculture, urbanisation, technology, consumerism, and so forth). In the course of the discussion, remove cork tops at intervals, until 40 are left.

The next step is to ask the various groups to place the remaining cork tops on their respective regions to reflect the present situation, following the same pattern followed at the beginning of the activity. Once this has been done, indicate the correct distribution, as follows:

Africa – 6 tops (16%)

Asia and the Pacific – 8 tops (19%)

Central Asia – 0 tops (1%)

Europe and Russia – 10 tops (25%) – 8 tops of which to be positioned in Russia

North America – 7 tops (17%)

Central and South America – 9 tops (22%)

Discussion: Proceed with a reflection on the evident decrease of forest from the beginning to the current age, in particular the wide gap between the level of deforestation at the first phase (from 74 to 60 cork tops, and therefore at a rate of 1 top less every 450 years) and the level of deforestation (from 60 to 40 cork tops, and therefore at a rate of 1 top less every 6 years). At this juncture, further discussion could be held on the possible causes and culprits.

Arraffa, Arraffa!

Outline: “Arraffa Arraffa!”¹ is a simple simulation game that offers a context for (in depth) discussion on the notion of natural limited resources and on the strategies of their utilisation adopted by individuals and collectively. This game helps highlight the importance of sustainable practices in the relationship between man and nature that runs parallel to the cooperation between the persons setting out to put these into practice.

Players: between 20 and 25 and aged 10 / 12 or older.

Materials required: a large number of cork tops or toothpicks.

Preparation: arrange one or more tables at the centre of the room to simulate an island in such a way that the players can move around it easily. Write or print and paste the rules of the game on a sheet of cardboard and hang on the wall or free-standing structure.

Running the task: arrange 8 to 10 players around a table. The remaining participants will be observers and will be positioned behind the players. The facilitator will place 2x number of players + 2 cork tops or toothpicks (e.g. for 10 players, the number of tops or toothpicks to be placed is 22). The next step is for all to read the rules together and the game begins upon the mark given by the facilitator.

¹ See: *L'economia giocata. Giochi di simulazione per percorsi educativi verso una società sostenibile*, by Matteo Morozzi and Antonella Valer (Editrice Missionaria Italiana, Bologna 2011)

Rules of the game:

The winner is the first one to hold $2x$ number of players + 4 cork tops or toothpicks.

Upon the “Go!” from the facilitator each player must try to grab the cork tops or toothpicks.

When the facilitator calls “Stop”, the number of tops or toothpicks remaining on the table will be doubled but not exceeding the original number ($2x$ number of players + 2).

The facilitator cannot answer any questions from the players.

If, after the first “Go!”, the cork tops or toothpicks would have all been taken, the facilitator will declare the end of the game and will retrieve the tops / toothpicks. The reason for this will be explained through a second reading of the rules. The game starts again, and the players might choose to agree on making it possible to double the number of cork tops / toothpicks. To achieve this, they could delay a little until one of them picks some tops / toothpicks or to double the number in the hope that none of the others may grab enough to win. At this juncture, the group might wish, in unanimous agreement, to proceed or else allow for the balance between those who have many tops / toothpicks and those with few to break, thus resulting in conflict. The facilitator can choose to interrupt the discussion and ‘sabotage’ the balance by suddenly calling another “Go!” or choosing other methods to the same effect. One such alternative option would be to invert the roles of players and observers.

Discussion: At the end of the game, each player must share his/her impression/s of the game, also commenting on its dynamics, the outcomes and the attitudes displayed during the course of the game. Once the players would have shared their thoughts, the observers would be requested to do the same. The facilitator could pose specific questions to stimulate the discussion, such as: “which is / would be the winning strategy for such a game?”; “which factors facilitate or hinder its success?; “what are the parallels between the game and real life?”

What it takes to make a table.

Outline: this activity is essentially a brainstorming session concerning the identification and evaluation of products and services extracted from forests. The objective is to identify those that are indispensable / necessary and to reflect upon the value that each of these have for the individual and for larger groups.

Participants: a minimum of 8 persons

Materials required: an adequate supply of Post-it notes and biros; 4 large sheets of paper (A3 or larger).

Preparation: hang the 4 sheets of paper to a wall or free-standing board in order that they may be visible to all participants.

Running the task: Ask the participants to reflect on the uses of products and services sourced from forests and ask each to choose up to three that, to them, are the most

important. These are to be written then down clearly on a Post-it note and, if the participants wish to name more than one, their choices are to be written on separate Post-it notes and submitted as they are written down.

Collect the Post-its and attach them to one of the large sheets. Once all the participants have submitted their Post-its, read out the various choices and remove any duplicates. Without commenting on the contents, and before proceeding further, check if the participants would like to add any further points to be attached among the others.

Once the Post-its have all been collected and put up, group them into the following categories:

Indispensable (air, water);

Necessary (breathable air, drinking water);

Useful (compressed air, distilled water);

Luxury (scented air, mineral water).

Anticipate an animated discussion on how the Post-its are to be categorised and this might prompt a revisiting of the proposed categories and/or wanting to viewing them from a single / interested point of view (e.g. for a tyre technician, compressed air is necessary). In this case, it would be best to channel the discussion towards the universal value of the various products and services and, if deemed necessary, to specify in further detail the difference between each category. Varying views would still be present, and it is important that they are given space in order that the participants' opinions and various levels of awareness emerge. Should there be a deadlock, the opinion of the majority should hold sway.

Discussion: once the task has been completed, the participants would be required to share their respective impressions on the work covered and the dynamics during the actual exercise. The discussion would then proceed to a reflection on the actual forest-sourced products and services in each category and in which numbers.

A question of labels

Outline: This activity encourages the comparison of a number of Forest Certification schemes, through an analysis of certified products currently available on the market. The objective is to identify common characteristics and the particular elements of each scheme in order to devise another scheme that brings together the values of the participants.

Participants: a minimum of 8 persons

Materials required:

A selection of everyday items (e.g. printing paper, tissues, paper tablecloths, toilet paper, frames, cardboard and Tetrapak cartons, pieces of fabric, matches, wooden utensils) certified by FSC (www.fsc.org) PEFC (www.pefc.org) EU Eco-label (www.ecolable.eu / www.ecolabel.com) or Fair Trade (www.equio.it / www.altromercato.it)

<http://www.oxfam.org.uk> / www.l-arka.org). The various products may be found at supermarkets or specialised shops; alternatively, one may search online for product descriptions. The said descriptions are to be used for this task.

Access to Internet for research purposes (it would be helpful if various points would be available).

An adequate supply of Post-it notes and biros.

Preparation: display the products and the respective product descriptions.

Running the task: Ask the group to mention what the products displayed have in common. The correct answer is that they are all wood derivatives, but it would be recommended to get to the answer through a discussion. Once this has been achieved, request the participants to pick up the product and read carefully through the available information about the respective products, such as written descriptions, images used, design, numbers, logos. This first analysis should make it clear that the selected products are to some extent sustainable, as can be seen from the descriptions making specific reference to the environment, to recycling, to being organic and being sustainable socially. The analysis should also identify about which elements, including the logos and legal aspects, there was little or no knowledge.

Having verified that the products in question are eco-friendly, hand out to each participant 1 or 2 Post-it notes each and ask them to write down the characteristics of an eco-friendly / sustainable / fair-trade product (one item per Post-it). Collect the answers and group similar ones together to reach 3 or 4 groups of characteristics defining a sustainable product. Write down the identified characteristics on a board or a large sheet. Agree with the group that the characteristics will be referred to as “standards”.

Return to the products and ask the participants to search the packaging for information guaranteeing that the particular product is truly sustainable. The choice of logo may be the first to find, but it is often the case that the first to be noted would be the wording, for instance “It says, here, that the packaging uses recycled paper, so it must be eco-friendly!” Upon reaching the point of the logos being the guarantees, ask the group to take a closer look at them and to describe the images / concepts they refer to.

At this juncture, launch an online search (if more than one Internet access point is available, divide the participants into smaller groups) of websites that mention the various logos identified, asking the following questions: which standards are included (and which were not) in the descriptions of the various logos?; which other standards are present in the websites being consulted? Enter the information into a table such as one below:

Standard	FSC	PEFC	Eco-Label	Fair Trade	Other

Discussion: Once the information has been entered, ask the participants to reflect upon the common elements and differences between the different guarantees and evaluate each on the basis of the following questions / criteria: does the logo define clearly the standards being respected?; who/what benefits from the observance of these standards (e.g. consumers, producers, the environment)?; which are the guarantees for the consumer at the end of the line?

3.2 Analytic research workshop

This section offers guidelines for analytic research into the problems related to the management of world forests and the responsible use / consumption of forest resources.

Stage 1: Selection and parameters of topic

Launch the research exercise by assigning to each participant an article, video, dossier, a website or any other media offering information on the topic of forests. Through a discussion or brainstorming session, gather the themes identified through the media used and list the themes and sub-themes or map the themes out in order of importance. Once this has been done, single out the theme of greatest importance / interest.

Select key words that would facilitate further research into the particular theme. Then proceed to find synonyms of the key words and formulate brief and clear definitions of the more important concepts.

Lastly, think of possible questions that could be asked as part of a research exercise and formulate the possible answers.

Draw up a draft work plan and a calendar of activities.

The work plan should include roles to carry out the following tasks:

- ❖ information search (printed, audio-visuals, internet, etc.);
- ❖ sourcing of opinions (through interviews / vox pop, etc.);
- ❖ arranging the material (filing, classification, etc.);
- ❖ creation of text/s (writer / copy writer);
- ❖ image search (photos / pictures, graphics, etc.);
- ❖ administration (secretary, leader, etc.);
- ❖ final editing (design, audio-visuals, etc.).

Stage 2: Identifying and using sources of information

Create an adequate and varied list of possible sources (they can be direct and indirect, formal and informal, general and specific) such as: books, newspaper articles, magazines and periodicals, websites, documentaries and TV / radio reports, films, conferences and seminars, meetings with experts, focus interviews, experiments and research, field work, and so forth. The sources identified must be accessible and authoritative.

Begin the research stage aimed at creating an organised archive of analysis tables mapping out the characteristics of each product.

Stage 3: Processing the material

Launch the research stage by designing a table that analyses and takes into account the characteristics of each product. The analysis table should identify the basic characteristics of each product, thus allowing the sharing of information among all the members of the group. The aim is to create an organised archive of analysis tables.

ANALYSIS TABLE TEMPLATE
(article, dossier, audio-visual)

Compiled by:

Title:

Author, date, publisher:

Type (article, video, etc.):

Main theme:

Secondary themes:

Reported facts

Information provided:

Main concepts presented:

Opinions:

Main message:

Cause-and-effect relationships:

Possible solutions:

Sources:

Assumptions of the reader (personal and collective):

Advantages / disadvantages (personal and collective):

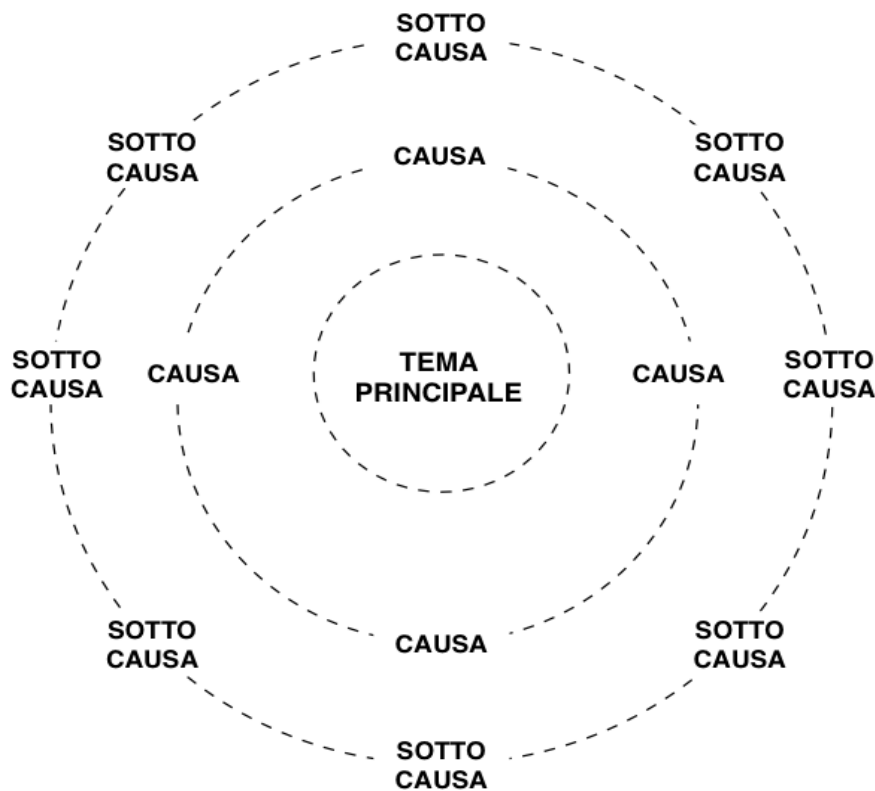
Tags (key words):

Stage 4: Working on the material

Create a list of main and secondary questions and answers based on the outcome of the analysis of the material.

Distinguish between the answers that are mostly agreed-upon and those that are more controversial or particular.

Link facts, opinions and ideas, cause-and-effect, similarities, relationships (and so forth) to create a diagram with the main theme at its centre and the other elements arranged around it (see the diagram below).



[Main theme; Cause; Sub-cause]

Stage 5: Preparing the work and confirmation

At this juncture, choose a starting point from which to develop a path for the content of the work (the starting point could be any one of the following: the centre, a main question; other points further from the centre, a controversial opinion).

The objective is to create a work, for which the reply to each of the following questions would be in the affirmative (yes):

- ❖ Has the main theme of the work been correctly identified?
- ❖ Are the main messages clearly displayed?

- ❖ Are they backed by reliable documentation and sources?
- ❖ Is the choice of target audience appropriate?
- ❖ Can the content be adapted to other types of communication?

Summary:

Parameters of the work and topics (subject, definitions, key words, meanings, open discussions, questions).

Identification of the central issue.

Plan of work.

Research and selection of sources (direct / indirect) and of information (verification of definitions, etc.).

Filing of chosen material.

Analysis and classification of the information (criteria).

Sharing of the information (analysis tables).

Search for answers to open discussion and open questions and identification of main issue.

Linking of facts, opinions and ideas, cause-and-effect, similarities, relationships, and so forth.

Creating a map / diagram and taking the central issue as a starting point.

Choosing a reporting style of narration and formulate a text built on the sourced facts, opinions, information, and so forth.

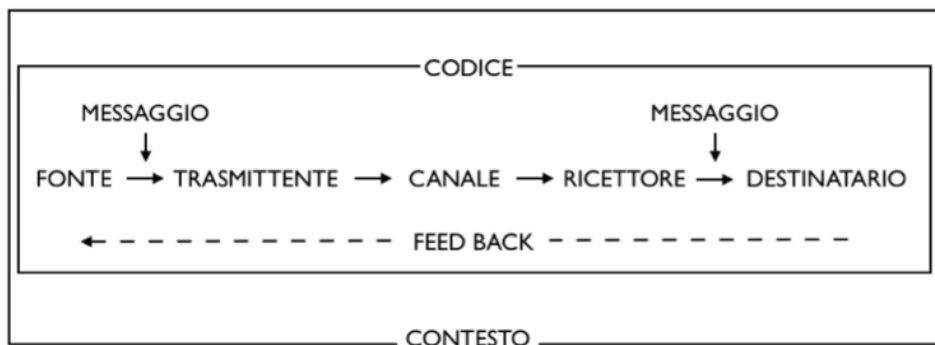
3.3 Social communication workshop

This section offers guidelines for the creation of a social communication product (graphic, audio-visual, radio) featuring the sustainable management of world forests and the responsible use / consumption of forest resources.

Stage 1: Introduction to social communication

It would be useful to begin a social communication workshop with a basic introduction to communication theory. In this way, the participants would become familiar with some of the terms and concepts that are essential to an effective social communication product.

The very first step to take would be an analysis of the various elements of communication, taking as an example the communication pattern between educator (speaker) and student (listener). The aim would be to identify the following: a context (the classroom); a source (the mind of the speaker); a message (e.g. a question); means of transmission (the mouth of the speaker); the code (i.e. a language common to both speaker and listener); channel (the vibration of the vocal chords); a receiver (the ear of the listener); a message (the question as understood by the listener); final destination (the mind of the listener); feedback (e.g. the response from the listener).



[Context

Code

Message



Source → Means of transmission → Channel → Receiver → Destination]

Message



Upon having covered this particular example, proceed to apply the basic framework (as simplified in the above diagram) to other contexts. If necessary, facilitate the process by using concrete examples (e.g. videos, radio, press, telephone, art).

In the above-mentioned process, it would be important to be able to clearly identify the following elements:

- Different contexts: real (e.g. a classroom); virtual (a blog site); live (e.g. a phone call); delayed (e.g. email);

- Different codes: language, music, video, images, written text, gestures, and so forth, and combinations of two or more of these (e.g. image and text);
- Various communication settings: one-to-one (e.g. phone call); one-to-many (e.g. a TV news report); many-to-many (e.g. a blog site) and so forth;

Possible interpretations of the message between source and final destination, taking into account not only the sources / destinations involved but also factors along the way that could alter / interfere with the message, such as:

- context (in the street, at home);
- linguistic factors (e.g. volume, tone, vocal cadence);
- the simultaneous use of different means of communication (e.g. gestures accompanying words);
- various forms of response or feedback (e.g. immediate, such as in a verbal exchange, or with varying stages of delay, ranging from an exchange of SMSs to the transmission of TV advert (the indefinite delay between transmission of advert to action taken upon receipt of message).

The last point mentioned above would require further explanation, and it would be advisable to take as an example the commercial communication theme. This helps convey the concept of how any communication is influenced by the expectations of a positive response / feedback from the target.

At this juncture, the group will be ready for the next exercise, which is the analysis of promotional communication, focussing on the various **objectives** of such communications and how the message is moulded in order to achieve them. The analysis table being suggested channels the analysis through 6 channels, as follows: **who?** (the source – direct/indirect); **what is being communicated?** (form and content of communication, the text); **to whom?** (the final destination – direct/indirect); **when?** (the time and place in which the message reaches the final destination); **by which means?** (the various modes of communication used: visual, audio, images, and so forth and any combination of these); **to which purpose?** (the direct, indirect and/or hidden objectives).

Who?	What is being Communicated?	To Whom?	When?	By which means?	To which Purpose?

As far as possible, it is recommended to use messages that are linked to the direct and indirect consumption of forest resources and choosing to advertise on press, radio, television promoting the following commodities: **paper** (for publishing, office and domestic use); **furniture** (e.g. kitchen, living room, bedroom); **utensils** (e.g. DIY, kitchen); **musical instruments** (e.g. guitars, violins); **logistics** (e.g. transport, packaging);

home interiors (stairs, apertures, parquet); **food** (e.g. tinned meat, beef, fast-food); **material** (e.g. plywood, particle board, MDF); **heating** (fireplaces, fire wood); **leisure** (e.g. tourism, sailing); **decoration** (e.g. gardens, frames).

To conclude the exercise, present the group with a few examples of social communication (messages) or public service announcements (PSAs) and initiate a discussion on the main differences and/or similarities between social and commercial communication. PSAs and examples of social communication may be sourced through Internet through any search engine (e.g. Google, Yahoo) by typing “PSA”, “public service announcement”, “Pubblicità Progresso” (clips in Italian) or “social communication” together with the word “forest” (YouTube is also a good source). To facilitate the search processes, here is a list of 3 specific video clips, namely: “Stop deforestation”; “Vanishing Species” and Julien Temple’s “Ancient forest destruction”.

The discussion should bring out 2 main points, as follows:

- Social communication / public service announcements address the general public and, hence, its objectives, target audiences, content and form must be as clear, balanced and effective as possible;
- The objectives of social communication are of a particular nature and address social patterns and practices, as opposed to consumer-oriented tendencies.

Stage 2: Creating a communication

An essential element in the process of creating an effective communication would be to establish the content that is to be delivered. In an educational context, the choice of topics can be reached at different points and in different ways, for instance: at the start of an exercise through an initial brainstorming session, or at the very end of a research exercise and drawing the content from the results of the research.

At the initial stage, it would be advisable to choose a number of topics, all of which should be clearly defined, so as to have a good range of options. This would make it possible to divide the participants into smaller groups, assigning a topic to each sub-group. However, should only one topic be available, it would be still possible to create smaller groups, each one covering different roles in the communication process shown above (e.g. form, mode, message).

Once the topics have been chosen, before proceeding to materialise the concept take some time to analyse it from different angles, asking the following questions:

- What is the objective of the communication? (e.g. to provide information on, create awareness, or inspire towards further action)
- What is the target audience of the communication? (e.g. youth, women, senior citizens, voluntary workers, politicians, benefactors, businesses, consumers)
- Which is the concrete result the communication seeks to achieve?
- Which message is being conveyed? Is there more than one message?
- Which are the most effective means of communication for the message to reach the target audience?

The means of communication should be chosen on the basis of:

- its potential effectiveness in channelling the main message of the communication;
- its potential to reach the intended audience;
- its feasibility in relation to the group in terms of tools, capabilities and time.

Once the means of communication has been chosen, it would be recommended to carry out a brief online search for similar products to be used as inspiration or model for the task at hand.

As a last preliminary before working on the actual communication, prepare a plan of work that should include:

Objectives, target audience, desired results, main message (refer to the questions above); A framework outlining the sequence of the content, the various elements used (footage and images, music, written and spoken text, graphics, sound effects, and so forth) and the interaction of two or more elements; the final slogan, which is the central focus, and therefore summarises the entire message.

A number of free online resources (manuals, tutorials, fora and more) are available to facilitate the creation of the final product. Here is a list of these that can be consulted:

Open Office (<http://www.openoffice.org/>)

Open Office is a set of office programmes, including a word processor (along the lines of Microsoft Word) and a presentation software (along the lines of Microsoft PowerPoint). All are easy to use and can also be saved in .PDF format. Open Office is compatible with Linux, Mac OS X and Microsoft Windows.

Audacity (www.audacity.sourceforge.net)

Audacity is a user-friendly programme that makes it possible to record and modify audio files and is compatible with Linux, Mac OS X and Microsoft Windows.

Gimp (www.gimp.org)

Gimp is the GNU Image Manipulation Programme and makes it possible to manage and modify images more or less to the extent offered by Photoshop. The programme is compatible with Linux, Mac OS X and Microsoft Windows.

Virtual Dub (www.virtualdub.org)

Virtual Dub is a video-editing programme that has become very popular and is being used extensively. It is user-friendly, efficient and, although not designed for professional use, offers the functions of: conversion, extraction and editing. The programme is compatible with Linux and Microsoft Windows.

Avidemux (www.avidemux.berlios.de)

Avidemux is a video-editing programme similar to Virtual Dub and focuses on standard video formats, such as .avi, .mpg, .mov and others. The programme is compatible with Linux, Mac OS X and Microsoft Windows.

Google Earth (<http://earth.google.com>)

Google Earth is a software that offers virtual images of the Planet using satellite images, aerial photos and topographical data saved in a GIS platform. The programme is compatible with Linux, Mac OS X and Microsoft Windows. A new KML file entitled, “Disappearing forests of the world” is currently available for download. This makes it possible to monitor deforestation around the world (see: <http://david.tryse.net/googleearth>).

4. Videos and photos featuring world forests

Images, be they static or animated, are essential to an educational course on development. Images can enhance the analysis and interpretation of any given topic, and this is primarily due to their evocative factor. In fact, photos do not merely present an image, but they also recount what lies behind the intentions of the person taking them and the sensitivities of those who see the photos. For this reason, images should never be taken at face value, and would be best discussed in order to reach the heart of the matter to prevent the taking root of shared stereotypes and prejudices.

The text that follows offers activities involving the reading, analysis and interpretation of photos and audio-visual productions. These activities seek to make those seeing / viewing the images into active recipients of what is being conveyed. At the starting point, the images must be deconstructed, modified, elaborated upon, manipulated, and brought together again: in other words, recreated by the user, interpreted and finally, reproduced according to one's interpretations.

The activities present a number of options for the use of the photos and the videos, which have been designed to be discussed by the participants, each of which would be the main player in this process of interpretation. The photos and videos being offered may be used in conjunction with other media, such as the printed media, television, music, and others.

Over and above facilitating the progress of the activities, the group leader has two further important tasks to fulfil, namely: trigger and analyse the dynamics of participation and different points of view; and compile a list of discussion points and links between simulated and real situations.

4.1. The photo kit

Burkina Faso

Burkina Faso is a relatively small West African state that lies on the geographical border between the Sahara Desert and the fertile sub-tropical regions. While the southern stretch of Burkina Faso boasts of forests that cover approximately 25% of the country's surface area, towards the northern border – and hence closer to the Sahara – one faces a very different reality. Nevertheless, Burkina Faso forests are not the lush woodlands so common in the northern hemisphere, but actually grasslands characterised by tallish trees dotting the landscape at frequent intervals – the savannas.

The Burkina Faso forests are crucial to the rural populations, as these forests provide the elements from which they draw their livelihood and daily needs, including household fuel, crops and game, pastures, construction materials, hand-made utensils, herbs and medicinal plants. The forests also provide essential resources such as drinking water and fertile land, besides offering a barrier against the ever-advancing desert.

It is a matter of urgency that a sound classification process of the Burkina Faso forests be undertaken towards establishing sustainable management processes, all the more so given the precarious economic state of the country. The objective of such an exercise would be to minimise the strain on the forests resulting from human and animal activity, abolishing illegal logging, encourage reforestation processes and creating a synthesis between agricultural activity and natural forest mechanisms while enhancing and respecting local cultures and cultivation practices.

Images of Burkina Faso included in the DVD
(photos by Marco Bello)

- Maker of walking sticks (Ouahigouya, 2010);
- Maker of ebony rosary beads (Ouahigouya, 2010);
- Maker of hoes (Bassi, 2010);
- Carpenter (Ougadougou, 2010);
- Wood for cooking (Outigué Bassi, 2010);
- Traditional healer (Outigué Bassi, 2010);
- Transportation of wood (Sandba Bassi, 2010).

Chile

Chile lies on a strip of land located between the Andes Mountains and the Pacific coast, and which runs to over 4000km in length. The country encompasses a number of climatic regions ranging from the most arid to the rainiest on the Planet.

The lake region at the centre-south of the Country is also home to one of the most important stretch of temperate rain forests worldwide, namely the Valdivian temperate rain forests. Here one finds the Patagonian cypress (*Fitzroya cupressoides*). One of the oldest specimens was found to be over 3,600 years old and is the oldest surviving organism and has become an essential yardstick by which to measure changes in climate. The industrial exploitation of the Chilean forests has been ongoing for decades. This can be seen in the felling of trees for exportation purposes and the widespread practice of monoculture, with indigenous flora being increasingly replaced by fast-growing, non-indigenous species such as the pine and eucalyptus. Continued industrial activity of this nature is eroding the forests and bringing about the gradual disappearance and slow death of the forests.

It is of utmost importance that what remains of these forests comes to be managed in a sustainable manner, encouraging the participation of the native communities – the Mapuche – whose existence and livelihood has for centuries revolved around these forests. It is also through the forests that they may continue to flourish in the land of their ancestors. The ancient culture of the Mapuche people has given them their idiosyncratic way of life and social structure. The disappearance of traditional cultivation methods and the downgrading of the soil are pushing the Mapuche towards seeking a new life in the cities.

Images of Chile included in the DVD
(photos by Massimiliano and Gianluca de Serio)

- Regulated logging (Melilanca, Mampui, 2010);
- Transportation of wood (Melilanca, Mampui, 2010);
- Transport using a local cart (Melilanca, Mampui, 2010);
- Processing of wood for construction purposes (Osorno, 2010);
- Coal (Osorno, 2010);
- Door-to-door delivery (Osorno 2010);
- Artistic craftsmanship (Osorno 2010).

Cameroon

The Republic of Cameroon is one of the equatorial African states. It has a varied landscape reflecting the various climate scenarios in Africa: coastal, desert, mountains, plateaus, forests and savannas.

The Cameroonian forests extend across a wide area and form part of the larger central African tropical forest, which is the second largest in the world in terms of surface area. These forests are home to about 12 million persons, including Pygmies, who are believed to have been the very first inhabitants. The forest is these peoples' home, source of sustenance and medicine, not to mention the cradle of their culture and spiritual identity. In Cameroon one can count over 8000 plant species, but over the past few years these have come to be exploited at various levels, including multinational companies. Some of the wood to be found here, such as African mahogany, iroko and wengé wood, are very much in demand by consumers in other regions around the world. Tropical timber has become more sought after than wood varieties indigenous to the West by the consumers living in this part of the world. As a result, traditional timber is fast becoming less profitable from a commercial point of view. Cameroon is one of the leading world exporters of tropical wood. In 2010, EU Members States have imported almost 10 million cubic metres (Roundwood Equivalent – RWE) of wood from Cameroon. *In fact, primary wood products - particularly sawn lumber - continue to dominate European imports from the key African supply countries (Cameroon, Gabon and the Ivory Coast).*²

What the consumers in the West sadly do not realise is that their beautiful parquet floor is most probably the fruit of fully-fledged crimes against the environment, such as the illegal felling of protected species or selective harvesting practices. The said practices bring about deforestation, poaching and an increase in the agricultural footprint. The wood export industry is flourishing at the expense of the internal economy, with the younger generations being the ones to suffer the most from the consequences.

Images of Cameroon included in the DVD
(photos by Alessandro Rocca)

- The road (Libongo, 2005);
- Disappearing Forest (Libongo, 2005);
- Felling a tree (Libongo, 2005);
- Transportation of wood (Libongo, 2005);
- Wood processing plant (Libongo, 2005).

² Source: International Tropical Timber Organisation (ITTO), Tropical Timber Market Report http://www.globalwood.org/market/timber_prices_2009/aaw20110901e.htm

Brazil

Brazil is the fifth largest country in the world and its borders encompass two-thirds of the Amazon Forest which, in itself, covers an area larger than the European Union.

The exploitation of the Amazon Forest has long reached worldwide proportions and uses all the known destructive practices, including fires, deforestation, selective harvesting, illegal logging and harvesting, conversion to agricultural land, and poaching.

The main tendency is to assess the extent of damage to the Amazon Forest from the environmental point of view which is, of course, a valid point in itself. However, far from being an uninhabited area, rarely are the native populations taken into consideration. In fact, the inhabitants number in their millions, among which one counts hundreds of indigenous ethnic communities, such as the Yanomami. These peoples have accumulated over millennia a deep knowledge of the Forest, learning to live in harmony with their surroundings.

Sadly, they have been the first victims of the 'assault'. The deforestation process brings with it an increase in the population, in direct consequence to which the villages develop into cities. Industrial activity is next to follow (production of wood and paper, soya and rubber refining, sourcing of fuel and minerals). These two factors bring with them prostitution, diseases, alcohol and drug abuse, corruption, crime, inflation – thus tearing apart the social and cultural fabric of the indigenous population.

Images of Brazil included in the DVD
(photos by Alessandro Rocca)

- Conversion to agricultural land (Roraima, 2006);
- Deforestation (Roraima, 2006);
- The Forest (Roraima, 2006);
- Indigenous population (Roraima, 2006);
- Indigenous people: Yanomani (Roraima, 2006).

4.2 Activities with photos

Interpretation

Objective: learning how to interpret an image well.

Running the task: hand out a photo to every participant (or allow them to select one each) and ask them to carefully examine it for a few minutes. Once this has been done, ask the group to write down answers to the following questions: where and when has the photo been taken? What is the main subject of the photo? What is taking place? Who has taken the photo? Which is the message being put across? To whom is it directed? Which other message/s could the photo be conveying? What caption would you give to the photo? Once this task would have been completed, ask the participants to hand in the photos and the respective answers. Upon having collected their work, read out to the group the correct information relative to each photo (place, date, photographer, and so forth).

Points of view

Objective: highlighting a particular point of view of the observer and identifying themes that are common to a number of photos.

Running the task: display the photos in such a way that they are clearly visible to all. Ask each participant to choose one or more, examine it/them carefully, and give it/them a name and describe it briefly. Allow about 5 minutes to this task, at the end of which ask the participants to present their respective photos. Once this has been carried out, discuss a possible title to apply to all the photos collectively. In the event that one or more participants would have chosen the same photo, discuss reasons for the choice and compare and contrast the various interpretations. Upon having collected their work, read out to the group the correct information relative to each photo (place, date, photographer, and so forth).

Cause and effect

Objective: highlighting the relationship between cause and effect and elements of interpretation.

Running the task: arrange the photos on a table or desk and ask the participants to choose two that may be linked in a cause and effect relationship; and to assign to one a title reflecting the cause and to the other a title reflecting the effect. Invite each participant to present the photos in turn, explaining how the photos are related by cause and effect

Fleeting moment

Objective: highlighting the difference between a still and a moving image.

Running the task: present the participants with a selection of images and ask them to choose one per participant or per sub-group.

Ask each participant or group to place their photo in the centre of a blank sheet large enough to accommodate another photo to the left and right of the chosen photo. Ask the participants to examine their respective photos and then to proceed to draw on the left the action that could have taken place just before the taking of the photo at the centre.

Similarly, to draw on the right action that could have taken place immediately after the actual photo.

The participants would then be required to explain their reasoning behind the respective drawings and find parallels and differences in the various interpretations given. To conclude the task, read out to the group the correct information relative to each photo (place, date, photographer, and so forth).

Once upon a time...

Objective: highlighting the evocative factor of photos and the various narrative possibilities they offer.

Running the task: ask the participants to form small groups and display the photos on a table or desk. Invite each group to choose at least 4 photos that could be arranged in a sequence (e.g. chronological, of place, similarities and differences, and so forth). Once the photos have been selected, request the groups to examine the photos and to draw from each the most important elements (who?; what?; when?; where?; why? and so forth) and taking note of these on a sheet of paper.

Once this would have been completed, ask the groups to place the photos in the chosen sequence, creating a short story by giving a caption to each photo and bringing all these elements together into a poster or placard. Invite each group to relate their story.

To conclude the task, read out to the group the correct information relative to each photo (place, date, photographer, and so forth).

From the part to the whole

Objective: highlighting how every photo is ultimately a part of a greater whole, the point of view of one person who is him/herself part of the setting or landscape being captured in the photo.

Running the task: make photocopies (ideally in colour) of some photos and cut the copies into two or more pieces. Divide the participants into small groups and hand out a piece to each group.

Ask the groups to name the topic of the photo, the location, what is taking place, and so forth and to draw what each group believes lies beyond the detail in their piece in order to complete the larger picture.

Upon collecting the various drawings, ask the groups to explain the reasoning behind their respective choices and initiate a reflection on how a hint or detail may positively or negatively influence the course of interpretation. During or at the end of the discussion, display the photos in their entirety and provide the pertinent details (place, date, photographer, and so forth).

The news factory

Objective: contemplate the influence of a source of information on the actual contents of the communication.

Running the task: divide the participants into smaller groups and arrange the photos on a table or desk. Invite the groups to select a few photos, with which to create a short news report. Each photo should be the basis of a news item, which would then be presented while displaying the relevant photo. Highlight similarities and differences in the interpretation of the same image/s.

To conclude the task, read out to the group the correct information relative to each photo (place, date, photographer, and so forth).

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4.3 Audio-visual documentaries

An Endangered Forest

by Alessandro Rocca (8'26", Italy, 2010)

This is a report that seeks to uncover the exploitation of the resources in the Cameroonian forests by international wood-production companies, some of which are Italian.

Documentary text

We are in the Port of Douala, from where we will start our journey to discover Cameroon, its forests and animals. This is the most important port in this part of Africa, and from here begins the transportation of all the wood extracted from the Congo Basin destined for Asia and Europe. Nevertheless, it is by travelling into the hinterland that one could truly grasp the exploitation process. Owing to the precarious reality of Cameroonian roads, which are among the most dangerous in Africa and not less because of lorries transporting wood, the journey tends to be a risky one. The old-growth forest extending across the Congo Basin is the second largest in the world, after the Amazon, and is hence considered to be one of the most important 'lungs' of the Planet. Apart from this significant factor, one must also take into consideration the flora and fauna that live within this vast tract of land which, for centuries, have been the source of sustenance for both man and beast.

In recent decades, the situation has started to change, since man seems to be solely interested in the wood to be extracted from the forests. The stretches of land in Cameroon on which logging is allowed have increased at an alarming rate over the last 40 years (with Italy being one of the major importers). In fact, according to United Nations statistics, in all of Africa it is the forests in Cameroon that have been mostly subjected to logging, including many known cases of illegal activity of this nature. As documented by many international organisations, many of the trees have been cut down in areas outside the legal perimeters. A study conducted by the World Bank indicates that as much as 50% of the wood sourced from the Cameroonian forests is cut down illegally.

We now come to an area where logging is permitted. This is one of the tents in which the forest workers spend the night. This tent accommodates 10 persons, but the entire camp numbers 45 workers. These men are the local unskilled labourers imposed on the foreign companies by the Cameroonian Government. They must spend long periods away from their homes in the villages and live in an environment very much resembling a construction site. This tree here that is about to be cut down is about 100 years old. This land was intended to lie beneath a natural green canopy shielding it from the sun's rays and, as a result of the deforestation process, it is now being laid bare to direct sunlight.

We now come to an area within the forest labelled as "Number 2, Section 10072" and is one of the areas allocated to the Italian company SEFAC, which is one of the many foreign wood-production companies operating in Cameroon. SEFAC and its counterparts have cleared hundreds of kilometres of forest to facilitate the logging process. Moreover,

an independent study dated May 2009 revealed that a part of this logging activity was illegal.

This is the SEFAC sawmill, where the felled trees meet their final fate. This sawmill processes between 8 and 10 thousand trees per year and employs about 600 workers. The Sanga River, which separates Cameroon from the Central African Republic, is an important communication line that is not only used for the transportation of wood, but also by poachers carrying their cargo of game to the markets in the city.

It is believed that every year, up to 5 million tonnes of meat are extracted from the rain forests – and in the majority of cases this is hunted illegally. This blood-stained ‘harvesting’ could result in a deserted forest, brought about by the extinction of certain species, and consequently humans dying of hunger. For some Africans, game is the only source of protein, whereas for others hunting and selling the meat is a means of supplementing a meagre income. There are harsh measures in place aimed at curtailing poaching and the Government, together with environmental organisations, perseveres in the effort to counteract the poaching phenomenon.

As part of the attempts to curtail poaching, the confiscated game is sold at special auctions, where the price is lower than at the markets. As a further deterrent, the poached game is sometimes given away. For the forest inhabitants, this meat is a source of essential sustenance but, in the city, this meat is a luxury that is generally enjoyed mostly by the wealthy inhabitants. In addition to African cities, the meat is also finding its way to dining rooms in capital cities in the West, where it is becoming increasingly ‘fashionable’. For the Baka people, who live in the forest, this meat is essential for their survival and, hence, they are allowed hunt in the forest. In the face of man’s single-minded quest to drain the forest from its animals and its immense wealth, we should follow the example of this little Baka boy.

The Bassi Forest

by Koffi Ametepe, Paraté and Dimanche Yameogo (Manivelle productions, 7'36", Burkina Faso, 2010)

A depiction of the fragile balance between the rural communities and the vulnerable forests of the Sahel.

Documentary text

Burkina Faso is a land-locked country that lies at the heart of West Africa, along the Sahel zone. The country covers an area equal to that covered by mainland Italy and the population numbers approximately 14 million. Fertile land, here, is very scarce and much of this is not being put to good use. About 25% of the country is constituted by protected or classified forests. The Zondoma Province in the north is subject to frequent droughts, as a result of which it lacks forest land and is characterised by a savanna landscape. The classification of the Bassi Forest was undertaken as of 1997 with the objective of averting damaging fires, excessive grazing and the indiscriminate cutting down of the forest. On the outskirts of the Bassi Forest one finds the three villages of Sandéba, Kénéko and Ouétigué.

Abdoulaye Gouem

Provincial Director for the Environment and Quality of Life in Zondoma

The farmers here have been aware of the necessity of safeguarding this forest for 12 years already. To this end, they actually formulated a forest management plan and, given the significance of this undertaking, we have agreed to join them in their efforts. This is how we started to seek to manage what remains of the forest.

Voice-over commentary

The populations living just outside the forest are largely agricultural communities and depend heavily on the resources to be found within. Alidou Belem is an artisan and often visits the forest to collect green wood from which he crafts traditional hoes (manche de daba) which is an essential agricultural tool.

Alidou Belem

Artisan: maker of traditional hoes

While gathering the wood for making hoes, I make it a point not to damage the shoots, so as to make it possible for the young generation to also enjoy certain tree and plant species. Many other species, which were in existence during the time of our ancestors and which we were lucky enough to enjoy, are now extinct. Today it is our duty to safeguard the flora and make our children aware of its presence. This is a duty shared by

the healers practising traditional medicine, who are well aware of the importance of the flora. Through a joint effort we may look forward to a positive future.

Voice-over commentary

Isso Belem is a bona fide traditional healer. His fellow villagers, as well as the inhabitants of neighbouring villages, consult him when afflicted with dysentery, malaria and other diseases that may be treated through the administration of plants and tree bark. For Isso Belem, the Bassi Forest is a prime source of the raw materials he requires for concocting his traditional remedies.

Isso Belem
Traditional healer

The disappearance of a number of plant species is rather widespread. However, in this forest it is still possible for me to draw from vast plant resources because logging has been prohibited here. This is true to the extent that I feel the need to conceal myself when collecting bark that I require to prepare the traditional remedies to administer to the villagers.

Naba Sigiri
Mayor of Pella and Deputy Mayor of Bassi

We are committed to safeguarding our forest from a slow death in order that it may continue to be enjoyed by our children and grand children. If this effort is not undertaken, the risk is that they are left with nothing of the forest, which is very important to us, and could never have the privileged of know the forest first hand.

Voice-over commentary

To the entire female population of the villages surrounding the Bassi Forest wood is the only means of fuel. For this reason, it is only natural that they should replenish their supply from the forest.

Kadisso Sawadogo
Housewife

The forest provides us with wood to use as fuel for cooking. We make it a point to make up for the wood we cut by occasionally planting new trees to replenish the forest cover.

Voice-over commentary

The gathered wood is not used solely for cooking but also to build dwellings and wheat barns. In short, the wood is part and parcel to the daily life of the villagers and its exploitation is causing unnecessary pressure on the forest. Notwithstanding all the challenges, the Mayor of the Rural Community of Bassi remains optimistic about the forest classification project. Moreover, he has made reference to plans to undertake a sustainable use of the forest through fresh activities, such as ecotourism and beekeeping.

Palinguédé Mathias Ouédraogo
Mayor of the Rural Community of Bassi

The will to safeguard the forest is ingrained among the population and is shared by all. And even if the Mayor were not to join in as part of his daily agenda, the villagers would still do their utmost to protect it. It is a collective mission.

Osorno, Chile: a community based on wood.
By Massimiliano and Gianluca De Serio (Italy, 2010)

This is an account of the wood chain among the Mapuche communities in Chile: from the management of the forest to the sale of products destined for homes.

Documentary text

The indigenous forest

what has happened here? has it burnt down?

yes, yes, so it has...

it has burnt down about twenty years ago

the *lingue* tree has got burnt

this is the *lingue* tree

it was the *lingue* tree

this is the *mañio* tree, it is used to make furniture, it is used also for artisan work; the people use tables for chopping meat and also uses the wood for wall panelling

of course, this is also used

for by-products of wood

why should there be a management plan?

Government regulation 70 lays down the guidelines for the way forward in preserving the forest for the future and to preserving a part of the forest all-year-round while preventing its degradation by a gradual process. This, in short, is the management plan and what it seeks to pursue. We shall preserve this *mañio* tree, but this *tineo* will have to be felled as it is weak and decaying.

The forest management plan

17... *tineo* trees!

Do you believe this management plan to be important?

Yes, it is... Without such a plan there is the risk of taking the wrong approach, felling trees that should be preserved, and thus causing much damage.

Where you very young when you first learnt to use a chainsaw?

I had to by necessity while still a boy because I did not have a father

Why was this? Was your mother a child-mother?

No. It was because my father died in a chainsaw accident.

Did he die here, in the forest?

Yes. As an 8-year-old I learnt to handle an older, larger and heavier saw.

How heavy? About 40kg?

Yes.

Preparing the wood for sale

This log is about 30cm in diameter, so it will not be a problem to transport it...

For the eventual sale

Eight and a half metres

The truck arrives...

A truckload of wood

In the wood-production cycle, trading at this time of year (just before the winter) reaps good profits, as consumers stock on wood for the heating precisely at this time. This is when those working in this field buy the wood from the countryside to sell to the individual consumers.

Being married and having a 9-year-old daughter I have invested heavily in this commercial activity.

In this region, most of us work in the wood-production cycle and we strive to work with wood covered by the management plan.

Trading in the city

Good evening. How much do you need?

The order is made in the morning

and we make sure everything is in order when we deliver

Ulmo wood?

Yes.

Shall we fill the enclosure?

How much?

Ten metres

The rate is 17 thousand per metre,

So ten metres will amount to 170 thousand

Where does this wood come from?

From Cascadas.

From Cascadas?

Is Cascadas far from here?

Yes. About 85km away.

Over here in the south we, the traders and consumers, both tend to opt for *ulmo* wood, as it burns better thus providing better heating for our homes. Here, wood is bought in large quantities – usually 10, 15 metres or more – to ensure enough heating fuel for the whole year.

The *piqueria*

As a rule, buyers come here in person or phone in with enquiries, and we deliver; the consumers call in person to check if the wood is sufficiently dry (as opposed to damp) and, if satisfied with the type and quality of the wood, they buy from the minimum of one fourth of a metre up to 5 or even 10 metres.

The journey of the wood... before reaching us here from the forest, where the wood is produced. I do not own the wood, but we agree on a 50-50 rate with the actual owner.

The Mapuche coal merchant

Don Florindo, what is this?

It's an oven.

What is it used for?

It is a *carbonero*, an oven where coal is made

And how is the wood placed inside it?

Vertically.

We come to the mouth of the *carbonero*, at what is referred to as *copo*

Can this opening be covered?

There is a door to close this opening once the coal oven has been filled.

And what are these holes for?

The steam escapes through them.

I see... The steam generated by the burning wood...

...otherwise the fire dies out; without these holes there can be no fire...

How long does the burning process take?

More or less 3 days

36 hours...

It takes 36 hours for the wood to be burnt completely

Coal in the city

The persons delivering the coal in the past are now dead and today there are new workers in the field, using more modern methods such as brick ovens where the coal is made, as opposed to the old method of producing the coal underground.

Today's Osorno, is very large, and widely populated. It is huge... There are supermarkets, which were not here some years back, and there is Bigger – I cannot remember the name of the other one... Osorno is constantly growing.

We lack coal in this city. The coal is brought to us from the Mapuche community in Pucatrihue, as supplied by don Arturo Ruiz... This coal comes from the indigenous forest, which is hundreds of years old. Very well – we will take it.

This is an old tree... It was already here when we first arrived here. I, myself, have known this shrub for over 50 years... These shrubs are not growing properly – the land is lacking. We are now old, and so are the trees. We come here purposely to see them; it is the same every year.

Are these larches?

Yes. They are new larches
They are lush and green
Here is where the trees should have grown
But this was not the case

Artisan work

I focus on gathering dead wood, which is not sold. Over time, I dedicated my time to make these plates; this craft goes back to our ancestors and thus gives me a sense of identity.

Meals were eaten in these plates

Is this wood of the *lingue* tree?

Yes, it is *lingue* wood.

And what is this lighter-coloured wood?

This lighter wood is *nugal*.

And who makes the caps?

They are made in the field, by the women or *ñaña*, as we call them. The caps are made by wool dyed in a colour extracted from the same plant.

Is the dye actually made from the plant itself?

Yes, exactly. From the roots.

The dye is made from the roots and leaves, as well as the hairy growth to be found on old trees: the women boil them and later add the wool.

It is now time to add the wool: one can see that the orange dye is ready. We use this kind of wool, and source the dye from the forest.

The Forest People

By Alessandro Rocca (8'10", Italy, 2010)

The way of life of the forest people, inhabitants of the Amazon for millennia, is under threat in the face of the interests of mining industries and of the agricultural multi-national companies.

Documentary text

“This is our territory. We know the forest and the forest knows us – it is a relationship of mutual respect. This is not the case with the white man. The *garimpeiros* (gold diggers) have polluted the streams, the *madeiros* (loggers) continue felling trees, the *fazendeiros* ((animal) farmers) burn down acres and acres of land for grazing ground for their own herds, and the mining industries are after our subsoil. We only want to be left in peace.”
Machadão, a Yanomami shaman

We are now looking at the equatorial region of South America. To the North of the Equator lies Roraima, the northernmost Brazilian state, which is straddled by Venezuela and Guyana. This state is particularly significant for what the land produces, as well as what is contained within the earth's bowels: in particular tantalum, a mineral that, today, is particularly in demand for the production of mobile phones and computers. Roraima has a population of almost 300,000 inhabitants, 50,000 of which are Indios. There is no law enforcement order – almost to the extent of lawlessness – and one notes various instances of abuse. In fact, at a few kilometres from the centre of the capital city – Boa Vista – an illegal sand quarry is eroding the banks of the Rio Branco, thus depriving the river of its natural banks. Sawmills, here, persist in producing sought-after wood 'stolen' from the forest.

It is well-known that the virtually systematic deforestation of the Amazon will raise temperatures and, consequently, transform this forest into a savannah. However, few are truly interested in counteracting this phenomenon. Yet, there is hope in the form of the settlements of the Yanomami Amerindians at the heart of the Amazon in south-west Roraima, at 1.5 hours' flight from Boa Vista. The name of the tribe means "human being" in the Yanomami language. In Roraima, the Yanomami number 9 to 10 thousand and the population is second only to that of the Macuxi people, which numbers 16,500. Along Rio Catrimani there is a small village that is one of another dozen or so outposts within a radius of 40km. One also finds settlements at the foot of the Parima Mountains, to the east of the Batau River, as well as in the vicinity of the Padamo, Ocarno, Manaviche and Orinoco Rivers in Venezuela. Settlements are also present in the Brazilian state of Amazonas, along the tributaries of the Rio Negro. It is not known exactly since when this people has lived on this land, but it is believed that they have been here since the arrival of the first settlers in America, over 50,000 years ago.

The Yanomami community live in the *yano*, a communal hut that houses up to 400 persons. The *yano*, which is also known as "*shabono*" is a large circular structure, a thatched hut built around the circumference around a large clearing used for rituals and ceremonies. Each family unit has its own area within the *yano*, and are all arranged around the fire. The *yanos* or *shabonos* are built from materials gathered from the surrounding forest, such as leaves, lianas and tree trunks. Of course, the structure is subject to damage by the rain, wind and insects. This means that the village needs to be rebuilt every 1 to 2 years, sometimes in another part of the forest to allow the old spot to regenerate, also in view of the fact that the soil is not very fertile. The Yanomami depend completely on the forest for their survival, where they grow fruit, fish and hunt, and they move their dwelling place to avoid overpopulation of any given area.

No man keeps for himself the meat of the animal he would have hunted, but shares it with family and friends; he would normally receive meat in turn from another hunter. As a rule, the Yanomamis cultivate about 60 plants. Some of these, such as tubers and bananas, are used for food whereas others are used for medicine, to make utensils and also for use in religious rituals. In the 1970s and 1980s the Yanomamis were subjected to a large-scale invasion by Brazilian gold prospectors. The *garimpeiros* killed and destroyed entire villages, also exposing the communities to diseases against which their immune system

was not equipped. As a result and within a period of just 7 years, 20% of the population was wiped out. Thanks to international pressure, their territory was finally delineated as a Yanomami Reserve in 1992 and the gold diggers were expelled from the area. Following this development, the Yanomami could resume their previous life but their future remains uncertain. In fact, Brazil is refusing to grant the Amerindians the full rights to own the land: they are owners of the land but not of what lies beneath. It is precisely because of this loophole that the multi-national companies and the diggers are constantly violating the previous agreements reached, sadly at the expense of the small native communities.

The Komoé-Léraba Forest

by Koffi Ametepe, Paraté e Dimanche Yameogo (Manivelle productions, 8'24", Burkina Faso, 2010)

A first-hand account by persons living a flourishing communal forest management project in Africa.

Documentary text

At the furthest south-western point in Burkina Faso lies the natural reserve and protected forest of Komoé-Léraba, which is one of the most ancient forests to be found in the Country. It was first classified in 1937 and, since 2001, the State has entrusted the management of the country's natural heritage to AGEREF (Association for Natural Resources and Fauna Management) which brings together a number of villages. This translated into a joint management project with the objective of ensuring that the communities living in the outskirts of the forest preserve the wealth of their surroundings. The vegetation of the Komoé-Léraba forest is typical of the savannah, with a total of 302 recorded plant species, 37 of which being rain forest. Furthermore, there are 123 recorded mammal species, 464 bird species and 62 reptile species.

Mamadou Karama

Executive Secretary - AGEREF

Originally, there were 2 forests, namely the Diéfoula and the Logogniégué Forests. When, in 1996, we embarked on our project, 60% of the protected Logogniégué Forest was inhabited and being exploited. Human activity was present right up to the river, and it was necessary to negotiate with the resident populations to establish a 5km strip that would be completely free from human activity.

Voice-over commentary

The proximity of the fields and grazing ground to the forest posed potential conflicts between the farmers in the area and environmental conservation. Therefore, a buffer zone around the forest was agreed upon to avert any clashes.

Mamadou Karama

Executive Secretary - AGEREF

The reasoning behind a buffer zone is to provide total protection to the actual reserve against any form of human activity. The buffer area surrounding this protected reserve is particularly significant in avoiding the gradual erosion of the reserve, given the presence of communities around the forest.

Voice-over commentary

AGEREF, which was founded in 1999, is a non-profit NGO. It is composed of 102 members, that is 6 representatives from each of the 17 villages located in the outskirts of the forest. The Association is run by a board of 17 members and an executive secretary and these are the technical support staff for the implementation of the development plan for the forest, as well as its day-to-day execution. Moreover, in order to ensure a more effective preservation process, the State has sought to bring together and involving all the communities concerned. Through this participatory approach, apart from becoming more aware of their natural heritage, the farmers come to adopt a more rational outlook of the potential offered by the reserve.

Dénis Héma
President - AGEREF

The first GEPRENAF project (West Africa Pilot Community-Based Natural Resources and Wildlife Management Project) which was funded by the World Bank, made it possible for us to build an infrastructure that included schools, dispensaries, literacy centres, and wells. In consequence to this tangible development, the population has become aware that in preserving the forest they could embark on sustainable local development that would increase their income.

Voice-over commentary

Beekeeping is one of the new income-generating activities that do not put further pressure on the forest resources. Similarly, the domestication and breeding of the cane rat (*Thryonomys*) serves to counteract poaching, which is one of the major factors threatening the forest fauna. The cane rat is a species of large rodent resident in the Sahel that grows up to 10kg in weight and that is traditionally hunted in the wild. In addition to the support offered by the State and various technical and financial partners, AGEREF is also supported by a number of Italian entities, namely: the Region of Piedmont, the Province of Vercelli, and Lame del Sesia Nature Reserve. This kind of backing facilitates better preservation of natural resources and opens the door to new socio-economic prospects, such as tourism and the eco-museum concept.

Antoine Ouattara
Officer in charge of animation and environmental education

The idea to set up this eco-museum came about in view of the fact that the *raison d'être* and work of our association was to create a synthesis between the protection of the environment and local development. Our starting point was the observation that there has always been a bond between man and nature. From this, the next step is to evaluate which elements and tools were recognised and used by man the make best use of natural resources – hence the creation of this eco-museum.

Voice-over commentary

After more than 10 years since the start of the project, the successful efforts in preserving the Komoé-Leraba forest have attracted thousands of visitors from neighbouring countries including academics, researchers and students, as well as tourists from Europe.

Dénis Héma
President – AGEREF

Here, we welcome tourists from other countries, as well as persons coming here on study trips. This is very encouraging. Visitors from Ivory Coast, Benin, Niger, and Togo come to visit us to gather experience. We have Government backing: we are farmers, rural people, and are not experts in environmental preservation but the State, through PAGEN (Partnership for the Natural Ecosystem Management Program) has provided us with the means to employ an executive secretary to help us in the more technical aspects.

Voice-over commentary

The management and preservation of the Komoé-Leraba forest is the result of the combined input of the technical personnel and AGEREF. Thus, the latter is contributing towards the safeguarding and preservation of natural resources for the future generations.

4.4 Activities with videos

Before the viewing

As is the case when viewing films for educational purposes, a viewing of video documentaries in the same context would require preparation. This involves both a detailed research in relation to the content (theme/s, places, players, and so forth) and the preparation of questionnaires intended for the students in order to stimulate their curiosity and further questions on their part about the contents of the documentary. The questions may be generic, and concerning the countries featured in the documentaries (Burkina Faso, Chile, Cameroon and Brazil) or they may address the contents (e.g. the social, economic, cultural and environmental value of forests). On the other hand, the questions may be more specific and covering the actual information provided in the respective documentaries. In both cases, the viewing of the said documentaries will offer an opportunity to confirm and/or dispel existing perceptions, encourage contemplation of the information being provided and further research.

During and after the viewing

- Unless deemed absolutely necessary to do otherwise, it would be strongly recommended that the viewing does not exceed 5 or 6 minutes at a time.
- In the case of longer documentaries, it would be advisable to divide them into smaller sections for viewing (e.g. by specific topic).
- Every documentary / sections of documentary should be viewed at least twice, each time using a different ‘viewing filter’, namely, the emotional and the analytical.
- Before proceeding with the second viewing of the documentary / section, you might wish to ask questions about the contents. The reason for making the questions before the first viewing is to avoid the analytic viewing on the viewers’ part, thus missing out on the emotional.
- In the case of documentaries that would need to be divided into smaller sections, it would be recommended to alternate between the more objective sections with those having a potential emotional impact. An option would be to view the section without sound.
- After viewing a documentary / section, establish the elements that mostly struck the viewer and launch a discussion with reference to the images and/or information concerned.
- In the case of documentaries that would need to be divided into smaller sections, after viewing each section (and before proceeding to the next) ask the viewers to suggest what they think will follow in the next section.

5. A Set of Resolutions

Rules for the Sustainable Management of Forests

Rules for the Responsible Use and Consumption of Forest Resources

1. Increase your knowledge of forests and share it with others;

learn to make good use of the means of information at your disposal.

2. Demand a management that requires the participation of the public;

forests are a common good to all humankind.

3. Respect the rights of indigenous populations;

they have been custodians of the forest for millennia.

4. Commit yourself to sustainable forest management;

contribute by using certified paper and wood.

5. Do your utmost to stop deforestation;

where you are aware that the process to produce beef is one of the main causes?

6. Do your part against illegal logging in old-growth forests;

the exotic species of wood are a fully-fledged business – be aware of what you buy.

7. Reduce the consumption and waste of paper and wood;

this can be done on a day-to-day level, such as through recycling.

8. Do your part against the greenhouse effect and climate change;

wood is a renewable resource, as long as this is used appropriately.

9. Promote the use of local tree species that may be less well-known;

do not be influenced by advertising – this will also save you money.

10. Support campaigns for the preservation of world forests;

those who create and promote such campaigns do so in the best interest of all.

6. Further research

This section seeks to offer a number of useful resources for further research of the topics covered in this educational kit. Many of the sources offered are available online and have been consulted in developing this publication and, in turn, have been sourced from www.forestintheworld.org

Websites

- www.mrra.gov.mt
The Maltese Ministry for Resources and Rural Affairs is responsible for climate change, national parks and nation-wide afforestation, and agriculture and food policies
- www.mepa.org.mt
The Malta Environment and Planning Authority (MEPA) is responsible for land use planning and environmental regulation in Malta. It acts as the national focal point under a number of international environmental conventions and multilateral agreements.
- <http://mrra.gov.mt/page.aspx?id=100>
The PARKS Unit is responsible for the development and maintenance of parks on a national level.
- <http://www.mrra.gov.mt/page.aspx?id=171>
The 34U Campaign is a nation-wide tree planting programme launched in 2005 with the aim of creating woodland on the Maltese Islands.
- www.naturetrustmalta.org/
Nature Trust (Malta) is one of the largest environmental NGOs in Malta dealing with the natural environment of the Maltese Islands. It is also a privileged partner of World Wildlife Fund (WWF)
- www.foemalta.org
Friends of the Earth (Malta) is a local NGO (member of an international network of NGOs) which strives to promote sustainable development and to ensure that human activities do not harm other living creatures.
- www.projectgaia.org
The Gaia Foundation is an environmental NGO focusing on integrated coastal zone management and on the development of models for a sustainable society.
- www.manikatafarmers.com
The *Koperattiva Rurali Manikata* was set up by a group of farmers and residents of Manikata with the aim to safeguard the natural, historical, social and economic environment of the place.
- www.l-arka.org
Il-Hanut l-Arka is a fair trade shop in Valletta run by *Koperattiva Kummerċ Ġust*. Its goal is to promote fair and equitable trading terms with producers in poor countries.
- <http://greenhouse-malta.blogspot.com/>

Greenhouse Malta is a non-faculty based Student Organisation from the University of Malta set up in August 2008 with the intent to establish a permanent environmental organisation at the University.

- www.wikipedia.it
Free online encyclopaedia edited by volunteers
- www.fao.org/forestry
The FAO Forestry Department helps nations manage their forests in a sustainable way.
- www.globalforestwatch.org
Global Forest Watch is an international network of institutions – initiated by the World Resources Institute, an environmental think tank founded in 1982 based in Washington DC – which collaborates to map and monitor forest-rich regions.
- www.wrm.org.uy
The World Rainforest Movement (WRM) is an international organization that, through its work on forest and plantation related issues, contributes to achieving the respect of local peoples' rights over their forests and territories.
- <http://ec.europa.eu/environment>
The objective of the Directorate-General Environment is to protect, preserve and improve the environment for present and future generations.
- www.unep.org/billiontreecampaign
UNEP Billion tree campaign – Under the Plant for the Planet: Billion Tree Campaign, people, communities, organizations, business and industry, civil society and governments are being encouraged to plant trees and enter their tree planting pledges on this web site. The objective is to plant at least one billion trees worldwide each year.
- www.etfrn.org
The European Tropical Forest Research Network (ETFRN) is a forum for communication between European organisations, researchers, EU institutions and others concerned with (sub-)tropical forest research.
- www.itto.int
International Tropical Timber organisation (ITTO) is an intergovernmental organization promoting the conservation and sustainable management, use and trade of tropical forest resources. Its members represent about 80% of the world's tropical forests and 90% of the global tropical timber trade.
- www.cifor.org
Center for International Forestry Research – The Consultative Group on International Agricultural Research (CGIAR - www.cgiar.org/) is a global partnership that brings together scientific organizations with funders of research on sustainable development.
- www.iufro.org
The Global Network for Forest Science Cooperation is a network of forest scientists, which promotes global cooperation in forest-related research and enhances the understanding of the ecological, economic and social aspects of forests and trees.
- www.cbd.int

The Convention on Biological Diversity (CBD) entered into force on 29 December 1993. Its 3 main objectives are (i) the conservation of biological diversity, (ii) the sustainable use of the components of biological diversity, and (iii) the fair and equitable sharing of the benefits arising out of the utilization of genetic resources.

- www.unccd.int

The United Nations Conference on Desertification (UNCCD) is the sole legally binding international agreement linking environment and development to sustainable land management. The Convention addresses specifically the arid, semi-arid and dry sub-humid areas, known as the dry lands, where some of the most vulnerable ecosystems and peoples can be found.

- <http://unfccc.int>

The United Nations Framework Convention on Climate Change sets an overall framework for intergovernmental efforts to tackle the challenge posed by climate change. It recognizes that the climate system is a shared resource whose stability can be affected by industrial and other emissions of carbon dioxide and other greenhouse gases.

- www.unep.org

United Nations Environment Programme

- www.worldagroforestry.org

The World Agroforestry Centre is part of the CGIAR alliance centres dedicated to generating and applying the best available knowledge to stimulate agricultural growth, raise farmers' incomes, and protect the environment.

- www.fsc-watch.org

An independent observer of the Forest Stewardship Council established to promote the responsible management of the world's forests.

- <http://ec.europa.eu/environment/ecolabel>

The European Ecolabel is a voluntary scheme, established in 1992 to encourage businesses to market products and services that are kinder to the environment. Products and services awarded the Ecolabel carry the flower logo, allowing consumers - including public and private purchasers - to identify them easily.

7. Acronyms

CBD – Convention on Biological Diversity

CITES – Convention on International Trade in Endangered Species of Wild Flora and Fauna (Washington Convention)

CO₂ – carbon dioxide

CONCORD – the European NGO Confederation for Relief and Development

DESD – Decade of Education for Sustainable Development

FAO – Food and Agriculture Association of the United Nations

FLEGT – Forest Law Enforcement Government and Trade

IPCC – Inter-governmental Panel on Climate Change

IUCN – International Union for Conservation of Nature

MDG – Millennium Development Goals

GMO – Genetically-modified organism

UN – United Nations

UNCCD – United Nations Convention to Combat Desertification in those Countries Experiencing Drought and/or Desertification, particularly in Africa

UNCED – United Nations Conference on Environment and Development (Rio Summit, Earth Summit)

UNCTAD – United Nations Conference on Trade and Development

UNECE – United Nations Economic Commission for Europe

UNESCO – United Nations Education, Scientific and Cultural Organisation

UNFCCC – United Nations Framework Convention on Climate Change

WB – World Bank

WHO – World Health Organisation