**Human Impact Metrics**

Thank you for responding to this questionnaire. We intend to use the information from this questionnaire to communicate the impact that the collaboration between Rainforest Trust and your organization has on Indigenous and local communities, emphasizing the fundamental role that people play in conservation. We will be incorporating the answers to these questions into grant final reports. The inclusion of metrics in grant reporting also helps monitor and develop long-term strategies for current and future partnerships. The data collected through this questionnaire will not affect your grant or our partnership; it is simply a tool to increase our support for your projects. By completing this survey, you consent to Rainforest Trust using this data.

**Instructions**

* Please review the entire questionnaire before answering the questions, as some questions are related and build upon each other.
* The following questions pertain to your grant and cover the corresponding period.
* If you don't have exact data, please provide estimates to the best of your knowledge. We recommend focusing on estimated figures rather than spending too much effort in obtaining precise numbers.
* We define **"Protected Areas" (PAs)** as traditional area-based conservation mechanisms, as defined in each country's national protected area registry. *For example, national parks, wildlife sanctuaries, nature reserves, etc.* **"Conserved Areas" or Other Effective Area-Based Conservation Measures (OECMs)** are defined as measures that do not necessarily have biodiversity conservation as their main objective, but still significantly contribute to these conservation efforts. *For example, cultural landscapes managed for biodiversity and cultural heritage protection, agroforestry systems, or sustainable soil management techniques that promote biodiversity, etc.* “Conserved Areas” also includes **“Indigenous and Traditional Territories” (ITT)**, which are lands and waters occupied or used by Indigenous Peoples and local communities. *For example, Indigenous and community conserved areas (ICCAs), land titling, village forests, sustainable resource use concessions, etc.* For projects funded by Rainforest Trust, PAs, OECMs and ITTs should result in a legal change in the land status.
* The United Nations (UN) describes **“Indigenous Peoples”** as inheritors and practitioners of unique cultures and ways of relating to people and the environment. They have retained social, cultural, and economic characteristics that are distinct from those of the dominant societies in which they live. Indigenous people are spread across 70 countries worldwide. According to the UN, the most fruitful approach is to self-identify, rather than define Indigenous Peoples.
* The UN also recognizes **“local communities”**, which are self-identified human groups that relate to a life environment in collective ways that participate in defining a shared territory and culture. Local communities can refer to non-indigenous communities with historical linkages to places and livelihoods characterized by long-term relationships with the environment.
* Through UN guidelines, we defined **youth as being between the ages of 15 and 24,** and **seniors as over 60 years** old. **We understand that you may define them differently, so please apply the cultural context to those questions and leave a comment indicating if your age range differed from what is written on the form.**
* If any question does not apply to your grant, you may leave it blank or mark it as "Not Applicable" (N/A).
* If you do not know the information for a question, please feel free to leave it blank and/or write any comments.

**Questions**

1. **LAND TENURE & RESOURCE RIGHTS:**

**Did this grant secure or plan to secure access to lands or resources for Indigenous Peoples or local communities? If so, please list the number of communities, number of families, and estimated population of beneficiary communities.** This applies to collective benefits of access and ownership of resources, not to individual persons’ land titles. *E.g., Community land titling, community-owned concessions, Indigenous lands and territories, community forests, etc.*

* 1. **Number of communities that secured rights to land and/or resources:** \_\_\_\_\_
  2. **Estimated number of households that secured rights to land and/or resources:**  \_\_\_\_\_\_
  3. **Total population estimate that secured rights to land and/or resources:** \_\_\_\_\_\_

1. **DIRECT EMPLOYMENT:**
   1. **How many people funded by the RT grant are or will be receiving direct financial benefits through employment as staff members, contractors, or consultants in the Protected or Conserved Area?** *For instance, rangers, protected area managers, administrators, tour guides, educators, researchers, natural resource managers, roles in the management or technical advisory board of the Protected or Conserved Area, etc*.

**Total number of people employed by this grant:\_\_\_\_\_\_**

* + 1. How many people employed by this grant are Indigenous?
    2. How many people employed by this grant are from the local community (not identified as Indigenous)?
    3. How many people employed by this grant are women?
    4. How many people employed by this grant are youth (15 to 24 years old)?
    5. How many people employed by this grant are seniors (over 60 years old)?
    6. How many people employed by this grant belong to other socially disadvantaged or minority identities (e.g., individuals with disabilities)?
  1. **How many of the people from the previous question are directly employed as rangers?** *The term “rangers” is defined as professionals responsible for monitoring, protecting, and/or managing natural areas, such as Indigenous or local community territories, communal reserves, national parks, and other Protected or Conserved Areas, to ensure the protection of the area and the preservation of biodiversity. Other terms may be park guards, eco-guards, forest guardians, coastal rangers, patrollers, deputized enforcers, etc.*

**Total number of people employed by this grant as rangers:\_\_\_\_\_\_**

* + 1. How many people employed by this grant as rangers are Indigenous?
    2. How many people employed by this grant as rangers are from the local community (not identified as Indigenous)?
    3. How many people employed by this grant as rangers are women?
    4. How many people employed by this grant as rangers are youth (15 to 24 years old)?
    5. How many people employed by this grant as rangers are seniors (over 60 years old)?
    6. How many people employed by this grant as rangers belong to other socially disadvantaged or minority identities (e.g., individuals with disabilities)?

1. **COMMUNITY ENGAGEMENT:**
   1. **How many people have been involved or are participating in the project without being employed directly?** *For example, volunteer rangers, educators, university researchers, tour guides, technical advisors, local community members who attended capacity-building workshops, other organizations or government members co-implementing the project, etc. This may include individuals who received compensation for short-term or daily work, but not salaried employees.*

**Total number of people engaged by this grant outside of employment:\_\_\_\_\_\_**

* + 1. How many people engaged by this grant outside of employment are Indigenous?
    2. How many people engaged by this grant outside of employment are from the local community (not identified as Indigenous)?
    3. How many people engaged by this grant outside of employment are women?
    4. How many people engaged by this grant outside of employment are youth (15 to 24 years old)?
    5. How many people engaged by this grant outside of employment are seniors (over 60 years old)?
    6. How many people engaged by this grant outside of employment belong to other socially disadvantaged or minority identities (e.g., individuals with disabilities)?
  1. **How many people from the previous question will have participated as volunteer rangers?** *Other terms used may include park guards, eco-guards, forest guardians, coastal rangers, etc. This applies to anyone who is trained to monitor the area, document what they are seeing, and potentially report issues to community leaders or law enforcement. This includes people who may be receiving allowances or financial assistance, but are not directly employed in this role.*

**Total number of people engaged by this grant as volunteer rangers:\_\_\_\_\_\_**

* + 1. How many people engaged by this grant as volunteer rangers are Indigenous?
    2. How many people engaged by this grant as volunteer rangers are from the local community (not identified as Indigenous)?
    3. How many people engaged by this grant as volunteer rangers are women?
    4. How many people engaged by this grant as volunteer rangers are youth (15 to 24 years old)?
    5. How many people engaged by this grant as volunteer rangers are seniors (over 60 years old)?
  1. How many people engaged by this grant as volunteer rangers belong to other socially disadvantaged or minority identities (e.g., individuals with disabilities)?

1. **LIVELIHOODS:   
   How many people have or will have gained access to an alternative sustainable livelihood** *(for example, from commercial hunter to ranger, or from illegal miner to performing sustainable agriculture)* **or have received support to strengthen or improve the benefits of their sustainable livelihoods through this grant?**
   1. **Number of households who received livelihood support through this grant: \_\_\_\_\_\_**
   2. **Estimated number of people who received livelihood support through this grant: \_\_\_\_\_\_**
      1. How many people who received livelihood support through this grant are Indigenous?
      2. How many people who received livelihood support through this grant are from the local community (not identified as Indigenous)?
      3. How many people who received livelihood support through this grant are women?
      4. How many people who received livelihood support through this grant are youth (15 to 24 years old)?
      5. How many people who received livelihood support through this grant are seniors (over 60 years old)?
      6. How many people who received livelihood support through this grant belong to other socially disadvantaged or minority identities (e.g., individuals with disabilities)?
2. **GOVERNANCE:** The next two questions are regarding the governance structures (referring to the established organizational systems for directing, managing, and making decisions) of the Protected or Conservated Area.
   1. **How many people compose the Board of Directors (or other similar structure with decision-making power)? \_\_\_\_\_\_**
      1. How many people in the Board of Directors are Indigenous?
      2. How many people in the Board of Directors are from the local community (not identified as Indigenous)?
      3. How many people in the Board of Directors are women?
      4. How many people in the Board of Directors are youth (15 to 24 years old)?
      5. How many people in the Board of Directors are seniors (over 60 years old)?
      6. How many people in the Board of Directors belong to other socially disadvantaged or minority identities (e.g., individuals with disabilities)?
   2. **How many people compose the Advisory or Technical Council (or other similar structure that provides advice but does not have decision-making power)?** \_\_\_\_\_\_
      1. How many people in the Advisory Council are Indigenous?
      2. How many people in the Advisory Council are from the local community (not identified as Indigenous)?
      3. How many people in the Advisory Council are women?
      4. How many people in the Advisory Council are youth (15 to 24 years old)?
      5. How many people in the Advisory Council are seniors (over 60 years old)?
      6. How many people in the Advisory Council belong to other socially disadvantaged or minority identities (e.g., individuals with disabilities)?
3. **KNOWLEDGE-SHARING: How many people have received support to participate in knowledge-sharing opportunities?** *For example, specialized training or skills development sessions, learning exchanges, conferences, passing down Traditional Knowledge from older generations to younger ones, community meetings to strengthen their understanding of their rights, etc., excluding the initial socialization of the project itself, where many people may be present, but not directly participating.*
   1. **Total number of people who participated in knowledge-sharing opportunities:\_\_\_\_\_\_**
      1. How many people who participated in knowledge-sharing opportunities are Indigenous?
      2. How many people who participated in knowledge-sharing opportunities are from the local community (not identified as Indigenous)?
      3. How many people who participated in knowledge-sharing opportunities are women?
      4. How many people who participated in knowledge-sharing opportunities are youth (15 to 24 years old)?
      5. How many people who participated in knowledge-sharing opportunities are seniors (over 60 years old)?
      6. How many people who participated in knowledge-sharing opportunities belong to other socially disadvantaged or minority identities (e.g., individuals with disabilities)?
4. **If your organization collects conservation or quality of life indicators, could you share what those indicators are with us? Do you ask community members what indicators would best illustrate positive impacts for them? Please share any other comments here.**