

SECTION 10



SECTION 10

HOW TO DESIGN AND CONDUCT A PARTICIPATORY CONFLICT MANAGEMENT TRAINING WORKSHOP¹




Section 10 has been prepared to help trainers prepare better for training in forest resource conflict management. The section contains guidelines and helpful hints for designing, organizing and facilitating a conflict management training workshop. It also includes training activities that a trainer may find useful, key questions that training participants often ask in conflict management workshops, a sample training agenda and a chronological checklist for organizing a workshop.

10.1 TRAINING OVERVIEW

10.1.1 Participatory training

Participatory training is “participatory” because learning occurs through the active engagement of the training participants. It is “training” because learning opportunities are created by presenting new information, together with analytical tools that participants can use to reflect on their own work experiences. Participatory training means that the learning methods and course content are centred on the needs and interests of participants. It is completely different from conventional “teaching”. The trainer structures and supports group learning, while participants develop a range of strategies, tools and methods for answering questions. Table 10.1 describes the ways in which participatory training differs from conventional teaching.

1. This section draws directly on material from: **Wilde, V.L. & Vainio-Mattila, A.** 1995. *Gender analysis and forestry training package*, section 2. Rome, FAO; and **Worah, S., Svendsen, S. & Ongleo, C.** 1999. *Integrated conservation and development: a trainer’s manual*. Godalming, UK, WWF UK.

 TABLE 10.1 DIFFERENCES BETWEEN CONVENTIONAL TEACHING AND PARTICIPATORY TRAINING	
Conventional teaching	Participatory training
Teacher's main role is to tell students what they need to know.	Trainer's role is to initiate and facilitate discussion and trainee exploration of issues.
Emphasizes the teacher as being more knowledgeable and experienced than the students.	Builds learning on the recognition that both trainers and participants are knowledgeable and experienced.
The teacher shares his or her knowledge with the students by lecturing.	Opportunities are provided for all to reflect on and share ideas, experiences and expertise using a range of approaches.
Students are largely passive, often restricted to just listening and taking notes.	Participants are actively engaged in analysis, asking questions and exploring alternatives.
Students learn the "right" answer from teachers.	Participants develop their own answers. Indeed, there may be many different answers.

Participatory training is especially useful in the context of conflict management because everyone has different levels of awareness and understanding of conflict issues. Because many people think of conflict as being negative, they may be sensitive, defensive or even hostile to the topic. The participatory approach to training attempts to diffuse negativity by having participants explore conflict issues for themselves in a supportive, motivating environment. The process of participatory training aims not only to increase participants' knowledge, but also to raise their self-confidence in addressing difficult issues. Sections 9 and 10 provide training activities that reflect the participatory nature of the conflict management processes explored in these training materials.

10.1.2 Adult learning

Many of the principles of participatory training draw on theories of adult learning. Because adults already know a lot, they learn best by building on their own experiences. They learn more by doing, than by simply listening to lectures.

Adult learning theory stresses that adult learners need opportunities to *experience, analyse, reflect and apply*:

- ◆ In order to learn by experiencing, participants identify the issues and develop their own set of questions.
- ◆ In order to learn by analysing, participants are responsible for working out their own conclusions.
- ◆ In order to learn by reflecting, participants relate the learning experience to their own values, beliefs and previous experiences.
- ◆ In order to learn by applying, participants use and test a new skill and receive feedback on their performance.

Learning brings changes – changes in behaviour, knowledge, understanding, skills, interests, values, awareness or attitudes. These changes increase people's ability to address their concerns. To facilitate these changes in adult learners, experiential activities in which participants work out their own conclusions are generally more effective than lectures. Thus, participatory workshop trainers need to match learning activities with desired learning outcomes. Good training courses include a broad variety of learning activities, such as presentations, games and role plays, each with its own merits and uses.

During participatory training, activities are selected specifically to encourage participants to *engage with* the materials and with one another. As they become active and animated, participants offer ideas, raise questions, build on one another's statements and challenge one another's opinions. They learn from, and with, other participants and work together on a collective analysis.

The trainers are also physically active and frequently mobile. During participatory training, the trainers' job is to structure and facilitate rather than merely to lecture. Trainers initiate discussion and then draw in the participants to assume responsibility for leading it. They highlight some participants' comments and summarize others. They compare and con-

nect different remarks and point out opposing views. They draw together the threads of discussion and relate them to the workshop's objectives.

Participatory training is structured around the ability of the participants to reason, analyse problems and work out their own solutions. It emphasizes the *process of inquiry*, and therefore often ends with questions and enhanced understanding of ways to address problems and draw new conclusions.

10.2 ROLE OF THE TRAINER

Trainers must be knowledgeable in the subject matter, understand the needs of the participants, ensure that the training objectives are clear and relevant, and select training materials and activities for achieving those objectives.

The following are the main responsibilities of the trainer:

- 1. Preparing well.** Materials, logistics, equipment and visuals are all carefully planned and prepared. The trainer has a plan for both the process and the content of discussion. Trainers know the materials well enough to orient themselves to the discussions at any point in time.
- 2. Establishing a supportive learning environment.** When the participants sense an environment of mutual respect and two-way communication, they feel free to share their own experiences and knowledge, express their doubts and ask questions. When participants sense respect from the trainers and from one another, they are more willing to engage as active participants in the learning process.
- 3. Providing clarity and guidance.** Trainers introduce and explain the tasks to be accomplished in each session. When participants understand the objectives, methods and issues of the workshop, learning proceeds rapidly because the purpose of the training is clear. The participants get an overview of the problem and the methods and tools for analysis, which prevents loss of time, confusion and frustration.

4. **Motivating the participants.** When the workshop is relevant to the participants' own work and responsibilities, and when participants can see the usefulness of new skills, they are motivated to learn. What will the participants get out of the training: new information, understanding, skills?
5. **Mobilizing existing knowledge.** Trainers centre the discussions on the work, knowledge and constraints of the participants. In doing so, they can often help participants draw out their own experiences, skills and perspectives which can be useful in fostering conflict management processes.
6. **Maintaining flexibility.** Trainers alter, as needed, the workshop objectives, agenda, time allocations and questions in order to meet the participants' needs. Trainers incorporate the participants' needs, expectations and priorities into the core of the training process.
7. **Moderating the discussions.** Trainers keep the exchange of information flowing among the participants and the discussions focused on the workshop objectives. They pass participants' questions on to other participants for response.
8. **Using body language.** Trainers keep their expressions towards all parties friendly but neutral. They need to engage in culturally appropriate mannerisms to indicate their interest in what participants are saying. In some cultures, for example, this may mean making eye contact and moving close to participants who are speaking.
9. **Avoiding controlling the outcome.** Participants often learn best when they can draw their own conclusions about case studies and other analytical exercises. When the participants undertake the task independently, they are rewarded with a sense of accomplishment, while gaining experience in conflict management analysis.

**BOX 10.1 TRAINERS MOTIVATE AND CHALLENGE PARTICIPANTS TO...**

- ◆ Dare
- ◆ Risk
- ◆ Adapt
- ◆ Improvise
- ◆ Invent
- ◆ Seek
- ◆ Explore
- ◆ Discover
- ◆ Create
- ◆ Combine
- ◆ Vary
- ◆ Innovate
- ◆ Experiment
- ◆ Reflect
- ◆ Review
- ◆ Share

10.2.1 Participatory training techniques

The following techniques are useful for encouraging effective and multi-way communication among the participants. These techniques stimulate participants' thinking, challenge them to improve the depth of their understanding and help them to learn. Techniques are listed in descending order of importance.



TRAINER'S NOTE # 49

COMMUNICATION SKILLS

Communication skills are essential for successful training and for facilitating effective conflict management processes. Section 6 discusses communication skills in detail, and *Training activities* #51 to #54 and #56 help participants to explore and practise these skills.

- 1. Active listening.** Active listening is fundamental to all the other techniques. It means listening closely enough to summarize or paraphrase what is said. It requires closely following the direction of discussions and making sure that participants do not get distracted from the topic. It also means listening to detect underlying attitudes or judgements. Trainers use active listening to facilitate discussions and draw out key points.
- 2. Questioning.** The trainer uses questions to initiate, focus and deepen the inquiry of the participants. A simple "Why?" is often enough to move a case discussion to a new and deeper level of insight. If a trainee expresses a view that might not be widely shared, the trainer might ask: "Does everyone agree with that?". This is a simple, non-judgemental way of broadening the discussion.
- 3. Paraphrasing and summarizing.** Use paraphrasing to simplify and clarify complicated issues. Use summarizing at suitable intervals and, at the end, to draw out key points. Both techniques reinforce learning.
- 4. Theatre or dramatization.** Use these techniques to encourage participation and provide a change of pace. Include humour and games when needed to further the participatory learning process. Stage role plays in which participants are asked to speak for different interest groups. Use this technique to highlight relevant issues, energize the participants and have fun.
- 5. Creating empathy.** Empathy is the ability to imagine oneself in someone else's position. This is a crucial analytical skill for understanding and bringing together parties in a conflict who think that they have different stakes or interests. Use empathy during discussions to help break

the artificial barrier of “us” and “them”. For example, empathizing with the participants’ constraints to engaging in a negotiation process can stimulate thinking about solutions:

“So, if I were a forester, I might not have had any training on how to hold a village meeting, or on how to find out what different stakeholders want. Is that right? How can we overcome this constraint?”

Role reversals can create empathy, for example, asking NGO-based participants to promote the interests of the local government.

6. **Taking the opposite point of view.** Making an argument that is the opposite of what the participants conclude can be risky. But, if done at the right moment, it can be used to support their conclusion, rather than to undermine it. The trainer might use this technique to help participants to refine and articulate their arguments. For example, the trainer may role play a senior forester who believes that only the government should be involved in decision-making over forestry management. This provides the opportunity for participants to respond by explaining exactly why it is important to involve a variety of stakeholders beyond just the government.
7. **Mirroring.** In mirroring, the trainer repeats what a participant has said back to that participant. This is an important tool to promote active listening. Using the same words allows the participant to feel listened to and provides an opportunity for any clarification, if necessary.

10.3 DESIGNING AN EFFECTIVE TRAINING PLAN

Most community-based forestry conflict management trainings will be similar in focus and will share the following general objectives.

10.3.1 General objectives

During a conflict management workshop the participants will focus on:

- ◆ building on participatory conflict management approaches for addressing key concerns among the parties;
- ◆ active involvement of affected stakeholders;
- ◆ emphasis on shared decision-making;
- ◆ a community-based approach to conflict;
- ◆ building local community capacity for addressing conflict in a peaceful, participatory and sustained manner.

Other, more specific learning objectives are defined in collaboration with the participants themselves, in keeping with the participatory approach to training.

There are five interrelated steps in designing a participatory training workshop:

1. identify participants;
2. assess participants' needs;
3. set training objectives;
4. prepare a training agenda;
5. plan for follow-up.

STEP 1: Identify the participants

- ◆ Identify the participants. Are they foresters, extension workers, project managers, department heads, female or male?
- ◆ What is their literacy level?
- ◆ Identify the participants' expertise and major roles and responsibilities.
- ◆ Evaluate the degree to which participants have shared priorities. Is the potential for conflict over course content high or low?

The purpose of Step 1 is to find out about the participants – the nature and level of their responsibilities, their priorities, and so forth. This information is essential to designing a workshop that is relevant and to determining whether or not participants have enough in common to create one group. If they do not, it may be more appropriate to create several groups with shared characteristics. Some training activities require small groups and often function best when participants have shared knowledge of or familiarity with a region, project or conflict.

The trainer's target audience for community-based forest resource conflict management training is expected to be forest management practitioners, including forest agency staff, project/programme managers, staff of NGOs, community-based organizations and development workers who:

- ◆ act as resource persons to forest resource users who have requested assistance with a conflict or who want to develop their skills to mitigate potentially destructive situations;
- ◆ help local communities become more focused, confident and effective in addressing and anticipating conflict;
- ◆ are themselves embroiled in conflict or planning interventions that are intended to address conflict;
- ◆ are trying to improve the processes and effectiveness of community-based forest management.

Another purpose of Step 1 is to examine the participants' motivations for attending the workshop. This will affect the choices that the trainer will have to make in subsequent steps of designing a workshop. Workshops may be organized because staff are required to improve their skills in conflict management, or because staff want to learn more about managing forest resource conflicts.

STEP 2: *Assess the trainees' needs*

- ◆ Find out about the participants' work priorities and constraints.
- ◆ Find out what participants already know about conflict management. Is the starting point low, high or varied in terms of the participants' awareness of the relationships between conflict and forestry?
- ◆ Find out what the participants want from the training.
- ◆ Identify the training needs of the target group: information, skills, motivation, examples, solutions, experience?

The purpose of Step 2 is to find out what the participants want and need from the training. This information is essential to designing a workshop that is useful to the participants.

A needs assessment guides the formulation of training objectives by identifying the gap between “what skills the participants have” and “what skills they should have”. It can be carried out by meeting with participants, administering questionnaires to participants, or reviewing key materials, such as policy or project documents, annual reports and evaluations. In most cases, for more complete and accurate information, at least two methods should be used to assess the needs of the participants.

Analysis of needs should consider the participants’ knowledge, skills and attitudes related to conflict management processes. If the participants’ knowledge of conflict management is quite good, the needs assessment should also find out what they have found useful and less useful about conflict management. For example, the participants may want to learn how to use conflict management to improve the management of specific conflicts or to integrate conflict management processes into participatory rural appraisal exercises with villagers.

A needs assessment helps avoid common mistakes in training design, such as:

- ◆ wasting time by focusing on a topic that the participants are already familiar with;
- ◆ wasting time by focusing on a topic that has little relevance for the participants;
- ◆ missing an opportunity by omitting a topic that is useful for the participants.

Do not assume that you know the needs of the participants.

Too often trainers will develop a training workshop based on assumptions of what the participants’ needs are.

STEP 3: *Set the training objectives*

The purpose of Step 3 is to ensure that both the trainer and the participants understand and agree on the intended outcomes of the workshop. The training objectives are important guides to help everyone to keep the discussions focused and on-track.

Other specific training objectives will arise during discussion with the participants about their needs. These will vary from group to group and may be developed as necessary.

Setting training objectives provides a sound basis for:

- ◆ organizing both trainers' and participants' efforts and activities for accomplishing workshop outcomes;
- ◆ selecting training materials and methods;
- ◆ evaluating the success of the workshop.



BOX 10.2 SMART OBJECTIVES

Objectives should be SMART:

- ◆ Specific
- ◆ Measurable
- ◆ Applicable
- ◆ Realistic
- ◆ Time-bound

Factors to consider when developing training objectives include:

- ◆ the limits and potential of training;
- ◆ the background of the participants;
- ◆ the level of competency needed by the participants;
- ◆ the availability of time;
- ◆ access to necessary learning activities, materials and field sites to meet these objectives;
- ◆ links with past and future training opportunities.

STEP 4: *Design the training agenda*

The purpose of Step 4 is to create a workshop “master plan” that will meet the training objectives in the allotted time. To achieve this, all of the information from the previous three steps must be taken into consideration – who the participants are, the training needs, the objectives and the training resources.

The agenda should be as detailed as possible, noting the activities and methods being used and the learning objectives for every session. It must be realistic in terms of the available budget and logistical support. A sample agenda is included as Annex I.



A well designed agenda should:

- aim to achieve the workshop objectives;
- be well organized and allow enough time for discussion and reflection;
- follow an adult learning cycle, both in the overall agenda and in every session.

Selecting training activities and methods. Activities for the agenda must be selected to meet the training needs of the participants. The following are some suggestions:

- ◆ If participants need to practise identifying and analysing conflict, select field visits, presentations, case studies, films and diagrams.
- ◆ If participants need to improve their understanding of the interaction between conflict and forestry management, select games, role plays, case studies, films, and small and large group discussions to encourage questions and elicit alternatives.
- ◆ If participants need to develop skills in negotiation and mediation techniques, select case studies, examples, activities, role plays and field visits for practice.
- ◆ If participants need to practise facilitation and communication skills, select role plays in small and large groups, games and field visits to observe real facilitation in action.

- ◆ Use “energizer” activities periodically to raise the participants’ energy levels and give them a chance to move around.

Be sure that the agenda provides time for closure every day.

Closure provides an opportunity to:

- ◆ summarize the key findings of the training session;
- ◆ link the findings of each session to the training objectives;
- ◆ link the findings of each session to those of other sessions.

During closure, allocate time for the participants to reflect on what they have learned. This is essential to reinforcing their learning experience. For example, ask the participants to complete the following sentence at the end of each day: “The most important thing I learned today is...”. Other open-ended questions can also be used so that the participants can express what they liked or disliked during the day.

At the end of the last session, before the evaluation, the participants need to relate the insights, skills and conclusions gained from the workshop as a whole to their own everyday work and responsibilities.

STEP 5: *Plan for follow-up*

Just as it is important to monitor and assess participants’ learning during and after training, it is also critical to provide follow-up support after a workshop. Trainers must use the information that they have gained from this evaluation to continue to support the learning process.



A successful training workshop will consider:

- whether future training is needed;
- if so, how future training might best be provided (for example, through training workshops, mentoring, provision of additional resource materials);
- the development of individual and institutional work plans that utilize workshop learning;
- how the participants can incorporate the lessons and skills that they have learned into their own organizations;
- a way to determine the “multiplier effect” of the training, or to what extent the participants use their new skills to manage conflicts in their work.

The ability of a trainer to follow up directly depends on his or her role in the training process. In some cases, a trainer (or a training institution) is contracted to conduct a particular training workshop. In this situation, it is unlikely that extensive personalized follow-up by that trainer will take place after the workshop. In such cases, the organizing institution can arrange other ways to follow up, such as nominating staff or counterparts, with the lead trainer assisting in the design of the follow-up. Designing training workshops as part of a broader programme of capacity building (and not a one-off event) and obtaining commitment from the organizing institution to follow up can help ensure that the necessary follow-up occurs.

10.4 THE TRAINING WORKSHOP: SOME KEY ELEMENTS

10.4.1 Workshop set-up

Select a workshop venue that is most appropriate for your training workshop. Ensure that the workshop is in a place that will allow the participants to move around easily, and that chairs, benches and tables can be arranged in a variety of configurations. Remember that participants will be able to communicate with each other better if they are able to change the seating arrangement so they can see one another's faces.



When selecting a workshop venue make sure that:

- there are enough chairs or benches for the participants (or enough seating spaces);
- the room is big enough for all the participants to move around easily, or additional space is available near the room so participants can work in small groups as necessary;
- there are enough tables for the participants;
- all the audiovisual equipment that you will need is available and working, and you know how to use it;

- there is adequate lighting (or shade) and ventilation, and the room acoustics are adequate;
- there is enough blank wall space to post flip chart paper;
- arrangements for beverage and meal breaks are arranged in advance and there is a dining area close to the workshop room.



BOX 10.3 ESSENTIAL WORKSHOP EQUIPMENT FOR TRAINERS

A trainer should try to have the following materials available and checked before the workshop begins:

- pens and coloured markers;
- flip chart paper;
- flip chart stands or walls on which to post flip chart paper;
- masking tape;
- white board and white board markers (or chalk board and chalk);
- name tags;
- post-it notes and/or index cards;
- scissors.

10.4.2 Introductions

On the first day of the workshop, the trainer must ensure that all the participants are introduced to one another and have the opportunity to interact in an informal manner. It is important for purposes of facilitating communication and learning to set a relaxed and open tone for the remainder of the workshop. Participants may be from a variety of cultural, social or educational backgrounds. The workshop organizer and trainer are responsible for ensuring that everyone feels comfortable in the workshop.

**TRAINER'S NOTE # 50****INTRODUCTORY ACTIVITIES**

Refer to Activities 1, 2 and 3 in Section 10.6.

10.4.3 Expectations

It is important to determine participants' expectations of the workshop. At the end of the workshop, the trainer and participants should revisit these expectations to determine whether the training met them. Even though the trainer designs the workshop objectives carefully in collaboration with the potential participants before they arrive, he or she must make sure that participants have the opportunity to express their expectations at the beginning of the workshop. Remember that some of the participants may not have had the opportunity to provide input before the workshop began and they may have different expectations from those of the organizers.

**TRAINER'S NOTE # 51****DISCUSSING EXPECTATIONS**

Refer to Activity 4 in Section 10.6.

10.4.3 Workshop objectives and overview

On Day 1, it is important to review the workshop objectives and provide an overview of the entire process. During this time you can explain why you have selected the particular content and methods. This is also a good time to review the workshop agenda.

It will always be possible to make minor revisions in the workshop agenda and overall plan at the start of the workshop; however, making major changes at this stage is difficult.

**TRAINER'S NOTE # 52****WORKSHOP OBJECTIVES AND OVERVIEW**

Refer to Activity 5 in Section 10.6.

10.4.4 Setting group norms

A successful training workshop requires establishing group norms. During Day 1, the participants must agree on procedural and personal guidelines for group functioning. Such agreements provide an opportunity for all the participants to discuss standards of behaviour during the workshop. Remember that respecting the group norms is everyone's responsibility.

**TRAINER'S NOTE # 53****SETTING GROUP NORMS**

Refer to Activity 6 in Section 10.6.

10.4.5 Evaluation and feedback

It is important to develop methods and indicators for determining the degree to which the training is successful – that is, whether it accomplishes the objectives set out in Step 3 of the training plan. A well-designed evaluation strategy provides participants with an opportunity to express whether or not their needs have been met. It also provides the trainers with valuable feedback on the choices they made in the five previous steps for workshop design.

A good evaluation strategy identifies indicators that measure:

- ◆ reactions to the training;
- ◆ changes in understanding and attitudes;
- ◆ changes in skills and knowledge;
- ◆ changes in how the participants carry out their work (these can only be measured after the training).

Evaluation and feedback should take place throughout the training workshop, not just at the end. By continually requesting feedback from the participants during the workshop, you can adjust your approach as necessary.



BOX 10.4 EIGHT GOLDEN RULES OF FEEDBACK

1. Good feedback does not offend people; it describes the behaviour but does not judge or interpret it.
2. In feedback one should try to be as specific as possible, by talking about a particular situation instead of generalizing the information over several incidents.
3. Feedback is meant to enable the receiver to grow or change. It is not a way for a trainer to get rid of the frustrations that a particular person causes.
4. The receiver of feedback should be able to use the feedback information; feedback on things that the participant cannot change, such as a stammer, is useless.
5. One should not try to force feedback, if a receiver is not open to it, it will not work.
6. Feedback enables a person to take responsibility by sharing information. Good feedback is not advice, but provides information to the person to help him or her to make decisions.
7. Feedback is most effective immediately after the behaviour has occurred. Letting too much time elapse often results in discussions on different points of view and generalizations on the behaviour.
8. Both the receiver and the sender of feedback have to make sure that they understand each other. One way of doing this is by using the method of active listening: repeat what was said, check on understanding, and only then make a point.

Source: **Management Development Foundation**. 2001. *Training of trainers course reader*. Training of Trainers Course, 12-19 June 2001, the Netherlands.


TRAINER'S NOTE # 54
EVALUATION AND FEEDBACK

Refer to Activities 7 to 11 in Section 10.6.

10.5 FREQUENTLY ASKED CONFLICT MANAGEMENT QUESTIONS

Although every conflict management training workshop is unique, some questions are asked again and again. There are no right answers to these questions, but you should be prepared for them in advance. Remember that this training package has not been constructed to provide blueprints or recipes for resolving specific forest resource conflicts. Each situation is different and requires a tailored approach.

The following questions have been asked in actual conflict management training workshops in Latin America, Africa and Asia. As you will see, they are all difficult questions, but a good trainer should always be prepared:

- ◆ Can someone really be neutral? Cultural, social and religious backgrounds will inevitably influence an individual's approach to a conflict management situation. I do not understand how we can find a neutral party who can help with a negotiation or facilitation process.
- ◆ In facilitating a conflict management process, how is it possible to draw on one's social and cultural connections to a situation, while minimizing the possibility of bias in facilitation?
- ◆ We have spent a lot of time discussing and practising negotiation and mediation skills, but how do we actually get the different stakeholder groups to "come to the table" and talk?
- ◆ In situations of extreme power differences, what incentives would really make the stronger stakeholder negotiate with weaker stakeholders in good faith and in a respectful manner?
- ◆ How am I supposed to improve or enhance my negotiation power? I am from an NGO/community group and I have little ability to influence the government/company/military?


- ◆ Is a win-win situation really possible? Someone always has to lose something, don't they?
- ◆ What about a situation in which corruption is common; how can we expect to manage a conflict when good governance is a real problem?
- ◆ How can I apply collaborative problem solving skills in a government situation that is very top-down and extremely bureaucratic?
- ◆ When should I not negotiate? What if the other group is seen as bad or evil?
- ◆ How do I know when I have won? When does someone win in a conflict management situation?
- ◆ How can we discuss forest resource conflict management when the real problem is land tenure?
- ◆ I have tried to negotiate, but they just will not listen to me. What can I do?
- ◆ The real issue is poor policy development and implementation, so why are we spending all this time discussing negotiation and mediation skills development?
- ◆ What if I do not trust the members of the other group? I have never trusted them and I never will! How am I supposed to negotiate with them?
- ◆ What if the problem is not land or forest use but just the people? What am I supposed to do?
- ◆ I still do not understand how I am supposed to start. Where do I begin?
- ◆ There are so many stakeholder groups that discussions became impossible. Where do I begin?
- ◆ There are so many conflict issues, where do I start?
- ◆ How should I deal with groups that have very different literacy/numeracy/education skills?
- ◆ Natural resource management processes are very complex and multi-dimensional. You make it sound so simple, but in reality it is very, very different from what we have been practising in the classroom.
- ◆ Should I be fair if I do not have to be? Is it acceptable for me to get what I want without giving anything up?


10.6 ACTIVITIES


This section contains a set of activities to help the trainer and training participants get to know one another and come to a common understanding of workshop expectations, objectives and norms for interaction and feedback. A workshop built on this shared understanding is more likely to foster an environment of mutual respect and trust, which is more conducive to participatory learning.


These objects should be as unusual as possible to encourage more interesting discussion.

1 PUTTING THINGS TOGETHER

 **PURPOSE:**
To introduce participants and the topic of collaboration.

 **MATERIALS:**
Name tags.
A paper bag with a number of different objects inside, such as a rock, a shell, a bell, a rubber band, a balloon, a whistle. These objects should be as unusual as possible to encourage interesting discussion. There should be one object for each participant.
Flip chart.

 **PREPARATION:**
Collect the various materials for the paper bag.
Prepare a flip chart with the five points that the pairs are to discuss.

 **TIME:** 45 minutes.

STEPS:

- ① Walk around the group and ask each person to reach into the bag and pull out one object.
- ② Divide the participants into pairs. Explain that the pairs are to spend 10 to 15 minutes talking to each other and covering the following points:
 - ◆ their names;
 - ◆ where they work;
 - ◆ where they play;
 - ◆ where they would use their objects;
 - ◆ how they could use their objects together.
- ③ Reconvene the group and ask everyone to introduce their partners and to explain what they would do together with their objects.

2 PIECES OF A PUZZLE

**PURPOSE:**

To introduce participants to one another.

**MATERIALS:**

Flip chart.
Coloured pens.

**PREPARATION:**

From old magazines, select a number of pictures that depict a situation of conflict or peace. For example, people arguing, warfare or, alternatively, people talking together, shaking hands, etc. Mount the pictures on cardboard and cut each picture into four or five pieces of different shapes. There should be one piece of a puzzle for each participant. Mix all the pieces together and place them in a basket.



TIME: 30 minutes.

**STEPS:**

- 1 Explain the purpose of the activity.
- 2 Circulate the basket and have each person take one piece of puzzle. When all of the participants each have a piece ask them to find the people who have the other pieces of that particular puzzle. Ask them to do this without talking.
- 3 As they come together in groups to form a complete picture, they may begin speaking. In the groups, the group members should first describe what they thought their picture pieces were initially and then introduce themselves and where they come from.

3 A PICTURE OF CONFLICT

**PURPOSE:**

To introduce participants to one another and encourage them to share the conflicts that they face in their professional work.

**MATERIALS:**

Blank A4 paper.

Coloured pens.

Tape.



PREPARATION: None.




TIME: 15 minutes.

**STEPS:**


- 1 Explain the purpose of the activity. Hand out paper and pens to the participants. Ask them to spend five minutes drawing a picture of a natural resource conflict that they have encountered in their work. Explain that it can be a sketch, a cartoon or an abstract using symbols – whatever they like.
- 2 After five minutes, ask them to post their pictures on the wall. One by one, have the participants introduce themselves and their organizations and describe their pictures.

4 EXPECTATIONS

 **PURPOSE:**
To identify and discuss participants' expectations of training.

 **MATERIALS:**
Flip chart.
Three to five index cards or post-its per person.
Coloured pens.


 **PREPARATION:** None.

 **TIME:** 30 minutes.


 **STEPS:**

- 1 Explain the purpose of the activity.
- 2 Hand out three to five index cards or post-its to each person.
Ask everyone to write their expectations for the training course on the cards, listing only one expectation per card.
- 3 After five minutes, ask everyone to come forward and post their expectations.
- 4 When all the expectations are posted, ask for one volunteer to read through them all.
- 5 As a group, cluster similar expectations.
- 6 Introduce the course content. Refer back to the participants' expectations, explaining how these expectations will or will not be addressed in the training. The trainer should address the participants' expectations that will not be met in this training.

5 WORKSHOP OBJECTIVES AND OVERVIEW

 **PURPOSE:**
To provide a preview of the workshop and an explanation of why the content and methods have been selected.

 **MATERIALS:**
Flip charts.
Coloured pens.

 **PREPARATION:**

- Draw/write the workshop “flow” showing the main sessions of each day on a series of large pages of flip chart paper (one or two days per flip chart page).
- Note the date or the day number (Day 1, Day 2, etc.) on a corner of each flip chart page. Mix these up to form a single pile of flip chart pages such that the days are not organized sequentially.
- Note the objectives and outputs of the workshop on a flip chart.
- Note the daily agenda of the workshop on a flip chart (showing starting and finishing times, session timings and breaks – not the actual titles of the sessions).
- Note the *Principles of adult learning* (Attachment 5A) on a flip chart.
- Draw the *Activities continuum* (Attachment 5B) on a flip chart.

 **TIME:** One hour.

 **STEPS:**

- ① Explain that you are going to look at the workshop purpose, objectives, sequence of content, flow and process in a participatory way. This is the “what” of the workshop.
- ② Post the purposes/outcomes of the workshop on a prepared flip chart and explain how these were determined.
- ③ Clarify any questions on these and post them in a prominent place in the training room throughout the duration of the workshop. They will be needed again for assessing the expectations and, on the last day, for the workshop evaluation.

- ④ Place the pile of prepared flip chart pages showing the flow of the workshop in the middle of the room. Ask some participants to stand in a line facing the rest of the group and tell each one to pick up one of the flip chart pages.
- ⑤ Ask them to figure out the sequence and organize themselves such that the flip chart pages face the remaining participants in the right order.
- ⑥ Once they have the flip chart pages in the right sequence, quickly read through this flow and ask for any clarifications.
Note: Use your imagination and artistic skills to make the flow look lively and interesting. Use a theme that connects the different days together.
- ⑦ Explain that you will now look at how the workshop will be conducted, based on experiential learning.
- ⑧ Post the flip chart outlining the *Principles of adult learning* and explain why you will be using this approach.
- ⑨ Next, post the flip chart depicting the *Activities continuum* and describe each of the methods briefly, focusing on the ones that will be used during this workshop and why.
- ⑩ Draw attention to the physical setting of the room and explain why it has been arranged the way it has (refer to Section 10.4).
- ⑪ Explain the “when” of the workshop by posting and reviewing the daily agendas. Revise if necessary. Explain that the detailed agenda will be reviewed at the start of each day.

5**WORKSHOP OBJECTIVES AND OVERVIEW****ATTACHMENT 5A****PRINCIPLES OF ADULT LEARNING**

- Experiential or experience-based
- Participatory, not passive
- Based on mutual respect between learners and teachers
- Self-directed
- Reflective
- Immediately applicable

Adults remember:

20% of what they hear

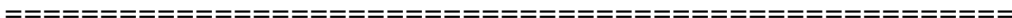
40% of what they see

80% of what they experience for themselves

5	WORKSHOP OBJECTIVES AND OVERVIEW	ATTACHMENT 5B
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ACTIVITIES CONTINUUM

Trainer-centred







Learner-centred

- | | | | | | |
|----------|--------------------|----------------------|------------|--------------|-------------------------|
| Lectures | Guided discussions | Structured exercises | Role plays | Case studies | Small group discussions |
|----------|--------------------|----------------------|------------|--------------|-------------------------|

Adapted from: Chauhan S. & Stone, R. 1994. Training trainers for development. Washington, DC, DECPA; Worah, S., Svendsen, S. & Ongleo, C. 1999. Integrated conservation and development: a trainer's manual. Godalming, UK, WWF UK.

6 SETTING GROUP NORMS

-  **PURPOSE:**
To agree on guidelines for group functioning during the workshop.
-  **MATERIALS:**
Flip chart.
Coloured markers.
-  **PREPARATION:**
Prepare a flip chart from *Suggested norms* (Attachment 6A).
-  **TIME:** 15 minutes.

 **STEPS:**

- 1 Explain the purpose of the activity.
- 2 Post the *Suggested norms* and ask the participants to think about them for a minute or two.
- 3 Discuss and make necessary changes and additions to the norms.
- 4 Post the norms in a prominent place in the room and refer to them throughout the workshop, as necessary.

6

SETTING GROUP NORMS

ATTACHMENT 6A


SUGGESTED NORMS

- Everyone has the right to know (meaning that they can ask the facilitators at any time why something is being done or said, and how it relates to the overall workshop aims).
- Any question is a good question.
- Practise what we are learning.
- Start and finish on schedule and accept flexibility in the schedule.
- Share responsibility for community tasks.
- Share responsibility for learning.
- Allow all to participate.
- No smoking in the training room.

Note: Revise these norms to make them appropriate to your workshop setting.


Adapted from: Worah, S., Svendsen, S. & Ongleo, C. 1999. Integrated conservation and development: a trainer's manual. Godalming, UK, WWF UK.

7 THOUGHTFUL SPACE

 **PURPOSE:**
To provide a tool for participants to express their thoughts about the training in confidence.

 **MATERIALS:** Flip chart.

 **PREPARATION:** None.

 **TIME:** 15 minutes.

 **STEPS:**

- 1 Remind the participants that this is their training. Their input is important to making it successful, so sharing their thoughts about the training and how to improve it is essential. This will help make the workshop supportive and productive for everyone.
- 2 Introduce the idea of a “thoughtful space” – a private place where a flip chart is posted for participants to jot down thoughts that they would like to share anonymously. These can include suggestions on how to improve the training, good and bad feelings about discussions, questions, general comments, etc. The thoughtful space is open to everyone and can be used at anytime.
With the group, decide on the best location for the thoughtful space. Also agree how comments should be addressed. Mention the different types of comments that commonly arise, such as those requiring *immediate attention* (for example, timing, too much noise or personality issues), or *recommended modifications* (for example, content or language).
- 3 At the end of the workshop, ask the group whether the thoughtful space helped them to express themselves, while maintaining their respect for others’ thoughts.

8 HIGHLIGHTING NEW INSIGHTS



PURPOSE:

To summarize key points of learning or agreement that have emerged during a training workshop.



MATERIALS:

Flip chart.
Coloured pens.



PREPARATION:

Several pieces of flip chart paper taped together and entitled “New insights”.



TIME: 15 minutes.




STEPS:

- 1 Ask the participants to reflect over the day and to think quickly of any new insights – realizations or understandings – that have emerged from their discussions.
- 2 Post the new insights chart. Ask the participants to come up to the sheet and record their new insights with words, symbols or pictures. They can do this together at the same time.
- 3 After all of the participants have contributed, ask them to share briefly the insights that they posted on the chart.
- 4 When everyone has finished, summarize any insights that are especially relevant or applicable. Ask if the participants would like to build any of these points into future training workshops.




TRAINER'S NOTE: Depending on the training setting, it may be more appropriate for participants to just share their insights from their seats, with the facilitator recording them on a flip chart.


9 NEW LEARNING ASSESSMENTS

 **PURPOSE:**
To provide a quick evaluation and summary of how much people feel that they have learned at the end of the training.

 **MATERIALS:**
Flip charts.
Coloured pens.

 **PREPARATION:**
Prepare four flip charts, each with one of the following headings:

- A blank slate: no knowledge at all;
- Random knowledge: a little bit of this and a little bit of that;
- Familiar with the concepts: basically comfortable;
- Confident to apply what I have learned.

 **TIME:** 15 minutes.

 **STEPS:**

- ① Explain that it would be useful to know how participants have found the training and whether they have learned anything.
- ② Place the four flip charts in sequence along one wall. Explain to the participants that, together, these represent a learning time line.
- ③ Ask them to place themselves along the learning time line at the point that represents where they were when they began the training. Then ask them to move to where they feel they are now, after concluding the course.
- ④ Ask participants who are not yet confident what additional learning they might need. Hand out post-its and ask each person to write down some specific additional training needs. After they have done this, ask them to post them up on the sheet at the expert end of the timeline.

Adapted from: Lawson, K. 1998. Train the trainer: facilitator's guide.

10 FEEDBACK



PURPOSE:

To determine how the workshop is progressing from the participants' point of view. To generate information that will help improve the workshop, if necessary. To enable participants to know what others feel about the workshop and to increase feelings of "ownership".



MATERIALS:

As necessary, depending on the process used:
 flip charts;
 coloured markers;
 post-its;
 pens;
 index cards.



PREPARATION: None.



TIME: 10 to 20 minutes (per activity).



STEPS:



1 Explain that, at the end of each day, participants will give feedback in different ways to inform the trainer about the workshop's progress. The trainer will summarize and present the information generated through the feedback sessions the following day ("feedback-on-feedback") so that they are aware of what the other participants are thinking. The trainer and participants will discuss possible changes, based on the daily feedback. The following are four possible processes for providing feedback.

Note: A simple way of deciding what to include in the feedback-on-feedback summary is to count the responses related to particular aspects of the day, and summarize them. The frequency of responses indicates which aspects were of greatest interest to participants, and the summary of comments reveals participants' perceptions of the day's activities. Do not include particularly negative or embarrassing comments directed at particular persons (participants, resource persons or facilitators). If there are a number of comments about a par-

ticular person, you may wish to discuss the issue privately with the person involved.

PROCESS A: WORDS

- A.1 Ask participants to mention the words that they remember most strongly from the day's sessions or that best describe what they have learned that day.
- A.2 They should note these on post-its, which you can cluster on a wall or board so that participants can look at the results as they leave the room. Alternatively, you can cluster them overnight and post them so that participants can see them as they come in for the training session the following day.
- A.3 You can then ask questions about participants' choice of words and ask them to explain those words:
 - ◆ Why did you choose that word?
 - ◆ Can you say more about the word you chose?

PROCESS B: FEEDBACK CARDS

- B.1 Distribute note cards. Ask participants to respond briefly to the following questions on one side of the cards, using a separate card for each response:
 - ◆ What was most helpful today?
 - ◆ What could have been improved?
- B.2 Take the cards and summarize them overnight. Give feedback on them the following morning.

PROCESS C: FEEDBACK CIRCLES

- C.1 Ask some of the participants (five or six people) to sit in a small inner circle, facing one another. Ask the others to sit around them in an outer circle. Ask the group in the inner circle a question to discuss, related to what they have learned from the day. For example: "What were the most helpful parts of the workshop today, and why?".
- C.2 Explain that only those in the inner circle can speak. After a few minutes, have them change places (the inner circle goes to the outer circle and part of the outer circle comes into the inner circle). If the group is large (more than 15 participants) use three rounds.

PROCESS D: PEER FEEDBACK

- D.1** Explain that this activity provides a way to observe and reflect on others' behaviour, and provides an opportunity for giving positive, constructive feedback.
- D.2** Give each participant an index card with the name of one of the attendees on it (this should be totally random). The participants should not show their cards to one another.
- D.3** Explain that, during the course of the workshop, they should each observe their designated person (discreetly) and write positive observations about the person on the index card.


Tell them to do this throughout the workshop, and not only on the last day.


- D.4** At the end of the workshop, the cards will be collected and each will be given to the person whose name is on it. Each person will get a card with some positive observations, but will not know who has written them.

Note: Explain that this is not to be an opportunity to write negative things anonymously about the person being observed.


Adapted from: Worah, S., Svendsen, S. & Ongleo, C. 1999. Integrated conservation and development: a trainer's manual. Godalming, UK, WWF UK.

11 WORKSHOP EVALUATION

 **PURPOSE:** To have participants evaluate the contents and process of either parts of the workshop or the entire workshop.

 **MATERIALS:** As necessary, depending on the process used:
flip charts;
coloured markers;
index cards;
post-its;
evaluation forms (Attachment 11A).

 **PREPARATION:** See individual activities described below.

 **TIME:** 15 minutes to one hour (per activity).

 **STEPS:**

1 Evaluations can be carried out in different ways and for different reasons. Depending on your purpose, you can use one or more of the following processes to carry out your evaluation. Some of the approaches are useful for mid-point evaluations or for workshops that are very short (one or two days). For longer workshops, you may wish to use several different types of evaluation at different points of the workshop.

PROCESS A: EVALUATION MURAL

A.1 Using symbols, ask group members to create a collective mural that represents their collective feelings and thoughts about the workshop.

PROCESS B: EVALUATION COLLAGE

B.1 Ask participants to think about what they have learned from the workshop.

B.2 Ask them to divide a piece of flip chart paper into different sections, with each section related to an aspect of the workshop that has been important to them (this could be done individually or in small

groups). They should label each section accordingly. The differing sizes of the sections of the page should be proportional to the usefulness of that aspect of their learning. For example, if a particular participatory technique has been especially useful, it may occupy one-third of a page, while another, less important, aspect of a workshop may only occupy one-eighth of a page.

- B.3** Once they have finished their visual collages, ask participants to post them around the training room for all to see.
- B.4** Look for patterns and uniqueness in the collages and discuss these with the participants.

PROCESS C: EVALUATION WHEEL

- C.1** Ask participants to draw a wheel on a piece of flip chart paper, with the spokes representing the important issues (or objectives) covered during the workshop (try not to have more than six to eight spokes per wheel).
- C.2** Explain that the spokes represent a scale of 0 to 10, with 0 at the centre and 10 towards the edge.
- C.3** On this scale of 0 to 10, ask each participant to score the different issues (or objectives) according to how well he or she thought that each one was addressed by marking the spoke with a dot at the appropriate point. The dots can be connected to represent a polygon.
- C.4** Once all have finished, post the wheels and discuss the varying (or similar) shapes of the polygons to see the degree of difference or consensus within the group.

PROCESS D: RANKING ACCOMPLISHMENT OF LEARNING OBJECTIVES

- D.1** Write the learning objectives of the workshop on a series of index cards (one objective per card), making one set of these per group or individual (depending on whether the activity is to be carried out by small groups or individually).
- D.2** Ask individuals or small groups to rank the cards containing learning objectives according to how much they learned, its usefulness, etc. Next, ask them to explain and justify their ranking.

PROCESS E: LESSONS LEARNED AND REMAINING QUESTIONS

- E.1** Explain that you will review lessons learned from the workshop so far. You will also identify new questions that have been raised and/or remaining questions on the topics covered until now. (You can carry out this activity at the mid-point of a workshop, or more than once in a longer workshop.)
- E.2** Post individually prepared flip charts around the room. Each flip chart should have one of the major topics of the workshop already covered as its heading. The paper should be divided into two columns, one labelled “Most important lessons” and the other labelled “Remaining questions”.
- E.3** Ask participants to move around the room and write down briefly what for them were the most important lessons and remaining questions for each of the topics listed.
- E.4** Explain that they should mark with an asterisk (*) their most pressing questions or concerns.
- E.5** Explain that this information will be helpful in revising the curriculum of this workshop and for planning future ones.

PROCESS F: PERSONAL ACCOMPLISHMENTS

- F.1** Explain that you would like to bring closure to the workshop on a positive note of accomplishments.
- F.2** Explain the importance of focusing on positive accomplishments in ourselves and in others, as well as focusing on areas in which improvement is needed.
- F.3** Ask participants to look back at the workshop and think about all that they have experienced and learned. Ask them to think of at least one accomplishment of which they are proud. This could be in the form of a new insight, new learning, attitudinal change, etc.
- F.4** Distribute post-its and ask participants to write each of their accomplishments on a separate post-it. After all have finished writing, ask them to read these out one by one.
- F.5** After each participant has read his or her accomplishments, post them on a white board. Try to cluster and draw general conclusions about the accomplishments for the week. Draw an inclusive circle around these clusters and name each.
- F.6** Close by thanking participants for their active involvement in the workshop.

PROCESS G: FINAL WORKSHOP CLOSURE AND WRITTEN EVALUATION

- G.1** Ask participants to think back to the first day of the workshop when they were asked to think about their expectations. They should also think back to the daily feedback sessions. Explain that now is the time to think about the workshop as a whole and to try to determine the workshop's effectiveness:
- ◆ Has it accomplished the objectives?
 - ◆ Has it met expectations?
- G.2** Tell participants that evaluating this workshop is very important and that you will use their comments to improve future workshops. Distribute the evaluation form and give participants time to complete and submit it (Attachment 11A).
- G.3** Thank participants for their hard work, and acknowledge any additional helpers you used before and during the workshop. Close with a simple farewell and offer continuing support in their efforts.

11 WORKSHOP EVALUATION

ATTACHMENT 11A

FINAL EVALUATION

You have given feedback at the end of most days of the workshop, enabling us to monitor your reactions over the workshop. We now ask you to reflect back over the entire workshop and summarize your evaluative comments in this written evaluation. Please answer the following questions, continuing on the back of the page, if necessary.

Part 1

1. To what extent has the workshop achieved the stated purpose and objectives?
2. What changes have you experienced in your knowledge (K), skills (S) and attitudes (A) related to the workshop topics?
3. What have been the best parts of the workshop for you, and why?
4. What parts should be strengthened or expanded on in future workshops of this nature?

Part 2

Using the following scale, indicate your satisfaction regarding the workshop. Use the back of this sheet for additional comments.

5. What is your level of satisfaction with the content of the workshop?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
 dissatisfied moderately satisfied very satisfied

Why?

6. What is your level of satisfaction with the daily schedule (time spent in and out of sessions) during the workshop?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
 dissatisfied moderately satisfied very satisfied

Why?

7. What is your level of satisfaction with the length (number of days) of the workshop?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
dissatisfied moderately satisfied very satisfied

Why?

8. What is your level of satisfaction with the training and facilitation methods (experiential learning) used during the workshop?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
dissatisfied moderately satisfied very satisfied

Why?

9. What is your level of satisfaction with the venue (location and facility) of the workshop?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
dissatisfied moderately satisfied very satisfied

Why?

10. Other comments:

ANNEX 1

SAMPLE TRAINING AGENDA

DAY 1			
TIME	SESSION	METHOD	LEARNING POINTS
09.00 - 10.30	Opening Introduction of trainers and participants Logistics	<ul style="list-style-type: none"> Paired interview for three given questions 	<ul style="list-style-type: none"> Help participants/trainers get to know one another Identify participants' expectations of the course
10.30 - 11.00	Break		
11.00 - 12.30	Participants' expectations Course overview – objectives, flow, learning methods and norms	<ul style="list-style-type: none"> <i>Expectations</i> (Section 10, Activity 4) Presentation Group discussion on norms 	<ul style="list-style-type: none"> Clarify objectives and comment when these are the same or different from expectations Present overall flow of training Introduce participatory and experiential learning methods and rationale Obtain group ownership of norms; confirm logistics
12.30 - 14.00	Lunch		
14.00 - 15.00	Introducing conflict	<ul style="list-style-type: none"> <i>The many facets of conflict</i> (TA #2)* 	<ul style="list-style-type: none"> Define conflict in participants' language and culture Develop an agreed definition for the course
15.00 - 15.30	Break		
15.30 - 16.50	Conflict managing styles	<ul style="list-style-type: none"> <i>How are we different?</i> (TA #16) Conflict style questionnaire <i>The most principled one</i> (TA #44) 	<ul style="list-style-type: none"> Addressing conflict starts with the individual Need to understand one's own responses to conflict and where individual preferences come from
16.50 - 17.00	Introducing five-minute feedbacks	What did you learn about the meaning of conflict?	<ul style="list-style-type: none"> Need for gaining daily feedback Process for doing this on daily basis

* TA = Training activity.

DAY 2			
TIME	SESSION	METHOD	LEARNING POINTS
09.00 - 9.15	Feedback-on-feedback Warm-up: experiencing change	<ul style="list-style-type: none"> • Responding to change 	<ul style="list-style-type: none"> • Exploring attitudes to change
09.15 - 10.30	Global trends in forest management	<ul style="list-style-type: none"> • Small group discussion with specific questions • Plenary and discussion 	<ul style="list-style-type: none"> • Discuss trends in country: decentralization, civil society, devolution of authority, policy change, collaborative management agreements • Identify consequences of these changes in relation to conflict
10.30 - 11.00	Break		
11.00 - 12.00	Identifying conflicts in forest management	<ul style="list-style-type: none"> • Small groups: review of participants' experience with conflicts in their workplaces • Summary matrix completed: issues, number and types of groups involved, when did it arise, level of conflict? 	<ul style="list-style-type: none"> • Participants' knowledge sharing of conflicts • Examine diversity of groups involved, stages of conflict, differences between conflicts inside and outside a community • Sets stage for discussion
12.00 - 13.30	Lunch		
13.30 - 14.30	Identifying conflicts in forest management (continued)	<ul style="list-style-type: none"> • Presentation of group results • Review of FAO E-conference proceedings 	<ul style="list-style-type: none"> • Types of conflict common to forest management • Examples of different types of conflict
14.30 - 15.00	Conflict as a positive and a negative force	<ul style="list-style-type: none"> • <i>The many facets of conflict</i> (TA #2): small group work reflecting on participants' matrix • Revisit conflicts: participants to reflect on conflicts and list positive/negative outcomes 	<ul style="list-style-type: none"> • Applying principles of conflict from above to own experience • Conflict as a positive and a negative force • Aim to manage rather than to resolve
15.00 - 15.30	Break		
15.30 - 16.50	Properties of forest management conflicts	<ul style="list-style-type: none"> • <i>The many facets of conflict</i> (TA #2): 20-minute lecture 	<ul style="list-style-type: none"> • Stages of conflict • Process of conflict transformation • Spatial aspects • Multiple stakeholders • Inside/outside a community
16.50 - 17.00	Feedback	<ul style="list-style-type: none"> • What was most useful? • What could have been improved? How? 	<ul style="list-style-type: none"> • Get feedback, particularly on newly developed sessions

DAY 3			
TIME	SESSION	METHOD	LEARNING POINTS
09.00 - 09.30	Feedback-on-feedback Warm-up	<ul style="list-style-type: none"> • <i>Moving chairs</i> (TA #1) 	<ul style="list-style-type: none"> • Introduce the day's theme: examining different approaches to conflict management and collaboration
09.30 - 10.30	Understanding different responses to conflict	<ul style="list-style-type: none"> • <i>Sorting management responses</i> (TA #26) in small groups and compare • Summary of main points 	<ul style="list-style-type: none"> • Introduce and discuss avoidance, accommodation, competition, compromise, collaboration • Identify when they may be used, strengths and pitfalls • Use of mixed strategies
10.30 - 10.45	Break		
10.45 - 12.30	Options in conflict management	<ul style="list-style-type: none"> • Short presentation on customary systems, national legal frameworks and alternative conflict management • Group work 	<ul style="list-style-type: none"> • Introduce different approaches: customary conflict management, legal and alternative conflict management • Highlight need to build on traditional conflict management practices
12.30 - 13.30	Lunch		
13.30 - 15.30	Options in conflict management (continued)	<ul style="list-style-type: none"> • Report back to group 	
15.30 - 16.50	Fundamentals of collaborative approaches	<ul style="list-style-type: none"> • <i>Collaboration: what, why and how?</i> (TA #6) • Short review of summary points of Section 2 	<ul style="list-style-type: none"> • Examining collaboration • Key components and principles of collaboration • Conflict management is part of collaborative forest management • Best practices assist to anticipate conflict
16.50 - 17.00	Feedback	<ul style="list-style-type: none"> • Daily feedback 	

DAY 4			
TIME	SESSION	METHOD	LEARNING POINTS
09.00 - 09.15	Feedback-on-feedback Warm-up	<ul style="list-style-type: none"> • <i>How much are we worth together?</i> (TA #3) 	<ul style="list-style-type: none"> • Explore how people negotiate for success
09.15 - 09.30	A Conflict Management Planning Model	<ul style="list-style-type: none"> • Short presentation of process map • Outline possible starting points against conflict flow chart 	<ul style="list-style-type: none"> • Introduce a collaborative approach to conflict management and main steps in the process • Who starts the process going?
09.30 - 11:00	Overview of conflict analysis Information basics	<ul style="list-style-type: none"> • Introduction to conflict analysis • Information mart: <ul style="list-style-type: none"> - Local-level adapted PRA methods - Tools for engaging stakeholder groups - Information issues and solutions 	<ul style="list-style-type: none"> • Use of points from Section 3 • Introduce PRA tools and how to adapt • How to engage stakeholder groups/publics of different sizes, purposes • How to manage and gain agreement on information
11:00 - 11:30	Break		
11:30 - 12:30	Examining causes of conflict	<ul style="list-style-type: none"> • <i>Stakeholder identification and analysis</i> (TA #13) 	<ul style="list-style-type: none"> • Identify multiple causes • View of conflict as sequence of events
12.30 - 13.30	Lunch		
13.30 - 13.45	Energizer	<ul style="list-style-type: none"> • Knot exercise 	<ul style="list-style-type: none"> • Working collaboratively to solve a common problem
13.45 - 15.00	Examining causes of conflict (continued)	<ul style="list-style-type: none"> • <i>Stakeholder identification and analysis</i> (TA #13) (continued): <ul style="list-style-type: none"> - Presentation by groups - Example of how to identify information needs 	<ul style="list-style-type: none"> • Identification of information needs
15.00 - 15.30	Break		
15.30 - 16.50	Examining the issues	<ul style="list-style-type: none"> • <i>Issues analysis</i> (TA #12) 	<ul style="list-style-type: none"> • Typology and prioritizing issues • Beginning to identify possible actions for managing conflict
16.50 - 17.00	Feedback	<ul style="list-style-type: none"> • Daily feedback 	

DAY 5			
TIME	SESSION	METHOD	LEARNING POINTS
09.00 - 09.15	Feedback-on-feedback Warm-up	<ul style="list-style-type: none"> Ball toss 	<ul style="list-style-type: none"> Review all the participants' names
09.15 - 11.00	Stakeholder overview Who are stakeholders? (Work through break)	<ul style="list-style-type: none"> Short presentation <i>Stakeholder identification and analysis</i> (TA #13) 	<ul style="list-style-type: none"> Define stakeholders Identify important characteristics of stakeholders to consider in conflict management
11.00 - 12.00	Stakeholders	<ul style="list-style-type: none"> <i>Stakeholder identification and analysis</i> (TA #13) (continued) 	<ul style="list-style-type: none"> Interests and power
12.00 - 14.00	Lunch		
14.00 - 15.00	Stakeholders (continued)	<ul style="list-style-type: none"> <i>Stakeholder identification and analysis</i> (TA #13) (continued) 	
15.00 - 17.00	Stakeholder power (Work through break)	<ul style="list-style-type: none"> <i>Sources of power</i> (TA #15) (builds on earlier stakeholder analysis work) 	<ul style="list-style-type: none"> Identifying sources of power and actions that can be taken to balance power
17.00 - 17.50	Field trip orientation and logistics review		
17.50 - 18.00	Feedback		

DAY 6	
FREE DAY	

DAY 7	
DEPART FOR FIELD TRIP	

DAY 8			
TIME	SESSION	METHOD	LEARNING POINTS
09.15 - 12.00	Guest speaker from field site	<ul style="list-style-type: none"> • Presentation and discussion 	<ul style="list-style-type: none"> • Familiarize participants with the conflict situation at the field site and how it was resolved
12.00 - 13.30	Lunch		
13.30 - 15.30	Briefing about the conflict case	<ul style="list-style-type: none"> • Presentation and discussion 	<ul style="list-style-type: none"> • Familiarize with the real conflict case
15.30 - 18.00	Visit conflict site	<ul style="list-style-type: none"> • Break larger group into smaller teams to visit specific stakeholder sites 	<ul style="list-style-type: none"> • Geographic orientation

DAY 9			
TIME	SESSION	METHOD	LEARNING POINTS
08.30 - 18.00	Field exercise	<ul style="list-style-type: none"> • Four groups, each with different stakeholders • Set of questions provided which the small groups are to answer, regarding conflict analysis, strategies, and overall process • Will involve range of tools and different stakeholders in different locations 	<ul style="list-style-type: none"> • Understanding and learning from different stakeholders from a real case
19.00 - 21.00	Group presentation preparation	<ul style="list-style-type: none"> • Working in individual stakeholder groups 	

DAY 10			
TIME	SESSION	METHOD	LEARNING POINTS
09.00 - 10.00	Group presentation preparation	<ul style="list-style-type: none"> Working in individual stakeholder groups 	
09.15 - 12:00	Bringing the field exercise together	<ul style="list-style-type: none"> Each group continues work on presentation about stakeholder group Compare information from different stakeholders Examine options not chosen and why Discussion of possibilities of violence 	<ul style="list-style-type: none"> Bring together analysis and learning
12.30 - 13.30	Lunch		
13.30 - 15.00	Activity and discussion continued		
15.00 - 15.30	Break		
15.30 - 16.50	Stakeholder relationships	<ul style="list-style-type: none"> Presentation of tools based on example of one group <i>The prisoners' dilemma</i> (TA #36) 	<ul style="list-style-type: none"> Analysis to build alliances
16.50 - 17.00	Feedback	<ul style="list-style-type: none"> Daily feedback 	
19.30 - 21.30	Sharing experiences from participants	<ul style="list-style-type: none"> Short case study presentations 	<ul style="list-style-type: none"> Share how people deal with forestry conflicts in different countries

DAY 11			
TIME	SESSION	METHOD	LEARNING POINTS
09.00 - 09.15	Feedback-on-feedback Warm-up		
09.15 - 10.30	Introducing BATNA	<ul style="list-style-type: none"> • <i>The bountiful mango tree</i> (TA #32) 	<ul style="list-style-type: none"> • Introduce BATNA • Practise developing and assessing a BATNA
10.30 - 11.00	Break		
11.00 - 12.00	Mediation and facilitation Third party	<ul style="list-style-type: none"> • <i>Identifying a third party</i> (TA #33) 	
12.00 - 13.30	Lunch		
13.30 - 13.45	Energizer	<ul style="list-style-type: none"> • Flip chart race 	
13.45 - 15.00	Review role of third party	<ul style="list-style-type: none"> • Presentation and discussion continued 	<ul style="list-style-type: none"> • Understand roles of different types of third parties • Important characteristics of each
15.00 - 15.30	Break		
15.30 - 16.50	Preparing for successful negotiations	<ul style="list-style-type: none"> • <i>Facilitating park management in Balanga</i> (TA #45) 	<ul style="list-style-type: none"> • Multi-stakeholder facilitation • Practise role of facilitator
16.50 - 17.00	Feedback		
19.30 - 21.30	Sharing experiences from participants	<ul style="list-style-type: none"> • Short case study presentations 	<ul style="list-style-type: none"> • Share how people deal with forestry conflicts in different countries

DAY 12			
TIME	SESSION	METHOD	LEARNING POINTS
08.30 - 08.45	Feedback-on-feedback		
08.45 - 10.30	Facilitating negotiations (continued)	<ul style="list-style-type: none"> • <i>Facilitating park management in Balanga</i> (TA #45) (the negotiation) 	
10.30 - 11.00	Break		
11.00 - 12.00	Facilitating negotiations (continued)	<ul style="list-style-type: none"> • <i>Facilitating park management in Balanga</i> (TA #45) (report back and debriefing) 	<ul style="list-style-type: none"> • Fundamentals of good communication • Experience facilitating a negotiation process
12.15 - 13.15 ,	Lunch		
13.15 - 15.00	Dealing with difficult people	<ul style="list-style-type: none"> • <i>Addressing difficult moments</i> (TA #58) 	<ul style="list-style-type: none"> • Understand reasons for difficult behaviour • Actions to manage difficult behaviour

DAY 13

DEPART FIELD SITE

DAY 14

DAY OFF

DAY 15			
TIME	SESSION	METHOD	LEARNING POINTS
08.00 - 08.30	Warm-up	<ul style="list-style-type: none"> • <i>Uses of a rock</i> (TA #42) 	<ul style="list-style-type: none"> • Opening up to new ideas and creative solutions
09.15 - 10.30	Ground rules and agenda setting	<ul style="list-style-type: none"> • <i>A new agenda for Picorda</i> (TA #46) • Short presentation 	<ul style="list-style-type: none"> • Role and importance of developing ground rules • Developing an agreed agenda
10.30 - 10.45	Break		
10.45 - 12.00	Assessing and prioritizing solutions	<ul style="list-style-type: none"> • <i>Solutions identification</i> (TA #47) 	<ul style="list-style-type: none"> • Methods for developing criteria for assessment
12.00 - 13.15	Lunch		
13.15 - 15.00	Assessing and prioritizing solutions (continued)	<ul style="list-style-type: none"> • <i>Solutions identification</i> (TA #47) (continued) 	
15.00 - 15.30	Break		
15.30 - 16.15	Assessing and prioritizing solutions (continued)	<ul style="list-style-type: none"> • <i>Solutions identification</i> (TA #47) (continued) 	<ul style="list-style-type: none"> • Methods for assessing solutions for implementation
16.15 - 17.00	Consensus building review		

DAY 16			
TIME	SESSION	METHOD	LEARNING POINTS
08.00 - 08.30	Warm-up	<ul style="list-style-type: none"> Analytical lines 	<ul style="list-style-type: none"> Lateral thinking
08.30 - 09.45	Summary of building effective agreements	<ul style="list-style-type: none"> Lecture and group discussion 	<ul style="list-style-type: none"> Guidelines for developing, implementing and monitoring agreements
09.45 - 10.15	Break		
10.15 - 11.30	Anticipating conflict	<ul style="list-style-type: none"> Small group discussion: What is conflict anticipation and How to anticipate conflict? 	<ul style="list-style-type: none"> Recap on conflict management process Emphasis of conscious learning Checklist of conflict anticipation actions (brainstorm)
11.30 - 12.00	Applying conflict management learning	<ul style="list-style-type: none"> Participants to apply course learning to personal work 	
12.00 - 13.30	Lunch		
13.30 - 13.45	Applying conflict management learning (continued)	<ul style="list-style-type: none"> Report back on applying the course 	
13.30 - 14.30	Evaluation of course	<ul style="list-style-type: none"> Evaluation questionnaire 	<ul style="list-style-type: none"> Improve the training course next year
15.00 - 16.00	Certificate ceremony		
16.00	Closing		
17.30	Farewell party		<ul style="list-style-type: none"> Having fun

ANNEX 2

TRAINERS' CHRONOLOGICAL CHECKLIST FOR ORGANIZING A WORKSHOP

Four to six months before:

- ◆ Identify the purpose of the workshop and the types of participants.
- ◆ Establish a budget for the training workshop.
- ◆ Initiate the training design process.
- ◆ Set workshop dates.
- ◆ Reserve workshop venue.

Two to three months before:

- ◆ Select participants (check with their supervisors for approval).
- ◆ Complete the training design process.
- ◆ Organize field trips.
- ◆ Have all materials translated.
- ◆ Have all written materials photocopied.
- ◆ Have all visual materials reproduced.
- ◆ Reserve equipment (slide projector, screen, video player).

One month before:

- ◆ Send invitations and agenda to all participants.
- ◆ Arrange purchase of note pads, pens, overhead transparencies, flip chart paper, white boards, markers, and so on.

Two weeks before:

- ◆ Prepare presentations, games and role play ideas.
- ◆ Practise with co-trainer.
- ◆ Double-check translations, photocopies, reproductions.
- ◆ Prepare packages of training materials for participants.

One week before:

- ◆ Contact all participants to reconfirm attendance.
- ◆ Send packages of training materials to all participants.
- ◆ Double-check venue and equipment reservations.
- ◆ Prepare slides and overheads.
- ◆ Practise with co-trainer.

One day before:

- ◆ Arrange seating, equipment and materials in workshop room.
- ◆ Check that all equipment is functioning.
- ◆ Practise with co-trainer.
- ◆ Get a good night's sleep!

Successful workshops begin with well-organized trainers.