Enhancing stakeholder participation in national forest programmes

A Training Manual




National Forest Programme
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Enhancing stakeholder participation in national forest programmes

A training manual

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NATIONAL FOREST PROGRAMME FACILITY
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Foreword

National forest programmes (nfps) have become a commonly agreed framework for planning and implementation of forestry activities in pursuit of sustainable forest management at the country level. FAO and the National Forest Programme Facility, are jointly working to build country capacity for implementation of nfps, in accordance with the nfp principles. The training module on enhancing stakeholder participation in national forest programmes is one of the joint initiatives specifically designed to enhance the implementation of the nfp principles of “participation and partnership”.

This training manual is designed for use by trainers, facilitators or coaches to facilitate high quality participatory training in order to effectively enhance stakeholder participation in nfps and in other areas of decision making and action in the forestry sector. It harnesses lessons from best practice in national forest programmes, the use of participatory methods and adult learning. The manual is versatile and can easily be adapted and tailored to specific training contexts.

We believe that the availability and wide utilisation of this manual will greatly contribute to spreading and deepening the knowledge and skills of trainers, facilitators and practitioners to apply the principle of participation in their national forest programmes.

It is our hope that we will receive your usual feedback to enable us further improve and update the manual.

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Forestry Policy and Economics team

Jerker Thunberg
Manager,
NFP Facility

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Table of Contents

Acronyms

FAO	Food and Agriculture Organization of the United Nations
IFF	Intergovernmental Forum on Forests
IIRR	International Institute of Rural Reconstruction
IPF	Intergovernmental Panel on Forests
M&E	Monitoring and evaluation
nfp	national forest programmes (the general concept)
NFP	National Forest Programme of a specific country (acronym upper case)
NGO	Non-governmental organization
PRA	Participatory rural appraisal
SWOT	Strength, weaknesses, opportunities and threats
UNFF	United Nations Forum on Forests

All about this manual

The term "national forest programme" is a generic expression for a wide range of approaches towards forest policy formulation, planning and implementation at the subnational and national levels. The primary source of the term "national forest programme" as applied today is the final report on the fourth session of the Intergovernmental Panel on Forests (IPF) (ECOSOC, 1997). As one of the most important outcomes of the forest policy dialogue after the UNCED world summit in Rio, nfp is the first commonly agreed framework in pursuit of sustainable forest management, which is applicable to all countries and to all types of forests. Hence, an nfp serves as a framework to put international agreements on sustainable forest management into practice and is understood as an umbrella term – a product of consensus – to which all participating countries agree. There are three main clusters of nfp principles[1], and this training focuses on the third cluster.

Clusters of nfp principles

1. Respect for national sovereignty and country leadership of the process – countries' themselves decide how to apply/adapt the other generic principles to their own forest sectors.
2. Consistency within and integration beyond the forest sector – trying to integrate, harmonize and streamline forest sector programmes, policies and processes.
3. Participation and partnership of all interested parties – including ensuring that stakeholders most affected by forestry have an opportunity to have a voice in forestry decision making and action.

This training manual on enhancing stakeholder participation in national forest programmes is one of several modules being developed as part of an initiative called *Nfps for all* (Figure 1). This initiative

BOX 1. UNDERSTANDING THE TERMS USED IN THIS MANUAL

What is a national forest programme? This is a generic expression for a wide range of good practice based approaches to forest policy formulation, planning and implementation at sub-national and national levels that many countries have voluntarily agreed to adhere to through UN/IPF supported international dialogue on forestry.

What does participation mean? Participation covers a broad spectrum of degrees of involvement by people in decision-making or action. It can range from consultation to full involvement as key decision-makers and actors.

Who is a stakeholder? A stakeholder is any individual, social group or institution that is affected by or has influence on forestry. Stakeholders may or may not be formally organized.

Who is an nfp facilitator? Nfp facilitators are the people who guide an nfp process, such as members of a multi-stakeholder steering committee, or people or institutions specifically brought in to assist an nfp process. Nfp facilitators design processes and methods for guiding stakeholders to achieve the best possible outcomes for forests and people. They should not favour specific stakeholders or outcomes. Their role includes ensuring that all key forestry stakeholders are correctly identified and are provided with an opportunity to be heard.

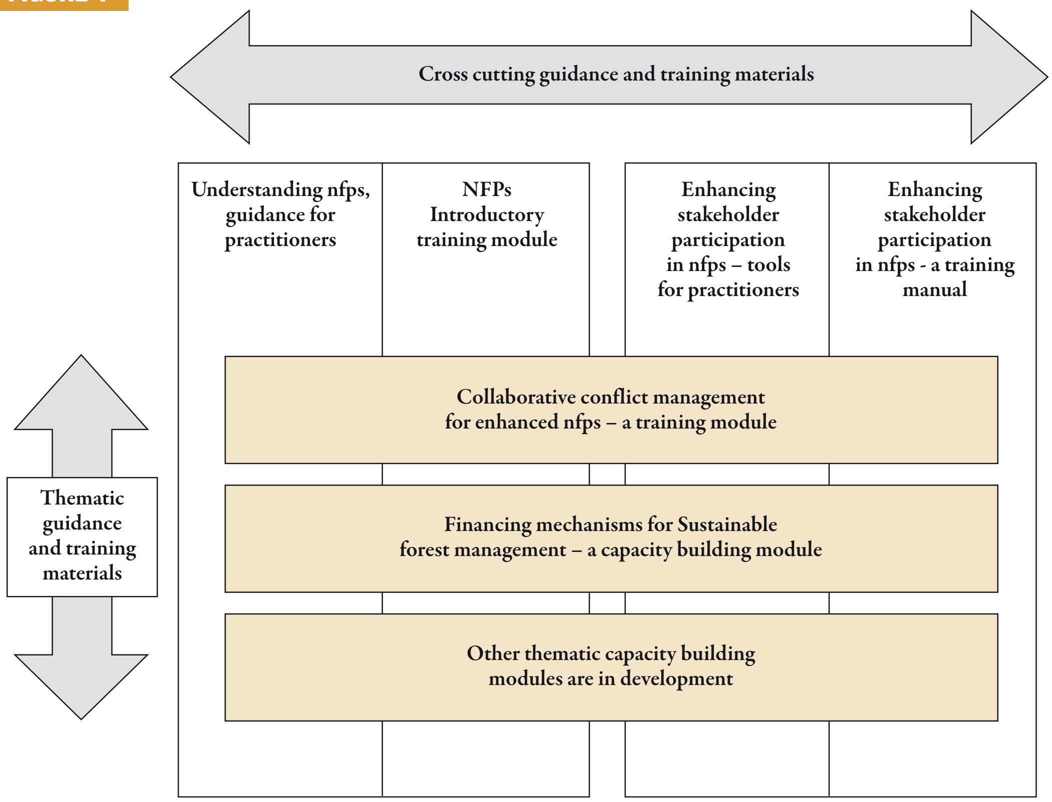
[1] See http://www.nfp-facility.org/18735-1-0.pdf for more information on the background and principles of nfps.

of the United Nation's Food and Agriculture Organization and the NFP Facility aims to assist countries to translate the principles of nfps more effectively into practice.

How does this training module fit into the Nfps for all initiative? As can be seen from Figure 1, some of the modules are cross cutting (like this one), whereas others are more theme – specific. The ideal sequencing of trainings would be as follows:

1. Start with the Introductory Training Module to introduce trainees to the background and principles of nfps.
2. Next hold this training module on Enhancing Stakeholder Participation in nfps.
3. Then hold more thematic specific training modules depending on the context. For example, collaborative conflict management training may be the next logical training in the sequence.

FIGURE 1



The nfps for all initiative: complementary guidance and training materials to support countries in implementing the principles of national forest programmes.

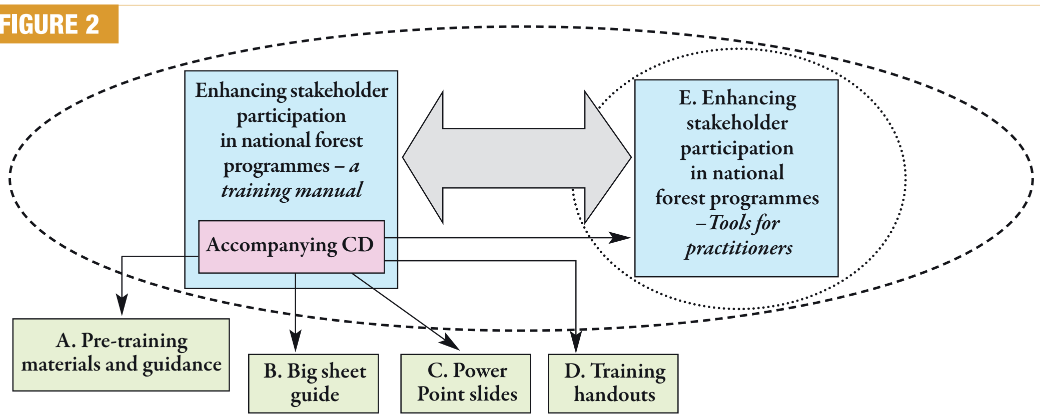
Manual overview

This training manual describes how to train others in the skills and methods needed for enhancing stakeholder participation in nfp processes. The manual harnesses lessons from best practice in national forest programmes, the use of participatory methods and experiential and adult learning. The training described in the manual has been conducted in several African and Asian countries. These trainings allowed testing of the training approach and refining it through feedback from trainees. The training and this training manual should continue to be seen as a 'living training' that will grow and improve further through user (trainer) innovation and adaptation and through feedback from trainees themselves.

This training manual is accompanied by a CD-Rom containing a complete set of inter-connected guidance and training materials (Figure 2). The materials can be easily adapted and tailored to the specific training context. The CD-Rom includes the following folders:

- **A. Pre-training materials and guidance:** the trainee preparatory task and generic training programme description for circulation in advance of the training. It also includes guidance notes on how to organise the field programme, guidance on training venue selection, logistical and material preparation.
- **B. Big sheet guide:** guidance on how to pre-prepare the various figures required on big sheets of paper.
- **C. Power Point slides:** Power Point slides which can be tailored to specific training needs and context.
- **D. Training handouts:** additional handouts needed for the training include a set of role play roles, a field programme task (which should be tailored to the context), personal and peer review questionnaires, an action plan and toolbox guide for the final main output of the training.
- **E. Tools for practitioners:** this is the core training handout which describes the rationale for participation in national forest programmes, skills needed and what tools can be used for various nfp – related purposes and how to use them.

FIGURE 2



The training materials and how they fit together.

Structure

This training manual is divided into the following sections (Table 1). Each is briefly summarised below.

TABLE 1. Structure of the training manual
Getting ready
The training approach and structure
Structure and overview of the training
A: Getting started and context analysis
B: Principles
C: Experimentation
D: Analytical reflection
E: Contextualised planning
Wrapping up
Annex. Training variations

Getting ready

This section explains how the training itself should be integrated into a broader cycle of preliminary activities and follow on steps. It provides details on conducting a situational analysis and training needs assessment before the training; and monitoring and evaluating the impact of the training afterwards. It lists the preparatory steps leading up to the training, including choosing the trainees and setting them a preparatory task, as well as arranging the field programme and preparing all necessary materials and equipment.

The training approach and structure

This section explains the rationale and principles of the training approach – experiential and discovery learning – and the facilitating role that the trainer should play.

Structure and overview of the training – The five parts to the training

The next five chapters describe, session by session, the five parts of the training:
(a) context analysis; (b) principles; (c) experimentation; (d) analytical reflection; and (e) contextualised planning.

Wrapping up

This final chapter explains how to ensure that the trainees leave the training course feeling inspired to continue applying what they have learned in their daily work.

Annex

The annex contains some alternatives to the five-day format described in the manual, For example, it describes how to break the training programme up into separate parts to make it more convenient for trainees constrained with a five-day training course.

Who is the manual for?

The annex contains some alternatives to the five-day format described in the manual, For example, it describes how to break the training programme up into separate parts to make it more convenient for trainees constrained with a five-day training course.

THE TRAINERS

This training manual is designed for use by trainers, facilitators or coaches who would like to enhance stakeholder participation in nfps or in other areas of decision making and action. These may include:

- Nfp multi-stakeholder steering committee members planning to conduct training courses.
- Teachers, trainers and facilitators from training/academic institutions or NGOs.
- Facilitators and coaches who are supporting an nfp process.

THE TRAINEES

The training is primarily targeted at forestry stakeholders – especially those who have an influence on forestry decision making. They should have the authority to enable other stakeholders affected by forestry decisions to participate in decision making and action after the training. They should also have sufficient personal and institutional commitment and support to implement planned actions after the training (see the sample invitation letter in Folder A on the CD-Rom), as well as enough resources to implement their action plans after the training. The section on ‘Choosing trainees’ in the next chapter has more detail on the types of people suitable for this training course.

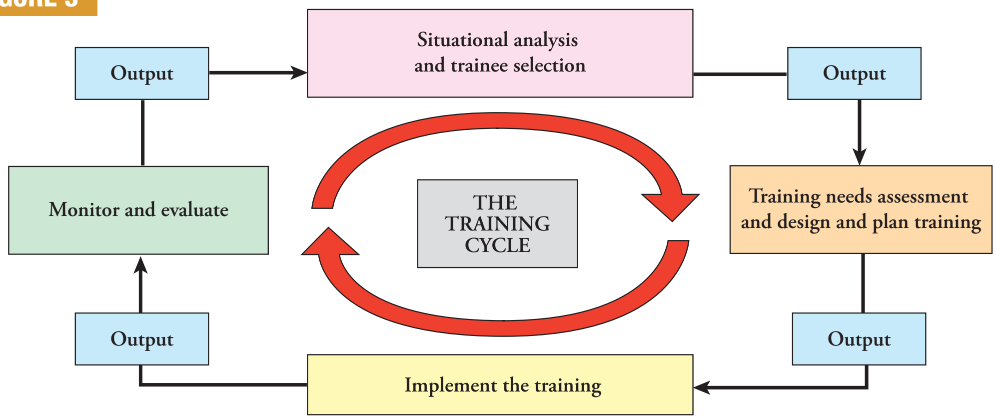
Getting ready

This chapter describes some of the activities that should take place before the training. These will help to maximise its relevance and impact.

The training cycle

Right from the very start it is important to view the training as part of a cycle not as a stand alone activity (Figure 3). The outputs of each of these steps should feed into and determine the characteristics of the subsequent step. For example, the training design should be influenced by the results of the situational analysis and trainee selection. Also if trainings are run successively, each new training course should be seen as an opportunity, through monitoring and evaluation, to generate new lessons to enhance the next training course.

FIGURE 3



A simple training cycle.

There are a number of steps involved in getting ready for this training. We will describe each in turn in the rest of this chapter:

1. Setting up the training team
2. Background reading
3. Conducting a situational analysis
4. Choosing the trainees
5. Preparing trainees and conducting a training needs assessment
6. Choosing a training venue
7. Arranging the field programme
8. Preparing training materials and equipment
9. Setting up the monitoring and evaluationì

Setting up the training team

A training team should be set up well in advance of the training, preferably at least two months before. Ideally this entire team should be involved in the various preparatory steps, as well as the monitoring and evaluation activities described in this chapter. It is essential to have two facilitators conducting this training, these can rotate roles during the training, with one leading and the other in support. Support staff will also be useful, such as for preparing the training materials, photocopying documents, and helping the facilitator(s) during the training. They should be available full time for at least three days before the training begins. Someone should also be available during the training to take notes and in the evenings to type up outputs, as well as after the training to help complete a training report.

It is strongly recommended that the training team develops a work plan for all aspects of the training cycle. This should include the pre-training preparations, roles and responsibilities for each session and after the training. It should list what has to be done, the materials needed, the responsibilities and the timings. It is also essential to conduct a dry-run before conducting the training for the first time. This can be done in a day by talking through each session using the Power Point slides as a guide (see Folder D on the CD-Rom). This especially helps you to think through and check if all the materials are in place and brings the steps from this manual to life so that they are easily understood.

Background reading

A vital early preparatory step for the training team is to carefully read the two background publications, *Understanding nfps – guidance for practitioners* (FAO, 2006); and *Enhancing Stakeholder participation in nfps – Tools for practitioners* (FAO, 2009). The first publication clearly lays out what the trainer needs to know about the background, principles and phases of nfps. The second publication describes the rationale for participation in nfps, and the skills and methods required to facilitate stakeholder participation in nfps.

All training team members should also find and read background material on the NFP context, especially if they are not familiar with the forestry context. Relevant materials could include forest policy workshop reports and forest policy reviews, as well as any relevant forest policies. Facilitators should also familiarise themselves with the institutions involved in forest policy development and implementation.

Situational analysis

To complement the background reading it is also important to conduct a *situational analysis* on participation in the forestry sector. This will explore whether there is insufficient participation in nfp processes, and find out which stakeholder groups are insufficiently engaged and why. The first part of the training – the context analysis – involves various exercises to allow trainees to analyse participation in the forestry sector. However, facilitators should also conduct similar exercises before the training so that the training design can be adapted to this context.

An efficient way of conducting a situational analysis is to join existing planned meetings, for example a multi-stakeholder workshop, a consultation field visit to meet forest community members or an nfp steering committee meeting.

BOX 2. KEY READING

ESSENTIAL READINGS

The following FAO materials are essential (the first is the main handout of the training), the second provides a background on national forest programmes which may be essential if there is insufficient understanding of national forest programmes among the trainees:

- FAO. 2009. *Enhancing stakeholder participation in nfps – tools for practitioners. Rome, FAO. This is the main handout for this training*. It also provides guidance and support for trainees after the training. It can be downloaded at www.nfp-facility.org/18939-1-0.pdf
- FAO. 2007. *Understanding national forest programmes – guidance for practitioners*. Rome, FAO. This provides a concise and clear background and overview of principles of nfps. It can be downloaded at http://www.fao.org/forestry/nfp/en/

RECOMMENDED READINGS

Excellent manuals/guides on facilitation and participatory and experiential learning approaches.

- Braakmann, L, Edwards, K. 2002. The art of building facilitation capacities, RECOFTC, Bangkok. http://www.recoftc.org/site/index.php?id=357
- Pretty, J. et al. 1995. A Trainer's Guide for Participatory Learning and Action, International Institute for Environment and Development, London: www.iied.org/pubs/di splay.php?o=6021IIED

A case study on enhancing stakeholder participation in a National Forest Programme can be found at the following:

- O'Hara, P. & Puhlin, J. 2006.Taking participation of villages beyond the villages to national forest policy process in the Philippines. Unasylva, 57, Issue 225 on National Forest Programmes. http://www.fao.org/docrep/009/a0970e/a0970e06.htm

Some additional tools to enrich the methods tool boxes of trainees.

- Power tools: for policy influence in natural resource management. This excellent resource from the International Institute of Environment and Development (IIED) provides descriptions of 26 tools/approaches designed to enable 'marginalised people and their allies to have greater positive influence on natural resources policy. http://www.policy-powertools.org/.

Tools for practitioners lists various methods for conducting a situational analysis, some of which are described in Box 3. Since each tool examines the situation in a different way, ideally more than one tool should be used to check that your findings are accurate. Select tools which you believe are most appropriate for your context. If time is short, stakeholder analysis is the most effective tool as it can clearly capture perceptions on stakeholder power and participation in the forest sector.

The findings of the situational analysis should shape the form and function of the training. For example, where there is a complete misunderstanding of what a national forest programme is, extra sessions on nfp principles can be added to the training, and/or, materials on nfp principles can be sent out to trainees to read before the training begins.

The situational analysis can also help identify trainees for the training. For example, you might find that a key forestry college lacks a module on participation in its curriculum, or that an influential forestry committee is excluding key stakeholders. Thus trainees from this college and committee might be ideal targets for the training.

BOX 3. METHODS FOR CONDUCTING SITUATIONAL ANALYSIS

The following tools are numbered in the way they appear in *Tools for practitioners*. Refer to that publication for detailed instructions on how to use them. Bear in mind that you will also be using these exercises during the training; there is a chance that they will pre-empt the training if they are used with potential trainees before the training begins.

- *Tool 1. Stakeholder analysis:* This tool is an excellent way to understand the main needs for enhancing stakeholder participation. It identifies the current 'participation health' of a forestry sector. It highlights if and where action needs to be taken to enhance participation by certain stakeholders so that their influence on decisions is better balanced with how affected they are by those decisions.
- *Tool 2. Visioning:* Visioning can assess forestry stakeholders' perceptions of an nfp process. You ask key forestry stakeholders to draw their vision of a good national forest programme process. This exercise can highlight misconceptions and significant variations in understanding about nfp processes; the training can then be designed to correct them.
- *Tool 4. Relationship mapping:* This helps identify where relationships among forestry stakeholders are weak and hence where action needs to be taken to build more effective partnerships. The results of this may for example help inform which stakeholders should be involved in the field programme.
- *Tool 6. Problem analysis:* This method will allow you to explore the causes of of 'insufficient participation in forestry decision making'. The results can help to inform the design of the training.
- *Tool 8. Strengths, weaknesses, opportunities and threats (SWOT) analysis:* This broad analytical framework explores both the negative and positive aspects, of, for example, participation in forestry decision making and action. The opportunities and threats revealed can be very useful in shaping the training.
- *Tool 9. 3Rs ranking:* This tool can uncover the causes of perceived injustice in the forest sector, when the 3Rs – responsibilities, rights and revenues – do not balance. For example it might reveal that some stakeholders shoulder most of the responsibility for forest management, while others have most of the rights and reap most benefits. Such power imbalances can be fundamental reasons why more participation is necessary.
- *Tools 10 and 11, target scoring and H diagrams:* These quick assessment tools can be used to evaluate stakeholders' perceptions of degrees of participation, for example in the nfp. Both methods can be easily and quickly applied in meetings and workshops.

Source and further information: FAO (2009) *Enhancing stakeholder participation in national forest programmes: Tools for practitioners.* FAO, Rome. Available at www.nfp-facility.org/18939-1-0.pdf.

Choosing trainees

You will need to identify potential trainees at least two months before the training begins. Suitable trainees might include:

- NFP steering committee members.
- Representatives of key stakeholder groups taking part in an nfp.
- Forest policy makers or those who influence forest policy.
- Mid to senior-level forestry decision makers – both private and public sector.
- Mid to senior-level decision makers in sectors related to forestry, for example agriculture, energy etc.
- Teachers and trainers from training and academic institutions involved in training forestry stakeholders.
- Representatives from donor organisations who finance forestry programs.

In choosing trainees, try to achieve a balance in terms of gender and, where appropriate, geographical origin. It is also important to have a good balance between the types of stakeholders involved, for example private sector, public sector, non-government organisations and academic/training organisations. This diversity of stakeholders helps make the interactions within the training group more interesting and meaningful to trainees. They can tangibly compare and contrast stakeholders' varying views, thus demonstrating some of the key messages in the training.

As the training approach involves experiential learning with intensive contact between facilitator and trainees, it is advisable not to exceed 25 trainees. See criteria for participant selection (Box 4).

BOX 4. KEY CRITERIA FOR ACCEPTING TRAINEES

- Actively involved in forest sector decision making
- Sufficient authority, resources and ability to implement any relevant lessons (action plans) after the training
- Support from supervisor
- Prepared to submit a preparatory task
- Available throughout training

To invite trainees, adapt the letter of invitation contained in Folder A on the CD-Rom. This letter includes a commitment (to be signed by both the trainee and their supervisor) that the trainee meets the criteria and is willing and able to implement action plans after the training.
The invitation letter sent to potential trainees asks them to describe their background and experience, including their attendance of past relevant training courses. The answers will feed into the training needs assessment, enabling the trainer to adapt the training to focus on specific needs, build on existing skills and avoid overlap with previous trainings.

TRAINEE PREPARATORY TASK

The invitation letter sent out to trainees includes a preparatory task (Annex 1. of this letter) to be submitted at least one week before the training begins (see Folder A in the CD-Rom). This involves assessing existing stakeholder participation in the NFP/forestry sector. The training team will compile these assessments into poster presentations which will then be presented by trainees to each other during the first day of the training course (see Session 6 for more details). Conducting this assessment should be a mandatory requirement for attending the training because it helps ensure that trainees are genuinely interested and already have relevant experience. The preparatory task is also part of the situational analysis, enabling the trainer to better understand the context and tailor the training to perceived participation bottlenecks in nfp/forest sector decision making. It also assesses trainees' needs, highlighting their current level of understanding on the topic and identifying any misunderstandings that the training should try to address.

The preparatory tasks have to be compiled in a particular format so that they can be presented on the first day of the training. This includes summarizing the responses, grouping comments according to the stakeholder group they came from, and within those groupings, structuring the presentations according to the format of the preparatory task - all strengths together, all weaknesses together etc. After these are grouped they have to then be printed out in large enough font and stuck to posters for presentation (see Session 6 and associated *Big sheets guide* for more details on how to conduct this compilation). Note that this synthesis of the preparatory tasks and preparation of the posters can take a full 2 days, so allocate sufficient time for this.

Choosing a training venue

Choose a training venue that is:

- **Quiet and well away from work stations.** It has been found that somewhere quiet and fairly far away from work stations of trainees has been most conducive to avoid distraction. For example a rural hotel or conference/training centre.
- **Spacious.** Although there may be only 20 trainees, a room that could seat 40 people is necessary as space will be required for various group exercises. There should also be additional locations/rooms for smaller breakaway work groups to work in privacy (able to accommodate three to five groups of 4-8 persons).
- **Close to forest stakeholders.** The training venue must be easily accessible to different forestry stakeholders who will be visited during the field programme, especially those who are most influential and those most affected by forestry decisions (see more on arranging the field programme in the following).
- **Equipped with adequate board and wall space.** Numerous big sheets will be prepared and presented during the training. Large boards which can be moved are ideal; if not, there should be lots of open and accessible wall space.

TIP: Make sure the venue will allow you to stick things up on the wall; explain to them you will be using masking tape rather than blu-tack or scotch tape as it does not damage surfaces.

For more information on venue preparation, see *Logistical and material preparation guidance* in Folder A on the CD-Rom.

Arranging the field programme

The materials on the CD-Rom (Folder A) should be read before starting to organise the field programme. The training course will include work in the field (see Part C, Experimentation, Sessions 17 to 20). This field programme is not a conventional field tour to see a showcase project or best practice in forest management. During the field programme trainees should take the lead in facilitating interaction with stakeholders, rather than being passive trainees on a guided tour. A key part of the programme involves trainees interacting with 'resource people' – representatives of forestry stakeholder groups. Therefore you will need to identify and invite these resource people well in advance (see 'stakeholder selection' below).

Refer to the following CD folders
A: Pre-training materials and guidance: guidance notes on how to organise the field programme and form letters for resource people.
D: Training handouts: generic field programme task guide.

The field programme is designed to help develop two sets of skills which are essential in participatory national forest programme: (1) facilitating analysis with separate stakeholder groups; and (2) facilitating multi-stakeholder negotiation.
The field programme is therefore divided into two parts:

1. Meeting each stakeholder group separately, ideally in or near their place of work/residence so that the context can be appreciated.
2. Facilitating interaction between the different stakeholder representatives in one central location.

FIELD PROGRAMME SCENARIO

The ideal field programme scenario is a situation where the forest stakeholders have contrasting views on forestry issues, for example opposing views on an aspect of forest policy.

STAKEHOLDER SELECTION

There should be three to four different stakeholder groups involved in the field programme. Resource people (4-10 individuals in each group) can then be chosen from the groups, taking care to ensure a good mix of roles, gender, etc. The different stakeholder groups should vary in their influence on forestry decision making and the degree to which they are affected by forestry decisions. These stakeholder groups might include:

- Regional or national level forestry officials who have an active role in forestry decision making.
- Forest-based communities who depend on forest resources for their livelihood – these should not be showcase donor project sites, but typical forest-dependent communities.
- Private sector forest enterprises (formal and informal), such as sawmillers, illegal pit-sawyers, charcoal and furniture makers and firewood sellers.
- Non-government organisations (NGOs) or academic institutions that have influence in the forestry sector.

At least one group should be influential decision makers (for example mid to senior-level forestry officials), and another should be greatly affected by forest decisions, but not so influential (for example a forest dependent community).

Sometimes influential stakeholders have limited time while those with less influence can be hard to reach. Also these two types of stakeholders are often not close to each other. This has to be considered when selecting the training venue, which should ideally be accessible to as many of these stakeholder groups as possible. One option is to choose a location that lies between a rural and urban area.

The stakeholders you choose may depend on the specific context revealed in the trainees' preparatory task. For example several trainees may have identified a stakeholder group that has been excluded from the nfp or forestry decision making process, for example small informal forest enterprises. You should therefore make special efforts to include representatives from this group in the field programme.

Within the community group, try to include those most affected by forestry – in some countries this is often the poorer sections of the community, those working in informal (illegal) forest enterprises and women. Finding these people is not always easy. Their trust will need to be built so that they feel comfortable about taking part in the field programme. This will require negotiation and, if necessary, setting some conditions (for example anonymity) to persuade them to take part.

Inviting resource people for the field programme

Once you have decided which stakeholder groups to include, you can invite representatives from each group to act as 'resource people' during the training. A sample invitation letter to inform resource people of the purpose of the field programme is on the CD (Folder A – Field programme guidance).This letter can be adapted to the context and translated into the appropriate language as required. Distributing multiple copies of this letter to all the resource people, as well as explaining the field programme face to face, helps to ensure that the purpose of the field programme is clear. It also ensures that the correct information is passed around (individuals passing information verbally to each other is notoriously inaccurate). Furthermore, resource people feel respected and tend to take the field programme more seriously if they receive a letter. In many cultures, such letters are a respectful formality that is appreciated, even among illiterate people.

It is good to inform resource people about the field programme weeks in advance, followed by a reminder closer to the training date. As stated in the letter, make it clear that the trainees should receive no special treatment during the field programme. Putting field resource people at ease about the purpose of the field programme, explaining how the information they provide will be treated and sorting out compensation and anonymity should be discussed openly with field resource people and settled before the field programme begins. Such issues should not be negotiated during the field programme itself.

During the field programme resource persons will be required to do an assessment of trainee's skills, attitude and behaviour (see Session 17 and 20 later in manual for more details). The expectation of openness as well as clarifying what skills, attitude and behaviour are, should be done during their invitation to take part.

FIELD PROGRAMME LOGISTICS

The field programme is a very important part of the training and is complex to organise. Refer to Box 5 for a logistical timeline and checklist, which is based on past experiences.

BOX 5. LOGISTICAL TIMELINE AND CHECKLIST

Several weeks before field programme:

- Choose field site and seek permission to hold training exercise there
- Identify a good mix of stakeholder groups
- Identify and invite resource people by letter
- Follow up letter with phone call or meeting to clarify issues
- Find a suitable location for Part II of the field programme (Session 19), the multi-stakeholder meeting (Session 19). Ideally this should be big enough for 40 to 50 chairs to be placed in one large ring for the fishbowl debate (Tool 14 in *Tools for practitioners*). Give the person responsible for organising this venue a photocopy of the fishbowl debate photograph from the front cover of *Tools for practitioners* as a guide.

Several days before field programme:

- A training team member should revisit the resource people to remind them of the details of the programme. They should be reminded not to give the trainees any special attention or to make any special arrangements.
- Organise enough vehicles to transport the trainees to the site, and then to transport them and the resource people (a minimum of 6 representatives from each stakeholder group, so 18 in total) to the venue in part 2 of the field programme.
- Organise lunch for all trainees and the representatives from the stakeholder groups – the resource people to eat together. This breaks barriers and helps make the day more enjoyable for the resource people.

The day before the field programme:

- Give vehicle drivers clear instructions for finding the site (provide maps if necessary) and if possible ensure mobile phone contact between the drivers and between the drivers and resource people, so that delays and problems can be communicated.
- Check the layout of the room for the multi-stakeholder meeting.

Preparing training materials and equipment

Participatory and experiential learning-based training courses are more complex to organise logistically than more conventional teaching courses where sometimes the preparation only involves switching on a projector! A variety of materials are required for each session, and many logistical arrangements need to be made in advance:

- **Adapt and prepare handouts.** Review the handouts in the *Training Handouts* folder (folder D on the CD-Rom) and adapt them to your training context. Make sure there are enough copies of handouts for each trainee, and ensure that handouts are photocopied, stapled and put where they can be easily retrieved for the appropriate session. Do not give out all handouts at once. For example, it is important to give out the main handout – *Tools for practitioners* – at the *end* of the first day once the NFP Context Analysis part of the training is over. This avoids influencing trainees' perceptions of the NFP and their views on stakeholder participation.
- **Buy materials following a checklist.** It is important to buy materials carefully and in advance, especially if the venue is a long way from shops. A materials checklist is provided on the CD - Rom, in Folder A (in logistical and material preparation guidance), and in Box 5. This should be adapted to local names for materials, printed out and used by the person doing the purchasing. Because the training is built mainly around group exercises using cards and big sheets of paper, it does consume a lot of materials so it is always good to overestimate if you are uncertain of exact numbers.
- **Allocate time and location for preparing materials.** Many big sheets with various matrices, diagrams and headings have to be prepared before the training. Folder B on the CD-Rom (*Big sheet guide*) has diagrams and descriptions of what needs to be prepared. Two people will need at least two full days before the training to prepare all the big sheets. It is recommended to prepare them all before the training starts, because there will not be enough time during the training. You will need to find ample space – either large tables or floor space – to do the preparation.
- **Test the LCD projector (sometimes called – Power Point Projector).** Test the projector during the dry run, at least a day before the training begins. Do not leave it until the beginning of the training itself in case there is a problem.

TRAINING EQUIPMENT CHECKLIST

- A large clock: put up in the training hall – this helps the trainers and trainees keep time easily.
- 4 or more large presentation boards – ideally these should be easily movable – or large expanses of accessible wall space.
- 1 LCD projector – tested at least the night before the first day of the training
- 1 laptop computer – again tested with the LCD projector at least the night before.
- 1 reliable black and white printer. This will be needed at least three days before the training to make handouts and print out the trainee preparatory tasks, as well as during the training itself.
- A reliable photocopier, again this will be needed at least three days before the training, as well as during the training itself.

TABLE 2. Training materials checklist

TRAINING MATERIALS CHECKLIST	NUMBER (BASED ON AN ESTIMATE OF 20 PARTICIPANTS)
1. The CD that comes in this training package with contents adapted to the specific training context.	1 (maybe more if more than one facilitator involved in training).
2. Main training handout, the *Tools for practitioners* is essential and for more background on nfps, *Understanding nfps – guidance for practitioners* is recommended. All the other training handouts (see section D. of CD Rom on Handouts) should be prepared – training programme, role play roles (see Session 12 for more detail on this and numbers of copies), field programme guide, personal and peer review forms and the final toolbox and planning guides.	20 of each.
3. *Big sheet guide* should be printed out – see Folder B. and this should be followed to guide the preparation of all the big sheets required for the training.	As required.
4. Pocket folders for each participant with training programme (see handouts in Folder D on CR-Rom for preliminaries) and with enough space to add additional handouts and a note pad in.	20.
5. A 4 size white paper.	500 pages – if also Tools for practitioners needs to be photocopied for trainees then 1,700 pages to cover copies.
6. Pens (ball point).	20.
7. Blank note pads for all participants.	20.
8. Large name tags. The type of name tag that is pinned on is preferable to that on a string as the string version often turns around so that the names are no longer visible, or can not be seen when people sit down. Names can be pre-written or left blank and written by participants using marker. The later has been effective as then short common or nick names can be used and written in large letters using markers by participants themselves when they arrive for the training.	20 (plus enough for the entire training team).
9. Flip chart paper for writing on with markers.	200 pages minimum (more if no large rolls of paper are available – see below).
10. Large roll of blank brown paper about 1 to 1.5 metres wide and 100 metres long. If brown paper is not available, rolls of blank wallpaper of the same length can be a substitute. If this is not available, flip charts can substitute although these will have to be taped together to form larger sheets using scotch tape, see 15 later in thischecklist.	100 metres long roll of brown or wallpaper or if not possible add 200 more pages of flip chart paper onto total in 9 as a substitute.
11. Marker pens -different colours suitable for flip charts.	50 – (remember they will also be used for the field programme stakeholders so more markers than the number of trainees are needed.
12. Meta cards - slightly stiff cards, half the size of A4 paper, ideally different colours. If these cannot be purchased they can be cut from coloured A4 size papers. Each A4 paper is cut in half longwise to produce two meta cards (the length of A4 and half the breadth). Use paper cutter if available to hasten cutting. If coloured A4 is not available simply use white A4 size papers.	1000 in total. 250 each colour would be ideal. This number would be cut from 500 A4 size pieces of paper.
13. 'Post - its' (in some countries called stickers or stick-its). These are square or rectangle sticky notes, often yellow that are used as reminders in offices. Try to buy the largest ones available, up to maximum 1 sixth of a size of A4 paper.	6 packets.
14. Masking tape (ideally about 2 cm wide, not the very thin or very thick version). This tape is much easier to work with than Scotch/cellotape, it can be stuck and re-stuck and is easily torn into small pieces.	10 rolls.
15. Scotch/cellotape – thick (4-5cm wide) brown coloured is best as it is easier to work with. This is used to stick sheets together, more will be needed if large brown paper is not available and lots of flip charts have to be stuck together.	2 rolls but add 6 more to make a total of 8 if large rolls of paper not available (see number 10. on this checklist).
16. Sharp Scissors.	2 pairs.
17. Stapler (with a couple of packets of staples).	1.
18. Glue sticks for sticking paper onto paper. This is used especially for Session 10, forest sector stakeholder analysis. If glue sticks are not available than masking tape is a suitable substitute.	4.
19. Fancy paper/card – A4 size - for certificates (if certificates will be prepared).	20.

PHOTO 1. Some training materials, meta cards stuck to brown paper with masking tape.

TIP: A tip when using masking tape is to pre-cut it into usable pieces immediately before the session it will be used in. This can be done when long strips are stuck firmly along the corner of a board or wall, with a couple of millimetres overlapping/stuck to the board or wall and the rest of the tape sticking out from the corner. Then cut the loose part of the tape into 3 – 4 cm intervals right down to the wall or board so that the piece can be easy to rip off when required during the session.

Setting up the monitoring and evaluation

Training monitoring and evaluation (M&E) involves the systematic collection (the monitoring part) and analysis (the evaluation part) of qualitative and quantitative information in order to assess and learn from changes brought about by the training. It is important to consider M&E before the training begins because you can use the situational analysis exercises to gather some 'baseline' information against which to measure changes.

TIP: Remember that a successful training is not just measured by how much trainees enjoyed it, but also whether there have been changes in their skills or attitudes. Sometimes good learning happens at the edge of a trainee's comfort zone, so happiness and good learning might not always go hand in hand.

During the training there are various methods used to both monitor and evaluate progress towards the objectives of the training. Some of the methods are quite subtle in assessing not only skills development, but also behavioural and attitudinal change. For example, the exercise done in Session 5, visioning should be repeated at the end of the training (Session 35) and the results compared.

To help with developing a monitoring and evaluation framework it is good to think about the different types of changes brought about by a training:

- Outputs: for example numbers of action plans developed by trainees.
- Outcomes: action plans implemented in a way that enhances participation. This could be measured by both quantitative indicators (increased numbers of affected stakeholders engaged in decision making) and qualitative indicators (the use of methods that these affected stakeholders feel are more inclusive).
- Impacts: changes in the power distribution of stakeholders in the forest sector. This could be measured by repeating and comparing the stakeholder analysis exercise conducted in the situational analysis.

As with the situational analysis there are many methods from *Tools for practitioners* that can be used for M&E after the training. Often simply repeating the tools used before the training in the situational/needs assessment is a useful way to map any change.

Lessons drawn from the M&E should subsequently be fed back into future training cycles to improve their relevance, efficiency and effectiveness. Based on the results of the M&E it might have to be asked if the training has to be changed in some way, including the type of trainees; training design; or action plans are implemented better next time by addressing wider institutional issues.

It is also very important to do an evaluation of the training with the trainees after the training – often hindsight can provide some very useful insights, for example 6 months after the training. This can be done by sending out questionnaires asking about strengths, weaknesses of this training and recommendations for enhancing future trainings. An even better approach is to bring trainees together to discuss progress and challenges in implementing their action plans after the training and to ask them to do a strengths, weakness, opportunities and threats analysis (SWOT: Box 3) of the training. The opportunities and threats can especially be used as key lessons to feed into and improve future training workshops.

Inviting an appropriate person to provide opening/closing remarks

It is important to invite someone early enough (at least 1 month before) to provide the opening remarks at the beginning of the training (see Session 1 description for more details) and closing remarks at the end of the training (see Session 37 for more details).

This person should have influence in the forestry sector and influence over trainees, so that support and encouragement can be provided to implement action plans developed by trainees. Ideally this person should be an advocate for increased participation in forestry decision making and action.

It is important to inform this person formally with clear information on the training programme, purpose, who the trainees are and information on participatory nfp processes. Sometimes a briefing note with key messages has proven useful. Remember to include an indication of the maximum time allocated for remarks.

The training approach and structure

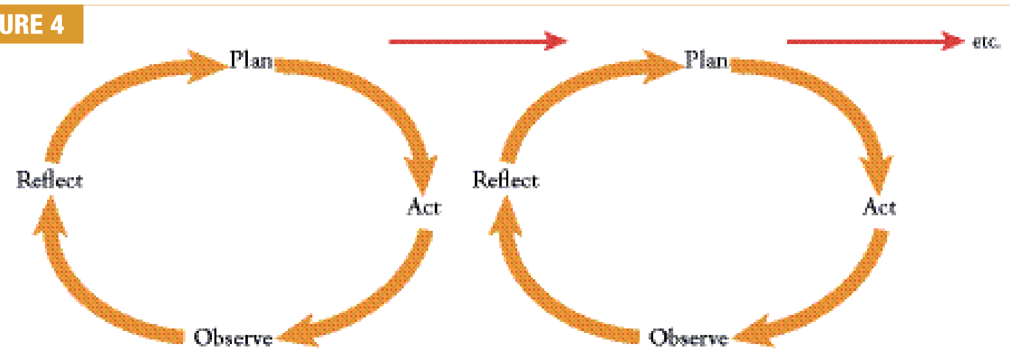
Experiential learning

The training approach is based on experiential learning principles, which assume that we do not gain knowledge by passively absorbing information. Instead, we learn best by actively experimenting (learning by doing), reflecting and internalising lessons from our experience (Figure 4).

When conducting training that follows experiential learning principles, the key is to avoid teaching the answers, and instead to strengthen learners' analytical capacity to find their own answers. Thus, the role of the trainer is facilitator rather than teacher.

This is why there is little conventional 'teaching' in this training manual. Instead of containing pages and pages of lecture notes, this manual helps the facilitator create a stimulating, structured learning environment in which trainees can develop their analytical capacity and discover and learn the key messages on their own.

FIGURE 4



Experiential learning cycles.

***Source*: adapted from Kolb (1984)**

Experiential learning has proven a very effective training approach for many reasons. It gives trainees themselves ownership of the lessons and thus builds their confidence to apply and adapt them. This is an important factor for national forest programmes, where 'ownership' of the programme and principles is key. Trainees' enhanced analytical capacity means that they are likely to continue the learning process after the training. And finally, trainees tend to remember more in an experiential learning based training course – because they have made the discoveries themselves – than in a conventional taught course (Box 6).

BOX 6. THE LINK BETWEEN TRAINING APPROACHES AND KNOWLEDGE RETENTION

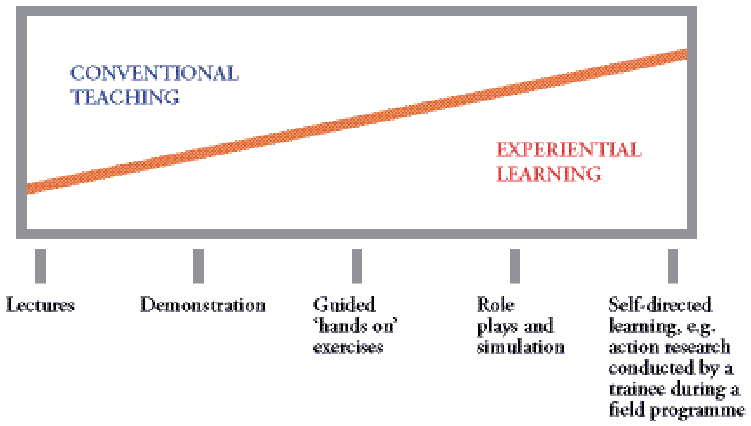
Research has shown that trainees can remember up to...

- 20% of ideas they hear in a lecture.
- 50% of ideas they hear and see practically demonstrated by someone else.
- 90% of ideas they discover themselves through practice and then explain to others

Source: Braakmann, L. and Edwards, K. 2002.

However, experiential training does not solely involve self-directed learning. Sometimes a gradual progression is necessary, involving the use of a variety of training approaches (Figure 5). Thus this manual suggests an evolution from lectures right through the continuum shown in the figure, with self-directed learning introduced about halfway through the training course. However, the point at which self-directed learning is introduced will depend greatly on the characteristics of the learners themselves, as well as on the cultural context.

FIGURE 5



Spectrum of training methods.

***Source*: adapted from IIRR & ETC. 2002. *Sustainable agriculture training of trainers: A resource book.* International Institute of Rural Reconstruction, Philippines and ETC Ecoculture, The Netherlands.**

The role of facilitator

The user of this manual must be comfortable in the role of facilitator of experiential learning approaches. Facilitating experiential learning is easier in some cultures than in others. For example, some cultures expect the trainer to provide the answers and the trainees quietly and respectfully absorb them. The facilitator needs to be sensitive to these cultural expectations, and should adapt the speed of movement towards self-directed learning accordingly.

To set the right ambience for experiential learning, it is important that the facilitator projects him/herself as one among equals. An informal open atmosphere for sharing and debate should be created. It is particularly important that the atmosphere encourages and respects a diversity of opinions. Views, even from the facilitator, should be presented as opinions rather than as the 'right answer'. This provides space for different views and gives trainees the confidence to experiment without worrying about making mistakes.

The words of wisdom on experiential learning and facilitation in Box 7 capture the principles of this approach well. If Einstein, who had so much to teach, did not believe in conventional teaching, those of us with less knowledge should certainly heed his advice.

BOX 7. WORDS OF WISDOM ON EXPERIENTIAL LEARNING AND FACILITATION

'I never teach my students, I merely create opportunities so that they can discover and learn by themselves'. (Albert Einstein, 1950)

'It is nothing short of a miracle that modern methods of instruction (conventional lecturing) have not completely strangled all curiosity of inquiry'. (Albert Einstein)

'Keep the process simple and guidelines clear. Provide the group with structure to do its work, but do not try to control it.' (Based on the teachings of Lao Tzu, Chinese philosopher, 3rd century BC, talking about training approaches)

'The novice facilitator shows and tells incessantly; the wise facilitator listens, prods, challenges, and refuses to give an answer.' (Lao Tzu)

'Learning is not a spectator sport'. (Anonymous)

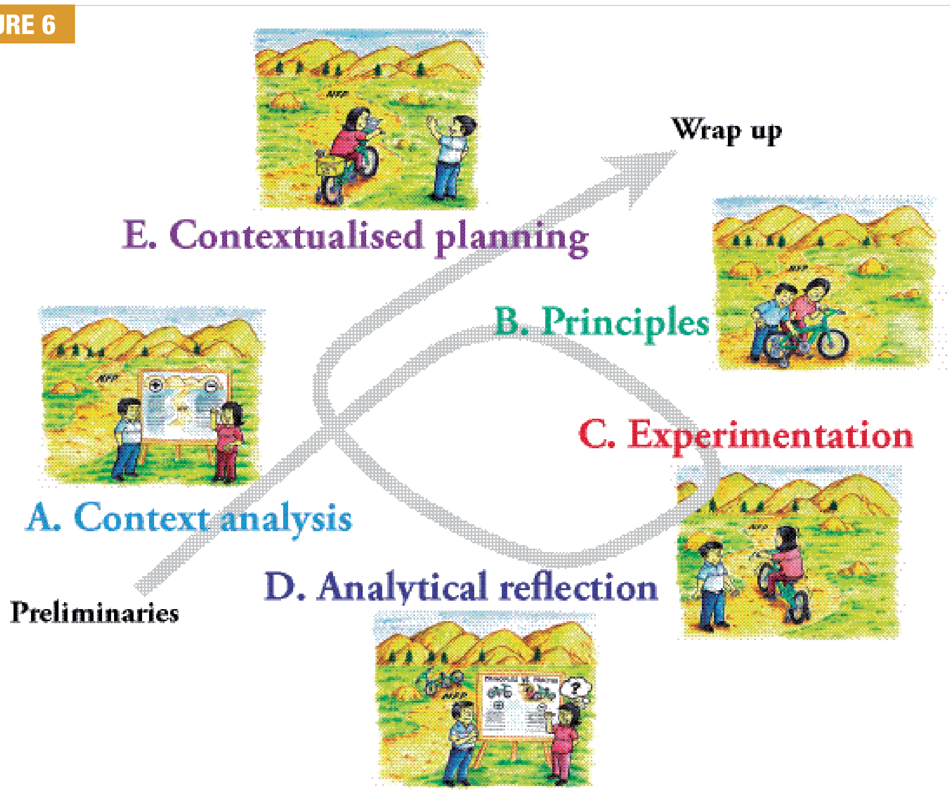
Source: Braakmann, L. and Edwards, K. 2002.

Training structure

The structure of this training course is itself based on an experiential-iterative learning cycle (Figure 6). It involves five main parts built around a learning cycle. It is 'iterative' because outputs from each part feed into the next part. This structure is designed to help the trainees understand the principles and benefits of an iterative process. This reflects another key principle of an nfp, that it is an iterative and experiential process, rather than prescriptive (i.e it is not a blueprint).

The training structure involves five main interlocking parts introduced by an introductory section and closed by a wrap up section (Figure 6):
Preliminaries: Setting the scene for the training, explaining objectives, process and expectations and setting rules and norms.
A: context analysis. Analysing participation in the NFP in the specific country where the training is being held. This involves a situational analysis and a subtle needs assessment of trainees.
B: principles. Exploring the rationale for and principles of multi-stakeholder participation in nfps.
C: experimentation. Putting the principles into practice by experimenting with skills and methods in a field programme.
D: analytical reflection. Internalising lessons: trainees compare principles (from Part B) with their practical experiences (Part C).
E: contextualised planning. Trainees revisit the context analysis and, drawing on relevant lessons from the training, develop a tailored and feasible toolbox of methods and an action plan to enhance stakeholder participation in their own country's NFP.
Wrap up: Evaluating the training and identifying next steps.

FIGURE 6

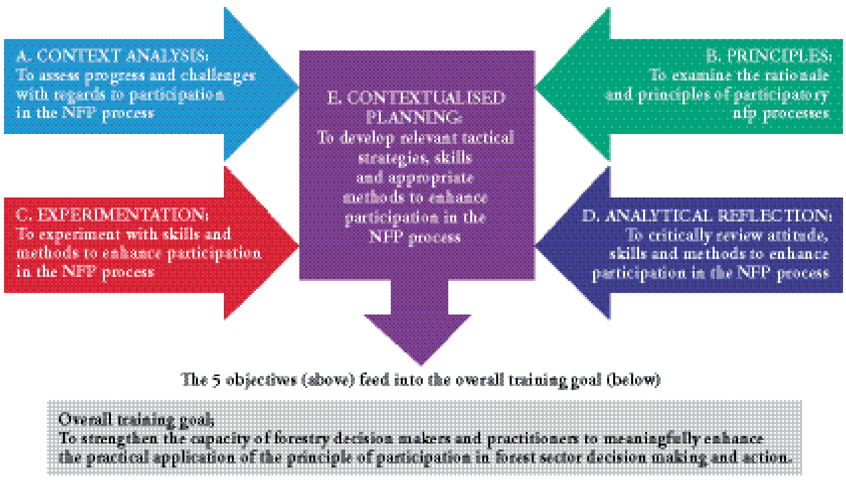


Training structure.

Training objectives

Like other elements of the training, the training objectives and goal (Figure 7) can be tailored to specific NFP and the skills of trainees.

FIGURE 7



Training objectives.

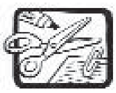
Training schedule

Table 3 shows a suggested 5-day training schedule. However, like the training objectives, it should be tailored to the specific context. For ideas of different options for breaking the training down over different time periods, see the annex.
If the venue is far from the work stations of trainees it is advisable for trainees to arrive at the training venue the day before the training begins and leave the day after the training ends. This ideal scenario, based on experience, is designed to avoid the training being disrupted by people coming late on the first day or leaving early on the last.
In the rest of this manual we provide session descriptions for guiding the trainer through the training. Each session guide has the following standardised format with the following symbols:

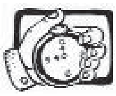
Session number: This number matches the number on the schedule (Table 3) and is essential for locating the corresponding Power Point slides, handouts and big sheets guides on the CD-Rom, which all have the same number.

Purpose: What the session is aiming to achieve.

Steps: Step by step procedure of how to run the session.



Materials: The Power Point slides, handouts, big sheets and other materials needed and how to prepare them.



Timing: The estimated time needed for the session.

Comments and tips: Additional explanations on the session as well as general advice and troubleshooting tips.

TABLE 3. Suggested training schedule

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
TRAINEES ARRIVE	PRELIMINARIES	**B. PRINCIPLES**	**C. EXPERIMENTATION**	**D. ANALYTICAL REFLECTION**	**E. CONTEXT-UALISED PLANNING**
Registration AM	1. Opening remarks *Presentation* 2. Formalities –Establishing tone and ground rules. *Presentation* 3. Overview of training *Presentation* 4. Expectations. *Group exercise*	8. Daily recap. *Group exercise* 9. Rationale and principles of multi-stakeholder participation in nfps. *Presentation* 10. Forest sector stakeholder analysis. *Group exercise*	15. Daily recap. *Group exercise* 16. Preparation and presentation of field programme plans. *Group exercise and presentation* Travel to field 17. Field programme Part I. Facilitating separate stakeholders' analysis. *Group exercise*	21. Daily Recap. *Group exercise* 22. Team preparation of methods reflections from the field programme. *Group exercise*	30. Daily Recap. *Group exercise* 31. Priority ranking of strategies. *Group exercise* 32. Action planning and tailored toolbox development. *Group exercise*
	Break	**Break**	**Break**	**Break**	**Break**
	A. NFP CONTEXT ANALYSIS 5. Visioning exercise – what are personal visions of a good NFP? *Individual exercise* 6. Trainees' assessment of participation in the NFP. Posters with peer review. *Group exercise*	11. Attitude, skills and methods practice. *Presentation and exercise*	18. Assessment by field programme resource persons. *Group exercise*	23. Presentation of field programme methods reflections. *Group exercise* 24. Field programme stakeholder analysis. *Group exercise* 25. Presentation of field programme resource person assessment. *Presentation*	Continuation of Session 32.
	Lunch	**Lunch**	**Lunch**	**Lunch**	**Lunch**
PM	Continuation of Session 6. *Group exercise*	12. Nfp role play. *Group exercise*	19. Field programme Part II – Facilitating multi-stakeholder negotiation. *Group exercise*	26. Personal and peer review. *Individual exercise* 27. Participatory nfp facilitator checklist. *Group exercise* 28. Strategizing to address challenges in NFP context. *Group exercise*	33. Presentation of action plans and tool boxes. *Group exercise* 34. Next steps *Presentation*
	Break	**Break**	**Break**	**Break**	**Break**
	7. NFP assessment analysis, using SWOT, problem analysis and target scoring. *Group exercises*	13. Reflection on role play. *Group exercise* 14. Field programme intro and team tasking. *Presentation and group exercise*	20. Reflection assessment by field programme resource people. *Group exercise*	29. (Optional) Critical debate on participation in nfps . *Group exercise*	Wrap up 35. Revisiting good nfp visions. *Exercise* 36. Evaluation 37. Closing remarks
Outcomes	**Day 1. Outcome: NFP context analysed**	**Day 2. Outcome: rationale and principles understood**	**Day 3. Outcome: practical experience of skills/methods**	**Day 4. Outcome: lessons absorbed**	**Day 5. Outcome: action plan and adapted tool box prepared**

The training: getting started and context analysis

Preliminaries

The preliminaries on the first day set the foundation for a conducive learning environment. They include the formal opening remarks, and then create a relaxed ambience through informal introductions. Responsibilities are also allocated among the trainees for various aspects of the training, such as time-keeping. Rules and norms are set for the training and the feedback mechanism for ongoing evaluation is explained. Finally the objectives, approach and training schedule are described and trainees' expectations are explored.

Session 1. Opening remarks

PURPOSE

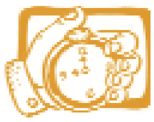
To provide a formal start to the training. The opening remarks can describe the rationale for the training and can inspire the trainees to take the training seriously.

STEPS

1. Brief the speaker beforehand on what is expected in terms of timings (arrival time and duration of the speech).
2. Present the appropriate Power Point slides for this session. Add another slide which describes the speaker making the opening remarks and displays their organisation's logo, plus those of the organisations or appropriate government ministry/department hosting the training workshop.
3. Introduce the speaker.
4. The speaker delivers his speech, which should cover the following points:
   - The rationale for participating in nfps: the importance of enabling forest stakeholders to access decision making (and see benefits listed in the *Tools for practitioners – Rationale* chapter)
   - The principles of nfps, particularly participation and partnership, and the commitment of government to uphold them.
   - The current or planned NFP and forest policy process and how this training can support and feed into them.
   - The importance of implementing the action plans that will emerge from the training, and the political support for their implementation.
5. Facilitate a short question and answer session (optional, see comments below).

MATERIALS

- A briefing note prepared for the speaker.
- A laptop, Power Point slides and a projector.



TIMING

- 10 to 20 minutes.

COMMENTS AND TIPS

- Think carefully about how to handle questions. There is a danger that questions and answers may pre-empt subsequent sessions. Also if the opening remarks are drafted by someone other than the speaker, questions may be difficult for the speaker to answer.
- Encourage the guest speaker, especially if they are in a position of authority, to come back on the last day of the training to listen to the action plan presentations and support and motivate trainees to implement their plans. Experiencing the action plan presentation might help the speaker understand the purpose of the training better. If it is a common practice not to have a formal opening, invite the speaker to come at the end of the training, or if faced with a choice between having him/her at the beginning or at the end, prioritise the end.

Session 2. Formalities – establishing tone and ground rules

This session is divided into three sub-sessions, which aim, in turn:

- To enable trainees to get to know each other and to feel at ease.
- To set some ground rules and hand over some ownership of the training process to trainees.
- To create a conducive ambience in which the facilitator is one among equals.

SESSION 2A. GETTING TO KNOW EACH OTHER

PURPOSE

- To enable trainees and facilitators to learn about each other's background and social interests
- To set a relaxed ambience for the training.

STEPS

The methods used depend on the number of trainees, the amount of time available and the cultural context. The following is a simple way of encouraging people to listen actively and to get to know each other. It is suitable in many different cultures:

1. Prepare a flip chart which lists the information to be found out and timings (see *Big sheet guide* and/or appropriate Power Point).
2. Ask people to stand up and pair up with someone they do not know or know only slightly.
3. Each person in the pair has 5 minutes to learn about the other person and then only 1 minute to introduce them to the rest of the group. The following information is particularly helpful:

- The person's name, current position, brief overview of their background and experience.
- How the person influences or is affected by forestry decision making – highlighting any role related to the NFP or forest policy processes or programmes, either in the past, current or future.
- Likes and dislikes. To lighten things, this does not have to be about forestry or nfps, but can instead be about a hobby or interest.

4. Ask each pair whilst standing to introduce their partner by providing the above information.

MATERIALS

- Flip chart prepared according to *Big sheet guide* and/or the appropriate Power Point slide.

TIMING

- 5 minutes for each trainee to learn about the other (10 minutes per pair maximum) and 1 minute in total to introduce the partner (2 minutes per pair maximum).
- For 20 trainees, the total timing for this session would be 30 minutes.

COMMENTS AND TIPS

- The training team should also join in this process, and can pair with each other or trainees. They can begin the introductions to show what is intended and give an idea of the short time allowed. Getting people to stand up helps them see who is being introduced. Clapping after each introduction adds energy to the exercise.

SESSION 2B. RESPONSIBLE TEAMS

PURPOSE

- To delegate responsibilities and instil collective ownership over the training process and outputs.
- To encourage active participation by trainees.
- To break down any teacher-student feeling in the training.

STEPS

1. Prepare Power Point slides, big sheets and time cards for this session (see CD-Rom, Folder B).
2. Describe the three teams' responsibilities (Box 8). Ask if the responsibilities are clear.
3. Divide trainees into their three teams. One way of doing this is simply by asking each trainee to consecutively number themselves (either 1, 2 or 3). They are then divided accordingly into teams named 1, 2 and 3. Three A4 sheets are passed around numbered 1, 2 and 3 and trainees write their name with markers on the appropriate sheet. As people who know each other tend to sit together, this way of numbering helps to force trainees to mix. Stick the A4 sheets with team names on them on the big sheet so that they are beside the three different teams' responsibilities (see *Big sheet guide* for this session on the CD in folder B).
4. Rotate membership of the teams (and leaders) every morning after the recap team presents. To do this, move the A4 papers with the team names on to the next responsibility on the big sheet and inform trainees of their new responsibility.

BOX 8. TEAM RESPONSIBILITIES

- **Time team:** Use time cards (see materials section below) to ensure all sessions, presentations and exercises run on time. If the time allowed for a session is not clear they are responsible for asking presenters or facilitators for the timings. They should rotate the responsibility for time keeping within the team.
- **Social team:** Keep people stimulated by introducing energising exercises or letting the facilitator know when a break is needed. If the training is residential they can also be responsible for organising any social events in the evenings.
- **Recap team:** Concisely (5 to 10 minutes maximum) summarise the key activities and lessons from the previous day, so that successive days can easily build on these lessons. The team should meet together at the end of each day to draft their summary.

MATERIALS

- CD: Power Point slides, and pre-prepared big sheet according to *Big sheet guide*.

- A set of clearly written time/comments cards (coloured A4 size paper/card is best). There should be cards showing 30 minutes,10 minutes, 5 minutes, 3 minutes, 2 minutes, 1 minute, 30 seconds, and STOP! These should be given to the time keeping team. Additional comments cards can also be the responsibility of this team. For example, ‘Quiet please’ is particularly useful when people are talking while someone is presenting.

TIMING

- 10-15 minutes for assigning and explaining team responsibilities.

COMMENTS AND TIPS

- Remind the Recap teams not to be too descriptive (i.e. simply listing what sessions were conducted). Instead they should be analytical and identify lessons and new insights to take forward.
- Remember that it will help the time keeping team if the facilitator writes on a poster the times allocated for each session/sub-session. Rough timing guides are provided on each session plan in this manual.
- Getting the teams up and running may require many reminders on the first day until the trainees get used to the system. As the training proceeds, try to encourage the teams to improve. One way of doing this is through developing a competitive spirit among the teams, for example by saying ‘the social team were no good yesterday, let’s see if the team today can do a better job’.

SESSION 2C. TRAINING WORKSHOP NORMS

PURPOSE

- To agree on ground rules for the training.

STEPS

1. Show Power Point slide for this session and a large poster listing some generic rules and generic timings (see *Big sheet guide*) which you stick on the wall.
2. Ask if trainees agree or would like to change any of these rules or timings.
3. Check that any new rules or timings are generally accepted before adding them to the list.
4. Leave the rules and timings posters on the wall for the remainder of the training, usually on a side wall.

MATERIALS

- The Power Point and pre-prepared poster sheets according to guidance in *Big sheet guide*.

TIMING

- 5 minutes.

COMMENTS AND TIPS

- Remind trainees that rules and norms apply to everyone equally with no exceptions, including the facilitator.
- The rules can be added to during the training if need arises.
- The timing should be adapted to what is locally appropriate, but try to aim for an average of 7 hours of training per day. It should be highlighted that due to the unpredictable nature of participatory exercises, some days may have significant variation. Also the timing of the field programme will depend greatly on local factors such as travel times etc.

SESSION 2D. FEEDBACK POSTERS

PURPOSE

- To give an opportunity for trainees to provide anonymous feedback at any time during the training about what they do and do not like. This can act as a release valve for any frustrations, and enables the training team to be responsive to any issues during the training.

STEPS

1. Prepare and display the '☐ What I like?' and '☹ What I don't like?' posters (see *Big sheets guide*) and the stock of post-its that can be used for writing comments onto. Stick a post-it on to the poster to show how it works.
2. Explain that criticism is welcome: without knowing what is going wrong it is impossible to correct it during the training; likewise knowing what is going well helps motivate the training team.

3. Place the feedback posters outside the training hall or in some secluded place where there will be some privacy for trainees to give feedback.
4. Remind people about the feedback wall from time to time.
5. At least once a day check if there are new comments. Review new comments with trainees, ideally each morning after the recap. Discuss the feedback collectively, especially any strong criticism and try to get a sense if it is a collective feeling or rather from one or two individuals. Ensure that you respond to any serious and justified complaints.

> **TIP:** Respond to trainees' views during the training. Do not wait till the end of the training when it will be too late to make changes.

MATERIALS

- Two large poster sheets prepared as indicated in the *Big sheets guide*.
- Post-its and pens.

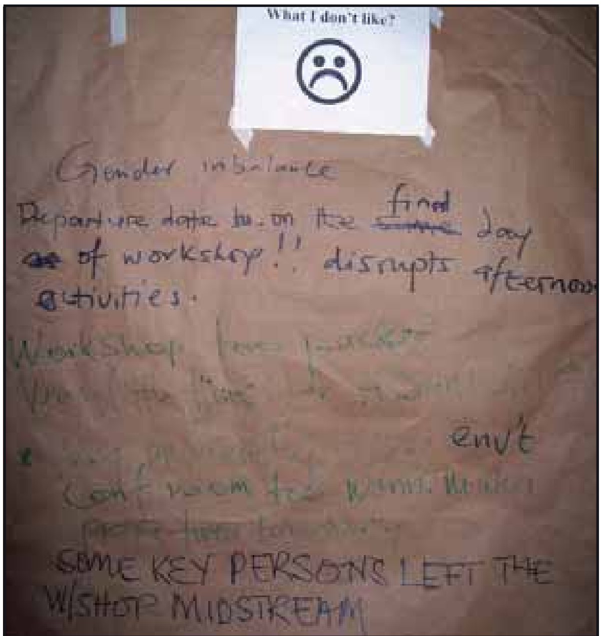


PHOTO 2. One of the feedback posters filled with comments by the end of the training. In this case trainees opted to write directly on the feedback posters rather than attaching post-its.

TIMING

- 2-3 minutes for initial description. Addressing comments should take at most 5-10 minutes each morning depending on the number of comments.

COMMENTS AND TIPS

- It is important to address any strong collective complaints. However, keep in mind that a productive learning environment does not always mean that everyone is happy all of the time. Sometimes it requires trainees being brought to the edge of their comfort zone. 'Field sites were dirty', 'Village meeting setting was too hot' and 'Training too active' might be typical dislikes. The aim is to strike the balance by defending certain aspects of the training when justified, while changing some aspects of the training when complaints are valid.
- You can increase anonymity by using feedback boxes: two cardboard boxes/cartons, with 'what I like' and 'what I don't like' written on each and left outside the training hall. Trainees can write their comments on meta cards and place them in the boxes. In some cultures people are more willing to make critical comments using this method. Each morning any new cards can be taken out and stuck to the wall or a board to be discussed in plenary.

Session 3. Training overview

PURPOSE

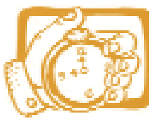
- To introduce the training objectives, structure, approach and expected outputs and link them with the schedule so that trainees see how everything fits together.

STEPS

- Prepare the appropriate Power Point slides (3a to 3d) and posters (see materials).
- Present slides as a basis for concisely explaining the purpose and structure of the training. Follow the specific notes (in Box 9) for the slides.

MATERIALS

- Provide photocopies of the training programme description contained in the Handouts for the Preliminaries on the CD-Rom.
- Power Point slides, laptop and projector.
- Big sheets/flip charts showing training objectives, outputs, spiral structure for referring to easily throughout the training without having to go back to the slides. See *Big sheets guide*.



TIMING

- 15 minutes.

BOX 9. SESSION 3. NOTES TO ACCOMPANY POWER POINT PRESENTATION FOR THE TRAINING OVERVIEW

- *Objectives and outputs slide:* Note that the action plan and toolbox are not necessarily intended to create new work, but can enhance existing or planned work by making it more participatory.
- *Spiral diagram:* Highlight the interconnectedness of training parts. When describing the learning journey/spiral structure of the training it is important to emphasise that the sequence is designed to maximise learning by mixing principles, practice and reflection.
- *Training approach:* Emphasise that this training will be more of a facilitated workshop rather than a taught course (show slide on how much trainees learn from different training styles). Rather than the facilitator providing the answers, the facilitator will provide what is hopefully a stimulating learning environment – with interesting questions. This role is often new to trainees so might require some further explanation, perhaps drawing on some of the points in the chapter on the training approach.
- *Schedule:* Show how the spiral structure fits into the training workshop schedule. The days in the schedule are the parts in the training spiral structure – colours on the Power Point slides of the parts on the spiral and the days in the schedule match. Do not go through all sessions in detail; instead pick examples to show how specific sessions fit within the different parts, linking to objectives and outputs where possible. Trainees tend to like to know how everything fits together and where they are in the training so refer to this schedule and the spiral structure at various times during the training. It is recommended to have the spiral on a flip chart on the wall throughout the workshop (see *Big sheet guide*).

COMMENTS AND TIPS

- Keep the explanation very simple and avoid going into too much detail as it may pre-empt explanations of later parts of the training. Keep more elaborate explanations for those actual sessions. Explain you will be taking questions on content in a more structured way in the next session on expectations.

Session 4. Training expectations

PURPOSE

- To assess whether trainees understand the training purpose and description.
- To enable the facilitator to gauge whether trainees' expectations match the training objectives and for the training team to respond to expectations that will not be met.
- To generate an evaluation baseline.

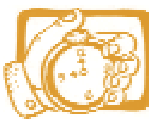
STEPS

1. Prepare matrix on a big sheet and stick it on the wall (see materials). The matrix has three columns: (a) expectations about content of training; (b) expectations about training approach; and (c) other expectations.

2. Explain that it is important to hear trainees' expectations for the training content and training approach so that the training can be tailored to their needs.
3. Explain the matrix on the wall: (a) the content column concerns the objectives and outputs etc.; (b) the approach column refers to the training process, methods and facilitation style; and (c) the third column covers any other expectations, for example logistics etc.
4. Give out meta cards (see materials) and markers to all.
5. Ask trainees to write one idea on each of their cards. Each person should write at most two cards for each column. They then place them on the matrix.
6. Try to group the cards into themes once they are placed on the matrix; ask for clarifications for any that are not clear.
7. Skim through all the cards, column by column, but focus on reading out only the main groupings and discussing these. See comments and tips.
8. Once the exercise is finished stick the cards firmly and store the sheet in a safe place. These expectations need to be viewed again right before the end of training evaluation (Session 36).

MATERIALS

- Big sheet of paper for drawing matrix onto pre-prepared according to format (see *Big sheet guide*).
- Sufficient meta cards, approx 6 per trainee.
- Marker pens.
- Strips of masking tape for sticking cards to sheet.



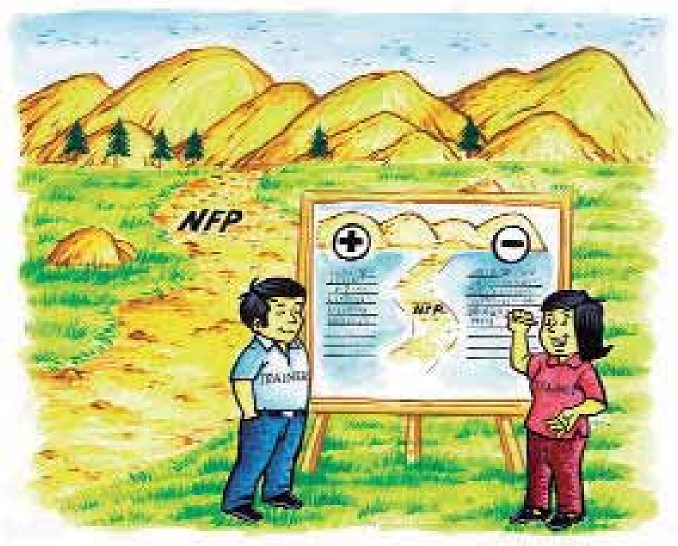
TIMING

- 20-30 minutes (if there are a lot of cards, they can be grouped later – for example during the morning coffee break).

COMMENTS AND TIPS

- It is important to highlight and discuss any expectations that are beyond the scope of the training and clarify that these will not be covered.
- For any reasonable expectations that have not been planned for but could feasibly be addressed, point out that these will be discussed by the training team. This willingness to listen and respond to expectations gives trainees a sense of ownership over the training.
- For expectations that will be covered during the training programme, you can give examples from different sessions of the training to reassure those who wrote the cards.

A. Context analysis



The context analysis involves:

- A rapid situational analysis of the degree of participation in the country's NFP.
- A subtle training needs assessment to find out the trainees' nfp background, skills and visions.

This part of the training involves three sessions:

- **Session 5:** Trainees' visions of a good NFP.
- **Session 6:** Participation in the NFP: trainees present and review their preparatory tasks.
- **Session 7:** Exercises to summarise the NFP participation assessment and to demonstrate methods from *Tools for practitioners*.

Both the visioning and the NFP participation assessment can clearly identify any misconceptions about the NFP. This should then feed into the training team's planning for subsequent days.
Trainees should be reminded to keep the findings of the context analysis in mind throughout the training so that they can apply what they have learnt in their own work. This is particularly important in the final contextualised planning part of the training.

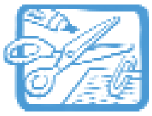
Session 5. Visioning exercise

PURPOSE

- To explore trainees' understanding of a good national forest programme.
- To emphasise the training rule that all views are valid and should be respected.
- To demonstrate a method from *Tools for practitioners*.

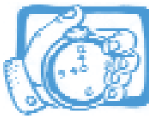
STEPS

1. Explain the purpose of the exercise using the Power Point slides and pre-prepared big sheets required for this session.
2. The facilitator should refer to Tool 2 (Visioning) in *Tools for practitioners* to see how to do the visioning exercise. The goal in the use of the method in this case is to draw their vision of a good national forest programme.
3. Give trainees 10 minutes to draw their sketches, which should not have any writing on them other than their name.
4. Give each trainee one minute to explain their vision (use time cards).
5. Stick the visions on to a wall or board, grouped according to stakeholder group or the similarities that emerge. This helps identify any commonalities and differences, which can then be discussed.
6. After the session the training team can privately evaluate the drawings to give an insight into how the trainees understand nfp. This forms part of the training needs assessment. For example, if the vision shows only trees and no people, it may indicate a lack of understanding of the participation principles of an nfp. Use these visions to adjust the training focus/emphasis on certain issues if necessary. For example, in one training course most trainees had the misconception that an nfp was primarily a rigid plan on paper. The facilitator therefore increased the emphasis on the iterative and process principles of an nfp.
7. At the end of the day take the drawings down and store them so that trainees have almost forgotten about their initial visions by the time they draw their second vision at the end of the training (see next step).
8. Repeat this exercise at the end of the training (Session 35) to assess whether the training has changed trainees' attitudes about nfps. For example, at the end of the training, one would hope that more people would appear in the sketches.



MATERIALS

- Power Point slides and big sheet pre-prepared (see *Big sheet guide*)
- Enough A4 sheets of paper for each person, plus spares.
- Enough multicoloured thick markers for each trainee and masking tape to stick papers on the board/wall.



TIMING

A total of 30 to 45 minutes:

- 10 minutes maximum for drawing rough sketches.
- 1 minute for each volunteer to explain their sketch/vision.

COMMENTS AND TIPS

- Even though you will have mentioned it, people will still be tempted to write words on the drawing so walk around and remind people not to.
- Explain that trainees can use this method in their own work to enhance participation in an nfp. For example, the method can effectively capture and compare the visions of different stakeholders in forestry – both illiterate and literate.

Session 6. Trainees' assessment of participation in the NFP

PURPOSE

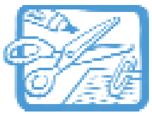
- To conduct a situational analysis of participation in the NFP.
- To establish a climate of sharing and critical peer review among the trainees, which will continue throughout the training.
- To create an informal ambience and enable people to move around.
- To demonstrate another method from *Tools for practitioners*.

STEPS

This method requires substantive pre-preparation and some specific adaptations. For more generic information on the method see Tool 12 (Poster presentation with post-its) in *Tools for practitioners*. Compiling the presentations is one of the key tasks for the training team before the training and it can take up to two full working day or longer depending on the quantity of presentations so this time must be allowed for in the workshop planning.

1. Prior to the training, the training team needs to collect together and read through all the presentations which trainees were asked to prepare as part of their selection process for the training course (see *Getting Ready*).
2. Divide the presentations into the trainees' various stakeholder groups (e.g. NGO, private sector, academia, national level government officials, regional officials). Summarise the main points for each stakeholder group under the following headings that were sent out in the presentation guidelines (strengths, weaknesses, outcome and impact, opportunities/recommendations, bottlenecks). If the same statements are repeated by different trainees, write the number of times the statement occurs in brackets.
3. Type up the summaries using a large font (at least font size 20), print them out and stick them onto poster sheets. Leave plenty of blank space around the print outs on the posters for post-its to be added. Each stakeholder group should have its own separate poster, which are placed on the wall in different parts of the room the day before the training begins so they can be viewed before the training starts. When hanging the posters, remember all trainees should have space to stand in a ring around the poster to observe it during the presentation and to place post-its on it.
4. Use Power Point for this session to aid explanation of steps to trainees.
5. After explaining the steps, trainees should be divided into their different stakeholder groups (according to how their preparatory tasks were divided) and assigned to their appropriate poster. They then discuss the poster among themselves (for 15 minutes), then choose a volunteer(s) to make the presentation.
6. Each presenting group takes 10-15 minutes to present the highlights of their poster to the other groups of trainees. During the presentation, and for 3 minutes afterwards, other trainees write their questions or comments on post-its, which are stuck on to the poster on or near the concerned point. No verbal questions are allowed at this point.
7. All trainees rotate from poster to poster to listen to presentations by each group.
8. After all the presentations have been made, groups return to their own poster and have 10 minutes to read and group similar post-its on their poster and prepare responses and selected presenter(s).
9. As before the trainees all move from poster to poster, this time to listen to responses to the comments (5 minutes for each group).
10. Once all the responses have been made, if some points still need to be clarified or there has been misunderstanding, five minutes can be allocated to verbal questions and responses, but this should not be allowed to progress into a full-scale debate. Explain to trainees that in the next session they will be asked to analyse what has been discovered about participation and the NFP in this session.

PHOTO 3. After the presentation has been made one stakeholder group among the trainees goes back to review the questions and comments that were added on post-its and gets ready to respond (Step 8 in the steps for this session).



MATERIALS

See Folder A and the *Big sheets guide* for this session.

- Computer and printer with sufficient ink and A4 papers to print out all the preparatory tasks in large enough font.
- One large sheet of paper per stakeholder group.
- Post-its.
- Scotch/cello tape or glue sticks for sticking the print outs onto the flip charts.
- Ballpoint pens for all trainees.

TIMING

The whole presentation session lasts for 2 hours if five posters/groups are involved:

- 15 minutes for stakeholders to review their posters and select volunteers to present.
- 10 minutes for each poster presentation.
- 3 minutes extra to write questions and comments on post-its and place on that poster.
- 10 minutes after all the poster presentations have been made to allow people to circulate and write and stick on more comments and for presenters to read and group comments.
- 5 minutes for each group to respond to the post-its on their poster.
- 5 minutes for any final clarifications.

COMMENTS AND TIPS

- The poster and post-it method is a refreshing alternative to conventional Power Point presentations. It can allow for many more comments and questions than is possible if done verbally. It also allows people to move around, setting an informal ambience right from the first day of the training and putting people at ease. The posters can be kept on the wall and can be viewed throughout the training.
- The method does not allow for direct verbal questions, but instead questions are written on sticky post-its and similar questions are then grouped together. This highlights areas where there is some degree of collective questioning and gives the groups of trainees time to think about the answers to questions.
- As timing is complicated for this session, it is particularly important to write times clearly on a poster and direct the time keeping team to this. Avoid too many consecutive presentations; seven in a row should be the maximum. This is something to consider when deciding how many stakeholder groups to sort the presentations/trainees into.

Session 7. Participation in the NFP: synthesis and in-depth analysis

The aim of this session is to synthesize the findings of the previous two sessions in order to analyse participation in the NFP. This analysis and synthesis is conducted over three sub-sessions, using three different methods from *Tools for practitioners*: Session 7a (SWOT analysis), Session 7b (problem analysis) and Session 7c (target scoring). The whole session will take about 2 hours.
For sub-sessions 7a and 7b the trainees should be randomly divided into two groups, each with its own facilitator. If a second facilitator is not available, it may be possible prior to the session to instruct a trainee with some experience in participatory methods and ask them to facilitate it. Care must be taken that the method is used in the way described in *Tools for practitioners* as there are other ways to use many of these methods. Sub-session 7c is carried out in plenary with all trainees.

SESSION 7A. SWOT ANALYSIS OF STAKEHOLDER PARTICIPATION IN THE NFP SESSION 2C. TRAINING WORKSHOP NORMS

PURPOSE

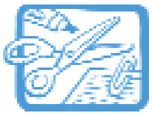
- To distil key aspects of the previous NFP assessment presentations by using a SWOT analysis (strengths, weaknesses, opportunities and threats). This draws out and synthesises key issues (both positive and negative) and draws on past experiences to build future scenarios.

STEPS

1. Read *Tools for practitioners* (Tool 8, page 33).
2. Prepare a matrix based on the model in the *Big sheets guide*. Stick it on the wall.

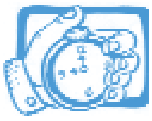
3. Give each trainee cards and markers. We suggest restricting trainees to 2 cards maximum per column to make it democratic and limit the time this exercise takes.
4. As with all other participatory methods using cards, ask the trainees to write clearly and in large letters with only one idea per card, as cards will be grouped.
5. Ask the trainees to start by writing strengths before moving on to weaknesses. Then ask them to help group similar strengths and weaknesses in these first two columns.
6. Trainees then summarize the main groups, and label them using different coloured cards or A4 paper.
7. Ask the trainees to reflect on the cards/groupings in the strengths and weaknesses columns and think about future opportunities that may arise if strengths are built on and weaknesses tackled. Also there may be other future opportunities that are unrelated to past strengths and weaknesses. They should write these opportunities on cards, which are positioned in the opportunities column.
8. Ask trainees to think about possible future threats that may arise if weaknesses are not tackled or strengths not built on. Again there may be threats identified that are not related to past strengths and weaknesses. All the threats should be written on cards and placed in the threats columns.
9. Facilitate a discussion.
10. Ask for volunteers to then present the outputs in plenary.

TIP: To avoid confusion point out that strengths and weaknesses refer to the past and the present, and opportunities and threats refer to the future. Conduct the SWOT analysis in clear steps, starting with strengths and weaknesses, before moving on to opportunities and threats.



MATERIALS

- Big sheets of paper with matrices pre-prepared (see *Big sheets guide*).
- Enough cards of different colours to give each trainee.
- Enough marker pens for each trainee.
- Masking tape – ideally pre-cut into small pieces for fast application.



TIMING

60 minutes, comprised of:

- 10-15 minutes for the strengths and weaknesses analysis.
- 5-10 minutes for grouping the cards.
- 15-25 minutes for opportunities and threats analysis and to group the cards.
- 10 minutes for volunteer(s) to present in plenary.
- 5 minutes for questions and discussion.

PHOTO 4. A completed, adapted SWOT analysis, note the arrows pointing forward and back and summaries written on A4 pages.

COMMENTS AND TIPS

- Remember that a key goal of this exercise, as well as the analysis, is to demonstrate the method as it is described in *Tools for practitioners*. The facilitator must describe the steps very clearly so that the mechanics of the method are clearly understood. This way of using the SWOT may be different to how others have used it so important to discuss any differences before the exercise begins to avoid misunderstandings.
- A variation on the method is to have different coloured meta cards for the different stakeholders among the trainees. This can be useful to compare and contrast the viewpoints of different stakeholders. For example, sometimes a strength presented by one stakeholder group has been identified as a weakness by another!

SESSION 7B. PROBLEM ANALYSIS OF STAKEHOLDER PARTICIPATION IN THE NFP

PURPOSE

- To identify the root causes and effects of insufficient participation in the NFP.

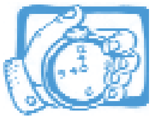
STEPS

1. Prepare a big sheet of paper following the model in the *Big sheets guide*. Stick it on the wall.
2. Give out markers and cards to all trainees.
3. In the centre of the paper, place a large card which states or visualizes the problem, e.g. ‘Insufficient participation in the NFP’. Remind trainees that the initial problem is tentative, and may be revised during the analysis. Down the left side of the paper write ‘Effects’, ‘Causes’ and ‘Root causes’.
4. Ask each trainee to draw/write two immediate causes of the problem, each on a separate card. Attach these cards to the paper level with the ‘Causes’ heading. Group similar causes together.
5. When the cards have been positioned, ask the trainees to draw/write the causes of these causes on other cards (one cause per card) and group these. Follow this process until the group reaches what appear(s) to be the root cause(s) of the problem. The cards may have to be shuffled around as new causes emerge and trainees debate which causes which. This means that the cards should be attached with masking tape, which can be stuck, unstuck and re-stuck several times.
6. Ask for volunteers to draw arrows between the cards, linking the causes and the core causes to the problem.
7. The same process is then repeated for the effects, with trainees writing on cards and identifying the effects of effects. The effects cards are then stuck firmly and volunteers draw arrows between them.
8. Once the problem analysis is complete, ask for a volunteer or volunteers to present the outputs in plenary.

PHOTO 5. Completed problem analysis.

MATERIALS

- Big sheets of paper for preparing the matrices prepared according to guidance in *Big sheets guide*.
- Sufficient cards for everyone, approx 5 per participant.
- Marker pens for everyone.
- Masking tape – ideally pre-cut into small pieces.



TIMING

Approx 40-60 minutes:

- 15 minutes for the first round of giving out cards for brainstorming causes and sorting and grouping them.
- 10 minutes for the second round of cards used for probing the causes (root causes) of causes and for grouping the cards.
- 10 minutes brainstorming on effects.
- 5 minutes for sorting and grouping effects.
- 5 minutes for trainee volunteer(s) to present the finished exercise in plenary.

COMMENTS AND TIPS

- Although the effects are also important, the causes of problems should be prioritised if time is short.
- Using questions beginning “Why?” is a great way to probe down to root causes.

SESSION 7C. TARGET SCORING ASSESSMENT OF LEVEL OF STAKEHOLDER PARTICIPATION IN THE NFP

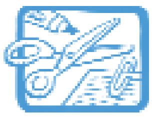
PURPOSE

- To conduct a quick assessment of perceptions of stakeholder participation in the NFP.
- To demonstrate another method from the toolbox – target scoring (Tool 10, page 36).

Target scoring is a fast and visually powerful way of conducting an assessment. It also allows a degree of anonymity and when it is finished it can be shown immediately in plenary for discussion. In this training it is used to wrap up the context analysis by giving an overview of which phases of the NFP need more stakeholder participation.

STEPS

1. On a large sheet of paper draw a target divided into zones (wedges) using the structure and labels described in the *Big sheets guide*.
2. Use the *Big sheets guide* and/or Powerpoints to explain steps and to explain that the criteria on the target represent the four different phases in an nfp: (1) analysis; (2) policy formulation and planning; (3) implementation; and (4) monitoring and evaluation (note that these headings can be varied according to the context, the target can be divided into as many parts/wedges as is needed). Explain that the centre of the target represents the highest score, and the outermost circle the lowest. The idea is for each trainee to score each criterion according to the degree of participation they perceive there generally is in each of these phases of the NFP.
3. Put the target out of sight of the group, and explain that each trainee can mark her/his scores in private. They should mark a 'X' in each wedge showing his/her score for that criterion. Emphasise that trainees should not be influenced by others' assessments.
4. Once complete, for discussion ask for reasons for the scores and for links – correlations or contradictions – between the target exercise and the previous SWOT and problem analysis.



MATERIALS

- A free-standing flip chart on which you have drawn a scoring target – see *Big sheets guide*.
- Power Point projector and slides (optional).
- Marker pens.

TIMING

30 minutes in total:

- 5 minutes for explanation.
- 20 minutes for people to add their scores to the target.
- 5 minutes for discussion of results.

COMMENTS AND TIPS

- To avoid confusion, explain very clearly that each person needs to put only one 'X' per wedge in the target. Placing them towards the centre implies they think participation is strong for that criterion; placing them towards the outside implies weak participation.
- Emphasise that people should think freely and not be influenced by what others have scored.
- It can be very interesting to again identify differences in stakeholder opinions by asking different stakeholder representatives to use different colours or symbols in the matrix.

PHOTO 6. Target scoring assessment of stakeholder participation in the various phases of the NFP.

First day wrap up

As it is the first day, the facilitator needs to remind the Recap Team to meet in the evening to prepare a recap to be presented first thing the next morning.

Give out copies of *Tools for Practitioner* to trainees. Remind them to bring this key handout with them every day.

Close the day by asking trainees to keep the outputs from the Context Analysis in their mind as they go through the subsequent days of the training. Prompt them to note down skills, approaches and methods that may be relevant for addressing the causes, weaknesses, threats and opportunities related to participation in the NFP. Remind trainees that the last day of the training will be focusing on developing a toolbox and action plan tailored to the NFP context. It is more effective to note down relevant things as they go through the training rather than waiting until the last day to think about it, when some key points may be forgotten.

B. Principles

The training now moves on to exploring the rationale (why), principles (how) and methods (what) of enhanced stakeholder participation in nfps. During this part there is a gradual progression from lectures through to guided classroom exercises and on to a role play that acts as a stepping stone from the classroom to the field programme in Part C, Experimentation.

The iterative cycle and the importance of harnessing different perspectives in that cycle are both highlighted and increasingly practised during this part – with an emphasis on developing self directed learning. For example in the reflection after the role play, the trainees who have been playing different roles reflect on each others' performance during the role play and develop their own recommendations for attitude, behaviour, skills and methods which feeds into their planning for the field programme.

By the end of this part of the training, as well as gaining insights into the rationale and the key principles of enhancing participation in nfps, trainees should be starting to take ownership of their learning process, and be ready for the largely self- directed learning that takes place in the subsequent Experimentation part, the field programme. The facilitator has to be acutely aware of this 'handing over' of the learning process.

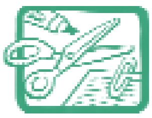
Session 8. Daily recap

PURPOSE

- To remind trainees of the key activities, lessons and outputs of the previous day so that they are fresh in mind for the day ahead.
- To check if the members of the Recap Team (a sample of trainees) have grasped the key ideas from the previous day.
- To encourage the Recap Team to analyse, summarise and present key insights from the previous day which helps with their own learning process.

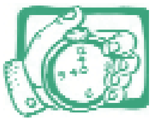
STEPS

1. Let the Recap Team decide how the recap is conducted. They might choose to use flip charts with bullet points, Power Point slides of digital photographs taken on the previous day or role plays to highlight particular lessons. Visual aids mixed with a verbal presentation will be most effective.
2. After the recap, reallocate team responsibilities on the poster, rotating teams on to the next responsibility. Teams may decide also to shuffle around leaders and to read out the names of members of the teams. Hand over the time cards to the new Time Team, and remind the new Recap Team to meet at the end of the day and that it is the team leader's responsibility to arrange this.



MATERIALS

- Power Point slide to welcome the Recap Team.



TIMING

- 10-15 minutes, including questions.

COMMENTS AND TIPS

- Remind the Recap Team to avoid presenting a summary of the previous day's events, such as, 'The opening remarks were by so and so, followed by the overview of the training, followed by expectations etc.' Give them an example of something more analytical, e.g. 'It became clear yesterday that the private sector feel excluded from some key parts of the NFP process. We hope that today and tomorrow we will learn some practical strategies to more meaningfully include them'.

Session 9. Rationale and principles of multi-stakeholder participation in nfps

PURPOSE

- To provide the conceptual and historical background for why multi-stakeholder participation is a key principle of nfps.
- To introduce the iterative process of an nfp and explain its link to participation.

By the end of the session trainees should see clearly why principles of participation evolved in the forest sector and why there are attempts now to mainstream them – notably through implementation of national forest programmes. Trainees should also clearly appreciate that participation is not an 'extra' in an nfp, but a key part of it.

The emphasis in this session may vary depending on what emerged from the context analysis part of the training. For example, if the visioning exercise (Session 5) highlighted a complete misunderstanding of what a national forest programme is, then more time should be spent on the principles of national forest programmes.

STEPS

1. Prepare for the session by reading up on the subject, especially the first two chapters of *Tools for practitioners*, which cover the 'why' and 'how' of enhancing stakeholder participation in nfps. *Understanding national forest programmes – Guidance for practitioners* (Box 2) should also be read carefully. Be prepared for questions which may not be answered by the Power Point slides for this session.
2. Prepare two big sheets for this session (see *Big sheets guide* for models): (1) A participatory national forest programme process; and (2) Core principles of nfps. Place these sheets close to the training structure spiral on the wall (Photo 7). This allows the link to be made between the iterative cycle of the training and the iterative process of an nfp.

3. Present Power Point slides a and b on definitions of terms such as ‘stakeholder’ and ‘participation’. Read carefully through the definitions of terms and ask for questions. Alternatively, ask trainees for definitions first before showing each slide.
4. Present slide c on the evolution of nfps. The depth to which you explore this history will depend on trainees’ knowledge, or any misconceptions or misunderstandings about the origins of nfps. Keep this short. If trainees want more information, refer them to *Understanding nfps – Guidance for practitioners*.
5. Explain slides d and e, which give a simple and self explanatory visual overview of two key reasons for participation in national forest programmes.
6. Explain slides f and g, which illustrate a multi-stakeholder national forest programme process. They are also shown on the big sheets on the wall. They provide the ‘solution’ to the two key rationales presented in the previous slides. Some of the following explanation may be needed...
   - Iterative processes and participation in nfps are inexplicably linked. Participation requires responsiveness as new and emerging perspectives are considered. Rigid blueprint type planning approaches do not provide space for this kind of responsiveness, whereas iterative approaches do. Nfps’ iterative process approach to forestry programming is a response to the limitations of blueprint planning. Highlight that in iterative approaches failures are seen as a rich source of relevant lessons and are therefore ‘embraced’.
   - The participatory aspect of an nfp is a way of incorporating the views of different stakeholders. Explain that a participatory nfp process is designed to continually link planning and policy to practice. It is also designed to incorporate the perspectives of different stakeholders, including those most directly affected by forestry. It does so at every stage from analysis to planning, implementation, monitoring and evaluation.
   - See also some tips for explaining the slides in the comments box that follows.

PHOTO 7. The training structure and a guide for a multi-stakeholder nfp placed side by side on the wall.

4. Show slide h, the NFP 'tree'. This is designed to highlight how nfps are a link between different local realities and national and international policies. Some examples of the benefits of participation in nfps are the fruits on the tree. Move on to slide i, which provides more detail on these benefits. Ask trainees to list any other benefits they can think of.
8. Show slide j, which highlights some risks and limitations of multi-stakeholder participation in nfps. List some of the limitations and make it clear that this training does not 'sell' the approaches; instead, they are being presented objectively for testing by the trainees. This is very important – concepts are often more acceptable in the long run if they are not pushed as being flawless. Ask the trainees to think about further weaknesses/limitations of the approaches in their context.
9. Show slide k, with quotes. Ask for people to guess the date and the author before showing it on the next slide (Lao Tzu, a Chinese philosopher from the 3rd century BC talking about facilitation). This highlights that the principles of participation are nothing new – in many countries there are old philosophies which enshrine participatory principles. Find and show any traditional quotes related to participation from the training country or region, if any exist. This helps to instil local ownership and avoid the idea that the approaches and methods are being pushed from the outside.

TIP: If you notice people's attention waning, call on the Social Team to organize an energizer.

10. Before showing slide l, ask the question "So why hasn't participation caught on?" Seek answers and then display the UNDP quote on the slide, which suggests that participation does not grow easily in the human environment because there are vested interests in ensuring poor people do not gain more power through participation.
11. Show slide m, which shows a powerful and less powerful person balancing together on a see-saw. This highlights a key role of an nfp: creating a level communication playing field between powerful and the less powerful stakeholders.
12. Show slide n, which shows an influential and affected stakeholder connected by an NFP and climbing a mountain together. Explain that this illustrates that nfps make forestry decision makers more accountable to those who are most affected by those decisions. The second drawing on the slide highlights the increased accountability that comes about through participatory nfps: decision makers will feel the consequences of their decisions.
13. Show slide o, which shows individual stakeholders unsuccessfully trying to reach the fruit of sustainable forest management. When they co-operate, they are able to pick the fruit: a win-win solution. This is a very simplistic idea, but you can go a little deeper by introducing the two main schools of thought in power and participation: (1) When some stakeholders gain power, others lose some in return to compensate. It is true that some powerful stakeholders see participation as a threat to their power in forestry. (2) All can win through participation (as in the figure) as many benefits can be attained by individuals who work together that can not be gained individually. You can open up a discussion on the two schools of thought among trainees. In the viewpoint of the author of this manual the reality is somewhere in between these two schools of thought: there can be some powerful losers from participation, but that is a small cost to pay for the number of people and forests that can benefit from a more democratic forest sector.
14. Explain that the next session introduces a method to effectively explore power balance among stakeholders in the specific forestry context the training is being held in.

MATERIALS

- Computer and Power Point projector and slides. Most of the content is also contained in the *Tools for practitioners*, which trainees already have, so explain they can read up about it there if they would like more details.

TIMING

40 minutes in total:

- 30 minutes maximum for presentation or people may lose concentration.
- 10 minutes for questions and answers, which can be interspersed throughout to break up the session.

COMMENTS AND TIPS

- This is the longest 'lecture' session in the entire training. Lectures tend to lose the attention of trainees quite quickly and too much information can cloud the key messages. The visualisations on the slides are designed to capture key concepts with simple, easy-to-remember metaphors.
- When explaining slides f and g, try using the example of learning to ride a bicycle. It is often only through experimentation and reflection (falling off and getting back on) that the skill of bike riding is learnt. Without going through this experiential learning cycle (or a number of cycles) you may not learn the skills necessary for bike riding. If you are given a manual on bike riding or a lecture on bike riding without being allowed to experiment and reflect yourself, then you are unlikely to be able to ride a bike.
- Do not become disillusioned if the key messages are not transferred during this session. The best way to instil the concepts in trainees will be in practical exercises when trainees 'discover' the rationale and principles of the concepts themselves – in the same way as the skills to ride a bicycle can not be not taught, but are learnt through practice.

Session 10. Forestry sector stakeholder analysis

PURPOSE

- To illustrate the importance of categorizing stakeholders by their influence and affectedness when developing participatory nfps.
- To understand the power dynamics among stakeholders in the forest sector.
- To illustrate how participation can achieve a better balance between influence and affectedness among stakeholders.

STEPS

1. Prepare by reading the section on stakeholder analysis (Tool 1) in *Tools for practitioners*.
2. Prepare enough big sheets for each group (see below) by drawing matrices and instructions on each sheet – see the *Big sheet guide* for guidance. Also cut out different sized circles from card or paper (see materials).
3. Explain that a stakeholder identification and categorization should be one of the first exercises an nfp facilitation team carries out.
4. Show slide a, which shows the stakeholder analysis matrix. Explain that the exercise they are about to do will help them create a similar matrix for their country, to help them explore who has power in forestry decisions, and who is most affected by those decisions.
5. Show slide b, the steps in a stakeholder analysis.
6. Point to the big sheet containing the pre-prepared matrix and explain the different steps in the exercise described on the slide. Demonstrate the method in this matrix, step by step, using circles and hypothetical examples of stakeholders. Explain that the bigger the circle, the more affected a stakeholder is perceived to be by forestry decisions. Point out the ‘X’ on the sheet and explain that the closer it is to the X, the greater that stakeholder’s influence over decisions.

> **TIP:** Cutting circles can be time consuming: instead you can use squares or different sized leaves.

7. Divide the trainees into their own different stakeholder groups (e.g. private sector, NGOs, academia, forestry department etc.). Try to have between 3 and 6 groups. Alternatively you can simply divide them randomly into mixed groups.
8. Give each group a pre-prepared big sheet, a selection of different sized card circles, markers and either masking tape or glue sticks to secure the circles when the exercise is finished so that it can be displayed on a board or wall in plenary. If you are dividing the trainees into their stakeholder groups list these stakeholders down the left hand side of all the sheets and allocate the same numbers to these stakeholders on each sheet. This helps to compare group perspectives during the plenary.
9. Set the time for the exercise (30 minutes) and ask groups to start.
10. Walk around checking that the groups understand the different steps and criteria, especially the different criteria for circle size (affectedness) and distance (influence) and that they do the exercise in clear steps: size first, distance second.
11. Then ask the groups to position the stakeholders’ numbers in the matrix according to their influence on decisions and how affected they are by forestry.
12. Next ask groups to draw arrows to indicate where these stakeholders should be in terms of influence over decisions and how affected/accountable they should be.
13. Ask the groups to make sure that the circles are firmly stuck on the sheets and then place their sheets side by side on the wall for easy comparison.
14. Ask each group to briefly present their matrix. Questions can be asked either after each presentation or at the end. Allow a few minutes for facilitated discussion at the end, but remind trainees that this exercise is mainly about practising the methods and not primarily about the results.
15. Show slide c to highlight how categorizing stakeholders in this way helps us decide which strategies to target at which stakeholder to enhance participation. For example, if a stakeholder is categorized as highly affected by forestry decision making but with very little influence, action is needed to

increase this stakeholder's influence on forestry decision making. This can be done by bringing them face to face with decision makers using another suitable method from the toolbox. Those stakeholders who are categorized as highly influential but hardly affected could be made more accountable, for example by bringing them face to face with the stakeholders affected by their decisions. Make the point that often the least influential are more often targeted than the more influential. But both sets of stakeholders have to be included in any participatory process for it to be successful. Stress that many of the skills and methods in this training and supporting documents are designed to practically help with implementing these strategies.

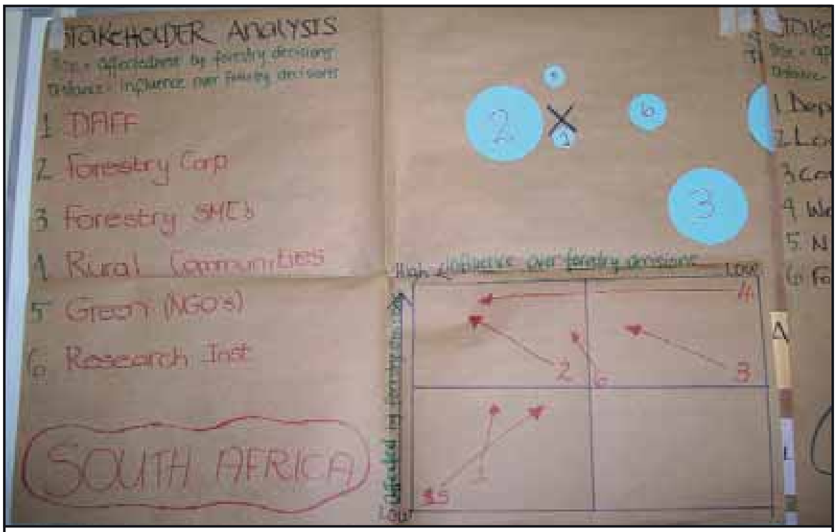
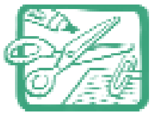


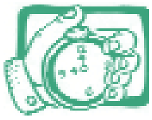
PHOTO 8. The layout of the sheet and completed stakeholder analysis exercise.

PHOTO 9. The various groups' exercises presented side by side for comparison and discussion in plenary.



MATERIALS

- Computer, Power Point projector and slides for this session.
- Pre-prepared big sheets with matrices and instructions added – see the *Big sheet guide* for what has to be prepared.
- Enough pre-prepared sets of different sized paper circles for each of the groups. Fro each group cut 10 circles of 5 different sizes ranging from 1 cm to 8cm in diameter.
- Enough marker pens for each group.
- Glue sticks or masking tape for sharing.



TIMING

60 to 90 minutes in total, depending on the number of groups:

- 5 minutes to explain the first slide on the stakeholder analysis matrix.
- 5 minutes to explain the exercise and steps.
- 5 minutes to arrange trainees in groups by their sheets.
- 30 minutes for the exercise and discussion within the groups.
- 3 minutes for each quick presentation in plenary.
- 10 minutes in total for discussion.
- 5 minutes to explain the concluding slide.

COMMENTS AND TIPS

- This exercise can produce some controversial results and differences in perceptions among the groups and can cause arguments. An interesting point to raise, linked to slide o in Session 9, is whether a majority of stakeholders can be empowered (i.e. move horizontally from right to left on the matrix), or whether some stakeholders have to become disempowered to compensate (i.e. move horizontally from left to right). There is no correct answer to this question, but discussing it can allow trainees to appreciate the fundamental role of power in participation and of the complexity of enhancing stakeholder participation.
- The stakeholder analysis normally reflects the perceptions of whoever conducts it. Make the point at the end that any initial stakeholder analysis conducted by the nfp facilitation team can only be considered tentative. Stakeholder analysis will then have to be conducted with the various stakeholder groups themselves – who may have very different views and even may identify different stakeholders.
- If there is not a great deal of stakeholder diversity among the trainees, doing this exercise in stakeholder groupings is not essential. Instead the random groups can select the 5 main forestry stakeholders do to the exercise around.

Session 11. Attitude, skills and methods practice

Having explored the rationale for participation in nfps in the previous two sessions, Session 11 focuses more on the attitudes, skills and methods needed to achieve greater participation. The session is divided into 4 parts:

- Session 11a: a Power Point presentation.
- Session 11b: a demonstration of some methods.
- Session 11c: practice sessions.
- Session 11d. a reflection on the strengths and limitations of the methods and skills and attitudes necessary for methods facilitation.

The length and emphasis of this session really depends on how much experience trainees have of participatory approaches and also how much time is available for the training. The completed pre-training questionnaires sent out to trainees should tell you how much experience they already have. If trainees have no experience of participatory methods and there is time available, it may be worth extending it, incorporating even more methods and going for one of the longer training options presented in the annex.

On the other hand, if time is short and trainees already have experience with participatory methods, you can shorten the session by reducing the number of methods practised and by skipping the Power Point slides, which can be given out as handouts. In this case spend more time on the role play (Session 12), which can be the best way to learn the attitudes, skills and methods as long as trainees have some basic skills and familiarity with the methods involved.

PURPOSE

- To give trainees hands-on experience with the skills and methods.

SESSION 11A. PRESENTATION: ATTITUDES, SKILLS AND METHODS FOR PARTICIPATORY NFPS

PURPOSE

- To highlight that the right attitude, behaviour and skills are fundamental to facilitating participation in nfps.
- To explain how national forest programme facilitators must avoid influencing outcomes, interpreting information or representing stakeholders. Instead they focus on facilitation, process and methods so that trainees can conduct their own analysis.
- To introduce probing skills, triangulation and the skills to link and adapt methods to purpose and context.

STEPS

1. Prepare for the session by reading the first two chapters of *Tools for practitioners*.
2. Show Power Point slide a. *Attitude, skills and methods*. Explain that of these three aspects, attitude and behaviour are most important, followed by skills and then methods. However, good facilitators require all 3 aspects.
3. Show slide b. *Spectrum of participation*. Explain that the role of the nfp facilitator falls at the upper end of the spectrum: they do not control outcomes but are responsible for good process and methods provision and facilitation.
4. Show slide c. *Probing skills*. Explain that probing skills and triangulation are extremely important facilitation techniques for getting beyond trainees' superficial needs to their real interests or opinions. Try to illustrate the layers in the diagram using specific examples, or ask the trainees to give practical examples from their experience. You can also remind trainees that in the field programme it will be their task to probe like this.
5. Show slide d. *Facilitating negotiation around interests*. Once the interests have been established, the nfp facilitator has to bring stakeholders, often of different power levels, together to negotiate outcomes that best serve the interests of all but do not infringe on the basic needs of any. This takes great skill. Usually facilitated negotiation outcomes fall into three categories: 1) proposals to which people can all agree; 2) proposals which involve some compromise ('give and take') and; 3) proposals to which people simply have to agree to disagree for now. The process, timing, skills and methods used by the facilitator should provide space for all three outcomes in a negotiation. Prioritising consensus and then compromise are the two preferred options, before resorting to the third option as a last resort. Point out that negotiations should be seen as continuous in the cyclic nfp process. As there are new developments and as stakeholder positions and relationships change and trust is built, there may be more willingness to agree and compromise in the future on issues that are presently disagreed on.
6. Show slide e. *Linking method to purpose and context*. Explain that just like a car has a toolbox, with specific tools for specific purposes, an nfp facilitator must also have a toolbox from which they can select the most suitable tool for the purpose and context. The role play and experimentation part of the training will be offer trainees various practical challenges for selecting and adapting methods to suit situations.

MATERIALS

- Computer, Power Point projector and slides for this session.

Trainees can also refer to the relevant parts of *Tools for practitioners* and/or handouts of the slides can be given out if necessary at the end of the session.

TIMING

- Since this is a lecture and people's attention will probably wane quickly, try not to go over 20 minutes, including questions.

COMMENTS AND TIPS

- As with all Power Point presentations, adding practical examples from the facilitator's experience or asking trainees to share experiences that demonstrate some principles in the slides are great ways to bring them to life and link them to practical situations.

SESSION 11B. METHODS DEMONSTRATION

PURPOSE

- To demonstrate some methods, including their purpose, basic steps involved and strengths and limitations.

STEPS

1. To prepare for the session choose three methods from the toolbox in *Tools for practitioners* and draw the methods on flip charts or big sheets. The Power Point slides and *Big sheets guide* for this session suggest relationship mapping, priority ranking and fishbowl debate, but you are free to choose others based on the skills of the trainees and also what might be most appropriate for the specific NFP context. This exercise is as much about learning facilitation skills as it is about learning how to apply certain methods, so the choice of method is not too critical at this point. Include on each sheet the purpose of the method, key procedural steps and some strengths and limitations.
2. Demonstrate each method. Remember people will learn more when they practice the methods themselves in the next sub-session, so do not dwell on the demonstrations too long. This is only the beginning of the process towards developing an understanding of the methods.
3. Take questions after each method is demonstrated.
4. After each demonstration place the posters in three separate locations suitable for group work in the next sub session, 11c.

MATERIALS

- Power Points.
- Large poster sheets of paper prepared as described in the *Big sheet guide.*
- Masking tape.
- Other materials depending on the methods you choose to demonstrate.

TIMING

Less than 30 minutes in total:

- 5 minutes demonstration for each method.
- 3 minutes approx for questions after each method is demonstrated.

COMMENTS AND TIPS

- This may be a suitable time to enable an experienced trainee to share their experiences with a method. However, find out in advance exactly how they have used the method in the past and for what purpose, otherwise it can cause confusion if they present a version of a method that is not very applicable to nfps or participatory.

SESSION 11C. METHODS PRACTICE WORKSHOP

In this session, trainees begin to move towards self-directed learning.

PURPOSE

- To give trainees the opportunity to practice facilitating a method.
- To allow trainees to see three exercises from two perspectives: that of a facilitator and a participant.
- To encourage trainees to analyze methods facilitation. This self analysis is important as it helps trainees build ownership over and confidence in using the method.

STEPS

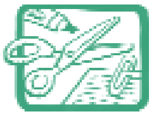
1. Remind trainees to use their toolboxes from *Tools for practitioners* and provide the numbers of the methods selected for the session so that they can refer to them easily.
2. Divide trainees into three groups, who go to the three different locations where the methods posters from the previous session are displayed. Getting out of the classroom to a different setting can also be useful to show the need to adapt method to physical context.
3. Each group should divide again into two sub-groups. Then for 10 minutes the 'facilitators' try out the method on the 'participants', beginning by explaining the purpose and approach, then facilitating the method.
4. After 10 minutes the groups change around and the facilitators become the participants and vice versa. Time will almost certainly be too short to finish the exercise, but the idea is to get a taste of how to facilitate the method, rather than generate serious findings. There should be rotation of roles within the sub-groups so that everyone gets an opportunity to take the lead in facilitation.

> **TIP:** Within the three groups split members again into 2 groups by assigning letters 'a' or 'b' to all members in the group. All those with letter 'a' initially become the facilitators, all those assigned 'b' will become the participants.

5. Move around as the groups conduct their exercise and provide advice only in response to trainees' questions or when there is a clear misunderstanding. Encourage trainees to try first and learn appropriate lessons themselves and from each other.
6. After 20 minutes groups, groups leave the methods as they found them and rotate to the next method for another 20 minutes before having one final rotation to the 3rd method for 20 minutes.
7. After all groups have had a go at all three methods, call together a plenary session to reflect on all the exercises. Key questions asked by the facilitator for this reflection discussion could include:
   a. What were the strengths of the methods? Give examples.
   b. What were the weaknesses of the methods? Give examples.
   c. What are the most important skills and behaviours of a facilitator of these methods? Give examples.
   d. What are inappropriate skills and behaviours of a facilitator? Give examples.
8. If there is enough time, you can put up the following matrix on a board or on the wall so that the comments from all trainees are captured on cards for future reference. In the left hand column list the three methods that were used. Provide trainees with meta cards, then ask them to fill one card each per column – one idea per card according to the following headings:

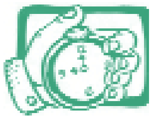
NAME OF PARTICIPATORY METHOD	STRENGTH OF METHOD/ APPLICATION?	WEAKNESS OF METHOD/ APPLICATION?	RECOMMENDATION FOR NEXT TIME

The facilitator should group similar cards together once they are written, and should ask for clarifications if comments on cards are not clear. When the exercise is complete the facilitator should summarise the key ideas that emerged. Where there are contrasting points, questions should be asked about these comments to the trainees.



MATERIALS

- Power Point slides.
- Enough copies of *Tools for practitioners* for each trainee.
- The method posters from the previous session.
- Depending on the method chosen, make sure that there are three sets of the appropriate materials prepared in advance – see *Big sheets guide* for this session.



TIMING

Approximately 1 hour and 20 minutes:

- 1 hour for the participatory methods practice (20 minutes for each method times 3).
- 10-20 minutes for the plenary reflection discussion.

COMMENTS AND TIPS

- Being alternatively in both roles – facilitator and participant – helps develop an appreciation of good facilitation skills and methods application. Sometimes as a participant (being facilitated) you can learn as much or more about facilitation as when playing the role of a facilitator.
- Time keepers should be very firm in this session, otherwise things can run substantially over time. It is difficult to stop groups sometimes because they are caught up in the exercises and trying to complete them.
- There are various ways to save time and materials with these exercises. For example, problem analysis can be done on the ground without sticking the cards at the end so that it can be cleared and ready for the next group. Seeds can be used for the ranking exercise rather than writing on the matrix grid. Sticks and stones can be used to map out relationships in the relationship mapping exercise and these can be cleared for the next group.

Session 12. Participatory nfp role play

PURPOSE

- To allow trainees to apply skills in a hypothetical but realistic nfp context. This role play is a ‘dry run’ for the field programme the next day.

STEPS

1. Show the Power Point slides for this session and the roles (see handouts for this session and Comments and tips for advice on the selection of trainees for particular roles).
2. Choose a suitable location for the role play to be held, ideally somewhere quiet away from the training hall where there will be no interruptions or passers by. Those playing the role of NFP facilitators in the role play will be responsible for taking the materials with them and will have to be prepared to facilitate exercises in different settings, which is good practice for the field programme the following day. If a different location is not available, those playing the roles of NFP facilitators and forestry department staff should leave the training room to prepare and the villagers should stay behind to make the training room as much as possible like a village before the role play begins, then the NFP facilitators and the Forestry Department staff return.
3. Show the Power Point slides for this session and explain that the idea is to enact a participatory exercise that is to take place in a village. Each trainee will be assigned a role as a stakeholder –a villager, a carpenter, an NFP facilitator and a government forestry official.
4. Hand out the roles to each trainee and give them 10 minutes to read the roles carefully on their own. The training facilitator should partly pre-select trainees for roles rather than leaving this completely random. There must be at least one trainee with experience of participatory methods in the role of the NFP facilitator. Select any trainees whom you feel would benefit most from experiencing the perspective of a specific stakeholder group. For example, a trainee may have expressed a view that villagers should have no role in forest policy making or are not able to analyse policy issues. Give this trainee the role of a villager so that they can ‘step into the shoes’ of a villager.
5. Divide up trainees into their role groups to prepare together in separate locations. Those playing the role of the NFP facilitators should be encouraged to take the ‘driving seat’ in this exercise. They are challenged to select the methods that are most suitable for purpose and context and to think about sequencing of methods, roles and responsibilities, materials required, any pre-preparation of materials that are required etc. Those playing ‘villagers’ should create a village environment as best as they can with what is at hand (see Photo 10 that follows). Preparation should take 20-30 minutes.
6. The role play begins as soon as those playing the NFP facilitators and Forestry department staff arrive in the ‘village’.
7. The training facilitator should initially stay out of sight when the role play begins then later only plays a non obtrusive observer role. Those playing NFP facilitators in the role play should be allowed to make mistakes. Only if the role play completely breaks down should the facilitator intervene. There is opportunity to reflect on the role play in Session 13.

> **TIP:** A key factor in the success of the role play is the behaviour of the workshop facilitator. If the facilitator steps into the role play to ‘teach’ or correct mistakes during the role play it can disrupt the whole exercise. Observations can instead be shared by the training facilitator in the reflection session that follows.

MATERIALS

PHOTO 10. Trainees taking the role play seriously. Dressing up like stakeholders makes the experience as realistic as possible. In this case the role play was conducted in the garden outside the venue.

- Power Point slides for this session and computer and Power Point projector.
- Enough photocopied handouts for each trainee. For 20 trainees there should be 3 nfp facilitator roles, 3 forestry department roles, 4 carpenters roles and the remaining roles are as villagers (around 10).
- A participatory methods kit is needed for those playing the role of nfp facilitators – this kit should consist of the following items in a cardboard box:
  - 3- 4 big sheets (sometimes a pre-prepared problem analysis framework is useful to help the 'facilitators' get started).
  - Markers – at least 14 for all those playing village roles.
  - Meta cards – around 100 should suffice.
  - Circles (or squares) of different sizes in case they decide to do a stakeholder analysis/Venn diagram.
  - Seeds for ranking exercises.
  - 1 roll of masking tape.
  - 1 pair of scissors.

TIMING

90 to 140 minutes:

- 10-20 minutes for people to first individually read their roles.
- 20-30 minutes for the groups to prepare.
- 60-90 minutes for the role play itself. This may not be enough time for the exercises to be finished, but is sufficient time to get some valuable experience of methods use and facilitation skills.

COMMENTS AND TIPS

- Explain this session very clearly and carefully – it is not always easy for people to grasp the concept of playing roles. Some may see role plays and acting as childish so you'll need to stress the importance of everyone taking this seriously. It only takes one person stepping out of role to destroy the exercise. Also all must stick to the context of the role play laid out in the description: if someone decides their own specific characteristics it can confuse the whole exercise. However, some adaptations to the roles are welcome, within reason.
- Remind trainees that the NFP facilitators and village stakeholders have to pretend they do not speak the same language. This will give extra incentives for those playing the role of NFP facilitators to use the participatory methods as a direct communication bridge. It also highlights the biases that can creep in when working through translators, in this case the 'forestry department'.

Session 13. Reflection on the role play

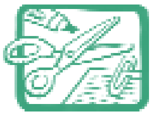
PURPOSE

- To reflect on the experiences in the role play.
- To show the importance and benefit of conducting a reflection from the viewpoints of different stakeholders.
- To provide lessons from personal experience to feed into the planning for the field programme that takes place in the next part of the training.

STEPS

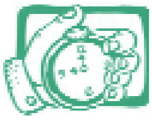
1. Prepare for the session by drawing matrices on big sheets of paper (see *Big sheet guide*), 2 for each role play stakeholder group (NFP facilitators, Forestry Department and the villagers and carpenters grouped together in a villagers group).
2. Explain the purpose of the exercise by using the prepared big sheets and/or the Power Point slides: for each of the role play stakeholder groups to reflect on the strengths and weaknesses of the other roles in terms of their attitudes and behaviour, skills and use of methods.
3. Divide the trainees back into their original role play groups: Forestry Department, NFP facilitators and villagers. Ask them to go somewhere private to assess the other two groups following the headings on the matrices.
4. Once the matrices are filled by the groups, place all the filled reflection matrices side by side to ease comparison and contrast. Bring all the groups together in a plenary to present their completed reflection matrices. It is most effective if the village stakeholders present last. This is because the villagers' reflections are the most important and should be uppermost in people's minds as they plan for the field programme.
5. Either take questions after each presentation or when all have been presented.

> **TIP:** Remind everyone that it is roles that are being assessed, not individuals.



MATERIALS

- Reflection matrices pre-prepared on 6 big sheets (see *Big sheets guide*), 2 for each role play group.
- Enough markers for each group.



TIMING

Approximately 50 minutes in total.

- 25 minutes for filling out the matrices in the individual stakeholder groups
- 5 minutes for each group to present the assessment matrix in plenary (the villager group because it is larger may require longer).
- 10 minutes for questions and discussions

COMMENTS AND TIPS

- The separate group work requires strict time keeping and frequent reminders to each group on how much time is left, as there are three groups working independently who must finish at a similar time.
- Emphasise that it is better to be 'cruel to be kind' in the feedback. It is better to receive criticism now within the classroom setting and have the chance to improve, rather than make the same mistakes during the real situation in the field programme.
- The feedback can be quite tough on those who played the forestry department and NFP facilitators' roles. Avoid using people's real names and instead refer to their roles. Also emphasise that this was a superficial situation where the 'facilitators' did not have sufficient time to prepare properly and where the forestry department played roles deliberately designed to be not very nice characters.
- It sometimes eases the tension a little if all those playing village stakeholders give a round of applause to the others for taking on such a difficult job of facilitation in this role play.

Session 14. Introduction to the field programme and guidelines for team tasking

PURPOSE

- To inform trainees about the field programme that is planned for the following day and set group work tasks.

STEPS

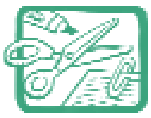
1. The training team should have already done all the initial preparations for the field programme (see the section on *Preparing for the Field Programme* in the *Getting Ready* chapter earlier in this manual). The *Pre-training materials and guidance* and handouts on the field programme preparation (Folders A and D on the CD) also contain essential information about the field programme and should be read well in advance – it is not all repeated here.
2. Adapt the generic field programme guide and Power Point slides to the specific context of your field programme, then photocopy them and hand them out to each trainee. Include a detailed schedule, plus background information on the resource people who will be met and the sites to be visited. This should only be background information and should not explore any of the issues – these will be revealed during the field programme itself.
3. Prepare three work planning matrices on big sheets of paper (see *Big sheet guide*). These workplan matrices include the following columns:
    1. Guiding questions
    2. Methods
    3. Methods steps
    4. Materials needed
    5. Roles and responsibilities.
4. Give out the handouts and go through the Power Point slides for this session. Explain the task carefully and emphasise that:
    - This will not be a guided tour of showcase or best practice sites. Instead it will be an opportunity to practice facilitation skills and participatory methods with regular forest stakeholders.
    - The trainees will have to be proactive and take the lead in facilitating interactions. They should not expect presentations by field resource persons.
    - Responsibilities for facilitation etc. can be rotated so that all get an opportunity to facilitate during the field programme.
5. Show the schedule/structure for the field programme slide. Explain that the field programme is divided into two parts. During the first part the trainees are divided into three teams who facilitate the analysis of one of the three stakeholder groups following guiding questions contained in the field programme task in the handouts for this session (Session 14). At the end of this session (as in the role play) the different stakeholders will be given an opportunity to assess the facilitators. In

the second part of the field programme, representatives from the stakeholder groups come together for a multi-stakeholder meeting where they present the findings from the earlier session (Session 17), are facilitated by the trainees in a debate with other stakeholders and identify collective priorities.

6. Ask trainees if they have any questions, then divide them into the three field programme facilitation teams. This can be done either randomly or deliberately. Try to ensure there are people with participatory skills in each group. Ask the teams to fill out the planning matrices. These will be presented the next morning for peer review before going to the field.

> **TIP:** Prepare trainees for the realities of working in the field: they will need appropriate clothes, footwear, raincoats (if appropriate) and expect to eat local food etc. There have been experiences in the past of trainees showing up for the field programme with suits and shiny shoes!

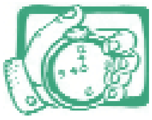
7. The teams should then be given adequate time (at least one hour) to develop field programme plans, methods and all the materials they will require. Sometimes teams need to continue their preparations into the evening. List the following prompts for teams as they conduct their final planning:
   - Are you using your lessons from the role play?
   - Do your methods fit the purpose and context?
   - Are you clear about which team member is responsible for which activities?
   - Have you checked all the materials in the kit and prepared any big sheets you might need? Remember that it is better to have too many tools in your methods tool box than too few.
   - Have you translated materials into local languages if necessary?
8. Ask the field programme teams to each put together a participatory methods' 'kit', containing all the materials they are likely to use:
   - Markers – at least 15 (although depends on the numbers of stakeholders they will meet).
   - Flip chart sheet or large brown sheets. If flip chart sheets, it may be necessary for each kit to have included 2 to 3 larger sheets by sticking 3 or more flip chart sheets together for each.
   - 1 flip chart pad (25-50 sheets)
   - Meta cards – around 150.
   - Card circles (or squares) of different sizes, 3 of each size, 5 different sizes ranging from approximately 8cms to 1cms.
   - Sufficient seeds/beans for ranking exercises.
   - A4 paper, 20-30 sheets.
   - 1 roll of masking tape
   - 1 pair of scissors
   - A card board box can be used to put all these materials in.



MATERIALS

- Computer, adapted Power Point slides and Power Point projector.
- A map showing locations of the field sites to be visited as well as all the timings.
- Enough copies of *Tools for practitioners* for each trainee for planning which tools to use during the field programme.
- The 'reflection' output from the role play (Session 13) should be clearly displayed so that trainees can think about these lessons when planning for the field programme.

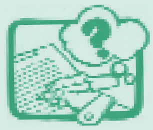
- Big sheets of paper for creating the three work planning matrices (see *Big sheet guide*).
- Participatory methods kits – see above.



TIMING

- 20 minutes for the introduction of the field programme task, schedule and dividing trainees into teams.
- A minimum of 1 hour should be allowed for teams to prepare (although the teams can finish their preparations during the evening).

COMMENTS AND TIPS



- Emphasise that trainees should not fall back on their favourite techniques (e.g. interviewing), but instead use the field programme as an opportunity to develop new skills. As the field programme resource people know that this is a training course, they will expect a degree of experimentation.
- Re-emphasise that trainees should avoid raising the expectations of resource people, avoid making promises that cannot be kept, and avoid provoking conflict, etc.
- Questions on compensation of field resource people may also be raised during this session from trainees. The appropriate type of compensation differs from country to country – but being fair and avoiding harming peoples' livelihoods should be the guiding principles.
- It can be useful to instil a little healthy competition among the field programme teams. For example, token prizes can be given out to the team that produces the best field programme presentation (see Session 23.).

C. Experimentation

The experimentation day forms the core of the training – here principles are practically applied. As it involves self-directed learning, this part is often seen as both the most challenging and productive part of the training. The challenge of taking the lead, sometimes making mistakes in front of resource people, and learning by doing seem to burn the lessons into the minds of trainees much more than classroom sessions.

The field programme can take trainees to the edge of their comfort zone – and sometimes a little beyond – as they are challenged to operate in new situations and use new skills.

However, for all the potential benefits of the field programme there are also many limitations. For example, it is artificial in many ways and there is never enough time. Often it offers a simplified and condensed glimpse of the context, issues, stakeholders, skills and methods. These limitations must be stressed by the facilitator and understood by trainees as this part of the training begins.

Session 15. Daily recap

Follow the usual procedure, but keep it short as time is likely to be tight on the morning of the field programme.

Session 16. Final preparation and presentation of field programme plans

This preparation session is essential for the success of the team work during the day, especially if there has been very little time allocated for this the day before. Rushing into the field without preparing adequately can result in confusion.

PURPOSE

- To enable the field programme teams to make their final preparations before leaving for the field.
- To enable the teams to present and share their plans for peer and facilitator review and feedback.

STEPS

1. Explain the purpose of this session.
2. Ask any teams who have not yet filled out the big planning sheets to do so. Explain that bullet points will suffice, details are not necessary.
3. Remind trainees this is also a final opportunity for them to make any pre-prepared big sheet diagrams necessary for field exercises, as well as to check they have all the materials they need.
4. Ask the teams to break up into their three field work teams to prepare.
5. Each team then concisely (5 minutes) presents its plans in plenary for feedback and questions (see Comments and tips).
6. Give the teams their final instructions for the day. Remind them that at the end of the two facilitated sessions there will be an assessment exercise conducted by field programme resource persons, where the trainees leave the resource persons in privacy and encourage them to be honest in their evaluation.
7. Set an end time for the morning sessions to give people enough time to have lunch before the afternoon session.
8. Assign field teams to the appropriate cars and depart.

MATERIALS

- All individuals should have their *Tools for practitioners* toolbox guide during this session.
- Planning matrix and markers for each team.
- Field programme materials kit.
- Big sheets for assessment matrices Refer to the *Big sheets guide* (see Sessions 18 and 20 for more details).

TIMING

Approximately 50 to 60 minutes:

- 20-30 minutes for final team planning and writing the plans on the matrix.
- 5 minutes for each team to present with 5 minutes for total questions.

COMMENTS AND TIPS

- When trainees present their plans, first allow other trainees to comment on each others' plans before stepping in to make comments.
- Refer to Box 4 in the *Getting Ready* chapter to make sure all the logistical steps have been taken for the field programme.

Session 17. Field Programme Part I: Individual stakeholders' analysis

PURPOSE

- To develop trainees' skills in facilitating collective analysis of forestry stakeholders.

PHOTO 11. Problem analysis during a training field programme. The trainee (facilitator) only provided instructions on the purpose and process for the method, the content of the analysis came entirely from participants. Cards and markers were distributed to all participants and the cards were written and arranged by the villagers themselves. Illiterate villagers paired with literate villagers to help them write down their ideas (note that visualisations can also work well for illiterate people).

STEPS

The specific steps depend on what the teams have planned. However, as a general guide they should involve the following:

1. Start with introductions and explanation of the purpose of the exercise.
2. The trainees facilitate the exercises they have chosen.
3. Volunteers from amongst the resource people present back the findings for verification.
4. If possible the training team should discreetly check up on the three groups during their first sessions to make sure everything is going well. They should only interfere if it is absolutely necessary.

MATERIALS

- Pre-prepared field programme kit, one for each team.
- Field programme task handout and *Tools for practitioners* document.
- Any other materials the field programme teams decided to pre-prepare.

TIMING

- The session should not be longer than two hours.

COMMENTS AND TIPS

- The main advice for this session is to let the trainees get on with it. As training facilitator, you should be as unobtrusive as possible.
- Observe and take notes on all aspects of the session, but without disrupting proceedings. Note, for example, whether the trainees introduced themselves well to the resource persons, whether they explained the purpose clearly, whether they avoided biases and encouraged good participation by a broad representation of people. If you observe mistakes point them out later when field programme teams reflect on their field programme facilitation and methods in Session 23 and 25.

Session 18. Assessment of trainees by field resource people

PURPOSE

- To provide an opportunity for the resource people to anonymously give feedback and advice to the trainees on their attitude, behaviour, skills and methods application, and provide recommendations for improvement.
- To provide an example of a participatory monitoring and evaluation method.

STEPS

1. Prepare three big sheets with the matrix and headings (see *Big sheets guide* and Table 3 below) in a suitable language, or with suitable symbols, for each stakeholder group.
2. Gather together all trainees and field resource people in one space. Explain the purpose of the exercise using the prepared materials (see *Big sheet guide*)
3. Separate the trainees and field resource people to give the latter privacy to conduct the exercise.
4. Ask the resource people to write their comments on cards and then stick them to the poster in the appropriate cells in the matrix.
5. Once they have finished, the resource people should fold up the posters in a way that hides what was written and then give them to the facilitator for safe keeping. These should not be looked at by the trainees. They will be presented in the analytical reflection part of the training (Session 25).

TABLE 4. Sample assessment matrix

	STRENGTHS (+)	WEAKNESSES (-)	RECOMMENDATION FOR NEXT TIME
METHODS AND SKILLS			
ATTITUDE AND BEHAVIOUR OF FACILITATOR			

MATERIALS

- Three big sheets per stakeholder group for drawing the matrix on. Each big sheet should be 3 flip chart sheets stuck together.
- Enough marker pens, cards and masking tape for each resource person in the group (pre-cut the masking tape into small pieces).

TIMING

- Approximately 30 minutes in total including explanation of exercise.

COMMENTS AND TIPS

- In many cultures, being critical – especially of visitors – is not considered appropriate. It is important to explain that the trainees really would welcome constructive criticism. In some contexts making the feedback method even more confidential can help illicit more honest comments. For example, you can make three ballot boxes out of cardboard boxes: one for weaknesses, one for strengths and one for recommendations. People can then write comments on cards and place them in the appropriate box.
- Headings on the assessment matrices or boxes should be written in the local language if that is appropriate. Symbols can also be helpful: + for strengths, – for weakness and an arrow → for recommendations. Literate people can help any illiterate people to write down what they want to say.

PHOTO 12. Farmers assessing trainees at the end of a field programme session. The trainees have moved away to another location. The 3 columns on the poster sheet are strengths, weaknesses and recommendations (behind the facilitator).

Session 19. Field Programme Part II: Facilitating multi-stakeholder negotiations

- To develop trainees' skills in facilitating negotiation among stakeholders with differing power levels.

This session is divided into two parts, each with specific purposes:

- Session 19a: a 'fishbowl debate', to allow trainees to use an effective method for levelling the communication playing field between stakeholders of different power levels.
- Session 19b: a priority ranking exercise to demonstrate a simple method for agreeing priorities among a multi-stakeholder group.

SESSION 19A. FISHBOWL DEBATE

PURPOSE

- To allow trainees to try out an effective method for levelling the communication playing field between stakeholders of different power levels.
- To allow stakeholders to collectively develop recommendations for solving forestry problems they have identified.

The training facilitator, in partnership with co-facilitators assigned from the trainees, can facilitate this session. The training facilitator can gradually hand over responsibility to trainees. Alternatively, if briefed well and if feeling confident, the trainees themselves can take full lead from the very beginning.

STEPS

1. Prepare the venue in advance (see Box 2, in chapter on Getting Ready). It should be a large room set up with two circles of chairs, one large circle of about 50 chairs making up the 'fishbowl', and exactly in the centre of the fishbowl, there should be 4 chairs in a close circle facing each other (see cover photo of *Tools for practitioners*). In some cultures people have a very ingrained way of setting up a room (e.g. with high tables at the front for 'important people' and heavy tables and chairs in rows), which does not create an ambiance of equality.
2. Prepare big sheets for each group to use to write their position statements and recommendations on (see *Big sheet guide*).
3. If resource people are not used to attending workshops, it is essential to bring them to the venue early to explain the method and have a dry run to put them at ease.
4. Call together all trainees and resource people and ask them to divide back into the three stakeholder groups they were together with in the morning. Give each group a prepared big sheet.
5. Ask each group to develop two position statements. The position statement prepared on big sheets should contain two statements with regards to the root causes of problems in the forest sector. Stuck below these on detachable A4 sheets (see Materials and *Big sheet guide*) should be two policy recommendations to address these causes. They can refer back to the outputs from the earlier session (17) for ideas.

> **TIP:** It is very important for the statements to come from the resource people rather than the trainees.

6. When the groups have finished ask them to come back together. Explain the fishbowl method using a pre-prepared illustration on a big sheet. This may have been prepared already for Session 11. See *Big sheets guide* for this session. The main rule is that only those in the centre of the fishbowl – the 'fish' – are allowed to speak. One chair in the centre is reserved for the person making the statement, who briefly presents and justifies his/her statement. Trainees who wish to respond to the justification move from the outside ring to sit on any free chair in the centre. When they have made their point (they have one minute maximum) they go back to their original seat in the outer ring. For more details see Tool 14 in *Tools for practitioners*.
7. Briefly practise the method until people get the hang of how it works. You can use a statement not related to forestry at all, such as music, hobbies, football teams or well known movie or pop stars. It should be controversial enough to provoke some interest but should also be light hearted.
8. When you have practised the debate, start it properly. Along with the position statement, the resource people/stakeholder representatives should place outputs from the earlier Part I of the field programme on the wall or boards and use these as part of their presentation/justification of their statements. After presenting, the presenter sits in the middle ring and the debate around that presentation begins.
9. Be ruthless with time keeping, using the timecards.
10. Once the first group is finished and has had its statement debated, the next stakeholder group steps up to make their presentation and another debate starts. Continue like this until all stakeholder groups have had an opportunity to present their points for debate.

> **TIP:** Treat all stakeholders as equal, regardless of whether they are a director or a farmer, when using the timecards during the fishbowl debate.

MATERIALS

- Large poster sheets for each stakeholder group.
- 2 A4 papers stuck longwise (2 per group) for writing recommendations onto.
- Masking tape for sticking recommendation cards to sheet.
- Poster sheets outlining how to conduct the fishbowl method (see Tool 14 in *Tools for practitioners* and the *Big sheet guide*).
- Timecards displaying 10 minutes, 5 minutes, 3 minutes, 1 minutes, 30 seconds and Stop!! Also for the Fishbowl debate there are some essential additions – 'Quite please on the outside ring' and 'Please stop and move to the outside ring now'. You can also add drawings to convey the message clearly to all present, especially if illiterate people are taking part.
- A flip chart stand or board for displaying the position statements; alternatively stick them on the wall.

PHOTO 13 and 14. Fishbowl debate. In the photo to the right, taken during the field programme of a training in Tanzania, a lumber dealer enjoys a rare opportunity to state his views to government officials. Many trainees were surprised at how effective the fishbowl debate method was at levelling the communication playing field; village women, wood cutters and lumber dealers, among other marginalised stakeholders, debated forest policy articulately and confidently with professors and directors, something some trainees had doubted would happen.

TIMING

Approximately 110 minutes:

- 30 minutes for stakeholders to prepare their statements.
- 10 minutes to explain the fishbowl method and have a short dry run.
- 10 minutes for each of the justifier(s) from the stakeholder groups to present outputs and statements.
- 20 minutes to debate each statement so for 3 groups that is 60 minutes in total. There should roughly be the same time allocated to each stakeholder group, but of course if there is not sufficient interest in a statement to draw people to the centre the debate for that statement can end early.

COMMENTS AND TIPS

- Asking resource people to present the findings from the early session is a great way to verify that the analysis came from them, rather than from the trainees. If the resource persons have any difficulties presenting their findings or if the trainees step in to present anything, this might be an indication of poor or extractive facilitation/interpretation by the trainees in the early session and should be discussed in the presentation session on the field programme reflection session (Session 23).
- The fishbowl debate method can sometimes be very difficult to start moving at the beginning. People who are not used to workshops are sometimes initially shy to come to the centre in case they do something wrong. People do often do things wrong to start off with, for example the people on the outside ring start speaking, those who come into the centre do not want to leave after they have finished speaking and sometimes the justifier does not realise that they are allowed to respond to comments from those who have come from the outside ring to the centre. The key is to give clear guidance and lots of encouragement in the initial stages.

SESSION 19B. PRIORITY RANKING EXERCISE

PURPOSE

- To demonstrate a simple method for establishing collective priorities among a multi-stakeholder group.
- To prioritise among the various recommendations made in the previous session.

STEPS

1. Prepare by reading about priority ranking in *Tools for practitioners* (Tool 16).
2. Prepare a large priority ranking matrix based on the diagram in the *Big sheets guide*. Take the six recommendation sheets (there should be two on each position statement) directly from the position

statements used in the fishbowl debate and stick them on the vertical axis of the matrix. List the names of the stakeholder groups along the top axis.

3. Stick the priority ranking matrix on the wall. Bring all the trainees and resource persons together and explain the purpose of the priority ranking exercise and then the steps involved.
4. Divide the stakeholders into their groups and ask them to discuss the six recommendations and rank them from 6 down to 1, with 6 marks allocated to the recommendation they think is the highest priority and 1 the least.
5. Once each group has reached agreement on the priority order, they fill the ranking in on the matrix.
6. Add up the scores for each recommendation to identify the most collectively acceptable and least collectively acceptable policy recommendations.
7. Allow 10 minutes at the end for questions and discussion of these results.

PHOTO 15. The results of a priority ranking exercise: stakeholders are listed along the top, recommendations are listed down the left side.

MATERIALS

- Large sheets of paper with the matrix prepared (see the *Big sheet guide*).
- The recommendation sheets from the previous session.
- Enough markers for all the groups.

TIMING

In total around 45 minutes:

- 5 minutes to explain the exercise.
- 20 minutes maximum for the groups to discuss their priorities.
- 3 minutes to fill scores in the matrix.

COMMENTS AND TIPS

- Within the separate stakeholder groups themselves it can also be helpful to use a ranking matrix, with each individual doing their ranking and placing it in the group matrix. The totals and collective ranking are then brought to the overall multi-stakeholder matrix.
- At the end of the exercise you could explain that in a real nfp process you can follow this exercise with some other methods. For example, multi-stakeholder action planning groups can be formed (e.g. Tool 18 in *Tools for practitioners*) to work out next steps and the roles and responsibilities for taking recommendations forward. Point out that the field programme can only provide a taste of a few methods.

- 10 minutes discussion.

Session 20. Assessment by the field programme resource people

PURPOSE

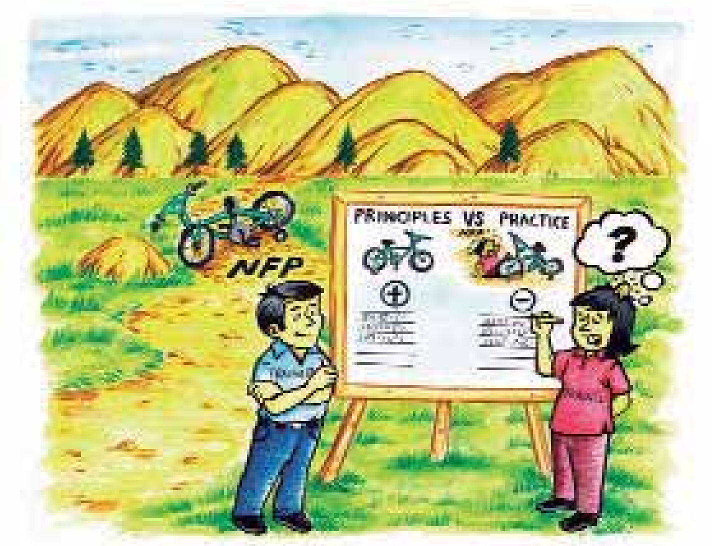
- To assess the facilitation skills of trainees and the methods used in the multi-stakeholder facilitation session.

STEPS

COMMENTS AND TIPS

- The field programme is a long day for everyone, energy levels might be low and people might be eager to get home. Therefore use common sense to decide how much time and how formal this feedback should be. It can be simplified/shortened by asking volunteer resource people from each stakeholder group to briefly say what they liked and disliked about the methods and the facilitation.

D. Analytical reflection



In this part the trainees conduct an analytical reflection of participatory methods, skills, attitudes and behavioural traits. Trainees also connect what they learnt in the principles part of the training with the realities they faced in the experimentation part. This connection between theory and practice, and *vice versa*, is an important part of the learning process.

As seen in Box 6 in the chapter on training approach and structure, people learn best when they discover things for themselves and are then asked to explain them to others. This is exactly the approach taken on the first morning of this part.

In the later part of the day trainees take the lessons from the reflection and return to think about their own context and about what relevant and feasible strategies should be applied to certain aspects of their NFP to enhance participation. These strategies then form the basis for action planning in the subsequent and final contextualised planning part of the training.

Session 21. Daily recap

Follow the standard procedure, but brief the Recap Team not to pre-empt other sessions during the day when there will be in-depth analytical reflection on the field programme and on the performance of the teams and methods used, etc.

Session 22. Team reflection on methods used in the field programme

PURPOSE

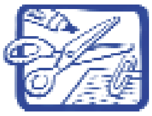
- To provide trainees with the time and structure to thoroughly reflect on and digest lessons on the methods used in the field programme.
- Since there was little time during the field programme for reflection, this session is an essential part of trainees' experiential learning process. It allows them to piece together and internalise what did and did not work and why.

STEPS

1. Show the Power Point slides for this session and copy showing the framework for the group work presentation and give it out as a handout, or draw it on a big sheet.
2. Use the Power Point slides to explain the aim of the session. Explain that the field programme teams will divide into their groups and use the framework to develop their analysis. For each method they choose to assess, they need to think about its purpose, summarise how it was used, its strengths and limitations, and make recommendations for using it next time. They may like to also show some of the actual methods outputs from the field programme as supporting evidence. Explain that in the next session, volunteers from each group will be selected to make 10-15 min presentations. Each presentation will be reviewed by the rest of the group using various criteria (Box 10) will be presented in the next session.
3. Divide trainees into their field teams and send them to quiet locations where they can work without being disturbed or disturbing other groups.
4. The facilitator should circulate around the groups from time to time to ensure they are clear about the purpose of the exercise and to respond to any questions.

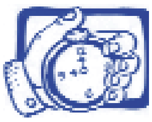
BOX 10. SUGGESTED CRITERIA FOR THE PEER REVIEW OF THE PRESENTATIONS

A. Methods that fit the purpose. Were the methods and how they were applied suitable for the purpose and context of the field programme?
B. Sufficiently deep analysis. Was the analysis of the strengths and weaknesses of the methods sufficiently deep and comprehensive in the presentation?
C. Innovation/experimentation evident. Did the team use innovation and experimentation in their skills and methods in the field programme?
D. Participatory approach. Did the team facilitate the stakeholder analysis without influencing the outcomes? Did they try to ensure all had an opportunity to take part?



MATERIALS

- Power Point projector and slides for this session.
- Pre-prepared matrix on a big sheet (see *Big sheet guide*).
- Markers for each group.



TIMING

- 60-100 minutes (this includes 5-10 minutes for explaining the exercise).

COMMENTS AND TIPS

- Make it clear that the main focus of this reflection is the methods, rather than the findings from the field programme. However showing the outputs from the field programme should be encouraged. These will help the panellists assess the work of that team.
- Giving the teams the criteria this session, that will be used to assess their presentations (see next session) can motivate them and ensure their presentations are well rounded and consider the important aspects.

Session 23. Team presentations of methods reflections from the field programme

PURPOSE

- To enable the field teams to present their analysis of the methods used during the field programme.
- To demonstrate the rotating panel presentation method (Tool 19 in *Tools for practitioners*) for stimulating a competitive peer review environment.

STEPS

1. Prepare by reading Tool 19 (Rotating panel presentation) in *Tools for practitioners*.
2. Prepare the room for a panel discussion. Place four tables and chairs lined up to one side of the U for the panellists, who must be able to see the presentation (see Photo 16).
3. Prepare labels and prompts for the trainees as described below in ‘Materials’.
4. Prepare the matrix, which is a chart listing the names of the presenting teams in the first column, followed by columns for each of the four criteria to be assessed (see Box 10 in Session 22 for suggestions). If scores are to be awarded, a fifth column can be added for the total scores. The chart should be displayed behind the panel where everyone can see it.
5. Explain the exercise, and emphasise that this session is a ‘dry run’ for the same method that will be used at the end of the training.
6. Appoint panellists – they can either volunteer themselves or be ‘volunteered’ by the facilitator. A new panel is formed for each presentation. There should be four panellists for each presentation.
7. Appoint a notetaker, who should summarise comments from each of the panellists and then stick them onto the matrix (see Photo 17 for how the comments look when placed on the matrix). They should use bullet points, paraphrase and write clearly. This is a challenging job, so the notetaker needs to be skilled and familiar with the topic.
8. Ask the groups to make their presentations (10-15 minutes maximum).
9. After each presentation take questions first (5 minutes), then each panellist then takes 1 minute to present his/her assessment of the presentation according to the criteria assigned.
10. It can be interesting to ask panellists to give a score out of 10 for the presentation according to the criteria they were assigned. To ensure bias is not created, the scores can be discreetly passed to the facilitator who can hold on to them until after all the presentations are scored, and then write the scores up on the matrix after all presentations are completed and scored. This scoring should be presented only as a bit of fun; if trainees are concerned you can hold a vote on whether to use it or not.

TIP: Make sure that those selected for the panel are not members of the presenting team. This can introduce extreme bias into the scoring.

> **TIP:** : Offer a token prize for the best field programme presentation as extra motivation.

11. Ask teams to make sure they read the comments on their presentation on the big sheet behind the panel. These comments should be considered before the trainees make their presentation of toolbox and action plan on the final day of the training, and which will also be presented and reviewed using the same method.
12. Have a prize giving ceremony at the end of the exercise (optional).

PHOTO 16. The presenter in front of the panel. Note the criteria in front of each panellist and the matrix placed behind for comments and scores.

MATERIALS

- A4 paper folded in half or meta cards, ideally in four different colours, to make large labels for placing at the front of the table (see *Big sheet guide*). Each label has one of the criteria written on it to remind the panellists what they are to look out for and to remind presenters what they must cover in their presentation. Use this colour coding when transferring comments/scores to the appropriate colour coded cells in the matrix which is put up behind the panel.
- Four loose cards or pages of the same colour as the labels, also with the criteria written on them. These are what are given out to trainees who are selected to be panellists.
- A large sheet of paper or a flipchart for the assessment matrix prep-prepared according to guidance in the *Big sheet guide*.
- A4 paper and marker pens for the note taker and panellists.
- Prize for best presentation (optional) – ideally something that can be shared.

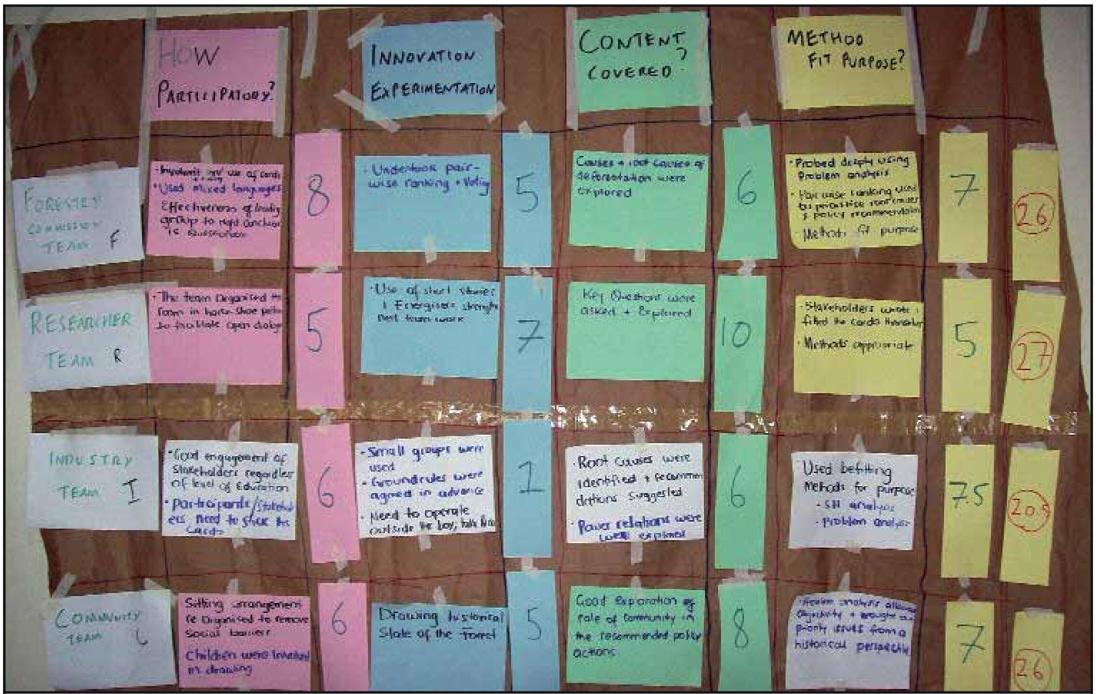


PHOTO 16. A big sheet used in a rotating panel presentation. Note the feedback from panellists summarised and written according to criteria and placed on the matrix. Also notice the scores according to each criteria, totals are on the far right column.

TIMING

70 to 90 minutes in total:

- 10 minutes to explain the session procedure and arrange people.
- 10-15 minutes for each presentation.
- 5 minutes for questions after each presentation (which can come from any trainee, facilitator or the panellists).
- 1 minute for comments only from each of the panellists (4 minutes in total).

COMMENTS AND TIPS

- It is important to encourage critical comments from the panellists, so again promote a 'cruel to be kind' approach. Selecting critical people for the first panel can set a precedent for how panellists should behave.
- Having the panel made up of team members who have just previously presented works quite well – those that have just been judged are often eager to judge others, although any 'revenge' should be discouraged.
- Facilitators can also take their turn on the panel but must operate within the rules that apply to all other panellists including timing. This sets up a nice dynamic by putting trainees and facilitators on the same footing.

Session 24. Field programme stakeholder analysis

PURPOSE

- To assess whether trainees understand stakeholder power analysis and the rationale for enhancing participation.

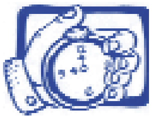
Stakeholder analysis was a key concept introduced in the principles part of the training. This session now tests whether the trainees can link their practical experiences from the field programme with the principles that the stakeholder analysis method addresses.

STEPS

1. Place on the wall a large stakeholder analysis matrix on a flip chart, labelled as shown in the *Big sheet guide*.
2. Explain the exercise. Refer back to the stakeholder analysis matrix that was introduced in Session 10. Explain that trainees need to assess each of the stakeholders from the field programme in terms of their influence on and degree to which they are affected by forestry decisions. This time trainees will skip the steps with the circles, and instead place each stakeholder group's name directly onto the matrix.
3. Use Power Point slide for this session to remind trainees of the stakeholder analysis framework – explain again what the X and the Y axes stands for.
4. Divide the trainees into their field work teams and ask them to discuss where they would place on the matrix the stakeholder group they met in the field programme (see Session 17).
5. Bring everyone together in plenary, and each team in turn should place a post-it with the stakeholder they met labelled on it, on the appropriate place on the matrix. They should then justify why they have placed it there. Next they draw an arrow to show where ideally they think that stakeholder *should* be in terms of influence and affectedness and justify why this movement is necessary. They should give examples of participatory strategies and methods that can be used to help that stakeholder make the desired 'move'.
6. Facilitate a discussion of the completed matrix, e.g. were all stakeholders placed correctly in the right place on the matrix?

MATERIALS

- Power Point projector and slides.
- Big sheet of paper prepared as instructed (see *Big sheets guide*).
- Post-its
- Marker pens for each group.



TIMING

Approx 25 minutes in total:

- 5 minutes to explain the exercise.
- 5 minutes for group discussion.
- 3 minutes for each group to fill in the matrix and justify (3 groups)
- 5 minutes for final discussion in plenary.

COMMENTS AND TIPS

- If trainees make a mistake, for example by placing a stakeholder group in the wrong part of the matrix, first ask other trainees if they see the mistake and ask them to explain what's wrong with it before pointing it out yourself.

Session 25. Feedback from resource people's assessment of field programme

PURPOSE

- To allow trainees to hear, review and discuss the assessment by the resource people on their performance as facilitators during the field programme.

This session begins to move beyond reflecting on methods to encompass skills and behavioural traits. It can also highlight the importance of harnessing different views in assessment of performance.

STEPS

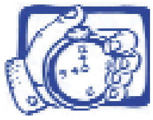
1. Before the session read through all the assessment sheets from Sessions 18 and 20 so that it is easier to summarise the key points. If the ballot box method was used, sort through the cards, group and stick them onto flip chart sheets for ease of viewing.
2. Stick up the feedback assessment sheets on wall/board.
3. As you place them on the wall, discuss the findings with trainees.

4. Common lessons emerging from this session include:
   - There was insufficient explanation of the purpose of the exercises before moving into the procedure.
   - Resource people often tend to favour methods over which they feel they have more control of the analysis and outcomes, such as the problem analysis
   - unclear roles and responsibilities within the field programme team,
   - insufficient pre-preparation of materials.

   These are all important tips that should be considered in the final planning session of the training.
5. Keep the sheets/cards on the wall for review during the final action planning day.

MATERIALS

■ The stakeholder assessment sheets/materials from the field programme.



TIMING

■ Around 20 minutes in total, plus questions and discussion.

COMMENTS AND TIPS

- If the field programme resource people were frank in their comments, this can be a very useful learning experience for trainees. If instead they have gone only for flattery, you should not spend too much time on this session.
- It can be very interesting to compare the views of the different stakeholders. Their preferences for methods can depend on the stakeholder's degree of influence. For example, less influential stakeholders might state that they found the fishbowl debate extremely participatory, while more influential stakeholders may dislike the method for being unparticipatory as there are strict timing restrictions on how much they can say!

Session 26. Personal and peer assessment

PURPOSE

■ To review the skills, attitudes and behavioural aspects of trainees.

Introduce this session, which is divided into two sub-sessions, by revisiting Power Point slide a from Session 11a in the principles part of the training, which shows how skills, behaviour and attitudes are of fundamental importance for the correct use of participatory methods. These deeper skills and behavioural traits are examined during this session in two different ways, through personal and then peer review. These differing views are then contrasted using an almost identical set of criteria.

SESSION 26A. PERSONAL ASSESSMENT

STEPS

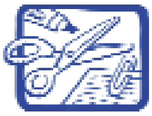
1. Show the handout questions for personal assessment from the appropriate Power Point slide for this session. Clearly explain each question and give any clarifications required.
2. Give copies of the handout for personal reflection to all (see Handouts, D. Analytical Reflection, Session 26) to each trainee and ask them to fill it in honestly. Assure them it will not be shown to anyone else. It is solely for their own personal reference. Once they have finished filling in the form, tell trainees not to share it but to keep it for future personal reference.

> **TIP:** It is essential not to tell trainees at this stage that there will be a peer review exercise after this as it may influence what they write.

SESSION 26A. PERSONAL ASSESSMENT

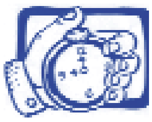
STEPS

1. Copy the Peer Assessment handout. Write the name of a trainee at the very top of each form. The top of the forms should then be folded over so that this name can not be easily seen.
2. The forms should be given to someone who was in the same field programme team as the named person as they will be familiar with that person's behaviour and skills. This can be done by grouping the forms by field teams (placed in labelled boxes) and asking team members, one by one, to pick a form and look at the name written discreetly. If they pick the form with their own name on it they should place it back in the box and pick another.
3. Each person then fills in the form they have picked in private, without revealing whose form they are filling in. This can be done in the training hall or in the evening when privacy is more assured.
4. You can give out more than one assessment form per person. The more review sheets there are, the more feedback individuals will get, but the more complicated this process can become!
5. Place an open box in the room where the forms can be placed after they are completed.
6. Once all the forms are in the box, the facilitator should hand them out to each person that was assessed. They should be folded over so that others cannot see the results, leaving only the person's name visible. Ask trainees to review the peer assessment in privacy later, compare it with their own personal assessment and reflect upon any differences.



MATERIALS

- The Power Point slides for this session showing the questions from the handout.
- Enough copies of the personal assessment and peer assessment forms (for the latter the number will depend on how many people each person will assess).
- Three boxes/cartons, one for each field team, to put the forms in for allocation to assessors.
- A box labelled 'Returned Peer Assessment Forms'.



TIMING

- 10-15 minutes for the personal assessment, including explaining the questions on the form and giving them out.
- A similar time can be allocated for the peer assessment, although trainees can also do that on their own time later in the day.

COMMENTS AND TIPS

- It is important to create an atmosphere in which people feel they can be honest in their peer assessment. Make sure the assessors do not put their name on the forms they are assessing. The facilitator should also pledge not to look at any of the filled forms unless they are shown to him/her by the concerned person themselves. Guarantees of complete anonymity will help ensure people are honest in filling the forms.
- Some trainees can find working in the field programme teams very stressful because of the behaviour and attitude of some of their team mates. They find the peer assessment a useful way to share their criticisms and release their frustrations with that person in an anonymous way.
- This session can be very emotional as it touches the core of the personalities of the trainees. It has helped some trainees confront their own attitudinal and behavioural shortcomings, although this experience may not be enjoyable. On one occasion an apparently heavily criticised trainee did not show up in the training again for half a day, but when he did there was a noticeably positive change in his behaviour!

Session 27. Participatory national forest programme facilitator checklist

PURPOSE

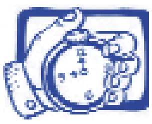
- To enable trainees to develop a checklist of the attributes of an effective participatory nfp facilitator.

STEPS

1. Prepare a matrix which has the following columns: (1) Suitable professional/educational background; (2) Suitable skills; (3) Suitable behaviour; (4) Unsuitable behaviour (see the *Big sheet guide* for a sample).
2. Explain the purpose of the exercise by showing the matrix. Give out cards and markers to all trainees and ask them to each write one card (one idea per card) for each column. They should do the exercise column by column, from column number 1 through to number 4.
3. After all the cards are placed on the matrix, read them and ask for clarifications if a statement is not clear.
4. Group the cards and discuss them by asking people if they agree or disagree with comments (see Comments and tips).

MATERIALS

- A big sheet for drawing the matrix.
- Enough meta cards (4 per trainee) and markers.
- Pre-cut masking tape to stick the cards onto the matrix.



TIMING

Approximately 45 minutes:

- 5 minutes to explain the exercise.
- 20 minutes for trainees to write on their meta cards.
- 10 minutes for grouping similar cards and asking for clarifications.
- 10 minutes for discussion.

COMMENTS AND TIPS

- Usually this session produces an excellent and insightful checklist because practical experience of facilitation is fresh in people's minds. It can also reveal those who are still struggling with the concepts. Let trainees themselves identify comments which 'stand out' before intervening. Rather than correcting any comments, the facilitator should focus on facilitating a discussion of the results. In this way, trainees themselves, and not the facilitator, convince each other of the appropriate attributes.
- There can be some apparent contradictions in desirable behavioural traits, such as the need for humility along with the need for confidence. This reflects the complex behavioural traits required of a participatory nfp facilitator. Affirm this complexity rather than trying to over simplify statements.

Session 28. Strategizing to address limitations in the NFP context

PURPOSE

- To allow trainees to start thinking about applying the lessons to their own NFP context.
- To demonstrate a simple but effective tool: Synthesis brainstorming on strategies/solutions, Tool 15 in *Tools for practitioners*.

STEPS

1. Prepare a big sheet with the heading 'Strategies to address barriers to participation in the National Forest Programme'.
2. Place the outputs from the SWOT assessment, problem analysis and the target scoring exercises (Session 7, day one) on the wall, along with the outputs of the stakeholder analysis from Session 10. Review them collectively. Go over the weaknesses and threats revealed by the SWOT assessment and the core causes of problems in the problem analysis. Also discuss the ideas in the stakeholder analysis on how stakeholders could be 'moved' to become more accountable or influential.
3. Explain that in this session people need to think up broad strategies for enhancing participation In the NFP.
4. Direct trainees to the big sheet you have prepared. You can list some criteria on the big sheet to keep trainees focused (show Power Point slide for this session). For example, strategies must…
   a. be well defined, specific and describe how they will work and also at whom they are targeted.
   b. enhance participation – either through increasing or decreasing influence or affectedness of stakeholders.
   c. be relevant to a clear need/purpose and context. You must be able to justify this need.
   d. be practical and feasible given existing resources.

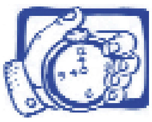
5. A time frame can be added over which the strategies can operate (e.g. 1-5 years).
6. Give out meta cards to all trainees and ask them to write down their 3 priority strategies (one idea per card) for enhancing participation in the NFP, then stick them on the sheet. They should make sure that they meet the criteria and that they can justify their relevance and suitability. Read each one out and ask for clarifications if any are unclear, contradictory, or do not match the criteria.

TIP: It is important to ensure that strategy statements are specific – with an indication of *how* participation will be enhanced and *who* is targeted by the strategy. Statements like 'Increase participation' must be given back to the author for more detail.

7. With the help of trainees, group the strategy cards with those with similar comments. Label each grouping with a label that summarises the comments. If there is not sufficient time to complete this during the session, the facilitator and/or the Recap Team can complete the sorting in the evening and this can be presented the next day.
8. Have a general discussion on the findings, but do not pre-empt the next session, which is a priority ranking exercise of the grouped strategies.

MATERIALS

- The outputs of the NFP context synthesis/analysis exercises (Session 7) and from the stakeholder analysis (Session 10).
- A big sheet of paper pre-prepared as instructed (see *Big sheet guide*).
- Sufficient meta cards (at least 3 per trainee), marker pens for all and pre-cut masking tape.



TIMING

Approx 85 minutes in total (less if cards are grouped in the evening after the session):

- 10 minutes to recap the outputs from the context analysis and stakeholder analysis.
- 5 minutes to explain the brainstorming exercise.
- 30 minutes for trainees to carefully review the synthesis outputs and decide on their 3 priority strategies.
- 20 minutes for grouping and labelling similar cards.
- 20 minutes for presenting findings, seeking clarifications and discussion.

COMMENTS AND TIPS

- Try to avoid having any more than 8 groupings of strategies to ensure a manageable number to feed into subsequent sessions.

Session 29. (Optional session) Critical debate on enhancing stakeholder participation in national forest programmes

PURPOSE

- To allow peers to convince sceptical trainees of the benefits of the approaches and methods from the training.
- To provide a release valve for those who want to have their criticisms heard.
- To allow the facilitator to assess trainees' understanding of participation in nfps – a subtle evaluation method.

STEPS

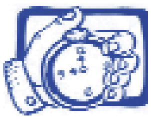
1. Prepare a large room as you would for a fishbowl debate (see Tool 14 in *Tools for practitioners* and also Session 19a in this manual). Trainees can be asked to help arrange this. This debating method requires quite a lot of space so it may be necessary to hold it in a different location if the training hall is quite small.
2. Prepare between three and five position statements for the debate. These can either be (a) made by trainees themselves who have a criticism of the training, the approaches, the methods etc. that they would like to share; (b) the most controversial strategies from the previous session; or (c) can be written by the facilitator (see Box 11 for ideas from previous trainings). In any case, these statements should be critical and should represent a minority viewpoint among trainees in an effort to provoke as much debate as possible.
3. Write the statements on big sheets of paper.
4. Before this session, select and brief volunteers to present the statements, ideally people who believe in the statements or else who are willing to play 'devil's advocate'.
5. Wrap up the debate by putting 'Agree' and 'Disagree' signs on opposite walls. Recap the debate statements and ask people to vote by standing by the sign with which they agree most, or somewhere in between.

BOX 11. PROVOCATIVE FISHBOWL STATEMENTS DRAWN FROM PREVIOUS TRAININGS

- "In this training, professionals have been taught to practice principles of participation themselves, but it is rural people who need the skills and methods, not professionals."
- "Enhancing stakeholder participation is very nice in a training course but in the real world, conventional planning methods where we have to set clear goals for forestry programmes do not allow us the flexibility that participation requires."
- "Enhancing stakeholder participation in nfps is simply too time consuming and expensive to use in real work".
- "Forest users should only participate in certain parts of the nfp cycle, for example the analysis and implementation phase. They do not have the capacity to be meaningfully involved in policy formulation, and may be too short term in their thinking and thus make short sighted policies".
- "It is best and most practical if NGOs represent forest users in national forest programme workshops. NGOs can consult with the forest users before and after the workshops."
- "Participatory approaches are not scientific; only the results from rigorous scientific studies can be used to influence something as important as forest policy."

MATERIALS

- Big sheets of paper for writing the statements onto..



TIMING

Approximately 65 minutes in total (if 3 statements are debated):

- 5 minutes to justify each statement.
- 15 minutes to debate each statement.
- 5 minutes to do the 'agree' or 'disagree' exercise.

COMMENTS AND TIPS

- Brief volunteers to be as provocative as possible with their statements so as to stimulate lively debate. Bland statements with which the vast majority agree can cause the fishbowl debate to fall flat.
- If this session is conducted at the end of the day, it can work very well to blend it with a social event. Unwinding together after a lively exchange of views is often important and helps with bonding and understanding (also very important to consider in multi-stakeholder nfp meetings). For example, turn the fishbowl into a 'food bowl' or 'drinks bowl'. Drinks or snacks are placed at the centre of the chairs in the fishbowl and the only way for people to get them is to go to the centre and join the debate. In some countries where alcohol is culturally acceptable, some very tense fishbowl debates have been transformed and cooled down through a transition to a 'beer bowl', with a crate of cool beer placed in the centre of the chairs. However, remember to ensure that your choice is appropriate/acceptable to the culture you are working within.

E. Contextualized planning

The trainees have now gone through four key parts in the cycle of the training: they have analysed participation in their NFP context; explored the principles; experimented by testing the principles in practice; and have critically analysed and reflected upon their own practical experience. Now they have arrived at the final and most important part of the training: contextualised planning. This part involves applying relevant lessons from the training to trainees' own NFP challenges. They will need to identify priority strategies for enhancing stakeholder participation in their NFP and develop tailored toolboxes and practical action plans for applying in their own work.

Session 30. Daily recap

This is the most important recap of the training as it goes over the analytical reflections of the previous day. These will be rich in essential lessons for the contextualised planning. Because of the importance of this session, the facilitator may have to step in to supplement the Recap Team's presentation if something important is missed.

Session 31. Priority ranking of strategies

PURPOSE

- To enable the trainees to collectively prioritise strategies for enhancing stakeholder participation in the National Forest Programmes.
- To encourage intense negotiation on strategies among trainees as a way of building understanding on the rationale for the strategies.
- To demonstrate another method from *Tools for practitioners*.

STEPS

1. Prepare by reading the priority auction method (Tool 17 in *Tools for practitioners*).
2. Split trainees into four groups for this exercise. There are two ways you can group them:
   a. Divide trainees into separate stakeholder groups who then have to discuss and prioritise strategies. This helps identify differences in priorities among the different stakeholder groups.
   b. Place trainees in mixed stakeholder groups. This places small multi-stakeholder groups under pressure to discuss and agree on shared priorities.
3. Use the output (the labels summarising the grouped cards) from the strategy brainstorming session (Session 28) and place them somewhere visible to all trainees. During the auction, stakeholder groups will 'purchase' items (the strategies), which will be placed in the purchasing group's flip chart (see below).
4. Ask each group to sit together, at some distance from each other. Place a flip chart sheet on the wall beside each group.
5. Each group is allocated 100 credits to bid for what it sees as the most important strategies. Write "100 credits" on the top of the blank flipchart. The members of each group should discuss which strategies are priorities for them and think about how many credits they are prepared to spend on each strategy.
6. Present the items one by one and ask for bids from the groups. Bidding must always start from one credit. Keep accepting bids until one group bids a price that is more than the others are prepared to pay. Write the amount that the purchasing group has paid on the item card and attach the card to the group's flipchart. Subtract the number of credits spent from the group's balance, so that trainees know how much they have left to spend on other items.
7. When all the items (strategies) have been purchased, wrap up the session by asking the stakeholder groups to explain why they purchased the items and why they spent those amounts on them.
8. Remove the strategies from the group flip charts and place on one wall or board in order of the amount that was spent on them. This gives an indication of which strategies were collectively most important.

MATERIALS

- The A4 sheets of grouped strategies from Session 28.
- Enough flip chart sheets for each group.

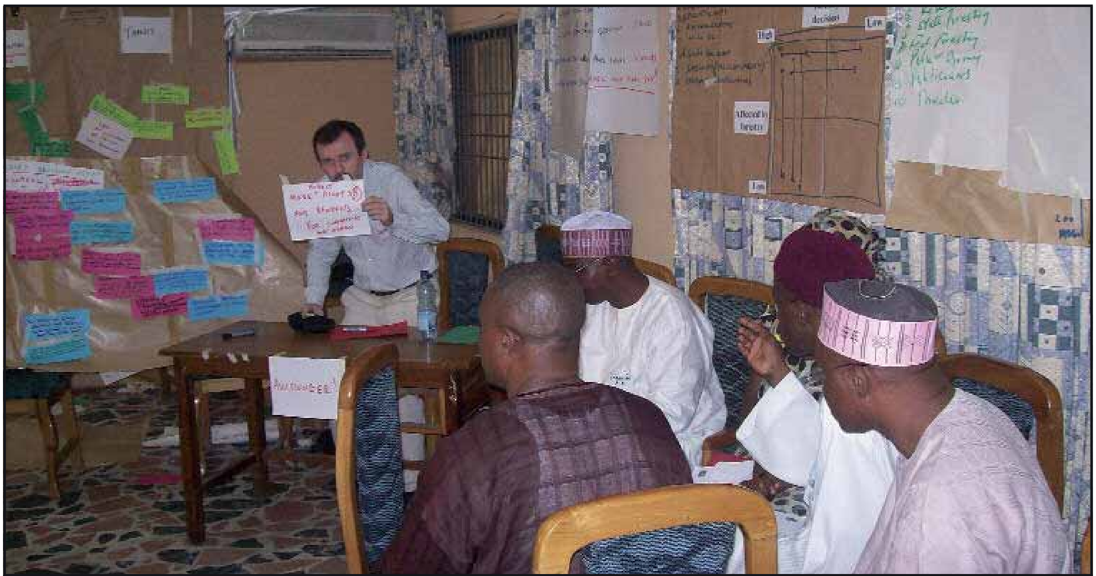
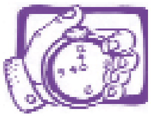


PHOTO 18. The facilitator plays auctioneer, complete with counting down and hammering the table once a strategy is 'sold'.

PHOTO 19. Small groups of trainees decide their priorities during the priority ranking exercise. Strategies they have already 'purchased' are on the board to the right.



TIMING

60 minutes:
- 5-10 minutes to explain the session.
- 50-55 minutes to complete the auction.

COMMENTS AND TIPS

- This ranking method can be a lot of fun and raise energy levels on this final day of such an intensive training course.
- Take note of how many groups bid for a strategy and how much they are prepared to pay. This provides important insights into how genuinely collective the priorities are, something that the totals paid for that strategy might hide. A high total for a strategy might have come from bidding between only two groups, even though the strategy may not have been a priority for the other groups.
- Be aware of and tell trainees about an inherent weakness in this method: sometimes when there is only one strategy left to bid for, groups pay more than they would have if the strategy had been auctioned earlier when they were trying to save their credits. When the method is used in real work to influence decision making it should therefore be complemented with a second ranking method, such as priority ranking (Tool 16) to cross check the results.

Session 32. Action planning and customising tool boxes

PURPOSE
- To build priority strategies into action plans and toolboxes of methods to enable practical application after the training.

STEPS
1. Show the relevant Power Point slides, talk through the steps described and ask for any clarification questions.
2. Give out the handout guide for this presentation and discuss it.
3. Divide trainees into the same groups they were in during the priority auction in Session 31. Tell these groups they will take the strategies they bought at the auction and develop an action plan and tool box to implement the strategies.

4. Explain that in the next session the groups will then present their plans to the whole group for peer review. To encourage the development of relevant action plans and toolboxes, explain the criteria that will be used to review their presentations (see Session 33) and that the rotating panel presentation will again be used (Tool 19 and Session 23).
5. Send each group to a quiet area to develop their action plan and tool box. Explain that they can use either big sheets or Power Point slides to prepare their plan (see *Big sheets guide* – each team requires 2 prepared big sheets). Decide whether the trainees or the training team will prepare the big sheet matrices. If the training team does it in advance, this can give the groups more time to work on the content. 6. Circulate around the groups to encourage and provide suggestions, when appropriate, but do not dictate what should and should not be on the plan and in the toolbox.

TIP: Having teams prepare their presentations on big sheets can be more inclusive, transparent and participatory for group work rather than having only one person type up a Power Point presentation as the group discusses.

MATERIALS

- A computer, Power Point projector and the relevant Power Point slides (97-100).
- Enough copies of the handout for all groups.
- Enough copies of *Tools for practitioners* for all groups.
- Key outputs from the context analysis and analytical reflection parts of the training course, either typed up and copied and distributed, or else stuck on the walls again for reference.

TIMING

130 minutes (minimum):

- 10 minutes introducing the action plan and tool box purpose and guide.
- 120 minutes for developing the action planning and toolbox.

COMMENTS AND TIPS

- Some of the most feasible plans can involve adjusting existing plans rather than developing new ones. Thus emphasise that groups do not necessarily have to create new work, but instead can think of different ways of doing what is already planned. For example, trainees might suggest conducting an already planned forest policy review in a much more participatory way.

Session 33. Presentations of action plans and tool boxes for peer review

PURPOSE

- To provide trainees with an opportunity to present and justify their toolboxes and action plans for peer review and to receive suggestions for improvement.
- To promote a competitive environment.
- To promote active listening among those taking part as panellists.

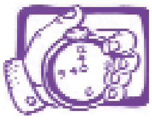
STEPS

1. Prepare the room for a panel discussion (see Session 23).
2. Refresh your memory on the use of the rotating panel presentation method (Tool 19 in *Tools for practitioners* and Session 23). The exact same steps are followed apart from the criteria for the panellists, which could now include:
   a. Participation. Appropriate stakeholder representation and the best methods to enhance participation.
   b. Methods that fit the purpose. Is the best method being used for the stated purpose and context, is the sequencing of methods logical?
   c. Ensuring a substantive positive impact. Will this action plan and toolbox meaningfully enhance participation in relation to the effort and resources invested?
   d. Feasible/realistic. Is what is being proposed realistic and achievable given the context (e.g. political considerations) and the resources and time available?
3. Assemble the group and explain the session. Elicit trainees' views on whether scoring should be used or not. Although a scoring system can motivate teams, there is a danger that in this final presentation it may de-motivate the teams that receive the lowest score.
4. Appoint a note taker from the training team or participants.
5. Appoint first set of panellists – again made up of a selection of any participants not from the presenting team.
6. After the presentations, stick the summary notes made by the notetaker with markers on A4 sheets up on the appropriate place on the matrix.

MATERIALS

- A large table big enough to seat 4 panellists.
- A4 paper folded in half or meta cards, ideally in four different colours, to make large labels for placing at the front of the table (see *Big sheet guide*). Each label has one of the criteria written on

it to remind the panellists what they are to look out for and to remind presenters what they must cover in their presentation. Use this colour coding when transferring comments/scores to the appropriate colour coded cells in the matrix which is put up behind the panel.
- Four loose cards or pages of the same colour as the labels, also with the criteria written on them. These are what are given out to trainees who are selected to be panellists.
- A large sheet of paper or a flipchart for the assessment matrix, with the 4 different criteria on one axis and the teams numbered on the other.
- A4 paper and marker pens for the notetaker and panellists.



TIMING

120 minutes (assuming four presentations):
- 15 minutes or so in total to explain the exercise.
- 15 minutes per presentation.
- 5 minutes for questions.
- 4 minutes for panel feedback and scoring (1 minute per panellist maximum).

COMMENTS AND TIPS

- Remind panellists that because of the nature of their organisational position or context, some trainees have less space to incorporate lessons from the training into their daily work than others. Circumstances beyond trainees control should be considered in their feedback.
- The summary notes made on panellist feedback that are written on A4 papers and placed on wall/board can be noted down by the teams at the end of the session or sent on to trainees after the training.

Session 34. Next steps: review, revision and submitting action plans

PURPOSE

- To set a timeframe for plan and toolbox revision and submission after the training.

Time is required after the training for the feedback from the previous session to be considered in the plan and toolbox. Trainees also need to discuss the action plan and toolbox with their work colleagues/supervisors and seek their input. This session creates some time after the training to allow trainees to develop an action plan and toolbox in more detail.

STEPS

The steps taken in the session vary according to the context of the training. In advance it is a good idea to seek support for these plans from a person in authority, such as a Forestry Director or the NFP focal person etc. Ideally they should be involved in this session – he or she may be better placed than the facilitator to follow up on the teams and encourage them.

1. Show Power Point slide and pre-prepared big sheet for this session, which shows the planning calendar matrix.
2. Ask groups identify key milestones after the training and write the dates, and the person responsible, onto the calendar. This can be done by writing on and then sticking post-its onto the calendar.
3. Ask for a volunteer in each planning group to act as group leader. This makes co-ordination and follow up easier.
4. Give to all trainees an email or postal address of the person to whom the final plan should be submitted, the facilitator, NFP focal person etc.

MATERIALS

- A big sheet of paper for drawing the calendar onto (see *Big sheet guide*).
- Post-its.

TIMING

- Approximately 10-20 minutes.

COMMENTS AND TIPS

- Set deadline for submission of final plan and toolbox between 2 to 4 weeks after the training.

Wrapping up

This final part revisits key elements of the training, assesses whether the training has had a transformative impact on trainees and provides an opportunity for a written evaluation. A closing ceremony wraps up the training and can provide extra motivation for trainees to implement their plans and toolboxes. Refer also to the section on ‘Setting up the monitoring and evaluation’ in the *Getting Ready* chapter.

Session 35. Revisiting visions of a good nfp

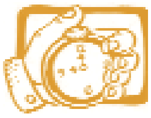
PURPOSE

- To capture any changes brought about by the training in how trainees view a good nfp.
- To allow the facilitator to assess the impact of the training.

STEPS

1. Gather together the drawn visions of a good nfp from Session 5, but do not give them out or show them yet.
2. As in Session 5 ask trainees to draw their personal vision of a good nfp on a piece of A4 paper. Remind them that no words or numbers should be used but arrows are allowed.
3. After 5 minutes ask everyone to stop drawing and then give out their original visions. No one should continue drawing after they receive their original drawing.
4. Ask trainees to take some time to look at both drawings and think about any differences or similarities.
5. Ask for volunteers first to explain their second vision then show their original vision and explain any differences and similarities and why there are any differences and similarities. Questions/clarifications can be asked by fellow trainees and the facilitator. Decide based on the number of people and the time available how many people should share their vision.
6. People can take drawings away with them if they like. They may want to review them again in the future to see if their visions are continuing to evolve.

MATERIALS
- The vision drawings from Session 5.
- Enough sheets of A4 paper for each person, plus spares.
- Markers of different colours for all trainees.



TIMING
25 minutes:
- 5 minutes maximum for drawing.
- 1 minute maximum for each volunteer to share and explain their visions.

COMMENTS AND TIPS

- It is interesting for the training team if trainees can identify any specific parts of the training that influenced any changes in their vision.

Session 36. Training evaluation

PURPOSE
- To allow trainees to assess the effectiveness of the training and identify areas for improvement.

The methodology used (target scoring) is designed to be relatively fast, provide anonymity and be visual so that the evaluation can be shown to everyone quickly for discussion in plenary. You might prefer to use other evaluation methods instead. For example, a written evaluation questionnaire if there is time for trainees to fill it in. The disadvantage of the questionnaire is that it is more difficult to collectively discuss the results on the spot. Another alternative evaluation method is the H-diagram (Tool 11). Using this will allow you to demonstrate yet another method from the toolbox.

STEPS

1. Show Power Point slides for this session.
2. Prepare a large sheet of paper for the target scoring method by drawing a target divided into zones (wedges) following the *Big sheets guide*. Use/adapt the following four criteria:
   a. Better understanding of the rationale and principles of participatory national forest programmes.
   b. Enhanced skills and methods for participatory national forest programmes.
   c. Facilitation and workshop approach.
   d. Logistics, organization, food and accommodation (as applicable).
3. Place the evaluation target on a suitable board that can be turned away later.
4. Place two large posters up on the walls, one called 'Comments to justify score' and the other 'Recommendations to enhance training'. Again ideally these should be on boards that can be turned away to ensure anonymity.
5. Start the session by going over the training objectives, outputs and trainees' expectations from the first day (for the expectations place up the output of Session 4) Ask trainees to keep these expectations in mind as they fill in their evaluations.
6. Refresh trainees' memories on the use of the target scoring method (see Session 7c and Tool 10 in *Tools for practitioners*). Or you might prefer to use other options (see Comments and tips). Explain the four criteria and make sure all is clearly understood. Emphasise that there is only one x per person per section and that placing the x closer to the centre of the target means a better evaluation, while closer to the outside of the target means a poorer evaluation.
7. Hand out meta cards and markers to all trainees so they can write comments and recommendations for improving the training. Once they are finished with these comments they can come and attach them to the appropriate big sheets.
8. When everyone has finished, turn the boards around and discuss the results of the evaluation.

TIP: The feedback will be more useful if you ask for honesty, not flattery, and if the facilitator leaves the room.

MATERIALS

- Slides /posters showing the training objectives, structure and expectations from the beginning of the training.
- A large poster for drawing the evaluation target prepared according to format (see *Big sheets guide*)
- Two large posters for justifying scores and making recommendations (see *Big sheets guide*).
- Marker pens, meta cards and pre-cut masking tape.

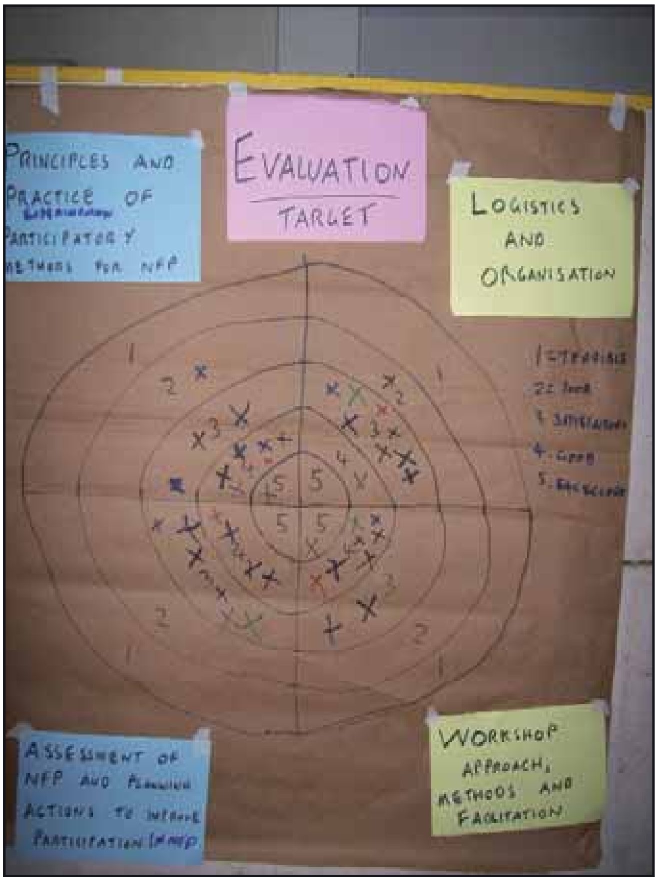


PHOTO 20. The filled target scoring diagram for the evaluation of this training in Tanzania.

TIMING

- Approximately 30 minutes.

COMMENTS AND TIPS

- Remind trainees that to speed things up, while waiting for their turn at the target they should fill out the cards for the other posters (justifications and recommendations).
- Instead of posters you can use voting boxes for the trainees to post their cards into – this more anonymous approach may encourage people to be more critical.

Session 37. Closing remarks from organizers and trainees

PURPOSE

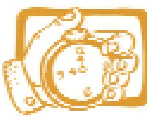
- To provide a formal end to the training workshop and add prestige to the training.
- To inspire trainees to implement their plans once they are back at work.

STEPS

There are no set steps involved: much depends on what is appropriate in the context. For example, a local dignitary (director or minister) can be invited (see Comments and tips) to give out certificates to the trainees and to encourage them to carry out their plans after the training. In previous trainings, trainees have been asked in advance to select a representative to provide some feedback on the training as part of this ceremony. This ideally could be the role of the Recap Team assigned for this day as there will be no recap tomorrow.

MATERIALS

- Certificates of attendance.



- About 30 minutes.

COMMENTS AND TIPS

- See the 'Comments and tips' box in Session 1, many of which are also relevant here. Ideally the person giving the final remarks should in some way be a decision maker who can inspire trainees to implement their plans. Trainees may well ask about resources for implementation; ideally the person giving the closing remarks can provide informed answers. This person should use his/her closing remarks to try to firmly connect (with the help of the facilitator and NFP focal person) the outputs of the training workshop and the action plans with existing or planned NFP processes.

Some thoughts on follow- up of the training

Even if the final evaluation was positive, don't become too complacent. The real measure of success of the training workshop is what happens afterwards. Remember the training is one step in a training cycle – it is not the end of your work but the first step in an ongoing cycle of mentoring and coaching to ensure that the process moves forward. Revisit the Getting Ready chapter of this manual for ideas on monitoring and evaluation after the training. For example, trainees can continue to be motivated if you contact them after the training to ask how the implementation is going and to offer advice and support.

The next and final step is to sit down and put your feet up! Congratulations! You deserve it after completing this challenging training!

Annex. Training variations

Option A. Three two-day modules

The training can be divided into three two -day modules:
- Module 1: context analysis and principles.
- Module 2: a 2-day field programme.
- Module 3: analytical reflection and contextualised planning.

Integrate these modules – especially the 2nd module – into any planned NFP activities in the country.

DAY 1	DAY 2
Preliminaries.	**B. Principles.**
A.NFP context analysis.	

DAY 3	DAY 4
C. Experimentation. **Team planning.** **Facilitating analysis with separate stakeholders**	**C. Experimentation.** **Team planning.** **Facilitating multi-stakeholder negotiations.**
Assessment of 'facilitators' and methods by stakeholders. **Team reflection and re-planning for next day.**	**Assessment of 'facilitators' and methods by stakeholders.**

DAY 5	DAY 6
Reflection.	**Contextualised planning.**

Option B. Spending more time on the basics

If trainees have little or no background in nfps or participatory approaches, it might be advisable to extend the part on "principles" over two days:

- Day one: explore the rationale for participation in nfps, introduce nfp principles, stakeholder analysis and then practice methods (Session 11). Session 11 can be expanded to include more than 3 methods.
- Day two: The role play (morning), then reflection on the role play (afternoon).

Option C. Stand-alone sessions

Although all the sessions in the training are somehow linked to each other, some do stand alone very well. For example, the role play can be done in one afternoon with trainees who have prior experience of participatory methods. A half-day session like this has proven to be very effective prior to teams going off to do field work with various stakeholders.

Almost all the other sessions or at least training methods/approaches can be used/incorporated effectively into other trainings and workshops to promote more participation and experiential learning.

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This training manual on enhancing stakeholder participation in national forest programmes (nfp) is one of several modules being developed as part of an initiative called Nfps for all. This initiative is run by the United Nation's Food and Agriculture Organization's NFP Facility, and it aims to assist participating countries put the principles of nfps more effectively into practice.

One key group of principles in national forest programmes focuses on participation and partnership of all interested parties in forestry programming. These principles are geared at ensuring stakeholders most affected by forestry have an opportunity to have sufficient influence on forestry decisions.

This training manual and associated materials provide a complete training package to guide trainers to deliver an effective training on enhancing stakeholder participation in national forest programmes. The training draws on best practice in participatory methods and experiential learning and has been extensively tested.

This manual may be of interest to nfp coordinators, facilitators or advocates for more participation in forest sectors, but also more generally to trainers interested in conducting trainings on stakeholder participation.

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