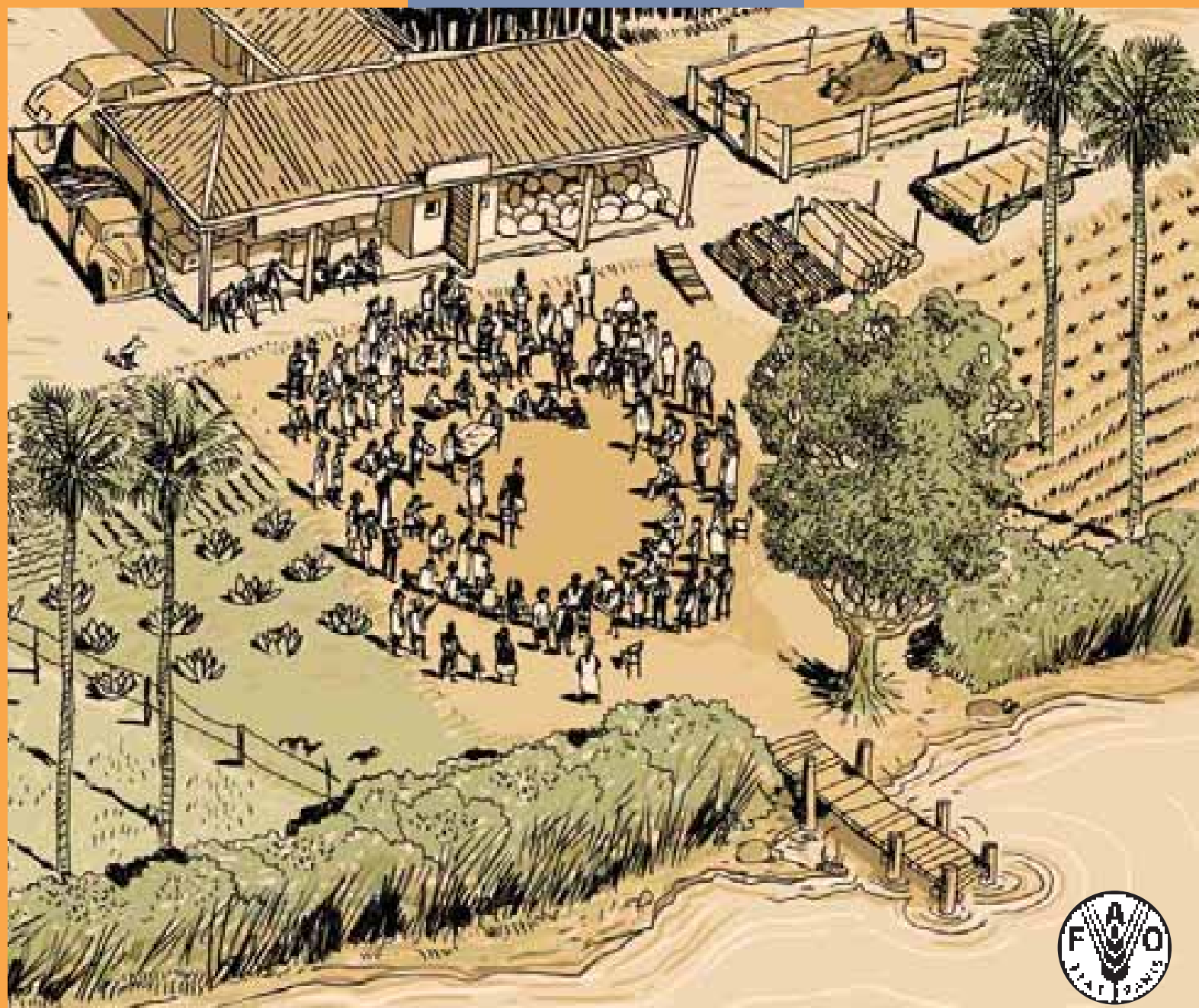


Negotiation and mediation techniques for natural resource management

TRAINER'S GUIDE



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TRAINER'S GUIDE

By
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Prepared in the framework of the
Livelihood Support Programme (LSP)
An interdepartmental programme for improving
support for enhancing livelihoods of the rural poor

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Foreword

This publication was written in the belief that, ideally, training participants remember what they have learned, and not what the trainer has told them.

The training activities it contains have been tested and developed in collaboration with many partners over a long period.

Peter Stephen deserves a special mention for the support he gave in his capacity as co-trainer on a number of joint FAO-RECOFTC training programmes on natural resources conflict management. His always constructive feedback and a case study from Thailand are his important contributions to the production of this publication.

Many thanks also to other colleagues from different parts of the world, who contributed to mutual learning and the refinement of materials during implementation of the Indonesian training programme: notably Christopher Moore from CDR, Associates, Wiwiek Awiati from the Indonesia Centre for Environmental Law (ICEL) and Bambang Uripno from the Center for Forestry Training of the Indonesian Ministry of Forestry.

Thanks also to the people here in Rome who did a great job in preparing the final draft for printing: Jane Shaw for the editing, Cecilia Valli and Enzo Criscione for the lay-out and Aldo Di Domenico for the illustrations.

For each activity in this guide, the authors have attempted to credit the original source and indicate whether it has been adapted. Some activities, however, have no reference because they are so frequently used that the original source has been lost – apologies to the original author, whoever you may be!

It is hoped that this publication will provide inspiration for trainers and lots of new useful insights and learning experiences for practitioners in support of sustainable natural resource management and livelihoods. Feedback from readers is very welcome.

The Livelihood Support Programme

The FAO Livelihood Support Programme (LSP) 2001–2007, supported in part by the United Kingdom's Department for International Development (DFID), is helping to improve the impact of FAO interventions at the country level through the effective application of sustainable livelihood (SL) approaches.

LSP evolved from the conviction that FAO could have a greater impact on reducing poverty and food insecurity if its wealth of talent and experience was integrated into a more flexible and demand-responsive team approach. LSP aims to increase knowledge of and capacity to apply SL principles and approaches. LSP works through teams of FAO staff members, who are attracted to specific themes being worked on in a sustainable livelihoods context. These cross-departmental and cross-disciplinary teams, known as sub-programmes, act to integrate Sustainable Livelihoods principles in FAO's work at Headquarters and in the field. These approaches build on experiences within FAO and other development agencies.

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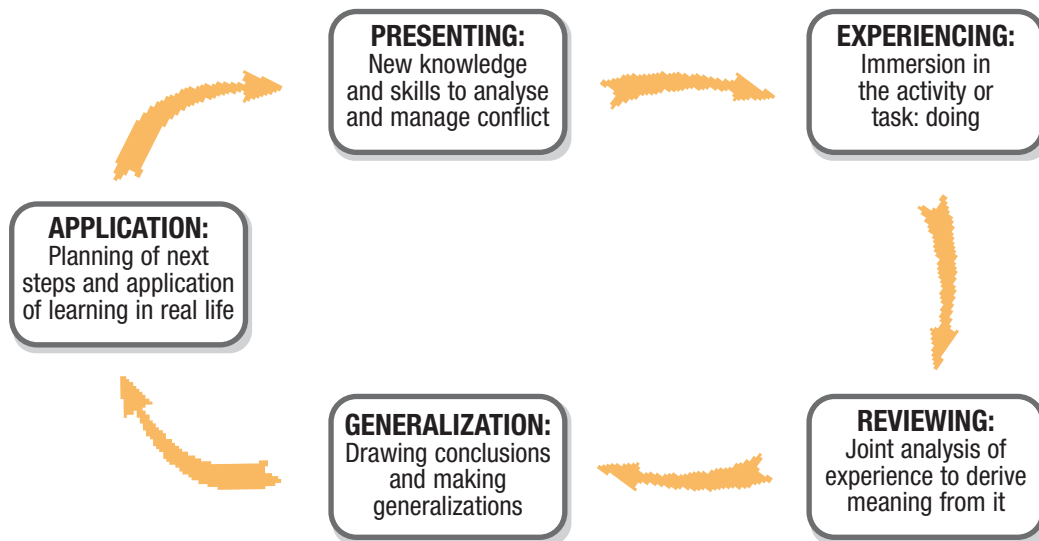
What the guide contains

This trainer's guide contains learning activities for training in natural resources conflict management. As the second part of a series of training materials for natural resources conflict management, it complements the contents of the conceptual guide *Negotiation and mediation techniques for natural resources conflict management*. The series is completed by a third publication, *Case studies and lessons learned*, which provides illustrations and reflections from the piloting of informal conflict management procedures and the implementation of training programmes in Africa.

In order to enhance the knowledge and skills needed for effective conflict management, learning has to bring about changes in behaviour, understanding and attitudes. To facilitate such changes in adult learners, training activities are underpinned by participatory, learning-centred, adult education principles. These principles aim to establish a process that is conducive to learning and that encourages mutual respect, confidence, cooperation and shared decision-making among participants, both during training and in the field.

These considerations have resulted in the creation of an experiential learning process. The most effective learning is from shared experience; participants learn not only from the trainer but also from each other, and the trainer also often learns from the participants. The experiential learning process consists of five main stages, structured around participants' ability to: (1) learn new information, techniques and tools for analysing and managing conflicts; (2) acquire experience of applying the new information, techniques and tools; (3) review and analyse experiences jointly; (4) draw conclusions and make generalizations; and (5) apply these to real life. The experiential learning process often results in new answers to old questions, and enhances the understanding of how to address conflicts.

Three aspects of experiential learning are particularly noteworthy: use of concrete, "here-and now" experience to test new information and methods; use of feedback to change practices; and understanding of the learning cycle, which can start from any of the five points, and should be approached as a continuous spiral.

FIGURE 1 THE EXPERIENTIAL LEARNING PROCESS

Source: Adapted from Kolb, 1984

New information, techniques and tools: Trainers have to present new information, tools and techniques, while acknowledging that participants already have a lot of useful knowledge and experience to contribute. Participants must therefore have a say in deciding what they want to learn, because they know their own learning needs best. As adults they have been learning throughout their lives.

Experience: Trainers provide participants with opportunities to “experience” training situations that are similar to real-life situations. This experience is structured to involve participants, through a broad range of activities such as case studies, role plays or simulations, small group tasks, small exercises and skill practice. The participants’ experience will stimulate thoughts that start the learning circle.

Joint review: Once the experience stage is completed, trainers guide the participants through a process of review and discovery. Participants are encouraged to link their thoughts (cognitive) and feelings (affective) to derive meaning from their experience. This phase encourages learners to think and to analyse the activity they have just experienced from a variety of perspectives. Most activities conclude with a set of processing questions that help learners to gain the most out of an experience.

Generalization: During this stage, trainers help participants to draw conclusions and make generalizations. Participants may step back from the immediate experience to draw conclusions that can be applied to real life.

Application: In preparation for the application phase, trainers encourage participants to imagine themselves in their everyday work situations and to identify what they will do better or differently as a result of what they have learned. During application, participants draw on insights and conclusions reached throughout the learning circle.

The principles underpinning experiential learning approaches have been found to make learning more effective. The learning activities presented in this guide are structured accordingly.

Theory sessions introducing new knowledge, concepts and tools are combined – as much as possible – with activities such as case studies, role plays or simulations, small group tasks, exercises and skill practice. For some activities it is suggested that the theory be introduced first, but wherever possible theory sessions build on the experiential part.

Practical application sessions usually include a set of questions to help learners to compare, make generalizations and draw conclusions for application.

Many of these activities have been successful in teaching participants about conflict, but trainers are encouraged to adapt and develop the materials in all sections to fit the needs of the particular learning group.

The training activities are designed for generic use, so trainers may have to adapt an activity to a specific social, cultural or economic context.

The guide contains a number of case studies and simulations that can be used to analyse conflict situations and practise negotiation and mediation skills. Contextual understanding of natural resources conflicts is important, however, so trainers may find it more effective to have participants develop their own case studies and role plays based on their own experiences of working with communities in natural resources management.

To whom the guide is addressed

The guide is designed for junior and senior trainers in negotiation and mediation techniques for natural resources conflict management.

Trainers need to be knowledgeable about the subject matter and to have some experience of participatory approaches to training. Although the first section of the guide proposes activities for setting the training scene, this is *not* a training of trainers guide.¹ Trainers need to have a basic understanding of how to plan, prepare and conduct training.

The activities presented require that participants have a certain level of awareness and understanding of working in conflict situations, and practical experience of facilitating participatory processes.

The guide aims at skill building, which is more effective when it follows a multiple and integrated phased programme that combines classroom training with adequate and appropriate mentor-supported field practice.²

1. For training of trainers material see the references.

2. For discussion of other factors determining the success of skill building training programmes for conflict management see Chapter four of *Negotiation and mediation techniques for natural resources management – case studies and lessons learned*.

How the guide is organized

Chapter 1 aims to help trainers prepare better for training in natural resources conflict management. It contains general guidelines and hints for designing, organizing and facilitating conflict management training.

The rest of this guide is divided into five chapters, each focusing on a different area of learning:

- understanding conflict and collaboration;
- conflict analysis and strategy design;
- communication and facilitation skills;
- collaborative conflict solving procedures;
- multiparty forestry conflict simulations – case studies.

Each activity contains all the essential elements for running a session, including objectives, timing, materials and a description of simple steps to follow. Activities are also cross-referenced to the relevant subsection(s) from the conceptual guide, which trainers can consult for more detailed information on the overall concept.

In addition, for many activities, additional elements are provided, such as key learning points, trainer's notes, attachments and hints:

- Key learning points are the most essential points that a trainer should focus the learning on in the final discussion about the exercise.
- Trainer's notes contain background material for trainers.
- Attachments provide any material that is to be presented to participants, such as text to be copied on flip charts, answers to questions, etc.
- Hints provide tips for trainers to consider when preparing or conducting the session.

