9.5 BUILDING AGREEMENTS

42	USES OF A ROCK

◎ **PURPOSE:**
To introduce the value of working collectively and keeping an open mind in order to identify new solutions. An effective warm-up to a brainstorming activity.

✀ **MATERIALS:**
Flip chart.
Coloured pens.
A notepad and pencil for each participant.

◔ **PREPARATION:** None.

◷ **TIME:** 15 minutes.

📖 **CROSS REFERENCE:** Section 5.5.

🪜 **STEPS:**

❶ Do not explain the purpose of the activity yet. Instead, ask all the participants to take a pencil and paper. Explain that there is going to be a short competition.

When they are told to start, they will have five minutes to list on their paper all of the uses of an object (which will be named) that they can think of. Encourage them to be creative and to list as many uses as possible. They may record the use in one or a few words.

When you are sure that everyone understands, ask the participants to list *the uses of a rock.*

❷ After five minutes, ask them to put down their pencils. Ask who has the most items listed (start by asking who has five; ten; 15; more than 15, etc.?).

❸ Ask the person with the most items to read them out. Record them on a flip chart in front of the group. Next, ask others to add to the list until the list has recorded all the uses thought of by the group. Count the total number and compare it with the highest number of one individual.

❹ Start a discussion with the following questions:
◆ What do you think the purpose of the activity was?
◆ Why do you think that the group generated so many more ideas than any one individual did? (If necessary, mention how people think of uses on the basis of their social and cultural experiences and what they are familiar with. Differences in the ideas may reflect the diversity of experience represented by the group.)
◆ What does this activity demonstrate about collective problem solving?
◆ In what ways do we block ourselves from thinking of new ideas. (Here people commonly mention prejudging an idea, lack of confidence, culture, and not being encouraged to think abstractly.)

❺ If time permits, repeat this activity again with another object. Ask participants to try to free themselves of factors that block their creativity. Usually groups do much better the second time and demonstrate that they are already loosening up in their thinking.

Source: **WWF.** 1993. *Participatory monitoring and evaluation workshop.* Vanuatu.

| **43** | **BRAINSTORMING** |

◎ **PURPOSE:**
To demonstrate an effective method for developing new approaches to managing a conflict or innovative solutions.

✄ **MATERIALS:**
Flip chart.
Coloured pens.

✐ **PREPARATION:** Prepare a flip chart from *Brainstorming guidelines* (Attachment 43A).

⊘ **TIME:** 30 minutes.

📖 **CROSS REFERENCE:** Section 5.5.

🔀 **STEPS:**

❶ Explain the purpose of the activity. Introduce the term "brainstorming", explaining that it refers to the generation of multiple ideas, usually in a short period of time.

❷ Explain that the group will have an opportunity to test brainstorming in this session. The brainstorming activity will last for only five to ten minutes, during which participants will try to develop as many possible solutions to a given problem as they can. A follow-up session will be used to discuss the different proposals. Introduce and review *Brainstorming guidelines.*

❸ To begin the session, ask the participants to agree on a problem that they are trying to solve. It should be a problem that the entire group is familiar with and can contribute to solving. If the group is very large, request a volunteer to help you record the ideas as they emerge.

Start the brainstorming activity and continue until everyone has run out of ideas.

❹ Initiate a discussion with the following questions:
- ◆ How is brainstorming different from your normal planning process?
- ◆ What are some of the advantages to this kind of process?
- ◆ What were the most difficult issues about this activity? How can these difficulties be overcome?

If it has not come out in the discussion, highlight that brainstorming allows for a number of possible choices to emerge. Unexpected solutions can be proposed that might not have been considered, and yet may have a key part to play in building a solution.

| **43** | **BRAINSTORMING** | ATTACHMENT **43A** |

BRAINSTORMING GUIDELINES

- Any idea is better than none.

- Be creative and imaginative.

- Be forward thinking .

- Do not make critical comments or evaluate ideas.

| **44** | **THE MOST PRINCIPLED ONE** |

◎ **PURPOSE:**

To stimulate discussion on how people determine and prioritize their values.

To identify how people in a group may modify their values to reach an agreement.

✂ **MATERIALS:**

Flip chart.

Coloured pens.

Handouts for each person:

- *Background sheet (*Attachment 44A);
- *Instructions for ranking the most principled one* (Attachment 44B).

◐ **PREPARATION:**

Review the activity to ensure that it is culturally appropriate for the training participants.

◷ **TIME:** One hour.

📖 **CROSS REFERENCE:** Section 5.7.

𝄜 **STEPS:**

❶ Explain the purpose of the activity.

❷ Divide the participants into groups of four or five and explain the following task:

  ◆ Each person will receive a short story about a local village conflict. Individually they are to take five minutes to read this story. They are then to rank the different characters from the *most* to the *least principled*, on a scale of 1 to 5, with 1 being the most principled, and 5 the least.

  ◆ When everyone has finished individually ranking the characters, they are to discuss their rankings with each other and, within their small groups, come to consensus on the ranking of the characters.

◆ The group is to record its ranking of the characters on a flip chart for presentation.

◆ They have 30 minutes to complete the task.

❸ Distribute the story and the instruction sheet to each person. Ask them to join their small groups and begin the activity.

❹ At the end of 30 minutes, ask each group to post its results on the wall, and to take a few minutes to read the other groups' results.

❺ Initiate a discussion with the following questions:

◆ What differences did the groups have in their ranking?

◆ Did you agree on any method for assessing your differences?

◆ Were you able to reach consensus on who was the most and least principled?

◆ How did you reach consensus or, if you were unable to, why not?

◆ How can lessons learned in this activity be applied to working with conflict in community-based forest management?

❻ In conclusion, point out that qualities such as principled and unprincipled are based on value judgements, and everyone has different ways of determining his or her values. Culture, family and even gender form values.

Building consensus with different value systems is possible through open discussion and agreeing to a method for assessing our differences. We are faced with at least three choices:

◆ Agree to respect each person's values.

◆ Agree to modify some component of one's own values and leave the rest as they are.

◆ Agree to consider a new value.

Discuss.

Adapted from: **Resolve.** ND. *The alligator story.* Washington DC, Resolve.

SECTION 9

| **44** | THE MOST PRINCIPLED ONE | ATTACHMENT **44A** |

BACKGROUND SHEET: THE MOST PRINCIPLED ONE

There was once a beautiful woman named Maya who lived on a small island in the Pacific Ocean. She was deeply in love with Rahim, a man who lived on another small island, just across from her island. The sea channel between the two islands was always full of sharks, making the passage too dangerous for them to swim across. Rahim would come over to visit Maya by canoe at least once a week.

One day, Maya decided that she wanted to surprise Rahim by crossing over to his island. She went down to the beach and met Pedro, a fisher who had his own boat. She begged him to take her across the channel so that she could meet Rahim. Pedro smiled, and said that he would be glad to, on one condition. She must sleep with him first and then he would take her across. Maya was furious, and quickly stomped away to the other end of the beach where she met her friend, Johanas. She told him that she wanted to cross, but Pedro would not take her, and would he, Johanas, please go and force Pedro to take her across. Johanas refused as he did not want to get involved. He then returned to the village.

Maya was left on the beach feeling very sad, as she wanted to meet Rahim that day. Finally, she ran back to Pedro and agreed to his one condition. Pedro then took her across the channel in his boat.

When Maya finally found Rahim on his island, she told him about how she had managed to get across the channel. Rahim was furious with her, and told her he never wanted to see her again. Rahim left Maya crying on the beach, and Rahim's friend Demba came up to her and asked her what was the problem. She explained how she had had trouble finding a way to cross the shark-filled ocean to meet Rahim, how finally Pedro had brought her across and how now Rahim would not talk to her. Demba felt so sorry for beautiful Maya that he ran after Rahim and beat him. Maya thanked Demba for restoring her honour.

44 | THE MOST PRINCIPLED ONE

ATTACHMENT **44B**

INSTRUCTIONS FOR RANKING THE MOST PRINCIPLED ONE

Rank the people in the story according to how principled you believe they were. Rank them from the most principled person to the least principled, on a scale of 1 to 5.

People

◆ Maya

◆ Pedro

◆ Johanas

◆ Rahim

◆ Demba

Ranking

1) _____ Most principled

2) _____

3) _____

4) _____

5) _____ Least principled

Adapted from: **Resolve.** ND. *The alligator story.* Washington DC, Resolve.

| **45** | **FACILITATING PARK MANAGEMENT IN BALANGA** |

◎ **PURPOSE:**

To provide experience of facilitation and facilitated meetings. To explore methods for building agreements.

✂ **MATERIALS:**

Flip charts.
Coloured pens.
One *Background sheet* (Attachment 45A) per person.
Per group:
- one set of four role sheets (Attachments 45C to 45F);
- one *Instructions for the facilitator* (Attachment 45B).

✐ **PREPARATION:** None.

◷ **TIME:** Three hours.

📖 **CROSS REFERENCE:** Sections 5.2 and 5.7.

⌁ **STEPS:**

❶ Explain the purpose of the activity. Explain that in this activity participants will engage in a role play that will provide a simulated experience in building agreements among multiple stakeholders.

❷ Divide the participants into groups of five. Hand out the *Background sheet* to all participants.

Explain that each group is to select someone to be the facilitator, and each of the remaining group members will take on the role of one of the different interest parties. Hand out the facilitator instructions (one per group) and the interest parties role sheets (four different roles per group).

❸ Explain that the facilitator's role is to assure that there is a balanced discussion among the interest parties, to document all their issues and resolutions, and to remain neutral to the content and decision-making process at all times.

Each interest party is provided with a role sheet that lists four negotiation points to guide them throughout the facilitation.

Explain that each person must participate in the discussions and take an active part in designing a collaborative agreement.

4 Provide a brief explanation on how to document stakeholders' points on a flip chart.

5 Request each group member to spend five minutes reading through the material. Explain that, after five minutes, the facilitator of each group is to begin the group discussion.

6 At the completion of the small groups' negotiations, reconvene all the participants into the overall group. Request a representative from each small group to summarize its decisions.

7 Initiate a discussion with the following questions:
◆ How does a facilitated meeting differ from other kinds of meeting?
◆ What are the benefits and constraints in using this kind of meeting format?
◆ What makes an effective facilitator?
◆ What were the most difficult issues in building agreements? What did the groups do to overcome these difficulties?
◆ How did the amount of time available affect decision-making?

| 45 | FACILITATING PARK MANAGEMENT IN BALANGA | ATTACHMENT **45A** |

BACKGROUND SHEET:
FACILITATING PARK MANAGEMENT IN BALANGA

In Balanga, the National Forest Department recently established a new protected area. It selected the site for protection because of its extensive diversity of native plants and animals, including numerous rare and endangered species. The government is very proud of the protected area, and the region has been targeted as a future ecotourism destination.

Several tribal communities have lived in the region for generations. Before the park boundaries were formally established, a community forestry team worked with the communities in this region to determine their traditional and contemporary land use needs and practices. The final park boundary lines were formed following a collaborative planning process that allowed for selective harvesting uses and continued access rights for the communities in the vicinity.

This region also has an extensive wild goat population. Wild goats were introduced to the area more than 250 years ago and, over the centuries, they have become well established in the forest. The local communities who now live around the periphery of the park have been hunting the goats for generations and rely on the meat as a principal part of the family diet. There is also a strong cultural tradition attached to goat hunting, a method that is passed from father to son as part of a male rite of passage to adulthood. The tooth of the goat is used in wedding ceremonies and, on the birth of a child, the family must offer a feast of no fewer than 25 goats to the community. Another important part of the local culture is the use of forest plants for medicinal and cultural purposes. Several times a year, people gather the roots, berries or new leaves of various plants to cure illnesses or for spiritual offerings.

However, environmentalists have recently raised serious concerns with the Forest Department about the wild goats. They determined that the goats are the greatest threat to the region, as goats prefer to forage on native plants, causing serious damage to the forest habitat. The environmentalists wrote a report that has been circulated in government offices. They warned that, if the goats are not controlled, within the next five years the region will have no value as an ecotourism destination.

The Forest Department decided to fence off the park and eradicate all the wild goats in the region in order to ensure that the remaining native plants can survive. However, the local communities held a public protest when the first line of fence was established. They stated that it would restrict their access to the park and their hunting and cultural practices. They have demanded that the Forest Department meet with them to ensure that their needs and interests are considered. The Forest Department has requested the assistance of a neutral facilitator to lead the discussion. The representative stakeholders who have agreed to participate in the negotiations include a forest official, a goat hunter, a community person and an environmentalist.

The four stakeholders will participate in a facilitated meeting to try to reach agreement on proposed changes to the management plan for the protected area.

45	FACILITATING PARK MANAGEMENT IN BALANGA	ATTACHMENT 45B

INSTRUCTIONS FOR THE FACILITATOR

You will facilitate a meeting through a five-step process. Each of these steps is outlined below.

Remember that in your role as facilitator you are to:

◆ keep the group to the time schedule;

◆ record its interests and decisions on the flip chart;

◆ ensure that everyone has equal time to speak;

◆ assist the stakeholders in categorizing their issues;

◆ ensure that they have considered how to implement their agreements.

Step 1: Start (15 minutes)

1. Introduce your role and the reason for the meeting.

An example:

"Welcome, we are meeting today to reach a consensus agreement on the management of the protected area. As the facilitator, I am here to assist you in identifying a preferred solution that meets the interests of all the stakeholders."

2. Explain the following:

◆ Each participant will introduce him- or herself and propose one potential solution.

◆ No one is to judge or criticize the solution at this point.

◆ You will go around the group three times. Each time, every participant should contribute another solution.

3. List the parties' points on a flip chart.

Step 2: Categorize and assess the solutions (20 minutes)

Introduce this activity as a way for the group to locate areas of agreement or possible solutions.

1. Make three headings on the flip chart: Full agreement; Possible agreement; and No agreement.

2. Ask the participants to go through the list of solutions and categorize them into the three lists.

3. Ask guiding questions as you go through each point, such as: "Do you have any doubts that this point may not work? If so, let's put it under

Possible agreement for further discussion;" or: "Having discussed this point, you are all in complete agreement that this solution would not work? Then I can write it down under the No agreement section?".

Step 3: Refine issues of agreement (45 minutes)

Ask the group to develop a consensus statement of their agreed solutions, drawing from the Full agreement category.

Example: "We agree that the best solution for the management of the nature park would include...".

Document the group's statement on the flip chart.

Ask the group what they should do with the list of solutions in the Possible agreement category:

◆ Do you need more explanation or clarification of a point?

◆ Do you need more information before you make a decision? If so, who will take the responsibility? Should two people be responsible for bringing in the additional information?

◆ Can a change in wording make it acceptable? For instance: "The park boundaries will remain the same" could be changed to: "The park boundaries will remain the same, except in the southwest corner where we acknowledge that a change must be made to the current boundary line."

Ask the group to decide how it would like to work with the areas of No agreement. Ask guiding questions such as: "Do you all agree that this solution is not acceptable?" or: "Is this solution one that could be modified in any way to make it acceptable? If not, do you all agree to leave it on this list?".

Break time (15 minutes)

Step 4: Action plan (45 minutes)

1. Ask the group to develop an action plan using the following format:

Action point   To do   Time frame   People 0rganizer

Example:

Action point	To do	Time frame	People 0rganizer
Site visit	Invite people	Within 1 month	FS, Comm, Neera

Step 5: Summarize and report (15 minutes)

2. Summarize what the group has accomplished, and request the group to select a spokesperson to present its results.

Example: "Over the past two hours, you have worked together as a group to identify your areas of agreement and an action plan to begin working to achieve your goals. In addition, you have identified areas that need more attention and areas where you still have differences in opinion. You have agreed to put these issues aside while you work together on your action plan. In the future, however, you may want to revisit the outstanding issues to see if they can be addressed.

Please choose from among the group a spokesperson who will report your progress to date to the public. Please spend a few minutes discussing how you wish the spokesperson to present your agreement. Write the central points on the flip chart for your spokesperson to refer to."

| 45 | FACILITATING PARK MANAGEMENT IN BALANGA | ATTACHMENT **45C** |

THE ROLE OF THE COMMUNITY REPRESENTATIVE

You have been selected to represent the four major communities that are situated along the periphery of the protected area.

You have many years of experience in dealing with government officials, and you do not have a great deal of trust in their promises to support community interests. You have come to the meeting to ensure that the communities' interests will be met. You have promised to repeat each of their points during the course of the meeting, over and over if necessary, to ensure that they will be met.

The communities have agreed that you may negotiate with the other stakeholders, using the following four central points to ensure that the four communities' interests are being considered:

1. The communities all agree that plants, goats and people are interdependent on one another.

2. They do not want fences around the whole park.

3. They agree that some plants are increasingly endangered.

4. Most important, the communities insist on their rights to gather plants for their medicinal and cultural needs.

| **45** | **FACILITATING PARK MANAGEMENT IN BALANGA** | ATTACHMENT **45D** |

THE ROLE OF THE FOREST MANAGER

You have been selected to represent the interest of the Forest Department in discussing a preferred management plan.

You have a great love of the forest environment, but you are also concerned about the pressures on local communities whose traditions you see rapidly eroding. As a government official, you are constrained by policy issues, but have learned over the years that policies can be changed when the need is proved. Now that a facilitated meeting has been called, you are hopeful that, working together with all the stakeholders, some new solution will emerge that will address the problem of protecting the forest ecology while assuring community access needs.

The Forest Department has agreed that you should negotiate with the other stakeholders, using the following four central points to ensure that its interests are met:

1. The Forest Department is required to protect the forest and ensure that the local communities' interests will be respected.

2. Biologists have determined that goats do have an ecologically negative impact on the native plants in the forest.

3. The department would like to fence the nature park and remove the goats in order to protect the most pristine parts of the forest environment.

4. The department is aware that the number of goats in the forest has declined significantly already, and it is not sure why.

| 45 | FACILITATING PARK MANAGEMENT IN BALANGA | ATTACHMENT 45E |

THE ROLE OF THE ENVIRONMENTALIST

You come from a city in central Balanga and have a biology degree from the university. Although you live and work in the city, you have a great love of the forest regions of the country. Over the years, you have grown concerned with the growing quantities of scientific data proving the long-term damage to native vegetation growth that is caused by goats. You are convinced that, if people could understand the scientific methods for measuring environment change, they would agree and support the need to eradicate the goats.

You have been selected to represent a consortium of environmental interests in discussing a preferred management plan for the nature park. The consortium has agreed that you can negotiate with the other stakeholders, provided you uphold the following four points to ensure that its needs and interests are met:

1. Goats should not be in the protected areas of the forest because they destroy the rapidly diminishing native plants.

2. Invasive, non-native plants will become established in areas where the native plants were, causing further degradation to the ecosystem.

3. Environmentalists are concerned about the local communities, and respect their cultural traditions.

4. The environmental community is very interested in considering alternative management ideas that will enhance protection.

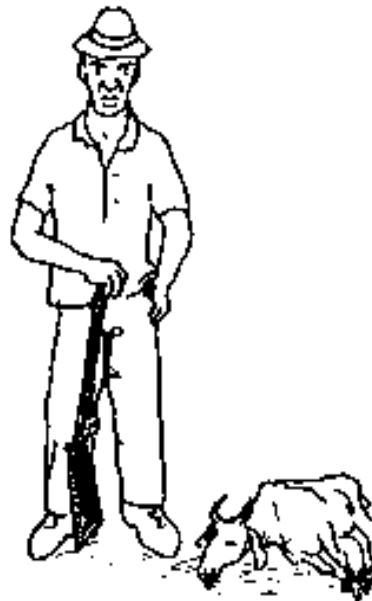| **45** | **FACILITATING PARK MANAGEMENT IN BALANGA** | **ATTACHMENT 45F** |

THE ROLE OF THE GOAT HUNTER

You have been selected to represent the interests of goat hunters from the four communities along the periphery of the nature park. You yourself are the leader of the largest goat hunting group, which supplies goats for your families and for special community events, such as harvest festivals and religious ceremonies. Over the years, all the hunters have noticed a continual decline in the numbers of goats in the forest. There have been many discussions among the hunting groups about the need to coordinate and regulate the number of goats taken annually.

The goat hunters have all agreed that you may negotiate with the other stakeholders, provided you uphold the following four points to ensure that their interests and needs are being considered:

1. The hunters all want to ensure that there will always be goats in the forest to hunt.

2. The hunting community does not believe that goats do any long-term damage to the environment. Instead, hunters believe that goats actually benefit the land because they uproot the soil, thereby encouraging new plants to grow.

3. Goats need enough space to move around. If fences are put up, goats will become concentrated in even smaller areas and may damage the native environment.

4. There are actually fewer goats in the forest these days, as more people are hunting. The hunters want to have an assurance from the Forest Department that it will not eradicate all the wild goats.

SECTION 9

| **46** | **SETTING A NEW AGENDA FOR PICORDA** |

◎ **PURPOSE:**

To demonstrate how to establish a common agenda for negotiations among multiple interest parties.

✂ **MATERIALS:**

Flip chart.
Coloured pens.
Handouts:
- one *Background sheet* (Attachment 46A) per participant;
- one *Facilitator's instruction sheet* (Attachment 46B) per group;
- one set of four role sheets (Attachments 46C to 46F) per group.

✐ **PREPARATION:** None.

◷ **TIME:** Two and a half hours.

📖 **CROSS REFERENCE:** Section 5.2.

🎚 **STEPS:**

❶ Explain that this session will be the first of four linked sessions that will provide an opportunity to practise key steps in the negotiation process through role playing. It will also give many participants a chance to practise their facilitation skills. (Note to trainer: Please read the *Trainer's note* at the end of this activity on how best to work through and link *Training activities #46 to #49*.)

In this first session, the participants will practise developing a common agenda among stakeholders with very diverse interests.

In future sessions, they will continue this role play and increase their skills in:

◆ brainstorming solutions;

◆ establishing criteria and selecting and evaluating solutions;

◆ developing implementation, monitoring and review procedures;

◆ finalizing agreements.

❷ Explain the following small group activity:

◆ Participants will be divided into small groups of five to undertake a role play. Each group will have one of its members act as a facilitator. Each of the remaining group members will take on the role of one of the different interest parties.

Outline to the participants who is in each group, and their assigned roles:

◆ Explain that the intention of the exercise is to reach agreement on what the meeting should focus on.

◆ Explain that the facilitators' role will be to guide and support all of the interest parties through a set of tasks. Their role is to ensure that there is a balanced discussion among the interest parties, and to remain neutral to the content and decision-making process at all times. They will each be given an instruction sheet outlining what they need to do.

◆ The interest parties will each be provided with a role sheet that lists their interests and guides them through the facilitation. Explain that each person must participate in the discussions and take an active part in developing and prioritizing solutions.

◆ Divide the participants into groups based on roles. For example, all the facilitators should meet in one group, all the community representatives in a second group, etc. Hand out the background sheets to all participants and the facilitator's instruction sheet and relevant interest party role sheets to the people selected for those roles. Remind participants that they should not share or discuss the contents of their instruction sheets with people of different roles.

◆ Each role-based group is to spend half an hour reading through the material and discussing its approach to the negotiations as an interest party or a facilitator.

❸ After half an hour, the participants should move into their mixed-role groups to undertake the role play. The facilitator of each group is to begin the discussion. Explain that the groups have two hours for the task.

❹ At the completion of the small groups' negotiations, reconvene the overall group. Ask a representative from each small group to summarize what happened within that group.

❺ Initiate a discussion around the following questions:

For the interest parties:

◆ What were your experiences in having a facilitator introduce the meeting guidelines and follow-up activities? Did it help you to determine a mutually agreeable process and agenda?

For the facilitators:

◆ What was your experience in facilitating the dialogue?

◆ What problems did you face (for example, people not following the ground rules)? What did you do when confronted with these problems? How did you handle those moments?

For everyone:

◆ How are agendas usually established?

◆ Are there any benefits or problems with using the facilitative versus the non-facilitative model? How did groups' solutions differ?

In closing, mention that agenda setting can cause new conflicts, particularly across multiple interest parties. The facilitative model is designed to address such conflicts by establishing a fair communication standard and full participation. Emphasize that building consensus is aided when the parties can make a series of often small but sequential agreements, with the aim of building trust and confidence in one another in the process.

TRAINER'S NOTE

The following are some tips to increase the effectiveness of these training activities:

1. The success of the role plays is greatly influenced by the facilitation skills of those playing the role of facilitator. If participants are new to facilitation, it is advisable to help develop their skills first with the use of activities in Section 9.6 (Facilitation and communication) before undertaking the role plays.

2. Ensure that you allow adequate time for the participants to read and understand the background sheets and prepare for their roles. If time allows, it is useful to start the sessions and hand out the background materials, facilitator instruction sheets and interest parties' guides the day before the role play is actually planned to be undertaken. That way, participants will have adequate time to read through the materials and prepare. This is particularly important for those who are acting as facilitators.

3. For each of *Training activities #46 to #49*, the trainer should spend time with each new set of facilitators to ensure that the instructions for the role play and group tasks are clear.

| **46** | SETTING A NEW AGENDA FOR PICORDA | ATTACHMENT **46A** |

BACKGROUND SHEET: SETTING A NEW AGENDA FOR PICORDA

NB: As this is the first of four linked activities, the *Background sheet* and the role sheets will be used in future sessions. Request that participants save these sheets.

Picorda, a country renowned for the exquisite natural beauty of its upland forests, is currently faced with an environmental crisis. Exploitation of Picorda's forests for commercial purposes had been occurring for centuries, but there was a rapid increase in these activities, peaking in the mid-1970s. By that time, the President had awarded more than 400 timber licence agreements and special permits to a select group of his relatives and business and military partners. By the late 1970s, only 20 percent of the forest cover remained, and less than 5 percent of the primary old growth forests. This rapid decline in the natural resources of Picorda was marked by a sharp rise in exploitation, coupled with political disregard for the social welfare of the country by a small group of privileged people. The cumulative impact led to a popular movement to remove the President. The new government was charged with the task of stimulating economic recovery and environmental revitalization.

A new Community-based Forest Management Programme (CBFMP) was established within the Department of Environment and Natural Resources (DENR), the State agency responsible for the management and protection of the country's natural resources. The CBFMP was primarily conceived as an upland (land on a slope of at least 18 percent) development initiative. The programme significantly shifted the government's primary focus from supporting privately owned forest production to supporting community stewardship and livelihood enhancement projects. The CBFMP is now integral to Picorda's development process, with its multiple land use management objectives of income generation, forest protection and food production. Furthermore, the CBFMP implementation process is democratizing access to forest resources by collaboratively involving NGOs in addressing the prevailing issue of upland rural poverty while, at the same time, protecting residual forest.

There was a willingness among developed countries, through multi- and bilateral funding institutions, to offer financial support to programmes that deal with deforestation and sustainable forest management, such as

the CBFMP in Picorda. However, despite the huge sums of money being put into the programme, and its popular political and legal support, disturbing contradictions have recently emerged that put into question both the quantitative results and the qualitative impact of the CBFMP. Enormous financial support from international funding agencies enabled DENR to implement the programme fully but, at the same time, it created a pattern of faulty assessment of the existing environmental crisis.

Local communities have been vocally protesting that government officials are supporting ecologically damaging side businesses to generate further foreign revenue support for ecological revitalization. This is leading to a growing cycle of institutional corruption. In addition, there have been increasing numbers of accusations that, even though the legal framework for the stewardship programme is in place, a structural conflict exists between government agencies and local communities about programme "territoriality". Clearly, there is now a need to assess the policy and programme contradictions of community forest management in Picorda.

Current situation

A Picorda Working Group has been formed, with representatives of the local community, the CBFMP, DENR and the international funding agency. The group's first meeting is to determine the agenda of discussion issues. The members have already loosely compiled a list of critical issues for discussion. These include: establishing rational environmental measurements; identifying corrective needs within agencies; increasing support for communities to help them comply with programme objectives; and determining territorial boundaries.

| **46** | SETTING A NEW AGENDA FOR PICORDA | ATTACHMENT **46B** |

FACILITATOR'S INSTRUCTION SHEET

1. *Introducing your role and the purpose of the first meeting:*

For example: "Welcome. We are meeting today to establish an agenda for your future meetings. As your facilitator, I am here to assist you in designing agenda guidelines that will honour all of your interests. My specific role is to help you to:

◆ keep to your time schedule;

◆ document your interests, concerns and decisions;

◆ ensure that everyone has equal time to speak;

◆ assess and prioritize your issues;

◆ clarify that you have considered how to implement your decisions.

During this first meeting, we will:

◆ establish some ground rules;

◆ identify proposed agenda items;

◆ prioritize agenda items;

◆ draft the agenda."

2. *Establishing the ground rules:* have the participants list what ground rules they think are needed. Provide the following as examples:

◆ Share your interests, not positions.

◆ Let each person say all that he or she needs to say before the next person begins.

◆ Each person is expected to contribute equally to the discussions.

◆ No final decisions will be made until there is full agreement.

◆ If there is disagreement on any remaining issues, we will take time to reach agreement on how to acknowledge our differences.

◆ Record these ground rules and refer to them as necessary throughout the meeting.

3. *Introductions and proposed agenda items:* ask the participants to introduce themselves and propose agenda items. Go around the group three or four times. Each time, every participant should contribute another agenda item. Document their points on a flip chart.

Agenda items: make four headings on the flip chart: High priority; Medium priority; Low priority; and Undecided.

Ask the participants to establish criteria by which they will determine High-, Medium- and Low-priority issues. For example, in terms of: short- and long-term impact; people affected; resources required.

Ask them to categorize their agenda items under one of the three headings of High, Medium and Low priority. They should use their criteria as guidelines. Periodically, ask clarifying questions if needed, such as: "What are your central reasons for ranking this as a High priority?"

If there is disagreement on where to place an issue, suggest: "Given the lack of agreement on where to place this issue, can we put it under Undecided for the time being? Later, we can come back to it for further discussion"; or "Having discussed this point, you are all in complete agreement that this item is a Low priority?".

When all of the issues have been placed under categories, address the Undecided issues and ask the participants how they want to work with these. Suggest options such as: changing the wording; addressing in a different forum; and agreeing not to discuss.

Then ask them to rank the issues within each category, in order of high to low priority.

4. *Draft the tentative meeting process:* ask the group to draft a meeting time line that integrates all their agenda items.
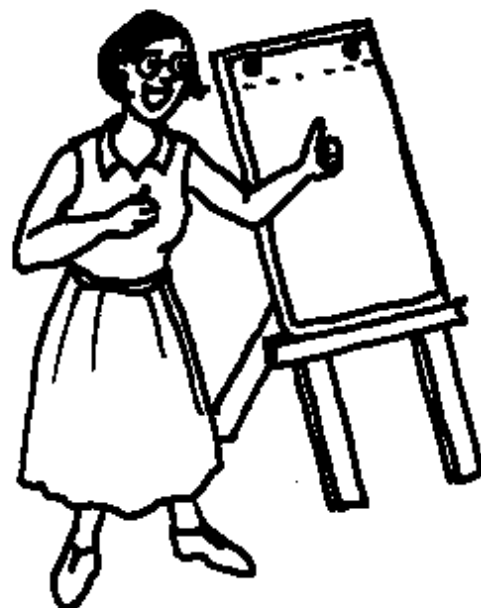
   For example:
   Meeting 1
   Objective:
   Information required:

   Meeting 2
   Objective:
   Information required:

46 │ **SETTING A NEW AGENDA FOR PICORDA** │ ATTACHMENT **46C**

THE ROLE OF THE COMMUNITY REPRESENTATIVE

You have been selected to represent the four major communities situated within the CBFMP jurisdiction. People have high expectations for the programme but, in practice, it has been difficult to accommodate all of the new responsibilities that have been given: there are so many meetings and so many conflict issues to address. However, it gets a little easier every day and, on the whole, everyone is still working well together.

The major issue is that, last month, the government cut 50 ha of timber in your region, without warning and without the involvement of any local people. Outsiders were brought in to do the harvesting, and all the logs were taken away. Everyone is furious, and people have demanded that you present the following four agenda items:

◆ Recent timber harvests in the region must be addressed. Who is responsible? Where did the timber and profits go? Why were outsiders brought in?

◆ Territorial rights must continue to be addressed.

◆ More government technical support is needed for income-generating programmes.

◆ Funding support should be requested from a local NGO to assist the building of organizational capacity, such as finance management, leadership and conflict management skills.

46	**SETTING A NEW AGENDA FOR PICORDA**	ATTACHMENT **46D**

THE ROLE OF THE COMMUNITY-BASED FOREST MANAGEMENT FIELD OFFICER

The Director of the CBFMP has told you to put forward only two items, but you personally feel that there is an additional issue that must be addressed, so you have added the last one yourself. You are taking a professional risk by proposing the last item, but you believe in the CBFMP mission to support local community interests first, and you feel that the programme is at risk because a few government people are abusing the system.

◆ The top priority is to address environmental indicators.

◆ Forest protection must have tighter enforcement mechanisms.

◆ Institutional abuse must be addressed.

46 | **SETTING A NEW AGENDA FOR PICORDA** | ATTACHMENT **46E**

THE ROLE OF THE DENR PROGRAMME COORDINATOR

You are very angry that you have to attend this meeting. You feel that the only reason it has been called is because the CBFMP has been poorly run, and you are embarrassed that the international funding programme officer is going to be attending as he or she might decide to withdraw the programme's support. You are aware that there has been a contending mission within DENR to expand timber sales, and recently there has been a large cut in the near vicinity of the CBFMP region. But you do not want this on the agenda, as it does not officially pertain to the CBFMP. It is none of the CBFMP's business. Your agenda items are focused on forcing greater accountability on the CBFMP officers and the local community. They include the following:

◆ Tighter monitoring systems on CBFMP operations need to be established.

◆ Local communities must be more accountable for following programme objectives.

◆ Weekly and monthly reports should be required.

46 | SETTING A NEW AGENDA FOR PICORDA | ATTACHMENT 46F

THE ROLE OF THE INTERNATIONAL FUNDING PROGRAMME OFFICER

You oversee programmes in six different countries. You have just flown in a few hours ago, and can only stay for two days. This particular country programme has been a real challenge for you because you love the people and the country, but are very frustrated with the government bureaucracy. The individuals with whom you work are decent people, but they are caught in a system that breeds inefficiency and corruption. You realize that you are limited in how much you can contribute to the meeting, other than providing encouragement to participants in their problem solving efforts. You have an extra sum of money available which could be used for some corrective activity, if necessary; however, you are also keenly aware that misuse of funds is one of the core conflict issues that has led to this meeting.

You have decided to introduce the following three agenda items:

◆ Democratic norms should be the basis for determining programme priorities.

◆ A transparent financial system should be established so that all parties are aware of what money is available for all activities, as well as how and when it is to be dispersed.

◆ Accountability across all levels must be addressed. Everyone's responsibilities should be clearly defined.

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47 │ **SOLUTIONS IDENTIFICATION**

◎ **PURPOSE:**

To identify and examine the feasibility of proposed solutions
To examine how different group decision-making methods affect the prioritization of options.

✂ **MATERIALS:**

Flip chart.
Coloured pens.
Handouts:
- one *Background sheet* (from Activity 46) per participant;
- one *Facilitator's instruction sheet* (Attachment 47A) per group;
- one set of four role sheets (from Activity 46) per group.

✎ **PREPARATION:**

Prepare a flip chart from *Decision methods* (Attachment 47B).

⟩ **TIME:** Three hours.

📖 **CROSS REFERENCE:** Section 5.7.

🎜 **STEPS:**

❶ Explain that this session will build on the previous activity (*A common agenda for Picorda*).* Participants will continue the role play, but this time they will generate and evaluate possible solutions according to established criteria. They will also be able to explore how different methods of group decision-making affect the results.

Present an example and a brief summary of key steps in identifying shared interests and transforming these into a common goals statement (refer to Section 5.4).

* Review the *Trainer's note* for *Training activity #46*.

❷ Explain the following small group activity:
◆ Explain that participants will return to their small groups of five and continue the role play. Each group is to have a new facilitator for this part of the activity. The remaining group members will

each take on the role of one of the different interest parties. Each of the new facilitators will be given a new instruction sheet. If necessary, the group members can be given new copies of the interest parties' role sheets (four different roles per group).

◆ Explain that the facilitator's role is to ensure that there is a balanced discussion among the interest parties, and to remain neutral to the content and decision-making process at all times.

◆ The interest parties will be provided with role sheets that list their interests and guide them through the facilitation. Explain that each person must participate in the discussions and take an active part in developing and prioritizing solutions.

◆ Divide the participants into groups based on roles. For example, all facilitators should meet in one group, all community representatives in a second group, etc. Hand out the facilitator's instruction sheets and the relevant interest party role sheets to the people selected for those roles. Remind participants that they should not share or discuss the content of their sheets with persons of different roles.

◆ Each group is to spend half an hour reading through the material and discussing its approach to the negotiations as an interest party or as a facilitator.

❸ After half an hour, the participants should move into their mixed-role groups to undertake the role play. The facilitator of each group should begin the discussion. Explain that they have two hours for the discussion.

❹ At the completion of the small groups' negotiations, reconvene the overall group. Ask a representative from each small group to summarize what happened within that group.

❺ Initiate a discussion around the following questions:

◆ How did the groups' solutions differ?

◆ How were the criteria they selected similar or different?

◆ Were there any difficulties in these two steps? If so, explain.

◆ Which decision-making method was most commonly used?

◆ What kind of results would you expect if you worked towards consensus in your selection of solutions?

◆ What kind of results would you expect if you agreed to vote or bargain?

◆ Do you think that there would be a difference in the sustainability of the solutions if you chose one method over another?

◆ Did any group use a combination of methods? What were the advantages or disadvantages of doing so?

| **47** | **SOLUTIONS IDENTIFICATION** | **ATTACHMENT 47A** |

NB: As this is the second of four linked activities, it is assumed that the *Background sheet* and the role sheets were previously distributed in the earlier *Training activity #46.*

FACILITATOR'S INSTRUCTION SHEET

1. Explain to the group members that they are to decide to address one of the issues that were discussed in the previous session. In this session, they will work on identifying and assessing solutions to this issue.

2. After the issue has been selected, the group needs to review the interests of each party and establish any shared interests. Shared interest(s) can be rewritten into (a) common goal statement(s).

3. With common goal(s) established, have the interest parties generate a list of possible solutions or actions to achieve the goals(s) using the brainstorming method.

4. Next, explain that the interest parties will need to evaluate and prioritize these possible solutions. Ask them to define criteria for a good solution. Ask: "What would a good solution include, and what should it exclude?". Work with them to come to an agreement on the criteria. Record these on the flip chart.

5. Introduce the *Decision methods* chart. Ask the group members what results they think they may get when using the different methods. Ask them to decide which method or methods to use in deciding on which are the best criteria.

6. Once they have decided on their decision method, ask them to apply this method and select criteria. Then refer to their list of solutions and begin discussing each one, considering how each relates to their criteria for a good solution.

7. As each solution is checked against the criteria, the group members should decide whether they agree to keep it (it looks acceptable), throw it away (it is not at all acceptable) or hold on to it for further consideration. Record their decisions on a chart with the headings: Keep; Throw away; and Further discussion.

8. You have two hours for the activity.

| **47** | SOLUTIONS IDENTIFICATION | ATTACHMENT **47B** |

DECISION METHODS

Consensus: win-win

◆ Mutual agreement to keep or discard the criteria.

Voting: win-lose

◆ Majority rules.

◆ By what percentage? For example, by gaining at least 51 percent, or at least 75 percent?

Bargaining: compromise

◆ Agreeing to trade.

◆ Keeping some criteria in return for discarding others.

Impasse: agree to disagree

◆ No agreement can be worked out.

◆ All parties agree to put the issue aside.

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48 | ACHIEVABLE SOLUTIONS

◎ **PURPOSE:**

To examine methods for appraising solutions realistically.

✂ **MATERIALS:**

Flip chart.
Coloured pens.
Handouts:
- one *Background sheet* (from Activity 46) per participant;
- one *Facilitator's instruction sheet* (Attachment 48C) per group;
- one set of four role sheets (from Activity 46) per group.

✐ **PREPARATION:**

Prepare flip charts from:
- *Feasibility questions* (Attachment 48A);
- *SWOT definitions* (Attachment 48B);
- *SWOT chart* (Attachment 48D).

⟳ **TIME:** Three hours.

📖 **CROSS REFERENCE:** Section 5.7.

⌐ **STEPS:**

❶ Explain to participants that this session will build on the previous activity (*Solutions identification*)* and will provide an opportunity to practise a further step in assessing solutions and building agreements.

* Review the *Trainer's note* for *Training activity #46*.

❷ Explain the following small group activity:
- ◆ Participants will return to their previous small groups. They are to change facilitators in this session, with the previous facilitator switching roles with one of the interest parties. The group members should remind themselves of their roles and character interests, rereading the role sheets if necessary. A new *Facilitator's instruction sheet* will be provided to each small group facilitator.

◆ Again, provide time for the facilitators and interest parties to prepare as outlined in *Training activities #46 and #47*.

◆ Explain that the facilitator's role is to ensure that there is a balanced discussion among the interest parties, while remaining neutral to the content and decision-making process at all times. Explain that each person must participate in the discussions.

◆ Explain that there are some fundamental questions that interest parties should be asking themselves and others in assessing possible solutions.

◆ Post the *Feasibility questions* and review. Explain that these questions are captured in a strengths, weaknesses, opportunities and threats (SWOT) analysis that the participants will carry out in their small groups. Post *SWOT definitions* and explain. In their groups, participants will evaluate the strengths, weaknesses, opportunities and threats to implementing or sustaining proposed solutions.

◆ Explain that they have two hours for the task.

❸ Have the participants return to their original small groups. Hand out the *Facilitator's instruction sheet* to each group.

❹ At the completion of the small groups' negotiations, reconvene the overall group. Ask a representative from each small group to summarize what happened in that group.

❺ Initiate a discussion around the following questions:

◆ How did this analysis affect the solutions listed under Further discussion? Did any of these solutions become more achievable after this analysis?

◆ What were some groups' suggestions for addressing their identified weakness and threats?

◆ Did any of the groups examine ways to leverage their combined strengths in order to overcome their weaknesses? (Possibly mention that linking skills and leadership abilities will ensure greater efficiency and flexibility, enabling your goals to be met.)

◆ What changes need to occur to lessen the threats to your agreed solutions?

◆ Which leaders could ensure that these changes occur?

◆ Do you think that this SWOT analysis can make the solutions more sustainable? Explain.

48	ACHIEVABLE SOLUTIONS	ATTACHMENT **48A**

NB: As this is the third of four linked activities, it is assumed that the *Background sheet* and the role sheets were previously distributed in the earlier *Training activity #46*.

FEASIBILITY QUESTIONS

● Do you have any special knowledge, skills, leadership qualities or resources that can contribute towards implementing the solution that has been identified?

● Are there weaknesses in any of these that may affect the implementation of the solution?

● What opportunities do you know that that there are for enhancing the achievement of the agreement?

● What threats exist that may undermine or prevent implementation of the agreement?

● Do you need any additional support to enable you to contribute your skills?

| **48** | **ACHIEVABLE SOLUTIONS** | ATTACHMENT **48B** |

SWOT DEFINITIONS

Strengths: any internal assets (knowledge, skills, leadership capabilities, social networks, other resources) that will help achieve or sustain the agreement (or reach a common goal).

Weaknesses: any internal conditions that prevent the interest parties from achieving or sustaining the agreement (or reaching a common goal).

Opportunities: any external circumstances that will help the interest parties to implement the agreement (or reach a common goal).

Threats: external challenges that, unless acted on, could cause the disintegration of the agreement or otherwise prevent the interest parties from reaching their common goal.

48	**ACHIEVABLE SOLUTIONS**	ATTACHMENT **48C**

FACILITATOR'S INSTRUCTION SHEET

1. Post the results from the previous activity with the list of solutions and their rankings (Keep, Throw away and Further discussion). Explain that you are now all going to review your capacity to contribute to these solutions and evaluate whether they can be realistically achieved.

2. Post the *SWOT questions*. Explain that you will analyse only one or two of the possible solutions listed under Keep or Further discussion. To do this, you will use a SWOT analysis.

3. Post the *SWOT chart*. Ask the group members to focus on their solutions list and identify the SWOT elements for each, based on their personal assessments. Remind them to consider their strengths: knowledge/skills, leadership, social networks/structures and other resources. Explain that you will record their answers on this chart.

4. Help the group to keep to time. It has one hour for the activity.

| 48 | ACHIEVABLE SOLUTIONS | ATTACHMENT 48D |

SWOT CHART

Solution	Strengths	Weaknesses	Opportunities	Threats
1				
2				
3				
4				

49	**IMPLEMENTATION, MONITORING AND REVIEW (IMR) AND BUILDING FINAL AGREEMENTS**

◎ **PURPOSE:**
To finalize implementation details of the agreement among the interest parties.

✂ **MATERIALS:**
Flip chart.
Coloured pens.
Handouts:
- one *Background sheet* (from Activity 46) per participant;
- one *Facilitator's instruction sheet* (Attachment 49B) per group;
- one set of four role sheets (from Activity 46) per group.

✒ **PREPARATION:** Prepare a flip chart from *IMR chart* (Attachment 49A).

⏲ **TIME:** Two and a half hours.

📖 **CROSS REFERENCE:** Section 5.7.

⌨ **STEPS:**

❶ Explain to participants that this session will build on the previous activity (*Achievable solutions*)* and will provide an opportunity to practise finalizing an agreement among the interest parties. Explain that there are two major steps in this session: 1) packaging solutions and developing the implementation, monitoring and review procedures; and 2) deciding how the agreement will be presented and acknowledged in its final form.

* Review the *Trainer's note* for *Training activity #46*.

Explain that the implementation, monitoring and review (IMR) procedures provide a framework that encourages responsibility and compliance with shared decisions. Emphasize to the participants that they should consider implementation carefully, as it is often the weakest portion of an agreement.

❷ Explain the following small group activity:
◆ The participants will return to their previous small groups. Each group is to change facilitator in this session, with the previous facil-

itator switching roles with one of the interest parties. The group members should remind themselves of their roles and character interests, rereading the role sheets if necessary. A new *Facilitator's instruction sheet* will be provided to each group facilitator.

◆ Again, provide time for the facilitators and interest parties to prepare, as outlined in *Training activities # 46 and #47*.

◆ Explain again that the facilitator's role is to ensure that there is a balanced discussion among the interest parties, and to remain neutral to the content and decision-making process at all times.

◆ Post the *IMR chart* and explain it. Explain that, in their groups, participants will review their Solution assessments and SWOT considerations. They will then discuss each resolution point in relation to the IMR guidelines and complete the chart.

◆ Explain that they have one and a half hours for the task.

❸ Have the participants return to their original small groups. Hand out the *Facilitator's instruction sheet* to each group.

❹ At the completion of the small groups' negotiations, reconvene the overall group. Ask a representative from each small group to summarize what happened in that group.

❺ Initiate a discussion around the following questions:

◆ Are there any outstanding issues that have not been addressed in your agreements? If so, how would you like to acknowledge these in your agreement? Would you consider building these points into a future discussion, or are you all willing to put them aside?

◆ Are group members satisfied that their resolutions and implementation calendar are as good as they can be at this time? Are you ready to finalize your agreement?

❻ Explain that participants will return to their small groups, maintaining the same roles for the second part of this session. This time they will finalize their agreements and bring the series of meetings to a conclusion.

They have one hour to complete this last section.

❼ After an hour, reconvene the overall group and discuss the following:

◆ How useful has this series of activities been, particularly for practising facilitation skills?

◆ What are some of the lessons for collaboration and negotiation among multiple stakeholders with varied interests?

| **49** | **IMPLEMENTATION, MONITORING AND REVIEW (IMR) AND BUILDING FINAL AGREEMENTS** | **ATTACHMENT 49A** |

IMR CHART

1 Resolution commitment:

Stage	Responsibilities	Who	When	How	Adjustments
Implementation					
Monitoring					
Review					

Explanations of the columns:

What: What actions should be carried out?

Who: Who has been delegated to take responsibility for these actions?

When: The time schedule for when actions will be carried out.

How: Communications and other support for the actions.

Adjustment: Any changes that the group wishes to make.

| **49** | IMPLEMENTATION, MONITORING AND REVIEW (IMR) AND BUILDING FINAL AGREEMENTS | ATTACHMENT **49B** |

FACILITATOR'S INSTRUCTION SHEET

1. Post the results from the previous activities. Post the *IMR chart* and review the instructions with the group.

2. Assist the group to work through a number of resolutions, building on strengths and countering threats. Go back occasionally and check the group's criteria for good resolutions, ensuring that actions for implementation do not undermine these (for example, by assigning all the work to one or a few of the parties).

3. Help keep the group to time. Group members have one hour for the activity.

Break: Return to overall group.

4. Introduce the *Acknowledgement guidelines*. The group members should decide on whether they wish to have a formal or an informal acknowledgement of their agreement.

ACKNOWLEDGEMENT GUIDELINES

Formal acknowledgement

Some examples:

◆ register in court;
◆ publish in newspaper;
◆ hold tree planting ceremony;
◆ hold public meeting.

Informal acknowledgement

Some examples:

◆ signed copies kept for the record;
◆ jointly hosted banquet.

5. When the group has completed this task, introduce the *Final agreement guidelines*. The group members should draft their final agreement jointly, following the key points and adding any additional points that their agreement may have included.

FINAL AGREEMENT GUIDELINES

Final agreement format:

◆ Introduction to the interest parties.

◆ The issues in dispute.

◆ Overview of final resolution agreement.

◆ Details regarding how each issue was addressed.

◆ Details regarding future roles and responsibilities.

◆ IMR schedules.

◆ How to address future dispute issues.

6. Explain that that this last step is to help bring closure to the agreement. It summarizes the conflict management process and mandates the future goals and responsibilities of all the interest parties. Is there any kind of activity that you might consider organizing together to commemorate or celebrate your decisions? In your formal agreement, were there are any outstanding issues that you want to include for future consideration?

7. Mention that, by working together to resolve your dispute, you have learned new ways to engage your differences, to communicate your interests and to find options that are satisfactory to all parties. Congratulate each party for full participation in resolving the dispute and thank them all for allowing you to have an opportunity to help them achieve their objectives.