



Food and Agriculture  
Organization of the  
United Nations

## **Concept Note Second Training of Trainers -**

**Strengthening Forest Tenure for Sustaining Livelihood and Generating Income**

April 27 – April 29 2016

**FAO Technical Cooperation Programme  
TCP/RAS/3506**

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## Transforming Forest Tenure Conflict: Developing Collaboration and Collective Action

### Background

Strong and secure forest tenure for forest dependent communities is a necessary condition for improved income and sustainable livelihoods. However, in many Asian countries community tenure is generally weak and contested. This commonly results in conflict. Strengthening the forest tenure systems is necessary if forest dependent communities are to benefit from forests and forestry activities. This entails a progressive change in forest policies and institutions involved. Any change brought to policies or institutions has to be built on a solid understanding of the current situation and on a set of objectives. While strengthening forest tenure is a critical and urgent first step, secure tenure alone is not enough to guarantee an improvement in the livelihoods and income of forest dependent people. A second pillar is needed, namely strong and capable institutions at all levels that steer and support a genuine process aimed at strengthening forest tenure.

As part of the technical cooperation program, a capacity building needs assessment was conducted to identify priority institutional capacity building needs (short and medium term). One capacity building need shared across the countries is the issue of stakeholder conflict management and the facilitation of negotiations and dialogue between stakeholders. The importance of conflict sensitive governance of forest tenure reform is a key recommendation for the responsible governance of tenure of forests and forest land (FAO, 2011; FAO, 2012).

FAO developed a training manual (FAO, 2005; FAO, 2008) to provide practical guidance for countries for the management of forest conflict. The training manual focuses on analysing conflict, identifying conflict management options, facilitating / mediating negotiations of forest conflict, and developing agreements.

### Training Objectives

The overall objective of the training of facilitators is to enable key stakeholders, including facilitators, policy- and decision makers and trainers, to steer and support conflict sensitive processes aimed at strengthening forest tenure that contribute to improved livelihoods and income of forest dependent people.

### Learning Objectives

At the end of the training, participants will be able to:

- Define and recognize forest tenure conflict and discuss the connection it has to strengthening forest tenure for forest dependent communities.
- Distinguish the range of management options to forest tenure conflict and identify their relevance in a given context.
- Develop draft agreements that address key challenges for realizing stronger forest tenure for forest dependent communities.
- Demonstrate communication skills focusing on deepening the understanding of the positions and interests of the conflicting parties, and on the options for collaboration.

### Dates

Nepal: April 25 – April 29 2016

## Outline

The training consists of different modules, reflecting the different learning objectives. The first module introduces conflict and conflict management. Key contents in the first module include defining conflict, understanding conflict dynamics, and conflict management responses. The module also looks at the type and nature of tenure related conflict in the countries and the region, and how conflict is mainstreamed in the VGGT. The second module focuses on understanding conflict and communication skills to conduct conflict analysis and introduces tools for analysis. The third and last module focuses on developing agreements and the policy implications for strengthening forest tenure.

## Who should join?

In order to create the most synergistic environment the training will include participants from many different sectors. These include:

- national government organizations and sub-national government organizations,
- non-governmental organizations
- civil society
- academia

Participants should have substantial experience with tenure and processes aimed at strengthening forest tenure in addition to proficiency in written and spoken English. To maximize the learning process, the training will accommodate no more than 25 participants.

## How the training works?

Experienced trainers will facilitate the training activities. The training follows a unique approach by applying experiential learning approach, based on adult learning principles. Participants explore information and knowledge based on their own experience through various participatory training activities. Through analysis and reflection, a deeper understanding of social forestry is acquired and participants are able to identify opportunities for improved policy and practices.

The trainers will use a combination of training methods and exercises tailored to the training topics and tools:

- Introduction to the sessions, including input sessions to bring every participant up to the same starting point. Input sessions will be delivered by the trainer and experts from partner organizations.
- Exercises, including interactive plenary sessions, such as sessions with 'buzz groups'.
- Short role plays and selected energizers.
- Daily review and sharing of review results, and daily feedback.

## Detailed Training Outline<sup>1</sup>

DAY 1: Module 1 - Introduction to forest conflict in the context of strengthening forest tenure		
AM	Opening and Welcome.	FA and FAO
	<b>Session 1: Setting the scene: Forest Conflict in Asia</b> <ul style="list-style-type: none"> <li>- Knowledge and understanding of the importance of forest conflict in Asia, including on the incidence, causes, impacts and management capacity.</li> <li>- Understanding of importance of conflict in the country's context.</li> </ul>	PowerPoint Group discussion
	<b>Session 2: Exploring VGGT: Recommendations for good governance and conflict management in VGGT</b> <ul style="list-style-type: none"> <li>- Ability to link forest conflict and forest conflict management to forest tenure, and link to VGGT.</li> </ul>	PowerPoint Discussion
PM	<b>Session 3: Defining forest conflict, and understanding conflict dynamics</b> <ul style="list-style-type: none"> <li>- Defining forest conflict in the country's context, and describing trends in conflict escalation and management.</li> <li>- Illustration of definition and dynamics in a specific case.</li> <li>- Importance of leadership and leadership challenges in conflict management.</li> </ul>	Energizer PowerPoint Group Work
	<b>Session 4: Drivers for forest conflict in different forest tenure regimes and conflict</b> <ul style="list-style-type: none"> <li>- Based on the case study presentations, participants identify drivers and causes for forest tenure conflict</li> </ul>	Brainstorming Discussion

<sup>1</sup> This draft outline needs to be reviewed and adapted to the needs and context of each country in consultation with the partners, and key resource people need to be identified to make introductory presentations for relevant

**DAY 2: Module 2- Conflict Analysis and Communication**

<b>AM</b>	<p><b><u>Session 5: Exploring Conflict Management options and practices.</u></b></p> <ul style="list-style-type: none"> <li>- Describing the different conflict management options, and their characteristics.</li> <li>- Discuss their relative strengths and weaknesses of different management option in the context of strengthening forest tenure.</li> </ul>	Brainstorming Discussion PowerPoint
	<p><b><u>Session 6: Analysis tools forest conflict</u></b></p> <ul style="list-style-type: none"> <li>- Review stakeholder analysis for various forest management regimes in the country.</li> <li>- Mapping of forest resources and rights / duties.</li> <li>- Identifying information needs.</li> </ul>	Group Work Sharing
<b>PM</b>	<p><b><u>Session 8: Questioning techniques</u></b></p> <ul style="list-style-type: none"> <li>- Identification of key information requirements for fieldtrip and turning these into questions.</li> <li>- Exploring questioning techniques: problem and solution triangle / Open ended and closed questions.</li> <li>- Listing questions.</li> </ul>	Group work Exercises Game
	<p><b><u>Session 7: Active Listening and Paraphrasing</u></b></p> <ul style="list-style-type: none"> <li>- Practicing paraphrasing and probing techniques.</li> </ul>	Exercises Discussion

**DAY 3: Module 4 - Developing Agreements and Evaluation**

AM	<b>Session 10: Negotiation and mediation</b> <ul style="list-style-type: none"><li>- Development of conflict mediation process and identification of process for negotiation and mediation for case study.</li><li>- Leadership in negotiation process.</li></ul>	Exercises Presentation Discussion
	<b>Session 11: Identifying options for collaboration</b> <ul style="list-style-type: none"><li>- BATNA.</li><li>- Opportunities for collaboration</li></ul>	Presentation and discussion
PM	<b>Session 12: Agreement development</b> <ul style="list-style-type: none"><li>- Role Play.</li><li>- Identification roles and responsibilities.</li></ul>	Role play and exercise
	<b>Evaluation, Certificates and Closing</b>	

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