

REGIONAL TRAINING OF TRAINERS' ON ENHANCING STAKEHOLDER PARTICIPATION IN NATIONAL FOREST PROGRAMME (nfp) PROCESSES

Hosted by Stellenbosch University, South Africa

22nd to the 28th of November 2009

Final Training report



Photo: Participants on the training who had just conducted an exercise which highlighted the principles of experiential learning/iterative approaches. The benefits of conducting a series of the planning, experimentation and reflection cycles became clear as a successful structure was built in a learning by doing way. Once understood understanding the rationale of an iterative – experiential learning process for the training and of a National Forest Programme became clear.

Report written by the training consultant, Peter O'Hara – FAO consultant and participatory natural resource management specialist
Contact: peterohara@participatorynrm.com

Table of contents

Summary, key limitations and recommendations

1. Introduction and background to the training

2. Training overview

3. Review of action plans

4. Training evaluation.

Annex 1. List of Participants

Annex 2. Training cycle plans drafted by training participants

Annex 3. Training programme details

Summary, lessons learned and recommendations

Summary

The training of trainers course brought together established trainers from 6 African countries, each country with two representatives. The countries represented were Lesotho, Malawi, South Africa, The Gambia, Uganda and Zimbabwe.

The general purpose of the training was to build the capacity to deliver trainings on enhancing stakeholder participation in national forest programmes among trainers and their institutions in Africa.

The training covered various aspects. It demonstrated the actual training course on enhancing stakeholder participation in national forest programmes. This was done by taking participants through a condensed 3 day version of the original 5 day training. It also aimed to instil in the participants a (greater) belief and understanding of the principles of experiential learning- the backbone of the training approach. This portion of the training was also used to show the benefits and principles of an iterative approach for an nfp. Finally the training focussed on examining/analysing the NFP contexts that the participants came from and encouraged them to develop a tailored training cycle plan for their context that would maximise impact with regards to enhancing stakeholder participation. These training cycle plans are contained in Annex 3 and reviews of the plans are contained in Section 3.

Key limitations in training

In general the training was evaluated well(See section 4 in report) although there were a couple of specific criticisms that were mentioned by some participants. These notably are the following..

Lack of clarity on nfp concept before starting training. The objective regarding instilling rationale and principles for participation in national forest programmes was evaluated the worst of all the objectives. However in discussion with some participants at the end of the training on this point it was clarified as being more about insufficient explanation of the rationale and principles of nfps -rather than of participation in nfps. They found it difficult to deal with the participation issue when they were still a little unclear about where nfps came from, why they exist and what are the key forms and functions of them. Also the usual confusions with other plans and policies with similar acronyms came into play. This was also the case in the previous trainings held on Enhancing Stakeholder Participation in nfps. Because of the specific focus of this training on the participatory aspect of nfps only a summary was provided on the rationale, background and principles of nfps. *Understanding nfps- guidance for practitioners* was provided as a source for further reading on nfps prior and during the training, however this was obviously not enough. The ideal scenario would have been to ensure participants on this Training of Trainers had previously been given prior orientation on the background and principles of nfps – for example going through the Introductory Training Module. Maybe with future Enhancing stakeholder participation related courses this sequencing issue could be looked at so that participants get the most out of the training, although it will not always be practically achievable to have this neat sequencing. What might be more realistic in cases where participants do not have prior knowledge of nfps

is to add extra sessions – a sort of condensed ITMs training onto the beginning of the enhancing stakeholder participation trainings.

Lack of relevant field programme: Shortly before the training began when the facilitators were already in South Africa they were informed that a field programme would not be possible as earlier planned. What had been planned was the facilitation of a multi-stakeholder analysis and negotiation around a user access issue at a national park. This was cancelled because it appeared that some of the park managers had now become reluctant to host this field programme. There was then a shift to a task of exploring perceived student dissatisfaction in the university forestry department as a focus to test skills and methods. It involved facilitating analysis with students and lecturers separately then facilitating a debate with them together and finally developing collective recommendations to deal with the dissatisfaction. The field programme in previous trainings has often been where the rationale and benefits of the skills and methods, and their suitability for the forest sector became clear, as they could clearly see how they could apply the skills and methods in their own forestry context. The more abstract context of looking at problems between students and lecturers in the university itself was not as easy for participants to relate to their forestry contexts. Also not being able to get out to try the skills and methods outside the university setting detracted from the field programme also.

Recommendations.

The key recommendation with a view to maximise returns from this training is to keep the momentum going. This was only the first step in the training of trainers process – the next step should be guiding these trainees to conduct their first training themselves. This may be partly achieved in the co-facilitation of the proposed Zambia training but the action plans the participants have developed themselves also contain the seeds of ideas to move towards building African capacity to deliver this training.

In the background to this training – See section 1. it is suggested that an outcome of this training would be to have 3 trainings run by these trainees within 12 months of the Training of Trainers' course in South Africa and to have sustained delivery of a module on Enhancing Stakeholder Participation in nfps in Africa. This can still be possible but only with follow-up starting as soon as, and if possible.

All the the participants on this training showed some potential during this Training of Trainers to go on and become trainers on this topic themselves, so if there is prioritisation of who to support further some other issues have to be taken into consideration.

The participants had different comparative advantages – which some are aware of in their action plans and others not.

The teams from Malawi, Uganda and South Africa are connected to forestry related universities/colleges and thus there is potential to integrate this training on enhancing stakeholder participation on nfps within their existing courses. The South African team have explicitly said they propose to do this, the Malawian team think that they can help influence the Curriculum whereas the Ugandan team might need some encouragement to think about this possibility, as is done in the review of their action plan in Section 3.

If this training entered the Curriculum in these countries it could have major impact on foresters who would thus be aware of what an nfp is, of the rationale and principles of participation in an nfp and with the skills and a toolbox of practical methods to go out and facilitate communication among forestry stakeholders – skills that many foresters lack. In all the countries there is a movement towards devolution of forest management and this transition will require skills in stakeholder power analysis, facilitating constructive negotiations between influential and affected stakeholders etc. However the skills being taught at the forestry colleges may not be keeping up with these new demands – so this training could fit well on the curriculum and lead to significant capacity building in these three countries.

However these courses could go beyond the national boundaries in terms of influence and could be run as international courses where participants from other countries can come to attend. Stellenbosch University's Forestry Department existing suite of short forestry courses and international student mix would probably mean that for it, the transition to running an international short course on enhancing stakeholder participation in nfps the easiest among the teams. It could I guess become a fee based short training course (like RECOFTC's trainings). Would be good to have one recurrent short training course in Africa on nfps/participation in nfps.

On the other hand there will always be a need for travelling facilitators – often this works out more economically viable in terms of number of training participants covered for the cost. As well as teams from the 3 countries mentioned, the teams from Lesotho and particularly the Gambian team(the director of NACO, Kanimang Camara) has a successful track record in delivery trainings internationally. They could be further coached to become such 'travelling facilitators' of participation in nfp training courses – the Zambia training is such an opportunity for that coaching.

Both setting up a university based training course and having travelling trainings might require different sets of catered support – and the cost/benefit analysis and prioritisation might have to be considered as to what is needed the most urgently and what in the long run will have the most impact etc. Of course a mix of supporting both types of training format would be ideal.

1. Introduction and background to this training of trainers course.

FAO as the UN organisation responsible for forests has a key mandate to assist countries to enhance their national forest programmes (nfps). With nfp principles being adopted by more and more countries, FAO's role is to provide technical support to governments and other stakeholders so that nfp principles are translated into effective practice.

FAO has consequently developed the 'nfps for all' initiative to increase capacities of stakeholders at national and sub-national levels, for the joint development and implementation of country-led nfp processes. Capacity building on enhanced stakeholder participation in nfps is a vital part of this initiative and responds to the core nfp principles including those related to 'participation and partnership' and 'consistency within and integration beyond the forest sector'.

FAO and the National Forest Programme Facility have developed a training module on Enhancing stakeholder participation in national forest programmes. This module has been piloted in 3 African countries and 1 Asian country in 2008 and 2009 and prior to that with representatives from 6 Asian countries in 2006 and 2007. The module further instils and clarifies the rationale for stakeholder engagement and enhances skills and methods for; more effective stakeholder analysis and identification; more democratic means for harnessing views of stakeholders; and more effective and practical ways of facilitating negotiation and prioritization within multi-stakeholder groups.

To complement this module a guidance material '*Enhancing stakeholder participation in national forest programmes – Tools for practitioners* (FAO, 2009) has also been developed by FAO to guide participants during and after the training. In addition a training package including a training manual '*Enhancing stakeholder participation in national forest programmes – A trainer's manual* (FAO, 2009) has also been developed. The later document is designed as a guidance document for trainers who would take part on the proposed Training of Trainers course.

The enhancing stakeholder participation in nfps trainings have until now been mainly facilitated by an international consultant and FAO personnel. The next logical step was to build the capacity to deliver the trainings in the target regions and nations. To do this FAO and the NFP Facility supported the development and delivery of this Training of Trainer's (TOT) module.

Regarding expected outputs in the short term at least 3 training courses on enhancing stakeholder participation run by African trainers/training institutions within 12 months after the Training of Trainers. In the longer term a sustained delivery by African trainer/institutions of such training courses.

It is expected that through the regional delivery of the training, the training module on enhancing stakeholder participation in nfps will become locally owned and delivered in a more cost effective way in Africa to a much wider audience and in more locally adapted and relevant forms. The training delivery itself will also fit better with the core nfp principle that nfps should 'Have national sovereignty and country leadership'

2. Overview of the training.

The training had four key objectives and four interlocking phases to achieve these objectives. (For more details on the training see the training programme in Annex 2.)

Overall Objectives

A. Rationale and Principles: To examine experiential learning and facilitation principles and participatory nfp principles.

B. Practical experimentation: To get to know the training through doing various key exercises that participants will undertake to enhance stakeholder participation in nfps

C. Analytical Reflection: To critically review principles and practice of participatory nfp processes.

D. Planning the training – adaptation to contexts: To develop a training plan that adapts and enriches the training to make it as relevant and feasible as possible to specific country forestry/NFP contexts.

Key expected outputs

- A. Enhanced understanding of the rationale and principles of experiential learning and participatory national forest programmes.
- B. An insight into the training approach and content designed to enhance participant attitudes, skills and methods relevant to facilitate stakeholder participation in forestry decision making.
- C. Training plans for a training after this Training of Trainers that is both relevant to the country forestry contexts and feasible to implement.

3. Summary review of action plans from the training

(Note that a revised action plan has not yet been received from the Zimbabwean team.)

A. Country: Uganda

B. Proposed implementers of the training.

Dr Wilson Kasolo of Nyabyeya Forestry College.
Joseph Ssuuna – Winsor Consult
Uganda forestry working group
The National Forest Authority

C. Background/Rationale for the training

There is a clear rationale for this training in Uganda with the current tensions in the Ugandan forestry sector among stakeholders with competing interests and goals for forestry. There also seems like there is a need for more ownership/buy in of the National Forest Plan for Uganda. The training proposed for Uganda intends to develop a critical mass of people who have the skills to enhance stakeholder participation in a review of the plan and its implementation. The training process proposed is designed to be conducted hand in hand with a strategic review of the National Forest Plan. This training/strategic review will take place around 3 district level workshops where methods will be tested and local realities on the ground harnessed. These outputs will feed into a national level workshop. The first district level workshop is seen as a dry run in terms of testing methods and building confidence in facilitating a multi-stakeholder workshop – lessons will then be applied to the national level multi-stakeholder workshop. It is also proposed that there is an regional workshop where different country experiences in enhancing stakeholder participation in forest sector decision making can be shared.

D. Targets of the training.

The targets of the training are national level stakeholders including National Forest Authority and training institution representatives, at local level district forest representative, NGOs and local community institutions.

E. Objectives/expected impact of the training.

The trainings have an objective of bringing highly affected as well as highly influential forestry stakeholders together to review and collectively identify limitations in the current forest policy – as well as identifying strategies to enhance stakeholder access to forestry decision making.

It also has objectives related to developing the skill base of stakeholder representatives so that they can continue to enhance stakeholder participation after the trainings.

F. Comments/suggestions

Good plan – nicely tactically focussed on a review of the National Forest Policy (as well as doing the training itself) to aim for maximum impact. Although there are potential drawbacks of this...read on.

I think it is a nice process, holding the district level trainings first before the national level – great to get the analysis done at local level first before presenting at national level. Also as you say good way of testing methods/facilitation skills out first before the national workshop.

I like the proposed collaboration with the Uganda Forestry Working Group and the National Forest Authority. Great to have broad ownership of the training process. Heightens the chances of implementation after the training and helps ensure synergy with other ongoing processes.

This may be my misunderstanding of the plan but it seems to me that you might be trying to do too much at once by combining a multi-stakeholder strategic review of the policy with the training. Firstly for a training you will have to restrict the numbers to 20 or so -whereas for a strategic review you will need many more.

I wonder if it would maybe be better to somehow more clearly separate the training from the strategic review of the policy – rather than as it seems from the plan – combining it together. If they were separated a team of suitable facilitators are first trained and the output of that training is actions/toolboxes of methods to prepare for and conduct the district and national strategic review workshops? So it would be distinct steps – train the facilitation team first then do the strategic review next in the workshops. This might be what you are planning already but that I have simply misunderstood!

I assume with regards to representatives of the the national training institutes that includes teaching staff from Nyabyeye Forestry College. Would be great outcome of this training to get some of this Participatory National Forest Programme process principles, skills and methods onto the forestry curriculum. Would this be possible? Would it complement other forestry courses?

I like the diagram showing the stakeholder analysis that you placed in to the plan, thanks for the effort! Will be interesting to see how this compares to the stakeholder analysis conducted by district stakeholders in your situational analysis phase.

I am glad to see the team is going to try out the 3Rs ranking, its a great way to scan for perceived injustices in the forest sector, which is very relevant to the Ugandan forest context! However as we didn't cover the method in the training in South Africa – and with only a short description in the Tools for practitioners document, if you need more details/clarity on how to use this method I will send them on.

A. Country: Malawi

B. Proposed implementers of the training.

Hitler Alfred Chioza, Malawi College of Forestry and Wildlife
Hastings Chamatwa, Training Support for Partners.

C. Background/Rationale for the training.

The training rationale is built on an premise that the Malawian forest sector suffers from various inappropriate policies, institutions and problems related to forest tenure. The result is that Malawi can not even meet its own fuelwood needs on a sustainable basis.

The training rationale is that if more people had the skills to bring stakeholders together to negotiate then diverse stakeholders with different interests could be brought together to better harmonise forestry objectives that benefit the forest and the people.

The training workshop will be conducted in district level once and regional level three times, part of the rationale for this is that the district level training is a dry run for the regional trainings.

D. Targets of the training.

These include government staff from forestry, parks and wildlife, agriculture and environmental affairs staff. Other stakeholder include Community Based Organisations and NGOS, Civil Society Organisations, Traditional Leaders, District Assembly staff and Timber Industries. Also included are lecturers from Malawi College of Forestry and Wildlife.

E. Objectives/expected impact of the training.

Better skills of facilitators so that there can be better analysis of/by forestry stakeholders of their roles, responsibilities and relationships for effective forest management.

With the involvement of Malawi College of Forestry and Wildlife lecturers in the training, ensure that there is adequate coverage of NFP concepts, processes and practice on the college's curriculum.

F. Comments/suggestions.

Nice plan, especially the idea of focussing on having lecturers involved who can then put aspects of the training in the curriculum. However would them taking part in the training itself be enough to get NFP concepts on the curriculum – maybe you need some internal workshop on this topic in the college? Would be a great outcome to get this training on the curriculum!!

Good to see that the NFP coordinating unit will be involved in the trainings. Have you discussed this plan with them? Important that it fits/integrates/supports with any activities they have planned. Also important they have a chance to input into the plan to build ownership over it. It isn't that clear – will they be proposed participants in the training or facilitators in the training? Depending on their existing skills level might be a good idea if they were participants first? What is your thinking?

The primary purpose of the training is to develop the skills of potential facilitators who will then subsequently go on to facilitate stakeholder engagement in forestry decision making and action. I wonder if some of the targets you have identified such as timber dealers, district assembly staff and traditional leaders will have the luxury to be involved in facilitation after the training. Of course they should be involved in the field programme of the training and any

multi-stakeholder activities that are planned after the training. I wonder if you should have two steps – first training potential facilitators who then go on to facilitate engagement of such stakeholders after the training?

Saying that, it might be very interesting to have these representatives on the training itself – will make the interaction within the training very interesting and because they will have been trained might be more supportive of multi-stakeholder processes after the training, even if they don't become facilitators. Although they might make excellent facilitators – so you can ignore my earlier remark!

On the matrix plan in the first column you have not gone into specific ideas of methods for each of the phases in the training cycle. Might be good to have specific methods here.

Also you specified that you want this training as part of a project? Is this an existing project or a wished for project?

It seems that agricultural policy has a big impact on forestry in Malawi – might be interesting to meet a few agriculture extensionists in the field programme – bring them together to discuss with the forestry department? That highlights the cross sectoral nature of nfps.

Finally great to see you will want to engage the timber sector – hopefully also the charcoal sector? I facilitated a workshop with charcoal makers and senior foresters in Malawi in 2008 and they were more than eager to get their views across as long as the methods were appropriate (Fishbowl debate method etc.)

A. Country: Gambia

B. Proposed implementers of the training.

Kanimang Camara and Demba Sanyang, National Consultancy on Rural Extension Service and Training.

Participatory Forest management Unit of the Forestry Department

C. Background/Rationale for the training

Very timely with the new forest policy(2009-2019). Gambia has included sustainable forest management into the country's poverty reduction strategy paper, Millennium development goals and Vision 2020. Also the Gambian Forest Management Concept(GFMC) which is enshrined in the National Forest Action Plan(NFAP) has been in place for 9 years.

Community forestry is a key part of the the concept and plan. Although participation in forestry has made good progress in Gambia there is a need to consolidate and institutionalise participation in forestry at all levels – especially in NFAP implementation. There is a renewed push towards devolution of forest management responsibilities towards the local level.

D. Targets of the training.

15-20 forestry stakeholder representatives from a diverse stakeholders.

These include Policy makers, forest technicians, community forestry committees, NGOs, Representatives of local government and Parliamentary committee on Natural Resources.

E. Objectives/expected impact of the training.

The training on enhancing stakeholder participation in the NFAP will focus on the following objectives:

- To improve the understanding of Stakeholders on NFAP context, rationale and principles, its dynamics and relevance to collaborative Natural Resource Management and Sustainable Livelihoods;
- To enable Participants examine/ reflection on different steps of participatory planning approaches in order to make informed decision regarding which approach can be used to the best advantage;
- To introduce Participants to the principles and skills on Participatory Natural Resource Management processes (Community Forestry, Joint Forest Park Management, Private Forestry and Community Controlled State Forestry) ; and

Outline a process and provide tools that guide multi- stakeholders' participation on the NFAP.

F. Comments/suggestions

As expected from NACO Gambia a well thought out training cycle plan with lots of welcome variations in terms of methods compared to the generic training showcased in South Africa. Also the proposed participants on the training do seem a nice mix of senior decision makers right down to representatives of the most affected stakeholders – community members. Might only be possible in Gambia to organise such a group of training participants and have the high level decision makers stay for the duration of the training. I was wondering if the NFAP steering committee members will be targeted on this training, it doesn't explicitly say?

As we seen in the stakeholder analysis exercise of Gambia in South Africa, Gambia is doing quite well in terms of participation of stakeholders in forestry decision making, so it will be harder to make further impact in terms of more participation than some other countries. You have challenges brought about by your past success!. Is there not a danger that some aspects of the training you propose will cover aspects covered in previous trainings with some of the sam trainees? I noticed in the stakeholder analysis exercise about Gambia that you did in South Africa, that the one key affected stakeholder group that did not until now have significant influence on decision making was the informal private wood sector. You have no private sector on the training? I wonder will you be planning to meet these private sector groups in the multi-stakeholder field programme part of the training? That might help convince the other decision makers on the training that these groups can be part of the solution and can and should be brought into decision making processes.

Finally and it is a big issue I think with this plan. The NFAP does not equate to the National Forest Programme. NFAP is a plan – NFP is an iterative multi-stakeholder process. Plans may be outputs of an NFP and reviewing a plan such as an NFAP might be an activity of an NFP. Review of the plan would have to be done according to NFP principles. The National Forest Programme was launched in Gambia recently, was it in 2009/200?. It is important to get it moving in the right direction – with clarity on the form and function - and **avoid** confusion with the NFAP. Its important they see the NFP as a process – not a document. Surely this training would be better focussed it seems on building an understanding of NFP process and principles rather than on the NFAP? Why not get some momentum going to institutionalise multi-stakeholder processes in the forest sector within the NFP so that any time a review of policy or plans are carried out – they will automatically involve all the key stakeholders, rather than having to rely on NACO to push participation(even though they do it very well!).

A. Country. South Africa

B. Proposed implementers of the training.

Hannel Ham and Mike Underwood of the Department of Forest and Wood Science, Stellenbosch University.

C. Background/Rationale for the training:

In South Africa, the forestry white paper(1996) 'Sustainable Forest Development in South Africa: Policy of the Government on National Unity' set out to embrace all stakeholders by providing them with opportunity to participate on an equal footing to discuss the equitable allocation of forest resources. This is very much in line with NFP principles.

Under the forest charter of 2009, black economic empowerment was prominent with regards to forest ownership, forest related employment and forest enterprise development etc. This will require a huge transition from the current situation and only by engaging stakeholders can this be a constructive and orderly process. The forest charter will be reviewed in 2012.

The proposed training in this proposal can contribute to this massively challenging transition in the forest sector and also will have skills in place to conduct a multi-stakeholder review of the Forest Charter in 2012.

Trainings will be conducted in two different venues as a pilot in KwaZulu-Natal(the centre of the forest sector in South Africa) and then the trainings will be tried out in other forestry areas.

D. Targets of the training

DAFF (Department of Agriculture, Forestry and Fisheries: Government)
Commercial sector (Foresters within Private companies)
Extension Agents and NGO's
Small Growers
Tertiary Institutes (Universities)
Research Institutes

E. Objectives/expected impact of the training.

No objectives/impact are mentioned for the training in the plan? But I guess these are partly covered in the Training Plan rationale section.

F. Comments/suggestions.

Interesting how your plan has changed from the one you presented at the end of the Training in Stellenbosch? I think this revised plan might have got one of the top scores for clear rationale and utilisation of the comparative advantages that you have by proposing to integrate it as part of a suite of short forestry courses at Stellenbosch University. It might complement the other courses and vice versa. It could become a regular training rather than a once off. Also to have it registered will make it attractive to participants. Could have a very

positive impact as Stellenbosch is a key forestry training institute in South Africa and new enhanced facilitation skills will be needed by forestry professionals as well as technical forestry skills during this important and very very challenging transition phase in the forest sector. Real need for skill improvement in stakeholder identification, facilitation stakeholder analysis and negotiation. Very timely as you point out with the review of the Forest Charter in 2012.

Will Stellenbosch University really support and see the need for such a training – would be fantastic if they would? If they don't yet see a need, what would help change their mind?

I guess you should aim to also get some big shots in the forest on the training – even if they don't go on to become facilitators – they can provide support to the action plans etc. if they understand the rationale, principles and skills for enhancing stakeholder participation.

If it is a successful course others from other parts of Africa and beyond could be attracted to come and take this training. As a regular international course it could be the first of its kind – on enhancing stakeholder participation on nfps.

I like the addition of positive appreciative enquiry to the generic training – yes important to get the feel good factor in there and also focus sufficiently on successes – rather than too much on problems. I'm guilty of that I know. I think from the bridge exercise we did, the more successful team were the more motivated team – which just goes to show you.

Of course Stellenbosch covers 'participatory approaches' in its other short courses so care would have to be taken to avoid overlap in this proposed training.

Finally it is advisable to explicitly state objectives for the training and hoped for/expected impact! Especially if you have to get support from within Stellenbosch University.

A. Country: Lesotho

B. Proposed implementers of the training.

Teboho M. Maliehe (Envirolife Africa)
Selloane Qhobela (Consultant)
Department of Forestry (Ministry of Forestry and Land Reclamation)

C. Background/Rationale for the training.

There is an intention in Lesotho to gradually involve more stakeholders in forestry by giving more power to community institutions and to more effectively engage the private sector. Both the new players and the forestry department will have to be trained so they can adapt to new roles. That is where this training comes in.

D. Targets of the training

(According to the text part of the plan only the...)
Community councils and chiefs.
Members of community forestry committees

E. Objectives/expected impact of the training.

Objectives

1. A good stimulus to getting participatory natural resource management of the ground.
2. To help to speed up the devolution of central government owned woodlots (forest reserves) to community based stakeholder groups.
3. To introduce the concept of natural forest management to communities (Lesotho's meagre indigenous forest resources are rapidly being diminished).

Impact

Improved appreciation of the importance of working together to sustainably manage natural resources, including increasing forest cover. This would include better relationships and synergies among the different stakeholder groups.

Community ownership of natural resources.

F. Comments/suggestions

A nice rationale of preparing stakeholders for their new roles with increased devolution. Also nice to have a hoped for impact focussing on improved relationships. Often a neglected potential impact of nfps.

It is a little unclear in the plan who will be actually involved as participants in the training – in the text under point 4. it is the Community Councils and Chiefs and members of the Community Forestry Steering Committees. However in the matrix you state that NFP facilitators, department of forestry etc. will be involved – but you don't mention the Community Councils and Chiefs? Maybe this is simply a mistake in the way the plan is written – rather than your intention? It would be preferable to have the NFP steering committee trained as soon as possible of course.

I think the 3rd objective of introducing the concept of natural forest management to communities might be beyond the direct scope of this training – or be a bit presumptuous about how the communities view the natural resources. Rather through this training and subsequent action plans it could be illuminated what the reasons are for a lack of community investment in natural forest management – from the perspectives of community members?

The plan could have been a little more detailed in terms of describing the form of the training, number of participants, how and where it will be held etc. so that we could see more clearly what you have in mind.

4. Training Evaluation

This evaluation was carried out using the Target Scoring method – turned away from the group for privacy. The numbers in the table show how the participants felt about how the various criteria/objectives had been met.

Criteria	1 (V. Poor)	2 (Poor)	3 (O. K)	4 (Good)	5 (Excellent)
Rationale and principles of participation in national forest programmes	0	1	3	6	4
New training methods and training plan	0	0	1	6	5
Organization and Logistics	0	0	0	10	3
Facilitation of the training	0	0	1	7	6

Justifications for the score and recommendations for the future were placed on cards, stuck facing into the wall to ensure anonymity.

Justification for score	Recommendation for improvement
<p>Very practical, keep up the good work.</p> <p>Training was very good in terms of content delivery and participatory approach, accommodation was excellent, meals super and transport comfortable.</p> <p>Well prepared and delivered training.</p> <p>Generally good, however in the field programme a real stakeholder situation would have helped practicality.</p> <p>On the whole it was easy for people to mingle and relate to each other.</p> <p>The rationale for national forest programmes, not clear in the training.</p> <p>Too long, sometimes much repetitions which lose the dynamic/energy.</p> <p>A little too congested.</p> <p>Outstanding accommodation and food.</p> <p>Feel the training room itself was not very conducive.</p>	<p>Real nfp 'issue' would be very useful for field programme.</p> <p>Programme was too compact and strenuous, increase time to at least 2 weeks.</p> <p>More time was needed for in-depth analysis and practice.</p> <p>Should be shorter and more focussed.</p> <p>Better time management.</p> <p>Let us use venues next time where people that clean the officers also clean the training hall.</p> <p>Needs to be a fairer representation of women.</p>

Annex 1. List of training participants

PARTICIPANTS LIST

	Country	Participant	Address	e-mail
1	South Africa	Michael James Underwood	Academic Coordinator and Course Director, Community Forestry Programme; University of KwaZulu-Natal Private Bag X 1, Scottsville 3209, South Africa Cell: +27 (0)833252884	underwoodm@ukzn.ac.za underwd@mweb.co.za
		Ms. Hannel Ham	Stellenbosch Univeristy, Cape Town	hannelham@mweb.co.za
2	Uganda	Mr. Ssuuna Joseph	Organizational Development Expert Winsor Consult Ltd P.O. Box 31049 Kampala, Uganda Cell: +256 772 421223	jssuuna@hotmail.com
		Dr. Wilson Kasolo	Principal, Nyabyeya Forestry College Private Bag, Masindi, Uganda. Mobile: 00256 (0)772 496986	nfc@infocom.co.ug
3	Lesotho	Teboho Motsamai Maliehe	Independent Consultant Private Bag A130, Maseru,100 Lesotho Cell: (+266) 584 32186	tm.maliehe@yahoo.co.uk malieheint@leo.co.ls
		Ms. Selloane Qhobela	Project Coordinator, World Vision P.O. Box 14749, Maseru, Lesotho Cell: +26658038783	selloaneqhobela@yahoo.com

	Country	Participant	Address	e-mail
4	Malawi	Hastings John Petro Chamatwa	Training Support for Partners (TSP) P/Bag B430, LILONGWE - MALAWI +265 0999254289 +265 01775375	hchamatwa@yahoo.com
		Hitler Alfred Chioza	Head of Academics and Trainer Malawi College of Forestry and Wildlife Private Bag 6, Dedza – Malawi Tel: +265 884 508 365	hachioza@yahoo.com hchioza@yahoo.co.uk
5	Zimbabwe	Maverick GOMBINGO	Lecturer, Zimbabwe College of Forestry P.O. Box 660, Mutare 0913 372 477 / 020-64328	mavgomby@yahoo.com mavgomby@webmail.co.za
		Alfred KUNDH LANDE	Lecturer, Department of Environmental Sciences Bindura University of Science Education P. Bag 1020 Bindura, Zimbabwe	kundhlandea@yahoo.com akundhlande@gmail.com
6	Gambia	Kanimang Camara	Head of National Consultancy on Rural Extension Service and Training (NACO) Box 1959 Banjul, The Gambia Tel: 00220 9902140/ 6353433	amsisawo@yahoo.co.uk nacogambia@yahoo.co.uk
		Demba Sinyang	Social Worker National Consultancy on Rural Extension Service and Training (NACO) Tel: 00220 7344333	nacogambia@yahoo.co.uk
7	Trainers	Peter Ohara	3/a Northgate, Peebles, Scotland, EH45 8RY Cell: +44 771 9746876	peterohara@participatorynrm.com
		Jeanne Marie Ramonette Pacia O'Hara	3/a Northgate, Peebles, Scotland, EH45 8RY +44(0)1721720685 (residence) Cell: +44 795 5850452	monettepacia@yahoo.com
8	FAO	Mike Chihambakwe, Fred Kafeero and Rene Czudek		

Annex 2.

Enhancing stakeholder participation in National Forest Programme – The Gambia Training cycle plan December 2009

1: Name of individuals and institutions involved in drawing up this plan and proposed to conduct this training: Kanimang Camara & Demba Sanyang, National Consultancy on Rural Extension Service and Training (NACO, The Gambia) in collaboration with the Participatory Forest Management Unit of the Forestry Department.

2: Background and rationale for the training plan:

National Forest Program is a process which enhances Sustainable Forest Management regimes at national and international levels through the participation of the Non -State actors in the formulation of policies relevant to forestry, plan development and implementation of forest development activities.

The decentralization of forest resource management is a salient point in the New Forest Policy (2009 – 2019) of The Gambia. This position had been strengthened by the enactment of the Local Government Act 2002, the review of Forest Act 1998 and Gambia Environmental Action Plan II which calls upon the municipal and local authorities to gradually assume the responsibilities of forest management at community levels.

It has been generally acknowledged that the forestry sector has indeed a great potential in improving rural livelihoods through sustainable utilization of tree and forest resources. It is in recognition of this fact that Sustainable Forest Management has become an integral part of The Gambia's Poverty Reduction Strategy Paper (PRSP), Millennium Development Goal (MDG) and Vision 2020.

The low involvement of the rural populace, non- state actors and the Local Authorities in forest protection has been the underlying cause of forest degradation in the country. To tackle the problem of forest resource degradation, the Department of Forestry with the support of several donor partners has taken the lead in the drive to involve the local communities, non-state actors and the Local Authorities in forest protection and development under the general guidance of the Gambia Forest Management Concept (GFMC) as enshrined in the National Forest Action Plan (NFAP). Participatory Forest Management regimes have become a household word in many rural communities throughout the country. After nine years of the implementation of the NFAP, there still remains a strong case for continuous donor support to consolidate the NFAP and build capacities of stakeholders in its implementation.

3: Training Objectives

The training on enhancing stakeholder participation in the NFAP will focus on the following objectives:

- To improve the understanding of Stakeholders on NFAP context, rationale and principles, its dynamics and relevance to collaborative Natural Resource Management and Sustainable Livelihoods;
- To enable Participants examine/ reflection on different steps of participatory planning approaches in order to make informed decision regarding which approach can be used to the best advantage;

- To introduce Participants to the principles and skills on Participatory Natural Resource Management processes (Community Forestry, Joint Forest Park Management, Private Forestry and Community Controlled State Forestry) ; and
- Outline a process and provide tools that guide multi- stakeholders’ participation on the NFAP.

3.1 Training Duration: Seven Days excluding preparatory work and report writing

3.2 Outputs:

By the end of the Training, the participants will be able to:

- Demonstrate and understand the steps, dynamics and properties of NFAP process;
- Identify and assess elements of participatory approaches towards enhancing stakeholder participation in NFAP;
- Demonstrate skills in facilitating stakeholder engagement in the development and implementation of the NFAP priority activities at all levels; and
- Demonstrate skills in identifying and analyzing stakeholders’ interest, and effectively engage stakeholders in decisions regarding NFAP.

4. Target Groups, Benefits and Justification

The target groups for the training are: Stakeholders in the Forestry sector (policy makers, forest technicians, Community Forest Committees, Forest-Based CBOs, NGOs, Representatives of Local Government Authorities, Representatives of Forest User Groups and Parliamentary Committee on Natural Resources.)

The training will be designed to enhance the capacity of the stakeholders in NFAP design and implementation. A total of 15 – 20 stakeholder representatives will be trained. The expected outcome of the intervention will be increased capacities at all levels for enhancing NFAP participation and improved livelihood of forest dependant communities as well as improving the forest condition.

The justification for the type of participants intended for the training are based on the following criteria:

- ❑ Influence over forestry matters;
- ❑ Influence over tenure (land and tree);
- ❑ Advocacy roles;
- ❑ Strong political influence over forestry matters; and
- ❑ Affectedness by forestry decisions.

5. Training session plan: The Gambia

Key activities	Methods/Steps	Output/ Outcome/ Results	Who are involved	Time frame	Limitations/ Risks
A. Situational	-Institutional Analysis	-Potential institutions and	-NFAP trainers	February- March 2010	-Instability of functions at the

Assessment	<ul style="list-style-type: none"> -Identification of participants and rapid training needs assessment -Assess participants initial level of information on NFAP -Assess possibilities of accessing funding for the training 	<p>participants identified</p> <ul style="list-style-type: none"> -Knowledge gaps on NFAP analysed -Sources of funding identified and secured 	<ul style="list-style-type: none"> -Reps of other institutions -Forestry department -NFAP Multi-Stakeholder steering committee 		<p>Forestry Department (Position of Director, Assistant Director and Participatory Forest Management Unit continued to be vacant)</p>
B. Design/ Plan Training	<ul style="list-style-type: none"> -Synthesis and aggregation of training needs to be able to identify training goals and objectives -Development of training plan(training topics, methods and responsibilities) -Material preparation and schedule -Mirroring/dry run 	<ul style="list-style-type: none"> -Session plans developed, materials prepared and responsibilities agreed upon 	<ul style="list-style-type: none"> -Trainers -Reps of funding institutions 	<p>2nd week of March 2010</p>	<p>Political instability(council elections at the countdown)</p>
C. Conduct training	<ul style="list-style-type: none"> -Brainstorming and plenary presentations -Application of PRA / PLA tools -Group works 	<ul style="list-style-type: none"> -Awareness on NFAP process raised -Stakeholder participation enhanced 	<ul style="list-style-type: none"> -Trainers -Stakeholder reps 	<p>May-June2010</p>	<ul style="list-style-type: none"> -Unwillingness of participants to adapt to change -Resistance of powerful stakeholders to negotiate (consensus)

	<ul style="list-style-type: none"> -Role plays -Demonstration -Reflections and planning 	<ul style="list-style-type: none"> -Action plans developed to implement the strategies/recommendations 	<ul style="list-style-type: none"> -Reps of funding agency 		
D. Evaluate training	<ul style="list-style-type: none"> -Development of monitoring indicators and Means of Verifications (MOVs) -Generate expectations from participants (start-up) -Gauging mood of participants using the 3 faces format -Using the H format -Questionnaires -Peer review by using the SUN method -Field visits by the NFAP multi-stakeholder steering committee 	<ul style="list-style-type: none"> -Strengths and weaknesses assessed -Participants Attitude Skills Knowledge (ASK) assessed and gaps identified 	<ul style="list-style-type: none"> -Trainers -Forestry Department -NFAP Multi-Stakeholder Steering Committee -Other Stakeholders 	<ul style="list-style-type: none"> -Training days and beyond 	<ul style="list-style-type: none"> -Objectivity of the participants -Availability of funds to mobilize the Multi-Stakeholder Steering Committee

Enhancing stakeholder participation in National Forest Programmes – Training cycle planning format

1. Name of individuals and institutions involved in drawing up this plan and proposed to conduct this training?

Teboho M. Maliehe (Envirolife Africa)
Selloane Qhobela (Consultant)
Department of Forestry (Ministry of Forestry and Land Reclamation)

2. Background and rationale for this training plan? Explain a little about the NFP/forestry decision making context and why you feel there is a need to enhance stakeholder participation and how this training can play a role in this.

Currently the Department of Forestry of the Ministry of Forestry and Land Reclamation (MoFLR) and the nfp-Steering Committee are the two major players in the NFP/forestry decision-making in Lesotho. The actual trend, however, is to gradually involve more stakeholders, especially at the grassroots level. The aim is to come to a more participatory forestry development approach by giving more power and responsibility to communities/community institutions, and also to involve the private sector wherever possible (devolution of management and user rights). However, these new “players” will need basic training regarding what is required or expected from them and to put them in a position to manage and use natural resources in a sustainable manner for the benefit of present and future generations. On the other hand, the Department of Forestry and its respective structures have to be trained/motivated in the new role they have to play under changed conditions/responsibilities (mainly advice and control) with regard to Lesotho’s NFP.

3. Objectives of the training and expected impact? Beyond the generic objective of training facilitators who can then directly contribute to enhancing stakeholder participation in the National Forest Programme, is there any specific adaptation to this objective in your context. What impact can this training ultimately have on the forest sector in your country?

- A good stimulus to getting participatory natural resource management of the ground.
- To help to speed up the devolution of central government owned woodlots (forest reserves) to community based stakeholder groups.
- To introduce the concept of natural forest management to communities (Lesotho’s meagre indigenous forest resources are rapidly being diminished).

The expected impacts of the training are:

1. Improved appreciation of the importance of working together to sustainably manage natural resources, including increasing forest cover. This would include better relationships and synergies among the different stakeholder groups.

2. Community ownership of natural resources.
4. **Target of the training?** Who do you plan to have on the training and why? Please justify.
1. Community Councils and Chiefs as major players catalysts in future natural resource management issues, including NFP related matters, as well as protection and utilization of resources, and conflict management.
 2. Members of Community Forestry Committees who will be responsible for the day-to-day management of forests (both indigenous and exotic). They will also be trained to train other community groups.

DRAFT TRAINING PLAN FOR THE LESOTHO NATIONAL FORESTRY PROGRAMME

Key Activities	Methods/ Steps	Output/ Outcome	Who will involved	Time frame	Limitations and Risks
Situational Assessment	<p>Stakeholders analysis: List stakeholders to determine affectedness and influence</p> <p>Visioning: allow stakeholders to explain their vision on how they see themselves participating in NFP.</p> <p>Relationship Mapping: find out from the stakeholders how they relate and how such relationship can be used to strengthen their participation in NFP</p>	Group of stakeholders that need to be empowered so that they can actively influence NFP process in Lesotho.	NFP facilitators Department of Forestry Ministry of Local Govt.	3 months	-Trust -Multiple roles -Transport
Design/ Plan	Mobilize/ sensitize	Stakeholders to participate	NFP facilitators Department of	One month	Perceived problems

Key Activities	Methods/ Steps	Output/ Outcome	Who will involved	Time frame	Limitations and Risks
training	stakeholders to be trained Develop a training plan 9 dates, venue, duration etc) Develop training budget Determine/ mobilize resources (Human and material)	in NFP process Training plan Training budget	Forestry Ministry of Local Govt.		Trust Multiple roles Transport
Conduct training	Role play, problem analysis, ranking and fish bowl	Core courses of low participation in NFP Formulation of solutions to the problems	NFP facilitators Department of Forestry Ministry of Local Govt.	One month	
Evaluate training	Selection of M&E sub-committee in from NFP steering committee to develop M&E tools/ indicators Field visits to monitor progress	Reports	National steering Committee subcommittee,6 NFP facilitators Department of Forestry Ministry of Local Govt.	On going	

Training Plan for the National Forest Programme: South Africa

Compiled by: ¹Hannél Ham & ²Mike Underwood
¹Department of Forest and Wood Science, Stellenbosch University
²P.O. Box 464, Hilton 3245, South Africa

Date compiled: December 2009

Corresponding author: Hannél Ham: hamh@sun.ac.za

Introduction:

Countries worldwide are embarking on the development of a National Forest Programme (NFP) for the sustainable management of forests (indigenous and commercial). Partnership and participation was identified as the guiding principles for the implement of the NFP. The Food and Agriculture Organisation of the United Nations (FAO) and the National Forest Programme Facility are steering the process of implementation of the NFP in countries worldwide.

The NFP processes provide an opportunity to address the goals of Agenda 21 (1992). These ostensibly legitimise the principles of sustainable development through the process of delegating decision making to lowest levels of government and social structure.

In South Africa, the Forestry White Paper (1996), “Sustainable forest development in South Africa: Policy of the Government of National Unity, set out to embrace all forest stakeholders by providing them with opportunity to participate on an equal footing to discuss the equitable allocation of forest resources. This has resulted in a number of key Acts and Amendment:

- National Forest Act No 84 of 1998
- Regulations on the National Forest Act, 1998 Act No. 84 of 1998
- Forestry Laws Amendment Act No. 35 of 2005
- National Veld and Forest Fire Act No 101 of 1998
- National Forest and Fire Laws Amendment Act No 12 of 2001

Training Plan Rationale:

This training plan has been developed to assist the NFP facilitators to successfully implement the NFP, embracing a wide range of participants from numerous different backgrounds, each with a separate agenda.

Key challenges to be addressed will come from:

- Land claim issues
- The BEE (Black Economic Empowerment) Act No 53 of 2003.
- The Forest Charter was launched in June 2007 and Gazetted in June 2009 which addresses the progress, deliveries and time frame as originally set out by the National Forestry Action Programme (1997).

- The Forest Charter, which is underpinned by BBBEE (Broad-Based Black Economic Empowerment) has been adopted as an umbrella for the land claim and business issues that need to be resolved during the NFP process in South Africa.

The key principles of the Forest Charter are:

- BBBEE ownership,
- BBBEE employment equity,
- BBBEE skills development,
- BBBEE preferential procurement,
- BBBEE enterprise development,
- BBBEE socio-economic development,
- BBBEE industry specific initiatives and shared vision for the industry.

The progress of the Forest Charter will be evaluated after three years (2012). In order to facilitate an orderly, constructive transition in land use tenure and business enterprise the key principles identified in the Forest Charter, need to be addressed by representatives from all stakeholders groups. These meeting will be greatly enhanced through the adoption of participatory techniques and these provide the rationale for the programme frameworks appended to this proposal.

Proposed stakeholders:

1. DAFF (Department of Agriculture, Forestry and Fisheries: Government)
2. Commercial sector (Foresters within Private companies)
3. Extension Agents and NGO's
4. Small Growers
5. Tertiary Institutes (Universities)
6. Research Institutes

The Training:

The training will be conducted as part of a registered short course presented by Stellenbosch University. This course will be registered with the Forestry Training Authority (FIETA) and will allow participants to claim back skills development levies.

Two training sessions will be conducted at two different venues in KwaZulu-Natal (the centre of the Forestry Sector in South Africa). Stakeholders from within the proposed stakeholder group will be identified and invited to attend the training sessions. The length of the training sessions will be approximately 3-4 days. After the completion of these two pilot sessions, other forestry areas, such as Southern Cape, Western Cape, Northern Province and Mpumalanga, will be given the opportunity to engage in the process through local meetings in their areas. Training plans will be adapted and address regional difference and area specific problems. Attached is the proposed training plan for KwaZulu-Natal. Training needs to be concluded by March 2012.

Stellenbosch University currently present comprehensive short courses such as:

- Forestry strategy development
- Forestry finance and economics
- Overview of forestry to DAFF managers
- Costing and harvest planning

The proposed NPF Training Programme will form part of this suite of courses, all of which will emphasise the use of participatory methodologies during training.

The Training Plan for KwaZulu-Natal:

Key activities:

	Methods / steps	Result	Who involved	* Time frame	Risks
Situational assessment	<ul style="list-style-type: none"> • SWOT • Stakeholder participation analysis 	<ul style="list-style-type: none"> • Why train (design training accordingly). Are the steering committees trained? • Is the training plan logical • Training participant identification and individual needs assessment • Resource assessment for training development (methods needed) • Timing of training important 	<ul style="list-style-type: none"> • Hannél Ham and Mike Underwood • Consult with relevant parties involved in development of Forest Charter 	March 2010	<ul style="list-style-type: none"> • Inadequate resources available (funding) • Misinterpretations
Design / Plan training	<ul style="list-style-type: none"> • Visioning • Poster presentation with post-its • Participatory mapping • Time/trend line 	<ul style="list-style-type: none"> • Determine available resources/ money/ training material/ venue/ materials needed/ time frame/ methods needed/ stakeholders involved/ needs analysis of what still needs to be done • Building ownership of training plan • Develop training materials/ schedule • Establish training teams and 	<ul style="list-style-type: none"> • Hannél Ham and Mike Underwood • Consult with relevant parties involved in development of Forest Charter 	March 2010	<ul style="list-style-type: none"> • Inadequate resources (funding) • Stakeholders do not want to participate

		<ul style="list-style-type: none"> logistics • Design training method and process • Adapt toolbox if needed to fit training 			
Implement / Training	<ul style="list-style-type: none"> • Poster presentations with post-its • Time/trend line • Relationship mapping • Problem analysis • SWOT • Ranking of problems/solutions • Synthesis brainstorming on problems • Fishbowl debate • Synthesis brainstorming on strategies/solutions • Priority ranking • Developing a toolbox and action plan • Rotating panel presentation 	<ul style="list-style-type: none"> • Share purpose of training • Appreciative inquiry/ how to improve or change learning from successes • Monitoring/ management/ evaluation during training, if necessary – adapt toolbox • Involve participants (it is there training) • Provide adequate media/ literature to take home • Participatory training/ approach/ management/ to develop a workable solution • Ample of time for networking and relationship building • Identify problems and work on possible solutions 	<ul style="list-style-type: none"> • Hannél Ham and Mike Underwood • Stakeholders that were identified 	September and October 2010	<ul style="list-style-type: none"> • Stakeholders do not attend • No workable solution • Conflict between stakeholders
Monitoring and Evaluation	<ul style="list-style-type: none"> • Time/trend line • Solution analysis • Target scoring • H diagrams • Semi structured interviews 	<ul style="list-style-type: none"> • Setting indicators for monitoring and evaluation • Evaluation of outputs and action plan implementation • Follow up meetings and visits • Design appropriate methods to 	<ul style="list-style-type: none"> • Hannél Ham and Mike Underwood • Stakeholders that were identified 	November 2010 and onwards	<ul style="list-style-type: none"> • Ownership of presented solutions • Poor feedback from stakeholders

		reach workable solution			
--	--	-------------------------	--	--	--

**Time frame: Due to the 2010 soccer world cup the availability of airplane tickets, rental cars and accommodation are uncertain in the period May to July 2010*

Glossary:

National Forest Programme (NFP) process: An NFP process is the wide range of approaches and activities involved in formulating, planning and implementing forest policy at the sub-national and national levels. An NFP process uses a holistic, iterative and multi-stakeholder approach to establish sustainable forest management that contributes to wider national development. It involves consultation and negotiation to develop and implement coordinated action. The NFP concept does not provide a recipe for every country's forest sector. Instead, the principles underlying NFPs can guide forest sector development according to internationally agreed ways of achieving specific outputs and outcomes. The name, content and tactics of an NFP process differ from country to country (O'Hara, 2009).

Participation: Participation covers a broad spectrum of different degrees of involvement of people in decision-making or action. These degrees range from merely informing people about decisions and actions, to involving them as key decision-makers and actors (O'Hara, 2009).

Stakeholders: A stakeholder is any individual, social group or institution that is affected by or has influence in forestry. Stakeholders may or may not be formally organised (O'Hara, 2009).

NFP facilitator: NFP facilitators are the people who guide an NFP process, such as the members of a multi-stakeholder steering committee. Ideally, facilitators should be neutral, and should not favour specific stakeholders. They are not primarily involved in determining outcomes, but their role includes ensuring that all stakeholders are heard, which means providing more opportunities for the marginalized while containing dominant groups and individuals. NFP facilitators design processes and methods for guiding stakeholders to the best possible outcomes for forests and people (O'Hara, 2009).

Iterative: Doing something again and again, usually to improve it (Cambridge dictionary).

Literature cited:

FAO. 2006. Understanding national forest programmes: Guidance for practitioners. FAO, Rome, pp.64.

FAO. *In press*. Enhancing stakeholder participation in national forest programmes: A training manual. Draft 10th of November, pp. 124.

Government Gazette. 2009. Forest Charter of South Africa. Pretoria, 12 June, Vol. 528, no. 32320, pp. 48.

O'Hara, P. 2009. Enhancing stakeholder participation in national forest programmes: Tools for practitioners. FAO, Rome, pp. 60.

Enhancing Stakeholder Participation in National Forest Programmes

Training Plan

5. Name of individuals and institutions involved in drawing up this plan and proposed to conduct this training

- (1) Hitler Alfred CHIOZA
Malawi College of Forestry & Wildlife
P/Bag 6
Dedza
MALAWI
- (2) Hastings CHAMATWA
Training Support for Partners (TSP)
P/Bag B430
Lilongwe
MALAWI

6. Background and rationale for this training plan

The NFP is an agreed strategic framework of priorities and viable actions for improving forestry and livelihoods. It aims to link policy and on-the-ground practice so that both are continuously improved in favour of good forest and tree management for alleviating poverty and improving livelihoods in Malawi. About 80% of the Malawi population comprise smallholding livelihoods who depend on forest goods and services and other natural resources in their day to day life. The greatest demand on forests and trees is for energy which is estimated to be at 93%. Currently, the annual consumption of forest products is estimated at 15 million cubic metres. This rate far exceeds the potential sustainable supply of 7-8 million cubic metres per annum. Women who comprise 70% of farm labour, have their efforts diverted from productive services to fetching for firewood due to fast diminishing of natural resources most especially forests and trees in customary and public land holdings.

Malawi's plantation forest estate is dominated by the state ownership. The government's predominant role scares away private sector investment. This has led to low utilization of forest resources with little development of value adding processing industries. Inequalities in some macro-economic policy prescriptions heighten the impact of national problems on rural smallholders. While other policies such as liberalisation of burley tobacco seem to encourage gains for smallholders, they have also put additional pressure on the forests by encouraging opening of new farm land at the expense of forest resources.

In order to improve forestry and livelihoods, general consensus need to be sort and developed amongst various stakeholders. Currently stakeholders are grouped into four categories each with proposed roles to play. The key stakeholder is the central government which comprises the forestry department, research and training institutions and other line agencies such as agriculture, wildlife department and others. The local government is the other one. It comprises District, Town and City Assemblies, which include District Forest Offices and Traditional Authorities. The main role of District Forest Offices is forest

management and providing forestry services. The private sector develops and uses markets for delivering forest goods and services that people want. Finally, the civil society is mainly responsible for developing local capacities and alliances for improving forestry and livelihoods.

With such diversity of stakeholders in the forestry sector, there is need to harmonise their objectives and purpose so that Malawi forests, trees and the accompanying goods and services can be sustainably managed and utilized for the benefit of both the present and future generations.

7. Objectives of the training and expected impact?

Training Support for Partners (TSP) is a process oriented capacity building organization in the natural resources management and food security sectors. It is therefore the intention of TSP to directly link the training to a prospective project. This would ensure practical application of the skills by various facilitators. With this approach it is expected that rural households, extension workers, and some private sector members will interact at a certain point in the course of the training. At this prospective project site, stakeholders will thus already start analysing their relationships, roles and responsibilities for effective management of a forest.

We intend to include trainers from Malawi College of Forestry and Wildlife in the training. The inclusion of these trainers will ensure adequate coverage of NFP concepts and processes in the college's curriculum. This will ensure that graduates from the college are well knowledgeable on NFP.

8. Target of the training

We plan to conduct one district level training and three regional training workshops. The district training will draw participants from two district of Dedza and Ntcheu in the central region of Malawi. The district level training targets stakeholders in the forest sector at district level and these include forestry, parks and wildlife, agriculture and environmental affairs staff. These are most influential over forest decisions. Other stakeholders include forest based CBOs and NGOs, Civil Society Organisations, Traditional Leaders, District Assembly Staff, and Timber Industries within the districts. Lecturers from Malawi College of Forestry and Wildlife in Dedza District are also targeted because they breed forestry extension workers.

The Civil Society Organisations are taken on board because of their advocacy role. Some of the stakeholders are targeted because they are highly affected by forestry decision and these include the timber industries.

We would like to start at a district level so that later on we can use lessons from this training to conduct the three regional training workshops.

Methods/Steps	Outputs/outcome/results	Who involved?	Time frame?	Limitations/risks?
<p>A. Situational Analysis</p> <ul style="list-style-type: none"> ▪ Identify key players in the forestry sector and their roles and responsibilities ▪ Rapid training needs assessment ▪ Identification of participants 	<ul style="list-style-type: none"> ▪ Roles and responsibilities of Key players in the forestry sector identified ▪ Knowledge gap on NFP identified ▪ Potential institutions and participants identified 	<ul style="list-style-type: none"> ▪ Facilitators (Hastings and Chioza) ▪ NFP Coordinating Unit in Malawi (CURE) ▪ Malawi College of Forestry & Wildlife ▪ TSP 	February 2010	<ul style="list-style-type: none"> ▪ Availability of funds
<p>B. Design and plan training</p> <ul style="list-style-type: none"> ▪ Develop training content and methods ▪ Develop training schedule ▪ Mobilise training materials/aids ▪ Organise training venues 	<ul style="list-style-type: none"> ▪ Session plans developed ▪ Training approaches developed ▪ Roles and responsibilities of facilitators shared 	<ul style="list-style-type: none"> ▪ Facilitators (Hastings and Chioza) ▪ NFP Coordinating Unit in Malawi (CURE) ▪ Malawi College of Forestry & Wildlife ▪ TSP 	February 2010	<ul style="list-style-type: none"> ▪ Availability of resources
<p>C. Conduct training</p> <ul style="list-style-type: none"> ▪ Facilitate training using various participatory methods <p>(1 District Training Workshop and 3 Regional Training Workshops)</p>	<ul style="list-style-type: none"> ▪ Awareness on NFP raised ▪ Stakeholders participation on NFP enhanced ▪ Next steps agreed upon (Action plans developed) 	<ul style="list-style-type: none"> ▪ Facilitators (Hastings and Chioza) ▪ Trainees 	March to April, 2010	<ul style="list-style-type: none"> ▪ Resistance to change by some participants
<p>D. Monitor and evaluate training</p> <ul style="list-style-type: none"> ▪ Conduct formative and summative evaluation during the training ▪ Coaching and mentoring beyond the training 	<ul style="list-style-type: none"> ▪ Strengths and Challenges identified ▪ Suggested solutions agreed upon (next steps) 	<ul style="list-style-type: none"> ▪ Facilitators ▪ Trainees ▪ Supervisors of trainees 	During implementation of activity 'C' and periodically beyond the training	<ul style="list-style-type: none"> ▪ Some respondents may not be honest in giving feedback



Enhancing stakeholder participation

In the Uganda National Forestry Program

The Proposed Training Program

1. Name of individuals and institutions involved in drawing up this plan and proposed to conduct this training?

- a. Dr Wilson Kasolo- Nyabyeya Forestry College
- b. Joseph Ssuuna- Winsor Consult
- c. Uganda forestry working group
- d. The national forestry authority
- e.

2. Background and rationale for this training plan?

The largest percentage of the forested area in Uganda is on private land (70%), while a relatively smaller part is under the Permanent Forest Estate (PFE) as gazetted protected areas – central/local forest reserves, National Parks and Wild life sanctuaries (Table 1).

Table 1: Summary of Forests status in Uganda

Forest category	Forest types and extent (ha)			Total	Percentage
	Tropical Forests	Woodlands	Plantations		
Forest Reserves	306,000	411,000	20,000	737,000	<i>15</i>
National Parks	267,000	462,000	2,000	73,000	<i>14.8</i>
Forest outside Protected areas	351,000	3,102,000	11,000	3,464,000	<i>70.2</i>
Total	924,000	3,102,000	33,000	4,932,000	
Percentage	<i>18.7</i>	<i>80.6</i>	<i>0.7</i>		

Drastic changes are however taking place in the forest cover of Uganda, with an annual estimated forest cover loss of 1.9% per year (National Forestry Authority, 2007), and 30% of the remaining forested areas are categorized as degraded.

In Uganda, the forest sector has a diversity of stakeholder groups which are broadly categorized as beneficiaries (forest users, forest producers, public and processors), enabling agencies (Government Ministries, local Governments and Donors) and delivery agencies (National Forestry Authority, Uganda Wildlife Authority, Training and Research Institutions and NGOs)

The National Forest Plan for Uganda is a strategic sectoral plan which describes a vision for the forest sector. It also sets out the goals and strategies for implementing the National Forestry Policy, by defining institutional roles and responsibilities, and it outlines the investment programme for the sector development in Uganda.

The extent to which each of the stakeholders impact on, contribute to, and are affected by sector policies, initiatives and activities/development strategies vary. It is therefore important to facilitate wider participation of stakeholders in the development and implementation of the National Forestry Plan to enhance ownership and sustainability.

The proposed training will develop a critical mass of knowledgeable/skilled people to enhance participation of stakeholders in the development, reviews and implementation of the National Forestry Plan of Uganda

3. Objectives of the training and expected impact?

The proposed training shall focus on two levels local and national levels. The local level training shall be aimed at enhancing confidence in the local training team as well as drawing lessons that can be presented as a case study at the national level workshop.

The overall objective of this training therefore will be to bring on board the various key stakeholders in the country, collectively identify the current gaps in achieving the goals of the NFP and adopt shared strategies for enhancing stakeholder participation at the various levels.

The following specific objectives shall be pursued:

1. Undertake training of key stakeholders from three selected districts as a way of building a case for presentation at the national stakeholder workshop.
2. Identify and select key national stakeholders for participation in the training and who will be trained as facilitators to take forward the training in their respective areas of work.
3. Organise a national stakeholder workshop at which facilitators form within the region and FAO shall be invited .
4. As an outcome form the training and come up with a plan of action.

4. Target of the training

Representatives from the following institutions shall be targeted to take part in the training:

National level Stakeholders

✚ NFA

✚ FSSD

✚ Training institutions

District level stakeholder

✚ DFS

✚ NGOs

✚ Local comities

4.1 Justification for selection of participants

Proposed interventions respond to the decentralized forestry management approach in the country. All the proposed targets are central actors and stakeholders whose enhanced participation will add momentum to the program.

4.2 Proposed changes to standard training format

- Proposed format based on the current context of Uganda NFP
- Several tools will have to be adopted
- District workshop is a trial run in preparation for national workshop

4.3 Justification for the changes

- NFP implementation is very decentralized.
- To test facilitation skills and have opportunity to review and improve
- To an opportunity to work with from with the region.

5. Detailed planning matrix

Key activities	Methods/steps	Output/outcome Results	Who involved	Time frame	Estimated cost	Limitations risks
A. Situation assessment	(a) updating other stakeholders about this process (WKSP) (b) Assessment of current NFP status (one and half day stakeholders consultation) (c) Institutional analysis-to determine the existing structures for NFP implementations. (d) Stakeholders analysis-Relationship map+3R ranking + training needs	Their contribution/buy in.+ follow up trainings * Identify current limitation to and extent of participation. * Establish existing structures at a national and local level for NFP implementation Profile of national and local level stakeholder and the extent of their participation plus perception. -TN identified	- Key stakeholders (influence, power and degree of affection) - Ministry of water and environment - District forest services -Relevant CSOs and lead agencies -key stakeholders - Key stakeholders <u>NB.</u> Training steering committee will be nominated to guide training preps	15 th Dec Tuesday 15 th Dec -Do- -Do- -Do-	\$3,000	- Communication strategy - Timing (X-mas) -do- - Adopting mapping to this kind of exercise -time - Willing membership to commit time
B. Design/ plan Training.	1. Develop course outline for national and district stakeholders based on T/N identified (adopt FAO manual session) including training materials. 2. Identify participants for national and district workshops 3. Identify venue and financial resources for the training 4. Develop evaluation and monitoring instrument	- Course outline and duration agreed by stakeholders. - Training materials agreed - Relevant participants identified and invited to district and national workshops - Sufficient resources mobilized and appropriate venue found.	- Steering committee and training team Stakeholders at the different level - Steering committee and training team <u>NB</u> we propose that 1-2 facilitators from this training join our team for the national workshop + FAO (Peter)	By 2 nd week of January 2010	\$3,000	Christmas break gives a low start to the year

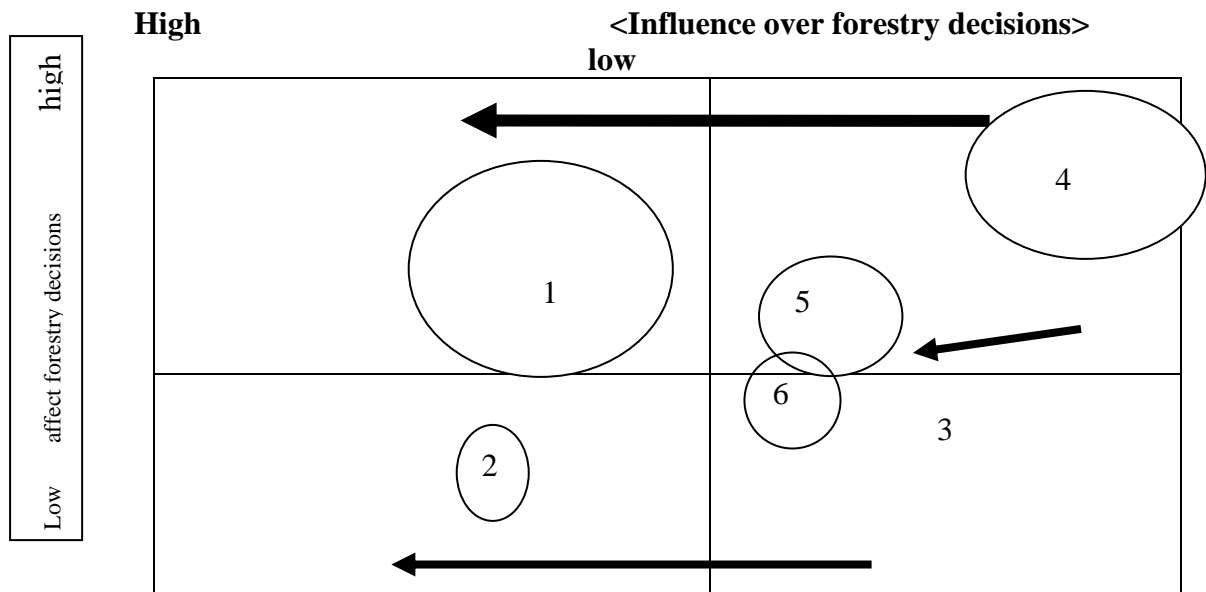
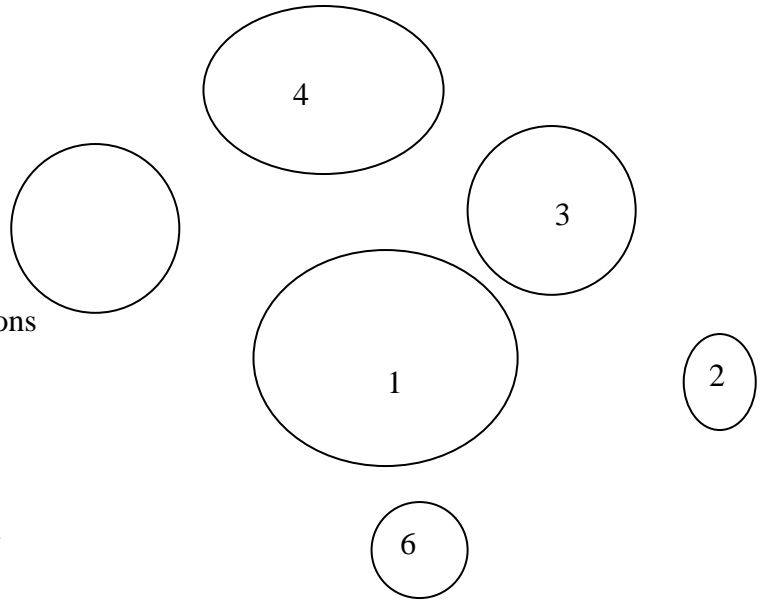
C. conduct training	(i) Conduct the district workshop. (ii) National training workshop-using participatory process outlined in the FAO trainers guide	- District training experience documented as a case for input in the national workshop - National action plan - Key participants pick skills in facilitating similar process	- Identified stakeholders at district level + participants + training facilitators - Key stakeholders at district and national level + training team	2 nd week of Feb 2010 2 nd week of March 2010	\$6,000	Time constrain, resources needed, availability of trainers from the region and FAO
D. evaluate training	1. Evaluate the process and outcomes using tools developed. 2. Implementation strategy for national action plan agreed. 3. Evaluation effectiveness of facilitation.	- Lessons learnt and taken forward -Lessons for improvement identified	- Training team trainees - Steering committees - Trainees	End of workshop 2 nd week march 2010	\$ 4,000	Timing and willingness to take forward the lessons that shall emerge through this process at the various levels .

Total estimated cost sixteen thousand dollars only.

6. Stakeholder analysis

Size= affectedness by forest decisions
Distance= influence over forest decisions

1. NFA
2. FSSD (ministry)
3. DFS
4. Tree farmers /local community
5. Research /training
6. NGOs



NFP TRAINING PLAN FOR ZIMBABWE 2010

Name of individuals and institutions involved in drawing up this plan and proposed to conduct this training

This proposal was compiled by Maverick Gombingo and Alfred Kundlande. Mr. Gombingo is a Lecturer at the Zimbabwe College of Forestry (ZCF), an institution of the Zimbabwe Forestry commission under its Research and Training Division. Mr. Kundlande is a lecturer at the Bindura University of science and Technology. It is expected that the training will be conducted by Alfred and Maverick together with other lecturers from the two institutions.

Background and rationale for this training plan

In Zimbabwe a number of legislations govern forests and forests products this include the Environmental management act, the bees Act and The communal lands Produce Act, but the major piece of legislation regulating forests is the forest Act. The Forest Commission is the custodian of this the forest act. It is actively involved in the drafting of the Act and its implementation. The forest commission is under the Ministry of environment with focuses forest other environmental issues in Government. The Ministry is the one that present the bill to the Parliament, where it is debated before being passed into law, after editing and scrutinizing it. Once the legislation is put in place, the review the legislation usually takes place after a long time. Thus little room to learn from the effected policies and perfect them.

Although some stakeholders are consulted in drafting or amending the forest act, the consultation is usually not enough as some key affected people such as rural people are left in the consultation. Forest companies and nongovernmental organizations can contribute to the policy making either directly and indirectly but not as equal partners. Politicians and policy makers have the ultimate say in forestry policies yet they are usually the least affected. There is therefore a gap between the affected and the decision markers. It is important to mark the decision markers more accountable to the decisions they make and for the affected people to contribute more to the decisions that affect. This can result in better decision making, less conflicts and increase in efficiency and impact of forest legislations. This can be achieved through nfp.

Zimbabwe now has a National NFP Steering Committee in place which was launched in July 2009, so the NFP process is still at its infancy. There is therefore, need to actively and timeously drive the implementation of the National Forest Programme through targeting the steering committee and other key players for training on matters related to enhancing stakeholder participation in national forest programmes.

Objectives of the training and expected impact

Since the nfp for Zimbabwe is still at its infancy there is an urgent need to encourage all stakeholders to participate in the nfp.

Currently policy making rests on few policy markers some of whom are not affected by the decisions they make. Most of the severely affected groups such as rural people

have little contribution to the regulations that are put in place. There is therefore a great divide between lawmaker and those are affected by the laws. This has caused some conflicts between law enforcers and forest players since some groups either do not know the policies or do not subscribe to the policy made since they affect their production or livelihoods. There are also some conflicts between some non-decision making stakeholders such as rural communities and commercial forests over land use and management. The training besides seeking to enhance stakeholder participation nfp hopes to improve collaboration between stakeholders in areas such as fire protection and deforestation. Once stakeholders have a common vision, there is expected to be fewer conflicts, better and efficient management of forests. It is hoped that the training will help in the formulation of laws that regard the plight of rural communities, ensure a good environment for production to the commercial forest sector and the protection of the environment. It is also hoped that from this training policies will be made in a cyclic way in which people learn from the strength and shortcoming of existing policies and continue to alter them for the better.

Target of the training

The proposed training is targeting the following organization and groups

1. National NFP Steering Committee.
This was targeted because the committee is one of the most influential and driver of the entire process.
2. Bindura university of Science Education and Zimbabwe College of Forestry.
These are relatively easy to access and resources are available to for training. Furthermore, lecturers from these institutions can also facilitate after training given their experience and training and their knowledge in forestry.
3. Commercial Forestry Companies.
Commercial forestry companies are a major stakeholder group and one of the most affected parties.

The training could also be extended to policy makers such as the ministry of environment and communal people particularly chiefs and other divisions of the forest commission if resources are available since they are also key stakeholders

Table 1: Proposed training programme for Zimbabwe in 2010.

Key Activities	Methods/Steps	Output/Outcome/Result	Who Involved	Time Frame	Limitations/Risks
A. Situational Assessment	*Stakeholder identification and analysis.	*List of stakeholders. *Relationships	*Facilitators. *Stakeholders (Focal point	*One month.	*Difficulty in bringing stakeholders

	<ul style="list-style-type: none"> *Training needs assessment. *Target group identification. *Training resources assessment. 	<ul style="list-style-type: none"> of stakeholders understood. *Training needs identified. *Target group list. *Potential training resources identified. 	<ul style="list-style-type: none"> and steering committee). 		<ul style="list-style-type: none"> together.
B. Design/ Plan Training	<ul style="list-style-type: none"> *Identify training team. *Preparation of logistics-venues, etc. 	<ul style="list-style-type: none"> *Training materials. *Training team identified. *Training programme. *All logistics in place. 	<ul style="list-style-type: none"> *Facilitators. *Training participants. *Providers of venues. 	<ul style="list-style-type: none"> *Three weeks preparation time for each training session. 	<ul style="list-style-type: none"> *Timing of trainings affected by stakeholder availability.
C. Conduct Training	<ul style="list-style-type: none"> *Pre-testing prior to training. *Matching issues with methods. *Training programme management. *Training resource management. *Adaptation of methods. 	<ul style="list-style-type: none"> *Pre-testing done and necessary adjustments made. *Appropriate methods adopted. *Training programme followed. *Efficient resource use. 	<ul style="list-style-type: none"> *Facilitators. *Participants. 	<ul style="list-style-type: none"> *Variable depending on participants. *One year for entire stakeholder community. 	<ul style="list-style-type: none"> *Some participants may not co-operate (Some unduly influential groups may disturb the programme.)
D. Evaluate Training	<ul style="list-style-type: none"> *Daily recap. *Self evaluation. *Field visits. *Evaluate whether training objectives were met. *Mock field application. 	<ul style="list-style-type: none"> *Identified shortcomings requiring attention. *Lessons for future trainings. *Better understanding of participants. 	<ul style="list-style-type: none"> *Facilitators. *Participants. *Experimental group/s (outsiders). 	<ul style="list-style-type: none"> *Maximum one day per activity. 	<ul style="list-style-type: none"> *Resource availability.

Annex 3. Training programme details

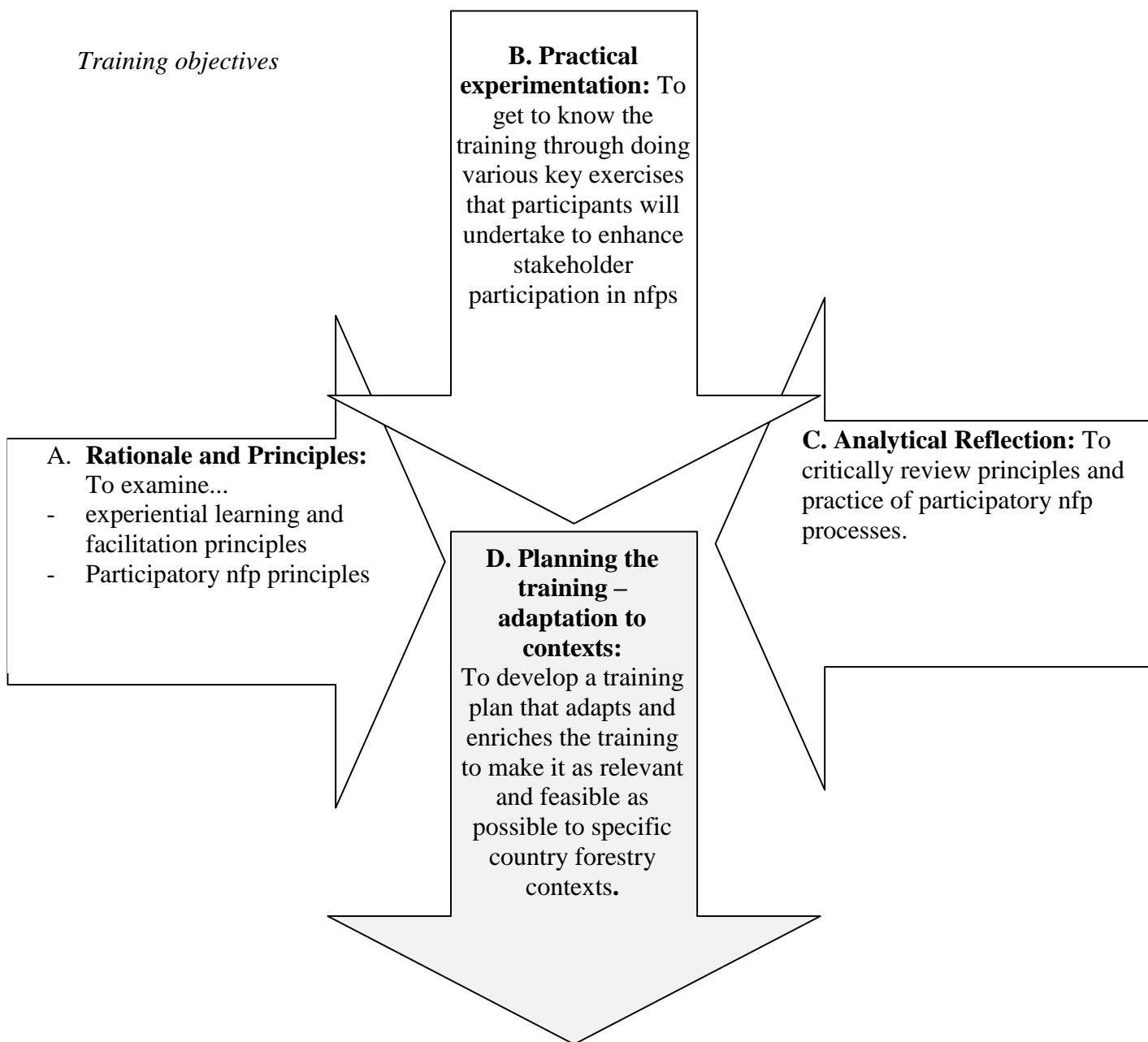
Welcome!

Training of Trainers workshop on “Enhancing Stakeholder Participation in National Forest Programme (nfp) Processes” from Sunday the 22nd of November to Saturday the 28th of November, 2009

Hosted by Stellenbosch University, Cape Town South Africa

I. Training overview and schedule

Training objectives



Key training output/outcomes

Key expected outputs

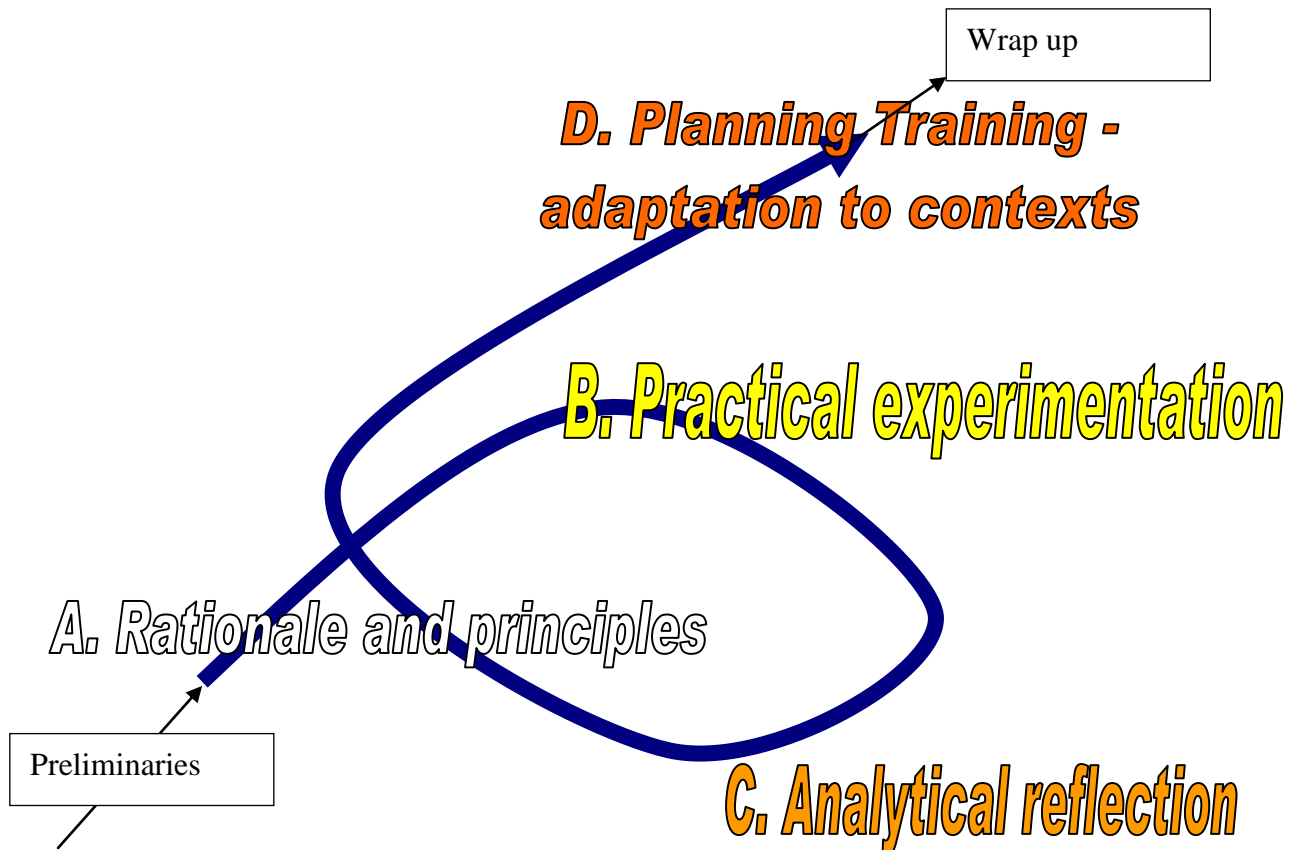
- A. Enhanced understanding of the rationale and principles of experiential learning and participatory national forest programmes.
- B. An insight into the training approach and content designed to enhance participant attitudes, skills and methods relevant to facilitate stakeholder participation in forestry decision making.
- C. Training plans for a training after this Training of Trainers that is both relevant to the country forestry contexts and feasible to implement.

Special Agenda.

- This is the first time we are running this Training of Trainers, it is an experiment, so we want to test it on experienced Trainers first so we can get your feedback and advice.
- We also want experienced Trainers to test/improve/adapt the ‘Enhancing stakeholder participation in national forest programmes’ training.

Training approach

Please note that this will not be a formal workshop but an informal gathering of 13 trainers/facilitators from organisations from throughout Africa; Tanzania, South Africa, Uganda, Lesotho, Malawi, Zimbabwe and Gambia (See list of participants). FAO recognises the level of expertise that all the training participants have, they have been selected because of their extensive experience and high skill levels. It would be foolish not to take this opportunity to share skills and experiences from such an experienced group of professional trainers. This training will thus be run like a sharing workshop with a lot of emphasis on sharing of skills and advice, reflection, critical analysis and debate. FAO particularly welcomes critique and advice on the ‘training’ that is the focus of this Training of Trainers, so that it can be enriched, made more relevant and adapted with your expertise to your own particular contexts.



The training begins with **Preliminaries** on the first day with the results of the preparatory assignment, sharing each others' background and a little about participation in forestry programming in each country context. **Part A). Rationale and Principles on Day 2** focuses on exploring the rationale and principles for, and principles of experiential learning/iterative approaches in the morning and in the afternoon on the rationale for, and principles of, participatory national forest programmes. **Part B). Practical Experimentation** on Day 3 is where there is an opportunity to practically experiment with approaches to enhance stakeholder participation in national forest programmes through a series of classroom based exercises that gradually become more realistic and lead to Day 4. On this day participants will have an opportunity to test out the skills and methods with 'real' people, ensuring all viewpoints are heard, probing deeply into issues and trying to find collectively agreed recommendations to tackle the problems. **Part C). Analytical Reflection** on Day 5 offers an opportunity to critically reflect on skills and methods used in the field programme, as well as review the entire enhancing stakeholder participation training itself. This then leads to the final and most important part of the training cycle, **Part D) Planning Training – adaptation to contexts** where after some tips on planning a training participants develop a training plan for a training that is most relevant to their country NFP context, institutional and individual characteristics, and is feasible to implement. They must also plan at least one session which they must facilitate in front of a panel of judges. **Wrap up** closes the training with a discussion on next steps and training evaluation.

Training schedule

		Sunday 22 nd Nov	Monday 23 rd Nov	Tuesday 24 th Nov	Wednesday 25 th Nov
A M		<p>PARTICIPANTS ARRIVE</p>	<p>Training begins 9am A. Rationale and Principles 7. Daily Recap. <i>Group exercise</i></p> <p>8. Rationale principles of experiential learning/iterative approaches. <i>Presentation</i></p> <p>Break 10.30 – 10.50</p> <p>9. Practical exercise – bridge exercise on experiential learning/iterative approaches. <i>Exercise</i></p>	<p>Training begins 9am B. Practical Experimentation 12. Daily Recap</p> <p>13. Demonstration – Problem and SWOT analysis. <i>Group Exercise</i></p> <p>Break 10.30 – 10.50</p> <p>14. Practice - Participatory methods workshop. Relationship mapping, Fishbowl method and Priority Ranking. <i>Presentation and exercise</i></p>	<p>Training begins 9.00 am Practicum 18. Daily Recap. <i>Group exercise</i></p> <p>19. Preparation and presentation of practicum plans. <i>Group exercise and presentation.</i></p> <p>Travel to field</p> <p>20. Practicum Part I. Facilitating separate stakeholders' analysis. <i>Group exercise</i></p> <p>21. Assessment by practicum resource persons. <i>Group exercise</i></p>
		Lunch 12.45 – 14.00	Lunch 12.45 – 14.00	Lunch 12.45 – 14.00	Lunch 12.45 – 14.00
P M		<p>2pm Training starts Preliminaries 1. Opening remarks. <i>Presentation.</i></p> <p>2. Formalities - Getting to know each other, responsible teams and norms of training. <i>Presentation</i></p> <p>3. Overview of training. <i>Presentation</i></p> <p>4. Expectations. <i>Group exercise</i></p> <p>Break 15.40 to 16.00</p> <p>5. Visioning exercise – what is personal vision of good training? <i>Individual exercise</i></p> <p>6. Participants' sharing of background and country participatory forestry context. Posters with peer review. <i>Group exercise.</i></p> <p>Training day ends 5.30 pm</p>	<p>10. Rationale and principles of multi-stakeholder participation in national forest programmes. <i>Presentation</i></p> <p>Break 15.40 to 16.00</p> <p>11. Country forestry context, exploring rationale for enhancing stakeholder participation through stakeholder analysis exercise. <i>Group exercises</i></p> <p>Training day ends 5.30 pm</p>	<p>15. Realistic practice – Participatory Nfp role play. <i>Group exercise</i></p> <p>Break 15.40 to 16.00</p> <p>16. Reflection on the role play. <i>Group exercise</i></p> <p>17. Introduction to the practicum and team tasking. <i>Presentation and group exercise</i></p> <p>Training day ends 5.30 pm</p>	<p>22. Practicum Part II – Multi-stakeholder negotiation facilitation. <i>Group exercise</i></p> <p>23. Reflection assessment by practicum resource persons. <i>Group exercise</i></p> <p>Barbeque with resource persons!</p>

Thursday 26th of November	Friday the 27th of November	Saturday the 28th of November
<p>Training begins 9am</p> <p>C. Analytical Reflection</p> <p>24. Daily Recap. <i>Group exercise</i></p> <p>25. Team preparation of methods reflections from the practicum . <i>Group exercise.</i></p>	<p>Training begins 9am</p> <p>D. Planning Training – adaption to contexts.</p> <p>32. Daily Recap. <i>Group exercise</i></p> <p>33. Presenting overview of Enhancing stakeholder participation in nfp training. <i>Exercise</i></p>	<p>Training begins 9am</p> <p>38. Daily Recap. <i>Group Exercise</i></p> <p>39. Training session and plan presentation for peer review. <i>Group exercise</i></p>
Break 10.30 – 10.50	Break 10.30 – 10.50	Break 10.30 – 10.50
<p>26. Presentation of practicum methods reflections. <i>Group exercise</i></p> <p>27. Practicum stakeholder analysis. <i>Group exercise.</i></p> <p>28. Practicum resource person assessment. <i>Presentation</i></p>	<p>34. Key training plan elements. <i>Presentation</i></p> <p>35. Priority auction of key training plan elements. <i>Exercise</i></p>	<p>Session 39 continues</p>
Lunch 12.45 – 14.00	Lunch 12.45 – 14.00	Lunch 12.45 – 14.00
<p>29. Personal and peer review. <i>Individual exercise.</i></p>	<p>36. Introducing training and session planning. <i>Presentation.</i></p>	<p>Session 39 continues</p>
Break 15.40 to 16.00	Break 15.40 to 16.00	
<p>30. Good Pnfp facilitator checklist. <i>Group exercise</i></p> <p>31. Critical debate on Enhancing stakeholder participation in nfps.</p> <p>Training day ends 5.30 pm</p>	<p>37. Developing training session and training plans.</p> <p>Training day ends 5.30 pm</p>	<p>40. Next steps. <i>Presentation.</i></p> <p>41. Evaluation.</p> <p>42. Closing remarks.</p> <p>Training closes at 4pm</p> <p>Site seeing/shopping</p>