

# **Training on Sustainable Forest Management for Greener Economies**

## **Facilitator's Guide**

**Draft 030614**

Developed for;

**Food and Agricultural Organisation (FAO) of  
the United Nations and United Nations  
Economic Commission for Europe (UNECE)**

The UNECE region covers 56 countries located in the European Union, non-EU Western and Eastern Europe, South-East Europe and Commonwealth of Independent States (CIS) and North America.

**To find out more about the project that supported the development of this training and other key references from the UNECE on forestry and the green economy, refer to the links in the text box below.**

**Project and UNECE green economy and forestry references**

Project documents for the project that this training workshop is part of.

<http://www.unece.org/forests-welcome/areas-of-work/forestsforestpolicieswelcome/capacity-building-in-central-asia-and-caucasus.html>

The UNECE Green Economy Website

<http://www.unece.org/greeneconomywelcome/home.html>

The UNECE Green Economy toolbox of resources specifically for forestry

<http://www.unece.org/fileadmin/DAM/GET/#!/2/22>

The UNECE Green Economy action plan in English

[http://www.unece.org/fileadmin/DAM/timber/meetings/20131209/ECE\\_TIM\\_2013\\_12\\_FO\\_EFC\\_2013\\_12.pdf](http://www.unece.org/fileadmin/DAM/timber/meetings/20131209/ECE_TIM_2013_12_FO_EFC_2013_12.pdf)

The UNECE Green Economy action plan in Russian

<http://www.unece.org/fileadmin/DAM/timber/meetings/20131209/12R.pdf>

UNECE/FAO discussion paper on the forest sector in the Green Economy

<http://sustainabledevelopment.un.org/content/documents/807DP-54.pdf>

## **Key Acronyms Used**

<b>FAO</b>	Food and Agricultural Organisation of the United Nations
<b>GE</b>	Green economy
<b>SFM</b>	Sustainable Forest Management
<b>UNECE</b>	United Nations Economic Commission of Europe
<b>UNEP</b>	United Nations Environment Programme

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# Foreword

Globally governments have increased the pace of change towards more sustainable development through policies for greener economies. According to the United Nations Environment Programme (UNEP), a green economy is low carbon, resource efficient, and socially inclusive. It promotes economic growth that is increasingly based on more sustainable management and use of resources. It would be thought that sustainable forest management promotion would ideally fit these credentials and be play a major role in the transition of countries to a green economy, however in most countries this is not the case, forestry is often on the periphery of the transition.

In October 2013, United Nations Economic Commission of Europe (UNECE) and the Food and Agricultural Organisation (FAO) launched a project which aims through capacity development and policy advisory services to assist countries release the potential of forestry and mainstream forestry into greening economies. This training was developed as part of this support. The training has been tested through delivery in Caucasus and Central Asian countries in 2014 and has been revised accordingly based on those experiences. It must be noted that training was designed as an integrated part of a capacity development process, and it is recommended that this is the most effective way to deliver the training with subsequent follow up, coaching and other support workshops.

The training in short focusses on instilling the **Why?** of Sustainable Forestry Management(SFM) for Green Economies(GE), examining the potential contribution and analysing deficits in the performance of forestry and guides participants to identify context specific ways to fill the gaps. It also focusses on the **How?** to develop strategies/policies in a logical and inclusive way that better mainstream Sustainable Forest Management into Green Economies. The training itself is designed to lead into and be part of a process of inclusively generating **What?** the content of SFM for GE strategies or enhancements of forest policies and programmes with green economy principles.

If the potential for Sustainable Forestry Management (SFM) is unlocked it can deliver a full range of interconnected carbon/climate, economic, social and ecological benefits on a sustainable basis, perfectly in line with green economy principles, maybe more so than any other sector can deliver. However much more needs to be done to ensure forestry fulfils its potential in playing a key role in a green economy – for example providing a conducive policy and legislative environment to make sustainable forestry more attractive for rural people and the private sector, and thus creating more decent green jobs and improving livelihoods. Also more needs to be done to increase the profile and potential of sustainably produced timber and wood as sources of renewable materials and energy, equal to or better performing in terms of carbon credentials than other renewable sources of energy. In addition of course forestry can provide key environmental services, enhancing water and soil quality, biodiversity and climate mitigation and adaptation.

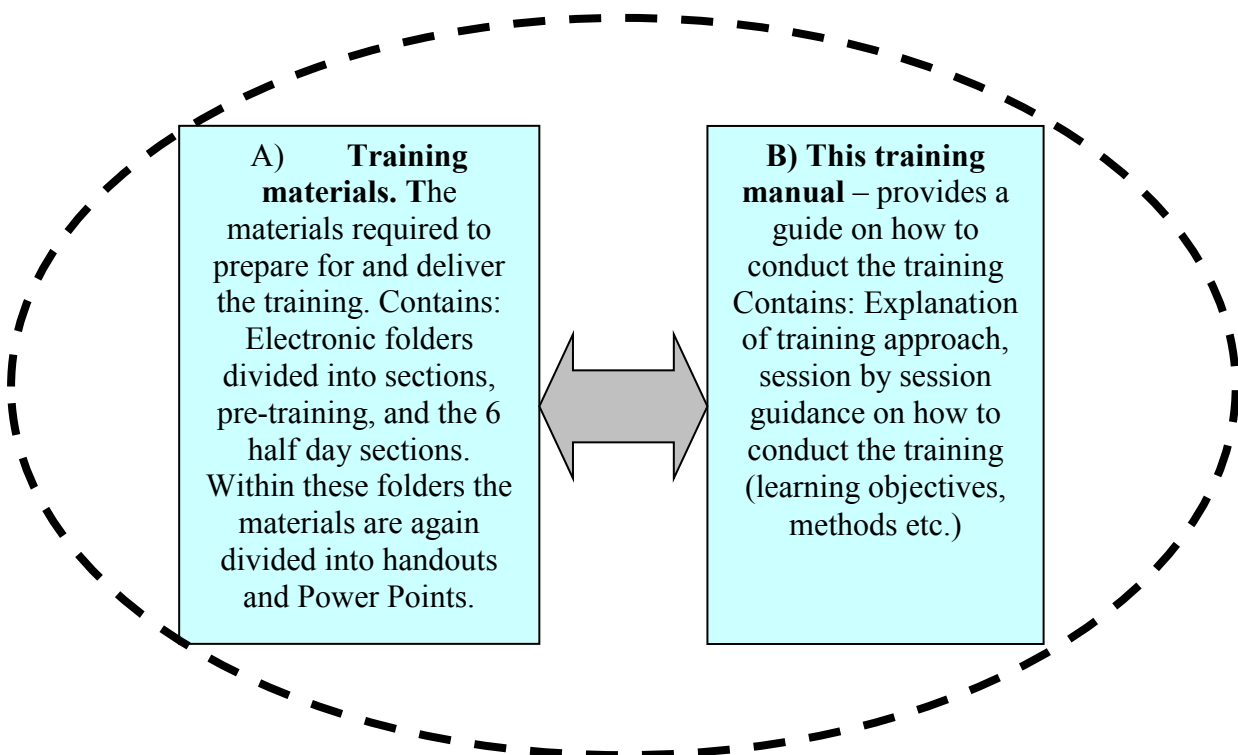
The potential is clearly there, this training is designed to play a part of help realise that potential.

# 1. Introduction to the training package

## Interconnected generic training package

It is useful to first read this guide before reading the other elements that make up the training package, to appreciate how all the interconnected elements fit into the training approach, design and delivery. The other elements in this kit include:

- **Power Points:** Divided according to the 6 half day sections of the training, these are designed to provide guidance throughout the training – including a mixture of key content messages and guidance on training exercises and process etc. Notes on the Power Point also describe how to develop various group work exercise frameworks etc. prior to the training (See section 8.1 pre-training preparation).
- **Hand- outs:** Also divided according sections including pre-training and half day sections during delivery, the hand-outs provide a mixture of reference material of extra details not covered on the slides, including training notes, links to references with more detail on specific topics. Within this folder is also guidance for pre-training preparations, guidance on training venue selection, set-up and materials and equipment required. Note that as this training is run in a very interactive way using lots of exercises, there is quite a lot of specific materials and pre-training organisation required much more so than a conventional training. The extra time and effort required must be factored in. The invitation and agenda, pre-training needs assessment and a forestry sector analysis task are also provided in the hand-out section.



**Figure 1:** Overview of the training package contents.

Note that training materials are generic and must be tailored to the specifics of the training contexts and needs of participants, some tips and advice are included within this guide on how to do this. But this is not an exhaustive list, and good tailoring will rely on the skills and common sense of the trainer. The training presented in this guide is a generic 3 day training, but this can be adapted, shortened, lengthened or even split into separate modules for specific purposes.

The training covers a broad range of complex topics and cannot go into great detail on all the topics, beyond key messages. References are provided in each of the sections of this manual which outline further key readings to ensure the facilitator has a thorough understanding so can deliver confidently.

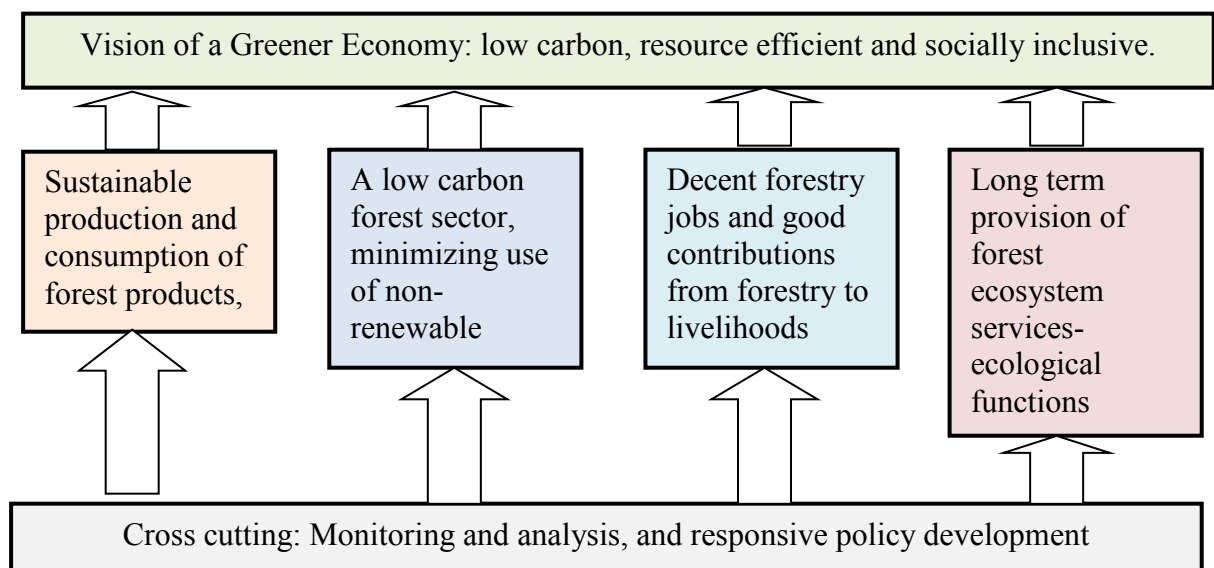
**The facilitator must read around the subjects covered in this training – links are provided for references at the beginning of each major section and topic.**

## 2. The Why? The rationale for promoting Sustainable Forest Management for a Greener Economy and key principles?

A productive and healthy forest sector has a key role to play in greening economies. Forests and the wide range of products and services they provide, create opportunities to address many of the most pressing sustainable development challenges. The full potential of forest sectors still need to be unlocked through a more conducive policy, legislative, institutional and skills environment for forestry and more immediately mindsets of key decision makers and influences need to be re-oriented to see forestry in a different light and equipped to help reform and unleash the potential of forestry for a green economy.

The green economy, according to UNEP, is a system which results in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities. In its simplest expression, a green economy can be thought of as one which is low carbon, resource efficient and socially inclusive.

The green economy is an open ended concept, it is not legally binding, and how the principles are applied is determined by the country context. Likewise how Sustainable Forest Management is developed to better contribute to and harness opportunities from Greener Economy is also open ended. A generic set of guiding pillars has been development as a rough guide to the key building blocks for Sustainable Forest Management for a Greener Economy (See Figure below).





**Figure:** Generic pillars of Sustainable Forest Management for a Greener Economy.

Some of the principles of Sustainable Forest Management for a Greener Economy include;

- The forest sector makes a maximum contribution to human well-being, through the supply of marketed and un-marketed forest goods and services, and the creation of revenue and livelihoods, while conserving forest biodiversity, and maintaining and developing forest ecosystem services on a sustainable basis, all within the context of a changing climate. A green economy opens up additional opportunities for growth and employment in the forest sector.
- The forest sector protects the welfare of all stakeholders, including forest dependent and indigenous peoples, forest owners, forest industry and the forestry workforce, uses all resources wisely and economically, and contributes to the mitigation of climate change through both sequestration and substitution, while providing tools for climate change adaptation of societies.
- In a green economy, forest sector governance systems take into full account all of the ecosystem services provided by the forest, compensating suppliers for providing them whenever appropriate. Progress is monitored in a transparent way, and policies adjusted to reach the goals which will be agreed at the national, regional or local levels. The forest sector learns from other parts of the emerging green economy and shares its own experience with them, to mutual benefit.

### 3. Training objectives and structure.

**Overall objective:** To enable participants to contribute to the releasing the potential of Sustainable Forest Management and linking it better to Green Economy principles and goals.

**Training elements and structure of the training:** The training achieves the overall objectives through the interconnected and logical flow of the following elements.

#### Preliminaries – introduction and objectives

- **Rationale and principles** Examining principles of Green Economies and links with Sustainable forest Management principles.

#### **B. Methods for participatory analysis and spotlight on data management**

- Critically reviewing the national forest sector/policies against green economy principles.
- Using participatory analysis methods to identify root causes of barriers to releasing the full potential of forestry for the green economy in the national context.
- Guidance on data gathering and management and developing suitable criteria and indicators for SFM for the GE suitable for the national context.

#### **C. Spotlight on wood energy and methods for multi-stakeholder negotiation**

- Examining the potential of sustainable wood energy development as a ‘green economy’.
- Through a role play based on around wood energy development, demonstrating methods and skills for multi-stakeholder negotiation and prioritisation

#### **D. Drafting coherent forest strategies/policies**

- Skills for drafting a coherent forest policy.
- Assessment of the forest policy outline against green economy principles and from the perspectives of key forestry stakeholders.
- Discussion on next steps in applying guidance, process and methods lessons from the training to the development of forestry strategies/action plans for the green economy Evaluation and closing.

The training structure is built on a simple experiential learning cycle – where participants are in the driving seat, given a central role in their own learning journey. Participants are guided to identify themselves what the gaps/needs are in the current forest sector (Day 1), then on Day 2 are given guidance on particular topics that would help them fill some gaps, notably better data gathering and management and more effective wood energy development. Then on the 3<sup>rd</sup> day they draw out what are the most relevant policy lessons from the training workshop to address the identified gaps from Day 1. Cutting across the three days are the use of participatory methods that can also be used as practical tools for stakeholder engagement in the various process steps of forestry strategy/policy development. In the final session this cross cutting emphasis is discussed, with participants asked to consider the process and methods lessons from the training they can apply to their forestry strategy development. The purpose of this is to showcase in a ‘learning by doing way’ the process approach and appropriate methods to use to develop an inclusive and effective forest strategy linked to green economy principles.

The key targeted learning outcomes of the workshop are contained in the box below.

**Key learning outcomes of the training workshop include;**

- Links between Sustainable Forestry Management principles and the Green Economy have been understood.
- Forestry contexts analysed and identification of opportunities and challenges to release forestry potential to better link with Green Economy principles.
- How to enhance forest data gathering and management understood.
- How to develop more effective and efficient wood energy understood.
- (Cross cutting throughout the training) Better understanding of the rationale, principles and practice of key processes, methods and skills to inclusively develop forestry strategies for the green economy( planning, analysis, negotiation and drafting methods and skills).

## 4. Training approach – Facilitated experiential learning

### Key references on experiential learning and facilitation

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

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

This approach has implications on the roles of the trainer who will be acting more like facilitators – not as teachers, focusing on providing the correct analytical frameworks, processes and right questions to guide and challenge participants to find their own 'answers' that are relevant for them, rather pushing prescriptions onto to participants. Key messages and guidance will also be provided – but only in very short presentations, but this has to also be presented as advice and suggestion to be taken, left or adapted.

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

### Role of a facilitator in an experiential training

- Focusses mainly on **process**, methods with some guidance presented as advice, participants focus on generating the **content** that is relevant for them.
- Facilitators provides clear guidance on purpose and procedures for group work, but does not control the content discussions.
- Facilitator is not a teacher, participants are not seen as pupils, there is no hierarchy between them.
- Mainly facilitated exercises with lectures kept short and focusing on key messages.
- Focus on questions and guidance for participants to find their own answers.
- Facilitator does not have to always be right when it comes to content discussions.
- Allowing participants to make mistakes and learn from them on their own or from peers, the last resort is correcting as this creates a teacher/pupil hierarchy.
- Provide space for different viewpoints – all points of view are treated as valid.

Experiential learning has proven a very effective training approach for many reasons. It gives trainees themselves ownership of the lessons and thus builds their confidence to apply and adapt them, rather than getting information, they gain analytical skills, the ability to digest information to generate their own knowledge. Trainees' enhanced analytical capacity means that they are likely to continue the learning process after the training. And finally, trainees tend to remember more in an experiential learning based training course – because they have made the discoveries themselves – than in a conventional taught course (See text box that follows).

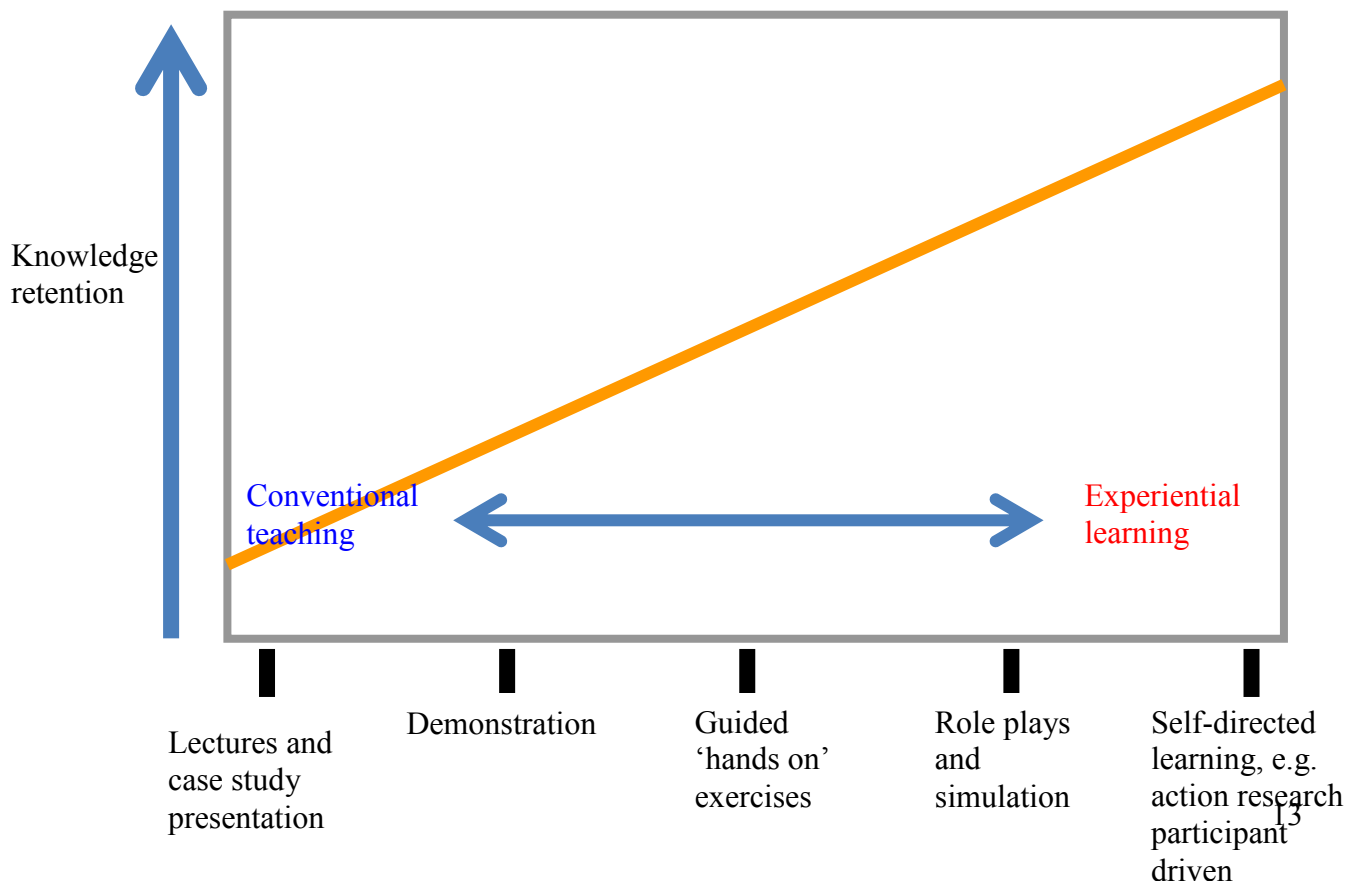
### The link between training approaches and knowledge retention

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

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

Braakmann, L and Edwards, K. 2002

However, experiential training does not solely involve self-directed learning. Sometimes a gradual progression is necessary, involving the use of a variety of training approaches (See figure that follows). Thus this manual suggests an evolution from lectures right through the continuum shown in the figure, with full self-directed learning taking over especially on the final day.



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

The user of this manual must be comfortable in the ‘shoes’ of facilitator a facilitator, it requires a mix of humility and confidence. Facilitating experiential learning is easier in some cultures than in others. For example, some hierarchical cultures expect the trainer to sit behind a desk at the front and present prescriptions that trainees are quietly expected to absorb and not question.

To set the right ambience for experiential learning, it is important that the facilitator projects him/herself as one among equals with no hierarchy in the room. An informal open atmosphere for sharing and debate should be created. It is particularly important that the atmosphere encourages and respects a diversity of opinions. Views, even from the facilitator, should be presented as opinions rather than as the ‘right answer’. This provides space for different views and gives trainees the confidence to experiment without worrying about making mistakes.

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

**Box. Words of wisdom on experiential learning and facilitation**

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

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

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

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

‘Learning is not a spectator sport’  
(Anonymous)

Braakmann, L and Edwards, K. 2002

In an experiential learning workshop, the facilitator is guiding participants to find their own answers through a carefully constructed series of interconnected sessions, exercises, questions and just the right amount of guidance at the right time. Answers that are presented in Power Point slides and case studies in conventional trainings are turned upside down into questions in lively exercises, where participants must find the answers, and in doing so will better internalise them. Case studies are brought to life and energized in role plays, question and answer sessions are transformed through peer review competitions etc. etc. It is a much more subtle, more difficult but much more effective way to guide participants to the answers they want.

It is often more about what the facilitator doesn't say, rather than what they do. The first choice in a facilitated training – and the most difficult to achieve- is always for participants to find their own 'answers', the second choice is for fellow participants to help their peers find the answers, the third and least effective( yet easiest) approach is where the facilitator provides the 'answers' directly.

Another big benefit of facilitated approaches is that they engender ownership of outcomes. The biggest challenge with regards to engendering ownership might be with the Green Economy concept itself in some countries. Although countries are signed up to numerous international agreements that directly or indirectly support the principles of Green Economies, it will be important rather than to 'push' the green Economy Green – superimposing on local contexts, it will be important to rather build from the local context and aspirations of participants. It is suggested that the Green Economy principles are presented subtly as internationally agreed principles to provide some guidance on how to build from existing country initiatives, it is not designed to impose or prescribe a new blueprint for forestry in the countries.

The training approach of facilitating experiential learning – in an interactive non-hierarchical training setting, has been met with considerable resistance especially in top down/technocratic cultures before! The resistance is usually greatest from more powerful players, often more junior participants embrace the approach, opportunity to speak out and engage with some relish. The approach is not designed necessarily to be universally 'liked' or to meet no resistance, rather it is designed to challenge, take participants to the edge of their comfort zones and ingrain lessons.

You may be challenged as a facilitator of experiential learning approaches, especially at the beginning, but when participants get into the 'process' later on you will simply have to 'oil the wheels' of the process as participants are fully energized to drive their own learning forward.

The training uses a mix of methods and pedagogic techniques to keep energy and interest levels high, including setting up an environment of healthy competition between groups of peers who will be tasked with critically reviewing each other's performance.

As the training relies so much on creating a stimulating learning environment and on being interactive, this poses a lot of challenges for the facilitator. The same sessions are never the same in different trainings, with new dynamics and outcomes that require a lot of responsiveness. This is not only with regards to ensuring the emphasis in training design fits the needs of participants but other specific issues such as timing

flexibility. Timing for sessions is often determined by the number of people or groupings present in that particular session. Also sometimes participants find one session or part of a session more stimulating than another (clues to what these may be can come from the training needs assessment and expectations setting), so some flexibility has to be incorporated. The facilitator will always have to keep an eye on the clock( why it is so important to have a clock in the room) and quickly recalculate times for sessions and group work etc. to ensure that the day will still finish on time. In the training guide there are some general timings provided for the sessions as a guide, however it is up to the facilitator to estimate the timing of the session based on the specificities for that session, including numbers of groups formed and the time available that day. The volunteer time keepers (from participants) are then informed and they keep the time.

## 5. Target participants

**Target audience:** A maximum of 25 people to ensure the workshop can be manageable with a high degree of participation. The target audience for the training are a mixture of people who are in mid to senior position to be able to support (facilitate, manage or advise) or influence forestry reform or practice – but not necessarily only be from the forestry sector.

**Participants directly involved in forest policy process/program development or those involved with green economy strategizing should be particularly targeted. E.g. special working group/drafting committees etc.**

For example policy makers and implementers from key government agencies including those focussing on forestry, but also from related areas such as environment and nature protection, statistics, agriculture/grazing, energy and finance. In addition those with forestry related roles from private sector, non-government organisations, training and academic institutions.

**Expectations for participants:** All participants must be available for the duration of the workshop, as all parts of the workshop are interconnected. Participants must be willing and able( in a position of influence) to support changes in forestry sectors to further develop sustainable forest management for greener economies, including application of guidance, process and methods to contribute to a forestry strategy that links more effectively to green economy principles.

## 6. Pre- training preparation

Although to an extent, the training can and should be flexible there are some parameters that this training works effectively within, and outside these parameters the effectiveness drops. These parameters include:



## 6.1 Clarifying expectations.

- **Demand driven, integrated with policy context.** This training is best delivered when there is a clear demand for forestry strategy development for the green economy, or where forest policy processes are ongoing so that the training and outputs can directly feed into it.
- **This is a training aimed to develop skills in process and methods, it does not claim or intend to directly generate policy content.** It is very important to make clear that this training creates a certain artificial environment that is different from a full policy development process. In the training participants are expected to make mistakes, as they acquaint themselves with methods, many will be using them for the first time. It is essential that training participants understand that the primary focus of this training is developing knowledge and skills regarding the process and methods for effective forest strategy development for a green economy the training **is not** designed to produce rigorous outputs to feed into the development of an actual policy. Many governments are rightly sensitive about who and what can generate policy content, and implying in any way that this training or any of its components or exercises are designed to generate policy content should be avoided. For this training to be effective and accepted widely, it should operate within the clear understanding that it is a skills training, not a direct policy content development workshop.

## 6.2 Participant numbers and composition.

As the training is built largely around interaction and participant presentations, there is a limit in terms of time but also dynamics as to how many countries the training can accommodate at once. As mentioned previously a rule of thumb is no more than 25 participants, no less than 10.

## 6.3 Suitable venue for a participatory workshop.

- **Quiet and well away from work stations.** It has been found that somewhere quiet and fairly far away from work stations of trainees has been most conducive to avoid distraction. For example a rural/semi rural hotel or conference/training centre.
- **Spacious.** Although there may be only 25 trainees, a room that could seat 40 people is necessary as space will be required for various group exercises. There should also be additional locations/rooms for smaller breakaway work groups to work in privacy (able to accommodate three to five groups of 4-8 persons).
- **Equipped with plenty of board and wall space.** Numerous big sheets will be prepared and presented during the training. Large boards which can be moved are ideal; if not, there should be lots of open and accessible wall space.

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

- **Movable chairs.** The venue should have movable chairs for mobility and changes in seating for the various exercises.

See Pre-Training folder in training materials for more detailed venue and logistics guidance).

**6.2 Materials must be a language that most participants can understand – even with an interpreter present.** The fundamental precondition for a successful flowing participatory and interactive workshop is to have the materials prepared in the language that most if not all the participants can understand and are comfortable with. This is essential because unlike a passive information delivery/presentation kind of workshop with one speaker at the front all the time being interpreted, the participants have to actually follow all procedures carefully for them to be able to fully engage in the participatory exercises that make up most of the workshop. To achieve this the ideal process/sequence is recommended to have the Power Point slides translated at least a week or ideally two prior to the workshops, these slides (as well as being essential to instruct participants in a language they understand in a presentation) are then used as a basis to blow up the font size, cut and paste onto big sheets( see next step). These big sheets are essential for devolved group work – the facilitator cannot be in 5 places at the same time to explain different procedures to 5 different groups.

#### **6.4 Substantive pre-training preparation of materials.**

There is substantive pre-training preparation required – especially with regards to the various big sheets required for group work exercises. Because timing is so tight in the training, asking participants to prepare their own frameworks for exercises on big sheets within the training itself can take too much time, it is essential to prepare the big sheet frameworks before the training and dedicate sufficient time, man power and materials and start no later than two weeks before the training, especially if the team is inexperienced. Guidance is provided in the text box that follow on this specific task.

## **Guidance for big/exercise sheet preparation prior to the training**

**Total time for preparation: Around 3 days for an experienced team, 4-6 days for an inexperienced team.** It requires lots of space, ideally large tables together, brown paper, glue sticks, access to a computer and printer and thick markers.

1. If it is necessary to **translate the Power Points** required for the big sheet/group exercise preparation, do so first. All slides required for big sheet preparation/group exercises are highlighted in the comments sections below specific slides.
2. **Print out all the slides**, this is a guide for the big sheet preparation, you use this to tick off the big sheets you have completed.
2. **Cut and paste all the headings** from the Power Point into a word document. A document should be prepared for each half day of the workshop. Then copying and pasting again where headings will be used for more than one exercise framework. Then blow up the font size of the words to make them as large as possible. (time to do this about 0.5- 1 day)
3. **Preparing the big sheets.** The sizes in the comments below the appropriate slides are given in numbers of flip charts - e.g. 6 flip charts - 3 wide and 2 deep. You cut the brown paper (see materials guidance in pre-training folder)r to correspond roughly to this size. You do this section of the training by section( there are 6 sections) and label the back of the brown sheet accordingly e.g. Day 1 AM. (time to do this about 0.5 – 1 day)
4. **Drawing the frameworks**, using the PowerPoint slides as a guide you draw the frameworks on the brown sheets, keeping in mind the space you will need to place headings and the procedures etc. (about 0.5- 1day - for two people but quite tiring work)
5. **Printing out and pasting the headings on** ( this is much more fiddly than it sounds, it is best to print out only the headings you need for one set of brown sheets at a time as it can get confusing), using the Power Point as a guide you stick the headings on. (0.5 – 1 day)
6. **Print the procedures for the exercises and stick on.** Lastly print out the Power Points with the procedures on them for that specific exercise, 1 Power Point per page and stick them in an appropriate place on the big sheet (0.5 days)

### 6.5 Preparing training materials and equipment

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

- **Adapt and prepare handouts.** Review the handouts in folders for each section of the training and adapt them to your training context. Make sure there are enough copies of handouts for each trainee, and ensure that handouts are photocopied, stapled and put where they can be easily retrieved for the appropriate session.

- **Buy materials following a checklist.** It is important to buy materials carefully and in advance. Print out and bring the materials guidance (which contains detailed descriptions and photos etc.) when you go to the shops to purchase.. This should be adapted to local names for material. Because the training is built mainly around group exercises using cards and big sheets of paper, it does consume a lot of materials so it is always good to overestimate if exact numbers are uncertain.
- **Test the LCD projector and microphones the night before the training.** Test the projector and microphones during the dry run, at least a day before the training begins. Do not leave it until the beginning of the training itself in case there is a problem.
- **Put up big sheets the night before and arrange the rest.** Put up the big sheets you require on the first morning the night before and arrange all the others in clearly labelled piles according to sections of the training.

*Training Equipment checklist- including for preparation*

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

## 6.6. Documents to send out prior to the training( found in the pre-training folder) and what to do with them.

- **Venue, logistics and material guide:** To provide guidance to the training venue on the set up and materials required for this kind of interactive training – this is often very important especially if the venue is not accustomed to running interactive trainings. **Should be sent out 2 months before the training to the venue/host.**
- **Training programme agenda.** To provide an invitation and outline of the training programme to inform potential invitees along with a description of the kind of participants that are eligible. **Should be sent out latest 4 weeks before the training.**
- **The needs assessment** and context analysis exercise of training participants acquaints the facilitator with the expertise and expectations of the training participants, so that there is some familiarity of the training participants and so that the training can be tailored to the needs and expectations as required. **Should be sent out along with the agenda, 4 weeks before the training and returned 2 weeks before to give time for analysis, collation and preparation of the task on Day 1 of the training.** The pre-training forestry context analysis exercise has a dual purpose of providing presentation on the first day to help build a picture of the forestry context in relation to Green Economy principles, as well as act as a method to stimulate participants to do some reading around the topic prior to the training. This also will provide more information to help the facilitator understand the context better, as well as the level of understanding participants have of the context and of the green economy principles.
- **Review needs assessment,** forestry context analysis task of participants, summarise and print them on posters (See session 3.)

## 6.7 Key challenges in participatory workshop preparation

- **The amount of pre-training preparation takes people by surprise.** The amount of time and effort to prepare for participatory workshops often takes people by surprise. It is important that the extra effort and time required is stressed and considered. The preparation of big sheets is a particularly time consuming task and if left to the last minute can exhaust people before the training delivery even begins. It is also a fiddling task and a ‘learning by doing’ task, not to be underestimated if you are doing this for the first time.
- **Major design adjustments immediately prior to and during the training are difficult.** One of the surprising things about participatory workshops for people that are not acquainted with them is that it is much harder to be responsive in design immediately before or during than in a conventional presentation/lecture based workshop. This is because in a participatory workshop everything is pre-prepared days before and because everything is interconnected (slides, big sheet guidance, flow from one session to the next, timing etc. etc.). Changes are even more complicated

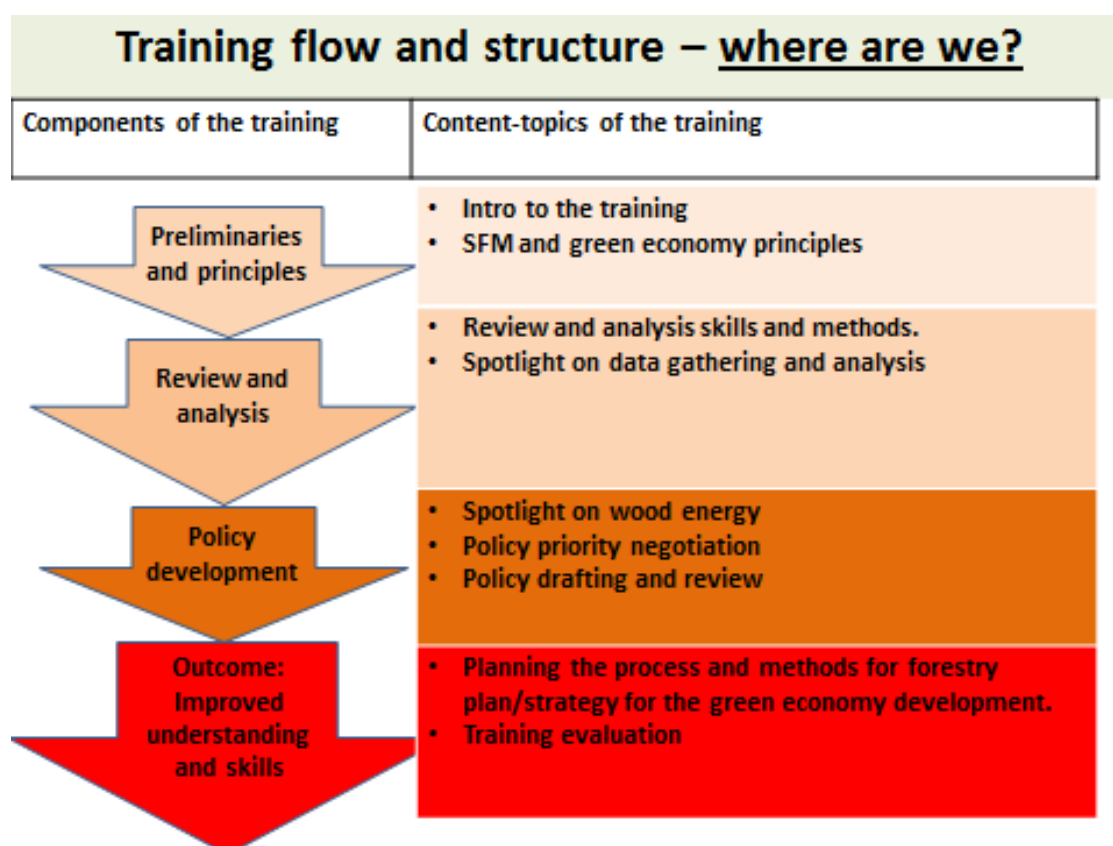
when materials are translated into a language the lead facilitator does not understand. Last minute changes in the design of a participatory workshop are extremely difficult and often counterproductive. Participatory experiential workshops are designed as a whole – not as a series of independent sessions or presentations, if you change one thing in haste, without considering the whole, the flow of the workshop can be upset. This is why it is so important to have the needs assessment, context analysis and design discussions done well in advance of the workshop, so that the design can be changed before the interconnected materials are all pre-prepared.

It would be important to ensure clarity among the entire team on this point, with a cut off point 1 week before the workshop at least on major design discussions. Immediately prior to and during the workshop the focus of the organizers and facilitators is pulling together to support preparation, delivery and ensuring necessary rest in between sessions.

- **As the approach is often new early discussions on logistics, venue and materials essential.** If the ideal requirements listed in this guide are not possible participatory workshops can be adjusted to almost any local situation and materials, but do require advance warning for the reasons mentioned in the above. It is essential the facilitator knows in advance of any major challenges or deviation to the ideal so that improvisations can be made in time.

## **7. Session Guides. Note that the training materials have only just been finalized so the training guide is not fully updated yet to reflect new developments in the materials.**

Within the session guides as on the Power Points at the beginning of major elements, the overall structure of the training is presented to show where you are at in the overall training flow. The session/section you are at will be underlined.



The generic schedule is only presented as a guide, as with such an interactive training as this, time allocation for sessions is hard to predict. The session guides are arranged according to the session numbers stipulated in the generic schedule that follows, but if the training is adapted and sessions dropped note that session numbering will go out of synchronization. The session guides are structured according to the following;

**A. Purpose or learning objective:**

**B. Steps and training notes:**

**C. Materials:**

**D. Timing:**

**E. Comments and tips:**

The generic schedule that follows shows all the numbered sessions in the guide.

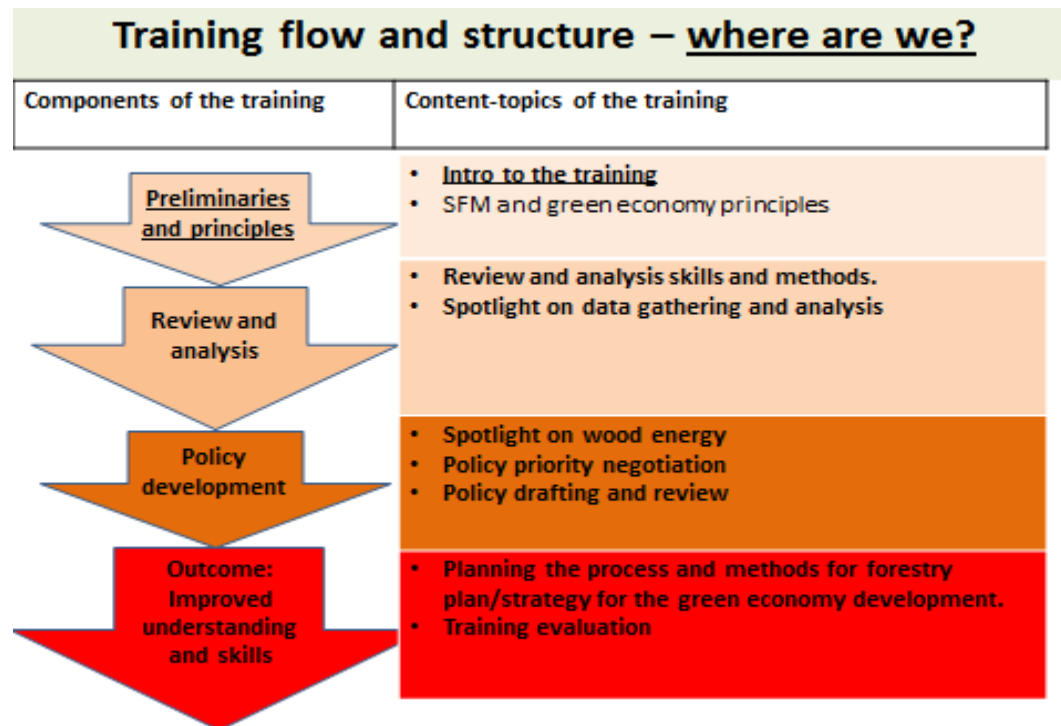
## Workshop agenda (Tentative – to be tailored to needs)

	Day 1	Day 2	D Day 2a 3D
A M	<p><b>Preliminaries-Introduction and objectives</b></p> <p>1. <b>Start sharp at 8.30.</b> Opening remarks, introductions and objectives. 8.30 – 9.30</p> <p><b>A. Rationale and principles.</b></p> <p>2. Key principles of Sustainable Forest Management for the Green Economy. <i>Presentation.</i> 9.30 to 10.15</p>	<p><b>Start 8.30</b> 8. Lessons team recap. <i>Presentation.</i> 8.30-8.45</p> <p>Spotlight on forest data gathering and management; rationale, principles and practice. 8.45 - 10.00. <i>Presentation, Q and A.</i></p> <p>10. Gap analysis on information gathering and management according to key Green Economy criteria. <i>Group work.</i> 10.00 -10.15</p>	<p><b>Start 8.30</b> 15.Lessons team recap . <i>Presentation.</i> 8.30-8.45</p> <p><b>D. Drafting coherent forest strategies/policies.</b></p> <p>16. Intro presentation on effective forest policy formulation. <i>Presentation.</i> 8.45-9.15</p> <p>17. Exercise on coherent policy statement development to support SFM for Greener Economies. <i>Exercise.</i> 9.15- 10.15</p>
	<b>Break 10.15-10.45</b>	<b>Break 10.15 -10.45</b>	<b>Break 10.15 – 10.45</b>
	<p><b>B. Methods for participatory analysis and spotlight on data management</b></p> <p>3. Presentation of forestry context analysis exercises/policies and assessment of forestry sectors against Green Economy criteria. 10.45 – 12.30 <i>Exercise.</i></p>	<p>10. Contd. 10.45 – 11.30</p> <p>11. Presentation of gap analysis for peer review. <i>Participant presentation.</i> 11.30 – 12.30</p>	<p>17. Contd. 10.45-11.30</p>
<b>Lunch 12.30 to 13.30</b>	<b>Lunch 12.30 – 13.30</b>	<b>Lunch 12.30-13.30</b>	
P M	<p>4. Effective forestry context analysis methods. <i>Presentation.</i> 13.30 – 14.00</p> <p>5. Stakeholder analysis; problem analysis; rights, revenues and responsibilities analysis and Strengths, Weaknesses, Opportunities and Threats analysis. <i>Exercise –group work.</i> 14.00 – 15.15</p>	<p><b>C. Spotlight on wood energy and methods for multi-stakeholder negotiation</b></p> <p>12. Spotlight on wood energy; rationale, principles and practice. <i>Presentation. and Q and A.</i> 13.30 - 14.45</p> <p>13. Policy negotiation exercise – with focus on fuel wood policy. <i>Exercise.</i> 14.45 – 15.15</p>	<p>18. Presentation of policy statements for peer review – examining the policy statement from different stakeholder perspectives. <i>Exercise.</i> 13.30 to 15.15.</p>
	<b>Break 15.15- 15.45</b>	<b>Break 15.15-15.45</b>	<b>Break 15.15-15.45</b>
	<p>5. continued. 15.45 to 16.30</p> <p>6. Presentation of methods outputs for peer review. <i>Presentation by participants.</i> 16.30 – 17.30</p> <p>7. Lessons team review. <i>Exercise.</i> After training meeting</p>	<p>13.Contd.15.45 – 17.30</p> <p>14. Lesson team review. <i>Exercise.</i> After training meeting.</p>	<p><b>Planning the process of strategy development</b></p> <p>19. Presentation on the application of process and methods from this training for forest strategy development. 15.45 -16.30</p> <p>20. Workshop evaluation, closing remarks and next steps. 16.30-17.30</p>
<b>Close 17.30</b>	<b>Close 17.30</b>	<b>Close 17.30</b>	



Note that all major sections have key learning objectives/messages highlighted in a text box as well as having a list of reference materials in a text box with important background reading to provide depth on the topic.

## Introductions and Objectives



### Learning objectives - Key messages

- Set the scene for the training, providing formalities, introductions, rules and norms.
- To provide an overview of training objectives and process.
- To provide insights into the rationale for the topic, and key principles and linkages between Sustainable Forest Management, Green Economies and Sustainable Development.

### Essential reading

It is recommended to read up on the project background( see link below) for the project that this training workshop is part of as well as of course read all the slides in the training, reports from previous trainings etc. etc.

<http://www.unece.org/forests-welcome/areas-of-work/forestsforestpolicieswelcome/capacity-building-in-central-asia-and-caucasus.html>

**Note session numbers are not yet synchronized with the training materials which are still being finalized.**

## **Session 1. Opening remarks, introduction and objectives**

### **1. Opening remarks and introductions. *Presentation and exercise.***

#### **A. Purpose:**

- Have someone with influence over the training participants/state the importance of the training and how it fits with the priorities of their country/organisation helps 'sell' the topic to participants and motivates them to see it as a priority. Especially important to highlight developments related to the green economy or forest policy processes that this training could tap into.
- To introduce everyone in a relaxed interactive way.
- To set up rules and devolve responsibilities to participants;
- To provide a brief overview of training rational, objectives, structure and schedule.
- To show a collation of participant needs and expectations and to explain which expectations and needs will be met or not by the training.

#### **B. Steps and training notes.**

- The person giving the opening remarks starts the session, if they are there on time (See comments and tips).
- Slide self-explanatory regarding the method for introductions. Try to ensure everyone pairs up with somebody else, including the facilitator so that there is no sense of hierarchy. Slide on the rules and norms for the training – best that they are also displayed on a poster and kept up throughout the training( See materials).
- Slide 3. Shows the big sheets that should already be placed in the wall for the continuous feedback on what people like and don't like and 'parking lot issues', arguments that become circular and not productive any longer. The 'what I like' and 'don't like' sheets might be better placed outside the training venue, or somewhere more private so that people feel free to express their views honestly.
- Slide 4 and 5. Regarding the 3 responsible teams, participants can be divided by assigning numbers 1,2 and 3 to them. On a piece of A4 paper write Number one, and then pass it around, ask all those assigned Number 1. to write their name on it. Then do the same for number 2 and number 3 teams. These should then be placed on the big sheet

where the responsible team responsibilities are written. Give out the time cards immediately to someone responsible for time keeping, and inform them how much time you have left so they can keep you on track.

- Slide 6. The timings can be adjusted to local norms, but do not make the class time shorter than 7 hours, otherwise you will struggle to achieve everything.
- Slides 7-12 are fairly self-explanatory, with slide 11. On the training agenda there is no need to go into detail on the agenda contents.
- On slide 12, should be inserted the collated needs assessment, graphs have been useful in the past to illustrate the distribution of needs across the topics on the needs analysis questionnaire. The written expectations can be grouped and summarized. It is important to point out where key expectations will be addressed in the training but maybe more important to point out any expectation that will not be addressed.

### **C. Materials:**

- Various big sheets (See comments and tips) should be pre-prepared for this session – the PowerPoint slides can be used as a guide for their preparation;
  - Slide 2: Rules – large writing or print outs on one or two flip charts.
  - Slide 3: What I like and don't like sheets might be the size of 1-2 flip charts together for each. The road block issues may be around the size of 2-3 flip charts.
  - Slide 4 and 5, the responsible team tasks should be printed out and stuck on a flip chart with enough space for the list of teams to be placed to the right of it.
  - Slide 6. The time schedule should be placed on a flip chart.
  - Slide 8. Objectives and outcomes, it may be useful to also have these prepared on a flip chart so that they are kept in mind by participants throughout.
- Markers and masking tape (this is a paper like tape that can be torn easily) are necessary.

### **D. Timing Guide:**

#### **Total 60 minutes.**

- Opening remarks, 15 minutes.

- Introductions 30 minutes( for 25 people)
- Rules, norms, responsible teams and training overview 15 minutes.

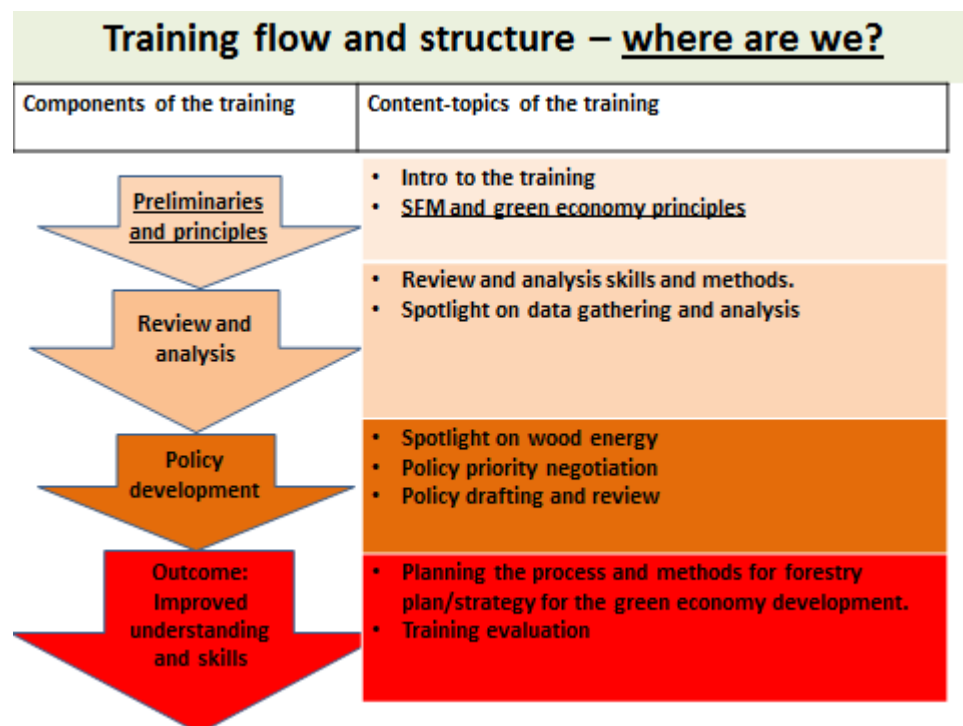
#### **E. Comments and tips.**

- As described in the pre-training venue and materials guidance, if it is possible to find large rolls of packing paper this is better than flip charts, as it can be cut to size rather than going to the trouble of having to stick flip charts together. This is more of an issue with the larger big sheets required in subsequent sessions than for this session.
- Brief person giving opening remarks well before hand, and include guidance on the contents of the training, what is expected from e.g. to impart in the participants that the topic is a national commitment and they should apply/adapt what they learn from the training. Include guidance on timing for the opening remarks, aim for 15 minutes maximum.
- If the person giving the opening remarks is late, do not wait for them, instead start the session and break for opening remarks when they show up.
- It might speed things up if you divide participants into responsible teams prior to the training if you have a list of participants.
- Expectations should be considered carefully by the facilitator, adjustments in training made accordingly and expectations should be kept carefully as will be presented again during evaluation of the training.

## **A. Rationale and Principles.**

Examining principles of Green Economies and links with sustainable Forest Management Principles

### **Session 2. Key principles of the Green Economy for SFM**



### Key reference material for this section

UNEP Green economy report – overview of the potential of different sectors in the green economy. **Note that the forestry section is under Part 1. Section 4.**

Entire Report in Russian:

[http://www.unep.org/roe/Portals/139/Moscow/UNEP\\_Green\\_EconomyReport\\_Final\\_May2012\\_Rus.pdf](http://www.unep.org/roe/Portals/139/Moscow/UNEP_Green_EconomyReport_Final_May2012_Rus.pdf)

#### **Forestry section of the UNEP Green Economy report in English:**

[http://www.unep.org/greeneconomy/Portals/88/documents/ger/5.0\\_Forests.pdf](http://www.unep.org/greeneconomy/Portals/88/documents/ger/5.0_Forests.pdf)

United Nation Environment Programme green economy resources: Links to a whole range of Green Economy references, reports and case studies from a broad range of sources.

<http://www.unep.org/greeneconomy/>

The International Institute of Environment and Development (IIED) resources and analytical think pieces on the Green Economy

<http://www.iied.org/green-economy>

A broad general guide to the Green Economy (not only focussing on forestry), history, definitions with numerous links to recent publications and case studies on the greener economy.

<http://sustainabledevelopment.un.org/content/documents/GE%20Guidebook.pdf>

## **Continued: Key green economy documents (those specific to forestry are highlighted)**

Towards a Green Economy: Pathway for Sustainable Development and Poverty Eradication. The chapter related specifically to forests is from p. 151 -193 from UNDP.

[http://www.unep.org/greeneconomy/Portals/88/documents/ger/5.0\\_Forests.pdf](http://www.unep.org/greeneconomy/Portals/88/documents/ger/5.0_Forests.pdf)

The Green Economy Coalition is the world's largest multi-stakeholder network working on green economy, committed to accelerating the transition to a green and fair economy.

<http://www.greeneconomycoalition.org/>

The UNDP's Partnership for Action on Green Economy (PAGE) supports 30 countries over the next seven years to build national green economy strategies that will generate new jobs and skills, promote clean technologies, and reduce environmental risks and poverty.

<http://www.unep.org/greeneconomy/PAGE/tabid/105854/language/en-US/Default.aspx>

### **Guidance and advice on how to create forestry jobs to boost the economy and build a green future.**

<http://www.fao.org/docrep/012/i1025e/i1025e02.htm>

### **Guidance for forest policy makers into how to integrate climate change into forestry programming**

<http://www.fao.org/docrep/015/i2429e/i2429e00.pdf>

### **Video on Forests and Forestry industry in a Green Economy from FAO (from SE Asian context)**

[http://www.youtube.com/watch?v=5X7kCc\\_gM-U](http://www.youtube.com/watch?v=5X7kCc_gM-U)

## **References related to Sustainable Forest Management**

FAO Unaslyva forestry magazine issue focussing on lessons learnt from 300 years of Sustainable Forest Management

<http://www.fao.org/docrep/018/i3364e/i3364e.pdf>

A vision for Canada's forests, a good example of a strategy for forestry that fully embraces sustainable forest management and adheres to Green Economy opportunities and goals.

[http://www.ccfm.org/pdf/Vision\\_EN.pdf](http://www.ccfm.org/pdf/Vision_EN.pdf)

**Learning objectives - Key messages**

- To provide insights into the rationale for the topic, and key principles and linkages between Sustainable Forest Management, Green Economies and Sustainable Development.

**A. Purpose or learning objective:**

- Need to provide a broad conceptual framework for the training, introduction to the key definitions and principles of key concepts and showing how sustainable development, Green Economies and Sustainable Forest Management are linked.

**B. Steps and training notes:**

- The slides (from 15 to 26) are pretty self-explanatory, although reading around the subjects is essential so that the presenter can discuss around the contents of the slides and be ready to answer any questions. It is important to emphasise that sustainable forest management is one contributing pathway for green economies and that greener economies are seen as a means to achieve sustainable development. Slide 26, which shows that policy processes are iterative and cyclical processes is designed to show that the structure of this training mimics key steps in a policy cycle. Whether to show the last slide, slide 27 which is a list of criticisms of the Green Economy is up to the discretion of the facilitator and might depend on the training participants. For some groups something criticisms might be positive, as it shows that the training is not 'selling' Green Economies as being only positive, but encourages critical thought. On the other hand showing these criticisms might encourage some participants to close their minds to the possibilities of a Green Economy – so would be counter-productive.
- Questions and answers.

**C. Materials:**

- This is one of the few conventional lecture sessions in the training, so the materials is the Power Points, also a handout should be provided with links to further information on the concepts presented.

**D. Timing:****Total 30 minutes**

- Presentation should be concise around 20 minutes
- Questions and answers 10 minutes.

**E. Comments and tips:**

- It is essential that the facilitator reads around the subject prior to the presentation, not only so that they can elaborate what is presented on the slides but also so that they can confidently respond to any questions that they get. The following table sums up some of the key principles of Green Economies/Green Growth according to the literature.

<b>Area</b>	<b>Green Economy</b>	<b>Green Growth</b>
<b>Social</b>	Human well-being; social equity; socially inclusive; reduced inequalities; better quality of life; social development; equitable access; addressing needs of women and youth.	Well-being, socially inclusive, access to basic commodities for the impoverished; meeting demands for food production, transport, construction, housing and energy.
<b>Economic</b>	Growth in income and employment; public and private investments; resilient economy; economic growth; new economic activity.	Economic growth and development; technology and innovation; environmentally sustainable economic progress; more resilient; sustained economic growth; driver for economic growth; new growth engines; green technology; new job opportunities; qualitative growth rather than simply increasing GDP; job creation or GDP growth.
<b>Environmental</b>	Reducing environmental risks and ecological scarcities; low carbon; resource efficient; reduce carbon emissions and pollution; enhance energy and resource efficiency; prevent loss of biodiversity and ecosystem services; within ecological limits of the planet; environmental responsibility; finite carrying capacity.	Protection and maintenance of natural assets and environmental services; provision of resources and services; low carbon; using fewer resources and generating fewer emissions; resource efficient; cleaner; climatic and environmental sustainability; energy and resource efficient; minimises pollution and environmental impacts; resilient to hazards; harmony between the economy and the environment; environmental protection; reduce GHG.

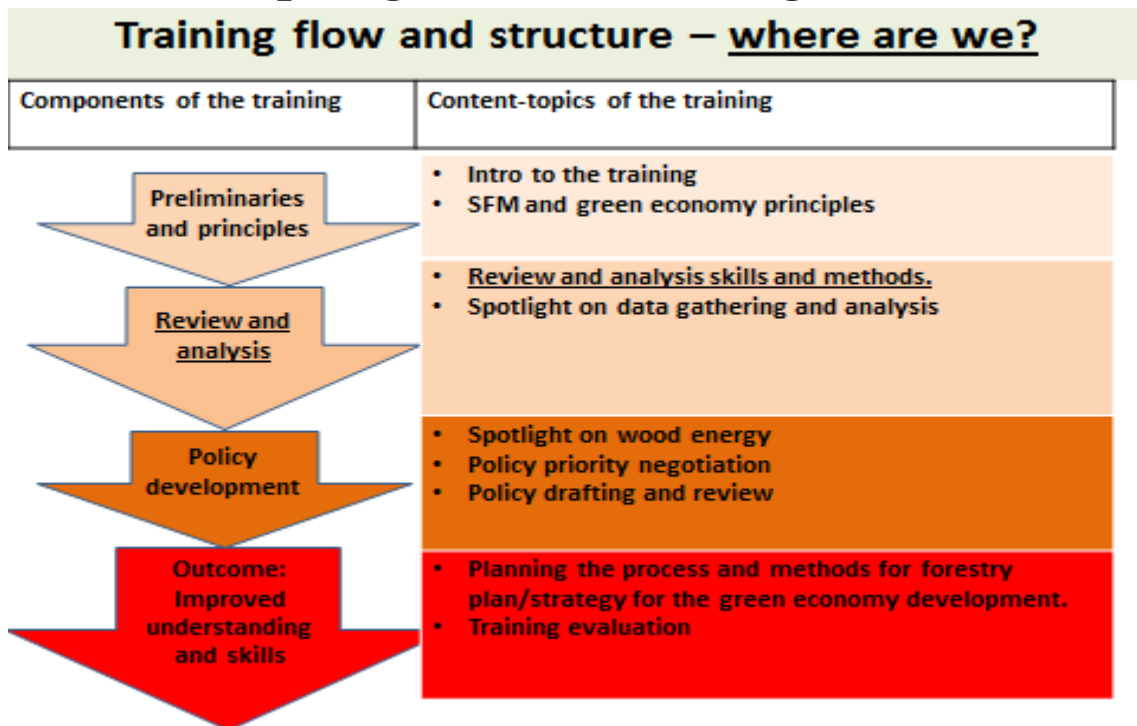
- It is advised that the process for questions and answers is hands up, then all questions are asked at once, with the facilitator jotting down notes and then replying with the answers all



at once. This usually speeds things up, means that similar questions can be answered with one answer and gives the facilitator time to digest the questions before answering.

- For some questions, it might be best to refer participants to the further references listed in the handout.

## B. Methods for participatory analysis and spotlight on data management



### **Key component learning objectives/messages**

- To initiate sharing and conduct an initial assessment of the forest sector against green economy principles from the perspective of participants.
- To familiarize participants with the rationale, need, principles and practice of key social methods designed to engage forest stakeholders in analysis relevant for Green Economies.

### **Recommended readings on participatory methods.**

- FAO. 2009. *Enhancing stakeholder participation in national forest programmes – tools for practitioners*. Rome, FAO. This is the main handout for this training. It also provides guidance and support for trainees after the training. It can be downloaded at [www.nfp-facility.org/18939-1-0.pdf](http://www.nfp-facility.org/18939-1-0.pdf)
- O'Hara, P. & Puhlin, J. 2006. Taking participation of villages beyond the villages to national forest policy process in the Philippines. *Unasylva*, 57, Issue 225 on National Forest Programmes. <http://www.fao.org/docrep/009/a0970e/a0970e06.htm>
- Power tools: for policy influence in natural resource management. This excellent resource from the International Institute of Environment and Development (IIED) provides descriptions of 26 tools/approaches designed to enable 'marginalised people and their allies to have greater positive influence on natural resources policy'. <http://www.policy-powertools.org/>

### **3. Presentation of forest context analysis against Green Economy principles for peer review.**

#### **A. Purpose or learning objective:**

- It is important for engendering ownership for participants themselves to identify key gaps in the forest sector with regards to green economy principles. Getting participants to share among themselves is a good way to help them internalise lessons. This session initiates the interactive mode of the training, with participants rather than the facilitator in the driving seat of generating key content. The outputs of these exercises gradually build towards the climax of the training on the final day when participants will be challenged to determine ways to address the challenges/gaps they have identified on the first day. As well many of the exercises in the training, the session is also designed to showcase the method themselves, in this case a target scoring method and poster with post-it method. The target-scoring method is a simple visual way of scoring against different criteria. The poster-with post it method is a good method that allows participatory review of documents, minimising the opportunity for talkative people to dominate, allowing all to take part. It also gives time for presenters to digest comments. See the toolbox of methods hand-out for more information on the methods.

#### **B. Steps and training notes:**

- Prior to the training, the participant task has to be collated on posters/flip charts (See materials section). Place the posters up on walls with sufficient space in front for all participants to stand in a group and see it and with

sufficient space in between the posters to enable participants to discuss without disturbing each other.

The procedure for the exercise is explained on the slides;

- **Divide people up to the analysis they prepared.** Assign people to the analysis they sent, this will now be on posters. If this is an international training, people and analysis can be grouped according to country. If it is a national training it has proven interesting to group the analysis and participants by stakeholder. Either way try not to have more than 6 groups because of time management in presentation and the chance of increased presentation fatigue if too many presentations. In the group they should review the analysis and assign presenters who must present concisely both the narrative and the scoring – and for the later give justification.

- **Presentation and post-it replies.** The audience move from group to group listening to one presentation after the next. Stick-post-its are distributed to the audience, if they have any questions or comments they write on the post-it clearly using capital letters and stick it onto the appropriate place in the poster presentation. Remind presenters they will have time to read the post-its after all the presentations have been made.

- **Digesting the comments on post-its.** The presenting groups return to their presentations and discuss the comments and questions placed on the post-its and prepare concise responses.

- **Final round of responses to comments.** As in the first presenting step, the audience moves from poster to poster hearing the groups respond to the comments on the post-its.

- **Plenary discussion.** If there is time some plenary discussion might be necessary at the end to respond to any follow up comments or clarifications.

### **C. Materials:**

- The results of the assessment against Green Economy principles, should be added to the target scoring framework (See Slide 4) and ideally this should be printed out on A4 paper. The narrative responses can be printed out and stuck onto flip charts. As everything needs to be seen from a distance, large font should be used.
- Posts-its are required and a number, roughly 10 should be distributed to people at the beginning of the exercise, and more handed out as they require them.
- People should bring their ball point pen with them as they will need it to write comments.

### **D. Timing:**

**Total: 1 hour, 45 minutes.**

- Explaining the exercise 10 minutes.
- Dividing people into groups to review and discuss the presentations and select presenters 10 minutes
- Rapid presentations of and responses on post-its 50 minutes.
- Review of posit-its and formulating responses 15 minutes.
- Responding to the comments, 20 minutes

#### **E. Comments and tips:**

If the group of training participants is large and timing is short, participants can be divided up into two groups who circulate around half of the total presentations. Another way to save on time is to cut out the initial presentation and simply let people circulate and place questions on the posters, the rest of the session then continues as planned.

With the post-it method, it is often tempting for people to start asking questions verbally rather than writing them on post-it, so insist that people write in post-its.

It is often good to have the presentations on the wall before the training begins so that people can walk around and view them, including during the first coffee break.

#### **4. Intro presentation on effective forestry context analysis methods.**

##### **A. Purpose or learning objective:**

- Importance of focussing on a wide range of analysis topics and of the complementary of social and technical analysis.

##### **B. Steps and training notes:**

- The Power Point slides are self-explanatory from 7 to 9, highlight the complementarity of social and technical analysis. Slide 11 and 12 are designed to get participants to realise both that the exercises used within interactive sessions in the training can be applied to engage stakeholders in forestry, but also get participants to start to review the methods critically and to think about adaptations, helping build ownership over the methods. This process of critically reflecting on the methods and their application after using them within the training continues throughout the training as the 'toolbox' is filled up.
- Once the methods are reflected upon, place cards with the methods name written on them in the toolbox sheet (See materials).

- Slides 13-15 introduce policy process steps and the various social methods that can be used in each step. This process guide is important as it will be revisited at the end of the training and after the training as it helps provide a guide for the process to develop a Green Economy action plan in a way that engages key stakeholders.
- Slides 16-20 delve into some of the rationale for engaging stakeholders in analysis using social methods – effectively why it is important to skilfully try to ‘step into the shoes’ of stakeholders to see the world, and particularly the forestry incentives that influence their behaviour, from their own point of view.

**C. Materials:**

- Power Point slides and a pre-prepared big sheet on the wall showing the toolbox, where pre-prepared cards with methods are added.
- Methods toolbox (outline shown in slide 14) should be given out, this will be used in the subsequent practical session of the training.

**D. Timing:**

- Aim to keep this short, around 30 minutes, if method reflection discussion, 11 and 12 takes some time you might need to extend the session.

**E. Comments and tips:**

- Lectures are not the best way to impart the rationale and benefits of stakeholder engagement methods so move as quickly as possible onto the subsequent practical exercise which enables participants to get the key messages in a more effective way.

**5. Stakeholder engagement – analysis methods workshop.**

**A. Purpose or learning objective:**

- ‘Learning by doing’ – both the rationale, principles and practice of key stakeholder engagement methods and at the same time using the methods to probe into some challenges and potential recommendations related to a greener economy in a typical forestry context.

**B. Steps and training notes:**

- First of all explain the methods that will be used and for what purpose. Then briefly and clearly, step by step explain (ideally using the pre-prepared big sheets to also demonstrate) the procedure for each of the 4 methods step by step. The explanation of the procedure is on the Power Point and in the Handout Toolbox of methods. This does not have to be in great detail as there will be opportunities to

reiterate the procedure when they are divided into groups and the procedure will be shown beside the exercise itself.

- Divide the participants up into four mix groups. This can be done by assigning people numbers 1-4. Go through the guidance list for group work in slide 39 including groups assigning a facilitator and presenters that explain both the purpose, procedure and findings
- Circulate around the groups to assist them but also allow them space to figure things out themselves, this helps them internalise the procedure more.

### C. **Materials:**

Pre-prepare the various large sheets required – see illustrations on the Power Point slides. Make sure they are spread out with sufficient space between them so that the groups will not disturb each other when they work. Ideally keeping groups in 4 break-out rooms.

- **Stakeholder mapping;** one large framework with the 4 cells and the two arrows on the axis labelled as on the Power Point illustration. This should be roughly around 2 flip sizes in total. The second step on this exercise, the stakeholder engagement strategy toolbox should be around the size of 3 flip charts joined together, the 5 columns and the headings should be there.
- **Problem analysis.** About the size of 6 flip charts joined together, with the four headings down the left hand side and the problem card towards the top centre of the sheet. Nothing else should be added.
- **Rights, revenue and responsibilities analysis.** A similar size to the problem analysis sheet about 6 flip charts joined together. Place on the framework that is shown in the power point slide.
- **Strengths, Weaknesses, Opportunities and Threats Analysis.** Again about 6 flip charts joined together with the headings on as described on the Power Point slide.
- The procedure and illustration from the Power Point slides should be printed out and pasted beside the exercise.
- Also place about 50 cards (A4 size paper cut in two lengthwise – see materials and logistics guidance in pre-training folders) beside each exercise, markers and masking tape.
- A blank flip chart beside each exercise is also useful for the teams to formulate policy recommendations.

### D. **Timing:**

**Total 2 hours.**

- Explanation of the methods 30 minutes for all 4 methods.
- Group work on the exercises. 1 hour 30 minutes.

**E. Comments and tips:**

- With all stakeholder engagement methods, it is important to always explain the purpose of the method first before explaining the procedure. When explaining the procedure, keep the guidelines clear and explain step by step, using the pre-prepared big sheets if possible. Study the toolbox hand out for more detailed information regarding the methods.

**6. Presentation of methods outputs for peer review.**

**A. Purpose or learning objective:**

- Explaining and presenting both method purpose, procedure and generated results is a good way to internalise lessons. Also peer to peer explanation often more effective than teacher/facilitator explanation.

**B. Steps and training notes:**

- Depending on what is the most convenient, arrange the presentations from the previous session in the most convenient way, either leave them on the wall where they were developed and have people move around, or bring them one by one to the front of the room.
- Ask presenters to present, remind them that different presenters should present the purpose/procedure and the findings generated.

**C. Materials:**

- The completed exercises from the previous step.

**D. Timing:**

**In total 1 hour**

- 15 minutes per presentation including questions.

**E. Comments and tips:**

- As a facilitator try to step back a bit and let the participants take the lead in both presenting and in the questions and answers, this is designed to build ownership.

## 7. **Training reflection team review. Exercise**

### **A. Purpose or learning objective:**

- To encourage participants to internalise lessons regarding training delivery.

### **B. Steps and training notes:**

- Often good to remind responsible team members of this task again before the end of the day.
- Then at end of the Day remind them to stay on for a few minutes or to meet before the session starts the next morning.
- Provide a flip chart with the task( printed out with the tasks from the Power Point slide)

### **C. Timing:**

This is left up to the group, but ideally no longer than 30 minutes.

### **D. Comments and tips:**

Often these lessons teams have focussed too much on listing activities and on analytical lessons, so it is important to make sure the team are clear on the difference.

## 8. **Recap of training approach from previous day.**

### **A. Purpose or learning objective:**

- Aimed at helping internalise the training delivery approach and hand over ownership for it to participants.

### **B. Steps and training notes:**

- After presenting the agenda for today and where we are in the structure of the training, handing over to the responsible team to do the reflection exercise – using the flip chart they should have prepared earlier.
- Rotate the responsible teams as shown on the slide. Remind teams of their new responsibilities and hand over the time keeping cards to the new team responsible.



**C. Materials:**

- Flip chart that was previously prepared.

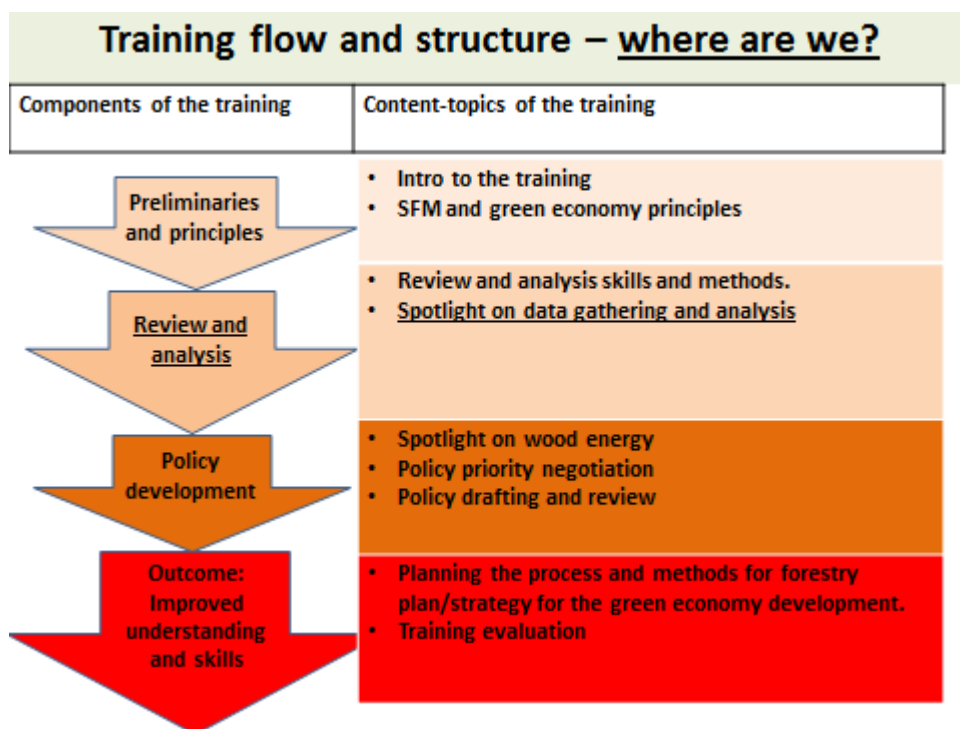
**D. Timing:**

- 15 minutes maximum

**E. Comments and tips:**

- If the recap team do not do the task as planned, take the changing of the teams that comes after this as an opportunity to refocus the next team.

**Spotlight on forest data gathering and management;  
rationale, principles and practice.**



**Key component learning objectives/messages**

- To familiarize participants with the rationale, need, principles and systems/ practice of data gathering and management for Sustainable Forest management for Green Economy principles.

## References related to forestry related data gathering management, criteria and indicators

Global Forest Resources Assessments (FRA) – up to date data and analysis of the status of forest sectors globally, compiled by FAO.

<http://www.fao.org/forestry/fra/en/>

FAO. (2011a). 2011 Global Forest Products Facts and Figures.

<http://www.fao.org/forestry/statistics/80938/en/>

Excellent guide on how and what to assess with regards to forest governance developed by FAO and CIFOR.

<http://www.fao.org/climatechange/27526-0cc61ecc084048c7a9425f64942df70a8.pdf>

Evolution of regional C&I processes:

<http://www.ci-sfm.org/events3/pan-european-forum.html>

A good holistic set of criteria and indicators relevant to many green economy principles

<http://www.montrealprocess.org/>

The specific link to criteria and indicators poster.

[http://www.montrealprocess.org/documents/publications/techreports/2009p\\_1-3.pdf](http://www.montrealprocess.org/documents/publications/techreports/2009p_1-3.pdf)

FAO Indicators Site: <http://www.fao.org/forestry/ci/e>

Proceedings from a workshop on the status of forest product statistics for CIS-Region

<http://www.fao.org/docrep/015/an055b/an055b00.htm>

Good example of National Forest Inventory in Kyrgyzstan : “Integrated assessment of natural resources 2008-2010 Kyrgyzstan”, Bishkek 2010

<http://www.fao.org/forestry/36190-05d8ba3d1f6c70689bea6b284d205665e.pdf>

NFM information source: Voluntary guidelines on national forest monitoring, FAO

<http://foris.fao.org/preview/38631-08f58961a3495e61a2fa774eca65a792f.pdf>

For technical aspects of inventories (field data collection): National Forest Monitoring and Assessment Manual for integrated field data collection, FAO 2012, <http://www.fao.org/docrep/016/ap152e/ap152e.pdf>

## **B. Steps and training notes:**

- This session is an information rich lecture session. It is essential that the presenter is well briefed on the topic and reads around the subject.
- As participants' attention tends to drop after 30 minutes, it is suggested to stop after 30 minutes and take questions for 10 minutes, then continue for a maximum of 25 minutes before having final questions for 10 minutes.
- Below are some elaborations to provide more background detail for some of the slides shown.

### **Training notes from the designer of the session**

1. The idea of the presentation in seminar is to set the scene for the use /exercise of criteria & indicators framework as a basic tool and show the importance of data management in forest policy (including Greener Economy) context. The fundamental idea is to convey the feeling that data management systems are useful and sometimes even unavoidable prerequisites in forest policy process and must be included into policy process at all stages. Presentation also gives some basic frameworks which may support development of relevant systems at national level, Specific idea connecting the presentation and following exercise is to elaborate the indicators which are relevant at national scale and connected to new policy context. The idea is not to focus on data management systems (there are hardly suitable profile group in training) but to show that relevant c&i framework may provide ground for problem description and define the needs for data management.  
Summarizing: Monitoring of forest sector is ground for policy contexts.
2. Possible steps in working with presentation
  - Get familiar with presentation structure, content and language.
  - For further information see longer presentation, version and MS Word file: Data-management-text-presentation12-12-13.doc . Presentation is shortened and rearranged version of original longer one. There is hardly any new information. For more detailed insights check links in MS Word Document Data-management-text-presentation12-12-13.doc.
  - Pay close attention to C&I framework (on-line C&I reports give good examples which may be added orally bearing in mind the local context)
  - Adapt in case of need the presentation to presenter's knowledge and possible audience - adding of local examples, illustrative material, shortening the texts is welcome but basic structure of the presentation should remain same. Too many changes may blur the message and needs very good understanding of issue.
  - Use presentation creatively, all slides do not need similar attraction, pay attention to the reactions of audience. Presentation is not the main focus but supporting tool.

- Try to link the presentation to local context, communicate if possible prior to seminar with local expert to find out present situation in country and ask for help with local examples.
  - Choose and convey very simple and basic message for each section of presentation.
3. Some remarks concerning the structure of presentation (part of presentation strictly connected to data management):
- Introduction. Presentation is starting with the slide about Forest Sector in Green Economy Pillars: key message “**monitoring of the forest sector**” is **foundation for policy branches**.
  - Definitions. There are some most important definitions that may be introduced in the beginning; it provides the chance to enforce the attention of (maybe) new ideas. There is no need to analyze the definitions but just hint to some key points that presenter considers important. Those slides can be easily skipped if seem too heavy for beginning.
  - “3 key messages” are the key message and can be used in later stages throughout the presentation. The second message should calm down the thinking that data substitute the decisions, they just serve the process and are not the aim by itself. Subjective (opinions ) and objective (information) are both needed. Case of Armenian woodfuel consumption is added to this section (this is good example where there is burning issue and need for good data and maybe quite easy solution)
  - “Why we need better information management SFM for Greener Economy?” This section tries to tackle the typical question from foresters: Why we need collect more statistics, we already collect a lot and nobody uses this”. Statement maybe true description of reality and slides highlight the importance of good data management. Section starts with new data needs linking this to the development of forest policies; Next follows the “Challenges and new possibilities in data management” with good example of Kyrgyzstan NFI, where effort really made change (300 000 ha of forest land found). Then typical problems - it may seem like spraying salt on the wound but it usually gives to listener the possibility to link the issue with present real situation “we have the same problem”. Finally 2 slides to highlight that data management is process and that this must be linked with policy process at all stages (good example that information management is highlighted in policy implementation diagram);
  - How to achieve progress in data management? – helping frameworks. This section logically builds up on previous one. If there is need and certain problem then where we could look for solutions? It must be emphasized that those solutions in data management are at national level but influence local situation through policy instruments. It starts with the slides about C&I processes. It must be considered as thinking backbone to tackle the problem that we have to consider sector(s) from very different sides - helps to organize the issues (criteria), highlight biggest problems, identifies meaningful measurable indicators. It must be stressed that C&I is not framework imposed

from above but possibility to sort out the problems at national or local levels. Next slides are brief description that there are ideas which may help organize the information management development in meaningful manner (principles of National Forest Monitoring). It may be worthwhile to stress that even in “best” countries the situation is far the perfect (like ecosystem services information - there is hardly any comprehensive system to account those). Finally National Forest Inventory slides. The NFI is most cost-effective tool in long run to provide basis for data management systems. Resources data are still core e.g. carbon accounting – there is no system which accounts carbon without estimating woody biomass and its changes on forest lands, there are couple of good slides in presentation about wood energy comparing renewables to fossil sources which could be used here as well. Modern NFIs are able to satisfy very wide array of needs. *(I do not underestimate by no means the social studies, economic analysis but in CCA region we should really try to “sell” the idea of NFI. If we succeed in that then we have made great step further).*

- 3 suggestions are really classical ones (reflect, plan and act). “Elaborate (or adjust to national needs) SFM C&I set” may be stressed here as the exercise will follow in this direction.

#### **C. Materials:**

- PowerPoint slides and handout for this session.

#### **D. Timing:**

Total 1 hour 15 minutes

- Presentation 30 minutes
- Questions and answers 10
- Continuing presentation 25 minutes
- Questions and answers 10 minutes.

#### **E. Comments and tips:**

- With this presentation it will be essential that the key messages do not get lost in the quantity of information presented, so that people see the ‘forest’, not get lost in the ‘trees’. To do this might require distilling some of the key messages in figures or summaries, whilst providing the information detail on hand-outs.

### **9. Gap analysis on information gathering and management according to key Green Economy criteria.**

#### **A. Purpose or learning objective:**

- Participants internalise needs for more effective data gathering and management, identify gaps and realistic ways to address some of the priority gaps.
- Participants internalise what are good criteria and indicators.

**B. Steps and training notes:**

- Set up the 5 frameworks for this exercise on walls at a distance apart that will ensure groups will not disturb each other.
- Explain the purpose and procedure for the exercise.
- Divide people into 5 groups, with each group given a framework to fill in relation to a specific pillar of forestry in the green economy. They have to discuss identify and agree on three common information gaps related to that pillar, suitable criteria and indicators for those information gaps and finally cost effective ways to collect and manage the data.

**C. Materials:**

- Pre-prepare the 5 frameworks as seen in the Power Point slides for this exercise. Each framework should be around the size of 3 flip charts stuck together.
- Place cards, masking tape and sufficient markers by each framework.

**D. Timing:**

**Total time 1 hour.**

Introduction to the exercise: 15 minutes.

Group work: 45 minutes.

**E. Comments and tips:**

What data gaps may be important for some group members but not for others because they come from different contexts, if so it fine that they list up to three examples from different contexts and work with those.

**10. Presentation of gap analysis for peer review. *Participant presentation.***

**A. Purpose or learning objective:**

- As previously, participants having to present the outputs helps them internalise the lessons, in this case important data

**B. Steps and training notes:**

- Ask groups to assign at least 2 people to present the outputs of the group work.
- Depending on what is more convenient ask people to move around to see the presentations or bring the presentations to the front.
- Questions and answers come after each presentation.

**C. Materials:**

- The frameworks that have been filled during the group work exercise.

**D. Timing:**

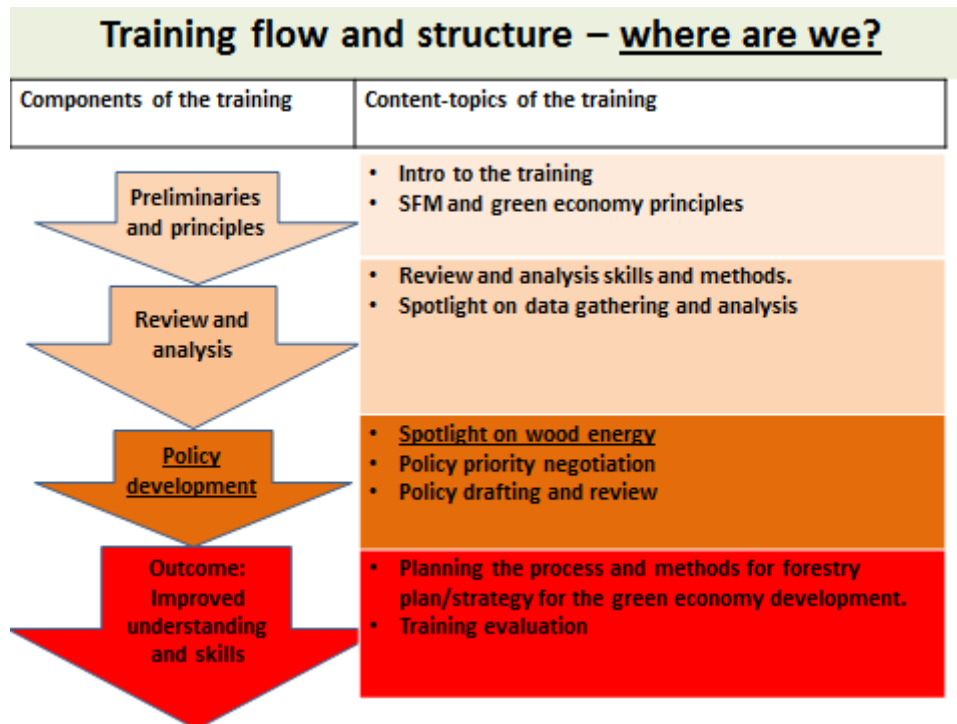
**Total time. 1 hour.**

- Introduction to the exercise 5 minutes.
- Presentations 5 mins each \* 5 = 25 minutes
- 30 minutes allocated for questions and answers for all the presentations.

**E. Comments and tips:**

As before to speed things up in the Questions and Answers session, after each presentation have all the questions at once, then have all the answers at once.

## C. Spotlight on wood energy; rationale, principles and policies.



### **Key component learning objectives/messages**

- Challenging mindsets that wood energy is a threat to forests and rather highlighting that opportunities wood energy development from sustainable forest management can provide in terms of a carbon friendly renewable resource that can help to develop rural livelihoods.
- To shine the spotlight on the rationale, principles and policy implications of supporting the development efficient wood energy development.



## References related to sustainable wood energy development

Forests and Energy

<http://www.fao.org/docrep/010/i0139e/i0139e00.htm>

International Seminar on Energy & The Forest Products Industry

<http://www.fao.org/docrep/009/j9425e/j9425e00.htm>

Wood Biomass for Energy

<http://www.fpl.fs.fed.us/documnts/techline/wood-biomass-for-energy.pdf>

Biomass for Small-Scale Heat and Power

<http://www.fpl.fs.fed.us/documnts/techline/biomass-for-small-scale-heat-and-power.pdf>

Resource Policy: Wood Energy in America

<https://www.sciencemag.org/content/323/5920/1432.full>

Life Cycle Assessment of Greenhouse Gas Emissions from Domestic Woodheating

<http://utting.net.au/doc/lifecycle.pdf>

Firewood and Woody Biomass and their Role in Greenhouse Gas Reduction

[http://www.homeheat.com.au/pdf/Heating\\_Greenhouse\\_Gas.pdf](http://www.homeheat.com.au/pdf/Heating_Greenhouse_Gas.pdf)

**A. Purpose or learning objective:**

- Important to try to re-orient the mindset of some professionals who see wood energy only as a threat to the forests and the environment, and rather show that wood energy from sustainably managed forests are an excellent renewable resource and can even be carbon neutral or even negative.
- Raise the level of understanding on practical ways to increase wood energy efficiency.
- Raise the level of understanding on the enabling policy environment that is necessary to stimulate the development of the wood energy sector.

**B. Steps and training notes:**

- This is a lecture based session and most of the slides are self-explanatory, however it is essential that the presenter reads around the subject of wood energy development

Some notes are provided below to provide insights into the thinking of the author of the Power Point presentation.

**Issues to be considered for wood energy in Central Asia ( **OUT of DATE NOTES- NEED TO BE UPDATED** )**

The central Asian countries have some particular issues, when it comes to heating homes.

Local district heating systems fired by coal or gas are widely used. In urban areas wood energy often does not play an important role - however, it may do so in the outskirts.

All these countries (with the exception of Georgia) are highly deficient in wood supply and depend highly on imports. Some little forests that are still around are either very remote or/and depleted and they are for sure not high trees with a high density.

So there are very little residues if ever any left, so wood based pellets and briquettes should not be an issue at all in the training.

One of the main issues in these countries is the historically important role of raising animals (horses, cattle, sheep and goats). The issue about the animals is that they practice free grazing, which prevents any regeneration from surviving the first year.

However, wood energy *does* play an important role for heating (and cooking) in rural areas - people may even use dung and other organic material as substitute, since they might not have enough wood.

My experience is that if you ask the decision makers from urban areas, there is no issue on wood energy. In case you talk to villagers they are in dire need of wood for heating.

Most of the wood comes from non-forest - Mainly gardens, fruit orchards and roadside greenings (wind breaking hedges). However, these wind breaking hedges are often no longer maintained and are in depletions.

I believe one of the key issues and cornerstones for a capacity building on wood energy is to address the land use matters between farmers, herders and reach agreement for the establishment of communal dedicated of wood fuel lots.

The other issue is the rules and procedure of how to grow and harvest wood for energy. Normally in these countries, the forest service is rather a forest police. Harvesting wood, what type so ever requires a set of documents and permissions. This needs to be highlighted and solutions need to be found for the wood lots. This may come very close to the idea of communal forest management, as it was very successfully applied in Mongolia (a very successful FAO project led by Dominique Reeb). Other technical cooperation organisations had very similar approaches on the wood supply side (e.g. the GIZ from Germany developed a new modern stove for heating, cooking and smoking in one go in the eastern parts of Turkmenistan on the border to Afghanistan).

The last aspect is the quality of the wood stoves - but I think that this should be only touched upon and may be part of some follow up. One aspect which may still be an issue - I don't know anything about this detail in these countries - is the water content of fuel. Wood fuel needs to be dry, in order to be somehow energy efficient and emit the least soot as possible - Maybe indoor air pollution is an issue and a simple chimney may be a solutions.

Two other issues, which are beyond the scope of the UNDA project and the forest sector are the two issues of better insulation of buildings (improved Energy Efficiency) and the abundance of sunshine in these flat, very arid, countries.in Central Asia.

**C. Materials:**

- Power Point presentation

**D. Timing:**

**Overall timing. 1hour 15 minutes.**

Presentation 30 minutes.

Questions and Answers 10 minutes.

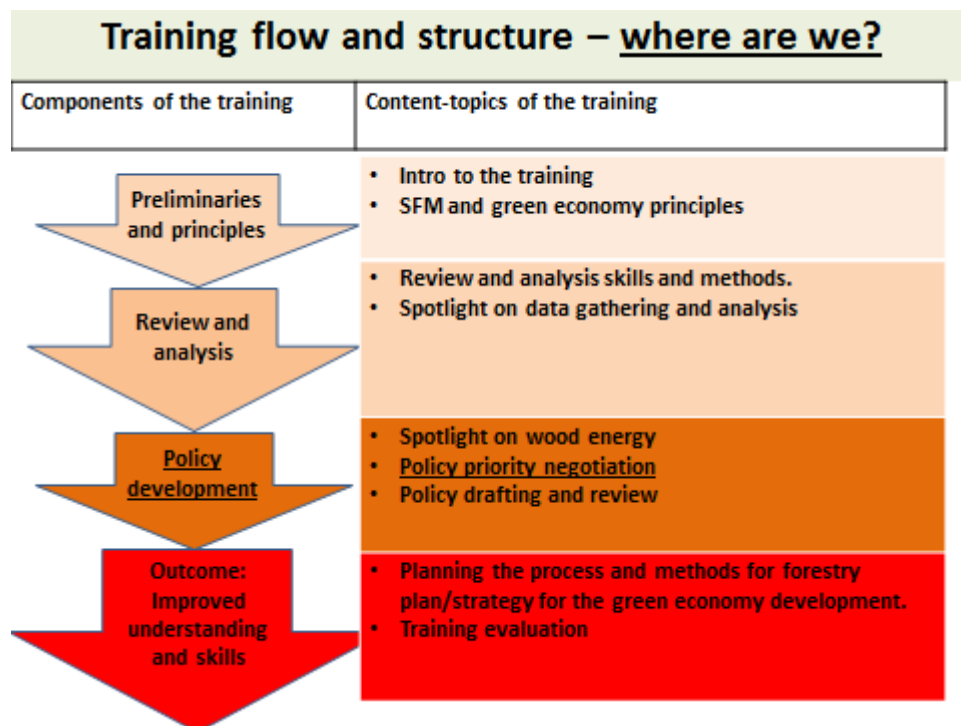
Continuation of the presentation 25 minutes.

Questions and answers 10 minutes.

### E. Comments and tips:

Again as this is quite an information rich presentation, it will be important to distil key message and provide detailed information on handouts. Also as suggested in the timing above, to maintain attention of the audience it is suggested to break the presentation into two parts with some interim questions and answers.

## Methods for multistakeholder negotiation



### Key learning objectives/messages.

- Through learning by doing – develop familiarity of key methods and skills in facilitating multi-stakeholder negotiation and prioritisation of policies whilst helping participants internalise the rationale and principles of supporting sustainable wood energy development.
- To motivate participants to distil the key outputs from the workshop whilst in a learning by doing way enhance skills in structuring and developing coherent policies that support Green Economy principles.

## 11. Policy negotiation exercise. *Group exercise.*

### A. Purpose or learning objective:

- Dual purpose to illustrate in a ‘learning by doing’ way a process of multi-stakeholder negotiation of policy priorities, internalising the rationale for multi-stakeholder policy priority negotiation and priority setting. Secondly for participants to internalise the rationale and policy implication of looking at wood energy in a new positive light, as an opportunity for forests and for greening of the economies, rather than only a threat.

### B. Steps and training notes:

- Slides 59 to 65 are designed to illustrate the rationale, benefits and key principles of multi-stakeholder policy priorities’ negotiation.
- Then explain the role play, participants will be divided into 3 groups (NGO, local communities and government), each will be given a role play outline – (see handouts) which described a conflict scenario over fuel wood collection from natural forest. Divide participants into the 3 groups ( this can be done either randomly or by selecting people who might benefit from stepping into the shoes of another stakeholder).
- Let people read their roles.
- Each stakeholder group must then fill the recommendation format for an effective policy recommendation for fuel wood based on their role.
- The next step is using the ‘fishbowl’ debate method to enable all three stakeholder groups one after the other to argue for their recommendation and receive views from others.
- The final step is a priority ranking exercise of the recommendations, this is immediately followed by a plenary discussion on whether a compromise between the recommendations could have been found to satisfy needs and interests of stakeholders.

### C. Materials:

- Sheets pre-prepared with the format for recommendations (around 1 to two flip chart size) and for the priority ranking, around 3 flip chart sized. Guidance on the preparation of both is provided on the PowerPoint slides.

- Note that seats for the fishbowl debate have to be arranged in a big circle with a ring of chairs in the centre( See photo on Power Point)

**D. Timing:**

**Total Time 2 hours.**

- Presentation on principles of policy negotiation 15 minutes.
- Dividing groups up to read roles and develop policy recommendations 30 minutes.
- Fishbowl debate – 20 minutes for each of the stakeholder groups = 60 minutes in total.
- Priority ranking –and discussion on compromise – 15 minutes.

**E. Comments and tips:**

With the fishbowl debate it is often best understood by demonstrating rather than only explaining it.

**12. Training reflection team review. Exercise**

**E. Purpose or learning objective:**

- To encourage participants to internalise lessons regarding training delivery.

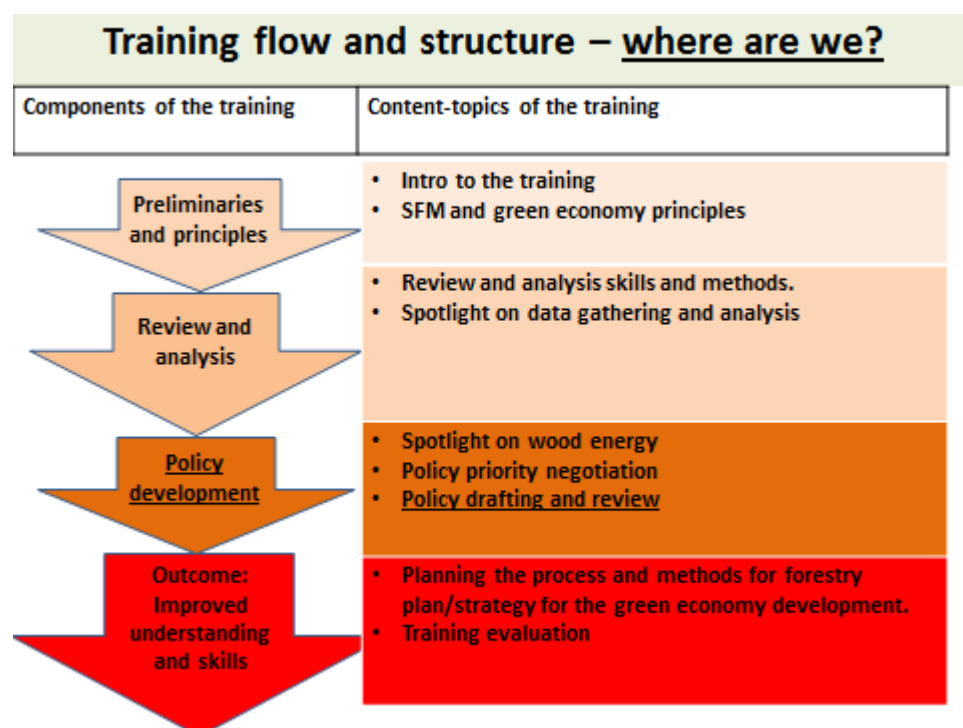
**F. Steps and training notes:**

- Often good to remind responsible team members of this task again before the end of the day.
- Then at end of the Day remind them to stay on for a few minutes or to meet before the session starts the next morning.
- Provide a flip chart with the task( printed out with the tasks from the Power Point slide)

**G. Timing:**

This is left up to the group, but ideally no longer than 30 minutes.

## D. Drafting coherent strategies/policies and review



### References related to forest policy and policy processes

FAO guide to effective forest policy making

<http://www.fao.org/docrep/013/i1679e/i1679e00.htm>

### Key learning objectives/messages.

- To motivate participants to distil the key outputs from the workshop whilst in a learning by doing way enhance skills in structuring and developing coherent policies that support Green Economy principles.
- To more clearly appreciate the link between an effective policy development process and effective policy outcome – highlighting the need for rigour throughout the process and to keep track of information.
- To enhance practical skills in how to effectively structure policy documents in a logical way

## **Session 16. Intro presentation on effective forest policy formulation.**

### **A. Purpose:**

- Key principles, good practice and examples of good well structured policy outlines that are aligned to green economy principles are outlined( Canada, Finland and Scotland).

### **B. Steps:**

1. The slides are fairly self explanatory although see comments and tips for some advice

### **C. Materials:**

Power Points and prints outs of the policy structure guide and 3 example policy outlines

### **D. Timing:**

**Total 30 minutes.**

### **E. Comments and tips:**

- Presenting examples of policies from other countries, has to be handled with great care, so that the policies are only seen as a reference material to draw lessons on structure etc. and content copying should be discouraged. Therefore after discussing any lessons from the policy examples from other countries, remind participants that a country's forest policy must grow from its own context.

## **Session 17.Exercise on coherent policy statement.**

### **A. Purpose:**

- To enhance skills in structuring strategies/policies in a logical way.
- Encouraging participants to digest key lessons from the training in producing a policy statement that reflects Green Economy principles.

### **B. Steps:**

1. Explain the purpose and procedure for the modified log frame( see hand-out for this session)
2. Groups then develop their log frames by transferring information from the previous step.
3. They should be reminded to continually check both vertical and horizontal structure as the framework is filled.



4. Review of the method.

**C. Materials:**

- Three pre-prepared frameworks( see big sheet guide – comments below the slide)
- Cards and markers.

**D. Timing:**

**Total 60 minutes.**

1. 10 minutes.
2. 2 and 3. 45 minutes.
3. Review of the method 5 minutes

**E. Comments and tips:**

- How to feed in information and structure forest policy in a logical and clear way is a challenge expressed in many countries around the world by those tasked with facilitating/managing this process. A modified log frame approach has proven useful to help structure forest policy development. Once the structure is agree and the key components in place which often requires consensus among process facilitators/steering committee – then it can be handed over to a drafting team to work on the details. How to do the details is not covered in this session.
- This session does not however go into great detail in drafting, it really is only focussed on getting the skills and methods in place so a basic structure of a policy can be developed in a logical way, as well as ensuring people understand what policy recommendations are and how to write in clear and unambiguous ways and how to structure documents in a logical way. The later skills are useful throughout the policy development process, not only for policy drafting.
- As with the previous session this simplified log frame method can be used at various times during the policy development process, including to help plan the policy development process itself.
- Also as with the previous session – remind participants that this exercise is designed to enable them to understand the method, not to complete a policy. With the log frame it is however important that participants complete at least all the columns for one component – including the assumptions columns – so that they get a feel for the usefulness of the method.

**Session 18.Presentation of the policy statements for peer review – examining the policy statement from different perspectives and from different stakeholder perspectives.**

### **A. Purpose:**

To enhance skills in critically reviewing forest policy and validation of forest policy drafts against green economy principles.

To provide a suitable climax to the training.

To enable participants to be able to justify their policy outlines against green economy principles. A way to assess whether key lessons are internalised.

### **B. Steps:**

1. Explain the purpose and procedure for the session( Rotating panel presentation method)
2. The first batch of panellists are selected for the panel and each given one criteria the presentation against.
3. The presentation of the plan is made.
4. After each presentation, there is time for questions from all, then answers.
5. Finally the panellists have the last say as they provide constructive criticism regarding the criteria they have been asked to review the presentation against. These criteria are a mixture of stakeholder perspectives and key green economy principles.
6. Each panellist write a score on a piece of paper for how well the plan performed against the criteria (Score can be out of 10).
7. The panellists are changed to a new batch and the next presentation begins.
8. Present the total score at the end and ( optional) give a token prize.

### **C. Materials:**

- The criteria for the panel (see appropriate Power Point) should be prepared as on the big sheet guide.
- Relevant Power Point.

### **D. Timing:**

**Total 114 minutes.**

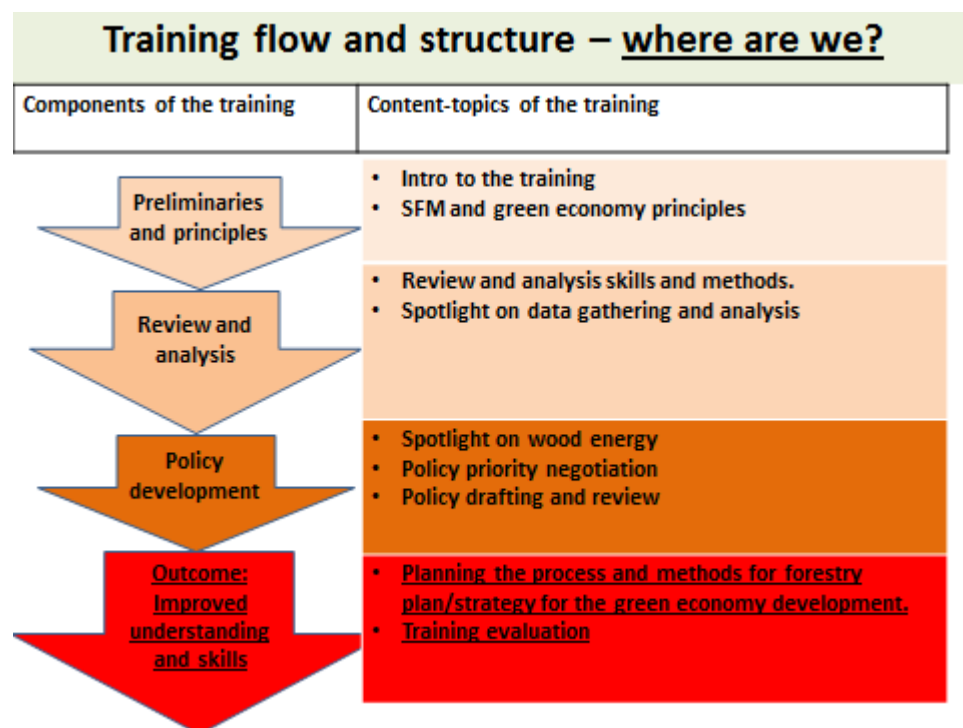
1. 5 minutes.
2. 9 minutes( 3 \*3)

3. 45 minutes ( 3 \*15)
4. 30 minutes ( 3\*10)
5. 15 minutes ( 3 \*5( each panellist has 1 minute))
6. 10 minutes.

**E. Comments and tips:**

- Of course never let anyone from the presenting team be on the panel!
- During questions, the facilitator should refrain from asking questions until all participants have asked questions – in case a participant wants to ask the same question as the facilitator, the preference is for it to come from a participant.
- Explain that in the next steps in the last session of the training, the follow on steps for this plan will be announced.
- Remind participants that the purpose of this session is skills development – it is not designed to produce a policy/strategy outline that directly feeds into the national policy!

## Planning the process of forestry strategy development for the green economy



### The learning objectives/key messages for this component are;

- To emphasize that the key lessons to take from the training are guidance, process, skills and methods lessons, not the content generated.
- To provide a bridge from the training environment to application in the strategy development process for forestry in the green economy process.
- Drawing on relevant lessons from the training and applying adapting them to the country context, explain that the next step should be the development of a realistic concrete process plan with milestones and outcomes for the development of a forest strategy for the green economy.

**A. Purpose:**

- To make it clear that the workshop is mainly about process, methods and skills guidance, the next step will be applying this to the development of a strategy.

**B. Steps:**

1. Present the Power Point slides for this session, they are quite self explanatory.

**C. Materials:**

- Power points
- .

**D. Timing:**

1. 15 minutes.

**E. Comments and tips:**

- Getting the idea of the process of strategy development being very important, i.e. how to develop the strategy and who to involve, rather than jumping too quickly into content, is an essential lesson that participants must take from this training. Spend extra time and draw upon more examples as necessary to make sure this point is clear.

## **Session 20. Evaluation and next steps**

**A. Purpose:**

- To get feedback on the effectiveness of the training so that it can be improved for next time.

**B. Steps:**

1. Set a date, responsibilities and time for elaboration of the process plan to plan out the strategy development taking into consideration the process, methods and guidance lessons from this workshop.
2. Place the training objectives on the screen or wall and recap what they are.
3. Put up the training evaluation target scoring figure and the matrix for comments and recommendations (See description of big sheet preparation

on the Power Point), explain both and then leave the room to allow the participants to complete the evaluation on their own.

4. Once the evaluation is finished, return to the room and discuss any major issues with the evaluation.

**C. Materials:**

- Target scoring figure and evaluation matrix( See big sheet guide)

**D. Timing:**

**Total time: 48 minutes.**

1. 10 minutes
2. 5 minutes
3. 15 minutes
4. 5 minutes

**E. Comments and tips:**

When the date of the next meetings are set – e.g. to plan the process for strategy development, write them up on a flip chart in front of everyone else.

**Session 20. Closing remarks.**

Closing remarks should ideally be by someone with direct influence over the training participants or the strategy development process/green economy and should be motivational and authoritative. It should remind participants how important releasing the potential of forestry for the green economy is and how important it is for participants to apply the lessons from the training.

To keep up the participatory approach, to finally close the meeting ask participants themselves to say some words, ideally the lessons team.