

Caribbean Natural Resources Institute (CANARI)

Training Workshop Report

Participatory Forest Management: Key tools and methods
as part of the project on

“Participatory Forest Management: improving policy and institutional capacity”
FAO National Forest Programme Facility (NFPF)

July 19th – 21st 2006
Fort Young Hotel, Commonwealth of Dominica



Fig 1: Workshop participants with members of the Wammae Letang group at the Freshwater Lake in the Morne Trois Pitons National Park and World Heritage Site, Dominica.

1. Background

The need:

There is a growing body of research indicating that participatory forest management (PFM) can deliver improved socioeconomic and environmental benefits to a wide range of stakeholders. However, forestry management in the Caribbean does not yet systematically involve stakeholders in an equitable and effective manner in the planning and management of forest resources. Although both legislation and policy increasingly enshrine PFM, gaps in the policy and institutional frameworks and weak capacity of key stakeholders to participate effectively mean that implementation of PFM is limited.

The project:

The three-day regional training workshop in PFM was a component of a three-year CANARI project entitled *“Participatory Forest Management: improving policy and institutional capacity”* which is sponsored under the FAO National Forest Programme Facility (NFPF). CANARI is implementing this project in 7 countries of the insular Caribbean - Barbados, Dominica, Grenada, Saint Kitts & Nevis, Saint Lucia, Saint Vincent & the Grenadines, and Trinidad & Tobago.

The NFPF project aims to support the improvement of the socioeconomic and environmental benefits that can be derived from forest management by analysing, promoting and building capacity for participatory planning and management of forest resources at the regional, national and local levels.

This regional workshop drew on previous CANARI research as well as research conducted in the project countries that:

- assessed opportunities and constraints for equitable stakeholder participation in forest management in the national policy and legislative framework;
- assessed national capacity for PFM
- identified national capacity building strategies to address identified gaps; and
- examined the linkages between participation, improved livelihoods and improved forest management.

2. Funding

The workshop was funded by the FAO’s National Forest Programme Facility (NFPF) under CANARI’s project entitled *“Participatory Forest Management: improving policy and institutional capacity”* (subsequently referred to as the *“NFPF project”*).

The participation of Michael Barrett (Forestry Department, Jamaica) was through FAO’s National Forest Programme Facility (NFPF) grant to Jamaica.

In addition, four scholarships for civil society were given through a grant from the Commonwealth Foundation. These scholarships were awarded to Lynell Liburd (Sun-Rise Tours, Nevis) and Louis Guy (Caribbean Forest Conservation Association, Trinidad and Tobago). Additional funding for Louis Guy was accessed from the Ministry of Public Utilities and the Environment of Trinidad and Tobago.

Partial scholarships were given to the following participants (in part through the Commonwealth Foundation support for civil society), some of whom were able to access additional matching funding:

- Lloyd Martin (Forestry Department) and Jervaine Greenaway (Centre Hills Project) from Montserrat was funded by the Centre Hills Project
- Joyce Samuel (Giraudel Flower Growers) from Dominica was funded from the Global Environment Facility Small Grants Programme office in Dominica
- Vanessa Prevost (S.U.N. Foundation) from Dominica

3. Participants

The workshop targeted formal and informal forest managers and resource users, from government and civil society, including the non-profit, community-based and private sectors, who shape or implement policies in forest management and who are able to influence and catalyse processes of institutional development for participatory forest management.

Participants were expected to have a basic understanding of the current institutional framework for forest management in their own country.

Participants came from eight countries: Dominica, St. Lucia, (SLU), St. Kitts and Nevis (SKN), Trinidad & Tobago (T&T), St. Vincent and the Grenadines (SVG), Jamaica, and Montserrat. The list of participants is attached as Appendix 1. An invitation was sent to the project focal point in Grenada but permission to travel was not received by the deadline.

Claus Eckelmann, Forestry Officer, FAO Regional Sub-Office, also participated and the workshop was facilitated by Nicole Leotaud, Senior Technical Officer, CANARI.

4. Objectives

The goal of the workshop was to develop the capacity of key individuals in government and civil society to facilitate processes of institutional development for increased stakeholder participation in forest management to improve the socioeconomic and environmental benefits gained from forests in the islands of the Caribbean.

The general workshop objectives were:

1. to review the current status of policy and institutional structures, challenges and opportunities for participatory forest management in the seven NFPF project countries and compare this with non-project countries participating in the workshop;
2. to increase awareness of essential knowledge, skills and methods needed to facilitate participatory forest management in participants' home countries;
3. to facilitate networking and information sharing among participants;
4. to validate the national and regional capacity building strategies developed under the NFPF "Participatory Forest Management" project;
5. to refine the project design for Years 2 and 3 for the NFPF "Participatory Forest Management" project.

Learner objectives were that by the end of the workshop participants would be able to:

1. explain key concepts in participatory forest management;
2. identify some of the key policy and institutional structures, challenges and opportunities in participatory forest management in their home countries and other islands in the Caribbean;
3. identify and discuss some of the key capacity needs in their home countries and other islands in the Caribbean and how these can be addressed through the NFPF "Participatory Forest Management" project and other initiatives;
4. give examples of initiatives in participatory forest management from Dominica and the region;

5. examine initiatives in participatory forest management to assess impact on natural resource management and socioeconomic development;
6. identify essential knowledge, skills and methods needed to facilitate participatory forest management in their home country.

5. Key outcomes

The key outcomes of the workshop included:

- increased understanding by participants of the various types of participatory approaches to natural resource management;
- increased appreciation by participants of the key concepts, tools and methods needed to facilitate PFM;
- input into revision of the NFPF capacity strategy and commitment to support its implementation;
- increased support for implementation of the NFPF project in project countries and increased interest in finding ways to collaborate on this project from non-project countries;
- enhanced skills in analysis of the institutional arrangements for natural resource management;
- building relationships between participants and sharing of information about forest management in their home countries.

6. Methods

The workshop was participatory and interactive and used a combination of methods including whole group discussion, small group work to analyse lessons from PFM experiences in participants' home countries, and field visits and panel discussions to examine case studies in PFM from Dominica. The programme is attached as Appendix 2.

7. Highlights from the sessions

The PowerPoint presentations for all of the sessions are in Appendix 3 and the handouts are in Appendix 4.

7.1 Welcome and opening sessions

The Honourable Collin Mc Intyre, Minister of Agriculture, Fisheries and the Environment, Commonwealth of Dominica, opened the workshop and noted the importance of forests as a critical resource for Dominica's development.

Participants revealed a wide range of experience with PFM including stakeholder involvement in protected area management (T&T), sustainable livelihoods (Jamaica and SLU), watershed management (SVG), and research and conservation (Montserrat).

The goal, objectives and activities of the FAO NFPF project for PFM in the Caribbean were reviewed.

Participants also briefly shared information about relevant projects and funders in natural resource management in their countries, including:

- Jamaica – forest management plan, Negril ecotourism project (Caribbean Regional Environment Programme (CREP)), ecological restoration in Cockpit Country (The Nature Conservancy, Trees for Tomorrow, FAO)
- Montserrat – ecological and socioeconomic studies and development of policy and legislation under the Centre Hills Project (The Darwin Initiative (Darwin), Royal Society for the Protection of Birds, Royal Botanic Gardens (Kew), Department for International Development, Overseas Territories Environment Programme (OTEP), Durrell Wildlife Conservation Trust (Durrell), Montana State University)
- Barbados – CREP, Integrated Watershed and Coastal Areas Management (IWCAM)
- SLU – lizard translocation project (Durrell)
- T&T – vegetation inventory (Darwin), Caroni Swamp (Ramsar Convention), forest mapping (FAO), CREP, protected area management via designating Environmentally Sensitive Areas (Government of T&T), review of forest and protected area policies (Government of T&T), National Reforestation and Watershed Rehabilitation Programme (Government of T&T)
- SKN – Central Forest Range management and ecotourism (OECS Protected Areas and Associated Sustainable Livelihoods Project (OPAAL))
- Dominica – Cabrits National Park and livelihood development (OPAAL), CREP, sustainable wildlife use (Zoological Society International), Darwin, Flora and Fauna International
- SVG – watershed management and livelihoods development through the Integrated Forestry Management and Development Programme (Government of SVG)

7.2 Key concepts in PFM

Participants discussed where their countries fell on a spectrum of participation ranging from top-down approaches to full participation of all stakeholders. They positioned their countries along the spectrum as shown in Figure 2.

Some countries felt that they were continuing to progress towards more participatory approaches (e.g. Jamaica, Dominica, SLU, SKN) and some felt that they were currently stagnant and not making any real progress beyond rhetoric (e.g. T&T, Montserrat, Barbados, SVG).

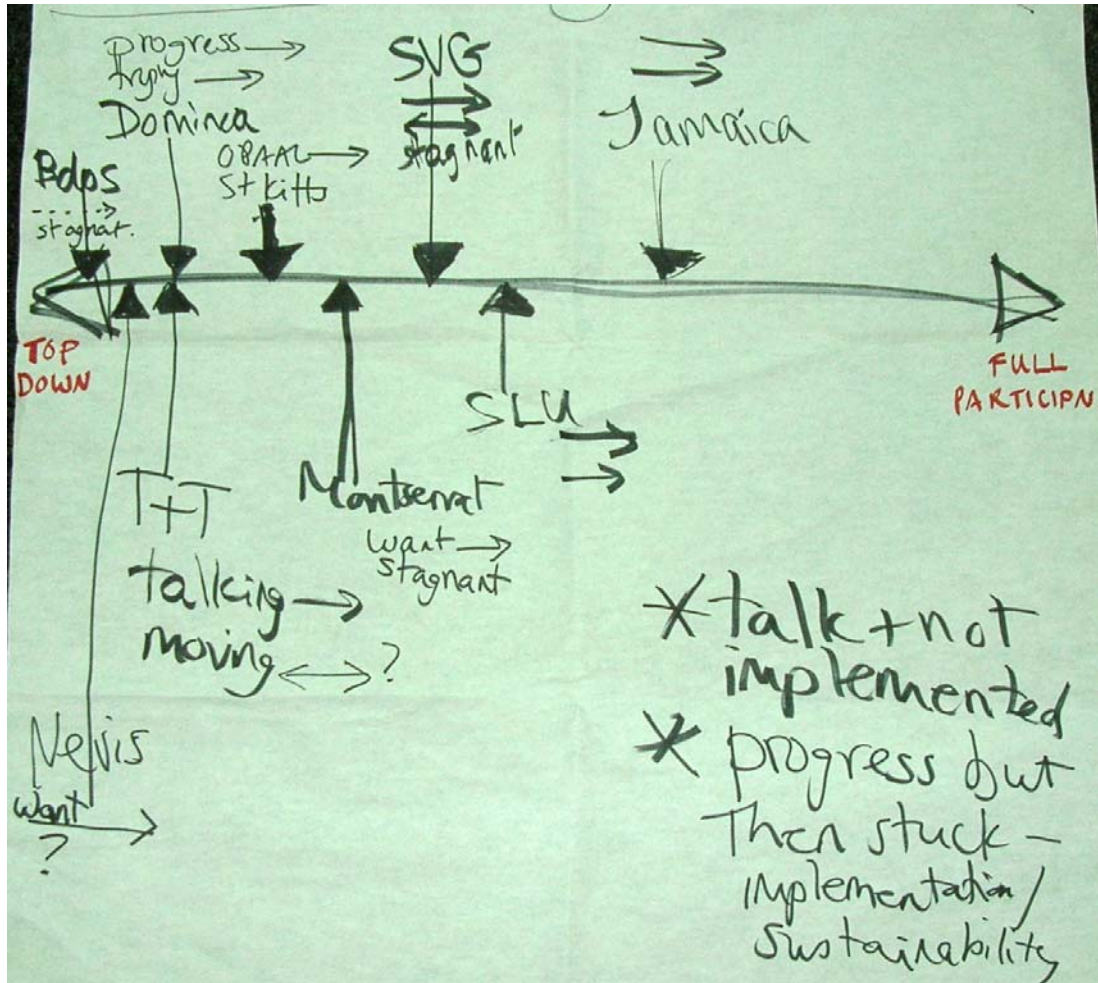


Fig 2: Relative positions and directions of movement along the spectrum of participation

7.3 Case studies and key tools and methods in PFM

Participants were divided into groups and assigned suggested case studies to present which would illustrate key tools and methods in PFM as shown in Table 2.

Table 2: Country case studies

Team	Case study	Tools & methods
T&T	NE Trinidad	Stakeholder identification and analysis
Dominica	Forest sector	Analysis and mapping institutional arrangements; analysis of capacity of key stakeholders
Montserrat	Centre Hills	Participatory planning, conflict management
SKN, Barbados	Forest policy process	Determine what steps needed for institutional change – who leads, linkages needed, etc.
SVG, SLU, Jamaica	Forest-based livelihoods	Building capacity of CSOs to engage in forest-based livelihood opportunities

For each of the group presentations, participants analysed and discussed tools and methods illustrated by the case studies. These presentations highlighted various useful lessons, including the importance of:

- identifying and involving all key stakeholders from early in the process;
- conducting socioeconomic and ecological research, including traditional and scientific knowledge, to inform planning and management;
- using NGOs as consultants to conduct research;
- using NGO networks and private sector or resource user associations to reach stakeholders;
- specifying opportunities and innovative arrangements for stakeholder involvement and integrated forest management in legislation and policy;
- analysing and developing stakeholder capacity for participation in planning and management;
- mobilising stakeholder and facilitating participation;
- analysing linkages in the forestry sector;
- using multi-stakeholder committees to facilitate stakeholder involvement and integrated communication and coordination;
- developing participatory multi-stakeholder partnerships;
- facilitating an integrated approach to forest management;
- conducting public awareness initiatives to build understanding and support, including with school groups;
- involving all key stakeholders from the start to avoid or minimise conflicts;
- facilitating participatory planning processes with all key stakeholders;
- planning for the sustainability of a project through involvement and capacity building of a broad constituency;
- developing partnerships and institutional structures to facilitate integrated planning and management; and
- involving communities living adjacent to forests in developing sustainable livelihood opportunities.

7.4 Participatory monitoring and evaluation

Participants reviewed basic principles in monitoring and evaluation and discussed applying these in a participatory way to evaluating lessons from the Dominica case studies to be reviewed during the field trip. Participants planned how they would facilitate an evaluation of the processes used and the results or impacts.

7.5 Field trip and Dominica case studies

In the morning participants visited the Wammae Letang group which has been granted a lease by the Ministry of Tourism to conduct boat and kayak tours on the Freshwater Lake in the Morne Trois Pitons National Park World Heritage Site (MTPNPWHS). They have use of part of the Visitor's Centre for their office and a cafeteria. The Forestry Department is also involved in management of the site. Participants were taken on a boat tour and then conducted a discussion with several members of the group to elicit lessons on PFM.



Fig 3: From left to right – Barry Mahabir (T&T), Eustace Bertrand (Wammae Letang, Dominica) and Jervaine Greenaway (Montserrat) in discussion at the Visitors Centre

The afternoon trip was to Giraudel Flower Growers Group, a well-established women's group operating since 1984. This group purchased 2.6 acres in 2004 to develop a permanent site for their annual Flower Show and regular ecotours, which currently visit homes in the village. The village is adjacent to the World Heritage Site and the group also plans to expand to conducting tours along the trails and several members have been trained for this.

See Appendix 5 for a summary of these projects, which are receiving funding under the UNDP Small Grants Fund Community Management of Protected Areas Conservation Project (COMPACT) initiative.



Fig 3: Participants were led by Joyce Samuel (in blue) from the Giraudel Flower Growers group through one of the greenhouses.



Fig 4: Site plans for the new site of the Giraudel Flower Growers flower show

7.5 Lessons from the Dominica case studies

Participants analysed lessons from the case studies visited, looking at group mobilisation and organisational development, technical skills, participatory planning processes, and institutional context.

With regard to the typology of participation, they were of the opinion that Wammae Letang originated as 'self-mobilisation' but reflected a mix of 'functional participation' and 'participation for (future) material incentives'. They recommended that group strengthening and capacity building were critical for the further development of this PFM initiative.

Participants were highly enthusiastic about the lessons learned from the Giraudel Flower Growers Group and felt that this demonstrated self-mobilisation and interactive participation. They felt that the participatory process of analysis, visioning and planning, community mobilisation and defining roles and responsibilities were critical elements of this useful model which could be applied to other PFM initiatives in the region.

7.6 NFPF capacity strategy

It was noted that participants had received copies of the final draft of the national reviews of policy and legislation for each of the NFPF project countries, which analysed key capacity needs for PFM. The draft regional capacity building strategy (Appendix 6) was then discussed, and participants made specific recommendations regarding process and case studies (see Appendix 7 for a summary of the comments). They endorsed the capacity building strategy and committed to supporting implementation at the national level.

8. Evaluation

In general the participants felt that the workshop was very useful in building an appreciation and insight into the key skills and approaches needed for PFM, and had successfully illustrated these through analysis of a variety of case studies. They commended the participatory and interactive nature of the workshop and felt that the field trip was especially valuable. They felt that the workshop should have been longer and wider participation could have been sought from the project countries and Dominica especially. See Appendix 8 for a collation of the written evaluation comments from the participants.

APPENDIX 1: Workshop participants

Organisation		Name			Position	Address			Country	Tel	Fax	E-mail
Giraudel Flower Growers	CBO	Ms.	Joyce	Samuel	Member			Giraudel	Dominica	767 448 2458		alfrediw@cwdom.dm
Ministry of Agriculture	GOV	Mr.	Michael	Barrett	Regional Officer	173 Constant Spring Road		Kingston 8	Jamaica	876 925 0848	876 979 3318	fdwestern@cwjamaica.gov.jm
Department of Physical Planning & Environment, Ministry of Sustainable Development	GOV	Mr.	Andy	Blanchette	Conservation Officer			Charleston	St. Kitts & Nevis	869 465 2277	869 465 5842	phyplskb@sisterisles.kn
Food and Agricultural Organisation	DONOR	Mr.	Claus	Ecklemann	Forestry Officer	UN House, FAO	Marine Gardens, Hastings	Christ Church	Barbados	246 426 7110	246 427 6075	Claus.Eckelmann@fao.org
Forestry Department	GOV	Mr.	Albert	Gallion	Forestry Officer				Dominica	767 266 3815	767 448 3268	forestofficerutilisation@cwdom.dm
Centre Hills Project	NGO	Mr.	Jervaine	Greenaway	Field Officer	c/o Montserrat National Trust	PO Box 393		Montserrat	664 491 3088		darwin@candw.ms
Ministry of Agriculture, Forestry & Fisheries	GOV	Mr.	Donatian	Gustave	Forest Officer	Government Buildings	Pointe Seraphine	Castries	St. Lucia	758 450 2078 / 2231	758 450 2287	deptforest@slumaffe.org
Caribbean Forest Conservation Association (CFCA)	NGO	Mr.	Louis	Guy	President	77V Maraval Road	Maraval		Trinidad and Tobago	868 622 2322		cfca@trinidad.net
CANARI	NGO	Ms.	Nicole	Leotaud	Staff Partner	Fernandes Industrial Centre	Eastern Main Road	Laventille	Trinidad and Tobago	868 626 6062	868 626 1788	nicole@canari.org
Forestry Department, Ministry of Agriculture, Land, Housing and the Environment	GOV	Mr.	Lloyd	Martin	Forestry Technician				Montserrat	664 491 2075 / 2546	664 491 9275 / 8545	martin@gov.ms
Soil Conservation Unit, Ministry of Agriculture & Rural Development	GOV	Ms.	Michelle	Wilson	Forestry Officer	Haggats		St. Andrew	Barbados	246 422 9910	246 422 9833	michellegy22@gmail.com
Sun-Rise Tours	PRIV SECT	Mr.	Lynell	Liburd	Tour Operator			Gingerland	Nevis	869 469 2758	869 469 3716	info@nevisnaturetours.com
Forestry Division, Ministry of Agriculture, Lands and Fisheries	GOV	Mr.	Casmus	McLeod	Forestry Officer II		Campden Park	Kingstown	St. Vincent and the Grenadines	784 453 3340	784 457 8502	cmleod_69@yahoo.com
S.U.N. Foundation	NGO	Ms.	Vanessa	Prevost	Project Manager	Carib Territory		Salybia	Dominica	767 440 2199		reforestation@cwdom.dm
Forestry Division, Ministry of Public Utilities and the Environment	GOV	Mr.	Barry	Mahabir	Assistant Conservator of Forests	Long Circular Road		St. James	Trinidad and Tobago	868 724 7103 / 643 9595	628-5503	barrymah@yahoo.com

APPENDIX 2 – WORKSHOP PROGRAMME

Caribbean Natural Resources Institute (CANARI)

Participatory Forest Management: Key tools and methods

as part of the project on

***“Participatory Forest Management: improving policy and institutional capacity”
FAO National Forest Programme Facility (NFPF)***

July 19th – 21st 2006

Fort Young Hotel, Commonwealth of Dominica

Workshop Goal:

To develop the capacity of key individuals in government and civil society to facilitate processes of institutional development for increased stakeholder participation in forest management to improve the socioeconomic and environmental benefits gained from forests in the islands of the Caribbean.

Workshop Objectives:

1. To review the current status of policy and institutional structures, challenges and opportunities for participatory forest management in the seven NFPF “Participatory Forest Management” project countries and compare this with non-project countries participating in the workshop;
2. To increase awareness of essential knowledge, skills and methods needed to facilitate participatory forest management in participants’ home countries;
3. To facilitate networking and information sharing among participants;
4. To validate the national and regional capacity building strategies developed under the NFPF “Participatory Forest Management” project;
5. To refine the project design for Years 2 and 3 for the NFPF “Participatory Forest Management” project.

By the end of the workshop participants will be able to:

1. Explain key concepts in participatory forest management;
2. Identify some of the key policy and institutional structures, challenges and opportunities in participatory forest management in their home countries and other islands in the Caribbean;
3. Identify and discuss some of the key capacity needs in their home countries and other islands in the Caribbean and how these can be addressed through the NFPF “Participatory Forest Management” project and other initiatives;
4. Give examples of initiatives in participatory forest management from Dominica and the region;
5. Examine initiatives in participatory forest management to assess impact on natural resource management and socioeconomic development;
6. Identify essential knowledge, skills and methods needed to facilitate participatory forest management in their home country.

Draft agenda:

Wednesday 19th July

9:00 a.m.	<u>Opening Ceremony</u> <ul style="list-style-type: none">▪ Welcome from CANARI▪ Welcome and remarks from Mr Claus Eckelmann, Food and Agricultural Organisation (FAO)▪ Participant introductions▪ Welcome and feature address by the Honourable Collin Mc Intyre, Minister of Agriculture, Fisheries and the Environment, Commonwealth of Dominica
10:00 a.m.	Break
10:15 a.m.	Overview of the National Forest Programme Facility (NFPF) project goal, objectives and activities
10:30 a.m.	Review of key concepts in participatory forest management
11:30 a.m.	Policy and institutional arrangements for participatory forest management in the Caribbean: Overview of key findings from the national policy reviews and discussion and comparison with non-project countries
12:30 p.m.	Lunch
1:30 p.m.	Sharing experiences from countries and highlighting key tools and methods in participatory forest management, e.g.: <ul style="list-style-type: none">▪ Stakeholder identification and analysis▪ Assessing capacity for participation▪ Participatory planning▪ Participatory monitoring and evaluation▪ Facilitating processes of institutional change▪ Developing organisational and institutional capacity▪ Conflict management
4:30 p.m.	Workshop close

Thursday 20th July

8:00 a.m.	Setting the context: Assessing the impact of participatory forest management initiatives on natural resource management and socio-economic development
9:30 a.m.	Depart on field trip from Fort Young Hotel
10:00 a.m.	Wammae Letang Group, Freshwater Lake, Morne Trois Pitons National Park World Heritage Site (MTPNPWHS): Discussion with group members, kayak / boat tour
noon	Lunch at Freshwater Lake
1:30 pm	Travel to Giarudel
2:00 pm	Giraudel Flower Growers, Giarudel, Morne Trois Pitons National Park World Heritage Site (MTPNPWHS): Discussion with group members, tour of facility
4:00 p.m.	Return to Fort Young Hotel
6:00 pm	Debrief of lessons from field trip: <ul style="list-style-type: none"> ▪ Development and implementation of participatory forest management initiatives ▪ Impact of participatory forest management on natural resource management and socio-economic development

Friday 21st July

8:30 a.m.	Building the capacity for participatory forest management in the Caribbean: Presentation of draft capacity building strategy for discussion and validation
10:00 a.m.	Planning for the way ahead: training, potential research case studies in participatory forest management, implementation of a small grant scheme for civil society partners for participatory forest management
11:15 a.m.	Workshop evaluation and thanks
12:00 noon	Workshop close
12:00 noon	Lunch

Caribbean Natural Resources Institute (CANARI)
&
FAO-National Forest Programme Facility (NFPF)

**“Participatory Forest Management:
Key tools and methods”**

*June 19th – 21st, 2006
Dominica*

CANARI

Welcome & Introductions

Welcome & introductions

- Nicole Leotaud, CANARI
- Forestry Department, Dominica
- Honourable Collin McIntyre, Minister of Agriculture, Fisheries and the Environment

CANARI

CANARI

- CANARI is a regional non-profit organisation whose mission is to promote equitable participation and effective collaboration in managing the natural resources critical to development.

CANARI

CANARI

- CANARI seeks to achieve its mission through:
 - applied and action research on, and analysis, monitoring and evaluation of, innovative policies, institutions and approaches to participation and governance;
 - sharing and dissemination of lessons learned, including capacity building; and
 - fostering partnerships, particularly those that build on regional assets and talents and contribute to closer regional cooperation.

CANARI

Participant introductions

- Name
- Organisation
- Country
- Involvement in Participatory Forest Management
- What do you expect to share
- What do you expect to learn

CANARI

Workshop objectives 1

- To review the current status of policy and institutional structures, challenges and opportunities for participatory forest management in the seven NFPF “Participatory Forest Management” project countries and compare this with non-project countries participating in the workshop;
- To increase awareness of essential knowledge, skills and methods needed to facilitate participatory forest management in participants’ home countries;

CANARI

Workshop objectives 2

- To facilitate networking and information sharing among participants;
- To validate the national and regional capacity building strategies developed under the NFPF “Participatory Forest Management” project;
- To refine the project design for Years 2 and 3 for the NFPF “Participatory Forest Management” project.

CANARI

... participants will be able to:

- Explain key concepts in PFM;
- Identify some of the key policy and institutional structures, challenges and opportunities in PFM in their home countries and other islands in the Caribbean;
- Identify and discuss some of the key capacity needs in their home countries and other islands in the Caribbean and how these can be addressed through the NFPF “Participatory Forest Management” project and other initiatives;

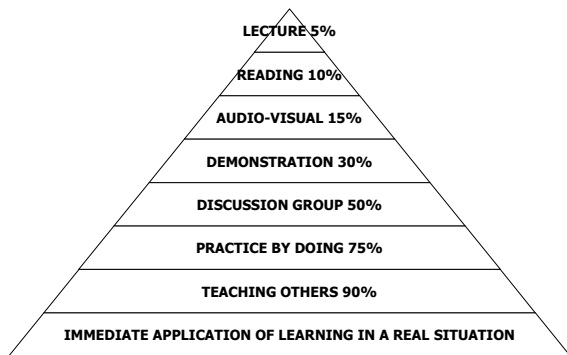
CANARI

... participants will be able to:

- Give examples of initiatives in PFM from Dominica and the region;
- Examine initiatives in PFM to assess impact on natural resource management and socioeconomic development;
- Identify essential knowledge, skills and methods needed to facilitate PFM in their home country.

CANARI

Retention rates



Agenda

Day 1:

- Welcome and introductions
- Key concepts in PFM
- Policy and institutional arrangements for PFM
- Key tools and methods in PFM

CANARI

Agenda

Day 2:

- Setting the context: Assessing PFM initiatives
- Wammae Letang Group, Freshwater Lake
- Giraudel Flower Growers, Giarudel
- Debrief

CANARI

Agenda

Day 3:

- Capacity building needs in the Caribbean
- Capacity building strategy for the NFPF project
- Planning for the way ahead
- Workshop evaluation and close

CANARI

“Participatory Forest Management: Improving policy and institutional capacity for development”

National Forest Programme Facility (NFPF) project goals, objectives, activities

What is NFPF?

A FAO programme designed to help countries to:

- integrate sustainable forest management into broader inter-sectoral processes with a focus on poverty reduction
- build consensus at national level on how to address forest-related issues
- integrate commitments made at the international level into national forest policy and planning

Through:

- improved access to information and provision of small grants to stimulate participation

CANARI

NFPF project in the Caribbean

FAO Regional meeting in St. Lucia, May 2003:

- Decision to take a regional approach to FAO-NFPF in partnership with CANARI
- Project being conducted in Barbados, Dominica, Grenada, St. Kitts & Nevis, Saint Lucia, St. Vincent & the Grenadines, and Trinidad & Tobago
- Endorsed by all project countries and Jamaica

CANARI

CANARI NFPF project goal

- To support the improvement of the socioeconomic and environmental benefits that can be derived from forest management by analysing, promoting and building capacity for participatory planning and management of forest resources at the regional, national and local levels.

Project approved: May 2005

Project Time frame: 3 years

CANARI

CANARI NFPF project objectives

1. To build the capacity of forest stakeholders for participatory policy analysis, policy formulation and forest management through effective training, technical assistance, and regional and cross-sectoral dialogue
2. To improve the institutional frameworks for participatory forest policy analysis, policy formulation and forest management, and the integration of forest policy in national sustainable development strategies, through the promotion and dissemination of lessons learned and best practices, technical assistance and training
3. To develop and transfer methods for sustainable management of forest resources

CANARI

CANARI NFPF project activities

Year 1

- Identify stakeholders and the legislative and policy framework in each country
- Validate findings at a national stakeholder consultation
- Conduct national capacity needs assessment and develop capacity building strategy
- Conduct regional workshop on skills for participatory forest management
- Select Year 2 case studies of innovative forest management arrangements

CANARI

CANARI NFPF project activities

Year 2

- Deliver training programmes in 3 project countries based on capacity needs identified
- Conduct regional workshop on sustainable livelihoods and rural communities
- Pilot and/or analyse case studies of innovative forest management arrangements
- Select Year 3 case studies of innovative forest management arrangements

CANARI

CANARI NFPF project activities

Year 3

- Deliver training programmes in remaining 4 project countries based on capacity needs identified
- Pilot and/or analyse second round of case studies of innovative forest management arrangements
- Operate small grant scheme for civil society organisations aimed at sustaining programme impacts
- Conduct final regional workshop to analyse and disseminate project findings

CANARI

Key concepts in PFM

Concepts to define

- Participation
- Stakeholder
- Forest
- Forest management
- Participatory forest management

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APPENDIX 4 - HANDOUTS

TYPES OF PARTICIPATION¹

Type	Characteristics
1. Manipulative participation	Participation is simply a pretence, with 'people's representatives on official boards but who are unelected and have no power
2. Passive participation	People participate by being told what has been decided or has already happened. It involves unilateral announcements by an administration or project management without any listening to people's responses. The information being shared belongs only to external professionals
3. Participation by consultation	People participate by being consulted or answering questions. External agents define problems and information gathering processes, and so control analysis. Such a consultative process does not concede any share in decision-making, and professionals are under no obligation to take on board people's views
4. Participation for material incentives	People participate by contributing resources, for example labour, in return for food, cash or other material incentives. [People] ... are involved in neither experimentation nor the process of learning. It is very common to see this called participation, yet people have no stake in prolonging technologies or practices when the incentives end
5. Functional participation	Participation is seen by external agencies as a means to achieve project goals, especially reduced costs. People may participate by forming groups to mete predetermined objectives related to the project. Such involvement may be interactive and involve shared decision-making, but tends to arise only after major decisions have already been made by external agents. At worst, local people may still only be co-opted to serve external goals
6. Interactive participation	People participate in joint analysis, development of action plans and formation or strengthening of local institutions. Participation is seen as a right, not just the means to achieve project goals. The process involves interdisciplinary methodologies that seek multiple perspectives and make use of systemic and structured learning processes. As groups take control over local decisions and determine how available resources are used, so they have a stake in maintaining structures and practices
7. Self-mobilisation	People participate by taking initiatives independently of external institutions to change systems. They develop contacts with external institutions for resources and technical advice they need, but retain control over how resources are used. Self-mobilisation can spread if governments and NGOs provide an enabling framework of support. Such self-initiated mobilisation may or may not challenge existing distributions of wealth and power.

¹ From Bass, S., Dalal-Clayton, B. and Pretty, J. (1995) Participation in Strategies for Sustainable Development International Institute for Environment and Development. Environmental Planning Issues No. 7

Who is a stakeholder?

The individuals, groups and organisations that are involved in or may be affected by a change in the conditions governing the management and use of a resource, space or sector.

Stakeholders have rights to a resource if they:	Stakeholders have responsibility for a resource if they:	Stakeholders have interest in a resource if they:
Have a traditional link to it	undertake actions that change the nature of it	have a cultural attachment to it
Depend on it for their livelihood	derive economic benefits or well-being from it	derive some enjoyment from it
Own the land or access to it	are formally or informally managing it	are actively involved in its conservation
Have been conferred rights via some legal mandate	have a statutory responsibility	have an intellectual association with it (e.g. through research)

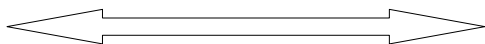
Some criteria to assess who are key stakeholders:

- **What is their purpose/focus/interest/mission?**
- **What is their level of power/authority/influence:** What political, social and economic power do the stakeholders have? What legal mandate do they have?
- **What is the size of their stake:** What is the level of responsibility of and benefits to be gained by the stakeholders? How much land do the stakeholders own/manage/use?
- **What is the scope of their involvement:** What is their level of benefit, impact, responsibility? What is their level of dependency on the resource for their livelihood? What is the level of their vulnerability to a change in management of the resource?
- **What capacity does the stakeholder have to be involved?**
 - World view / culture
 - Skills
 - Material resources
 - Linkages
 - Adaptive strategies

CANARI Capacity Assessment Matrix (CANARI Guidelines 3)

	World View	Culture	Structure	Adaptive strategies	Skills	Material Resources	Linkages
Non state partners and resource users	Need for a general culture of participation at a national level	Need for respect between stakeholders	Need to acknowledge power relations within community structures Need to develop CBO structures	Need for processes that facilitate necessary organisational changes	Need for access to technical knowledge about resources	Need for communities to have influence over decisions related to resources access to technical knowledge	Need for linkages outside immediate community
Resource management agencies (usually public sector)	Need to make paradigm shift towards participatory management	Need to have benefits of participatory approaches demonstrated		Need for emphasis on processes as well as products in projects		Need for longer funding cycles that allow processes to develop	Need to be able to work more effectively across departments and disciplines
Applicable to all resource management partners	Need for clear and explicit vision including conservation and livelihood issues Need for facilitated processes that bring stakeholders together for purposes of planning and review	Need for positive experiences of participatory approaches Need for participatory management to be presented in a non threatening way			Need for specialist training, models, examples and case studies to transfer skills Need for organisational skills		

Spectrum of participation in Natural Resource Management



Top-down decision making with some stakeholders informed of some decisions

All stakeholders equitably involved in decision-making

Why participation?

1. Incorporates a wide range of perspectives and ideas, resulting in improved management
2. Improves the knowledge and skills of all stakeholders
3. Increases the likelihood of stakeholder support through involvement in decision-making
4. Can provide a forum for identifying conflicts between users and negotiating solutions to them
5. Can contribute to stakeholder empowerment and local institutional development, especially when the sharing of management responsibility is involved

CANARI

Participation when?

- Conceptualisation
- Planning
- Implementation
- Monitoring
- Evaluation
- Adapting management

CANARI

Participation when not?

1. Issues are urgent
2. Issues are sensitive
3. Stakeholders lack the capacity to participate (e.g. lack skills, technical knowledge)

⇒ Need transparency in process & aim to build foundation for future participation

CANARI

Challenges of participation

1. Costly in terms of time & resources for all (including stakeholders)
2. Raises stakeholder expectations & can lead to disillusionment if realistic expectations not defined
3. Where capacity lacking, can be counterproductive and result in backlash
4. Consultation burnout

CANARI

What is forest management?

- Forest =
- Forest management =

CANARI

What is participatory forest management?

- Working definition:

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Who is a stakeholder?

- The individuals, groups and organisations that are involved in or may be affected by a change in the conditions governing the management and use of a resource, space or sector.

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Who is a stakeholder?

Stakeholders have rights to a resource if they:	Stakeholders have responsibility for a resource if they:	Stakeholders have interest in a resource if they:
have a traditional link to it	undertake actions that change the nature of it	have a cultural attachment to it
depend on it for their livelihood	derive economic benefits or well-being from it	derive some enjoyment from it
own the land or access to it	are formally or informally managing it	are actively involved in its conservation
have been conferred rights via some legal mandate	have a statutory responsibility	have an intellectual association with it (e.g. through research)

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Who is a key stakeholder?

- *What is their purpose/focus/interest/mission:* How closely does the primary focus of the stakeholders relate?
- *What is their level of power/authority/influence:* What political, social and economic power do the stakeholders have? What legal mandate do they have?
- *What is the size of their stake:* What is the level of responsibility and benefits? How much lands do the stakeholders own/manage/use?
- *What is the scope of their involvement:* What is their level of benefit, impact, responsibility, dependency on the resource for their livelihood, vulnerability to a change in management of the resource?
- *What capacity does the stakeholder have to be involved?*

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Types of participation

1. Manipulative
2. Passive
3. Participation by consultation
4. Participation for material incentives
5. Functional
6. Interactive
7. Self-mobilisation

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Key tools and methods in PFM

Sharing experiences from countries

Key tools and methods

E.g.:

- Stakeholder identification and analysis
- Assessing capacity for participation
- Participatory planning
- Participatory monitoring and evaluation
- Conflict management
- Facilitating processes of institutional change
- Developing organisational and institutional capacity

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Small group work – case studies

Team	Case study	Tools & methods
T&T	NE Trinidad	Stakeholder identification and analysis
DOM X 2	Forest sector	Analysis and mapping institutional arrangements; analysis of capacity of key stakeholders
MON	Centre Hills	Participatory planning, conflict management
SKN, BDOS	Forest policy process	Determine what steps needed for institutional change – who leads, linkages needed, etc.
SVG, SLU	Forest-based livelihoods	Building capacity of CSOs to engage in forest-based livelihood opportunities
JAM	LFMCs	Participatory M&E CANARI

Small group work - instructions

- Choose a Chair, Rapporteur and Presenter
- Choose your case study
- Choose tools & methods that you will present
- Analyse for your case study PFM processes
 - What did you do?
 - What else could / should have been done?
 - What were the impacts of doing it or not doing it?
 - What lessons were learnt?

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Participatory monitoring and evaluation

Assessing process and impacts of Participatory Forest Management

Purpose of monitoring & evaluation

Getting and communicating information for learning and decision-making

MONITORING ↔ EVALUATION

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Big questions

1. How can the project be kept on track?
2. Was the project successful?
3. What has been learnt about how the project was conducted?

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Why monitor & evaluate?

- Assess impacts
- Improve accountability and prove merit
 - ✓ To providers of resources
 - ✓ To staff and implementers
 - ✓ To beneficiaries
- Improve management / performance
 - ✓ Effectiveness (what is done)
 - ✓ Efficiency (how it is done)
 - ✓ Must feed back into management
- Assess potential for replication

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What do you monitor/evaluate?

Collect information on:

- Whether activities/programmes are being carried out as planned
- Whether having desired results (changes)
- Whether having unanticipated negative impacts
- How to improve effectiveness and efficiency

Effectiveness: result

Efficiency: optimal use of resources

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Measure “results” at what level?

Example:

Activity	Output	Outcome
Conduct training workshop		

↑
Monitor
CANARI

↑
Evaluate

M&E

Are monitoring & evaluation the same thing?

How are they different?

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Monitoring

- How you will check **on an ongoing basis** that the activities are being conducted, e.g.
 - tracking actual expenditure compared to budget
 - tracking actual numbers of beneficiaries compared to project plan
 - tracking actual task completion dates against project plan
- ➔ **TAKING CORRECTIVE ACTION**
 - e.g. revise budget, reduce spending, look for more money, revise schedule

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What do you monitor?

- Project Activities
- Outputs (expected results of activities)
- Budget
- Project Timeline
- Milestones
- Performance

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Evaluation

Two basic questions asked in evaluation:

1. Was the project successful? (i.e. have the objectives of the project been achieved?)
 - If so, to what extent?
 - If not, why not?
2. What has been learnt?
 - from both successes and challenges
 - to inform subsequent projects

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What do you evaluate?

1. Results = Impacts
2. Process (what worked and what didn't work)

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Monitoring - outputs	Evaluation - outcomes
■ Conducted <u>throughout</u> the activity	■ Conducted at <u>discrete points</u> or <u>completion</u> of activity
■ A continuous process	■ A defined single process
■ Gives information on if following the plan, what assumptions change, what steps not achieved, etc.	■ Gives information on whether the activity was successful, had negative impacts, suggests improvements, identifies gaps & new avenues, etc.
■ Inputs into constant revision of plan	■ Inputs into designing new projects
■ Urgency – need to take action	■ Encourages broader reflection
KEEPING ON TRACK <small>CANARI</small>	BEING STRATEGIC

What happens when M&E is not done for a project?

- Over-run budget
- Over-run schedule
- Unexpected events derail the plan
- Results not achieved
- Bad reputation / loss of confidence in grantee

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Who does M&E?

- Project team
 - Funder
 - Who else is involved?
 - Other stakeholders:
 - Beneficiaries
 - Partners
 - Board
- =Participatory M&E

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Why participatory M&E?

- Understand & negotiate & include stakeholder perspectives
 - Include specific local information
 - Provide information on relevance, sustainability
- Empower stakeholders
 - Share information > facilitate learning
 - Make activities 'visible' > increase motivation
- Strengthen partnerships
 - Involve partners
 - Strengthen relationships > build institutions

What do you measure?

- Specify measurable indicators that can be monitored to evaluate process and impact
 - Quantitative e.g. number of people trained
 - Qualitative e.g. change in attitude
- Should be credible (objective and verifiable)

Evaluating PFM case studies in Dominica

- What do we need to say?
 - Who we are
 - Why we are here
 - What we would like to find out and why

CANARI

Evaluating PFM case studies in Dominica

- What questions will we ask in our evaluation?
 1. Process: Is there equitable and effective stakeholder participation in conceptualisation, planning, implementation, monitoring and evaluation?
 2. Result / impact:
 - Ecological
 - Socioeconomic (livelihoods)
 - Institutional

Ref: Ainka Granderson, University of Wisconsin-Madison / CANARI

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Day 3 agenda

- Debrief of Dominica case studies
- Review of approach and results for NFPF Year 1
- Discussion on capacity building strategy
- Workshop evaluation
- Close

CANARI

Debrief of case studies in Dominica

- Were the case studies PFM?
- Process: Is there equitable and effective stakeholder participation in conceptualisation, planning, implementation, monitoring and evaluation?
 1. Result / impact:
 - Ecological
 - Socioeconomic (livelihoods)
 - Institutional

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Policy and institutional arrangements for participatory forest management in the Caribbean:

Overview of key findings from the national policy reviews and discussion and comparison with non-project countries

Research methodology

- literature review
- interviews with selected stakeholders and key informants
- national stakeholder consultation(s):
 - public sector (forest management agencies and other government and public companies in sectors that relate to forest resources)
 - private sector (traditional forest users, forest-based businesses and private sector bodies)
 - civil society (non-governmental and community-based organisations)

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Stakeholder identification & analysis

- Who are the stakeholders?
- What are their roles, responsibilities, interests and benefits?
- What are the issues arising from the current distribution of roles and responsibilities?

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Policy analysis

- What are the policies that currently govern forest use and management?
- How compatible are they with the goals of stakeholder participation and community development?
- What are the policy conflicts and inconsistencies?
- What are the policy gaps and requirements?

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Context - % forested land

Country	Population	Area forested land	
Trinidad & Tobago	1.3 million	1700 km ²	33%
St. Kitts & Nevis	45,000	65, 18 km ²	37%, 20%
St. Vincent & Grenadines			?
St. Lucia			?
Dominica		195 miles ²	65%
Grenada			?
Barbados		1,700 ha	4%
Montserrat	4,500		About 35%
Jamaica			?

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Context: political & social economic development priorities

- What are the primary economic drivers?
- What are the social priorities?
- What are the political priorities?
- Are forests seen as important resources for socioeconomic and livelihood development?

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Opportunities and constraints for stakeholder participation

- Institutional structures
- Policy
- Capacity
- ➔ Gaps and opportunities

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General findings

- Local situations differ but similar needs
- Extensive but varied experience
- Need to share

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Key capacity needs identified 1

- Need improved policy environment and framework
 - Explicit forest policy
 - Strong and functional linkages between forest and other policies
 - Translated into effective policy instruments – laws, regulations, guidelines, codes of conduct, standards, etc.)

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Key capacity needs identified 2

- Improved skills in:
 - Stakeholder identification and analysis
 - Communications and stakeholder mobilisation
 - Conflict management and negotiation
 - Collaborative management and partnerships
 - Participatory resource mapping
 - Community-based tourism

CANARI

Key capacity needs identified 3

- Improved internal management structures
- Improved human, financial and technical resources
- CBOs additional training in organisational development, networking, fundraising, nursery and watershed management, and identification and implementation of income-generating projects

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NFPF capacity building strategy

1. NFPF activities
2. Sharing information and recommendations with other training institutions (ECIAF, UWI)
3. Collaboration with countries for implementation of complementary activities
4. Communication and collaboration with development partners for support and complementary initiatives

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NFPF capacity building activities

1. Supporting policy development
2. Testing and documenting new approaches and lessons
3. Providing training while building local training capacity
4. Documenting, sharing and disseminating lessons learned

CANARI

Supporting policy development

- Participatory review of Grenada case study (and observe and learn from upcoming T&T process)
- Technical assistance with the design of policy processes in other countries (attention on fundraising)
- Liaise and communicate with development partners

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Testing and documenting new approaches and lessons

- Years 2 & 3 local Action Learning Projects on priority themes
 - Strengthening CBOs (SVG, T&T)
 - Selecting suitable management regimes and developing and implementing management agreements (SLU)
 - Forest-based businesses (DOM, all Windward islands)
 - Community tourism (DOM, SLU, SVG)
- Year 3 provide small grant support to new initiatives

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Providing training while building local training capacity

- Identify local trainers
- Conduct regional Training of Trainers workshop
- Design and conduct national training programmes, e.g.
 - Introductory PFM and organisational strengthening in BDOS, SKN, DOM
- Regional training workshop on forest management and sustainable livelihoods
- Disseminate learning – writing, seminars

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Documenting, sharing and disseminating lessons learned

- End of project update on:
 - the contribution of forests to sustainable livelihoods
 - the status of participatory forest management in the seven participating countries
- Regional conference to present and discuss learning and evaluate the impact of the programme

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National priorities & case studies?

- 4 Action learning projects?
 - Strengthening CBOs (SVG, T&T)
 - Selecting suitable management regimes and developing and implementing management agreements (SLU)
 - Forest-based businesses (DOM, all Windward islands)
 - Community tourism (DOM, SLU, SVG)
- National training?
 1. BDOS, DOM, SKN
 2. SLU, T&T, GDA, SVG

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Workshop evaluation and close

- Written evaluation
- Discussion
- Logistics
 - Flights
 - Hotel bills
 - Invoices
- Thanks!

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APPENDIX 5 – Dominica Case Studies

Wammae Letang Group, Freshwater Lake, Morne Trois Pitons National Park World Heritage Site (MTPNPWHS):

The Morne Trois Pitons was first proposed as a protected area in 1952. The area was designated a National Park (NP) under the National Park and Protected Areas Act (the Act) in 1975. The MTPNP was enlisted as a World Heritage Site (WHS) in December 1997 and inscribed in August of 1998.

As a result of the enforcement of the laws under the Act, traditional activities such as fishing, hunting, farming and logging were prohibited. This meant that persons from Laudat Village which lies on the fringe of the Morne Trois Pitons National Park and World Heritage Site (MTPNPWHS) were severely affected by the limitations with respect to use of the NP.

The MTPNP offers tremendous opportunities for developing eco tourism initiatives; however support for community groups to initiate these activities is generally lacking. The freshwater lake is one of the major sites in the MTPNPWHS and provides a source of revenue and recreation for the villagers of Laudat. The lake, however, cannot be fully appreciated from standing on the western side, which is presently the only existing area for viewing. Providing boat rides to visitors allows them the opportunity to observe the flora and fauna of the lake, and also visit the inlets and areas of the FWL that are not easily accessible by land.

The Wammae Letang Group has accessed United Nations Development Programme (UNDP) Global Environmental Facility (GEF) Small Grants Funding to develop a project which proposes to achieve the following objectives:

- to develop an eco-tourism product which in the long term would impact positively and in a sustainable manner on the MTPNPWHS and in so doing generate income for the group members and the Laudat community;
- to train group members in the identification and description of the flora and fauna of the FWL;
- to train group members in methods of conducting tours on the lake, including boating, safety procedures, first aid, etc.;
- to train group members in project management and implementation and group dynamics;
- to train group members in all aspects of the tourism and hospitality industry; and
- to make the freshwater lake more accessible to visitors and obtain revenue by conducting boat tours and hikes close to the FWL.

The activities include:

- training of group members: in areas such as tourism and hospitality, project management and implementation, boating, canoeing, kayaking, maneuvering, safety rescue, etc).
- equipment & operations: purchasing equipment and inputs necessary to transport personnel (boats, kayaks, canoes, radio communications equipment, life jackets,

floating jetty, etc. Preparing storage area for boats, canoes and kayaks. Obtaining liability insurance, testing of boats, kayaks on the lake).

- marketing: development of a marketing plan and subsequent marketing and promotions of the project.

Giraudel Flower Growers Group, Giraudel, Morne Trois Pitons National Park World Heritage Site (MTPNPWHS):

The Morne Trois Pitons was first proposed as a protected area in 1952. The area was designated a National Park (NP) under the National Park and Protected Areas Act in 1975. The MTPNP was enlisted as a World Heritage Site (WHS) in December 1997 and inscribed in August of 1998.

The village of Giraudel, the twin community of Eggleston, is located at the base of Morne Anglais, the third highest mountain in Dominica and located in the Morne Trois Pitons National Park and World Heritage Site (MTPNPWHS). The area is presently experiencing widespread deforestation as a result of establishment of residential areas, and harvesting of round wood for the construction industry. In addition there is over-hunting of wild life.

The Giraudel Flower Growers Group began as a Women in Agriculture group in 1984, promoting flower growing and other horticultural activities. The group comprises 10 women with average individual farm sizes of 1.5 acres. The Group has accessed UNDP GEF Small Grants Funding to develop a project which will provide support for establishing a permanent site for propagation of delicate flowers and preserving delicate, endangered plant species, as well as development of the Morne Anglais trail within the World Heritage Site for ecotourism purposes.

The objectives of the project are:

- to educate and train farmers in agricultural practices that are environmentally friendly;
- to educate villagers so that they will be knowledgeable about the Morne Anglais area;
- to protect, preserve and cultivate rare and useful plants and trees;
- to develop a recreational and educational centre for the enhancement of the Morne Anglais area within the WHS;
- to provide and augment community income; and
- to provide additional tourist attraction for Dominica in keeping with ecotourism and COMPACT ideals.

The project includes the following activities:

- establishment of a Botanical Centre and permanent site for the Giraudel Flower Shows/market fairs;
- Giraudel Morne Anglais Tour Guide Training;
- improvement of the Morne Anglais Trail;
- rural home hospitality; and
- village beautification and environmental preservation.

The project is expected to provide employment opportunities for women, a cleaner and healthier environment, trained individuals in the community, preservation of the WHS, availability of flowers and plants for sale, provision of a recreational facility and training centre, improved farming techniques, and a better informed community.

APPENDIX 6 – Regional NFPF strategy draft for discussion

Caribbean Natural Resources Institute
FAO – National Forest Programme Facility

Participatory Forest Management:
Improving policy and institutional capacity for development

**Regional Capacity-Building Strategy
and Work Programme (2006 – 2008)**

1. Background and introduction

The Caribbean Natural Resources Institute (CANARI) is currently implementing a three-year regional project entitled “**Participatory Forest Management; Improving policy and institutional capacity for development**”. The project is being implemented in partnership with the forestry departments of the participating countries, with financial and technical support from the Food and Agriculture Organization of the United Nations (FAO) through its National Forest Programme Facility (NFPF). The project involves regional activities as well as national activities in Barbados, Commonwealth of Dominica, Grenada, Saint Christopher (St. Kitts) & Nevis, Saint Lucia, Saint Vincent & the Grenadines, and Trinidad & Tobago. Jamaica, which has its own NFPF project, will be invited to participate in and contribute to regional activities.

The overall goal of the project is to support the improvement of the socioeconomic and environmental benefits that can be derived from forest management by analysing, promoting and building capacity for participatory planning and management of forest resources at the regional, national and local levels.

The main project objectives, as defined in the original project document, are to:

- build the capacity of forest stakeholders for participatory policy analysis, policy formulation and forest management through effective training, technical assistance, and regional and cross-sectoral dialogue;

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- improve the institutional frameworks for participatory forest policy analysis, policy formulation and forest management, and the integration of forest policy in national sustainable development strategies, through the promotion and dissemination of lessons learned and best practices, technical assistance and training;
- develop and transfer methods for sustainable management of forest resources.

Activities over the first year have focused primarily on four sets of activities:

- a review of the status of forest policy in all participating countries, which resulted in the production of seven country reports focusing on policy and institutional issues, with a focus on participation and linkages between forest management and rural livelihoods;
- the formulation of national strategies to build capacity for participatory forest management;
- the conduct of a regional training course on participatory forest management (Dominica, July 2006);
- the formulation of this regional strategy, with the identification of case studies and other activities for Years 2 and 3 relating to linkages between participation, improved livelihoods and improved management.

The present document describes the proposed approach for the implementation of a capacity-building strategy at the regional and national levels, and it outlines the activities to be conducted under the NFPF project over the next two years.

2. Summary of capacity needs

General observations:

- while local situations differ between countries, the needs that have emerged from the national policy reviews and the national capacity-building strategies are strikingly similar;
- there is extensive experience in participatory forest management in the countries involved in this project, but that experience is diverse, and some countries have developed unique skills and lessons;
- this project therefore provides an opportunity to help all countries reach the same “level” by sharing their respective strengths and skills.

Main capacity needs:

- in all countries, there is a clear need for an improved policy environment and framework that would be characterised by:
 - an explicit statement of forest policy (vision, objectives, programmes and actions);
 - strong and functional linkages between forest policy and the other components of the national development policy framework, especially in relation to social development, poverty reduction, water management, rural development, and tourism;
 - the translation of forest policy statements into effective and efficient policy instruments (laws, regulations, guidelines, codes of conduct, standards, etc.);

- an explicit inclusion of the principles, goals and tools of participation and devolution within policy statements and instruments;
- even where there is an explicit statement of forest policy (Grenada), there is a recognised need for an improved policy environment, and there is a feeling among forest stakeholders that the policy framework remains weak and incomplete;
- while the need for standards in forest-based business operations has been mentioned in only one instance (St. Vincent and the Grenadines), it is likely that this need exists in most countries, depending on the type of forest-based enterprises (e.g. ecotourism, water bottling, craft production);
- all country assessments have identified the need for improved skills in a number of areas, particularly:
 - stakeholder identification and analysis
 - communications (including facilitation, advocacy and policy influencing) and stakeholder mobilisation
 - community profiling and rapid social assessment
 - conflict management and negotiation
 - collaborative management and partnerships
 - participatory resource mapping
 - community-based tourism
- these skills are needed by senior forest managers, but also by other members of the staff of forest management and other public sector agencies, and by their partners in civil society and the private sector
- in addition to these skills, the organisations involved in forest management also need improved internal management structures, and additional human, financial and technical resources
- community-based organisations involved in forest management have specific training needs in organisational development, networking, fundraising, nursery and watershed management, and identification and implementation of income-generating projects
- a number of interesting themes have emerged in the design of these national strategies, which offer opportunities for further exploration as part of this NFPP project. These themes include:
 - criteria for the selection of suitable regimes for participatory management
 - criteria for the assessment of the impacts of participatory approaches
 - methods for the design of effective participatory research
 - design and negotiation of co-management arrangements
 - strategies and opportunities for community tourism based on the use of forest resources
 - identification and promotion of forest-based business opportunities
 - the role of public awareness in building effective forest management for environmental sustainability, poverty reduction and socio-economic development

3. Strategy

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The strategy recognises that the FAO-CANARI NFPF project does not have the mandate or the resources to meet all the needs that have been identified. The implementation of the strategy will therefore require action at four levels:

- activities and processes to be supported directly through the NFPF (as proposed in this document);
- sharing of information and recommendations with other training institutions, especially ECIAF and UWI;
- communication and collaboration with participating countries to advocate for the implementation of complementary activities (as described in the individual country strategies);
- communication and collaboration with development partners and other regional entities to advocate for the design and implementation of regional support programmes and for the provision of funding towards the complementary activities to be implemented by the countries.

Within the limit of time and resources available over the next two years, the NFPF project will employ the following strategies:

- focus activities on a limited number of interventions or types of interventions;
- use the experience of individual countries, whenever possible, as the basis for documentation, learning and dissemination of that learning;
- use case studies and small grants to build on existing experience, test new approaches and methods, and disseminate learning.

4. Recommendations for the NFPF

In light of the strategy outlined above, it is proposed that the NFPF project be implemented in the following manner.

Supporting policy development:

- Start with a review (case study) of the policy process used in Grenada, its impacts, benefits and weaknesses, and the lessons learned from implementation to date
- Involve senior forest managers of other countries in selected stages of the Grenada review process, and give them the opportunity to observe and learn from the forthcoming policy process in Trinidad and Tobago
- Using the Grenada and T&T processes as examples, provide technical assistance to other countries in the design of national policy processes tailored to local needs and conditions (with attention given to fundraising, as this NFPF project does not have the financial resources that would be required to support the implementation of these processes)
- Liaise and communicate with development partners to encourage them to support national forest policy initiatives

Testing and documenting new approaches and lessons

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- Design and implement local action learning projects (years 2 and 3) focusing on priority themes of interest to all countries, but implemented in participating countries where there is specific experience and expertise (and in response to explicit expressions of interest within the countries involved):
 - strengthening community-based organisations (possible locations include St. Vincent and the Grenadines and Trinidad and Tobago)
 - selecting suitable management regimes, and developing and implementing management agreements involving state agencies, the private sector and community organisations (with the possibility of undertaking this in Saint Lucia)
 - developing and sustaining forest-based businesses (all Windward islands, especially Dominica, appear suitable for such work)
 - community management of tourism resources (possible locations include Dominica, Saint Lucia and Trinidad and Tobago)
- Provide small grant support to new initiatives that are consistent with the themes and priorities identified in this strategy (year 3)

Providing training while building local training capacity

- Identify a cadre of people who have the potential to play a lead role in providing training in various aspects of participatory forest management at national and regional levels (year 2, months 1 – 3)
- Design and conduct a regional training-of-trainers workshop, focusing on stakeholder analysis, communication skills, and conflict management (year 2, month 4 or 5)
- Design and conduct national training programmes (to be refined and completed at Dominica workshop), with a small number of selected participants from other countries. Activities could include:
 - introductory course in participatory forest management and organisational strengthening for foresters and main partners in Barbados, Dominica, and St. Kitts and Nevis
 - workshop on participatory planning, monitoring and evaluation in Trinidad and Tobago
- Design and conduct a regional training workshop focusing on the relationship between forest management and sustainable livelihoods, building on the results of the local action learning projects
- Disseminate further the learning from the local action learning projects through:
 - written case studies
 - short national seminars

Documenting, sharing and disseminating lessons learned and directions for the future

- Prepare an end-of-project update on: (a) the contribution of forests to sustainable livelihoods, and (b) the status of participatory forest management in the seven participating countries
- Convene a regional conference to present and discuss learning from research and evaluate the impact of the programme

5. Work plan and budget

Activity	Timing	Lead roles	Partners	Roles and responsibilities	NFPF budget (USD)	Counterpart contribution (USD)
Activity 1 – Review of the policy process used in Grenada, its impacts, and the factors that have constrained or facilitated its implementation (with the participation of other forestry departments)	Year 2	CANARI	Grenada Forestry and National Parks Department (GFNPD) Governmental, civil society and private sector partners in Grenada Forestry departments from other participating countries	CANARI: <ul style="list-style-type: none"> ○ conduct background study of the policy process ○ convene two-day seminar to review process and identify lessons learned ○ invite forestry departments from the region to attend seminar ○ publish and disseminate results GFNPD: <ul style="list-style-type: none"> ○ provide information and mobilise local partners to assist in background study ○ organise seminar Other forestry departments <ul style="list-style-type: none"> ○ participate in seminar and identify implications for their own national policy processes 	20,980	
Activity 2 – Provision of technical assistance to participating countries in the design of national policy processes, including communication with development partners and funding agencies	Year 2	CANARI	Forestry Departments FAO Regional Office in Barbados	CANARI: <ul style="list-style-type: none"> ○ provide consulting services and information on the design of policy process ○ convene and co-host a meeting of development partners FAO: <ul style="list-style-type: none"> ○ convene and co-host a meeting of development partners ○ provide information and guidance to forestry departments in their search for technical and financial support 	15,955	14,000

Activity	Timing	Lead roles	Partners	Roles and responsibilities	NFPF budget (USD)	Counterpart contribution (USD)
Activity 3 – Local action learning projects (x4)	Years 2 and 3	CANARI	Forestry Departments, civil society organisations and private sector in sites and countries where projects will be implemented	<p>CANARI:</p> <ul style="list-style-type: none"> ○ identify suitable local action learning projects ○ collaborate with local partners in designing projects ○ seek and assess proposals for the conduct of the projects ○ supervise and assist project implementation ○ document learning <p>Local project partners</p> <ul style="list-style-type: none"> ○ design and implementation of projects 	<p>Year 2: 28,000</p> <p>Year 3: 16,000</p> <p>Total: 44,000</p>	
Activity 4 – Conduct of training-of-trainers workshop	Year 2	CANARI	Selected resource people in forestry departments, civil society organisations and training institutions	<p>CANARI:</p> <ul style="list-style-type: none"> ○ identify cadre of people with potential to become trainers and facilitators at national and regional levels ○ design and conduct regional training-of-trainers workshop ○ produce and disseminate manual for trainers <p>Other partners:</p> <ul style="list-style-type: none"> ○ assist in the identification of people with potential to become trainers and facilitators at national and regional levels 	15,860	
Activity 5 – First round of national training activities (x3)	Year 2	CANARI	Forestry departments in Barbados, Dominica and St. Kitts and Nevis	<p>CANARI:</p> <ul style="list-style-type: none"> ○ design and conduct national introductory courses on participatory forest management in Barbados, Dominica and St. Kitts and Nevis <p>Forestry departments:</p> <ul style="list-style-type: none"> ○ co-host and organise courses, and recruit and mobilise participants 	16,635	

Activity	Timing	Lead roles	Partners	Roles and responsibilities	NFPF budget (USD)	Counterpart contribution (USD)
Activity 6 – Second round of national training activities (x4)	Year 3	CANARI	Forestry departments and other local partners	<p>CANARI:</p> <ul style="list-style-type: none"> ○ collaborate with forestry departments in final selection of topics and design of national training courses ○ seek proposals from local agencies to conduct training, and supervise delivery of training activities <p>Forestry departments:</p> <ul style="list-style-type: none"> ○ select topics and assist with design of courses ○ recruit and mobilise participants 	28,000	
Activity 7 – Small grants scheme for civil society partners aimed at sustaining programme impacts (x7)	Year 3	CANARI	Civil society organisations	<p>CANARI:</p> <ul style="list-style-type: none"> ○ administer and manage small grants scheme ○ selection of suitable candidates ○ documentation of projects, analysis of lessons learned, and integration of this learning into final analysis and documentation of the overall project <p>Civil society partners:</p> <ul style="list-style-type: none"> ○ develop and submit project proposals to small grant scheme ○ implement projects funded under small grants 	70,000	
Activity 8 – Final regional conference to present learning from research and evaluate the impact of the programme	Year 3	CANARI	Forestry Civil society Organisations	<p>CANARI:</p> <ul style="list-style-type: none"> ○ coordinate and execute conference ○ compile and present overall regional research results and evaluation, regional policy implications, identify regional needs <p>Forestry departments, civil society and private sector partners:</p> <ul style="list-style-type: none"> ○ assist in analysis of research results 	30,000	

Activity	Timing	Lead roles	Partners	Roles and responsibilities	NFPF budget (USD)	Counterpart contribution (USD)
				<ul style="list-style-type: none"> ○ participate in conference ○ make commitment to assist in dissemination of findings and lessons learned 		

DRAFT

APPENDIX 7: Comments on capacity strategy from participants at workshop

General notes:

Participants endorsed approach, no fundamental changes. Most comments focused on specific suggestions.

Policy lessons and policy change:

- In general, important to note that countries can be divided into groups according to readiness for PFM policy change:
 - Grenada – done – needs implementation
 - T&T and SLU – on the brink
 - SVG and DOM – fertile ground
 - SKN and BDOS – at very initial stages, forests low priority
- Also should look at Jamaica policy lessons
- Grenada policy analysis team: use team of 2 persons = Minister / PS (leaders who can get the decisions made - policy maker) AND one technical person (e.g. head forestry)
- Suggested people to target for Grenada team:
 - St. Kitts – Junior Minister for Sustainable Development (Prime Minister is responsible for sustainable development) & Director Department of Planning and Environment
 - Nevis – Minister of Agriculture, Housing, Lands
 - St Vincent & Grenadines – Minister & head of Integrated Programme
 - T&T – PS & Director Forestry Division
 - Barbados – Chief Agricultural Officer

Outreach:

- Also outreach to University of Guyana

Testing and documenting new approaches:

1. Strengthening CBOs –
Need to broaden to CSOs as some NGOs need capacity building
Government agencies also need assistance with project writing and proposal development
2. Look at various types of management regimes / agreements and how to do it under existing law - Lessons from SLU, T&T, maybe Jamaica? Relevant for all countries
3. Forest based businesses, e.g.:
 - T&T – AWCN, can also draw on lessons private forestry evaluation already done by FD
 - SVG – charcoal group of producers – need standards, marketing
 - Nevis – Sunrise Ecotours (participants from Nevis developed this successful forest-based business)
 - Dominica – Carib territory – baskets – some work done but Dominicans felt more could be done
 - Dominica – cottage forest industry (CANARI already documented) and chainsawyers
 - Private forestry – note that FAO did an extensive evaluation of this in the region a few years ago
4. Community tourism:
Possibly look at Giruadel Flower Growers and other initiatives

APPENDIX 8: Collation of participants' written evaluations

The evaluation form was filled out by 11 out of 12 of the participants.

1. Did you find the course useful in reflecting on and guiding participatory forest management approaches in your organisation?
 - Participation creates TEAM and Team, together everyone achieve more. Participatory brings a variety, a mixed and it leads to success and longevity.
 - It further enhanced the need for participation in an organization to get quick and effective progress. It educated me on identification of key stakeholder and useful ways to have a viable organization and community groups.
 - The need to sensitize the key stakeholders as to their respective roles that contribute to forest management.
 - It highlighted the importance of Stakeholders participation for the success of project.
 - I have gained further knowledge in the Participatory Forest Management processes and case study.
 - The workshop gave me a much clearer idea of the whole PFM approaches and how to relate/adopt it into everyday work and I can train my staff on the whole issue.
 - It provided me with trainable guidelines for me to measure/monitor/evaluate – current and (future) projects/initiatives.
 - Identifying the key stakeholders, developing a strategy involvement of the community groups handling conflict management and a good communicator.
 - I learnt a lot about CANARI and to improve myself and apply what I learnt
 - I learnt a systematic way to analyze and understand group and process for proper planning and implementation.

2. What did you like about this course?
 - The interactive approach, the facilitator's style, the case studies from the field trip especially the amazement of the Flower Growers Group.
 - I liked the interactive training sessions. The set up of the program with the hands on information given.
 - Networking.
 - The informal and interactive format.
 - Suitable selection of field trip in conjunction with participatory forestry management.
 - Field trip. Case study.
 - Being able to meet and share other countries experiences so I can build on my past and ongoing participatory activities in my country.
 - The content approach, cross section of invitees and the facilitation, particularly the provision of clear guidelines/handouts.
 - The outlining of other countries' problems even though they are more advanced with forestry management than Nevis, that we are not alone. New friendships. Great facilitator.

- Case study of different countries. Field trip. Facilitator.
 - Practical and theoretical. Very intellectually stimulating to understanding importance and significance of.
3. What did you dislike about this course?
- The course was too short and some areas/contents had to be rushed.
 - Time was too short.
 - Too short.
 - None (except too short).
 - The shortness of time.
 - Short time.
 - Can't think of anything.
 - More time should be allotted to precise document- given the importance and nature of the document.
 - That there was no involvement by Nevis forestry division. It only lasted 3 days.
 - Communication to travel too last minute. No accommodation made for the first day. Tuesday for attendance Tuesday.
4. Please indicate which sessions you found particularly useful:
- First of ALL of the sessions were useful and interesting. The knowledge shared by the facilitator was overwhelming and relevant to the topics discussed.
 - The field trip and talking with some successful groups.
 - Group discussions.
 - All sessions were enlightening and beneficial.
 - Stakeholders selection. Discussion of case studies.
 - Field trip.
 - Field trip to both sites so we can compare. Listening to other countries' experience.
 - The field visits – exceptional – learning experience and an eye opener. The healthy discussions (participatory style).
 - Two places we visited; the fresh water lake and the Giraudel Flowers Growers Association. Despite many challenges and obstacles they persevered with humility, vision and focus and involving community groups.
 - Case study.
 - All.
5. How could the course have been improved?
- Being just a little longer and including a third case study. (Field trips).
 - More delegates to offer more case studies and experiences.
 - More NGO participants.
 - Invite more participants from the Department of Forestry in Dominica.
 - Case study of written co-management agreement GOJ and NGO.
 - Well, I think it covered a lot in a short space of time.
 - Should have had a wider representation from each project country.
 - Instead of a 3 day workshop to being a 5 day workshop. More case studies to visit. Someone from Ministry of Forestry leaders in Government.

6. Please rate the following areas of the course structure and delivery

	Very Good	Good	Fair	Poor
Clarity of objectives	9	1		
Course content	8	3		
Materials	7	3	1	
Facilitation	7	3		
Field trip	10	1		
Relevance to your needs	6	5		

Any additional comments on the above

- Materials – especially in the case of definition on the KEY concepts of the course.
- Hands on approach, listen to professionals involve the grass roots level and always include civil society and Chamber of Industry & Commerce. “Important”.

7. Please describe one method, approach or response that you will apply from the course when you return to your workplace.

- The experience gained from the field trip and the results/findings related to their differences in participatory involvement and stakeholders analysis.
- I would apply the group participation aspect in the organization in it.
- Improve communication.
- To sensitize my fellow colleagues in forestry/parks to recognize the significant roles the other key stakeholders (especially local commentary) contributes to the Resource.
- Try to involve key stakeholders as early as possible.
- Training technical forest officers.
- One method, approach or response is to identify stakeholders, keeping them informed and aboard. So whatever we do will be in a participatory manner.
- Key concepts in PFM. The case studies (Dominica) and Jamaica and St. Lucia having *latenae* palms in abundance.
- I will try to mobilize the villagers in Rawlin’s in working together and at the same time enhance the image of where they live; make a living.
- To work with the forestry officer and meeting with members.
- Analysis stakeholders; department and target community.

8. What would prevent you from applying the approaches promoted in this course?

- The inability of the Department recognized the importance of forestry – potential for greater ECO-Tourism; related activities.
- At the moment my position in my project offers a little restriction.
- Time.
- Bureaucratic hurdles within the public sector – though dedicated/passionate persistence will continue however.

- The organizational structure of government departments who are used to a top down approach.
- Existing legislation.
- I think funding and capacity might prevent us from promoting approaches in this course.
- Organizational bureaucracy and limited resources may affect magnitude/dept. of application.
- The government is the only key stakeholder that can hinder the development of this endeavour because they own the forest lands.

9. Do you or your organization have any additional training needs?

- Development of management plan, capacity building, through training. Also policy development.
- Yes we do. We need training in the whole forest management including human and forest resources.
- Yes. Project writing, project management, technician skills.
- Co-management agreement.
- Capacity building. Organization skills.
- Group dynamics/sustainability/formation. Maintaining techniques on the ministerial level, CBO's, NGO's etc.
- Communication skills, developing a career - leadership qualities.
- Leadership skills.
- Leadership styles.

10. Please give feedback on the accommodation and other logistical arrangements made for the course:

	V.Good	Good	Fair	Poor
Hotel accommodation	5	2	2	
Lunches and breaks	2	5	3	
General logistical arrangements	2	7	1	

11. Any other comments

- Generally, the course was very rewarding and educational. It now prepares me to get down into community and develop participatory management. Thanks to the coordinators, CANARI, the funding agents and the FACILITATOR for putting on a workshop of this nature.
- Continue the friendship and go as a team.
- Needed now more than ever to manage our forest before it is overtaken by developers whose only interest is to make money. Not interested in leaving things to benefit local community culture, history and sustainable in the long term and not short term.
- Commendable overall effort. Focused and to the point course. Very relevant and timely. Finally, absolutely participatory.

- Suggest that the program should be sent to delegates before departure from home country.
- Apologizes for any “undue inconveniences” in terms of logistics for implementation of workshops, i.e. support etc., e.g. media coverage. Summary of workshop proceedings recommendations should be shared with the respective forestry workers.