Forest Law Enforcement, Governance and Trade Support Programme for African, Caribbean and Pacific Countries

"Building capacity for participatory forest management for good governance in the Caribbean region"

Report of the training of facilitators workshop

April 11-15, 2011
Knutsford Court Hotel and Conference Centre, New Kingston, Jamaica

Caribbean Natural Resources Institute (CANARI)

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

Table of Contents

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

1   INTRODUCTION

CANARI received a grant from the Food and Agriculture Organisation under its Forest Law Enforcement, Governance and Trade Support Programme for African, Caribbean and Pacific countries (ACP-FLEGT Support Programme) for a regional project entitled "Building capacity for participatory forest management for good governance in the Caribbean region". The project countries include Dominica, Grenada, Jamaica, Saint Lucia, St. Vincent and the Grenadines and Trinidad and Tobago.

The purpose of the project is to strengthen existing strategies to improve forest law compliance and governance by building the capacity of forest managers in at least six small island developing states in the Caribbean region to facilitate effective participatory management of forests through training, mentoring, development of a tool kit, and documenting and communicating illustrative case studies.

This is a report of the first five-day training of facilitators workshop held in April 2011 in Kingston, Jamaica, which included a review of the draft toolkit[1].

2   PARTICIPANTS

Forty experienced forest managers (working directly or indirectly for example through policy influence, sustainable livelihoods, education) from forestry departments, other government agencies with responsibility for managing forests (e.g. environmental management departments, protected area departments), non-governmental organisations (NGOs), community-based organisations (CBOs), the private sector (consultants), academia and the media were invited to apply for participation in the project. They were selected based on the following criteria:
- demonstrated interest in and commitment to stakeholder participation in forest governance;
- existing skills and knowledge in facilitation of participatory processes;
- opportunity to apply built capacity to facilitate participatory processes in his/her organisation/sector/country;
- support for stakeholder participation in forest governance from his/her organisation;
- availability to participate in a 12-month capacity building and peer learning project;
- willingness and capacity to train and mentor others in his/her organisation and partners in facilitation of participatory processes; and

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[1] The toolkit was initially drafted under an European Commission funded project, "Practices and policies that improve forest management and the livelihoods of the rural poor in the insular Caribbean (2007-2010)" under CANARI's Forest and Livelihood. The toolkit can be viewed at (insert web link)

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- opportunity to catalyse stakeholder participation in forest governance in his/her country.

Twenty-four individuals were selected for participation and attended the first workshop. A listing is available in Appendix 1.

3   OBJECTIVES

The workshop aimed to:
- explain key concepts in participatory approaches to forest management;
- apply key tools in facilitating participatory management;
- demonstrate effective facilitation techniques;
- identify key issues in forest management and governance which can be addressed through participatory approaches;
- discuss lessons learnt on facilitating participatory forest management in the Caribbean islands from case studies and field visits;
- input into the development of a toolkit on facilitation of participatory processes for effective forest governance in the Caribbean; and
- contribute to developing a work plan for facilitation or co-facilitation of participatory processes in project countries.

4   METHOD

The workshop agenda can be found in Appendix 2. A range of interactive and creative facilitation methods were used, including visual representation, brainstorming, round robin, small group work, plenary discussion, individual reflection, role play, peer coaching, case study, video, games, role play, energiser, individual reflection, questioning, and a field trip. Participants were also involved in chairing each day's sessions, rapporteuring, and reporting on the general mood. Handouts were used from the draft toolkit.

Day 1 started with a review of the *objectives of the meeting and the project*. This was followed by an *analysis of forest governance and capacity needs in the project countries*, which was done by asking participants to start by drawing what they thought the issues were, then working in small groups by country to analyse this more deeply, and finally a plenary analysis grouped the issues.

The final session of the day was an *introduction to participatory approaches*. Participants brainstormed and discussed what they interpreted as participatory approaches to forest management, and used a spectrum of participation to analyse the level of participation in decision-making practiced by themselves, their organisation and forest management in their country, selected cases of participatory forest management. Participants finally discussed the challenges and values of participatory approaches.

On the morning of *Day 2* there was an *introduction to facilitation*, which looked at what is facilitation, the role of a facilitator, and capacities needed by a facilitator. Participants practiced using facilitation skills using a peer coaching approach. Four volunteer facilitators, with two supporting co-facilitators each, were asked to facilitate sessions. The rest of the participants

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

were peer coached to give constructive feedback on facilitation skills. Lessons were distilled about key facilitation skills. Finally, key elements in planning to facilitate were discussed.

The afternoon of Day 2 looked at three specific tools used in participatory forest management: ***stakeholder identification***, ***identifying key stakeholders***, and ***stakeholder analysis of roles, responsibilities and interests***. The first session focused on defining the term stakeholder, identifying and applying the criteria to determine who is a key stakeholder, identifying and listing reasons for using stakeholder identification and analysis and conducting a preliminary stakeholder identification and analysis for a selected case study. A case study of the Fondes Amandes community reforestation project (FACRP) in Trinidad was used. This was introduced and then participants viewed a 20 minute DVD entitled, "Sustainable Community Forestry Initiative" and reviewed an excerpt of a case study[2] on the FACRP (see Appendix 3). Participants identified stakeholders based on this. A game was then used to introduce stakeholder analysis. The participants then played the role of contestants on the television game show "BAGGAGE". The scenario explained was that an oil company is willing to finance a forestry initiative and each stakeholder must convince the oil company that they are the best group to get the money through describing their baggage (role, responsibilities and interest) and pointing out to oil company the short comings/ inadequacies of other stakeholders. Participants were divided into six groups. Five of the groups chose a stakeholder to depict, from the list generated during identification, and the sixth group was designated as the oil company. A debrief was conducted to analyse lessons learnt about stakeholder analysis.

On ***Day 3*** three additional tools used in participatory forest management were reviewed: ***stakeholder analysis to analyse capacity***, ***institutional mapping***, and ***livelihood analysis***. In the first session participants analysed the capacity needs of their own organisations to engage in participatory processes. In the second session participants reviewed the concept of "institution", identified the effect of power on the relationships among institutions, reviewed ways of describing relationships among institutions using an institutional map and reviewed institutional maps and how key findings can be derived by conducting an institutional mapping exercise. Participants worked in two groups to analyse the power relations among the stakeholders using the Fondes Amandes case previously introduced using a "pyramid of decision making power." The session on livelihood analysis explained the concept of "livelihoods", reviewed the concept of sustainable livelihoods, guided participants to apply criteria to determine if a livelihood is sustainable, and reviewed the seven types of livelihood assets.

In the final session of the day, Marlon Beale of Jamaica Conservation and Development Trust (JCDT) gave a slide show and distributed handouts for the ***orientation to the field trip***, which was to the Blue and John Crows Mountains National Park. This included a brief history of the site and practical tips for the trip. The objective of the field visit was to give participants the opportunity to plan and facilitate sessions using the tools and methods proposed so the participants then worked in small groups to plan sessions using the six tools introduced previously in the workshop.

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[2] McDermott-Hughes, M (2010). The Fondes Amandes community reforestation project: Improving watershed management and community. CANARI Technical Report 389, Laventille, Trinidad

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

Day 4 was the field trip. After a tour of the Holywell site and introductions, each team facilitated a session on one of the six tools. Each of sessions culminated with CANARI facilitating a participatory evaluation with the local participants and facilitators being trained to evaluate and identify lessons for facilitation and using the tool. An overall evaluation was conducted at the end of the day.

Following the final presentation and debrief on the use of the tools on the field trip, country teams then developed *workplans* to use the tools and skills learnt to facilitate participatory forest management activities in their country. A brief session was facilitated to draw out key *recommendations for improving the toolkit*. Next steps were discussed and the workshop evaluation was conducted.

5   FINDINGS

5.1   Forest law, enforcement, governance and trade

Participants presented drawings of their *concept of the terms forest, law, enforcement, governance and trade*, which highlighted:
- concerns about multiple stakeholders competing for use of forest goods and services;
- examples of the complex nature of governance in the context of the current worldwide economic crisis coupled with limited resources;
- the confusion created by individuals and organisations playing multiple roles in the management of the forest in the region.

Participants brainstormed on *what the term "forest governance" meant* as:
- Managing our forests and the resources
- Rules, policies, laws, strategies implemented to manage forests and people using forests
- Conflict resolution
- Forests meeting the needs of man in a sustainable way
- Application of different management tools
- A process which facilitates the involvement of stakeholders in determining the effective use of the forests, taking into consideration its conservation as well as meeting the needs of stakeholders
- Research
- Process of empowerment
- Socioeconomic development using forests
- Processes for good governance – transparency and accountability
- Good and bad forest governance?
- Vision
- Education

After some discussion, the participants agreed on a **working definition for forest governance** as: "The process of decision-making and the process by which decisions are implemented (or not implemented) for the use of forests."

Forest governance issues identified for project countries were as follows.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

Dominica:
- Outdated legislation and policy
- Inadequate resources – human, physical
- Lack of succession planning
- Foresters not trained in facilitating community participation
- Lack of understanding of how to do use forests sustainably
- "Unaccountable and irresponsible behaviour of politicians where they override the recommendations of technical officers" and granting approval for land development that has serious negative impacts on forests and people
- Government not held accountable for decisions – lack of confidence in judicial system for civil society to take government
- Minimal community participation in decision making – top down approach and unwilling to share power, lack skills and resources to facilitate participatory processes and build community capacity
- Political climate has high influence on level of participation
- Threats from new projects
- Government agencies unable to implement the participatory approach on the ground although there is a good understanding of the concept.

Grenada
- Political decision-making about use of forests is over-riding technical recommendations from forestry
- Obsolete legislation
- Lack of enforcement of legislation
- Lack of human and financial capacity for forest management
- Lack of public awareness of functions and values of the forest
- Absence of land use policy to guide development (a lot of ill-conceived development taking place)
- Lack of statutory rules and regulations to implement legislation
- Management decisions fail to acknowledge livelihood opportunities so there is little buy-in and support from people
- Competing uses (e.g. agriculture) and lack of synergies
- Lack of succession planning
- Political focus on short-term results (for votes) and not on process and sustainability

Jamaica
- Clarifying respective roles and responsibilities for Forestry Department and Local Forest Management Committees (LFMCs) from the framework provided in the legislation
- Effectively enforcing laws using the compliance approach (benefits and incentives) not fines and imprisonment.
- Conflict in the roles managers have to play. On one hand the enforcement of the law through imprisonment and fines and the other role one of co-management of resources with the same communities.
- Strategies for equitable benefit sharing of benefits when Forestry department is competing with local communities for benefits.
- Building and maintaining community capacity to effectively participate, including understanding the process (literacy challenges), is a long-term mentored process.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- Mangrove forest are not normally included in plans and programmes for forest management
- Forest management is implemented via a series of projects and forces focus on short term delivery of results which are not necessarily linked to long tern programmatic goals
- Limited capacity of forest officers to understand people and facilitate participatory processes
- Forests on private lands – need more incentives for sound management
- Lack of coordination among laws and policies for management of forest creates conflict and confusion among agencies involved in regulating use of resources. e.g. bauxite mining, ecotourism and conservation

Saint Lucia
- Lack of an written forest policy approved by Cabinet – but being informally implemented
- No current forest management plan (last expired in 2002) – doing annual planning (now doing a forest inventory to be used to inform management planning)
- Implementing plans designed by external sources (CIDA designed last forest management plan)
- Forests on private lands are not being well managed even where critical for providing services (limited authority of government to influence management forests on private lands)
- Political and economic considerations are more heavily weighted than conservation in decisions of forest management
- Multiple agencies have different roles in management of forests land and management is not coordinated
- Weak tradition of partnerships (gaps) in many areas
- Foresters are not trained in facilitating participatory processes
- Weak institutional capacity at the community level for participation
- Planning processes do not include key stakeholders (because of low interest, capacity, not convinced of their stake) so critical needs are not addressed
- No approved forestry legislation that facilitates community participation. A draft policy exists but it has not been approved by Cabinet. Forestry department is working informally with communities and is not able to have formal agreements with the communities

St. Vincent and the Grenadines
- Forest management policy 1990s (drafted by CIDA) but never endorsed by government
- Lack of overall holistic forest management planning involving all stakeholders
- Overlapping responsibilities among government agencies for forest management contributing to conflicts
- Foresters not trained to deal with the livelihood issues involved with forest management
- Confusion about the roles and responsibilities of stakeholders and managers are not aware of how to bring these stakeholders together to participate in the governance of forests
- "People are afraid to talk" and say anything in a tense political climate

Trinidad and Tobago
- Lack of political will to engage in participatory forest management
- Lack of long term vision and plan for the management of forests

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- Forest management decisions are overly influenced by political factors for short-term benefits, but benefits from forest management are often long-term
- Lack of awareness of value of forest livelihoods by communities
- Poor work ethic among forestry department staff is leading to poor implementation of forest management decisions
- Inadequate research due to lack of capacity and funding has lead to decisions being made without sound scientific basis.
- Low capacity of grassroots people and low investment of resources to build their capacity to manage resources
- Lack of ongoing formal training opportunities for professional development of foresters in government so most not aware of new concepts such as co-management
- Inadequate human resources for enforcement
- Weak mechanisms for institutionalisation and formalisation of participatory approaches to forest management
- Inadequate devolution of power and authority for the management of forest to other stakeholders
- Limited implementation of the many existing policies
- Land use conflicts – e.g. demands for forested land for mining and energy
- Nepotism and favouritism prevalent in decisions concerning the management of forest
- Lack of integrated and collaborative approach to forest management across sectors in government
- Land ownership and tenure issues creates confusion in efforts to sustainably manage forest on private lands
- Weak capacity of civil society organisations to function as effective partners with government
- Adoption of technology, systems, procedures and plans irrelevant to local context e.g. pine plantations
- Conflict between economic gain and conservation measures in the management of forest
- Absence of consideration of cultural and spiritual practices of the population in decision-making about the management of forest
- International and regional agreements not translated into local laws, policies and programmes

Common governance issues were identified as:
- Forest management is being implemented in the region largely via projects.
  - In most instances, the project concept is developed and approved at political level and passed to technicians to implement.
  - Projects usually have to be implemented in time frames that are too short
  - Projects are usually driven by external objectives that are not in tune with local objectives.
  - A programmatic approach is not used for the management of forests in the region and efforts are focused on short-term results and not on long-term investment which is necessary for the slow process of building sustainable forest-based livelihoods.
- Most civil society organisations (CSOs) in the region have limited capacity to effectively participate in management of forest resources.
  - Most CSOs do not know or understand government processes.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- "Professional proposal writers" manipulate communities with low capacity for their own benefit and this contributes to distrust between the communities and the government agencies when projects are being designed and implemented.
- Uncertainty amongst decision makers is used as an excuse to do nothing.
- Fragmented and uncoordinated institutions are common among the project countries and are a remnant of our shared colonial heritage.
- Management of expectations is usually not addressed in participatory forest management and needs to be addressed as processes take time and require extended commitment of participants to realise benefits.

5.2   5.2 Participatory processes in forest management

Participants **characterised participatory processes** as those that:

- involve groups that are impacted, influenced, interest, people centred, stand to benefit and to lose;
- are where people participating are committed to the process;
- focus on both process and results;
- include shared roles and responsibilities;
- are based on principles of equity, respect, empowerment, openness and ownership;
- focus on relationship building;
- build trust;
- promote values of transparency, accountability, and democracy;
- Have a clearly defined goal of what you want to achieve, which is determined by or has buy in from or is revised by people involved;
- take a long time;
- promote equity in decision-making and allocation of benefits;
- explicitly address the power gap between "the experts" and others;
- promote people taking charge of their own affairs;
- include capacity building;
- are expensive and complex and need expertise;
- are a, "pain in the back that has good rewards at the end";
- build consensus;
- develop communities;
- have methods and tools that could be applied to make the process more efficient and effective, but there needs to be caution with this;
- are multi-dimensional, and iterative;
- must be relevant;
- focus on the people with low voice.

Participants noted that a participatory planning process raises expectations of CSOs and communities that they will receive some benefits and be equitably involved in management. Managing expectations is critical.

Participants agreed to adopt the **definition of participation** in the draft toolkit, although they did not like the use of the word 'actors'. This is:

"Participation in the context of natural resource management can be described as a process that:

- *facilitates dialogue among all actors;*
- *mobilises and validates popular knowledge and skills;*
- *encourages communities and their institutions to manage and control resources;*
- *seeks to achieve sustainability, economic equity and social justice; and*

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- *maintains cultural integrity." (Renard and Valdés-Pizzini, 1994)*[3]

The **levels of participation in decision-making practiced by participants, their organisation and forest management in their country** are shown in Photos 1 to 3, where labelled stars indicate the position on the spectrum (based on the spectrum in the draft toolkit from Borrini-Feyerabend, 1996[4]).

Photo 1 and 2 Participants allocating stars on the spectrum of participation.

Participants identified the factors that influenced the level of participation being practiced as:

- The individual practice of participation depends on both the individual's capacity (knowledge and skill, values, and ability) as well as the wider context (the capacity of stakeholders that they are working with; the resources available; the philosophy, culture and norm of others). If there is individual capacity but not an enabling wider context, this can lead to frustration and conflict.
- The practice of participation by organisations depends on internal factors (organisational culture, the vision of the organisation, the kills and experience of staff, leadership, availability of resources, formal & informal policy and practice, fear of transparency, hidden agendas) and external pressures (political will, pressure from groups for participation, compulsory policies and conditionalities). Sometimes there may be a mismatch between individuals and their organisations.

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[3] Renard, Y. & M. Valdés-Pizzini. 1994. Hacia la participación communitarian: lecciones y principios guías en el Caribe. Paper presented at the Workshop on Community Participation in Environmental Management and Co-management in the Dominican Republic. Santo Domingo, Dominican Republic 27 – 29 October, 1994. CANARI Communication no. 55. Port of Spain: CANARI.
[4] Borrini-Feyerabend, G. 1996. Collaborative management of protected areas: tailoring the approaches to the context, Issues in Social Policy. Gland: IUCN.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

Photo 3 Completed spectrum depicting levels of participation practiced by participants

- The practice of <u>participatory forest management in countries</u> is relatively low, and although there is a trend in the region to more participatory approaches, it is mainly talk, and little is being done in practice. Governments commonly operate via the traditional top down approach rather than the participatory approach. Factors influencing the practice of participatory forest management in countries included:
    - Legislation and formal policy
    - International processes/requirements
    - Demand/pressure from some stakeholders
    - Successful models
    - Inter-sectoral collaboration (formal agreements, common work, common vision)
    - Social issues such as poverty
    - National development strategies
    - Complex systems, uncertainties (like the impacts of climate change) and the need to build resilience, urgent and serious threats
    - Results of failures
    - Limited resources

Participants analysed the ***levels of participation of selected cases of participatory forest management*** being implemented across the project countries based on the Borrini-Feyerabend, 1996 spectrum of participation.

Case	Level
Management of Fond Gens Libre in Saint Lucia as an ecotourism site	Passive
Dolphin Head Forest Reserve in Jamaica (prior to establishment of the Local Forest Management Committee)	
1990 Trinidad and Tobago designation of Matura beach prohibited as a prohibited area	Consultation
Formulation of the Trinidad and Tobago climate change policy	Material Incentives
Trinidad and Tobago's Nariva swamp carbon sequestration project	
2006-2008 national wildlife management plan of Saint Lucia	
National Reforestation and Watershed Rehabilitation Programme of Trinidad and Tobago	Interactive

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

Case	Level
Formulation of the Trinidad and Tobago draft protected area policy	

Challenges of participation identified by participants were:
- The process is costly and there are other competing demands.
- The process is long and time consuming.
- There is a general feeling that participatory approaches require experts for implementation.
- In practice the interest of many people is not on process but on showing immediate results.
- It is challenging to engage people because of many issues such as low capacity and low interest.
- It is difficult to identify who needs to be involved and how they should be involved.

Values of participation identified by participants were that participation:
- brings additional knowledge and skills;
- addresses concerns of and meets the needs of different stakeholders;
- prevents or manages conflict;
- considers different perspectives;
- can build local ownership;
- is inclusive and includes who is affected, has a role in management, and has a RIGHT;
- builds buy-in and support for implementation;
- contributes to relationship building;
- looks good at the international level and creates opportunities for additional financial resources.

5.3   *Facilitation and the role of facilitators*

Participants ***defined facilitation*** as:
- Assisting or enabling
- Making available
- Sharing
- Openness
- Mediating
- Belonging
- Working together
- Processing view points
- Making happen
- Communicating
- Accommodating
- Guiding
- Bringing out the real ideas
- Channelling
- Making easy

Participants discussed the ***differences between facilitation and teaching*** as:
- In teaching the main objective is to have one party benefit exclusively.
- Facilitation gives shape and form to a process as people come with varying views.
- Part of facilitation is preventing manipulation.
- Facilitation should allow participants to share their views.
- Facilitators should guide a discussion towards a selected objective or a compromised decision.
- Facilitators provide information.
- Facilitators ask questions to bring out information/ to guide a discussion.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- Facilitators use knowledge to suggest options not to tell direct decisions.
- Facilitators need to have enough content to ask the right questions/to guide the conversation – aiming at high interaction, very little content.
- An independent facilitator is neutral and can therefore be more effective

Participants identified *capacities of a facilitator* as including the skills, knowledge and experience needed to function as an effective facilitator illustrated on "body maps" (see Photos 3 to 6).

Photo 3 Participants drawing the outline for the "body maps."

Participants identified the following *tips for facilitation*:
- Maintain eye contact.
- Use body language.
- Repeat to validate.
- Ask questions about feeling to inspire a reaction.
- Pay attention; be observant.
- Know your skills as facilitator; know what you can do and cannot do.
- Have an understanding of people's culture to guide communication.

- Listen to what is said and what is not; pay attention to hidden messages.
- Arrive at the session before it starts to give yourself time to evaluate the room and feel out the participants. This scoping can help you tailor your ice breaker.
- After introductions state the objectives of the meeting so people know why they are there.
- Ask questions to ensure everyone has contributed, such as "Anyone else?"
- Ask questions to empower those with weak voices such as "How do you think we should move forward?"
- Explain the approach.
- Ask questions to help to put people at ease.
- Ask open ended questions to lead the conversation to the objective.
- Ask probing questions to introduce new ideas.
- Ask direct questions to get the discussions to refocus on the objective.
- Summarise key points at the end of the session to ensure points are clearly understood and accurately recorded.
- Briefly reviewing findings of another meeting can help to provide context and give clarity to meeting objectives.
- Strategies to manage conflict include:
  o laying ground rules;
  o using resource people to manage sessions.
- Maintain control in a engaging manner by:
  o ensuring your body language conveys interest (e.g. nodding your head to indicate you are listening);

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- o writing down points;
- o keeping focus on the person speaking.
- Acknowledge concerns, assuring each participant that their contribution is valid.

Photo 4, 5 and 6 Completed body maps depicting the capacities needed by a facilitator.

Participants noted that ***planning is a key element of effective facilitation*** and highlighted that several aspects of planning are important. Issues discussed are documented under each aspect.

Understanding your audience
- Identify who is your audience.
- Do research to define their stake, interest and needs. This may involve coming early and meeting people as they come to do a quick assessment.
- Ice breakers and introductions can be designed to get some of this information.
- Note that knowing your audience will inform methodologies.

Identifying your objectives - what do you want to achieve?
- Need to be clear
- Need to get people on board on what you want to achieve

Identifying the benefits to the participants - what will participants get out of it?
- Need to be clear

Planning what you will do (using session plans) - what information will you share?
- Plan your process based on your audience
- Research issues so that they are relevant and contribute to reaching your objectives

Having the resources you need and preparing materials
- Creating the right environment (inclusive of choosing the right venue, setting up the venue, wearing clothes that contribute to sharing)
- Choose a venue that is easily accessible to the community you are trying to work with.
- Choose the venue, do a site visit, scope the environment to ensure the facility is accommodating (has running water, cool, adequate seating, tables).
- Wear clothes and jewellery that do not distract the audience.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- Dress appropriately to encourage sharing.

Mobilisation (getting people to come)

- Follow up the initial invitation with a call.
- Use key focal points in the community to reach people and encourage them to attend.
- Timing is essential (let the community choose the time).
- Use face to face meetings to invite people to events
- Tell the community what to expect and explain the approach.
- Relate your objectives to something that is relevant to the community.
- Explain the process and explain what they should expect.
- Use cell phone text messages to mobilise and remind participants about the meeting

Participants identified the following ***facilitation methods*** which could be used in facilitating sessions for the field trip:

- Drama
- Drawing
- Field trip
- Brainstorming
- Video
- Ground rules
- Discussion in plenary / small groups / pairs
- Problem solving
- Case study
- Applying / practicing skills
- Lecturing / teaching / presenting
- Round robin
- Individual reflection
- Small group work
- Energiser
- Questioning
- Song / poems

Participants also identified ***strategies to manage different types of challenging participants***. These are:

Quiet:

- Probe directly.
- Ask participants to write contributions.
- Pair participants.
- Use icebreaker to relax the atmosphere.

Extrovert (big mouth):

- Invite others to share by using phrases such as "let's hear another point of view".

Superior (whose presents may inhibit colleagues from sharing):

- Invite colleagues to write their contributions.

Trouble maker:

- Give them something to help you with (e.g. writing, organising materials).
- Change their seating position.
- Facilitator stands next to them.

Low literacy:

- Pair participants.
- Talk it through, less writing, a lot of graphics / drawing.
- Facilitator writes for everyone on flip chart.

Physically challenged:

- Hearing – stay in their line of sight ensuring they can see your face.
- Pair participants.
- Sight – talk everything through.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

5.4   Stakeholder identification and analysis

Participants identified the following as **reasons for doing stakeholder identification**.
- To allow the opportunity to be extended to all.
- To ensure all views are represented.
- To lessen conflict.
- To ensure success in meeting objectives.
- To identify all people with interests and who will be affected.
- To include people who are normally not considered or under-represented.
- To bring all perspectives to the table and helps to understand the real picture.
- To raise awareness of how many different people are affected or interested in an issue.
- To contribute to building ownership.
- As a means of identifying skills and resources that can contribute to the process.
- To bring in people who can contribute to inter-disciplinary and inter-sectoral analysis.

Subsequent discussions noted that some stakeholders who you identify as having interests, rights or responsibilities don't see why they are included in the process. They need to be briefed to understand why they have a stake.

Participants conducted a stakeholder identification and analysis for a case study of the FACRP. They **identified stakeholders** involved in the FACRP initiative as:

- Farmers
- Private landowners
- WASA
- Forestry Division
- Fire department
- Agriculture department
- Ministry of Planning
- Ministry of Community Development
- Solid waste management
- Loggers
- Teachers
- Hunters
- Woodcutters
- Hikers
- Craft makers
- Ministry of Tourism
- Squatters
- National Reforestation and Watershed Rehabilitation Project
- Quarry operators
- Disaster management agency
- Department of state lands
- Fondes Amandes community
- Environmental Management Authority
- Member of parliament
- School children
- Vendors of organic produce
- Buccoo Reef Trust
- CANARI
- FACRP
- Sponsors / funders
- Rastas
- St. Anns community

Lessons identified for analysing roles, responsibilities, and interests of stakeholders
from the discussion of the role play conducted for the game "BAGGAGE" were:
- A clear definition of the terms responsibility and roles is needed to distinguish the difference between them. The following was recommended:
    o Responsibility: what is your mandate
    o Roles: how you fulfil your responsibility
- Note that people may not be clear on their roles, responsibilities, and interests.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- Often there are overlapping roles and responsibilities among government agencies. Some agencies may refuse to take responsibility for an issue since there is no clarity.
- Advantages of doing stakeholder analysis:
  - ○ Get a deeper understanding of roles, responsibilities and interests and one is better able to more efficiently and effectively guide the process.
  - ○ Helps to identify potential areas of collaboration and conflict.
- Stakeholder analysis is an important tool to use in a participatory process as it helps to build an understanding of positions and opinions and possibly contribute to building consensus on contentious issues.

5.5 Stakeholder analysis – capacity

Based on the capacities needed for participation identified in Concept Sheet 6 of the draft toolkit (world view/philosophy; culture; structure; adaptive culture and strategies; linkages; skills, knowledge, abilities [competencies]; and material resources), participants identified the different ***capacity needs of government, donors and civil society organisations*** as the following.

Donors (participants from UNDP GEF SGP, Forest Conservation Fund, and FAO)

- World view: This is in place for most donor organisations.
- Culture: Procedures and processes are in place. However, there is room for improvement to expedite delivery to the people. This is linked to the absence of or inadequate structure to the specific government organisation for the delivery of the service.
- Strategies: There is adaptation to work within frameworks.
- Linkages: These are not formalised, which is hampering delivery.
- Skills: Skills are limited because of small staff. Most organisations are networking to supplement.
- Material resources : This is limited and organisations are networking to pool resources

The agencies also identified their top priorities to strengthen the ability to make decisions in a participatory way.
- UNDP GEF SGP Dominica: Involve national steering committee in decision making and do field visits to get a better context to make better decisions.
- Forest Conservation Fund: Roles and responsibilities need to be defined and systems need to be created or improved to accommodate participatory processes. LFMCs have a broader understanding of what can be funded, beyond tree planting. This is happened through the hands-on approach with visiting communities and allowing NGOs to sit on boards.
- FAO: Training is needed to improve the capacity of groups to participate in decision making.

Civil society organisations (participants from Buccoo Reef Trust, Nature Seekers, Agency for Rural Transformation, Emancipation Support Committee T&T and the Beekeepers Association of Dominica)

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

Organisation	World view and culture	Structure	Adaptive culture	Linkages	Skills	Material resources
Buccoo Reef Trust (BRT)	Participatory approach acknowledged, no guiding framework. High level of team work, partner with stakeholders with similar messages.	No formal structure or framework to guide participation	Need to effectively respond to change and lessons learnt	Many good linkages with varied stakeholders	Need for formal process in building skills in participation	Adequate
Nature Seekers	Built on these principles (may be more heavily weighted to the community)	Community representatives on the board. However, don't see themselves as guiding the organisation, see themselves as employees	Strong, however staff does not see themselves as contributing to governance	Strong	Currently defining roles and responsibilities	A lot, inventory growing
Agency for Rural Transformation (ART)	Built on these principles	Small flat structure. Have community representative on the board but not effective	Commonly, debrief and use lessons learnt	Strong	Hard to maintain high staff turn over	Depleted over the years
Emancipation Support Committee T&T	Similar approach as BRT now have structures and documented values	Need for a more formalised structure	Need to effectively respond to change and lessons learnt	Many good linkages with varied stakeholders	Need for formal process in building skills in participation	
Beekeepers Association of Dominica	Built on these principles		Need improvement, new focus on beekeeping		Need facilitation skills	Very limited

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

Government (participants from Jamaica, Saint Lucia and St. Vincent)
- World view: This is good, but in not consistent at the work level.
- Culture: Structures are in place in Jamaica, and evolving in Saint Lucia and St. Vincent.
- Linkages: Linkages are good, and people are willing to work with what is there.
- Skills: Agencies have technical skills. This is evident in Jamaica and emerging in Saint Lucia and St. Vincent.
- Material resources: Money is not allocated directly in Saint Lucia and St. Vincent.
- Adaptive strategies: Plans are in place in Saint Lucia and Jamaica.

Government (participants from St. Vincent, Trinidad and Tobago and Grenada)
- World view: Belief is theoretical only.
- Culture: There are no official procedures or processes. Unofficially there is an approach in emergency or cases of protest.
- Linkages: Linkages are poor within agencies and with other agencies. There are personal efforts to improve linkages
- Skills: There is a dire need for training in participatory processes and livelihoods.
- Material resources: This is limited with the exception of Trinidad and Tobago. Budgets are rigid and do not ensure flexibility.
- Adaptive strategies: There is none, but it is different in Tobago. The hierarchical structure does not support adaptation.

Participants summarised important points are:
- There is a culture on the ground of doing things in a participatory way.
- The management scenario in the region is changing from autocratic to participatory.
- Linkages exist between different types of capacities and all are important.

5.6   Institutional mapping

The ***analysis of the power relations*** among the stakeholders involved in the FACRP case study is shown in Photos 7 and 8. Key points noted were:
- The analysis can look at different types of power and which types are most powerful.
- Communities can have political power through voice.
- Government agencies have legal power and formal mandate.
- Some agencies have financial power.
- There is a difference between actual and potential power.
- Deciding on power relations is influenced by knowledge, experience and the perception of the participant.
- The different levels of power among stakeholders can contribute to conflict.
- People are accountable to those with higher power
- There is confusion sometimes between power and authority.
- Organisations/ people may have authority but not the power to make things happen.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

Photos 7 and 8 Participants presenting their analysis of power relations

The *maps of relationships among stakeholders* identified in the FACRP case study were depicted in simple diagrams. Key points noted were:

- Groups need formalised structures to ensure effective community representation within their organisations,
- Community groups should be made accountable to the wider community.
- Participatory processes may need to be transformed to non participatory at times to ensure survival of the initiative.

5.7 Livelihood analysis

Participants understood the *term "livelihoods"* to mean:

- Means of earning a living
- Long-term employment
- Survival
- Support
- Money
- Food
- Actions/options/activities
- Benefits
- Sustenance
- Quality of life
- Jobs
- Earning mechanisms
- Work
- Income
- Niche

Participants noted that in analysing livelihood assets:
- The analysis of livelihoods comes down to the consideration of the quality of life of each individual.
- Additional information is needed in some instances to make the analysis.
- Risk has a great influence on livelihood.
- Livelihood for an individual has multiple streams or sources.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

5.8   Field trip to practice facilitation using tools for participatory forest management

A separate report of the field trip was produced and is in Appendix 4.

5.9   Country team work planning

Country teams prepared work plans (see Appendix 5) to facilitate a participatory forest management activity in their country to apply what was learnt during the workshop. It was agreed that activities will be documented by the country teams so that lessons learnt can be shared with other project participants and the wider Caribbean. The template for the case studies was:
1. What were you trying to achieve? (what)
2. How did you do it? (how)
3. What were the results of the process? (evaluation)
4. What lessons were learnt about facilitating participatory processes?
5. Appendix: what were the findings?

5.10 Review of the draft toolkit

The following is a listing of recommendations for revising the draft toolkit.
- Include definitions of roles, responsibilities and interests.
- Develop a tool for livelihood analysis to look at:
   o How different stakeholders can contribute to building livelihoods.
   o What is the relative contribution to livelihoods of different stakeholders.
   o What is the relative contribution of different assets and relationships among these.
     How to analyse what contribution is actually made and what improvements in livelihood assets occur.
   o How to identify what capacities are needed to improve contribution (relook at the stakeholder capacity analysis).
- In general, for all tools, identify why it is important.
- Highlight particularly useful facilitation tips and techniques for facilitating these tools.
   o Include qualities of a good facilitator
   o Include steps for planning to facilitating, including session plans.
- Definition of stakeholder is too complicated. Give a "CANARI-style" definition that is simple and direct.
- Include analogies that people can relate to help define terms.
- Include the peer review concept with the activity sheets.
- Add examples in boxes to help improve clarity on the concept sheets and activity sheets.
- Include more ideas for how to facilitate for each tool.

6   RESULTS

The workshop achieved the objectives set as it:
- explained key concepts in participatory approaches to forest management;
- apply key tools in facilitating participatory management (e.g. forest governance, participation, stakeholder, facilitator, institution, capacity);

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- demonstrated effective facilitation techniques as a range of interactive and creative facilitation methods were used (e.g. visual representation, brainstorming, round robin, small group work, plenary discussion, individual reflection, role play, peer coaching, case study, video, games, role play, energiser, individual reflection, questioning, and a field trip);
- identified key issues in forest management and governance which can be addressed through participatory approaches (e.g. development of forest policies, legislation and plans; community forest-based livelihoods; managing conflicts around competition for use of forest resources);
- discussed lessons learnt on facilitating participatory forest management in the Caribbean islands from case studies and field visits through sharing of practical examples by CANARI and the participants throughout the workshop and in particular through the practical experience of facilitating on the field trip;
- input into the development of a toolkit on facilitation of participatory processes for effective forest governance in the Caribbean through testing of sessions and materials in the workshop and recommendations submitted by participants for improvements; and
- contributed to developing a work plan for facilitation or co-facilitation of participatory processes in project countries by country teams participating in the workshop.

The workshop evaluations reflected that all the participants found the workshop useful. Participants indicated that the workshop built their capacity on PFM and revealed the value of the approach to sustainable management of forest. Participants highlighted the effectiveness of the varied and interactive approach and particularly complimented the use of the field trip as an opportunity to test the tools. A summary of the written evaluations is in Appendix 6.

7   NEXT STEPS

In an effort to contribute to bringing about a change in policy and practice in the Caribbean region, a policy brief will be drafted by CANARI to focus on why facilitating participatory processes are important and what is needed for support (including what resources need to be allocated) and targeted at policy makers / politicians. The dissemination strategy for the policy brief will be formulated through a participatory process with project participants.

CANARI will also host an electronic discussion to contribute to sharing of lessons learned among project participants as they implement their country work plans. This discussion will be on CANARI's Facebook page under the name of the project. Workshop participants indicated that the majority of them did not use Facebook, but were willing to attempt it.

Participants identified the week of September 19th 2011 for the next workshop, and proposed that it be held in Dominica or Saint Lucia (with a preference for Dominica).

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

APPENDIX 1- PARTICIPANT LIST

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Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

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Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

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19	William	Trim	Head of Watershed Unit	Botanic Station c/o (DNRE) Department of Natural Resources and the Environment Office	Highmoore	Scarborough	Trinidad and Tobago	(868) 660-2079/ 660 -7636	868 735 4351	868 639 5232	trim20031@yahoo.co.uk/trim20031@gmail.com
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21	Nicole	Leotaud	Executive Director	Caribbean Natural Resources Institute (CANARI)	Building No. 7, Unit 08, Fernandez Industrial Centre, Eastern Main Road	Laventille	Trinidad and Tobago	(868) 626 6062		868-6261788	nicole@canari.org
22	Neila	Bobb-Prescott	Senior Technical Officer	Caribbean Natural Resources Institute (CANARI)	Building No. 7, Unit 08, Fernandez Industrial Centre, Eastern Main Road	Laventille	Trinidad and Tobago	(868)6266062		868-6261788	neila@canari.org

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

APPENDIX 2 – WORKSHOP AGENDA

CARIBBEAN NATURAL RESOURCES INSTITUTE
Fernandes Industrial Centre • Administration Building • Eastern Main Rd. • Laventille • Trinidad W.I.
Tel: (868) 626 6062 • Fax: (868) 626 1788 • Email: info@canari.org • Website: www.canari.org

**Building capacity for participatory forest management for good governance in the
Caribbean region**
The Knutsford Court Hotel, Leeward Suite, New Kingston
Monday 11th to Friday 15th April, 2011

OBJECTIVES
The **workshop objectives** are to:
- Explain key concepts in participatory approaches to forest management;
- Apply key tools in facilitating participatory management ;
- Demonstrate effective facilitation techniques;
- Identify key issues in forest management and governance which can be addressed through participatory approaches;
- Discuss lessons learnt on facilitating participatory forest management in the Caribbean islands from case studies and field visits;
- Input into the development of a toolkit on facilitation of participatory processes for effective forest governance in the Caribbean; and
- Contribute to developing a work plan for facilitation or co-facilitation of participatory processes in project countries.

AGENDA
Monday 11th April 2011

8:30 – 10:00	Welcome, introductions and expectations	Neila Bobb-Prescott
	Objectives and overview of meeting Overview of the project Assignment of roles Establishing ground rules	Neila Bobb-Prescott
10:00 – 10:30	Break	
10:30 – 12:30	Forest governance and capacity needs (small group work)	Neila Bobb-Prescott
12:30 – 1:30	Lunch	
1:30 – 2:30	Forest governance and capacity needs(cont'd) (presentation of small group work)	Neila Bobb-Prescott
2:30 – 4:00	Introduction to participatory approaches	Nicole Leotaud
4:00 – 4:15	Wrap up and close.	Nicole Leotaud/ Neila Bobb-Prescott

6:30 p.m. Cocktail reception at The Garden Courtyard, Knutsford Court, Hotel.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

Tuesday 12th April 2011

8:00 – 8:30	Review of day 1	Rapporteur
8:30 – 10:30	Introduction to facilitation	Nicole Leotaud
10:30 – 11:00	Break	
11:00 – 12:30	Introduction to facilitation (cont'd)	Nicole Leotaud
12:30 – 1:30	Lunch	
1:30 – 2:00	Introduction to case study	Neila Bobb-Prescott
2:00 – 3:15	Tool 1: Stakeholder identification Tool 2: Identifying key stakeholders	Neila Bobb-Prescott
3:15 – 3:30	Break	
3:30- 4:45	Tool 3: Stakeholder analysis – roles, responsibilities and interest	Neila Bobb-Prescott
4:45– 5:00	Wrap up and close	Nicole Leotaud/ Neila Bobb-Prescott

Wednesday 13th April 2011

8:00 – 8:30	Review of day 2	Rapporteur
8:30 – 10:30	Tool 4: Stakeholder analysis – capacity	Nicole Leotaud
10:30 – 11:00	Break	
11:00 – 12:30	Tool 5: Institutional mapping	Neila Bobb-Prescott
12:30 – 1:30	Lunch	
1:30 – 3:00	Tool 6: Livelihood Analysis	Nicole Leotaud
3:00 – 3:30	Orientation to field visit: • introduction / briefing from JCDT • instructions for team facilitation	Neila Bobb-Prescott/ Marlon Beale/ Nicole Leotaud
3:30 – 4:15	Team planning for facilitation at JCDT	All

Thursday 14th April 2011

7:30	Depart Knutsford Court Hotel	
9:30 – 10:30	Review of day 3	Rapporteur
	Introductions and orientation to site	Neila Bobb-Prescott
10:30 – 11:00	Break	

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

11:00 – 1:00	Tool 1 Tool 2	
12:30 – 1:30	Lunch	
1:30 – 5:00	Tool 3 Tool 4 Tool 5	
5:00	Thanks, evaluation and close	Neila Bobb-Prescott

Friday 15th April 2011

8:00 – 9:00	Tool 6	Rapporteur
9:00 – 10:30	Debrief on facilitation and applying tools	Nicole Leotaud
10:30 – 11:00	Break	
11:00 – 12:30	Country team work plan	Neila Bobb-Prescott
12:30 – 1:30	Lunch	
1:30 – 3:00	Country team presentations and discussions	Neila Bobb-Prescott
3:00- 3:15	Break	
3:15 – 4:00	Review of toolkit Next steps	Neila Bobb-Prescott
4:00 – 4:30	Evaluation	l

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

APPENDIX 3- EXCERPT FROM HUGHES-MCDERMOTT, 2010

Appendix 3
First workshop on facilitation of participatory processes for management of forests
Handout: Introduction to case study

Excerpt of The Fondes Amandes Community Reforestation Project: improving watershed management and community livelihoods *by Melanie Hughes McDermott,* CANARI Technical Report Nº 389, July 2010.

1.1   Context of the Fondes Amandes Community Reforestation Project

Fondes Amandes is a small hillside community situated in the upper portion of St. Ann's, a mostly middle-class residential suburb of the capital of Trinidad, Port of Spain. It is located in the foothills of the western Northern Range and adjacent to an important reservoir serving the metropolitan area (See Map 1).
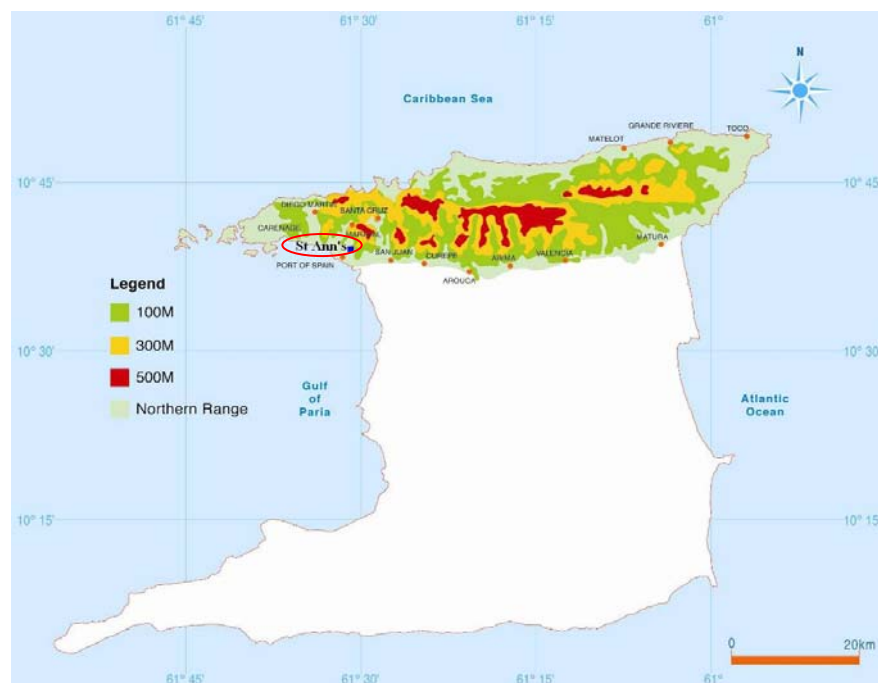
Map 1. Map of Trinidad highlighting the location of St. Ann's (Source: www.mapscd.com/trindadytobago_illustrator.html,)

The Northern Range is the highest and most extensive of Trinidad's three mountain ranges and its most important water catchment area. Its watershed forests are rapidly being degraded, largely as a result of changing land use practices, in particular expansion of housing development into forest areas, including both high-income residences and squatter settlements; unsustainable agricultural practices; quarrying; and annual dry season fires (Pantin and Krishnarayan 2003). This degradation and loss of forest cover is having a negative impact on water supply and quality. Soil erosion and heavy runoff from denuded hills, compounded by

Appendix 3
First workshop on facilitation of participatory processes for management of forests
Handout: Introduction to case study

inadequate drainage, have led to heavy siltation of the rivers and water works and a pattern of severe flooding in the rainy season[1]. Traditional forest management approaches employed by state agencies have not been able to contain these threats (Lum Lock and Geoghegan 2006).

Multiple and complex factors underlie this worsening trend. Economic and demographic forces driving urban expansion have put FACRP, the community of Fondes Amandes and adjacent watershed areas under pressure from planned and unplanned development. Trinidad's land tenure system, a colonial inheritance, contributes both to the causes of watershed degradation and the challenges facing the state in responding effectively. The state owns all land that is not individually held, including almost all the forests,[2] the rivers and the sea. The remaining productive land area is predominantly held by a few large landowners, although many former estates have been abandoned and their owners, heirs and boundaries left unknown (McIntosh and Renard 2010). All these conditions, compounded by budget constraints and staff shortages, present major challenges to the Forestry Division, the agency in charge of watershed management.

The native rainforest on the slopes of the Fondes Amandes valley was first partially cleared for the establishment of agricultural estates that grew cocoa, nutmeg and other tree crops until they declined and were finally abandoned in the 1960s. Over time, some of the workers were granted small plots of land by the estate owners and others stayed on as well, tending their gardens and growing annual crops on the valley slopes. While some of the land remained privately titled, the Water and Sewerage Authority (WASA) acquired about 14 acres to protect its reservoir below the community. The rest was retained as state land, resulting in a mosaic of ownerships (see Map 2 overleaf).
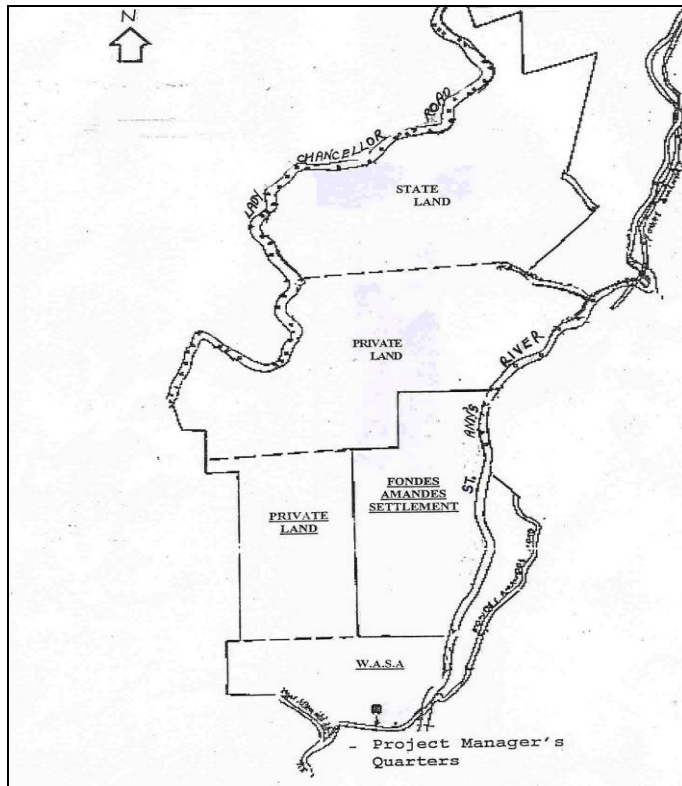
While forest cover has been retained along the ravines traced by water courses, by the late colonial period (1940s) the bare upper ridges had become a fire zone. By the 1970s, forest clearance and fire frequency increased as informal settlers from the surrounding area began to expand cultivation, some building homes in Fondes Amandes. The annual occurrence of fires set during the dry season for farming, hunting, garbage-burning, bush-clearing, for mischief or by accident, began to further transform the landscape, establishing areas of fire climax grassland punctuated by bamboo, cocorite palm and other fire-tolerant species. By the 1980s, Fondes Amandes was identified as a fire 'hot spot', the frequent origin of fires that would then sweep up and pass over adjacent ridges.

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[1] In 1993, the flooding of the St. Ann's River drowned four people and inundated large areas.
[2] The state owns over 50% of the land area of Trinidad and Tobago, amounting to 91% of forested areas. A satellite-based analysis estimated 44% forest cover (including degraded forest) remained in 2004 (Draft Forest Policy, 2009; EMA 2004).

Appendix 3
First workshop on facilitation of participatory processes for management of forests
Handout: Introduction to case study

Map 2: Ownership pattern of the Fondes Amandes Development (Source: Eden Shand)

Box 1

Definitions

Watershed management and **forest management** are terms that can refer to the same set of practices for maintaining forest services and extracting products. Watershed management is used in this study, since it emphasizes the watershed as the holistic unit of management for FACRP and as the geographic unit of analysis for this study.

Fondes Amandes watershed is the land area or basin (ridge to ridge) that drains into the St. Ann's River. Although the formal reforestation project area occupies the only its western portion, FACRP aims to protect the entire watershed from fire.

Fondes Amandes reforestation project area is the area, shown on Map 2, on the western slopes of the watershed that FACRP intends to rehabilitate by enrichment planting of trees and other means.

Fondes Amandes community (or just **'the community'**) refers to the residents of the settlement/village (shown in Map 2) that is accessed by the Fondes Amandes River Road.

Appendix 3
First workshop on facilitation of participatory processes for management of forests
Handout: Introduction to case study

St. Ann's refers to the middle to upper-middle class neighbourhood adjacent to the Fondes Amandes community on the west.

Estimates of the population of Fondes Amandes over the past decade have ranged from 125 to 175 people living in 35-45 houses (typically including a few temporary dwellings with part-time residents). Four or five large extended families, descended from former estate workers, constitute the core of what remains a low-income community. Since 2006, mainly as a result of receiving a contract under the National Reforestation and Watershed Rehabilitation Programme (NRWRP), the FACRP has employed between 25 and 38 people, about half of whom are from the community. Almost all the other residents with steady jobs are employed outside the community, including in recent years a few salaried positions. Almost all adults follow a diverse livelihood strategy, making ends meet through part-time jobs, self-employment and (to a decreasing extent) subsistence and occasional market farming. Households in the middle- to-upper class adjacent neighbourhoods provide domestic and gardening work. There is one small variety shop at the entrance to the village and a few other residents sell food from small stands along the St. Ann's Road. Most households now have electricity and access (mostly by hose) to pipe-borne water. The standard of housing varies considerably from neat multi-room houses with inside bathrooms to single-room structures and dilapidated dwellings with additional rooms tacked on in various stages of completion.

1.2 A brief history of the Fondes Amandes Community Reforestation Project

The origins of the FACRP date back to the late 1970s (see project chronology in Appendix 1), when the late Tacuma Jaramogi began farming sorrel, pigeon peas and other annual crops on the WASA-owned lower hillside of Fondes Amandes. He was later joined by his wife, Akilah Jaramogi, and a few other Rastafarian families also began working the area. At that time, the Rastafarian lifestyle provided a strong community bond among the small group of settlers.

At first they were not resident on the site, juggling farming with their small businesses; their absences made their gardens all the more vulnerable to the bush fires that swept through the area annually. Akilah dates the start of the initiative to 1982, "that was when we used the money we earned to start investing in trees". Initially, they planted primarily fruit trees, later intercropping hardwoods. By that time, Tacuma had begun working for the Forestry Division; he brought the skills and information he was acquiring into the community. He led the neighbours in clearing and maintaining firebreaks, initiating a practice of self-help and volunteerism. "We had no money in those years – only food and drink, drum and lime," Akilah recalls.

A vision for a community-based agro-forestry initiative began to emerge out of discussions at get-togethers and evening drumming sessions, a vision rooted in the conviction that the enterprise should strive to address conservation and livelihood objectives simultaneously. Those involved were particularly concerned with addressing the high levels of unemployment and lack of work opportunities locally. Their efforts were guided by the strong leadership of Tacuma Jaramogi and the Rastafarian values of social consciousness, empowerment and respect for the earth (McIntosh and Renard 2010).

These early agro-forestry efforts reduced, but failed to halt, the annual fire damage, particularly a devastating fire in 1987. In 1990, another threat emerged when WASA, in an effort to protect the water supply, served the Jaramogis and other residents on its land with eviction notices.

Appendix 3
First workshop on facilitation of participatory processes for management of forests
Handout: Introduction to case study

Tacuma sought help from the Member of Parliament (MP) for the area, who was also a professional forester with a particular interest in watershed rehabilitation. With his encouragement and advice, the Jaramogis developed a proposal to WASA for informal permission to build on what they were already doing to restore the watershed through community reforestation. The MP was able to negotiate a verbal agreement with WASA allowing the community to stay on the land in return for being 'resident project managers'. The agreement was sealed when the Chairman of WASA planted a ceremonial tree on the land in 1991 (Lum Lock and Geoghegan 2006; McIntosh and Renard 2010).

The Jaramogis and supporters proceeded with added purpose. As Akilah noted, "though nothing was written, we understood we had a duty to perform – we'd better keep out fires if we wanted to stay". In addition, they could draw on new forms of assistance through the Tropical Re-Leaf Foundation (TRF), a non-profit organisation founded by the MP mentioned above. In 1994, Akilah, who was working in a Forestry Division nursery at the time, requested and received from the Fire Service fire prevention training for herself and others from neighbouring communities.

That same year, Tacuma Jaramogi passed away. Akilah stepped forward and since then has been an acknowledged community leader and the dynamic director of the project. In honour of Tacuma's memory, and to recruit help against the ever-present threat of fire, she instituted an annual *gayap*, a traditional self-help institution she defines as "working together for a common cause".

Gayap 2010

Gayap 2010

It started small but by 1997 had become a significant annual event, drawing government officials, school groups, community members and others to lend a hand with the cutting and clearing of fire traces. From that year until 2010, the project was declared "fire free."

During these formative years, the TRF provided administrative support and brokered in-kind donations and training opportunities from the United States Embassy, the Rotary Club, Forestry Division and the nearby Cotton Tree Foundation. In 1999, the project was formally registered with the Ministry of Community Development under the name Fondes Amandes Community

Appendix 3
First workshop on facilitation of participatory processes for management of forests
Handout: Introduction to case study

Reforestation Project. Registration was a precondition for obtaining its first grant from the Community Development Fund (CDF). Between 1999 and 2004, FACRP raised an average of USD27,500 per year from the CDF and a variety of corporations, embassies and foundations. In addition to supporting tree planting, training and fire protection, these funds were used for the construction of an access road, community shelter and an organic plant nursery, as well as the launch of the ecotourism programme. Income from grants was supplemented by the continuing tradition of volunteerism, as well as periodic inputs by Akilah on a personal basis from the profits of her thriving jewelry business. The business is based on creating jewelry from seeds and other non-timber forest products, harvested mainly in Fondes Amandes.

In 2006, at the urging of its donors and supporters, FACRP drafted a formal constitution (never finalised) and appointed a Board of Directors, which includes a number of members from outside the community to assure the range of skills required. That same year the FACRP received the most prestigious of the several awards it has garnered, the Hummingbird Medal (Gold), granted by the President for community service. This growing prominence was useful in FACRP's successful lobbying to receive a contract under the National Reforestation and Watershed Rehabilitation Programme (NRWRP). The FACRP's initial application in 2004 had been rejected, ostensibly because Fondes Amandes falls outside the designated zone for the programme, but possibly also because, unlike the majority of NRWRP contractors, it was not an overt supporter of the ruling political party. As a result of this new funding, average annual grant support over the 2006-2009 period jumped to just over USD170,000.

In 2010, FACRP became one of the first two community-based organisations to be awarded a grant from the Green Fund, receiving nearly USD317,000 for the first year of funding.

1.3 Fondes Amandes Community Reforestation Project goals, objectives and activities

The goal of the FACRP, as defined in its brochure, is "to conserve the St. Ann's watershed, using ecological restorative methods". It links this ecological goal to social ends in a mission statement that reads, "The Fondes Amandes Community Reforestation Project is committed to developing and uplifting the community through activities that enhance the environment". FACRP breaks this down into the following project objectives:

- to encourage community development and create opportunities for employment for the Fondes Amandes community;

- to promote the development of sustainable, responsible eco-tourism in the St Ann's watershed;

- to protect the biodiversity of flora and fauna in the St. Ann's watershed; and

- to work with other communities and organisations throughout the region who share the same goals to conserve and protect the environment.

During the process of participatory data collection for this case study, the management of FACRP further defined its goals and objectives in terms of its desired impacts (see Appendix 2 for a complete list). These impacts are environmental (e.g. forest restoration, soil conservation and rehabilitation); economic (e.g. improved incomes through training in micro-entrepreneurship and ecotourism); social (e.g. social problems highlighted so people can

Appendix 3
First workshop on facilitation of participatory processes for management of forests
Handout: Introduction to case study

address them) and cultural/attitudinal (e.g. community members learn to appreciate themselves and project benefits).

1.4 Activities

In line with its wide-ranging social and environmental objectives, the FACRP has adopted a holistic approach to project development, which extends beyond watershed reforestation and rehabilitation. It now operates eight 'modules', namely:

- *Tree planting:* FACRP plants seedlings of diverse fruit-bearing and native species, raised in its own nursery and or supplied by Forestry Division under NRWRP.

- *Forest fire prevention:* in addition to the on-site work, FACRP runs a Disaster Awareness Caravan that provides outreach and disseminates a DVD on fire protection that it has produced.

- *Organic gardening/permaculture:* only a small portion of the produce is sold, with the rest being used primarily for demonstration or consumed on the project. Penned sheep and goats, supplied with fodder from the project, provide manure for the compost as well as offspring to sell or give away as incentives.

- *Clean Tree Organic Nursery:* generates a modest source of income as well as employment and training opportunities for community members. It provides a reliable source of organic seedlings and compost for the FACRP's reforestation activities as well as for sale.

- *Community eco-tourism:* FACRP workers have been trained in tour guiding and tree identification, generating revenue through fees charged to school groups and other visitors. A network of trails and shelters has been constructed on the site.

- *Community recycling/composting: w*hile FACRP produces its own organic compost from leaf litter and manure from the goats and sheep it raises, the community composting and recycling effort did not catch on and has not been sustained.

- *Craft and cottage industry:* a number of staff and community members have participated in a leathercraft workshop and have been trained in jewelry making by Akilah but to date none have taken these up as revenue-generating activities.

- *Music, culture and community empowerment:* FACRP has long promoted a drumming group and its members are occasionally paid to perform. FACRP also organises 'know your country' field trips to different sites of national interest for community members and hosts summer vacation 'eco-culture' camp for schoolchildren.

In addition, FACRP offers environmental education and outreach to schools, community groups and visitors to the project from around the world. It also participates in regional exchanges and capacity building programmes with others engaged in similar activities elsewhere in the Caribbean.

1 Institutional arrangement

While FACRP is the key player in this study, it is not the only one. The project is embedded in a web of relationships to other organisations, structured by formal and informal rules, policies and processes. This institutional arrangement shapes watershed management practices and

Appendix 3
First workshop on facilitation of participatory processes for management of forests
Handout: Introduction to case study

thereby the environment, the community and the benefits to the community. In sum, the institutional arrangement for management of the Fondes Amandes watershed is complex, involving three major state agencies (WASA, Forestry Division and NRWRP), a number of (mainly absentee or untraceable) private owners, the FACRP and other community members, some of whom have formal title to land and some of whom do not.

The sections below describe in more detail the current institutional arrangement at Fondes Amandes, first examining access and ownership rights in depth for FACRP and the local community, and then in summary for all stakeholders in Table 1, which presents a schematic stakeholder analysis.

1.1   Fondes Amandes watershed – access and ownership rights

Rights of ownership and other forms of legal and informal tenure condition how people gain access to resources. The land ownership and tenure situation at Fondes Amandes is very complex. A recent investigation by the Land Settlement Agency, the agency tasked with regularising the tenure of pre-1998 'squatters', found over 100 parcels, under a mosaic of public and private ownership, within the western portion of the watershed where the settlement and reforestation project are located. Many Fondes Amandes residents resent being called 'squatters' and insist that only a few of them are in fact illegally occupying land. Two censuses[3] conducted by FACRP in about 2000 found that 25-33% of residents are technically squatters. Despite the fact that regularisation was also recommended in the 2000 Draft Greater Port of Spain Local Area Plan (UDECOTT 2000), no further action has been taken. There are existing laws and procedures through which to pursue land ownership, such as establishing in court thirty years of uncontested occupancy of a parcel, although few have the money and persistence to complete this process.

Insecurity of land tenure appears to affect primarily residents on WASA land and possibly the newcomers on the outskirts of the settlement. Some families claim to have lived on their land since their grandparents and earlier generations worked on the estates, and others pay rent to absentee landlords. Most elect to pay the 'land tax', regardless of whether they formally own the land or not, a step that effectively asserts and dates rights to the land. In practice most 'squatting' in Trinidad is considered a *fait accompli*, because the relevant laws are not regularly enforced. Despite their informality, local tenurial arrangements are generally accepted and respected among Fondes Amandes residents. For example, areas on the hillside where one family has farmed in the past are not farmed by others without permission. Access to land does not appear to be a constraint to residents. However, newcomers who are not connected to members of the community are discouraged from settling or farming (though new shacks periodically appear round the 'back side' of the village).

The FACRP has effectively quelled the fear of eviction from WASA land, through its growing prominence, accomplishments, and social networks. When FACRP applied to the CDF in 2000, the CDF director requested, and received, a letter from the Chairman of WASA granting permission for the project to use its land. In 2009, the Green Fund project coordinator

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[3] The accuracy of these censuses is not known. The method used was not recorded, but Board members recall that it was likely done by recall rather than going door-to-door. It is also not clear if all residents know the legal status of their plots.

Appendix 3
First workshop on facilitation of participatory processes for management of forests
Handout: Introduction to case study

requested, and received, an update letter endorsing the 2000 letter, which he accepted as the basis of 'legal access'. He has requested that the relevant Ministry conduct a field survey, to locate the boundary markers demarcating the WASA parcel, since no one knows exactly where the boundaries are located.

FACRP has assumed stewardship of the privately-owned parcels within the watershed. With the exception of one family that resides locally, the identities of or heirs to the persons named on the cadastral map are not known. Although no landowner has come forward to object, the NRWRP has expressed concern about this situation, as well as the necessity of 'trespassing' across these lands to reach the reforestation area on state land higher up towards the ridge. The NRWRP has also pointed out that neither the community nor the project has legal access to the trees or produce (e.g. fruits, seeds, medicinal plants) from either private or state land, though nobody has sought to interfere with local access or harvesting to date.

The FACRP more or less controls access by community members to the core project area. For example, fruit gathering by individuals is restricted to non-commercial purposes (there are plans for FACRP eventually to market the produce itself). The upper reaches of the project area, which blend with the hinterland of the community, are considered common property. Some residents still farm sorrel, pigeon pea and vegetables on the hillside (outside the project area). A few graze their cattle or goats. A limited amount of foraging for fruits, wild yams and medicinal plants still goes on in the bush.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

APPENDIX 4- FIELD TRIP REPORT

"Building capacity for participatory forest management for good governance in the Caribbean region"

Report of the training of facilitators workshop field trip to Holywell, Blue and John Crow National Park, Jamaica

April 14 2011
Caribbean Natural Resources Institute (CANARI)

1. Introduction

CANARI received a grant from the Food and Agriculture Organisation under its Forest Law Enforcement, Governance and Trade Support Programme for African, Caribbean and Pacific countries (ACP-FLEGT Support Programme) for a regional project entitled "Building capacity for participatory forest management for good governance in the Caribbean region". The project countries include Dominica, Grenada, Jamaica, Saint Lucia, St. Vincent and the Grenadines and Trinidad and Tobago.

The purpose of the project is to strengthen existing strategies to improve forest law compliance and governance by building the capacity of forest managers in at least six small island developing states in the Caribbean region to facilitate effective participatory management of forests through training, mentoring, development of a tool kit, and documenting and communicating illustrative case studies.

Under this project, a five-day training of facilitators workshop was held in April 2011 in Kingston, Jamaica. As part of this workshop, a field trip was conducted to Holywell in the Blue and John Crow Mountains National Park, being managed by the Jamaica Conservation and Development Trust (JCDT), one of the organizations represented in the workshop.

2. Participants

The field trip was facilitated by CANARI and the 25 participants of the FLEGT workshop. Participants also included employees of the National Park and stakeholders from the surrounding communities who are employed by JCDT. See Appendix 1 for the list of participants.

3. Objective

The objective of the field trip was twofold:
- to give workshop participants the opportunity to practice facilitating some of the tools used in participatory forest management;

- to facilitate sessions with JCDT and other stakeholders in Holywell to contribute towards enhancing participatory forest management of the Blue and John Crow Mountains National Park.

4. Method

After introductions as Holywell, the participants were reminded that the objective of the visit was to give the participants an opportunity to practice the six tools that were reviewed. Participants were then divided into groups and went on brief tours of the Park and its facilities guided by Park Rangers and/or tour guides from the local communities who had been trained under various JCDT programmes.

Workshop participants then facilitated sessions with the tools they had been assigned to use on the previous day. After each session, CANARI facilitated a participatory evaluation by the local participants and facilitators being trained to evaluate and identify lessons for facilitation and using the tool. An overall evaluation was conducted at the end of the day.

5. Sessions and findings

5.1 Introductions and tours

The tours revealed significant information about the site and contributed to a better understanding about the management of the site. Significant information collected by the participants included:
- **Folklore**: The area Holywell is named for the healing waters/well believed to exist in the area and was known to the slaves of the estate. When they were whipped, they would run away and bathe in these waters and the slave master would be astounded by their quick healing.
- **Watershed**: Holywell Park is part of the Blue and John Crow Mountains which is the largest, most significant watershed in Jamaica.
- **Services**: The Park provides significant recreational and educational services to the adjoining communities, local and overseas visitors. There are camping facilities, cabins for rental, a special recreational area for kids, trails for hikers and other nature seekers, a nursery which provides tree seedlings to farmers who are participating in the reforestation programme and ornamental plants for commercial sale.
- **Conflict regarding use**: The National Park has restricted use so farmers using the land will have to eventually relocate. Alternative lands have not yet been identified.
- **Misty Blue Festival:** There is an annual Misty Blue Festival, a cultural event which showcased all the adjoining communities and provides an opportunity for persons to sell their products and raise funds for management of the National Park.

5.2 Stakeholder identification

The group started the session by describing the term "stakeholder" using role play. The play was about different people (a bird watcher, an unemployed community person seeking work, the Permanent Secretary from the Ministry of Agriculture, Lands and Forestry and a donor representative) coming to see the Project Manager of a national park. The facilitators then reviewed a definition of the term stakeholder. A stakeholder was defined as "as anyone who had interests in, rights to use or responsibility for management of resource, in Holywell the resource being the forests."

Facilitators then guided a discussion on roles and instructed the plenary to work in groups to identify stakeholders for Holywell under the heading government ministries and agencies, donors, community groups and individuals. Local participants were invited to join the groups and serve as resource personnel.

Stakeholders identified for each grouping were:

Government ministries and agencies	Donors
• Forestry Department • National Environmental and Planning Agency (NEPA) • Ministry of Agriculture • Ministry of Tourism • Ministry of Water/ Housing • Ministry of Education • Ministry of Transport/ Works • Ministry of Health • Ministry of National Security • Ministry of Local Government	• Catherine Peak Bottling Company • Environmental Foundation of Jamaica • RARE Centre for Tropical Conservation • US Forestry Service • Canadian Green Fund • Jamaica Energy Partners • British Caribbean Insurance Company • Forest Conservation Fund
Individuals	Non government organisations
• Schools/students • Farmers • Mr. Mc Larty • Youths (graduates from school and JCDT programmes) • Tour guides • Taxi (JUTA) • Food suppliers	• Jamaica Conservation and Development Trust (JCDT) • Holywell Delights • Church groups • Jamaica Environment Trust (JET) • Greenhouse Association • Jamaica Agricultural Society • Community based organisations (police youth clubs, community action groups, football clubs etc.)

The participatory evaluation conducted of the session:
   • complimented the facilitators for the use of role play in explaining the concept of stakeholder;
   • recommended more rules to ensure that the voting was clear i.e. one vote per stakeholder;
   • endorsed validating the results of any exercise; and
   • recommended that participants should be given many opportunities to express themselves during the exercises.

5.3 Identifying key stakeholders

The facilitators used the analogy of "family members" and "throwing a party" to communicate the concept of key stakeholder. A key stakeholder was defined as "persons who are most important and having the greatest interests". The facilitators further reinforced the point by posing the following questions to participants:
   • "Who are the most important persons in your life?"
   • "If you were throwing a party, would everyone in the community be invited?"

Each of the local stakeholders present was given 10 dots and asked to identify the key stakeholders for Holywell from the list developed in the previous session by voting with their dots. Importance would be determined by the number of votes (dots) each of the stakeholders received.

The ten key stakeholders identified and the votes for each stakeholder were:

Key stakeholders	Votes
Jamaica Conservation and Development Trust (JCDT)	15
Forestry Department	9
National Environmental and Planning Agency (NEPA)	9
Community	9
Forest Conservation Fund	8
Ministry of Tourism	8
Farmers	8
Environmental Foundation of Jamaica	7
Ministry of Transport/ Works	6
Tour guides	5
Greenhouse Association	5

The participatory evaluation conducted of the session highlighted that the voting method employed was a good choice as it:
- built on the information from previous session;
- was a quick and efficient method;
- permitted an objective assessment to be made;
- made sure each person had an equal voice; and
- facilitated the participation of the introverted or impaired.

The discussions also noted that the results could be skewed resulting in key stakeholders being omitted. To avoid this, the plenary discussed that the results should be reviewed in the plenary and if it was found that any key stakeholder was left out, they could be added with the consensus of the group.

The following were also noted as strengths of the facilitation of the session:
- Facilitators moved around during the presentation.
- Facilitators were able to link this session to the previous session and this contributed to the participants better understanding the process.
- Summarising the key points at the end contributed to the participants better understanding the process.
- When facilitating with a team it may be best to allow another team member to write as it may distract the participants and disrupt the exchange among participants. Writing while facilitating is a skill that has to be developed.
- Write down what is said by participants as it contributes to the participant feeling that they are worthy of contributing.

5.4 Stakeholder analysis- roles, responsibilities and interests

Using a role play the facilitators depicted a scenario in which several groups visited the Permanent Secretary and discussed their interest, roles and responsibilities in a reforestation project that is being proposed by the Ministry to be submitted for financing to a donor.

The participants were then invited to return to the groups from the first session and list the interest, roles and responsibilities for each of the ten key stakeholders. The results of the analysis are presented below.

Key stakeholder	Role	Responsibility	Interest
Jamaica Conservation and Development Trust (JCDT)	Monitoring and evaluation Facilitating recreation and tourism	Enforcement and compliance Governance and administration	Public involvement, education and conservation
Forestry Department	Patrolling Facilitating meetings Planning events Signing agreements	Legal protection Training Coordination Preparation of proposals	Maintaining forest and watersheds Community Education and awareness Gain sponsorship
National Environmental and Planning Agency (NEPA)	Issuing permits and approvals Monitor the area	Legal Evaluation	Maintaining environmental integrity Ensuring compliance
Forest Conservation Fund	Identifying projects and groups	Provide grants for CBOs and NGOs to assist in forest conservation	Conservation of forests
Ministry of Tourism	Marketing of the destination Identification of key sites Training of tour guides	Develop of a tourism product Governance	Revenue Increased number of visitors
Farmers	Growing and planting food	Provide food for own use and sale	Land
Environmental Foundation of Jamaica (EFJ)	Identifying possible sources of funding and monitoring and evaluating projects funded	Provide grants to CBOs and NGOs to assist in environmental preservation, child survival and development	Environmental preservation, child survival and development
Tour guides	Providing a service	High quality service	Money Livelihoods
Greenhouse Association	Preventing soil erosion Producing healthy vegetables	Generate income Protect farming in communities	Teaching proper farming techniques
Community	Conducting promotional activities and training	Show interest in job opportunities and developing skills	Employment

The participatory evaluation conducted of the session highlighted the point that the use of a specific example in a particular context was very effective in clarifying the concepts and the facilitators adapted their session very well after unexpected events.

5.5 Stakeholder analysis- capacity

The session was introduced by the facilitators by reminding the participants of the previous sessions and informing them of the relationship of this session with the previous sessions. The facilitators then explained the concept of capacity through a brief interactive session with participants aided by a working definition. Five abilities/capabilities were identified as elements of capacity:

- Philosophy – attitude/belief/"vibes"
- Structure – set-up/organisation
- Linkages/contacts
- Skills
- Resources

The participants were then divided into three groups. These groups were: government, NGO and the community. The groups assessed the capacity of the Forestry Department, JCDT and community respectively.

The analysis of capacity of the three key stakeholders is presented below.

Key stakeholder	Skills	Philosophy	Structure	Linkages	Resources
Community	Various skills present e.g. tour guiding, farming and event planning. Need for more training in proposal writing and management	The forest is very important to the community e.g. to provide water	No structure in place	No organised linkage mechanism. However, linkages with other groups and individuals present e.g. Forestry and farmers	Limited resources and equipment
JCDT	Training in farming, tour guiding, CPR, first aid and business development	People need to be prompt, precise and punctual Interested in education of the public We work with people from different backgrounds and ethnicity	Ensure that decisions are made with each person's input Think about the people who benefit from the institution	Have linkages with NEPA , Forestry Dept. and JET	Funding from agencies such as FCF Training from various organisations e.g. Tourism Product Development Company Human resources Facilities
Forestry department	Monitoring and evaluation GIS and mapping Knowledge of	Positive attitude to schools and churches Involvement of the	Bureaucratic Ground personnel easy to contact	Forestry has linkages with NEPA, FCF, EFJ, JCDT and regional law	Inadequate transportation Lack of personnel (rangers) Limited

Key stakeholder	Skills	Philosophy	Structure	Linkages	Resources
	the area Forest management	community		enforcement officers.	financial resources Limited tools, equipment

During the participatory evaluation the following points were discussed:
- Defining and analysing the concepts during the introduction and summary contributed to better understanding of what is being done during the analysis and what could be done with the results.
- Community members volunteered to present group work to the plenary.
- Facilitators could have assisted the groups more.
- The introduction could have been facilitated by an energizer.
- Coloured sheets could be used to add variety and allow the facilitator to summarise key points of presenters.

5.6 Institutional mapping

The facilitators used role play depicting two friends from university, who had not been in contact for years and met at the airport while travelling to a class reunion in Jamaica. The classmates are met at the airport by their Jamaican colleagues. The facilitators then facilitated a discussion where they described institutional mapping as a process of depicting relationships among stakeholders.

The facilitators also used the analogy of a football game to clarify the relationships, formal and informal, between stakeholders. While describing institutional mapping, Holywell Recreation Park was compared to a football game. Among the stakeholders of a football game were the coach, players, sponsors, supporters, vendors etc. There are written/formal relationships and rules (e.g. offside rule). There are also informal practices and relationships (e.g. the relationships between supporters and a "nutsman" at the game).

Members from the community were then asked to play different stakeholders (JCDT, NEPA, Forestry Department, community, FC F). All participants were asked to sit in a circle and a ball of wool was passed to one of the stakeholders. The first participant was asked to say how they know a particular stakeholder and then pass the ball of wool to the stakeholder while holding on to a piece of the wool. The wool was passed a number of times and then the group analysed the result and discussed the exercise.

The discussion highlighted the following points.
- The use of the string allows you to see the relationships and linkages between these various stakeholders. Some relationships were stronger than others.
- Stakeholders were able to share information about relationships and become aware of the relationships which are most valuable and have to be cultivated
- Each stakeholder's role was important in maintaining the efficient functioning of the Park. If one stakeholder let go of the "string"/relationship, there was a "slack"/impact.
- This "slack" would have to be taken up by other stakeholders which had the capacity or would have to develop the capacity. This was identified as an important consideration when a development activity is project driven and discussions followed about how to prevent losing momentum in development activities when projects come to an end.

- JCDT was clearly seen as the hub of the relationships. This validated the results of the voting process for the identification of key stakeholders and the role played by JCDT as a facilitator of community participation in the management of Holywell Park.

5.7 Livelihood analysis

The facilitators used the analogy of cooking a "stakeholders pie". The group introduced the analogy by saying "Monday to Wednesday we identified the ingredients. Thursday we tested the ingredients and found that they were good. Today we will spice it up and flavour it so that the pie produced will satisfy stakeholders."

They then introduced a brainstorming session on defining the concept of sustainable livelihoods by asking what are the necessary things for survival of an individual. They used this to introduce the different types of livelihood assets. They also used the analogy of teaching people to fish instead of giving them a fish to further explain the concept of livelihoods.

The plenary was then divided into four groups (donor, JCDT, community, government) and these groups were asked to identify livelihood assets though the eyes of the stakeholders at Holywell.

The participants were asked to include what they expected to contribute as well as what they expected to get. The following assets were identified by the respective groups:

Donors:
- Financial assets: which result in building other assets e.g. physical, social, human
Government:
- Human: training and technical advice
- Natural :access to resources through agreements
- Financial: cash or in-kind
- Political: empowerment via agreements and legal mandate
Community:
- Human: labour, local knowledge, skills, positive attitude, youthful exuberance
- Cultural: cuisine, music, craft, folklore
- Social: organised youth groups, involvement of farmers in conservation efforts on the park

JCDT was asked what they want from everyone else and what they contribute to building assets. JCDT reported that they contribute all assets and need more from other stakeholders to further strengthen their assets. These included:
- social (relationships important to training, marketing Misty Bliss): from community;
- natural (issue of land ownership): from government;
- human (need additional training e.g. business management skills, proposal writing)
- financial (especially for strategic planning and management plans, which would catalyse other things):from donors
- physical (bigger facility, equipment)

The facilitators then summarised the session by identifying all who contribute assets to the pie, and emphasising that each share is acknowledged.

6. Results

The objectives of the field trip were achieved:
- The field trip gave the workshop participants the opportunity to practice facilitating some of the tools used in participatory forest management. The participatory evaluation conducted at the end of each session gave the facilitators very useful feedback and recommendations.
- The sessions facilitated with JCDT and other stakeholders in Holywell gave them new ideas about how they could further enhance participatory management arrangements for the Blue and John Crow Mountains National Park.

7. Recommendations

The field trip was a valuable in two main ways. First, it contributed to an improved understanding by facilitators of concepts and tools in facilitating participatory approaches to forest management. Second, the field trip exposed the community to the tools and allowed them an opportunity to input into methods and techniques for facilitation and so contributed to building their capacity. This structured participatory approach in field trips should always be included in workshop agendas to compliment introductions of new concepts and contribute to building the capacity of the community visited.

Appendix 1 Participants list

No.	Name	Local Address
1.	Ryan Love Park Ranger	Irish Town
2.	Roger Thompson Park Ranger	Cascade
3.	Derick Bailey Community member	Cascade
4.	Christine Tapper Community member	Woodford
5.	Robert Hall Community member	Woodford
6.	Marlon Hamilton Community member	Cascade
7.	Jeremy Schroeter Community member	Redlight District

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

APPENDIX 5 - COUNTRY TEAM WORK PLANS

Country: ***Jamaica***

Facilitators: Marlon Beale, Alison Rangolan-Mc Farlene, Bernard Blue, Indi Mclaymont-Lafayette, Noel Bennett

Case: Marrant River watershed (2 functioning community groups, project funding via FCF reforestation, bee keeping and livelihoods)

Objective:
1. To document how facilitating participatory processes assists with development of a proposed LFMC.
2. To apply some of the tools of the facilitation process to achieve development of an LFMC.

Tools:
1. Stakeholder identification
2. Identifying key stakeholders
3. Institutional mapping
4. Stakeholder analysis: roles, responsibilities and interests

Activity	Who	When	Comments
Inform respective individuals / boards	All team	April – June 2011	
Fine tune workplan	"	April – June 2011	
Planning the session	"	"	
Organise meeting with stakeholders	"	"	Resources – existing project funding can be allocated, or will appeal to funders for use of contingency funding
Host / facilitate meeting	"	July 4 – 15 2011	
Document / prepare case study and report	"	End of July	

Country: ***Trinidad and Tobago***

Facilitators: William Trim, Dennis Sammy, Barry Lovelace, Zakiya Wadada, Kathleen Belcon (Team leader)

Case: Building capacity of technical officers in Forestry Division for co-management of forests

Location: Trinidad

Objectives:
1. Forest officers and game wardens will identify and acknowledge key stakeholders in forest management in T&T
2. Forest officers and game wardens will acknowledge and understand the interests, rights and responsibilities of key stakeholders and the importance of building relationships for sustainable forest management
3. To apply some of the tools of facilitating a participatory process

Tools:
To be decided.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

Activity	Who	When	Comments
Develop work plan	Team	April 15	
Identify target group	"	April 15	Head of Forestry Division will be asked to write THA to ask for involvement of Tobago officers
Develop work plan for workshop, including session plan	"	Mid-May	Resources – from Forestry Division
Facilitate workshop	"	By June 3	
Write case study	"	August 31	
Circulate report to CANARI and workshop participants	"	August 31	

Country: ***Saint Lucia***
Facilitators: Donatian Gustave and Alfred Prospere
Case: Millet Bird Sanctuary
Location: Millet
Objectives:
1. To facilitate the establishment of a steering committee with a focus on empowering the Millet community to co-manage the Millet Bird Sanctuary
2. To apply some of the tools of facilitating a participatory process

Tools:
- Identifying stakeholders
- Identifying key stakeholders
- Identifying potential role of key stakeholders in co-management

Activity	Who	When	Comments
Mobilisation of key agencies – first meeting with all stakeholders	Team	May	Stakeholder identification, identifying key stakeholders, stakeholder analysis (role, responsibility, interests) of key stakeholders in co-management
Send invitations		June	
Implementation of one day workshop with key stakeholders		June	Establish steering community: identifying roles in co-management
Reporting		July	

Country: ***St. Vincent and the Grenadines***
Facilitators: Anthony Simon, Yoland London, Patricia Fraser

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

Case: Georgetown Craftmakers Association
Location: Georgetown
Objectives:
1. To assist community group in participatory development of a detailed workplan from the general workplan as part of an approved FAO project.
2. To apply some of the tools of facilitating a participatory process

Tools:
- stakeholder identification
- participatory planning

Activity	Who	When	Comments
Review project document and get consensus from Association if they want help			Approved FAO project for capacity building
Hold meeting with all stakeholders			Stakeholder identification
Mobilisation			
Develop workplan for facilitation team			
Facilitate			
Document their draft workplan, validate with Association and finalise			
Draft case study			
Recommend transfer of participatory planning process to other FAO projects as appropriate			

Country: Grenada
Facilitators: Sandra Ferguson, Aden Forteau
Case: Development of a work plan for a community based organisation
Location: Levera
Objectives:
1. To contribute to capacity development of a community organisation for sustainable natural resource management
2. To apply some of the tools of facilitating a participatory process

Tools:
- Stakeholder analysis.
- Institutional mapping.
- Livelihood analysis

Activity	Who	When	Comments
Identify and mobilise the community and other key	Aden and Forestry department	April – May	

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

stakeholders			
Develop and deliver capacity building programmes	Aden and Sandra	May – early June	Stakeholder analysis, institutional mapping, livelihood analysis
Facilitate workshop: workplanning session for the community	Aden and Sandra	June - July	Lead is Forestry Department
Compile and validate workplan with stakeholders	Aden and Sandra		
Develop and disseminate case study	Sandra and Aden	July - August	

Country: ***Dominica***

Facilitators: Betty Perry-Fingal, Agnes Esprit, Martha Joseph
Case: Dominica Beekeepers Cooperative Society
Location: nation-wide
Objectives:
1. To build the capacity of the Dominican Bee Keepers Cooperative Society (DBCS) to identify stakeholders, key stakeholders and to analyze roles, responsibilities and interests.
2. To improve skills in facilitating a participatory process.

Tools: to be determined after scoping

Activity	Who	When	
Planning: meet with Society Executive	Martha and Betty	May – June	
Identify resources	Agnes lead, others help		Each member of team will target where they have personal relationship
Designing session, organising materials, organising logistics, follow-up to ensure attendance	All		DBCS to help with mobilisation
Facilitate session		July	9 am – 1 pm
Reporting	Agnes lead, help form others	August	
Submit to CANARI and DBCS			

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

APPENDIX 6 – SUMMARY OF WRITTEN EVALUATIONS

Caribbean Natural Resources Institute (CANARI)

Workshop on facilitation of participatory processes for management of forests

11-15 April 2011

Knutsford Court, Jamaica

Meeting evaluation form

1. Did you find the meeting useful in learning about facilitating participatory processes for the management of forests in the Caribbean?

   ☐ Yes (20)   ☐ No

Please explain:

- For the first time I understand that true governance occurs when the 'masses'/ communities are empowered, legally and access to co manage with Government and other non governmental agencies.
- The tools – practical exercise, experience with developing lesson plan and facilitating for Holywell Park.
- Clear Objectives, good methods, strong Facilitators.
- A lot of information was shared but most valuable was the practical work in using tools and the discussions and analysis that followed.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- The tools that were used for Facilitation helped to build my confidence in facilitating a participatory process. The concept of facilitation itself was made clearer.
- I am now confident that I understand the six concepts and that I can transfer that knowledge and understand via the tools to a variety, stakeholders. It has also inspired understudy skills for advocacy.
- I think that participatory process are important to ensure effective management of forests and learning to facilitate such a process is a huge step to enhancing the potential improvement in forest management.
- The practical application examples stimulated confidence in the development and or use of more creative approaches.
- Knew participatory processes are valuable for forest management was unsure on how and what to do to facilitate this process. Workshop has empowered me to do so (facilitate participatory processes) now.
- It was demonstrated. I was reminded of previous training and experience.
- It provided a variety/ range of techniques that were simple and easy to apply for capturing important information necessary for management.
- It has relevance for dealing with/ facilitating meetings with stakeholders in protected area management.
- I always had an interest in the above and never got an opportunity to be exposed to it, I am grateful and this training has equipped me and would assist me well in transmitting the message.
- It covered most aspects of facilitating participatory processes especially, the group work and other methods used.
- Yes as some of the areas explored deepened my understanding and skills for example on facilitating.
- I think that involvement of us in the groups help me to get a better understanding of issues received or clearer understanding of the tools.
- Provided conceptual/ context and related practical activities to cement learning opportunities.
- This meeting was very timely so that the information shared will assist to educate people using the forest for livelihoods.
- I was now able to understand the necessary tools and concepts associated with the participatory process and its facilitation. Also the ability to share a network with other countries of the Caribbean was important.

2. What is the most important thing that you learned / understood / felt from this meeting?
   - 1. Practical Steps to foster participation in governance.
     2. Insight into analyses and detailed planning for forest governance.

   - Never underestimate your audience – different tools can be used to achieve the same outcome of an exercise.
   - I did livelihoods analysis previously but this training presented me with a whole new approach at looking at this area.
   - Practice makes perfect (or almost).
   - That all stakeholders need to be involved in Forest Management – too many of these seem to be left out in most projects.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- The process of identifying key stakeholders and also how to analysis and map the relationships amongst them.
- The sharing of the various activities to facilitate application of the various tools.
- The tools necessary to effectively facilitate participatory processes and the concepts behind them. I feel like I am able to explain and demonstrate the necessary concepts and activities to enable various other persons (stakeholders) to gain a clearer understanding of the relationships etc. which impact them.
- More creative interactive facilitation methods.
- I felt more so than over that the forestry sector is really changing and Forestry Departments across the region (except JA) is lagging way behind. However, this workshop showed a willingness to accept charges but a lack of know how to do so. Therefore building the capacity of technical Forests Officers to engage in participatory processes is needed.
- The need for various analyses in participatory process.
- No one man/ stakeholder is an island. Team work is essential for the success of group initiatives.
- Institutional Mapping.
- Most important thing I've learned is that across the Caribbean our Forest and Livelihood issues are common in many cases additional I have now learned about the various tools that can be used to facilitate a participatory process. I am looking forward to the opportunity to practice this new skill.
- The steps in facilitating participation and how information can be obtained from the methods or approached used.
- Its hard to say but here is a ranking :
  1. Facilitation skills.
  2. Session Planning
  3. Stakeholder identification
  4. Stakeholder analysis
  5. Dealing with difficult stakeholders
- The most important thing that is learned or understood is the weed to be flexible and to get to know your target audience as much as possible.
- Always be prepared for variations to routine/ planned presentation so that learning opportunities may emerge.
- The using of tools that can help to identify and analyses stakeholders capabilities.
- Each stage/concept was clearly outlined and one recognized the importance of the outcomes and outputs towards the achievement of good forest governance. This was further demonstrated/ fortified by the field trip at Holywell.

3. What did you like about this meeting?
   - Diversity of experiences of participants and activities after theoretical explanations.
   - The opportunity to share ideas.
   - The participatory nature. The application and testing of the tools dealing with the various concepts.
   - Great interaction and sharing with facilitators and among group members.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- The informal nature and participatory approach which allowed everyone to benefit and contribute, share experiences and ideas in an open and respectful manner.
- The warm interaction among participants.
- The interactive nature of the sessions.
- Interaction with many representatives from many other groups (government, NGOs, funders, etc.) who were from different communities and countries. Information exchange was amazing!
- The opportunity to meet and share with new colleagues from across the region. Also the opportunity to work in the Country with workshop participants on application of skills learnt.
- Activities that were innovative and creative in explain concepts and building relationships.
- The activities. The group work. The sharing.
- It was highly interactive.
- The interaction among participants and the activities.
- It was balanced in a way in terms of participants, NGO, foresters and there was a wealth of knowledge exhibited.
- Actually preparing me to undertake actual facilitation practice with a group of persons.
- I liked the wealth of information shared and the techniques of theory followed by practice.
- I like the way that the facilitators were able to involve all participants in the meeting and these were better and light movement which sets to relevant participants.
- Sharing experiences and willingness of less experienced to learn.
- The field trip where we interacted with community persons who are very informed stakeholders.
- There was lots of interaction and sharing of thoughts, ideas and concern.

4. What did you dislike about this meeting?
    - Nil.
    - Nil.
    - Nil
    - Facility had some drawbacks e.g. temperature regulation.
    - The sometime "too cold" rooms only but not a major problem as it was possible to warm up.
    - The food could have lent more to the Jamaican experience.
    - Nil.
    - I'm sorry that the experience at Knutsford Court did not meet expectations.
    - Some of the logistical arrangements re: meals and some hotel services were not very pleasing. There are no complaints about the Workshop itself.
    - Food/ the actual journey to and fro Holywell.
    - Same food/ cuisine. Driving dangers.
    - Nothing.
    - The food/ personal service of hotel staff.
    - The room (facility) (conference) was Ok, the AC was a bit of issue (too cold at times).
    - Could have been a lot better with an extra day for the workshop.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- Perhaps the meetings starting time could have been at 8:30 or 9:00 but this is a very minor point.
- The Meals.

5. Which sessions did you find particularly useful:
   - Field Trip with the application of tools to assess community needs.
   - The Forest and Livelihood session.
   - Analyzing Stakeholder capacity.
   - Institution mapping and livelihood analysis.
   - The sessions with participants from different countries and the Holywell session where we could actual use tools in a real situation especially tool 5 sessions.
   - The visit to JCDT which allowed us to practice concepts in a real situation.
   - 1. The application of various tools during the field visit.
     2. Sessions on institutional mapping and livelihood analysis.

   - Field sessions were my "light bulb" session. Most of the tools came together very well when we had the opportunity to apply them.
   - The field trip and practical application of tools by teams.
   - Practical exercise where we got to see the participatory tools in action. Very enlightening and a huge boost of confidence, validating that I could go back home and do this.
   - Key stakeholders, relationships. Field trips.
   - The practical exercise at Holywell.
   - The facilitation practical sessions held at the Holywell Site.
   - I found the session which differentiated role and responsibilities quite useful I often used them interchangeable. I liked all of the sessions because I have learned so much.
   - Institutional analysis tool kit and actually facilitating a step in the process.
   - Introduction to facilitation. Livelihood analysis. Session planning.
   - The session at Holywell was particularly useful.
   - All.
   - The team work and practice of facilitation skills.
   - All sessions were very useful with each session giving a unique and positive outcome.

6. How could the meeting have been improved?
   - Difficult to top level of 'the experience' use basic quantitative techniques to analyses.
   - Can't think of anything important, Hotel you already know.
   - More time for the testing of the tools.
   - No meaningful suggestions.
   - I can't think of anything.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- The process for review of the toolkit was not very clear. Recommendations for its improvement came out of the practical experiences and not actual review of the contents of the tool kit.
- Do not use JUTA Tours ever again, however maybe extended lunches can if opportunities to explore JA and carry sessions longer into the evenings.
- Some more free time. Better organized handbooks.
- By having more clearly defined concepts.
- Less group work and more time to focus on concepts for some tools especially tool kit 6.
- Too much sweets and lack of variety at break and lunch.
- I think the involvement of more government representation especially on the field trip/ training day.

7. How would you rate the following areas of the workshop structure and delivery? Please tick one for each area.

	Very Good	Good	Fair	Poor
Clarity of objectives	11	7		
Content	12	8		
Materials	11	9		
Facilitation	17	5		
Field trip	15	3		
Relevance to your needs	15	5		

- Moved from good to very good because we were able to go over some of the tools and concepts that we needed further explanation on.

Any additional comments on the above:

- This was a beneficial trip to me and my organization.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- Very good indication of the level of planning that was put into the workshop and we can all pattern on.
- Looking forward to applying the skills learnt to the country case study experience.
- Thank you so much (again)! Really hoping to apply this in a more widespread way soon! Eagerly looking forward to the case study/ reporting…Structure and delivery of the workshop were ideal.
- The workshop was another successful result-oriented CANARI workshop.
- Add a few concepts and tool-kits.
- No.
- Very good workshop but there needed to be a greater improvement with the lunches provided.
- Routine tools, suggest strategies/ techniques that may work well with specific tools.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

8. What is one thing that you will apply from the meeting in your organisation's work?
    *   Livelihood analysis to evaluate and make future plans for research.
    *   Capacity Analysis.
    *   Facilitation techniques including variety of energizers.
    *   The creative tools for explaining concepts.
    *   We the participatory tools to facilitate stakeholders/community understanding of other roles, responsibility and roles in NRM and livelihood analysis. Also train staff and colleagues.
    *   Identification of key stakeholders will be useful in helping us assess the concept notes and proposals submitted and the general tools will be useful for grants and potential grants.
    *   Participatory processes in producing management plans, strategic planning and eventually aspects of forest management.
    *   The tool-kits for Stakeholders' analysis.
    *   The toolkits.
    *   Facilitation process in work plan development exercise in my department and in meetings with stakeholder of protected areas.
    *   Definitely the whole idea of facilitate the actual participatory concept the various tools especially the Institutional Mapping – I totally enjoyed that and I understand the concept.
    *   Facilitating participatory approaches using skills acquired.
    *   Facilitation and Stakeholder analysis.
    *   I will apply which ever and the tools can assist me in the development of work plans for my unit and to involve the Community more in this regard.
    *   All
    *   The tools.
    *   Tools such as Institutional Mapping and Stakeholder Analysis will be applied especially within our Community meetings.

9. What would prevent you from applying the ideas discussed in this meeting?
    *   Finance and willingness of the Stakeholders to participate.
    *   Resources.
    *   Inadequate preparation time or group's resistance to participatory processes.
    *   Time and money but these limitations are surmountable.
    *   If our organization is unable to participate in the implementation of certain NRM secured projects.
    *   Time constraints due to limited human resources.
    *   Beaurocracy, governance, institutional culture and norms.
    *   Funding (lack of) to provide refreshment/ meal Stakeholders' reluctance to participate.
    *   Resources (financial support for meetings).
    *   I can't think of anything am going to do everything within my power to apply the information.
    *   Resources and acceptance at the department level.
    *   Resources – funding and lack of staff.
    *   Management objective/ the willingness of people to participate.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- All
- Lack of Resources (possibility).

10. Do you or your organisation have any additional training needs (that you have not identified already)?
    - No.
    - Yes, training in facilitation.
    - Otherwise identified and discussed during the workshop at various times.
    - In actually writing memorandums of understanding between Forestry and Community and incorporating change management and building capacity for change management.
    - M & E of projects (monitoring and evaluation). M.O.U. project writing.
    - New Staff needs training in all of the tool kits that were thought at this workshop. Old Staff has limited training.
    - Training in conflict management.
    - Our main area of strengthening now is proposal/project writing/ some management.
    - Capacity building for staff.
    - I would like more training on financial management of projects.
    - Conflict management/ resolution.
    - Yes. Foresters across the region need exposure to participatory processes.
    - No.

11. What recommendations would you like to make for CANARI's Forests & Livelihoods Programme?
    - Continue and extend especially to government agencies.
    - Ensure participants receive list of participants in advance.
    - Those tools for sustainable livelihood are developed and the concept of conflict resolutions with tools be added to the steps.
    - Keep up the good work.
    - Look more closely at if forests enterprises or Livelihoods are actually sustainable to Communities and encourage diversification of Livelihood portfolio of the rural poor.
    - Continue to investigate, evaluate and adapt.
    - Establish a communication mechanism to consistently determine training need and progress with participatory initiative in participating Countries.
    - I think a youth component would be good as young people have interest in Forest and Livelihood but lack the training.
    - Training in areas of capacity building for Community groups.
    - Share more of the information produced with the general public through media etc.
    - Market facilitation to Forest Departments across region.
    - I think of follow-up workshop is necessary inclusive of Monitoring and Evaluation.

12. Any other comments:
    - Allow for an evening session when by day time within one of the days is freed (Just a suggestion, may not be practical).
    - Thank you for the opportunity to participate in this workshop.
    - See 7.
    - Good facilitation skills and techniques by both Facilitators. Continue the good work.
    - Very good job – keep up the good work.

Building capacity for participatory forest management for good governance in the Caribbean region
Report of the training of facilitators workshop
New Kingston, Jamaica
11-15 April, 2011

- Make manual appropriate for Community level application.
- A very good workshop. Keep up the good work.

Thank you!