



**ACP
FLEGT**

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 second training of facilitators workshop

**Holy Redeemer Retreat Centre
Commonwealth of Dominica
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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 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.

The project is being implemented in Dominica, Grenada, Jamaica, Saint Lucia, St. Vincent and the Grenadines and Trinidad and Tobago. This report presents the findings of the second of two training of facilitators workshops.



Photo 1 Participants in a group work session

2 OBJECTIVES

The goal of the workshop was to share experiences and lessons on approaches to facilitating participatory forest governance. The objectives of this workshop were to:

- practice using tools, peer review and support to build capacity of participants in facilitating participatory forest management processes;
- peer input into documentation of case studies and lessons learnt on facilitating participatory forest management in the Caribbean islands to include in the toolkit;
- build the capacity of participants to design and deliver a facilitated process based on an analysis of needs;
- build the capacity of participants to identify key desired changes in behaviour and relationships of stakeholders needed to facilitate participatory forest management processes; and
- build capacity of participants to more effectively communicate the results of their work.

3 PARTICIPANTS

The workshop brought together individuals from government departments, non-governmental organisations (NGOs), community- based organisations (CBOs), the private sector (consultants) and academia who are involved in the management of the forests in their countries. Of the 24 participants who attended the first workshop, 20 participated in the second workshop with three additional resource personnel.



Photo 2 Participants in plenary

The list of participants and resource persons is shown in Appendix 1.

4 METHODS



Photo 3 The workshop was very interactive. A participant using non-verbal methods to communicate.

The workshop used a variety of methods to ensure that the participants were engaged throughout the three days of activities. The workshop reinforced the concepts learned in a previous workshop in April 2011, examined ways to improve tools for facilitation and introduced two additional tools. The final agenda is shown in Appendix 2.

Day one started with a review of the objectives of the meeting and the project. The rest of the day was dedicated to the review of each of the six

country team's case studies on facilitating a participatory forest management (PFM) process in their home country. The day culminated with teams of participants preparing to facilitate sessions on the field trip on the following day. The participants started by doing a needs

assessment by interviewing the “experts” (workshop participants who had previously worked with the community) from Dominica to get a better understanding of the Colihaut community in preparation for the facilitation.



Photo 4 The workshop was very interactive. The participants had fun while learning.

Participants then worked in teams to prepare to facilitate their sessions on the field trip. The needs assessment handout is shown in Appendix 3.

On **Day two**, the participants visited the Kachibona Trail which is managed by the Colihaut Village Council. The participants also facilitated a short workshop with Colihaut community members to assist them in building

partnerships in their community-based tourism initiative using tools such as stakeholder identification, stakeholder analysis and institutional mapping. The report of the Colihaut workshop is included as Appendix 4.

On **Day three**, two tools were introduced to the participants to help them logically structure PFM processes- a participation strategy and a communication strategy. The facilitator presented slides that showed the different elements of a participation strategy (Appendix 5) and discussed tips for stakeholder mobilisation and conflict management in plenary. After recalling the participation spectrum presented in the April 2011 workshop, the participants were divided into groups with questions to examine the type of participation aimed for in terms of the context, willingness of the stakeholders, types of participation and the costs and benefits of participation. The facilitator reinforced the concept by introducing a hypothetical case of PFM in an unnamed Caribbean island and asking workshop participants to work in pairs to determine the desired level of participation using the spectrum of participation. The pairs also discussed the interests/ rights/ responsibilities of the stakeholders, the conflicts that they may have with others and the capacities that stakeholders will need to participate in PFM.

The communication session was introduced with participants brainstorming definitions of the term “communication” and was followed with three short role plays that demonstrated the limitations of using verbal and non-verbal communication. The exercises were debriefed using questions to draw out factors affecting the transmission of messages. These were noted on flipchart paper. Questions were then used to develop a framework for a plan to communicate and tips for the development of a communication plan were also noted as they emerged during discussion. Each country team was then asked to draft a communication strategy for a forest management issue in their country. These were then presented and discussed in plenary.

A written evaluation of the workshop was conducted at the end of Day 3.

5 FINDINGS

5.1 Lessons learned facilitating the country case studies

At the first workshop in April 2011, participants from each of the six countries formed into country teams. Following that workshop, each country team was required to apply what they had learnt to facilitate a PFM processes in their country and document their findings (the case studies are shown in Appendix 6). The participants presented the results of their analysis to the plenary under the following categories:



Photo 5 The St. Vincent and the Grenadines team presenting its case study

- Capacities needed by the participants
- Effective mobilisation and facilitation tools
- Capacities needed by the facilitators
- Enabling factors
- When are participatory processes most effective?
- Benefits of participatory approaches (including unanticipated ones)
- Costs and challenges of the participatory process (including unanticipated ones)

The results presented by participants under each of the categories are shown in the following sections.

5.1.1 Capacities needed by the participants

The skills and capacities needed by participants in PFM processes that participants presented were:

- Understanding how government agencies operate
- Communication and listening skills
- Skills interacting with others and team work

- Acceptance and openness
- Self- assurance
- Experience in forest management
- Marketing
- Opportunities for participation in the management of the forest resources
- Management capacity
- Motivational skills
- Ability to share relevant ideas and experiences
- Awareness
- Understanding challenges, e.g. the financial or economic aspect of management
- Analytical skills
- Sharing a common vision and interests
- Committed to the achieving the objectives of the process

One of the main discussion points was the ability of participants in PFM to read. Numeracy and literacy skills are often needed to build knowledge of issues to participate in PFM processes. Lack of these skills should not however, preclude stakeholders from participating in management of forest resources. It is important that facilitators be flexible and adapt their sessions to include tools that allow these types of participants to contribute. For example, inputting into deriving a vision statement could be done with participants drawing their ideas rather than writing suggested statements. The workshop participants however believed that as the process becomes more advanced, both literacy and numeracy skills were more critical for effective participation.



Photo 6 Participants networking

5.1.2 Effective mobilisation tips and facilitation tools

Several effective mobilisation tips and facilitation tools presented by participants are shown in Table 1. One of the key points that emerged from the presentations of the case studies was the importance of frequent communication with the community of interest as this can build trust between facilitators and participants. Another point was that effective mobilisation can bring the right types of stakeholders into the PFM processes.

Table 1 Facilitation and mobilisation tips

Mobilisation tips	Facilitation tools
<ul style="list-style-type: none"> • Use written communication (letters, emails) and direct follow-up (calls, visits) 	<ul style="list-style-type: none"> • Assigning different roles so that conflicting parties do not compete
<ul style="list-style-type: none"> • Frequent face-to-face communication and 	<ul style="list-style-type: none"> • Focusing on the common mandates of the

Mobilisation tips	Facilitation tools
<p>contact with the community helps to:</p> <ul style="list-style-type: none"> ○ Break the ice ○ Builds trust ○ Motivate the community ○ Manage expectations <ul style="list-style-type: none"> ● Use established CBOs, NGOs and community leaders to get the word out 	<p>conflicting parties</p> <ul style="list-style-type: none"> ● Conducting a needs assessment ● Defining key terms ● Identifying stakeholders by voting ● Institutional mapping ● Questioning and constant repetition ● Mapping the community situation and development needs ● Conducting group exercises ● Constructing an expectation tree ● Session planning

5.1.3 Capacities needed by the facilitators

The capacities needed by facilitators are:

- Patience
- Adaptiveness and flexibility
- Openness, and having no preconceived ideas (being neutral)
- Confidence
- Conflict management and negotiation skills
- Trust
- Time management skills
- Ability to communicate at different levels
- Listening skills
- Planning and organising skills
- Use of technology to facilitate communication among team members

The participants reiterated the need for the facilitators to appear neutral in participatory processes. This can build trust between the facilitators and the participants.

Most participants reported that managing time for the sessions was challenging. The facilitators suggested using timing devices such as egg timers or bells to remind participants of the time.

Participants in facilitated processes may harbour resentment from past projects conducted by similar organisations. Facilitators need to be able to effectively deal with “constructive licks” or “constructive criticism” from others before participatory processes can move forward.

5.1.4 Enabling factors

The enabling factors for participatory forest management identified by participants through the case studies were:

- Previous relationships or partnerships with particular persons from an institution involved in forest management
- Support from leadership in the forestry departments and other government agencies involved in improving livelihoods
- Willingness of forest officers and others in the government departments to be part of PFM
- Donor funding to support PFM initiatives
- Forest management plan and a Forest Act that support PFM
- Community interest in PFM
- Ecotourism and community tourism thrust that are focussed on forestry
- History of communities involved in forest management
- Willingness of communities and government officers to work together

5.1.5 When are participatory processes most effective?

Participants reported that participatory processes are most effective when there is:

- High level of awareness among stakeholders
- Interest or stake in the outcome
- Bottom-up approach (more buy-in in the process)
- Financial benefit resulting from the PFM decision
- Understanding of the collective function (cohesiveness)
- Clearly stated goals
- Funding available
- Trust among the participants in the process



Photo 7 Participants facilitating a session with the Colihaut villagers to ensure that there is awareness to increase the success of PFM processes

5.1.6 Benefits of participatory processes

Several benefits of participatory processes were identified by participants. They were:

- Empowers the stakeholders involved in the processes
- Enhances community ownership
- Brings new and diverse ideas
- Improves transparency
- Improves chances of success in participatory management
- Reveals new information (welcomed surprises)
- Shows a clear direction once the goals are agreed upon
- Manages potential conflicts
- Provides greater opportunities for networking and relationship building

- Builds synergies, cooperation, coordination and collaboration among stakeholders
- Serves both individual and community interests
- Builds both capacity and confidence in stakeholders
- Develops organisational capacity (both in civil society and government)
- Contributes to a transition to a cooperative approach

5.1.7 Costs and challenges of participatory processes

The costs and challenges of participatory processes included:

- Frequent communication is required
- Participatory processes need sufficient time
- Trust deficit between the facilitators and the stakeholders
- Determination of best approaches/ techniques to use in facilitation
- Resources (material and finances) are needed
- Managing internal conflicts
- Keeping all stakeholders interested
- Use of technology to enable broader participation
- Difficulty arranging meetings both among facilitators and with the stakeholders because of busy schedules

Most of the studies concluded that participatory processes were costly both in terms of time and money needed for participation. This makes it important to carefully determine the desired level

of participation so that each participant understands the costs involved.



Photo 8 Conducting a needs assessment helped the participants design sessions that proved beneficial to the community

5.2 *Lessons on conducting a needs assessment*

The participants used the handout shown in Appendix 3 to ask the “experts” about the community. The participants also came up with other questions including:

- What is the overall goal of the community? Is there a shared vision/ goal for the community?
- Who are the partners in the development of the project?
- How can the information about the community be collected?
- Is agriculture one of the major livelihood activities in the community?
- Are there any previous collaborative exercises in the community?
- Is the village council the only avenue for voices to be heard in the community?

- What is the community known for?
- Other than quarries, are there any other livelihoods that are vulnerable?
- Are there any seasonal livelihoods?
- Is there a framework that facilitates communities to work with government in forest management? If not, how do they feel about this? Do they work with the government any way?
- What is the level of poverty in the community?
- Who are the most influential in the community?
- What are present initiatives that the community is undertaking to meet its goals? What are some of the past initiatives?
- Is the forest a sole source of employment for the community?

The facilitator reiterated the importance of completing a needs assessment before entering a community. It allows those facilitating PFM processes to understand the points of intervention in the community.

5.3 Lessons on tools to facilitate participatory processes

The participants were asked to facilitate sessions during the visit to the Syndicate Visitors Centre with the Colihaut villagers. All of the participants demonstrated an improved understanding of key concepts in PFM and used the tools with great efficiency. Other lessons are highlighted in the table below.

Table 2 Lessons learned facilitating participatory processes

Session(s): Introduction to the workshop	
<i>What worked</i>	<i>Lessons learnt</i>
<ul style="list-style-type: none"> • Repetition of key terms • Including icebreakers in introductions. Icebreakers can relax participants and highlight commonalities among facilitators and community members 	<ul style="list-style-type: none"> • Icebreaker and energizer techniques can be found anywhere (e.g. online, television, etc.) and adapted to suit facilitation needs. Always be alert for techniques that can be used as icebreakers or energisers
Session(s): Stakeholder identification and identification of key stakeholders	
<i>What worked</i>	<i>Lessons learnt</i>
<ul style="list-style-type: none"> • Using analogies to explain complex concepts. Facilitators used an analogy of creating a snack, “mango chow” • Probing questions from team mates as the session was conducted to contribute to participants’ understanding of new concepts • Using local persons on other facilitation teams as resource personnel • Simplification of the terms used helped the participants understand the information presented • Continuation of the use of the analogy to 	<ul style="list-style-type: none"> • It is sometimes necessary to invite resource persons to meetings. They can provide context. • It is good practice to periodically ask the participants if they understand the information that is being presented. • When facilitating a stakeholder identification process: <ul style="list-style-type: none"> ○ Be cautious about grouping the stakeholders too early as you may lose some vital detail ○ Prioritisation of stakeholders by voting should be debriefed to

<p>explain concepts from earlier session in later sessions</p> <ul style="list-style-type: none"> • Repetition of terms • Use of body motions/ movements to reinforce concepts • Summarising key points at the end sessions to contribute to understanding of key concepts 	<p>validate the results in a facilitated session.</p> <ul style="list-style-type: none"> • Debriefing after each session can allow the facilitator to evaluate progress and results incrementally and take immediate steps to improve clarity on key concepts and issues. Clearly explaining and repeating the instructions for the interactive sessions is also useful.
Session(s): Roles, responsibilities and interests	
<i>What worked</i>	<i>Lessons learnt</i>
<ul style="list-style-type: none"> • Using analogies to explain complex concepts 	<ul style="list-style-type: none"> • Using an analogy from a previous session can help cement the concepts and bring continuity to sessions. It can help the participants better understand the information presented. • In sessions that present more complex information, more time should be allocated so that participants can better understand the information.
Session(s): Relationship mapping	
<i>What worked</i>	<i>Lessons learnt</i>
<ul style="list-style-type: none"> • Various members of the team of facilitators were able to offer support to the facilitator leading a particular session. 	<ul style="list-style-type: none"> • Be cognisant of the dynamics among participants and observe protocol where applicable.
Session(s): Relationship building	
<i>What worked</i>	<i>Lessons learnt</i>
<ul style="list-style-type: none"> • Facilitators exhibited good team work and dynamics 	<ul style="list-style-type: none"> • Addressed in points above
Session(s): Evaluation and close	
<i>What worked</i>	<i>Lessons learnt</i>
<ul style="list-style-type: none"> • Using feedback from the evaluation of the sessions to plan a way forward 	<ul style="list-style-type: none"> • It is good practice to end the workshop with a positive sentiment.

5.4 Lessons for doing a participation strategy for a forest management plan (plan appendix)

Based on the participation spectrum used in the April 2011 workshop, the participants discussed the overall desired type of participation and the desired level of participation for ten key stakeholders. The participants believed that the overall desired type of participation should be “*Joint analysis but the final decision still made by the most powerful stakeholders*”. They believed that despite the context and the willingness of the stakeholders being mainly bottom-up, the costs and challenges and the type possible were still more top-down in approach. Joint

analysis was therefore a compromise level of participation overall.

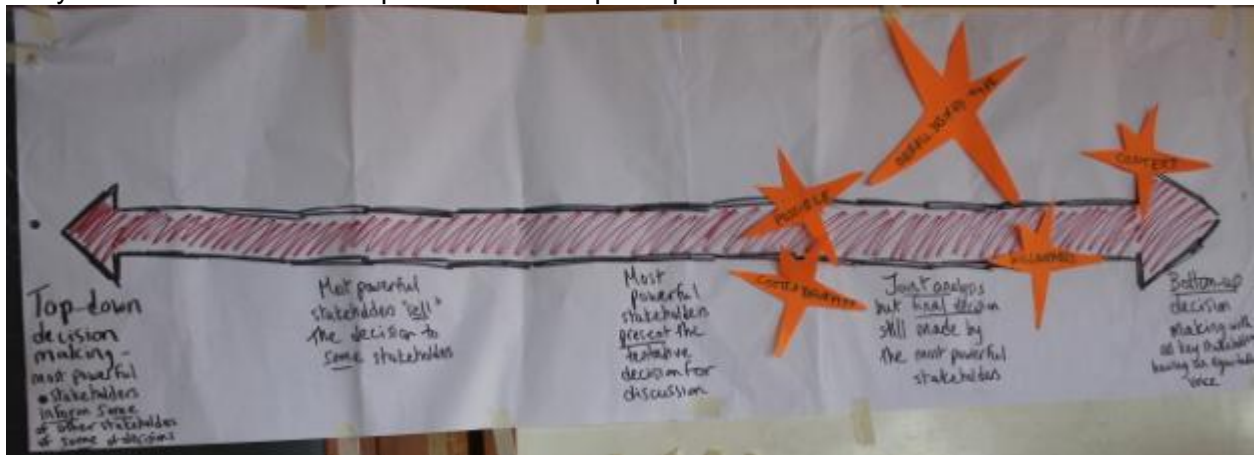


Photo 9 Overall desired level of participation

It was recognised that different stakeholders would participate to different levels. The results of the small group work selecting a desired level of participation for the ten different stakeholders are shown in Table 3 below.

Table 3 Desired level of participation for ten key stakeholders engaged in forest management

Element on spectrum of participation	Stakeholders	Comments
Top-down decision making - most powerful stakeholders <u>inform some of the other stakeholders of some decisions</u>	-	None of the participants believed that the desired level of participation of key stakeholders should be at these two levels of the spectrum.
Most powerful stakeholders " <u>sell</u> " the decision to <u>some</u> stakeholders	-	
Most powerful stakeholders present the tentative decisions for discussion	<ul style="list-style-type: none"> • Sawmilling company • Tourism Department • Water Resources Agency • Tour operator • FAO Regional Office 	Stakeholders at this level were deemed necessary to inform but not critical to involve heavily in the decision-making process.
Joint analysis but final decision still made by the most powerful stakeholders	<ul style="list-style-type: none"> • Land use planning agency • Regional university • National environmental NGO 	These organisations were felt to be necessary to the process. They contribute valuable resources and/or information. For example, the land use planning agency is responsible for zoning the land and can determine use of forested areas while the

Element on spectrum of participation	Stakeholders	Comments
		university provides research that can be used in enhance PFM.
Bottom-up decision-making with all key stakeholders having an equitable voice	<ul style="list-style-type: none"> Local community organisation Forestry Department 	Both stakeholders are critical to forest management and should have the largest voice in the decisions.

The table above shows that none of the key stakeholders were placed at the top-down decision making levels of the spectrum showing that the participants believed that the stakeholders should have deeper participation in forest management for the process to be meaningful. Some of the organisations like the land use agency were placed at certain points because the participants believed that they should be more involved in the process and their importance is often under-represented in PFM. The participants however, determined that the each actor has a different stake that is determined by many different factors. Participants noted that this analysis was very generic and would depend on both the country and specific contexts.



Photo 10 Desired level of participation for ten stakeholders in a fictional PFM scenario in the region

For each of the ten key stakeholders, the participants also examined the:

- interests/ rights/ roles/ responsibilities of the stakeholders
- capacities needed
- conflict (existing and potential)

The findings are presented below in Table 4.

Table 4 PFM stakeholders and their interests, capacities needed and conflicts

Stakeholder	FAO Regional Office
Interests/ rights/ roles/ responsibilities	<p>Interests</p> <ul style="list-style-type: none"> • Achieving food security, nutrition, agricultural productivity, etc. <p>Responsibility</p> <ul style="list-style-type: none"> • Promoting food security and agriculture, helping to address impacts to both <p>Role</p> <ul style="list-style-type: none"> • Funding, capacity building, technical advice, etc.
Capacities needed	<ul style="list-style-type: none"> • All the needed capacities are in place based on nature and history of the organisation • Adaptive strategies may be lacking based on the large size of the organisation and the deeply ingrained approaches that may be associated.
Conflict (existing and potential)	<ul style="list-style-type: none"> • Different methods of assessment than are used by the Forestry Department as it relates to <ul style="list-style-type: none"> ○ Forest categorisation/ forest cover ○ Definition of marginal land
Stakeholder	Regional University
Interests/ rights/ roles/ responsibilities	<ul style="list-style-type: none"> • Ensuring a consistent scientific approach to research and documentation • Providing technical support • Offer examples of effective policies • Provide researchers and protocols • Review proposals • Sit on committees
Capacities needed	<ul style="list-style-type: none"> • Structures- a more formal connection to the government and the Forestry Dep't • Relationships- need to build linkages with the local communities • Adaptive strategies – the organisation needs to move more quickly and be more responsive to communities
Conflict (existing and potential)	<ul style="list-style-type: none"> • Competition for funding • Disagreement on approach to research • Taking credit for the results
Stakeholder	Logging and sawmilling company
Interests/ rights/ roles/ responsibilities	<ul style="list-style-type: none"> • Access/ acquire logs, timber to generate a profit
Capacities needed	<ul style="list-style-type: none"> • Knowledge on species of trees and their uses • Resources- financial, human resources and equipment • Relationship with other stakeholders (buyers, gov't agencies, other saw-millers)
Conflict (existing and potential)	<ul style="list-style-type: none"> • Land users • Forestry • Other chain saw operators • Water resources agencies

	<ul style="list-style-type: none"> • Communities
Stakeholder	Tour operator
Interests/ rights/ roles/ responsibilities	<ul style="list-style-type: none"> • Finding destinations/ features that are multi-purpose, e.g. environment, cultural historical, spiritual for tourist (local and international) that is rewarding and safe
Capacities needed	<ul style="list-style-type: none"> • Resources– financial • Skills, knowledge- marketing and business • Structure- lack of standardisation , formal structure • Relationships- tourism body, Forestry Dep't or gov't agencies, world umbrella body for Tour Operators • Adaptive strategies- too much dependence on one feature (making them inflexible to surprises and/ or changes)
Conflict (existing and potential)	<ul style="list-style-type: none"> • Existing <ul style="list-style-type: none"> ○ Other tour operators, government agencies (forestry), other resource users • Potential <ul style="list-style-type: none"> ○ Environmental NGOs, Forestry Dep't
Stakeholder	National Environmental NGO
Interests/ rights/ roles/ responsibilities	<ul style="list-style-type: none"> • Healthier, safer and productive natural environment • Advocate for good environmental practices • Develop stronger networking both nationally and regionally • Promote environmental awareness, education and training • Lobby for a national environmental plan
Capacities needed	<ul style="list-style-type: none"> • Limited world view • Limited communication both regionally and nationally • Limited geographic base • Formal relationships may be more effective
Conflict (existing and potential)	<ul style="list-style-type: none"> • Land owners • Developers • Government
Stakeholder	Tourism Department
Interests/ rights/ roles/ responsibilities	<ul style="list-style-type: none"> • Having a high quality tourism product • Attracting domestic, regional and international visitors • Generate revenue; promote uniqueness of the tourism product • Engage relevant and key stakeholders to realise interests • Ensure conformity to best practices • Ensure that tourism benefits are equitably distributed to stakeholders
Capacities needed	<ul style="list-style-type: none"> • World view- inclusive perspectives, will work with diverse stakeholders (especially out of the sector) • Skills and technology- updated with communication technology (yet able to reach the simplest persons) • Resources- money, relevantly trained staff • Structures and relationship- flexibility; mechanisms to deal with “red tape” • Adaptive strategies- bottom up practices, meetings

Conflict (existing and potential)	<ul style="list-style-type: none"> • Tourism Department and private developers • Lack of coordination with other government agencies • Tourism Department and developers- unexpected emergent issues coming out of EIAs • Lack of respect for communities when the tourism products are developed
Stakeholder	Local community organisation
Interests/ rights/ roles/ responsibilities	<ul style="list-style-type: none"> • People live near or in the forest and derive a livelihood from it • Safeguarding against threats to their survival • A right to be involved in decision-making • An active partner in the process • Right to benefit from forests as part of natural patrimony
Capacities needed	<ul style="list-style-type: none"> • Knowledge of forest issues • Develop ability to articulate a shared vision • Governance processes
Conflict (existing and potential)	<ul style="list-style-type: none"> • Land use (between agencies and communities) • Power struggles (status/ marginalisation) • Party politics • Manipulation
Stakeholder	Land use planning agency
Interests/ rights/ roles/ responsibilities	<ul style="list-style-type: none"> • Ensures rational allocation of land resources (limited) • Legislative mandates • Regulates land use zoning • Oversees physical development/ permits • Environmental protection (EIAs) • Takes action (punitive/ enabling) • Public awareness/ education
Capacities needed	<ul style="list-style-type: none"> • Need to have world view • Communication • Facilitation skills (participatory skills) • Resources- financial, human • Structure- need to be more enabling <ul style="list-style-type: none"> ○ To allow for participation of stakeholders in decision-making ○ Relationship building (formal/ inter-sectoral) • Adaptive strategies <ul style="list-style-type: none"> ○ Improved participation ○ Communication, share information
Conflict (existing and potential)	<ul style="list-style-type: none"> • Turf protection • Political influence/ interference • Bureaucracy • Development vs. environmental protection • Legislation/ policies- need for rationalisation
Stakeholder	Water Resources Agency
Interests/ rights/ roles/ responsibilities	<ul style="list-style-type: none"> • Ensures quantity and quality of water • Reliability of the supply of water including public education

	<ul style="list-style-type: none"> • Monitors and treatment of water • Sustainability of supply
Capacities needed	<ul style="list-style-type: none"> • Human resource needs <ul style="list-style-type: none"> ○ Training in water quality testing ○ Monitoring ○ Data analyses • Equipment • Funding: to employ people and purchase equipment and vehicles
Conflict (existing and potential)	<ul style="list-style-type: none"> • Existing <ul style="list-style-type: none"> ○ Agriculture- deforestation, piggeries, fishing, bathing and washing clothes and vehicles ○ Illegal water extractors ○ Sewage • Potential <ul style="list-style-type: none"> ○ Quarries
Stakeholder	Forestry Department
Interests/ rights/ roles/ responsibilities	<ul style="list-style-type: none"> • Sustainable socio-economic, environmental, ecological, cultural benefits for all stakeholders • Policy, legislation, institutional • Technical advisory, facilitation, coordination, managerial • Soil/ water/ biodiversity conservation • Recreation, stakeholder relationships • Interaction with MEAs, environmental education, identification of sources of funding • Appropriate budgetary allocation
Capacities needed	<ul style="list-style-type: none"> • Appropriate staffing, training • Tools- equipment, infrastructural development, legislative review and development of SROs • Transport • Designation and gazetting of reserves and protected areas, PME
Conflict (existing and potential)	<ul style="list-style-type: none"> • Payment for forest goods/ services • NAWAS contribution to WSM • Compensation of land owner within reserves/ protected areas

Several other elements of a participation strategy were discussed in plenary including the strategies to mobilise and strategies to manage conflicts. These are shown in the table below.

Table 5 Strategies to mobilise stakeholders and to manage conflicts

Strategies to mobilise stakeholders	Strategies to manage conflicts
<ul style="list-style-type: none"> • Establishing a steering committee • National and sectoral consultations • Focus groups 	<ul style="list-style-type: none"> • Keeping conflicting stakeholders separate at first by having separate meetings • Mediating and recognising views

Strategies to mobilise stakeholders	Strategies to manage conflicts
<ul style="list-style-type: none"> • Workshops • Interviews • Campaigns • Surveys 	<ul style="list-style-type: none"> • Using someone who is neutral in the process • Dealing with the situation; do not avoid the conflict • Repeating the same thing at different times • Building on commonalities among conflicting stakeholders

The exercises demonstrated the need to work with others to develop the participation strategy as discussions can bring new information to light.

5.5 Lessons about doing a communication plan

General lessons from the country communication plans included:



Photo 11 Participants completing an exercise to understand the importance of other types of communication

- Using attractive pathways such as social media can increase the impact of the messages
- Keep messages simple so that the target audience can understand
- Communication strategies are more effective if they include the expected noise and synergistic activities that the plan can be leveraged on
- Development of the plan should be participatory and decision-makers and other stakeholders should be part of the process
- Traditional methods such as calypsos and speech bands can also be used to transfer messages about PFM

The participants believed that completing the communication plan forced them to think about what they wanted to do. They asked that a communication plan template be developed to assist them in completing one for their countries. Several of the participants developed communication plans as part of the OECS Protected Areas and Associated Livelihoods (OPAAL) project in the Eastern Caribbean but believed that the exercises clarified the process for them.

6 ADDITIONAL TOOLS FOR FACILITATING PFM

The participants identified several other tools that can be used to facilitate PFM and could be considered for the toolkit. These include:

- Using different products for different audiences
- Include a section in the toolkit on completing a community needs assessment
- Mobilisation tools
- Monitoring and evaluation
- Use of graphics
- Presentation techniques (skills)
- Use of video and camera, including participatory video and participatory photography
- Analytical skills (being able to pull out key points)
- Participatory mapping
- Participatory GIS
- Participatory visioning
- Participatory planning
- Using storytelling, drama, music, role play as facilitation tools
- Mentoring skills
- Conflict management
- Negotiation
- Mediation
- Motivational skills
- Project management
- Writing case studies to document the participatory initiatives
- Writing policy briefs and other technical writing



Photo 12 Hiking on the Kachibona Trail showed the facilitators' interest in the resource and helped to break the ice with the Colihaut villagers

The participants also asked that CANARI include a glossary of terms in the toolkit.

7 RESULTS

The workshop met its objectives. The participants were able to practice using the facilitation tools and to peer-review case studies. They were also able to facilitate sessions on PFM and made further recommendations on improving the toolkit being developed on participatory processes in the Caribbean. The participants further built their capacity for PFM by reviewing

and testing a tool (needs assessment) and developing two strategies (participation and communication) to improve effectiveness of participatory management processes.

The written workshop evaluations reflected that all the participants found the workshop useful. Participants indicated that the workshop reinforced their capacity to facilitate PFM processes. They appreciated the need for logically structuring participation and communication to make both more effective in PFM. The summary of the evaluations is shown in Appendix 7.

8 NEXT STEPS

The participants suggested several activities beyond the life of the project which can improve PFM in the Caribbean. They include:

- Follow-up from the case studies
- National training of trainers, co-facilitated with resource persons from CANARI or current country team
- Sabbatical for young foresters to learn specific skills from others.
- Workshop on transparency in forest governance for high level persons
- Documenting regional best practices
- Documenting more cases of participatory forest management in the countries that could be map based
- Project and capacity support for community groups in the countries
- Using the toolkit
- Generate different products from past PFM studies and better disseminate these
- CANARI to partner with SGP COMPACT to deliver capacity building partnership with the forestry departments
- Develop a regional PFM plan with individual national action plans
- Training for PFM in T&T
- Exploring potential for certification in PFM facilitation
- Exploring mangrove forests as part of forest management
- Include special initiative for wetlands
- Software for conservation planning for resources
- Creation of a citizen's education programme on PFM

Appendix 1- List of participants and resource persons

#	First Name	Last Name	Job Title	Organisation	Address 1	Address 2	State/ Province	Country	Tel (W)	Tel (M)	Tel (O)	Fax	Email 1	Email 2
1	Marlon	Beale	Executive Director	Jamaica Conservation Development Trust	29 Dumbarton Avenue		Kingston 10	Jamaica	876 960 2848/9	876 385 4696	876 260 9611	876 960 2850	jamaicaconservation@gmail.com	beale_4@yahoo.com
2	Kathleen	Belcon	Assistant Conservator Forest	Ministry of Agriculture, Lands and Marine Resources	Farm Road		St. Joseph	Trinidad and Tobago	868 645 1203	868 460 0023		868 645 1203	kathleen.belcon@hotmail.com	
3	Noel	Bennett	Rural Sociologist	Ministry of Agriculture,	173 Constant Spring Road		Kingston 8	Jamaica	876 905 1270 876 924	876 381 8012		876 931 2856	nbennett@forestry.gov.jm	
4	Bernard	Blue		National Environment and Planning Agency (NEPA)	10 Caledonia Avenue		Kingston 5	Jamaica	876 754 1540			876 754 7596	bblue@nepa.gov.jm	
5	Anges Mary Ann	Esprit	National Coordinator	UNDP GEF SGP				Dominica	767 440 4345			767 440 4349	agnese@unops.org	
6	Sandra	Ferguson		Agency for Rual Transformation (ART)	Marrast Hill		St. George's	Grenada	473 440 3440	473 405 0797		473 440 9882	iagdo01@gmail.com	
7	Aden	Forteau	Chief Forestry Officer	Ministry of Agriculture forestry and fisheries				Grenada	473 440 2934	473 405 4355			michael.forteau@yahoo.co.uk	
8	Gordon	Paterson	Head Watershed Unit	Ministry of Agriculture, Lands, Forestry and Fisheries	Ministerial Complex	Botanical Gardens	St. George's	Grenada	473 440 2934			473 440 4191	massaiman2004@yahoo.com	
9	Rhonda Patricia	Fraser		FAO SVG Entrepreneurship	Sandy Bay Village			St. Vincent	784 457 8594	784 457 6493 (H)	784 526 7705		patfraser62@gmail.com	
10	Donatian	Gustave	Forest Officer	Ministry of Agriculture, Lands, Forestry and Fisheries			Castries	St. Lucia	758 468 5635	758 284 2765			choulu79@gmail.com	
11	Martha	Joseph		Dominican Bookeepers Cooperative Society	18 Bowers Lane		Goodwill	Dominica	767 225 8880	767 317 4344			josmp64@hotmail.com	
12	Barry	Lovelace	Environment Education Coordinator	Buccoo Reef Trust	Cowie's Building	Auchenskeo ch Road	Carnbee	Trinidad and Tobago	868 635 2000	868 365 4557		868 639 7333	b.lovelace@buccooreef.org	
13	Yoland	London	Community Development Department	Ministry of National Mobilization Communit	Carapan	Stubbs Post Office	Kingston	St. Vincent	784 450 0501	784 530 0627			vincygirl_22@hotmail.com	london.yoland@gmail.com

Appendix 1- List of participants and resource persons

#	First Name	Last Name	Job Title	Organisation	Address 1	Address 2	State/ Province	Country	Tel (W)	Tel (M)	Tel (O)	Fax	Email 1	Email 2
14	Betty	Perry-Fingal	Independent Consultant		Upper St. Aroment	Goodwill	Roseau	Dominica	767 449 0859			767 448 8100	bfingal@cwdom.dm	
15	Anthony	Simon	Forest Officer	Ministry of Agriculture, Rural Transportation, Forestry and Fisheries	Campden Park		Kingstown	St. Vincent	784 453 3340	784 533 8097 (Sis)		784 457 8502	anthony_simon73@hotmail.com	
16	Alfred	Prospere	Forest Officer	Ministry of Agriculture, Lands, Forestry and Fisheries	Government Buildings		Castries	St. Lucia	758 450 2078	758 716 1580	758 487 7251	758 450 2287	starbatch2006@yahoo.com	
17	Allison	Rangolan-McFarlane	Executive Director	Jamaica Protected Areas Trust / Forest Conservation Fund	Suite 201	72B Hope Road	Kingston 6	Jamaica	876 978 2927	876 927 9956		876 978 9080	a.mcfarlane@infochan.com	
18	Dennis	Sammy	Managing Director	Nature Seekers (NRWRP)	Toco Main Road	Matura	Sangre Grande	Trinidad and Tobago	868 668 0171	868 727 3933	868 667 9075	868 668 7337	dennissammy@natureseekeers.org	
19	Raynaldo	Phillips	Forester 1-Community Forestry Unit	Ministry of Agriculture Lands and Marine Resources	National Parks Building	Farm Road	St. Joseph	Trinidad and Tobago	868 662 2354	868 374 5869			raynaldo.phillips@gmail.com	
20	William	Trim	Head of Watershed Unit	Botanic Station c/o (DNRE) Department of Natural Resources and	Highmoore		Scarborough	Trinidad and Tobago	868 660 2079	868 735 4351	868 660 7636	868 639 5232	trim20031@yahoo.co.uk	
21	Keisha	Sandy	Technical Officer	Caribbean Natural Resources Institute (CANARI)	Fernandes Industrial Centre	Building No. 7 Unit 08	Eastern Main Road, Laventille	Trinidad and Tobago	868 626 6062	868 701 5660		868 626 1788	keisha@canari.org	
22	Nicole	Leotaud	Director	Caribbean Natural Resources Institute (CANARI)	Fernandes Industrial Centre	Building No. 7 Unit 08	Eastern Main Road, Laventille	Trinidad and Tobago	868 626 6062	868 735 0945		868 626 1788	nicole@canari.org	
23	Neila	Bobb-Prescott	Senior Technical Officer	Caribbean Natural Resources Institute (CANARI)	Fernandes Industrial Centre	Building No. 7 Unit 08	Eastern Main Road, Laventille	Trinidad and Tobago	868 626 6062	868 789 9917		868 626 1788	neila@canari.org	



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Final workshop on facilitation of participatory processes for management of forests
Holy Redeemer Retreat Center, Commonwealth of Dominica
Monday 19th to Wednesday 21st September, 2011

The **workshop objectives** are to:

- Practice using tools, peer review and support to build capacity of participants in facilitating participatory forest management processes;
- Peer input into documentation of case studies and lessons learnt on facilitating participatory forest management in the Caribbean islands to include in the toolkit;
- Build the capacity of participants to design and deliver a facilitated process based on an analysis of needs;
- Build the capacity of participants to identify key desired changes in behavior and relationships of stakeholders needed to facilitate participatory forest management processes; and
- Build capacity of participants to more effectively communicate the results of their work.

AGENDA

Sunday 18th September, 2011

	Arrival in Dominica
6:30 p.m.	Cocktail (Holy Redeemer)

Monday 19th September, 2011

8:30 a.m.	Registration	
9:00 – 9:30	Welcome and introductions Objectives and overview of meeting Brief review of project objectives Workshop overview Assignment of roles Establishing ground rules	Neila Bobb-Prescott
9:30 – 10:30	Country reports & review of case studies	Nicole Leotaud/ Neila Bobb-Prescott
10:30 – 11	Break	
11 – 12:30	Country reports & review of case studies (continued)	Nicole Leotaud/ Neila Bobb-Prescott
12:30 – 1:15	Lunch	

1:15 – 1:30	Energizer	Keisha Sandy
1:30 – 2	Country reports & review of case studies (continued)	Nicole Leotaud/ Neila Bobb-Prescott
2 – 2:30	Wrap-up and summary of key lessons	Nicole Leotaud
2:30 – 3:00	Introduction to field trip and needs assessment	Nicole Leotaud/ Anges Esprit
3:00 – 4:30	Group work - Designing sessions for the field trip and documenting findings	
4:30 p.m.	Wrap up and closure	Neila Bobb-Prescott

Tuesday 20th September, 2011

7:30 a.m.	Depart for Kachibona Trail Development Project, Colihaut village.	
	Review of Day 1	Nicole Leotaud
	Arrive at Colihaut village	
	Teams facilitating sessions and debriefing	Nicole Leotaud / Neila Bobb-Prescott
12:30 p.m.	Lunch	
	Teams facilitating sessions and debriefing (continued)	Nicole Leotaud / Neila Bobb-Prescott
	Distillation of lessons learned and documentation	Nicole Leotaud / Neila Bobb-Prescott
	Summary, thanks and close	Nicole Leotaud / Neila Bobb-Prescott
4:00 p.m.	Depart Colihaut village	

Wednesday 20th September, 2011

8:30 a.m. – 9	Review of day 2	
9 – 10	Debrief of field trip	Neila Bobb-Prescott
	Developing a participation strategy	Nicole Leotaud
10:30 - 11	Break	
	Developing a participation strategy (continued)	Nicole Leotaud
12:30 – 1:15	Lunch	
1:15 – 1:30	Energizer	Keisha Sandy
1:30 – 4	Communicating key messages from the case study – formulating a communication plan	Neila Bobb-Prescott
4:00 – 5	Evaluation, next steps, follow-up project ideas, close	Nicole Leotaud / Neila Bobb-Prescott

Thursday 21st September, 2011

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

*Training of trainers workshop
September 19-21 2011, Dominica*

HANDOUT – COMMUNITY NEEDS ASSESSMENT

1. General about the community

- What do you think are some of the strengths of this community? With what aspects of this community are you satisfied?
- What do you think are some of the concerns of this community?
- What do you value about this community? What makes you proud about this community? How do you feel about this community?

2. General about the forest and forest management

- What type of forest is around the community?
- Is the forest healthy or degraded? What are the factors causing forest degradation?
- Who owns the forest?
- Who manages the forest – both formally and informally?

3. Forest-based livelihoods

- How does the community currently use the forest?
- How does this use benefit the community?
- Do you know if the use is sustainable or not?
- Is there a formal or informal management agreement that governs the community's use of the forest?

4. Capacity of the community for participatory forest management

- World view and culture: How do people in the community feel about working with government to have a say in how the forest is managed?
- Skills and knowledge: What are the skills and knowledge in the community about forest management, sustainable use, forest-based livelihoods and how to get involved in decisions about forest management?
- Structure: Are there active community groups? Do they get involved in decisions about using the forest for forest-based livelihoods?
- Adaptive capacity: How does the community adapt to change? Are there any examples?
- Relationships? What is the relationship of the community with the forest owners and managers? What are the relationships within the community? Is there conflict?
- Resources: Does the community have the resources to get involved in forest management decision-making (for example to go to Roseau to meetings)?

5. Wider environment

- What are the policies and laws governing how forests are managed? Do these allow for and regulate the way this community is using the forest? Do these allow for community voice in decision making?
- Are there structures or processes in place to engage the communities in forest management?



Building partnerships for the development of the Kachibona Trail, Colihaut, Dominica

Report on the workshop with stakeholders from the Colihaut village

September 20, 2011

Syndicate Visitor Centre, Dominica

1 INTRODUCTION

The Colihaut Village Council is managing the development of the community- based tourism initiative that seeks to provide sustainable livelihoods for the villagers.

On Tuesday 20th September 2011, the Colihaut Village Council hosted facilitators from the regional project, “Building capacity for participatory forest management for good governance in the Caribbean region” at the Syndicate Visitors’ Centre. The facilitators are all working in forest management and supporting communities to get involved in forest management and to develop forest-based livelihoods across the Caribbean islands (from Dominica, Grenada, Jamaica, Saint Lucia, St. Vincent and the Grenadines and Trinidad and Tobago). This project is funded by the Forest Law Enforcement, Governance and Trade Support Programme for African, Caribbean and Pacific countries (ACP-FLEGT Support Programme) of the Food and Agricultural Organisation (FAO) of the United Nations and is being managed by the Caribbean Natural Resources Institute (CANARI).



Figure 1 Sign at the start of the Kachibona Trail

The objective of the workshop was to create a plan for building partnerships to support development of community tourism livelihoods in Colihaut. The facilitators would assist members of the Colihaut community to develop this plan. The objective was developed via a community needs assessment conducted by the facilitators with stakeholders from Dominica who were working closely with the Colihaut community on the previous day. The list of participants is in Appendix 1.

2 ACTIVITIES AND FINDINGS

2.1 Stakeholder identification and identification of the key stakeholders

The facilitators used an analogy of making mango chow to explain that everyone had to work together to use the resources (that was likened to the mango resource) to have a community tourism livelihood (the “chow lime”). There are different people/ organisations that have different interests in the resource. These were called the stakeholders.

The participants identified 31 stakeholders in the development of the Kachibona Trail and voted to identify who were the key stakeholders. The key stakeholders were defined as those that were most important to the development of the Kachibona Trail. One stakeholder was later identified during discussions. Participants identified the key stakeholders as and ranked them (the higher numbers show more votes):

- Colihaut Village Council - 9
- Tourists - 9
- Discover Dominica Authority (DDA) - 8
- Invest Dominica - 8
- Landowner - 8
- Forestry -7
- Waitukubuli National Trail (WNT) – 6
- Community of Colihaut – 6
- Tour guides – 6
- Banks/ credit unions – 5
- Farmers – 4
- Restaurants – 4
- West Indies Aggregate - 3
- RDR – 3
- Fishers – 3
- Ministry of Public Works – 2
- Hotels/ guest houses – 2
- Hunters – 1
- Police – 1
- Taxi/ bus drivers – 1
- Coulibistrie community – 1
- Vendors (craft) – 1
- Environmental health – 1
- Diaspora - 0
- Youth Council - 0
- Bartenders - 0
- Cultural folk - 0



Figure 2 Participants voting for the key stakeholders

- Contractors - 0
- DOWASCO - 0
- Scholl groups visiting the trail - 0
- Small business unit - 0
- Community Development (identified during discussions)

Many of the participants and facilitators were surprised that the community of Colihaut was not ranked higher than it was and that the Forestry Department was ranked lower than expected. This suggested that the roles of the different stakeholders were not clearly understood.

2.2 Roles, responsibilities and interests

Roles, responsibilities and interests were explained by using an analogy. If you want to have your child become a doctor, this is your *interest*. Educating your child is your *responsibility* while your *role* is the activities you need to do to have your child become a doctor (e.g. purchase books). The participants looked at the roles, responsibilities and interests of six key stakeholders. These are shown in Table 1.



Figure 3 Participants and facilitators working in a small group to determine the roles, responsibilities and interests of key stakeholders

Table 1 Roles, responsibilities and interests of key stakeholders in the development of the Kachibona Trail

Key stakeholder	Roles (things you do)	Responsibilities (what you need to ensure)	Interests (what needs to be accomplished)
Colihaut Village Council	<ul style="list-style-type: none"> • Work with the District Officer in Community Development • Ensure that the trails are maintained • Assist in setting up restaurants and bars • Partner with community groups • Work with Environmental Health on standards • Train and employ tour 	<ul style="list-style-type: none"> • Carry out the government function at the local level • Developing a common vision and plan for tourism in Colihaut • Work with other communities, stakeholders, resources 	<ul style="list-style-type: none"> • Development of the local community

Key stakeholder	Roles (things you do)	Responsibilities (what you need to ensure)	Interests (what needs to be accomplished)
	guides <ul style="list-style-type: none"> • Work with community to get ideas and share ideas 		
DDA	<ul style="list-style-type: none"> • Training • Advertising • Certification • Inspections • Marketing • Promotion 	<ul style="list-style-type: none"> • Market the tourism product 	<ul style="list-style-type: none"> • Increase the number of tourists that visit sites in Dominica (both internal and external visitors)
Forestry Department	<ul style="list-style-type: none"> • Technical advice • Research • Enforcement • Training • Patrol • Reforestation • Planning 	<ul style="list-style-type: none"> • Sustainable management of the forest resource 	<ul style="list-style-type: none"> • Biodiversity preservation and protection
Invest Dominica	<ul style="list-style-type: none"> • Give tax relief/ concessions • Assist with business plans 	<ul style="list-style-type: none"> • Provide fiscal incentives for business start up or expansion 	<ul style="list-style-type: none"> • Promote business development
Landowners	<ul style="list-style-type: none"> • Adopting best farming practices • Protect and maintain the trail • Develop income-generating activities such as: farm tours, fruit stalls, sale of juices, and market produce 	<ul style="list-style-type: none"> • Develop and protect their property • Safety of visitors • Improved business skills 	<ul style="list-style-type: none"> • Improve livelihoods
Tourists	<ul style="list-style-type: none"> • Keep the site clean • Pay user fees • Use tour guides • Provide feedback to the tourist community and the local community 	<ul style="list-style-type: none"> • Respect the people and the resources that they are visiting • Enjoy the culture and history of the site 	<ul style="list-style-type: none"> • Their safety while on the trail • Having a forest experience • Appreciating the cultural and historical value of the site

2.3 Mapping relationships

The facilitators explained that the nine key stakeholders had interactions or relationships among themselves. The relationships might have been:

- Existing or desired
- Strong or weak
- Formal or informal
- One-way or two-way

Many other criteria can be used to describe relationships. This exercise mapped only the existing and desired relationships.

Role play was used to determine relationships among stakeholders. The participants were asked to sit in a circle. Each participant was given the name of a key stakeholder that s/he

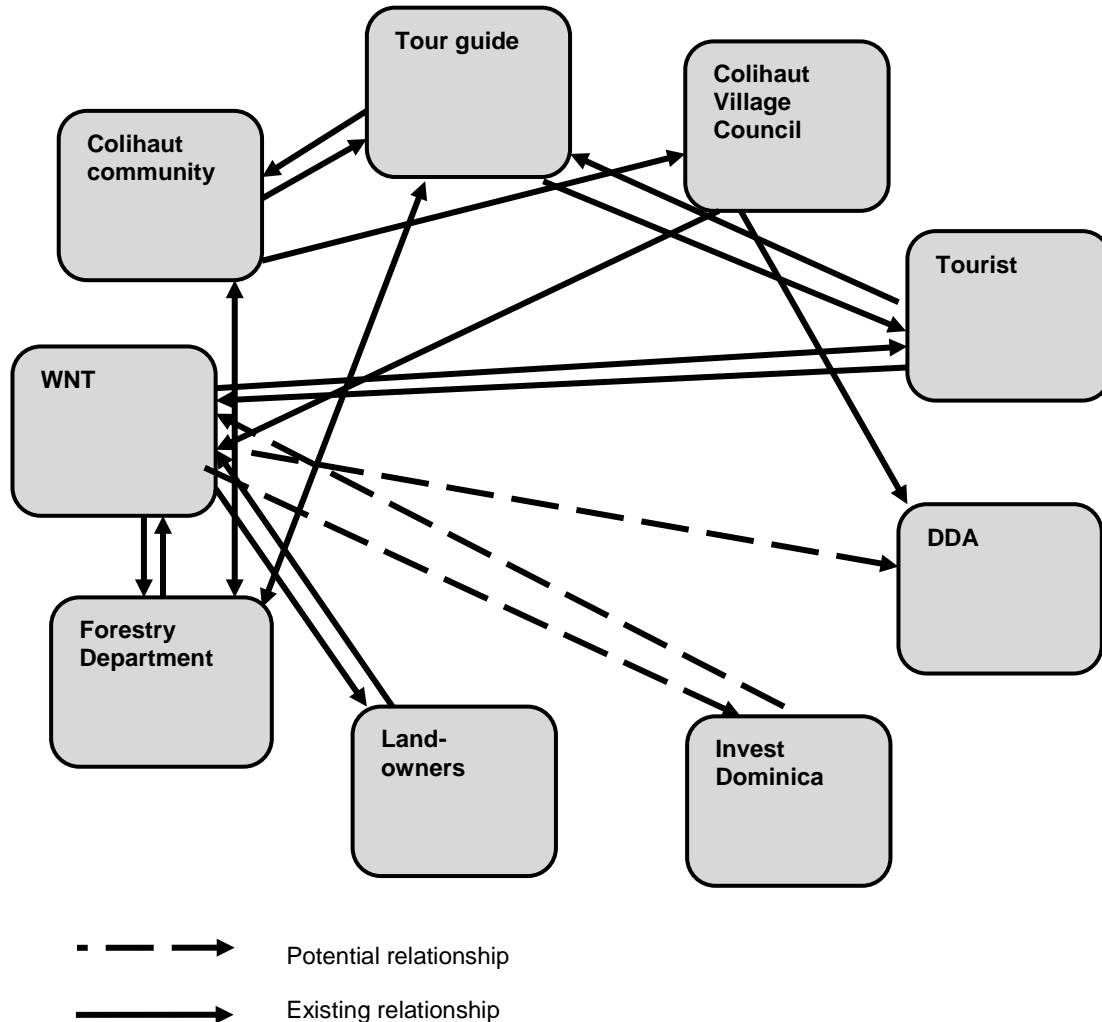


Figure 4 Existing and potential relationships in the development of the Kachibona Trail

would represent. One stakeholder was given a ball of wool and asked to hold onto the wool at the loose end and pass the ball to another stakeholder that s/he had a relationship with. S/he was asked to describe that relationship. The receiver was then asked to throw the wool to a stakeholder and describe that relationship. This was repeated several times.

Table 2 Description of the existing and desired relationships in the development of the Kachibona Trail

Stakeholders	Description of the relationship
Existing relationships	
Colihaut Village Council and WNT	<ul style="list-style-type: none"> • Development and maintenance of the trail
WNT and Forestry Department	<ul style="list-style-type: none"> • Development of the WNT trail • Forestry will take over the management of the WNT when the project phase closes • Trail mapping • Technical assistance
WNT and landowners	<ul style="list-style-type: none"> • Landowners had to grant permission to use their land • WNT assisted some landowners in establishing tourism structures on their land
WNT and tourists	<ul style="list-style-type: none"> • The trail is an attraction for tourists
Tourists and tour guides	<ul style="list-style-type: none"> • Provides a quality tour
Tour guides and community of Colihaut	<ul style="list-style-type: none"> • Provides training for the tour guides
Community and the Colihaut Village Council	<ul style="list-style-type: none"> • Provides information on the development of the trail • Village Council provides trail direction to the community • Village Council provides directions for the development of the tourism interests on behalf of the community
Colihaut Village Council and DDA	<ul style="list-style-type: none"> • DDA provides both business and action plans
Desired relationships	
Invest Dominica and WNT	<ul style="list-style-type: none"> • Fiscal guidance especially to develop tourism infrastructure along the trail
Invest Dominica and Community of Colihaut	<ul style="list-style-type: none"> • Fiscal guidance

The session was not able to compile a thorough list of the existing or potential relationships in the development of the Kachibona Trail because of time constraints. It was however, effective at demonstrating a simple way to examine and understand relationships in the development of the Kachibona Trail.

The relationship mapping exercise among the stakeholders raised the following concerns:

- The Waitukubuli National Trail is very important.
- The Colihaut Village Council has a heavy responsibility.
- Although some stakeholders did not rank high in the prioritisation exercise, they were crucial to the success of the project, for example the Forestry Department.

The facilitators pointed out ways to maintain the function of a relationship should one begin to fail. These were:

- Find new partners
- Find ways to strengthen the weak partner in the relationship through training and other capacity building exercises

- The stronger partner(s) assume functions of the weaker partner.

2.4 Relationship building

The facilitators explained that it was important to maintain and build relationships with partners to be able to ensure success of the development of the Kachibona Trail. The participants were asked “You are told your group was to receive US\$5,000 funding from a reputable source to train tour guides. How do you go about making decisions as to how the money will be spent?” The steps identified by the participants were:



Figure 5 Participants in the institutional mapping exercise

1. Convene a meeting
2. Inform interested persons face-to-face or through the use of posters and notice boards
3. Contact the tour guide agencies through emails
4. Find out the criteria and cost for the tour guides
5. Have a meeting to decide how many tour guides can be employed
6. Update or sponsor in progress
7. Convene public meeting involving other community members

The participants highlighted several different ways of contacting the

partners and recognised the need to have different meetings at different times to share information and experiences.

The facilitators pointed out other ways that partnerships can be built and/or maintained. These are shown in Table 3 below.

Table 3 Ways to build and maintain partnerships in the development of the Kachibona Trail

Meetings	Communication
<ul style="list-style-type: none"> • Both formal and informal meetings are important to build and maintain partnerships • It is important the partners meet face-to-face to reinforce relationships • Be consistent with meetings 	<ul style="list-style-type: none"> • Regular communication with partners is important • Respond to an invitation to a meeting even if you decline the invitation. This shows the partners that you are interested and will maintain the relationship. • You can use contacts/ partners in one organisation to contact someone in another organisation • Have regular/ consistent communications with partners. People gravitate to you when you are consistent. It builds respect and may attract persons to visit the site.

<p>Networking</p> <ul style="list-style-type: none"> • Networking occurs when you meet other people or organisations • Join relevant associations and groups • Attend training workshops/ activities • If you receive funds from an agency find out the other grantees and build relationships with them. • Promote the Colihaut Village Council and its work in the Association of Village Councils. • Follow-up with everyone that you meet or they will forget you and your organisation. <ul style="list-style-type: none"> ○ Send an email or letter after the meeting 	<p>Livelihoods/ benefit sharing</p> <ul style="list-style-type: none"> • Ensure that everyone has an opportunity to participate • Ensure that benefits accrue to the persons who made the commitment to the process and they will continue to sustain the further development of the Kachibona Trail
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The facilitators reiterated that the Colihaut Village Council could not work in isolation but that partnerships were necessary for the development of the successful development of the Kachibona Trail. It was important that the group identify those who were critical to the process and invite them to meetings. Communication should be open and all effort should be made to ensure that it was two-way.

3 EVALUATION

The facilitators presented a sheet of paper with faces showing different emotions. The participants were asked to say what emotion each face represented. They were then individually asked to indicate which face best represented how they felt *before* the workshop. The participants later drew faces to show how they felt *after* the workshop.

Before the start of the workshop many of the participants were confused and anxious about the activities for the day. Only two were happy before the start of the workshop. By the end of the workshop, six participants were happy or satisfied with the activities for the day. One participant was sad because the day was short and the visitors were not able to see some of the main attractions on the Kachibona Trail.

The participants also indicated that they learned many new things during the workshop including the importance of:

- networking;
- communication;
- building relationships;

“We must learn some of these tools. It is fun while working.” Allan John

- meetings;
- forming linkages; and
- procedure in deciding financial allocation.

The participants believed that the workshop would help them to prioritise their activities and give them structure as they seek to develop the Kachibona Trail. They believed that the workshop offered them a strategic way to develop the trail. It also helped them to recognise that the Colihaut Village Council may need to share some of the responsibilities for Kachibona Trail since there were so many activities assigned to the organisation. One suggestion was for the Colihaut Village Council to assign some of the activities to volunteers.



Figure 6 Allan John showing a drawing of his emotion after the workshop

4 NEXT STEPS

The facilitators from Dominica plan to draft an action plan for further development of the Kachibona Trail. This is will be given to the Colihaut Village Council for the organisation to develop and use.

APPENDIX 1- LIST OF PARTICIPANTS

Damian Williams

Veronica Pascal

Najimi George

Allan John

Renicle George

Appendix 5

Participation Strategy

A plan for facilitating stakeholder participation in a process of decision-making or management

1. What is the decision or management process requiring stakeholder participation? What is current situation?
2. Who are the key stakeholders that need to be involved? What are their interests, rights, roles and responsibilities?
3. What is the overall type/level of participation that will be facilitated? For each of the different stakeholders, what is the type/level?
4. What is the capacity of stakeholders to participate and what are the capacity needs? What capacity building will be conducted?
5. What are the existing and potential conflicts? How will these be managed?
6. How will stakeholders be mobilised to participate?
7. What processes will be facilitated?
8. How will the decisions be communicated to stakeholders?

For your stakeholder:

1. Identify the interests / rights / roles / responsibilities
2. Analyse the capacity to participate and identify capacity needs:
 1. World view / values
 2. Skills and knowledge
 3. Resources
 4. Structures
 5. Relationships
 6. Adaptive strategies
3. Identify existing and potential conflicts with other stakeholders

For your stakeholder:

1. Identify the interests / rights / roles / responsibilities
2. Analyse the capacity to participate and identify capacity needs:
 1. World view / values
 2. Skills and knowledge
 3. Resources
 4. Structures
 5. Relationships
 6. Adaptive strategies
3. Identify existing and potential conflicts with other stakeholders

What is the type of participation that is desired?

1. What is the context?
2. What is the willingness?
3. What type is possible?
4. What are the costs and benefits?

What capacities need to be built and for who?

1. World view / values
2. Skills and knowledge
3. Resources
4. Structures
5. Relationships
6. Adaptive strategies

What are the conflicts and how will we manage them?

What strategies will be used to mobilise and facilitate?

1. Structures?
2. Processes?

1. What is the decision or management process requiring stakeholder participation?
2. Who are the key stakeholders that need to be involved? What are their interests, rights, roles and responsibilities?
3. What is the overall type/level of participation that will be facilitated? For each of the different stakeholders, what is the type/level?
4. What is the capacity of stakeholders to participate and what are the capacity needs? What capacity building will be conducted?
5. What are the existing and potential conflicts? How will these be managed?
6. How will stakeholders be mobilised to participate? What processes will be facilitated?
7. How will the decisions be communicated to stakeholders?



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

*Training of trainers workshop
September 19-21 2011, Dominica*

HANDOUT – CHOOSING THE TYPE OF PARTICIPTION DESIRED

What type of participation is desired depends on:

1. What is the context?
2. What is the willingness?
3. What type is possible?
4. What are the costs and benefits?

1. What is the context?

- a. Is there existing or potential conflict?
- b. Is there strong interest by stakeholders?
- c. Do many different stakeholders have management rights and responsibilities?
- d. Are there existing or potential users of the resource?
- e. Will people be negatively impacted by the change in management of the resource?
- f. What are the relationships and power struggles?
- g. Is there a risk that by not involving stakeholders the management efforts will be derailed?

2. What is the willingness?

- a. Is there willingness to accept the inputs of stakeholders in the decision-making?
- b. Is there willingness to accept the involvement of stakeholders in management ?

3. What type is possible?

- a. Are there sufficient resources to support the desired type of participation?
- b. Is there sufficient time to facilitate it?
- c. Do the stakeholders have the capacities required to equitably and effectively participate?
- d. Can an appropriate facilitator be found?
- e. Can the mechanisms to facilitate equitable involvement of stakeholders be created?

4. What are the costs and benefits?

- a. What are the benefits that we are seeking to achieve through using a participatory approach?
- b. What are the costs of this approach?
- c. Are the benefits greater than the costs?
- d. What are the costs of not using this approach?
- e. Are other approaches feasible? Would they yield greater benefits in relation to costs?

Team Dominica



WHAT WE DID: First Steps

- ▶ Developed a work plan
- ▶ Planned a meeting with the Dominica Beekeepers' Cooperative
- ▶ Identified the Cooperative Division as a source of financial and logistical support
- ▶ Agreed to coordinate the session with the Cooperative Division's celebration of Cooperative Week

WHAT WE DID: Session Planning

- ▶ Met with representatives of the Dominica Beekeepers and Pure Blossom Cooperatives
- ▶ Agreed with the cooperatives on the date for the session and the tools to use: stakeholder identification, stakeholder analysis and livelihood analysis

WHAT WE DID: Session Planning

- ▶ Met to plan the day's activities, identify needed resources and assign responsibilities
- ▶ Communicated about progress on planned activities and various logistics for the session, including location, equipment, supplies and refreshments

WHAT WE DID: Session Planning

- ▶ Liaised with Cooperative Division on issues of group mobilisation, coordination with Cooperative Week activities and logistical support
- ▶ Invited the Division of Forestry, Wildlife and National Parks to make a presentation on forest management and beekeeping
- ▶ Shortly before the session, we learned that the day's activities would be expanded to include training by a beekeeping consultant.

WHAT WE DID: The Session

- ▶ The facilitators welcomed the participants who, in somewhat of a surprise, included a youth group of aspiring beekeepers as well as members of the 2 beekeeping cooperatives
- ▶ This was followed by a welcome from Rennick Toussaint of the Cooperative Division
- ▶ Francisco Maffei of the Division of Forestry Wildlife and National Parks then gave a presentation on forest management and beekeeping.

WHAT WE DID: The Session

Tool: Stakeholder Identification:

Betty took the lead on planning and facilitating.

Technique: A skit, using the theme of Winnie the Pooh searching for honey, she asked her "friends" and the beekeepers for help in identifying any and everyone who might have something to do with producing or using honey. A comprehensive list was produced, documented on flipchart paper and organised into 5 groups –Government, NGOs/Coops/CBOs/, Private Sector, Agencies (Donors & TA), and Individuals/Communities.

WHAT WE DID: The Session

Tool: Identification of Key Stakeholders

Betty took the lead on planning and facilitating.

Technique: Voting

The concept of key stakeholder was described and discussed with the beekeepers. They were then asked to vote, using six dots each.

The key stakeholders were identified as: Forestry Division, Consumers, Financial Institutions, Agricultural Division, Farmers, Policy-makers and the Beekeepers Cooperative

WHAT WE DID: The Session

Tool: Stakeholder Analysis

Agnes took the lead on planning and facilitating.

Techniques: Interactive Presentation and Small Group Work

Agnes provided background information and asked questions of the participants, and then organised small group work using five different formats for ways of analysing the various stakeholders. The groups recorded their analyses, using a combination of markers and coloured paper, and then presented their results to the plenary.

WHAT WE DID: The Session

Tool: Livelihood Analysis

Martha took the lead on planning and facilitating.

Techniques: Power Point Presentation, Q &A, and Small Group Work

Martha introduced her objectives, explained what she intended to cover and presented the Livelihoods Framework. She solicited suggestions on livelihood activities related to beekeeping and then engaged the participants in identifying the assets required for 2 different activities.

WHAT WE DID: The Session

Livelihood Analysis: (continued)

Following this discussion, the participants engaged in small group work, analysing the sustainability of five different livelihood activities. The groups presented their analyses to the full group who critiqued the results as to sustainability.

Who was there?



LESSONS LEARNED

Capacities Facilitator Needs

- ▶ Negotiation Skills
- ▶ Planning and Organisation Skills
- ▶ Good communication skills
- ▶ Flexibility

Capacities Facilitator Needs

- ▶ Time Management
- ▶ Confidently Knowledgeable: content/tools
- ▶ Able to manage group dynamics:
 - *Able to recognise participants' strengths and weaknesses*
 - *Able to draw in ones who don't talk enough and reign in those who talk too much*
 - *Monitor energy/interest levels and adapt as needed*

Effectiveness of tools

TOOLS	LEVEL OF EFFECTIVENESS 1 = lowest 10 = highest		
	Understanding	Application/ Adoption	Participation
Stakeholder Identification	10	10	10
Stakeholder Analysis	10	9	10
Livelihood Analysis	8	9.5	10

COMMENTS

The third tool proved to be more complicated and required more time when compared to the other tools. At first, the understanding of the tool was limited, but as the session advanced the usefulness of the tool became clearer. A series of group work and plenary discussions enhanced the effectiveness of the tools.

What capacities are needed by participants in the process?

Ability to:

- Listen
- Work as a team
- Analyse
- Communicate

Do enabling factors (policies, etc.) exist for participatory forest management? What are they? How did they come about?

There is generally a willingness on the part of officers to engage in and to facilitate participatory forest management, even in the absence of clearly defined policies and some necessary human and material resources.

Do enabling factors (policies, etc.) exist for participatory forest management? What are they? How did they come about?

Some specific initiatives have shown to be enablers in participatory forest management.

Such initiatives include:

- ▶ Dominica's Eco Tourism Thrust- including community tourism
- ▶ The Waitukubuli National Trail
- ▶ The GEF Compact Project
- ▶ Donor Funding - Requiring stakeholder participation in natural resource management

Effective Participatory Processes

We concluded that participatory processes are most effective when :

- ▶ Stakeholders have the capacity and are motivated to participate
- ▶ There are clear, definable benefits to be derived by participants
- ▶ Participants have a good understanding of the process

Effective Participatory Processes

- ▶ Facilitators have the requisite skills, knowledge and attitude
- ▶ Material resources are available and accessible to support the process

Benefits of Participatory Approach

- > Improves communication
- > Increases ownership
- > Provides opportunities for learning and sharing knowledge and experiences
- > Facilitates pooling of resources
- > Requires sharing of responsibilities
- > Allows for involvement of a cross section of stakeholders

Associated Costs & Challenges

- ▶ Time consuming and expensive
- ▶ Mobilisation is challenging
- ▶ Decision-making is built on Consensus
- ▶ Often requires making compromises
- ▶ Need to manage conflicts among stakeholders

Driving Forces

- ▶ Demand for sustainable livelihoods
- ▶ Limited resources available – need for collaboration
- ▶ Available funding from donor agencies requires participatory processes
- ▶ Trained persons advocating its use
- ▶ More knowledgeable people
- ▶ Increased public awareness
- ▶ Eco-tourism focus and support requires community involvement

APPRECIATION:

The Dominican Team is pleased to have been part of the FLEGT Project as it has strengthened our skills and knowledge and enhanced our attitude. The application of participatory tools will be useful in our work in Dominica in contexts other than Forest Management.

Special Thanks to
CANARI
Dominica Beekeepers Cooperative
Society
Dominica Cooperative Division, Ministry
of Community Development, Social
Services and Gender, and
Regional participants in the FLEGT
Project

**BUILDING CAPACITY FOR
PARTICIPATORY FOREST MANAGEMENT
FOR GOOD GOVERNANCE IN THE
CARIBBEAN
GRENADA REPORT**

CONSULTATION AND PARTICIPATORY APPROACHES AND
METHODOLOGIES WITH THE ROSE COMMUNITY GROUP
FOR:

- Roles, Responsibilities and Interest
- Institutional mapping
- Livelihood Analysis

By:

- Aden Forteau: Forestry and National Parks Department
and
- Sandra Ferguson: Agency for Rural Transformation
Ltd.(ART)

**Methodologies for Stakeholder
Identification and Ranking**

Group Representatives in Stakeholder
Identification Session



Key Stakeholders and Their Role

- Key stakeholders were identified by group
- For the assignment key stakeholders were not invited,
- Group was quite clear about their roles;
- Want to be a catalyst for sustainable livelihood initiatives using natural resources

Group Role

- Contribute to environmental and ecosystem protection and conservation, and
- Contribute to environmental education initiatives.

Enabling Factors

- Forest Policy
- Management Plans
- Forestry Department –staff trained in participatory approaches
- Community interest and cooperation
- Group prior engagement with FNPD

**When participatory Approaches are
Most Effective**

- Beneficiaries have an interest or stake in the outcome of the approach
- When levels of awareness are high –on both high side
- Trust
- Cohesiveness and understanding of collective functions

Benefits of Participatory Approaches

- Individual and community empowerment ,
- Confidence and capacity building,
- Network and relationship building,
- Synergies
- Ownership

Cost and Challenges

- Time
- Requires money
- Internal conflicts
- Determination of best approaches

Photos on Participation



Capacities Needed By Facilitators

- Ability to communicate at various levels
- Patience
- Value community knowledge – must have the philosophy or “world view”
- Acquainted with and able to use a number of different techniques for engaging community

Most Effective Tools

- Practical exercises and use of examples were the most effective in delivering
- Mobilisation tools (use of community group representative, phone etc.)

Next Steps Follow-up Group Request

- Collaborative Skills/building partnerships
- Understanding citizens rights to development
- Communication Skills
- Administrative Support (registration of group etc.)
- Funding Support.

Recommendations Continue

- Increase opportunities for empowering local communities and groups.
- Development of regional projects for the implementation of national community groups initiatives.
- Regional NGO and community group policy and programmes should be considered.

Recommendations

- Mechanisms must be put in place at the national and regional level to ensure that the basic capacity development needs of groups can be addressed in an efficient and effective manner.
- Synergies (cooperation, coordination and collaboration) among national and regional community groups and NGOs should be encouraged, established and strengthened. Example exchange visits among islands.
- Sustainable livelihood opportunities for community groups using state natural resources in collaboration with NGOs and Government be formalised and intensified.

Conclusion

The objective of the meeting was meeting. Participants displayed a high level of involvement / interaction throughout the entire exercise which contributed significantly to the success of the sessions

End of Presentation

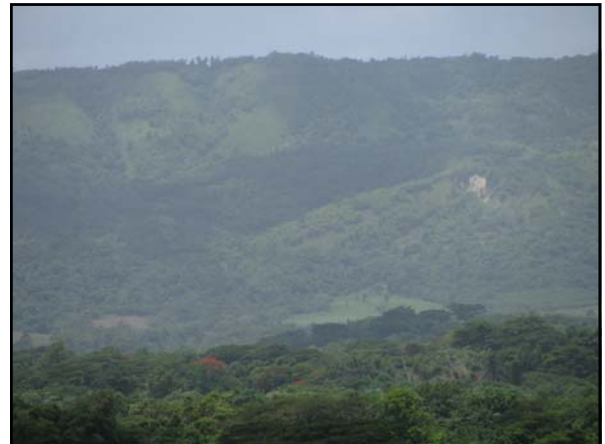
Thank You

Team Jamaica

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

Case Study

Application of the principles of facilitating participatory forest management to a prospective Local Forest Management Committee (LFMC) in the Morant River Watershed, St. Thomas, Jamaica



What capacities were needed by the facilitator?

- Relationships - to mobilize participants
- Access to and ability to use resources - physical, financial, information
- Key skills - listening, analysing, communicating, interpreting, adapting
- Ability to manage the manifestation of potential conflict



What key lessons did you learn about facilitating participatory processes?

- Seamless teamwork crucial
- Documentation during exercise (especially when formal report is expected)
- Facilitator control of flow/pace
- Facilitator (mis)demeanor



Which tools were effective?

1. Institutional Mapping
Web - using ball of wool to highlight linkages between key stakeholders
2. Group exercises – discussion and reporting
3. Mapping community situation and development needs



What enhanced effectiveness?

- Mobilization assistance from established CBOs and NGOs can be extremely useful
- Facilitation tools which provide the opportunity to interact and actively participate in activities and discussions tend to be very effective; activities generated involvement more quickly than plenary discussion

Who are key stakeholders and how do they see their role?

- Households (community)/schools – provide live contributors that impact forest/processes
- Farmers – direct land use impacts, livelihoods
- Forestry Department – mandate regarding forest ecosystems; engage communities
- Other government agencies – regulation, permits, technical services
- NGOs/CBOs – mobilization of resources, training, forum for discussion

What capacities are needed by participants in the process?

- Basic literacy
- Governance processes – knowledge and understanding
- (Project) Management capacity
- Individual/organization driving the process in order to develop the institutional system to ensure sustainability (succession planning)
- Common vision of group/community development



Do enabling factors (policies, etc.) exist for participatory forest management?

What are they?

- Forest Act 1996
- National Forest Management Plan
- Forest Policy 2001
- Strategic Plan

How did they come about?

- Governmental action
- International support
- Community receptiveness

When are participatory processes most effective?

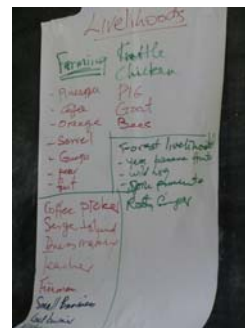
When:-

- people are placed at the centre of the process
- policy framework is fully established
- given honest information
- trust is established with Forestry Department personnel and among themselves
- time is spent with them to understand their situation

When are participatory processes most effective?

When:-

- participatory goals are clearly stated
- there are opportunities to enhance livelihoods
- cost vs benefits is in their favour
- funding is available



What are the benefits of participatory approaches (including unanticipated ones)?

- Clear goals and how to achieve them
- Institutional development
- Improved forest and environmental education
- Opportunities for livelihood
- Management and other capacity training



What are the benefits of participatory approaches (including unanticipated ones)?

- Transition from individual to cooperative culture
- Individual advancement and group solidarity
- Community infrastructure improvement
- Increased recognition – local/external

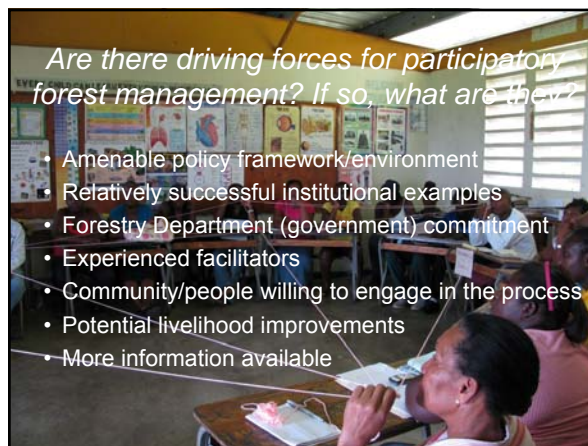


What are the costs or challenges (including unanticipated ones)?

- Time
- Trust deficit between Forestry Department and some communities
- Socio-economic conditions among people near forests
- Resistance/reluctance/rivalries among special interests individual/organizations

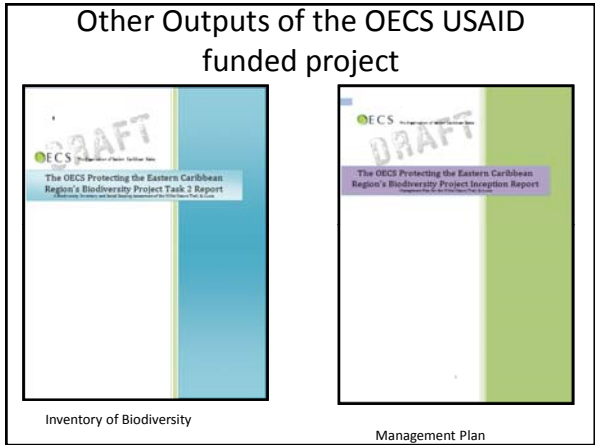
Are there driving forces for participatory forest management? If so, what are they?

- Amenable policy framework/environment
- Relatively successful institutional examples
- Forestry Department (government) commitment
- Experienced facilitators
- Community/people willing to engage in the process
- Potential livelihood improvements
- More information available





Background to the Assignment



What was done?

Facilitation of participatory process to Establish a management committee to manage the Millet Bird Sanctuary and Nature Trail



Lessons Learnt

- The facilitators assumed that participants were aware of the issues and challenges of managing the Millet trail prior to the first consultation given that the invitation sent in May 2011 had attached background information on Millet.
- The Forestry department was always seen as the lead agency but the process to identify key stakeholders resulted otherwise.
- Some of the agencies and organizations present were not clear of their stake in the project inspite of their mandate clearly outlining such responsibilities
- Mobilization of stakeholders is a key factor to have successful meetings. Though background information was circulated in print and email, one month before the meeting, there were attendees in the first consultation that were not preview to the correspondence and issues.

Capacity/Abilities of the Facilitator

- Planning and mobilization
- Identification of stakeholders
- Good communication skills for conducting the meeting

Effectiveness of Tools

- The second tool to **identify key stakeholders by the voting process** was an efficient process to capture the perceptions of stakeholders. Whilst some persons wanted to discuss each agency's role and importance, voting short circuited that process and even exposed the biases of some people.

Who are key stakeholders?

Organization/ Agency/ Individual	Number of Votes
Lincoln's Journey and Ramblers Holiday	29
Forestry Department	28
Millet Development Committee	27
Water Resources	19
Ministry of Home Affairs	18
Ministry of Tourism	15
Organization of Eastern Caribbean States	15

Capacities are needed by the participants in the process

- Need for understanding of challenges and the opportunity to manage the trail (biodiversity management etc)
- Need to understand the financial and economic aspect of management.

Enabling factors (policies, etc.) exist for participatory forest management?

- There is a history of participatory forest management – **Aupicon Charcoal Producers Darban Community, Water-catchment Groups, Gros Piton and Superior Broom Producers**
- Legislation/ policy drafted and is currently under review by the **Attorney General's Chamber**

When are participatory processes most effective?

- Bottom up approaches from the people (i.e. the community/ tour companies/ private sector) result in the representation of real problems and challenges to be resolved. **This results in congruence of ideas, more buy in and less conflict in the participatory process.**

What are the costs or challenges?

- Mobilization
- Funding

Are there driving forces for participatory forest management?

- For government implement of projects, the participatory framework is a prerequisite for example European Union funded projects
- Multilateral Environmental Agreements promote participatory methods in their implementation- Convention on Biological Diversity, Convention on International Trade in Endangered Species.






Team St. Vincent and the Grenadines

Team Members
Patricia Fraser- FAO SVG Entrepreneurship
Yoland London –Caribbean Youth Environment Network – SVG
Anthony Simon –Forest Officer, Ministry of Agriculture, Forestry etc


What was done?

- Group was Selected (OHDO)
- Four (4) Sessions were done
- Interviews were conducted
- Case Study was done




Key lessons learnt from Facilitating participatory

- Be prepared to improvise, change course
- Be open
- Do not take people for granted
- Do not go in with preconceived ideas




What capacities were needed by the facilitator

- Ability to Listen
- Ability to expand
- Ability to focus
- Control
- Being able to communicate without actually speaking
- Patience
- Persistence



Which tools were effective ?(including tools for mobilisation and facilitation) Were some better than some? What enhanced effectiveness?

- Frequent Communication
- What are stakeholders
- Participation
- Identifying key stakeholders



Who are key stakeholders and how do they see their role

- Community Residents – supporting
- Members of the group –
- Farmers – important (supply)
- Forestry – materially
- Donors – Financing



What capacities are needed by participants in the process

- Focus
- Interacting
- Motivational skills
- Marketing



Introduction Session



Executive Members of OHDO during training



Do enabling factors (policies, etc.) exist for participatory forest management? What are they? How did they come about?

- Government has supported the development and implementation of an Integrated and participatory approach to Forest Management since 1999 under a previous administration and continued through this present.
- Other factors include the need to depend on the ecosystem services of the forest such as water production for drinking and power generation.



When are participatory processes most effective?

- When there is some benefit- social, financial, material etc.



Group Work



What are the benefits of participatory approaches including unanticipated ones?

- Ownership
- Empowerment
- Greater Transparency
- Diversification of ideas
- New Ideas come to fro- ownership – un anticipated



What are the cost and challenges including unanticipated ones.

- Material cost
- Refreshments
- Transportation
- Difficulty meeting (Team)
- Difficulty meeting with group
- Group was discouraged (FAO project)



Are there driving forces for participatory forest management? What are they?

- Government trust to develop rural communities and provide an atmosphere for the development of sustainable livelihood opportunities.
- Greater dependence on the natural resources and the recognition of the link to the economy e.g. tourism.
- Forestry Summer Programme and Discussions
- Collaboration between Forestry and Community
- Downturn in the Banana market directly affecting rural livelihood.



Team Trinidad and Tobago

**Facilitators – TRINIDAD
AND TOBAGO WORKSHOP**

JUNE 27TH 2011

William Trim, Barry Lovelace,
Zakiya Wadada, Dennis Sammy
and Kathleen Belcon

CANARI FORESTRY
DIVISION

**Workshop overarching goal –
Trinidad and Tobago**

To build the capacity of technical forest officers and game wardens of Forestry Division/Department, Trinidad and Tobago in Stakeholder Identification and Analysis

CANARI FORESTRY
DIVISION

**Workshop objectives – Trinidad
and Tobago**

- ▶ To enable forest Officers and Game Wardens to identify key stakeholders for forest management in Trinidad and Tobago
- ▶ To enable forest Officers and Game Wardens to acknowledge and understand the rights, roles and responsibilities of key stakeholders and the need for building relationships for sustainable forest management.
- ▶ To document the process of facilitation using participatory processes to assist in the building of capacity of technical forest officers

CANARI FORESTRY
DIVISION

Strategies used

- ▶ Stakeholder Identification
- ▶ Stakeholder Analysis
- ▶ Stakeholder Relationships
- ▶ Evaluation and Wrap up

CANARI FORESTRY
DIVISION

Capacity needed by facilitators


- ▶ Planning – formulated a work plan in Jamaica detailing actions, timelines and facilitators responsibilities
- ▶ Protocol – to navigate the ins and outs of FD and DNRE
- ▶ Mobilization – facilitators and participants
- ▶ Communication – facilitators were spread throughout Trinidad and Tobago; participants (open-minded)–Lack of Technology use
- ▶ Committed – timeframe – from JA to Dominica
- ▶ Write – collation and team work requires

CANARI FORESTRY
DIVISION

EFFECTIVE TOOLS

MOBALIZATION.

- ▶ Persistence
- ▶ Patience
- ▶ Team work
- ▶ Session plan – detailing who, what and when
- ▶ Communication



CANARI FORESTRY
DIVISION

Effective tools

FACILITATION

- ▶ Expectation Tree – participants were clear on what the objectives of workshop



CANARI FORESTRY DIVISION

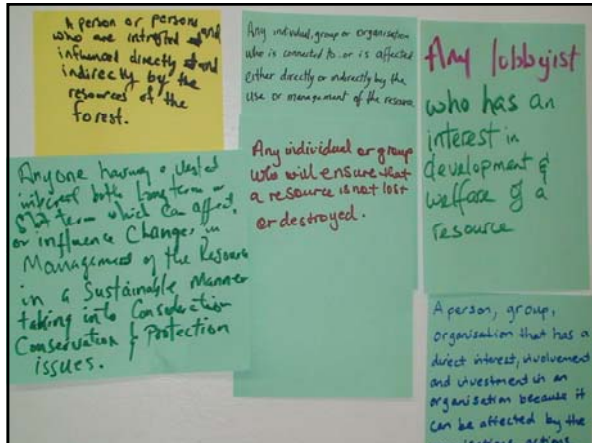
Effective tools

FACILITATION

- ▶ Stakeholder identification – What is a stakeholder? Who are the major stakeholders?



CANARI FORESTRY DIVISION



Effective tools

FACILITATION

- ▶ Stakeholder analysis – ID key stakeholders, interests, responsibilities and roles.



Effective tools

Categories of Stakeholders Identified:

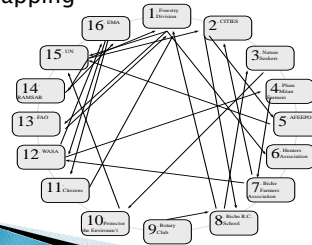
- ▶ Land developers
- ▶ Environmental Management Authority
- ▶ Saw millers
- ▶ Craft makers
- ▶ Community groups
- ▶ Tobago House of Assembly

CANARI FORESTRY DIVISION

Effective tools

FACILITATION

- ▶ Stakeholder Relationship mapping



CANARI FORESTRY DIVISION

Capacities needed by participants

- ▶ Self Assurance on knowledge and experiences
- ▶ Literacy
- ▶ Willingness to:
 - share experiences,
 - work either as an individual or as part of a team,
 - learn
- ▶ Communication skills – share information in a variety of ways (written, drawing)
- ▶ Patience
- ▶ Emphatic – acting out roles

CANARI FORESTRY DIVISION

ENABLING FACTORS

- ▶ Defacto Policies/Departments – Incentive Unit, Community Forestry
- ▶ Strength and willingness of forest officers – recognition of the changing face of forestry
- ▶ Ebb and flow – world perspective on participatory forestry

Nature Seekers, GRTDO, ANSE FROMAGE

CANARI FORESTRY DIVISION

Participatory Forestry are most effective when

- ▶ When participant and facilitators have an open mind.
- ▶ Competing interest for the use of resources
- ▶ When enabling factors presents itself

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BENEFITS

- ▶ Capacity building
- ▶ Information sharing, greater understanding
- ▶ Conflict resolution
- ▶ Improves changes of projects successes

CANARI FORESTRY DIVISION

CHALLENGES

- ▶ Mobilization
- ▶ Logistics
- ▶ Keep interest – timeline
- ▶ Team work – who is responsible?
- ▶ Busy schedule – work responsibilities coupled with responsibilities of the FLEGT workshop
- ▶ Facilitators from both Trinidad and Tobago

Use of Technology

CANARI FORESTRY DIVISION



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



Caribbean Natural Resources Institute (CANARI)

Final workshop on facilitation of participatory processes for management of forests

Holy Redeemer Retreat Center, Commonwealth of Dominica

Monday 19th to Wednesday 21st September, 2011

Meeting evaluation form

1. Did you find the meeting further increased your capacity to facilitate participatory processes for the management of forests in the Caribbean?

Yes (20)

No

Please explain:

- a) Gives insight into areas that may be refined in ongoing participatory process currently being implemented
- b) I have a better understanding and have grown in confidence in how to use the participatory tool
- c) The skills and tools introduced in the Jamaica workshop have been sharpened. I am now more confident in carrying out my role
- d) Being able to fine-tune tools learned in Jamaica applied in Dominica and tested/applied again at Colihaut
- e) More comfortable with the tools already learnt in prior workshop. The opportunity to identify weaknesses and build on these and new knowledge and skill
- f) Practice – opportunity to facilitate community/process; able to learn from all participants
- g) Positive reinforcement of skills learnt
- h) I was particularly interested in the information on communication which will help me in providing info to the different groups
- i) Exposed to new tools
- j) Yes it has, from discussions coming out of the case studies presented I realized we could have done things differently, a number of best practices were highlighted and I will definitely pass them on to my country colleagues
- k) This event was a re-enforcement of the previous training. There was an increase in my confidence to facilitation
- l) Particularly the strategies and planning
- m) This second workshop was very useful and timely and regenerate more interest in participatory forest management
- n) It provided more hands on experience to facilitate participatory processes

- o) It provided additional clarification regarding the tools that were originally introduced in Jamaica which can be used to fine tune their feedback about the tools that we employed during the case study at Colihaut
- p) Further steps in participation; communication, sharing and building relationships
- q) By practically understanding the application of the various tools on the ground with groups/communities gave me more confidence in facilitation
- r) More opportunity to practice skills, new techniques learned
- s) The sharing of experiences, along with the additional tools given will enhance that which was learnt and incorporated from the first workshop

2. What was the most important thing that you learned / understood / felt from this meeting?

- a) Communities are willing to participate and a team of capable facilitators has emerged to assist them understand and work through the processes involved
- b) The teamwork approach in several activities undertaken. Confidence. Clarity of the Roles, Responsibilities and Interest. Framework for Communicating message
- c) I have a new appreciation of the value of participatory processes. I understand better how to adopt the tools to meet specific objectives
- d) Commonalities in lessons learned across the region
- e) The continued sharing among participants, that there are several ways to do things, that pooling resources together including knowledge and skills has made us stronger, more confident. The importance of continued participation for forest management at all levels with all stakeholders.
- f) Basis information on formulating a communication plan
- g) Pulling skills into a strategy and topping off with a communication strategy
- h) The most important thing learned was that once put the message you want to convey in its correct context people will understand even though they are unfamiliar with the terms being presented
- i) There are different ways of doing the same thing
- j) Most important thing I have learned is that Participatory Process is in fact a learning process and one can grow from practicing the tool presented, I felt satisfied because I have learned a lot more at this meeting
- k) This time the needs assessment tool was the main thing but the re-enforcement of the other tools was positive
- l) The high interests of stakeholders on empowerment and ownership
- m) The case studies from different countries were very interested. The field trip was very touching and educational. The time of workshop sessions very coordinated
- n) Communication plan – to prepare a plan of communication
- o) The importance of planning and disseminating information prior to facilitation was clearly emphasized. Sometimes, in a facilitation where that information is already know or readily available, that may be overlooked
- p) Communication; Participation strategy
- q) Everything about the meeting was important to me and all learnings were great. I strongly felt that participants had a great passion for people and forests and the wider environment
- r) Techniques for effective interaction among participants
- s) The most important thing learnt was the completeness of the participator process and what and how and when the process can be used.

3. What did you like about this meeting?

- a) Constructive comments even on difficult issues
- b) The camaraderie and reinforcement of previous concepts learnt
- c) The fellowship was particularly refreshing. The food was excellent
- d) The continued sharing by participants and the participatory manner in determining the following activities
- e) The relaxed/informed nature, the respect and acceptance of all views
- f) Participatory processes; relaxed ambience; like the social
- g) Field trip and the skills to design the strategy. The food, the participants
- h) The meeting was very informative and all section went according to time. Participants was also very participatory and respected each other opinion and was always very willing to give advise where necessary
- i) The face to face re-connecting; the country reports
- j) The discussions, willingness of each participant to share their experience. Group work was an excellent way of building camaraderie
- k) The sharing of lessons learnt
- l) The valuable information, cuisine and field trip
- m) The participation and camaraderie of participants is very much increased
- n) Very participatory and knowledge sharing
- o) The opportunity to review facilitation and case study activities
- p) Practicing what we learnt but also learning new aspects – also the hot sulphur spring and beach
- q) The level of participation
- r) Good rapport among participants and with CANARI staff
- s) The ability to share ideas and experiences, also the ability to put theory into practice with the Colihaut community group

4. What did you dislike about this meeting?

- a) No comment
- b) Too short. Not enough time in practicing the tools of developing the communication plan
- c) That some people felt sick at some time
- d) The room – bed, dust and mosquitoes
- e) Getting the ‘runnings’
- f) The trail walk was unproductive due to time
- g) First night – roti and limited internet services
- h) The chairs were uncomfortable

5. Which sessions did you find particularly useful:

- a) Helping community to focus on relationship building
- b) The field trip visit experience to the Trail Development Project, Colihaut Village
- c) The practical exercises at Colihaut
- d) Strategy for facilitation
- e) Session with group at Colihaut and session on communication
- f) Field trip and practical sessions; session on communication plan
- g) Participatory strategy
- h) I find the sessions with the group to be most helpful in that I was again like Jamaica given a practical experience of what was imparted

- i) The work with the community group country reports
 - j) All of the sessions especially practical sessions were useful it gave me the opportunity to share/express views. It also helped me to better understand the topics
 - k) See # 2
 - l) Strategies and plannings
 - m) Developing the participatory, strategy and communication plan
 - n) Participation strategy and communication
 - o) All but particularly debriefing of the Colihaut facilitation, participation strategy and communication strategy
 - p) Participation strategy; Communication; Brainstorming on the way forward
 - q) All
 - r) Practice sessions
 - s) The session on communication strategies were useful. It highlighted this very important aspect related to facilitation of a participatory process
6. How could the meeting have been improved?
- a) Variation in time allocation so that challenging issued are explored fully. Facilitation strategy and communication
 - b) A tour of the facility
 - c) Test another tool in addition to the ones we did
 - d) Have more practical to apply community assessment, participation strategy and communication strategy
 - e) More work with the community group
 - f) The meeting could have been improved of the literature presented was in the form of hard copy, I thing that would ensured that critical topic ideas if missed could be regarded back to
 - g) Training on the field trip for the trail
 - h) More comfortable chairs
 - i) More information should have been provided about the field trip/community group prior to arriving at the workshop
 - j) Greater internet access during the breaks
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	18	2		
Content	14	6		
Materials	9	6	2	
Facilitation	17	2		
Field trip	14	6		
Relevance to your needs	15	4		

Any additional comments on the above:

- a) No Comment
- b) This was a most wonderful experience

- c) Great. Gave the opportunity to work in country teams as well as in groups comprising other countries
 - d) Feel very good 'light bulb'
 - e) CANARI maintained its high standards
 - f) Thanks again for a workshop that was very informative
 - g) CANARI – keep up the good work of maintaining the Caribbean connections to manage forest resources
 - h) Keep up the professional work and sharing/spreading
 - i) A very commendable workshop and environment
 - j) Would have been happy if a copy of the video documentary on the meeting can be forwarded to each country
 - k) Will apply all relevant methodologies/tools where appropriate
8. What is one thing that you will apply from the meeting in your organisation's work?
- a) All
 - b) Participatory process approach in protected area management in the employment of stakeholders
 - c) The communication strategy to be implemented immediately
 - d) Use of the ice breakers/energizers
 - e) Application of the skill – participatory strategy
 - f) The whole concept of participation planning is something that I will like to input to my organisation
 - g) Careful documentation of participatory process in forestry
 - h) The whole idea of participatory process. This approach does not exist at all levels in my organisation and I will definitely attempt to encourage this type of approach
 - i) Time management
 - j) Training other members of staff to facilitate participatory processes
 - k) Communication strategy
 - l) Participation strategy, communication
 - m) Communication strategies identified
9. What would prevent you from applying the ideas discussed in this meeting?
- a) Nothing (maybe some \$ resources)
 - b) Ill health
 - c) If there is not opportunity to partner with other organisations
 - d) Time could be a limited factor. Unforeseen circumstances
 - e) Very little
 - f) Money
 - g) Time constraints from other job related demands and commitments
10. Do you or your organisation have any additional training needs (that you have not identified already)?
- a) Other Forest Officers exposed
 - b) Participatory process in management of coastal resources
 - c) No
 - d) Proposal writing is an urgent need
 - e) Further development capacity. Motivational skills/community

- f) Capacity building in project proposal writing
- g) Already indentified and discussed
- h) All these have been identified

11. What recommendations would you like to make for CANARI's Forests Livelihoods and Governance Programme?

- a) Community workshops/focus groups on governance
- b) Discussed at the end of the training (Neila has notes)
- c) Support follow up re the case studies presented at this workshop
- d) Details on livelihood analysis and application on livelihood studies in the region
- e) I recommend that CANARI do an assessment of the forestry department in the region to see if they are capable now in the furtherance to carry out its mandates and Forest Livelihood and Governance
- f) To continue working along with countries and to further provide training opportunities
- g) Continue the programs in terms of a national trainers training
- h) Keep up the good work
- i) To continue; also look at transparency and accountability in governance
- j) Already discussed under next steps

12. Any other comments:

- a) CANARI should have strategic goal of for all Caribbean countries by 2015
- b) Thank you for the opportunity! Well done again! Thank you for agreeing to choose Dominica. Thanks to the Dominican host for their thoughtfulness in planning
- c) A very good workshop, keep up the good work
- d) This good works should continue within the region

Thank you!