Improving grassroots equity in the forests and climate change context

WHO HAS DECIDED WHAT EQUITY MEANS?

WHAT IS THE GOAL IN RELATION TO EQUITY?

Decision making roles and powers

Distributional relating to benefits and costs. Procedural relating to Participation

contextual referring to specific pre-existing conditions

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Improving grassroots equity in the forests and climate change context

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Foreword

The importance of managing forests for addressing climate change has gained gradual recognition in the last decade, and has entered the arena of numerous policy fora and conferences including the UNFCCC, notably through the development of the REDD+ mechanism. Consequently, issues related to inclusion (or lack thereof) of forest communities in the design and implementation of these mechanisms have rapidly surfaced. In order to be equitable and sustainable, forest-based climate change initiatives such as REDD+ must be based on good and participative governance, clear tenure and access rights, and fair sharing of costs and benefits.

Nowadays, "equity" has become the subject of increasing concern in international debates over forest-based climate change mitigation. However, for most stakeholders, the concept of 'equity' remains challenging to visualize and operationalize, let alone to improve and secure. The persistent risk of marginalizing forest communities in the planning and implementation of policies and practices related to forests and climate change is a reality. This risk is further exacerbated by the fact that grassroots stakeholders may not have the necessary skills, platforms and opportunities to effectively articulate their perspectives and concerns to policy makers and the public. A renewed focus on promoting the concept and principles of "grassroots equity" in forest-based climate change initiatives, including REDD+, is thus relevant and necessary.

Most of the existing REDD+ related training manuals focus on the theoretical concepts around forests, climate change and REDD+ and, in some instances, they have succeeded in simplifying these concepts for grassroots stakeholders and forest communities to grasp. However, it is unclear how these materials influence the opportunities that the local people have to voice their opinions, ideas and concerns.

RECOFTC – The Center for People and Forests developed this manual for grassroots facilitators, to increase their understanding of the various processes and dimensions of equity in forests and climate change, and develop specific skills to put this learning into practice. Through increased capacities, these actors will be able to facilitate discussions at the grassroots level that can generate valuable opinions and positions about equity in forests and climate change, which can then be conveyed to relevant decision makers and other stakeholders.

This training manual, titled Improving grassroots equity in the forests and climate change context has been developed with the support of two regional initiatives: the USAID funded program Grassroots Equity and Enhanced Networks in the Mekong (GREEN Mekong) and the NORAD funded project Grassroots Capacity Building for REDD+ in Asia.

I anticipate that this manual will fill a gap in addressing capacity needs of grassroots facilitators by increasing their knowledge and skills on how to set up and facilitate meaningful and inclusive engagement processes involving local people. Besides explaining the concept and principles of equity and introducing the key constitutive elements, this training manual also proposes practical tools and methods to promote and improve multi-stakeholder engagement platforms, inclusive of local people; these tools and methods will also help facilitators to gather perspectives and concerns of grassroots stakeholders related to forests and climate change, and communicate them to policy makers and project implementers.

I wish to extend my heartfelt thanks to the authors and all who have contributed to the fruition of this landmark manual.

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Acknowledgements

List of key abbreviations

ABT	Asset Based Thinking
CFMC	Community Forestry Management Committee
CONAFOR	National Forest Commission
FEICOM Cameroun	The Special Support Fund for Mutual Assistance
LIDAR	Light detection and ranging
MRV system	Monitoring, Reporting and Verification system
NFA	National Forestry Authority
NGO	Non-Governmental Organization
NORAD	Norwegian Agency for Development Cooperation
PES	Payment for Environmental Services
PSAH	National Programme for Hydrological Environmental Services
REDD	Reduced Emissions from Deforestation and Degradation
REDD +	Reduced Emissions from Deforestation and Degradation and the role of conservation, sustainable management of forests and enhancement of carbon stocks
UNFCCC	United Nations Framework Convention on Climate Change
UN-REDD	United Nations Programme on Reducing Emissions from Deforestation and Forest Degradation
USAID	United States Agency for International Development

Introduction
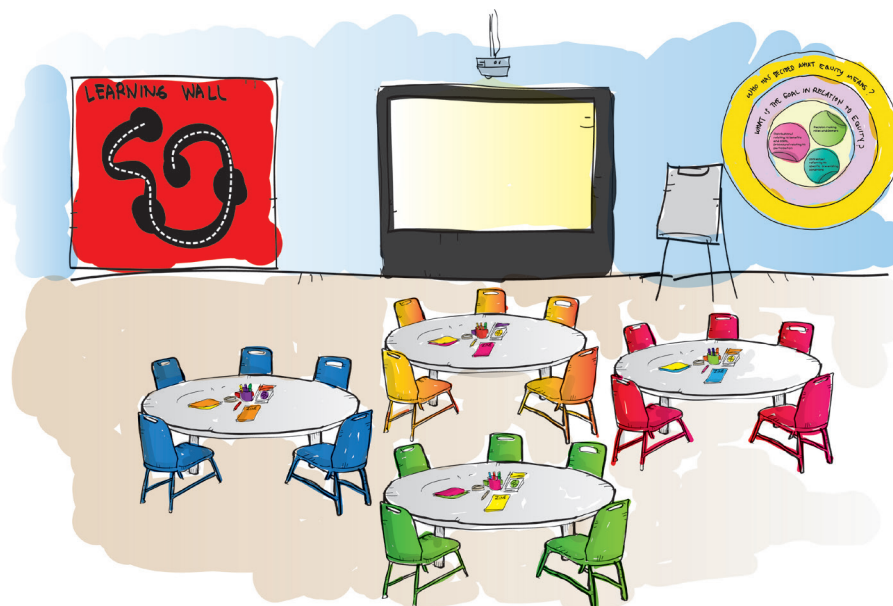
Forest-based climate change mitigation approaches aim to reduce human-induced greenhouse gas emissions and to increase the levels of stored and sequestrated carbon sinks. Ensuring that the world's forests are intact, managed sustainably and increased in area is now widely accepted as one of the most practical and cost-effective ways to mitigate climate change impacts.

Mechanisms for mitigating climate change, including Reducing Emissions from Deforestation and Forest Degradation and the associated conservation, sustainable management of forests and enhancement of forest carbon stocks (REDD+), have the potential to deliver significant economic as well as social and environmental co-benefits.

In doing so, however, they also present serious risks and challenges that particularly affect indigenous peoples, local communities, women and other marginalized groups who heavily depend on forests for their livelihoods and whose lives and futures are influenced by decisions that impact those forests.

Chief among the challenges to the success of the mitigation efforts are unclear land tenure rights, weak governance and vague benefit-sharing mechanisms for forest resources. Exacerbating those challenges is the widespread marginalization and the non-inclusion of stakeholders within communities and at the local, national and global levels. Stakeholders who are perceived as having little or no power in comparison with other individuals, groups and institutional agencies are particularly excluded from processes that affect them.

The exclusion of some community members in decisions on mitigation efforts and other climate change issues needs to be confronted. The necessary shift in practice would involve the engagement of all stakeholders in the discourse on forests and climate change and a more equitable distribution of benefits from interventions.

This training manual provides guidance to train grassroots facilitators to better engage all stakeholders and to promote equity in forest-based climate change and forest management practices and interventions. Its main premise is to extend the practice and process of active participation towards effective engagement, through which equity can be improved.

The equity issues highlighted in the manual encompass:

- clearer and stronger recognition of rights, which allows all grassroots stakeholders to actively engage in and benefit from forest-based climate change mitigation and forest management activities;

- good governance, which promotes the rule of law, transparency, accountability and the meaningful participation of all grassroots stakeholders in decision-making processes; and

- a fair share of benefits from forest-based climate change mitigation and forest management activities for all grassroots stakeholders.

To improve the equity conditions in any process, it is critical to understand power dynamics at both the local and global levels. It is especially relevant in all REDD+ or other forest-based climate change mitigation mechanisms or initiatives for which the parameters and rules are defined at the global, national and local levels but are implemented by communities who have limited opportunities to articulate their views at the different levels and thus limited (if any) room to influence the discourse, the processes or the interventions.

What the manual aims to achieve

This manual is about developing the knowledge and capacity needed among grassroots facilitators to implement genuinely participatory processes for improving grassroots equity in forest-based climate change policy frameworks, mechanisms and initiatives. It is based on the principle that grassroots stakeholders must be engaged in the decision-making processes for setting national policies and for designing and planning programmes. To achieve more equitable outcomes, grassroots stakeholders need to have meaningful opportunities to participate and their perspectives must be heard at all levels of the forests and climate change discourse.

The manual aims to move the discussion on equity beyond the "do no harm" principle[1] that is currently applied by many international organizations (such as UN-REDD and the Forest Carbon, Markets and Communities Programme). It pushes past the concept of "social safeguards" and provides approaches for including marginalized grassroots groups that could be integrated into practical field processes, such as initiatives for free, prior and informed consent or for gender mainstreaming. The point is to work more explicitly at involving the typically marginalized grassroots groups in the decision-making processes that affect them.

The manual is not intended to provide a technical background on the science of forests and climate change or the technical skills required for specific forest-based climate change mitigation mechanisms, such as REDD+. Rather, it uses a simple framework to explain equity issues in a specific context. It then considers entry points for influencing equity issues by exploring procedural equity (addressing processes that do or do not promote equity) and how to improve the engagement of less powerful grassroots stakeholders in participatory processes and other opportunities.

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1   REDD programmes or projects must be designed and implemented in such a way that they avoid, minimize or mitigate any possible negative social or environmental impacts.

Why equity needs improving at the grassroots level

Equity issues are prominent in the forests and climate change discourse. But the focus on equity has been stronger at the international level than at the grassroots level, where the impact of any initiative or policy is most felt. Although participation is a concept that has been mainstreamed into community forestry, it has become apparent that in terms of forest-based climate change mitigation (largely consisting of externally driven mechanisms) many core values have been applied weakly or, in some cases, totally dismissed. This has left little or no genuine opportunity for participation at the grassroots level.

Despite a substantial body of materials and manuals on the concepts of equity and social justice, there is little documented experience that offers the knowledge, skills and tools to help grassroots facilitators further develop their ability to target specific issues of social equity. The manual taps into tried and tested training resources on facilitation previously developed by RECOFTC, along with new approaches to engage grassroots stakeholders.

The manual was developed on the assumption that climate change mitigation practitioners may not have been previously involved in community forestry. Also considered was the new generation of forest-based climate change mitigation practitioners from different backgrounds who likely could benefit from training to improve their facilitation skills, especially when they work at the grassroots level.

Equally important is the constant imperative to challenge the quality of the current participatory processes in forestry and climate change mitigation to ensure that they reflect the core values they seek to promote. Hence, this manual also aims to challenge the comfort zone of participatory practitioners and encourage them to reassess and rethink the quality of their engagement processes.

Addressing issues of gender equality through the design and use of fair and transparent participatory processes is a fundamental role of a grassroots facilitator. The manual was designed to help develop or increase the skills of the facilitators regarding gender equality as one of the ultimate goals in improving equity in forest-related climate change mitigation mechanisms and forest management. The manual intends to challenge and refresh the experienced practitioners' assumptions about the current initiatives in gender mainstreaming and to determine the implications for a grassroots facilitator. Ultimately, to improve equity, grassroots facilitators need to demonstrate leadership in promoting gender equality.

Who can benefit from this manual

The manual was developed for trainers who seek inspiration and learning-process materials that enable grassroots facilitators to more thoroughly engage rights holders at the local level, in the context of forest-related climate change mitigation, including REDD+.

This manual was developed to train grassroots facilitators; however, it can be adapted to train local government officials and community leaders in equity and improving engagement processes. It also may be relevant for managers or academics working on forest-based climate change

mitigation projects, who want to assess the capacity needs of grassroots facilitators for improving equity conditions within the project context.

The manual was developed for trainers who have the following criteria:

- some experience in working with grassroots stakeholders in participatory natural resource management;

- a basic understanding of the links between forests, climate change and social justice, and some field experience in forest-based climate change mitigation (such as REDD+) and/or forest management projects;

- basic knowledge and understanding of adult learning principles and participatory training techniques;

- and mid to advanced level facilitation skills.

If a trainer with the necessary qualifications is not available, then it is advised to assemble a team of trainers who will meet the desired criteria.

The materials included in this manual require trainers to test the various assumptions of training participants who may have experience in the field and who may find it difficult to question their own views and practices. In this context, a trainer's field experience is important when training grassroots facilitators because it ensures that real examples can be drawn upon and that any assumptions can be challenged confidently.

How to use the manual

The manual was designed for easy navigation. Trainers can select the provided materials according to the objectives, target group and length of time allocated for the training.

Each session plan outlines a learning process that consists of specific steps and activities within a clear timeframe and with clearly defined objectives. Each session plan includes details of the learning activities and handouts that provide an overview of the main learning points. The handouts are not intended as an exhaustive reference on each topic; instead, they are meant to ensure that trainers with limited or no experience can accurately summarize the technical content covered in the session. Trainers are strongly advised not to distribute the handouts before the session because it may disrupt the learning process. The handouts should be provided at the end of the session or at the end of the day.

It is critical that the trainer comprehends all the session plans and handouts before delivering the training. This will also help to plan each session.

The sessions can be adapted easily to fit the needs of the training and the participants. However, be aware that each step of the process has a clear rationale for inclusion and is designed to enhance the experiential learning process. It is recommended that the time for reflection is not compromised when adapting a session. The reflection process often requires substantial time, and it is also the process when the best learning experience takes place.

How the manual is organized

The manual is organized in three "learning blocks", with an additional fourth learning block covering optional sessions that provide inspiration to enhance the learning process among participants.

The learning blocks are not intended to be modular in nature or used in a strictly sequential way. Sessions from each block can be selected and combined in different ways for an optimum training design. What is used will be determined by the objectives of the training and its duration. The most effective training design, however, would be one that involves sessions from all three learning blocks. Examples of training designs are included in the training scenarios, in Annex I.

Learning block 1: Fundamentals of equity and participation in the forests and climate change context

This first learning block provides the foundation for understanding the primary concepts in the training and helps participants grasp the links between equity and participation. A key session is the one that introduces a simple framework for explaining equity conceptually, which can be used in any context. The block also provides session plans to help introduce the purpose of the training and relate the term "grassroots" to the work experience of the participants. Used in sequence, the session plans can help break down participants' assumptions and encourage them to revisit their understanding and experience of equity in the forests and climate change context.

Learning block 2: The roles and skills of a grassroots facilitator for improving grassroots equity

This learning block provides the materials that can help frame the roles and skills of a grassroots facilitator, specifically focusing on engaging marginalized groups. It is assumed that this is one of the most challenging aspects of a grassroots facilitator's work. These skills are also applicable when facilitating the participation of multistakeholder groups at the local level. The materials in this block closely relate to the sessions in the first learning block and are intended to challenge the participants' perceptions of the links between facilitation and participation. The block includes several session plans on specific skills, some of which have been extracted and reframed from previous RECOFTC materials[2] and some of which bring a new dimension through effective engagement. These include sessions on story-telling, visualization, gender-equality leadership and explanation skills.

Learning block 3: Designing and monitoring effective grassroots engagement processes to improve equity

This learning block assists participants in challenging their assumptions on the difference between participation and engagement and takes them a step further in applying what they have learned from the previous sessions. The various sessions help the participants first reflect on effective engagement at the grassroots level and then to design engagement processes that will improve equity in their own contexts.

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[2] The materials developed by RECOFTC include: The Art of Building Facilitation Capacities; The Art of Building Training Capacities; Putting Free, Prior and Informed Consent into Practice in REDD+ Initiatives.

The challenge in using the materials in this block is for the trainer to help the participants relate to the concept of equity and the skills required to promote it through effective engagement, along with the need to ensure that the design and delivery of the engagement process itself is effective. If a trainer is working in a certain context, the tasks for designing a process can be linked to that specific site, making the training more authentic and relevant.

This block also has a session on monitoring engagement for improved procedural equity, which provides an important link between the materials in this learning block and learning block 1.

Learning block 4: Enhancing learning in your training (optional)

The sessions in this block are designed to help a trainer recap the insights from the previous three blocks in an innovative way and to stimulate deeper reflection among the participants. These sessions will help the trainer and the participants take stock of what has been discussed and, in a fun and engaging way, quickly highlight any learning points that may have been unclear or misunderstood.

How to strengthen the learning process

These materials were tested with participants across Southeast Asia through various RECOFTC training courses. A number of lessons and tips that emerged through those experiences are highlighted throughout the manual. The Trainer's notes provide essential guidance for using the materials.

Challenging perceptions and shifting change at the personal level

This training manual focuses on how to improve equity as well as the quality and current practice of participatory processes. It is critical for trainers to be aware that these learning materials touch on levels of personal change and values for the participants. Many of the training participants will have extensive experience and preconceptions on how to address equity through both conventional and unconventional "extension" processes. Others will have had some experience in mobilizing grassroots movements for change and channelling grassroots voices to the policy level. The diverse experiences of the participants must be taken into account early in the training so that the trainer can prepare to challenge any fixed perceptions about marginalized groups and related issues.

The term "capacity building" is now used for a wide array of interventions at the grassroots level that may or may not be in line with the values being promoted for improving participation and equity. The challenge for genuine participatory processes is to shift facilitators away from an instruction or teaching approach to a facilitation and engagement mode through which grassroots people's opinions can be sought, distilled and communicated to others in an effective way. In brief, grassroots facilitators are not to instruct or teach what they think grassroots people should be doing.

Facilitating reflection

All the sessions in this manual are based on the experiential learning cycle, of which reflection is a primary step. The reflection questions are highlighted in italics and placed in a specific sequence. It may not be necessary to use every question included. In terms of time management, any learning activity that is part of a session's reflection step must remain a priority. It is at this stage when participants engage in learning and start to see things differently. New questions can be developed, but they must follow the sequence of experiential learning, as depicted in Figure 1.

Figure 1: The experiential learning cycle
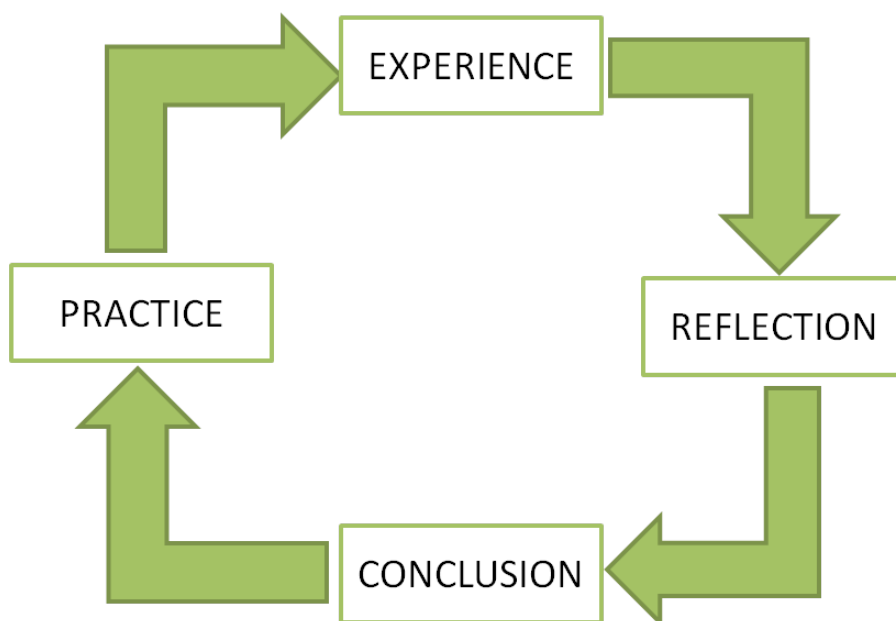
The reflection questions in each session were designed to follow a logical sequence in a participant's learning process. For example:

- A participant may experience an activity or concept differently from the others. Each person should process what he or she experiences during each activity or when discussing concepts. Thus, the questions the trainer asks could include: *"What were your thoughts and feelings as you were going through the activity?"* Or, *"What made you think and feel that way?"* Or, *"How were others reacting to you and why?"* Or, *"What did you do first, what happened next?"*

- Once the basic observations and feelings from the initial experience have been processed, the participants can explore other perspectives, based on the objectives of the session, and connect their reaction with either a previous experience or with other participants' views and perspectives. This will include guiding questions, such as: *"Was that similar or different to how you would have done it?"* Followed by, *"How would you change what happened, based on your previous experience? Why would you make those changes?"*

- Once a new perspective from a participant's own experience has been explored, the process can move from reflection to conclusion, with such questions as: *"How is that related to equity and participatory processes in reality?"* Or, *"Has this ever happened to you? When and how?"*

- The last stage should lead to a change in a participant's practice or behaviour that links to the objective of the session. Questions to channel this potential change include: "What does that mean for you as a grassroots facilitator in the future and why?" Or, "What do you think you need to do differently next time?"

A trainer using these materials needs to keep in mind that learning is a process in which a person experiences something directly and then reflects on it as something new or different in comparison with other experiences. The trainer must use this learning as an entry point to facilitate change in knowledge, actions and attitudes. In some situations, the trainer merely reframes the participants' knowledge and experiences in a new way through the personal reflection.

A trainer can strengthen the learning process by being aware of the steps explicitly built into the reflection questions of each session and ensuring that the steps are not compromised. Facilitating reflection can be challenging because trainers cannot simply "collect" answers from the participants. They must use the group to challenge each other's perceptions; it is helpful to base these interactions on observations made during a particular learning activity.

Despite the challenges, a learning process is more effective when a trainer confidently facilitates the personal and group reflection of participants rather than having the participants listen to a trainer's own conclusions and perceptions.

Gender equality and the leadership role of the trainer

Proactively ensuring gender equality in the learning process and in the use of training materials is critical as an illustration of the processes involved for improving equity. Examples of gender issues in equity have been integrated into the manual. The trainer, however, must be prepared with clear examples from the local context of gender norms in terms of improving equity. The trainer must ensure equal and fair opportunities for participation among the male and female participants, thus ensuring equitable learning outcomes. It is critical that trainers promote gender equality – this must be the responsibility of both male and female trainers from all levels of experience and not just a gender specialist.

It is the trainer's role to help the participants be aware of their own behaviour in a group and to challenge gender stereotypes or encourage gender-sensitive behaviour among the participants. It is also important to distinguish between shared responsibility for group work and providing equal opportunities for female and male participants to engage in the activities. It is best to be prepared to facilitate constructive dialogue about the gender-related behaviours that may be disruptive to the learning process.

Creating a visual learning wall and linking the ideas

Although the materials provided aim to simplify the complex issues of equity and participation, the sessions will not be effective if the trainer does not link these issues with each subsequent session. One effective method for making the needed links is to "visualize" the process on one of the walls in the training room or hall and build up the knowledge base step by step while keeping them in sequence (i.e. paste the diagrams that are shared with the participants throughout the training up on the wall and leave them for the duration of the training). Using PowerPoint slides alone for presentations will not assist in keeping track of the previous steps. Leaving the visual cues to the process on a wall will serve as an easily accessible reminder.

The materials in this manual include visual images that can help improve and strengthen the links between the sessions, such as the equity framework, the levels of engagement, the Creative Engagement Skills House, and designing and monitoring an effective engagement process. Building these up step by step and constantly referring back to them from session to session is critical.
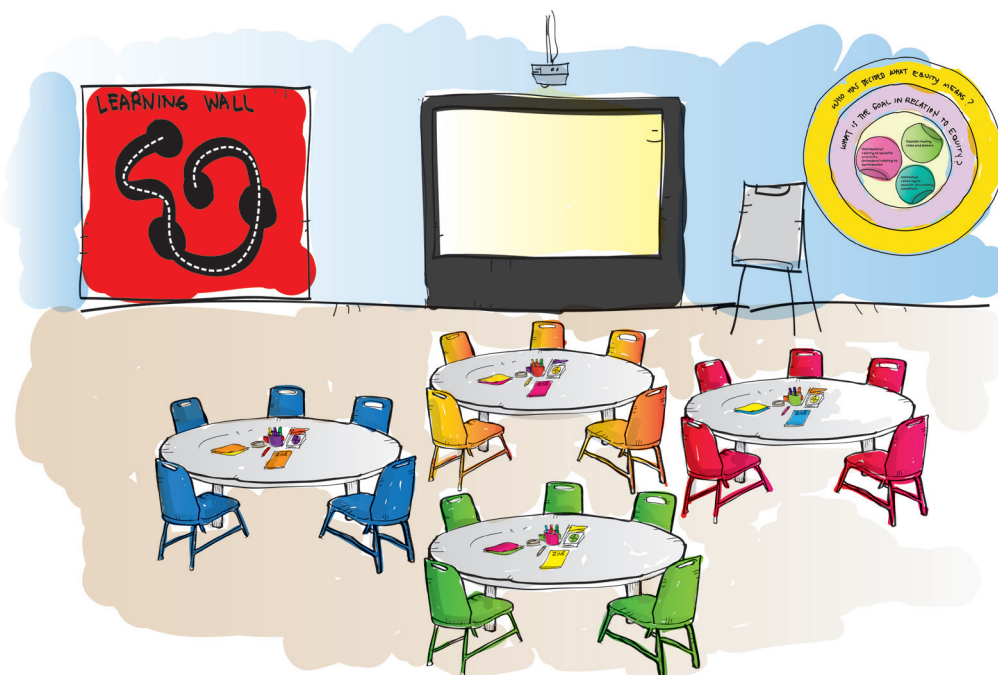
Managing plenary discussions

When using the materials included in each session, it is necessary to emulate good practice in participatory facilitation, which is an underlying aim for the training. It is imperative that all participants have equal opportunity to participate and engage in the learning process. The materials are designed to maximize the participants' learning. If a plenary discussion is indicated, it must be focused and short. Plenary discussions can be time consuming and result in some participants disengaging from the process. Additionally, instead of long plenary discussions in which only a few participants speak, it is good to promote self-learning. Such a discussion will encourage a shift in which the participants take responsibility for their own learning rather than depend on constant mentorship.

How to customize the training

As explained, the materials in this manual can be used to design the training in line with the site-specific context and realities, for a specific target group and/or for a specific focus and objectives. To customize the training, however, it is necessary to first have objectives to be achieved by the end of the training. With clear objectives, specific sessions can be selected, based on the time frame. A number of training scenarios are included in this manual as examples. Table 1 presents a summary of the detailed session-based training plans shown in Annex I.

Table 1: Session-based training plans

	Training scenario	Target group	Duration	Learning objectives
1	One-off training for grassroots facilitators (covering all learning blocks)	Grassroots facilitators and government extension workers from a range of field sites	5 days	By the end of the training, participants: · can explain the basic principle of equity and highlight the relevance of rights, governance and benefits in the forests, climate change and equity context; · can identify opportunities and roles for a grassroots facilitator to address issues of equity within a REDD+ engagement process; · will have practised specific skills necessary for designing and delivering effective engagement processes; and · will have reflected on opportunities to improve equity in their own contexts or sites and will have designed an engagement plan.
2	One-off overview training workshop for decision-makers (covering learning block 1 and learning block 3)	Senior government officials and project managers and private sector managers	1 day	By the end of the training, participants: · can explain the basic principle of equity and highlight the relevance of rights, governance and benefits in the forests, climate change and equity context; · will have identified barriers for grassroots stakeholders to participate in forests and climate change initiatives and discourse; and · will have determined the mutual benefits and values from improved engagement and implications for managers.
3	One-off field-based training workshop (covering all learning blocks)	Grassroots facilitators and community leaders	3 days, including 1 field day	By the end of the training, participants: · can explain the basic principle of equity and highlight the relevance of rights, governance and benefits in the forests, climate change and equity context; · can determine opportunities and roles for a grassroots facilitator to address issues of equity within a forest-based landscape field site; and · will have designed an effective engagement process, based on field site diagnosis of equity issues.
4	One-off community-level workshop (covering learning block 1 and learning block 2)	Community leaders and other stakeholders who work with grassroots communities (connectors)	2 days	By the end of the training, participants: · can explain the basic principle of equity and highlight the relevance of rights, governance and benefits in the forests, climate change and equity context; and · can identify opportunities and roles for community leaders and connectors to address issues of equity within a forest-based landscape field site.
5	Sandwiched field-based workshop (covering learning block 1 and learning block 3)	Grassroots facilitators and government extension workers from a specific field site	4 days (an initial 2-day session and a final 2-day session, with 2 weeks of field practice sandwiched in between)	By the end of the training, participants: · can explain the basic principle of equity and highlight the relevance of rights, governance and benefits in the forests, climate change and equity context; · can determine the opportunities and roles for a grassroots facilitator to address issues of equity within a REDD+ engagement process, including barriers to participation for specific groups; and · will have practised specific skills necessary for designing and delivering effective engagement processes.

Fundamentals of equity and participation in forest and climate change context

A Self-discovery through asset-based thinking

Learning objectives   By the end of the session participants:

· can recall each other's names and professional positions;

· will have described four personal proud moments from the past three years;

· will have described their personal strengths, based on their proud moments;

· will have compared two methods for early introductions in any group; and

· can explain how facilitating emotional connections and applying asset-based thinking fosters opportunities for engagement.

Materials   A flip-chart, marker pens, Post-it Notes, tape, digital camera, "mandala" circles (use bright-coloured paper and prepare for the session by dividing the circle into four quadrants) and copies of the handout

Time   90 minutes
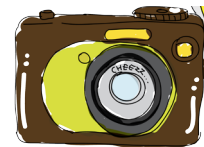
Steps

1   Start by explaining that this session will help participants get to know each other while practising a strengths-based introductions approach. This approach also can be used by grassroots facilitators in the field when working with various groups.

2   Ask the participants to stand and form a circle in the middle of the room.

3   In the circle, ask each participant to say their name, their professional position/title and one significant issue that they hope will be addressed during the training. Stress that they should not take longer than a minute each (this can be adjusted, depending on the number of participants).

4   After the participants have introduced themselves, make sure that they all have a clear and large enough name tag that states what they prefer to be called during the training.

5   Moving in order around the circle, give each person a number so that you can divide the overall group into smaller groups of four to five individuals (which should be different from the natural grouping that took place when they first entered the room).

Figure 2: The personal mandala of effective engagement
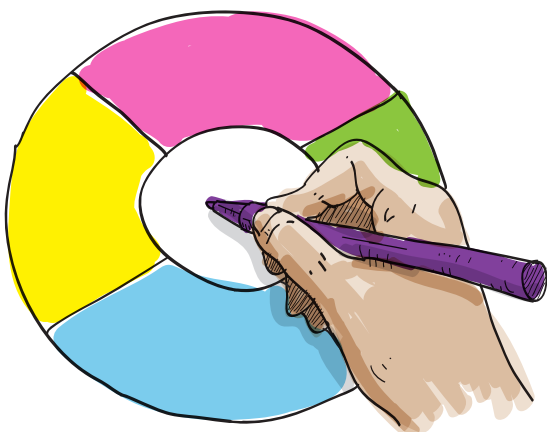
6   Ask them to sit down in their groups at a table.

7   Give each participant a coloured mandala (Figure 2) with four quadrants. Explain that each participant should think of four proud moments from their life in the past three years (professional or personal) and draw a picture of each proud moment in each quadrant of the mandala. Emphasize that everyone can draw something to depict each moment, even a simple drawing or symbol, depending on the story. Explain that they cannot use words or sentences to depict each moment. Encourage them to be brave in their self-expression and fill the space. Give them 10–15 minutes for this exercise.

8   After they have filled their personal mandala, ask them to share their stories using the pictures they have made and explain their mandala to the other participants at their table.

9   Make sure everyone at the table has a turn to tell their stories by reminding them of the time and by monitoring individual turns and progress in the different groups. Give them 20 minutes for this step. After they have finished, ask each group to revisit each person's story to help that person identify the personal strengths that defined the moment of pride. Explain that by the end of the exercise, each person should have a list of personal strengths, which they can write on their mandala (or add Post-it Notes if there is not enough room). Give them 20 minutes for this step. You can give a concrete example from your own experience; for instance: "I was so proud when I helped a group of local women attend a national REDD+ task force meeting last month and explain their ideas about REDD+. My personal strengths were that I persevered to create that opportunity for them and was creative in helping them express themselves."

10   After the groups have finished, allow 5 minutes for them to discuss an idea for a group photo that represents their various strengths; within their group, they are to each pose for the camera in a way that represents their strength. Clarify that the idea is not to make a pose that reflects only a single common strength but to depict the individual diversity of the group's strengths. Encourage them to use props, but emphasize that they cannot move to depict their strength because it will be a still photo.

11   Ask each group to come forward and make their pose. You can count to three before they make the pose so that everyone is clear on the final pose. Ask the other groups to guess their various strengths. Make sure the group holds their pose long enough for the other groups to guess the individual strengths that they see. The other participants can call out what they see as the strengths
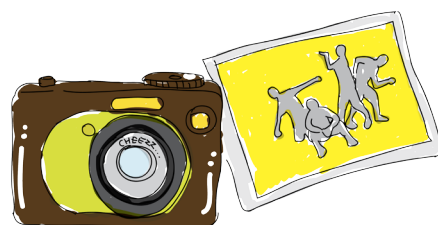
being depicted in the pose. Take a photo of each group in their final pose, which you can use later in the training; or print it and display it with their mandalas.

12 After all the groups have made their pose, invite the whole group to reflect, using the following questions:

- *What did you feel personally during this exercise?*

- *What happened to make you feel that way?*

- *How did it feel to identify your strengths?*

- *Who found it easy to identify and share their strengths? Who found it difficult and why?*

- *Why do you think we used this exercise at this early point in the training or group formation?*

- *What was the difference between the first and the second introduction exercise: the individual introduction versus the group introduction?*

- *How did your feelings and your perceptions of others in the group change over time during the exercise? Why did they change?*

- *Did you feel uncomfortable? When and why?*

- *What helped you to relax and share, and why did it help?*

- *What was the group's level of participation?*

- *How did the group emotionally connect? Why did they connect or why did they not connect?*

- *Would the results have been different if I had asked you to focus on sharing your problems in life? Why?*

- *How does our discussion in this session link to this training?*

13 Explain that the set of principles that promotes effective engagement, which will be used during the training, derives from the "asset-based thinking" approach. Ask the participants how they think the exercise they just did relates to an assets-based approach (such as *sharing proud moments, positive emotional connection, shared creation based on strengths*).

14 Explain to the participants what asset-based thinking is (see the handout). Be very clear that asset-based thinking is not just about positive thinking and that it starts with changing the way one sees oneself. Reinforce that as a grassroots facilitator dealing with inequity and promoting participation and engagement, it is critical that they recognize their own assets (strengths) first, then identify and build the assets in others. Explain that you will be coming back to the asset-based approach later in the training.

15 Wrap up by explaining that this session was designed to connect the participants on an emotional and personal level. Highlight that the same approach can be used in different contexts to create space for positive participation and to foster a sense of openness in the remaining processes. The

approach can be integrated into the engagement process design[3] (i.e. designing an effective engagement process that promotes participation), the language used, the questions and the general atmosphere that is created during the engagement process.

16   Make sure that all the personal mandalas and notes on strengths are posted onto the learning wall (see the section on creating a visual learning wall in the introduction of the manual) and explain that during this training you will use some facilitation approaches, techniques and tools that the participants can also use at the grassroots level.

17   Explain that as a binding value and guiding statement for this training, you would like to use the following statement: "**Everyone is unique and talented and deserves to be listened to**." Link this to your earlier explanation about asset-based thinking. Tape the statement in a prominent place on the visual learning wall.

Trainer's notes

Be aware that participants will "self-censor" at this stage, which is common among participants. This means that they may not be expressing what they are truly feeling or experiencing. Or they may be giving an expected response, as influenced by social or cultural norms and group dynamics.

This session is used as a getting-to-know-each-other introduction. It also introduces some elements of the training's content, such as equity, participation and engagement. This session needs time for reflecting and processing that information. Because it is early in the training, some participants may not understand why you are reflecting on the method as well as what they are experiencing at this stage. You should make clear this session is to reinforce asset-based thinking so that participants can recognize their strengths and uniqueness, and this is the basis for which they then can use to help grassroots stakeholders appreciate their own strengths and uniqueness as a community. This can be used as a starting point to increase their participation in processes that affect them, and for their voices to be heard in these processes.

If you have video projection facilities, you can show the following video on how "words create worlds" to reinforce the learning mentioned in step 16: www.youtube.com/watch?v=Hzgzim5m7oU&feature=youtu.be.

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3   Designing an engagement process is a conscious practice that involves selecting creative tools and processes that help to formulate strategies that lead to the set objectives, and which can be understood by all stakeholders. It is more than a plan or agenda.

Personal mandala of effective engagement

This exercise uses the mandala to reinforce asset-based thinking.

- Draw a representation of four proud moments from the past three years in each quadrant of the circle.

- Identify the personal strengths that contributed to the feeling of success in that proud moment and write them on the mandala or use Post-it Notes.

- Decorate the mandala to make it personal, to reflect the strengths and how the participant sees himself or herself.

- Write the name that the participant wants to be called during the training somewhere on the personal mandala.

- These mandalas should be put up on the wall in the training room for the duration of the training.
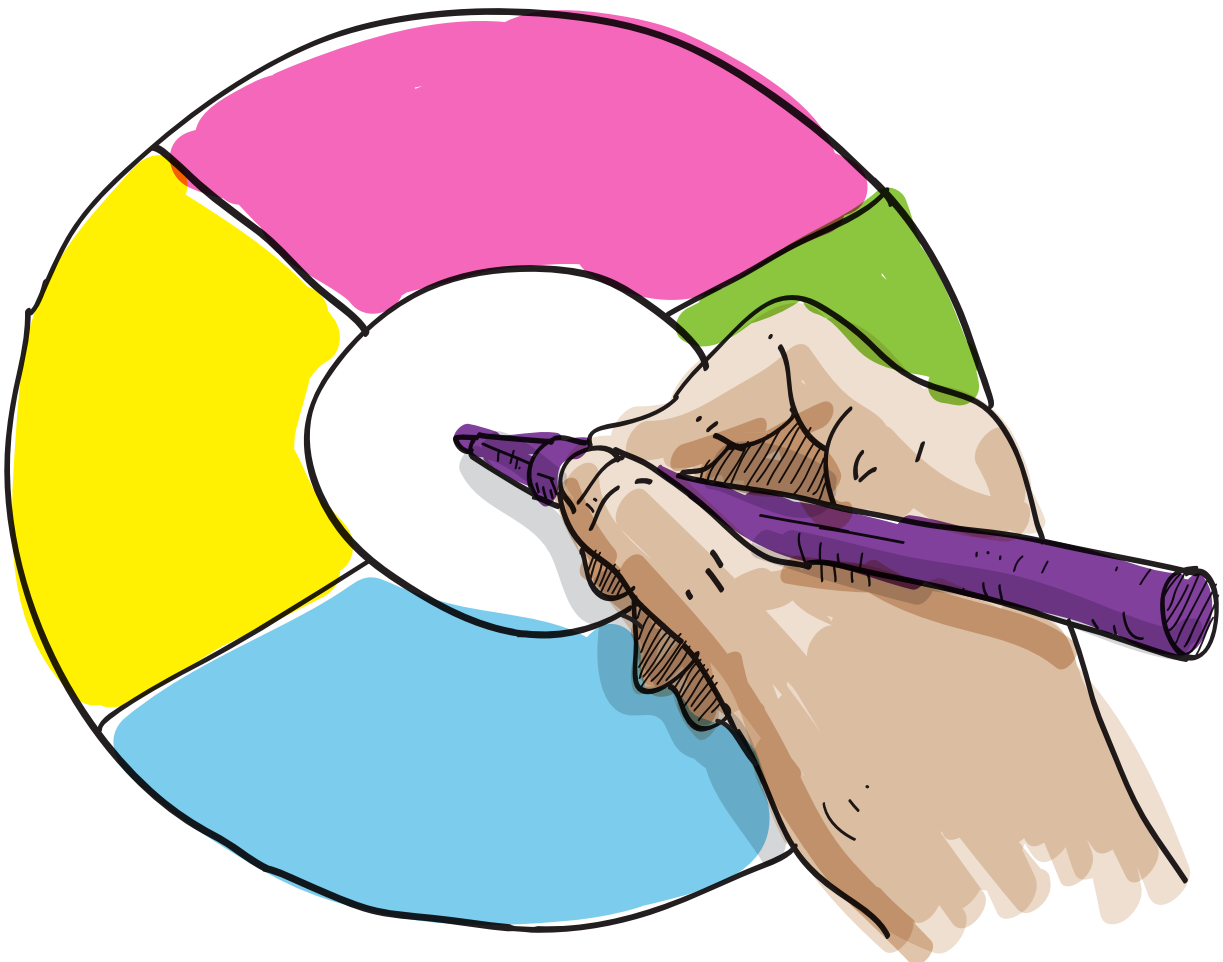
Self-discovery and asset-based thinking as a grassroots facilitator

What is asset-based thinking?[4]

Just imagine what would be possible if people focused their attention on:

- opportunities rather than problems

- strengths more than weaknesses

- what can be done instead of what cannot be done.

There is evidence that when you decrease your thinking on what is not working (deficit-based thinking) and increase your focus on what is working (asset-based thinking) you build enthusiasm and energy, strengthen relationships and move people and productivity to the next level of constructive interaction.

"When you change the way you see things, the things you see change."
Anonymous

This does not mean that asset-based thinking is just blind optimism or magical thinking, and it does not offer a quick fix or over-commit on expected results. Asset-based thinking can take positive thinking to a new level of engagement because it calls for positive action and a firm grounding in the present moment.

How does asset-based thinking differ from deficit-based thinking?

We are hardwired to be deficit-based thinkers. This means we concentrate on personal gaps, weaknesses, barriers and limitations. This is because, as humans, our system is more prone to be sensitive to signals of impending danger than to positive signals of clear opportunities.

The following table lists a few examples of language that we can use in different ways to reinforce constructive interaction and ways of thinking.

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4   Many concepts in this handout are extracted from Cramer and Wasiak (2006).

Table 2: Examples of deficit-based and asset-based language

Deficit-based thinking	Asset-based thinking
Not this again…	At least I know how to deal with this…
Watch out…	Heads up…
Why didn't you…	What was in your way?
That's impossible…	What is possible?
He's out of his mind…	What makes him/her tick?
That'll never change…	How can I get around that?

What does this mean to a grassroots facilitator?

Asset-based thinking calls for small shifts in the way we absorb, perceive, filter and interpret the world around us and our relationship with it. This means that we have to first change the way we see ourselves, and then we can feel more passionate, proactive and purposeful rather than being reactive. In other words, as a grassroots facilitator you can focus on making positive things happen instead of preventing, changing or correcting bad things from happening. This involves changing the way you see yourself, others and the situations that you and/or others are in. This implies that when you design processes, questions, group exercises or manage discussions as a grassroots facilitator, you are constantly processing and using asset-based thinking. This will create forward movement, energy and emotional connections, which are all important for achieving effective engagement processes.

What is the ripple effect, and why is it important for a grassroots facilitator?

The ripple effect considers that if you can tap into your personal assets (such as sense of purpose, passion, confidence, curiosity, resilience, courage, analytical skills, emotional intelligence, expertise, open-mindedness, integrity and ethics), then you can influence relational assets that include compassion, empathy, mutual trust and respect, commitment to equity and welfare of others as well as skills in collaboration, giving and receiving feedback, listening and advocacy.

Ultimately tapping into personal and relational assets will enable you to see and build on situational assets, such as challenges that promote breakthrough solutions, setbacks that promote new standards of performance, mistakes that offer new insights and learning, and opportunities that encourage innovation, mastery and advancement.

As a grassroots facilitator who will be promoting participation and sustainable solutions in groups, especially marginalized groups, it is critical for you to be aware of your assets, the assets of the group – of the individuals in the group and the group as a whole as well as the assets of the specific situation. Being conscious of your own process of self-discovery and assisting others to discover their own strengths will prove to be crucial in your engagement processes.

Asset-based thinking starts with the way you see yourself and how you help others see themselves. Asking the right questions with inspirational language and framing the discourse and opportunities that present themselves is critical to the training. Being conscious of asset-based thinking needs to be one of your personal strengths at all times to be successful as a grassroots facilitator.

Keep practising the five-to-one rule

- Think about five personal strengths, assets, skills or talents that you have that make a significant contribution to your effectiveness.

- Next, think about one deficit (limitation, shortcoming or weakness) that is the most significant barrier to your effectiveness.

- Now think about the challenges and opportunities you currently face. How can you leverage your strengths to meet your challenges and realize your opportunities?

- Focus on five assets for every one deficit and build your own momentum.

Is this a new way of thinking?

Asset-based thinking is not new. It is introduced here to emphasize its importance as a basis for engaging grassroots stakeholders and addressing equity issues. The way we think about ourselves and others has always been part of the human condition. However, the values of asset-based thinking have been integrated into change-based approaches, such as appreciative inquiry, which is also used as a participatory engagement approach for leading groups with mutually agreed agendas into action.

B Introducing the training

Learning objectives   By the end of the session participants:

· will have identified and shared their personal expectations of the training;

· can explain the objectives and logical flow of the training;[5] and

· can explain the elements of the training and the links between them.

Materials   Prepared flip-chart with concentric circles, marker pens, Post-It Notes and copies of training agenda and objectives and copies of the handout
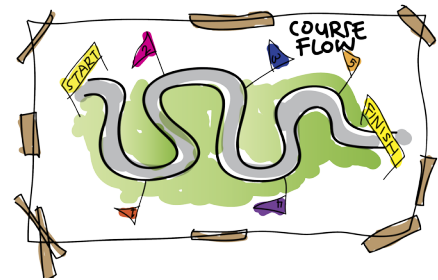
Time   40 minutes

Steps

1   Introduce the session by explaining that you will cover the why, the what and the how of the training design so that participants will understand the journey and how it fits together over the next few days. Here, "the why" covers the reasons for the training; "the what" covers the contents of the training and "the how" explores the methodologies that will be used for this training.

2   Explain that before you introduce the design, you would like to understand what the participants hope to take away from the training. Write on the flip-chart: **What do you want to go home with from this training?** Ask participants to write on a Post-it Note the most important thing that they would like to take away from the training you will do. Remind them that they should put one idea per Post-it Note. Give them 5 minutes to write and ask them to stick their ideas (notes) on the flip-chart. Explain that you will return to their answers after you explain "the what".

3   To focus on "the why", display a different flip-chart on which you have written the training title and training objectives that you have set. Read them out to the participants.

4   Move back to "the what" of the training and briefly introduce the flow of the training schedule and the different levels (see the handout but do not distribute it at this point) that the training will explore from the personal skills of grassroots facilitators to the contexts in which they operate. Ask the participants to feel free to ask for more detail if they are not clear on which session fits where.

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5   This session refers to the five-day training in the training scenarios presented in Annex I. It will need to be adapted for other formats, although the elements remain the same.

5   After explaining "the what", move to "the how" and refer to the statement from the last step in the session on asset-based thinking, explaining that many of the methods used in the training can be used by the participants in their engagement processes and that each has different advantages and disadvantages. Also explain that the most important element of "the how" is that all participants have a chance to speak equally and share their experiences. You should emphasize that there may not always be right answers to all their questions and that this is a forum in which they can raise any issue that they are not comfortable with or have questions about.

6   Emphasize that although the training will discuss and analyse issues at a contextual level, such as why equity matters in REDD+ initiatives, this training looks at how the engagement processes can improve equity for grassroots communities. This can be considered the core of the training, which is "the how" of improving equity through engagement processes.

7   Revisit the participants' Post-it Notes, which state their expectations for the training. Ask the group if anyone has concerns that their expectations do not fit the training objectives. If any concerns are raised, then clarify how and where those issues may fit within the flow of the training; the group can also help with this.
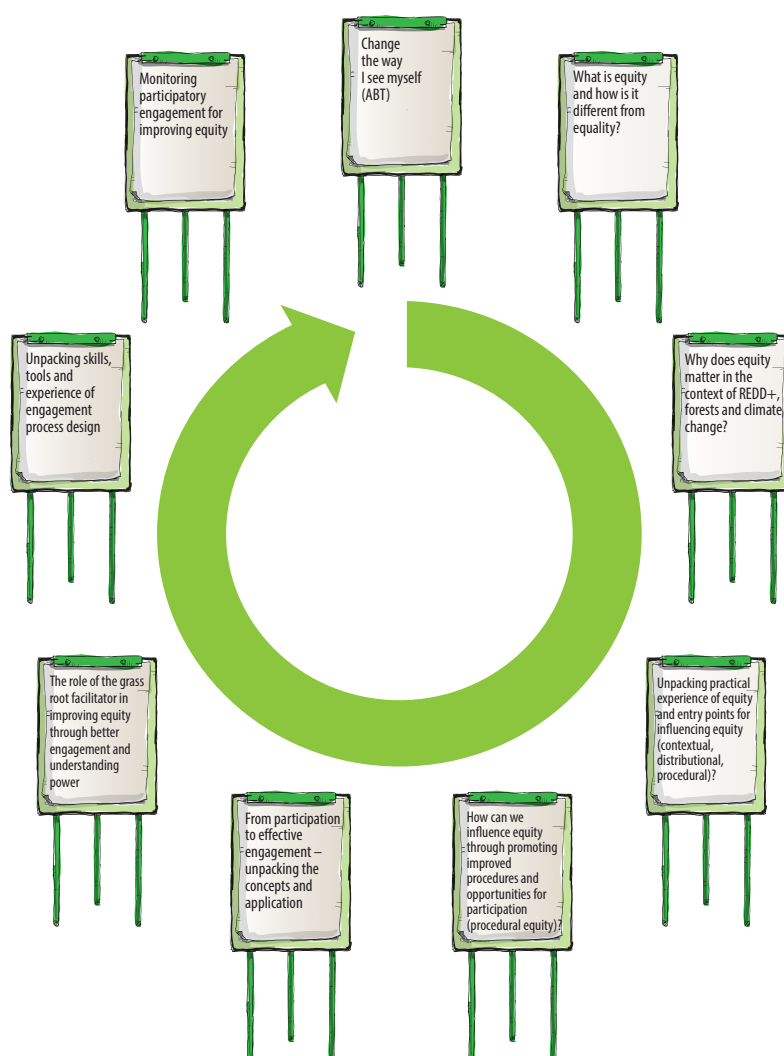
8   Go back to the diagram of Levels of engagement and improving equity (Figure 3) and emphasize that at the centre of "the how" is the personal values and skills of a grassroots facilitator and the way that they view equity in their own context.

9   Highlight the different sessions that will deal with the participants' personal values and skills and explain that there will be times when you challenge the participants' existing ways of doing things. Emphasize that such questioning is part of the learning process.

10   Wrap up the session by explaining that there will be opportunities for the participants to give feedback throughout the training and that being open with their feedback will allow you to be responsive.

Trainer's notes

Have a copy of the training flow diagram and levels visible at all times in the room. This will allow you and the participants to refer back to it throughout the training, constantly reinforcing the links between sessions.

It is likely that some participants expect to learn about the technical elements of REDD+ agenda and climate change. In such case, clarify that the training will not cover this aspect except in terms of how it influences equity. It is best to explain in the beginning that this training is about how an engagement process promotes equity – it is not about what equity means. Although the training facilitates the discussion on what equity could mean in different contexts, it does not prescribe any definitions on what equity means.

The training flow

The course flow[6]

The training flow diagram gives an overview of the logic and flow for the five-day training and the building blocks that can be used in the design of the training schedule.

Change the way I see **myself** (asset-based thinking)

What is equity and how does it **differ** from equality?

Monitor participatory engagement for improving equity

Why **does equity matter** in the context of REDD+, forests and climate change?

Describe the **skills**, **tools** and **experiences** for designing the engagement process (**process design**)

Describe **practical experiences of equity** and entry points for influencing equity (contextual, distributional, and procedural)

The **roles** of the grassroots facilitator for **improving equity** through **better engagement** and **understanding power**

How can we influence equity by promoting **improved procedures** and **opportunities for participation** (procedural equity)?

From participation to **effective engagement** – explaining the **concepts** and their **application**

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6   The levels will need to be adapted, depending on your training design. but this diagram gives an overview of the logical flow for the five-day training, and the building-blocks that can be used in the design of the training schedule.

Figure 3: Levels of engagement and improving equity

Global climate change politics
and engagement at international level

Multi-stakeholder
national level

Multi-stakeholder
local level

Marginalised
local group

Facilitator

Improving equity: Long-term and
short-term engagement processes
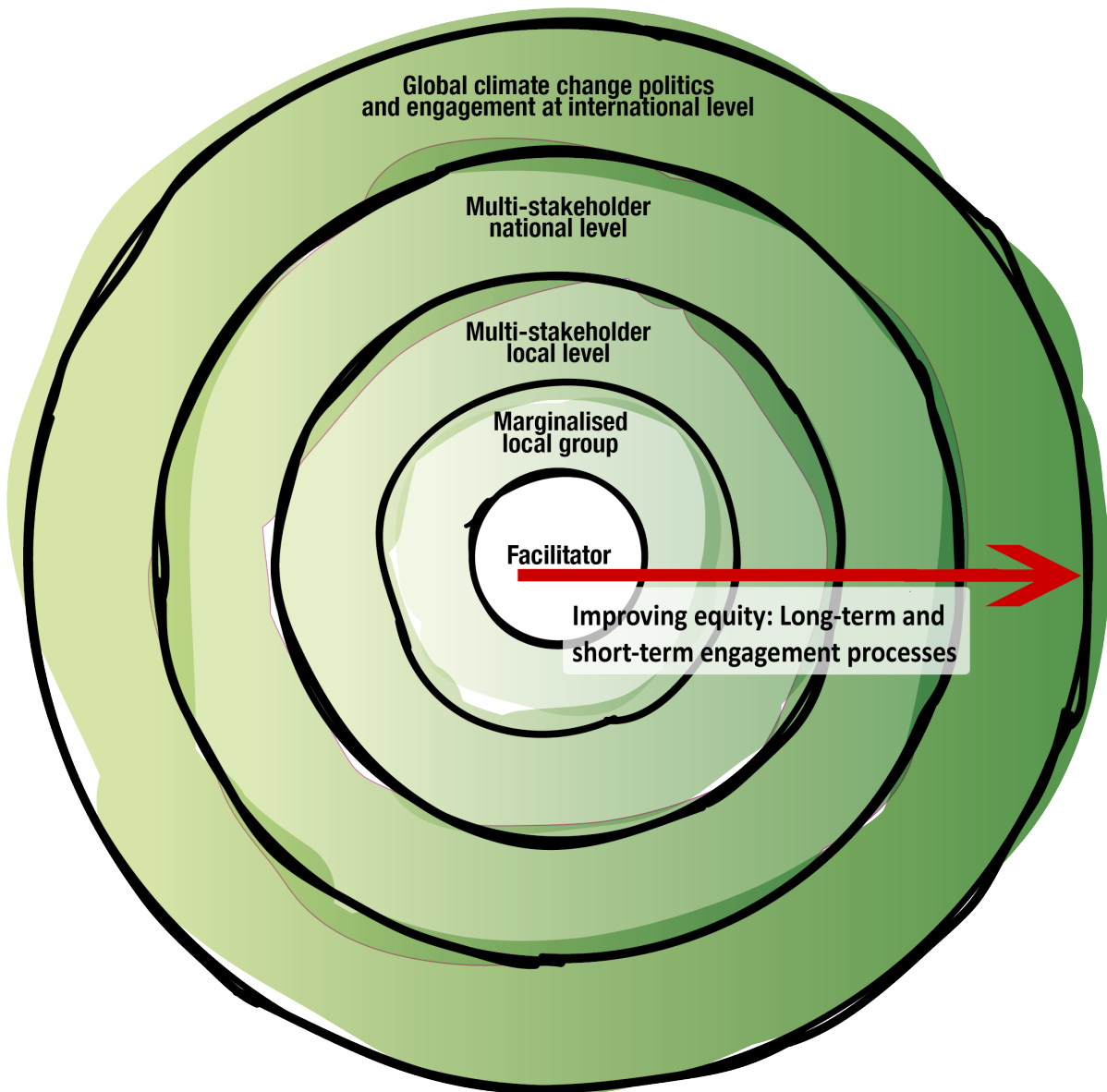
C What is equity?

Learning objectives

By the end of the session participants:

· will have explored and discussed their perceptions of the meaning of equity;

· can explain the basic definition of equity that will be used during the training;

· can explain the difference between equity and equality; and

· will have discussed how values of equity are currently reflected in REDD+ initiatives at different levels.

EQUALITY   **EQUITY**
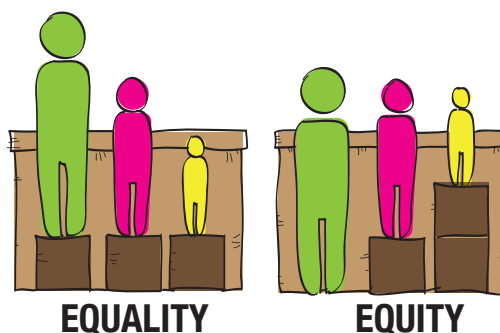
Materials

A flip-chart, marker pens, tape, the definition of equity to post on the wall, one large fruit (such as a watermelon), a sharp knife, a cutting board, a copy of the value cards cut individually for each player (the value cards describe the role of each character involved in the activity and the personal values each of them will bring to the activity) and copies of the handout
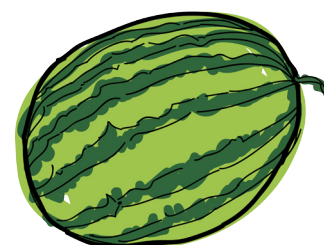
Time

120 minutes

Steps

1 Explain to the group that this session explores the meaning of equity. You will focus on what equity means in each participant's own reality before you focus on what it means in the context of REDD+.

2 Place a table with nine chairs at the front of the room and ask for nine volunteers to come forward. Give each volunteer a value card. Clarify to the volunteers that they must stick to their role and put themselves in the position of the person/role stated on their value card. They must not show this card to the others, at any time while they portray the given role. This is a crucial exercise and the volunteers need to play the role given to them as best as possible to make it a successful. Make sure you give the knife to the person who has the value card labelled "the knife owner" and place the watermelon (or other fruit) in front of the person who "found the fruit".

3 Explain that the remaining participants will be observers and should listen and carefully observe what happens in this process.

4   State that the task of the role-play group is to come up with a set of equitable principles for sharing the fruit that is now in front of them and that they have 20 minutes to do so.

5   Explain that each volunteer should base their input around the value card they have been given to influence the discussion as it progresses. Emphasize that they should try to fit into their respective role as closely as possible and reflect the behaviour or opinion of that role. Ask the group to start the role play.

6   Halfway through the exercise, give the group a time reminder and emphasize that they must cut the watermelon at the end of 20 minutes. Remind the group again when 5 minutes remain and then when 20 minutes are up.

7   If the group has not finished after 20 minutes, there is no need for extra time. In the event that they finish before 20 minutes, you can start the reflection immediately, beginning with those directly participating in the exercise.

Reflection for the volunteers:
- *How do you feel as a community member in this exercise and why?*
- *What happened during the activity and why?*
- *In your opinion, was the fruit shared equitably and/or equally?*
- *What do you think is the difference between equity and equality?*
- *What influenced the agreement on how the fruit would be divided (rights, power, knowledge and costs incurred) and what influenced the decision-making process (power, position, gender, process for giving ideas, decision-making and information transparency)?*

Reflection for the observers:
- *How did the process affect the outcome?*
- *Who dominated the discussion and why?*
- *Did all members have an equal opportunity to influence how the fruit was cut? What was the evidence that led you to this conclusion?*
- *In your view, were the principles developed equitably, and why do you think that? What were these principles? How did the members of the group come up with these principles?*
- *Did the sharing reflect the agreed principles, and how did they reflect them?*
- *What would you have changed about the process and why?*

Reflection for the whole group:
- *Based on your reflection, what did you as participants focus on in terms of equity – the distribution of the fruit or the process of how the members decided to divide the fruit?*
- *Do you think this happens in reality (more focus on distribution or outcome than on the decision-making process)? Why does this happen?*
- *How does this relate to equity in the forests and climate change context?*

- *Could this exercise be related to the concept of equity in a REDD+ project? If so, how?*

- *What could you compare the value cards to, in the context of REDD+?*

- *What happened in this process that you have seen in your own contexts regarding REDD+?*

- *How far do you think the values of equity are currently applied in REDD+ at the different levels? Why do you think that way?*

8   After the reflection, ask the participants to return to their original seats and explain that this session was only to warm up the discussion on the concept of equity.

9   Revisit the principles that the group developed during the watermelon activity. If the group did not write down the principles, help them recall the principles, based on what they actually did.

10   Ask the participants to reflect on these principles. Having engaged in this exercise, how would they now define "equity"? Write down their answers on the flip-chart at the front of the room.

11   Present your suggestion of a definition of equity in the context of REDD+ (see below) and discuss it in comparison with the definitions the participants cited. Link the discussion to what transpired during the fruit-cutting exercise.

> **Equity is fairness of treatment for all stakeholders during the procedures to form and implement policies and in the distribution of resources and costs, according to an agreed set of principles.**

Tape this definition of equity in a prominent place on the wall so that it can be referred to throughout the training.

12   Highlight the words "during the procedures" and "in the distribution" with a marker pen. Reflect back to the participants' earlier observations. Make sure that the participants still understand the difference between equity and equality by linking to the definition that you have just taped to the wall.

13   Ask the group what they think is meant by "agreed sets of principles" in REDD+ in their own context. Refer to safeguards and social and environmental standards, but also explain that safeguards only means to ensure that no harm is done – it does not require any improvement of the current situation.

14   Wrap up by explaining that the following sessions will go into detail on the application and reality of equity and that this is just an introduction.

Trainer's notes

Do not try to influence how the volunteers cut the fruit from the start of the exercise by referring to equity and equality. If the volunteers decide to cut the fruit equally, use the same reflection questions but draw out the individual roles to highlight any differences. The value of this exercise is its experiential elements, which will not be successful if the process is pre-empted by the trainer.

If you have a large group, you can create additional characters; if it is a small group, you can omit the observers or remove some characters. However, be careful to keep a balance of the characters so that the dynamic remains complex and represents the different dimensions that would influence an equitable process and outcome.

Some examples of principles for sharing the fruit are as follows (these are only suggestions for the trainer; the participants will come up with their own principles, which may be similar):

> The rights holder of the fruit tree receives 75 percent of the fruit or 75 percent of the income from selling the fruit.
>
> The finder receives 5 percent or some seeds to grow another fruit tree.
>
> The medicine man receives 10 percent of the fruit for his use.
>
> The remainder can be distributed equally among those who have chronic illness in the village.

Do not let the group have a plenary discussion on all the issues relating to equity in REDD+; this will be covered in the session on why equity matters in REDD+. Be aware that some participants may want to discuss the role of the grassroots facilitator in this session, but try to stay focused on the session's objectives.

Cutting the fruit

Setting the scene

Read out the text in bold to the entire group, including the observers, before distributing the value cards. Give the fruit to the volunteer who has the role of the "fruit collector" and the knife to the "knife owner" and ask them to begin. Explain that the fruit must be divided after 20 minutes.

You are all members of the same community. Today, someone picked a rare fruit from the nearby forest that is perceived to have amazing medicinal value, if it is prepared and eaten in the correct way. In the next 20 minutes, you must develop and agree on a set of equitable principles that will guide your group on how the fruit will be shared. After 20 minutes, you must cut the fruit; otherwise, it will dissolve and lose its medicinal value.

(Copy and cut out the following value cards for the volunteer participants)

The knife owner

You have a very sharp knife that will help you cut the fruit for distributing among the community members. It is your knife and you have spent time keeping it sharp, and you have it with you now. No other member in the group has a knife like yours. You are unlikely to let the group use your knife without a considerable portion of the fruit. You believe that if they try to find another knife, it will waste valuable time and then more people will also want a share of the fruit.

The national parks officer

You are the government officer responsible for the protection of the trees and forest where the fruit was found. You have noted recently that the villagers are prone to enter the national park at their will and remove all types of products, which is illegal. You are concerned that if the community members eat the fruit, then they will return to the area and may extract other products that are protected. You would prefer to confiscate the fruit, in line with the law, and you have the authority to fine those who enter the park without permission – you can use this authority as leverage during the negotiations. Informally, however, you have heard much about the value of this fruit and you actually would like to try some.

The fruit collector

You had just collected water when you found the fruit in the forest, 5 kilometres from the village. You carefully carried the fruit back to the village without damaging it. But to do that, you had to leave the water behind that you had originally gone to collect. You feel you deserve a piece of the fruit, particularly because you have spent most of your day walking with it and now you are sitting in this meeting. You also do not have any water for your family tasks because you left the water carrier in the forest so that you could carry the valuable fruit back to the village.

The customary owner of the fruit tree
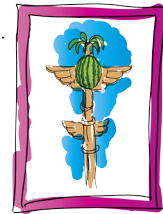
You are the customary owner of the fruit tree, a claim that was enforceable under local law before the change in national law put the trees under protection of the national park authority. So you still think of that tree as belonging to you, your children and your ancestors. You have observed that its fruit was almost ripe for picking for some time, but you had been busy in your fields and had not had time to check the state of the fruit recently. It has been a very long time since you had any fruit from that tree, and you are very aware of its important medicinal value. Unfortunately, although you know the medicinal value of that fruit, the members of your family who had knowledge on how to prepare it have passed away; you would still have to find someone locally who knows how to process the fruit and make the most of its value. Under customary tradition, you are not allowed to sell the fruit for cash.

The granddaughter of the customary owner of the fruit tree

You are the granddaughter of the customary owner of the fruit tree. You have accompanied your grandfather to the meeting. You are only allowed to speak if given permission by your grandfather. You usually go to the forest with your friends and had been waiting for that fruit to fall for some time. You have not been to that part of the forest for a long time and you now wish that you had found the fruit. You feel strongly that the fruit belongs to your family and no one else. However, you are shy to express yourself and you can only speak up in matters concerning customary law if allowed by your grandfather.

The village messenger
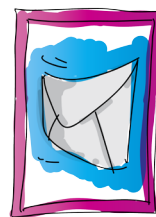
You are not related to the family who has the customary rights to the tree, but you were the one who noticed that the fruit had been picked and hand-carried to your village. You alerted the customary owner of the tree by walking half a day to find him in his field. Your legs are hurting from the several hours of walking to find the owner and then return to the village. You believe that if you had not seen the man carrying the fruit, the customary owner would never have known about it, so he owes you substantially. You would like them to reward you with a fair portion of the fruit.

The local medicine expert

You are a well-respected and experienced traditional medicine healer. You have considerable knowledge on how to cook and process this particular fruit so that it will have its full medicinal value. You know that the owner of the tree and few other people in the district have the right experience to develop medicine from this fruit. You are prepared to share your knowledge but only in return for at least a share of the fruit equal in size with the owner's.

The neighbour

You are the neighbour of the customary owner of the fruit tree. You happened to be around when your neighbour returned from his field with the village messenger, who had told him the news that the fruit had been found by someone. Recently, you extensively helped your neighbour on his farm but he has not paid you. You feel you have a right to eat some of the fruit because you have done the customary owner of the fruit tree many favours recently. You have heard many stories about the medicine from this fruit, and you are very keen to try it. So you try to ensure that the fruit is divided equally among all people at the meeting.
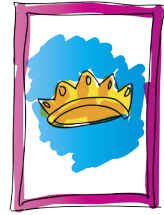
The village leader

You are the village leader and you dropped into the meeting because you heard the discussions among the villagers. Although you have been a leader for a long time in the village, you have never tried the fruit or experienced its medicinal value. You see this as an opportunity for you to try it as well as use your power to ensure that the issue does not escalate into a village conflict.

Create other characters

If you have a bigger group and need to expand the number of the roles , you can add more characters

_____

_____

_____

_____

Is equity the same as equality?

Equity is defined in *The Oxford English Dictionary* as "the quality of being equal or fair; fairness, impartiality, even-handed dealing". It is closely related to the concept of social justice.

Equity is NOT the same as equality

Equity considers principles of equality, but it is not the same concept. **Equality** infers that all people are equal, regardless of the context. Equity takes into account the costs, benefits and responsibilities in a framework of established principles of fairness. It is rarely possible to achieve an equitable outcome without an equitable process that provides equal opportunities for participation, regardless of status and position. In the context of the real world, it is critical **who** sets and considers the process for establishing parameters of equity; it is likely that that process may not include all those who consider themselves deserving of a stake. Whoever sets up that process must pay attention to the site-specific context.
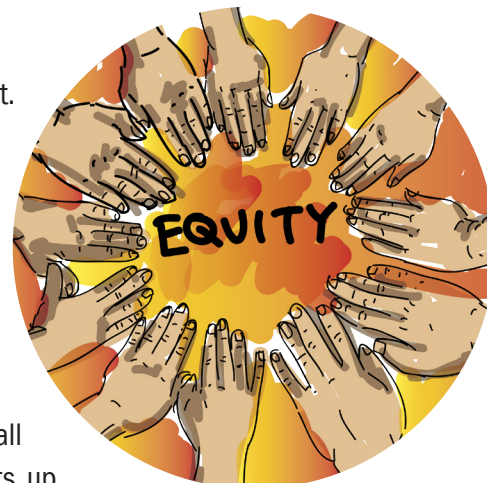
What does equity mean in the context of grassroots development?

Equity is not a new concept in the development discourse. In the narrowest terms, it means that there should be a minimum level of income that guarantees basic living standards and environmental quality, below which nobody falls. Within a community, it could also mean that everyone should have equal access to community resources and opportunities and that no individuals or groups of people should be asked to carry a greater environmental burden than the rest of the community as a result of policy or outsiders' actions. It is generally agreed that equity implies a need for fairness (not necessarily equality) in the distribution of gains and losses and the entitlement of everyone to an acceptable quality and standard of living.

The concept of equity is well entrenched in international law. The Universal Declaration of Human Rights states that the "recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world"[7] (Weiss, 1990, p. 9). Equity can be applied across communities and nations and across generations. Gender equality is a critical component of this, because gender equality and female empowerment are fundamental to the realization of effective and sustainable development outcomes.

Substantial inequalities exist worldwide, from participation to economic inclusion. REDD+ and forest-based climate change mitigation interventions have not yet fully considered the implications of those inequalities.

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7   In Beder, S. and Scribe, N. (1996).

What is equity in the context of forests, climate change and REDD+?

In the REDD+ discourse so far, the focus has generally been on international equity as opposed to national policy and local equity. International equity in this context refers to a focus on the responsibility of industrialized countries for carbon emissions and their corresponding obligation to provide financial support to help developing countries achieve emissions reductions. National equity concerns relate to the impacts of REDD+ projects on livelihoods, tenure, carbon rights and fair participation in decision-making processes. In some countries, concerns about equity are now emerging from local-level projects and processes, but they are still not predominant in the discourse.

What is being done to ensure equity in climate change policy and interventions? Are safeguards the answer for improved equity?

Currently, the term "safeguards" is used within international standards and national frameworks for REDD+ to protect the rights of local communities and to ensure that they have a fair opportunity to participate in the formulation and implementation of policies and projects on climate change that will affect them and their livelihoods. In other words, safeguards recognize that local communities have a stake and that they have a role in influencing equitable outcomes. Although considerable efforts have been made to introduce and develop social safeguards within national strategies on REDD+, it remains unclear how connected these are to the policy frameworks on other issues that may contradict the REDD+ safeguards. Safeguards are intended to ensure "no harm", but they have not addressed the issues of inequity that have existed for some time.

The climate change agenda and REDD+ provide a platform on which to raise issues of equity, which is an opportunity for those who are affected to be heard.

A concept of equity that can be used in the context of REDD+ or other aspects of forests and climate change for the purposes of discourse with grassroots stakeholders:

Fairness of treatment for all concerned stakeholders during the procedures to form and implement policies and in the distribution of resources and costs, according to agreed sets of principles.

D Who is a grassroots stakeholder?

Learning objectives   By the end of the session participants:

· will have identified grassroots stakeholders in the context of a forest-related climate change intervention programme;

· can explain the importance of engaging grassroots stakeholders in a REDD+ and climate change context; and

· can explain the meaning of grassroots in their own initiatives and contexts.

Materials   A flip-chart, marker pens, meta cards, Post-it Notes, tape and copies of the handout.

Time   60 minutes
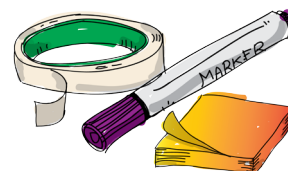
Steps

1   Start by explaining that this session will examine the meaning of "grassroots". Run a quick brainstorming exercise – ask the participants to write their understanding of grassroots on the flip-chart.

2   Put the flip-chart aside (you will come back to it later). Tape three definitions of the term "grassroots people" in different places on a wall around the training room and ask the participants to choose the definition they think is the best, based on their understanding and their own context.

3   Ask the participants to stand next to the definition that they relate to the most and discuss the reason for their selection with the other participants who have chosen the same definition.

4   Give each newly formed group the opportunity to cite their reasons for choosing that particular definition, thus gradually highlighting the differences among the definitions.

5   After each group has finished explaining, give each person a large card and ask them to write down one type of grassroots stakeholder (such as woman, disabled elder or village leader) and tape it on their body.

6   Ask them to walk around the room and meet the other grassroots stakeholders and find anyone who is similar to their own grassroots stakeholder identity, thus forming natural affinity groups.

7   The participants must remain in these natural affinity groups; take stock of who was identified in plenary by asking the following reflection questions:

- *What are the groups of people we have here and why?*

- *How do our groups fit with our earlier definition of grassroots stakeholder and are we all grassroots stakeholders?*

- *Who is missing? Why are they missing?*

- *Who is the easiest to engage and why?*

- *Who is the most difficult to engage and why?*

- *Which of these grassroots stakeholders are often marginalized and why?*

- *What are the implications of not engaging marginalized stakeholders?*

- *Who will have most of the responsibility for implementing a REDD+ project?*

- *Who is likely to access most of the benefits?*

- *Why is it important to make sure all grassroots stakeholders have equal opportunity to participate and engage?*

8   Ask the participants to sit together and revisit the meaning of grassroots. Explain that in this training, the term captures all the stakeholders at the lowest level of implementation, based on their rights, benefits and responsibilities. Emphasize that some of these grassroots stakeholders are often marginalized in participatory processes for a number of reasons, which will be covered later in the training. Explain that keeping grassroots groups engaged, linking them with each other and helping them to express their opinions requires a different set of skills and perseverance.

9   You may want to ask participants to share their experiences with a project that engaged with grassroots communities or local people.

10   Wrap up the session by asking who identifies as a "grassroots facilitator" and why. Ask them to share some of their personal experiences on what differentiates them from other facilitators, drawing on some of the issues highlighted during this session. Explain that the role of a grassroots facilitator is one that engages marginalized groups, links them with other stakeholders and channels their opinions for vertical integration into policy and project design and implementation. Connect this discussion with the training flow mentioned in the session that introduces the training (see the handout from that session), illustrating how a grassroots facilitator engages at the grassroots level but also needs to move between levels (national, regional and international) to ensure that grassroots voices are portrayed accurately and heard at the different levels of decision-making.

Trainer's notes

This session is purely introductory to make sure that all participants understand the term "grassroots" at an early stage in the training. It is a very basic session, but do not assume that the participants already understand the concept. Do not spend too long on the bottlenecks of participation for grassroots marginalized groups because it is covered later in the session on linking equity and participation.

It is likely that participants will identify stakeholders collectively, such as community, rather than specifically, such as women, disabled people, landless, charcoal-makers, etc. You need to explain why it is important to recognize the heterogeneous nature of groups – groups within groups of grassroots stakeholders so that certain individuals are not left out.

If your group needs more emphasis on why engagement at the grassroots level is critical in the context of forests and climate change interventions, you could ask them to list the rights, responsibilities and revenue for each stakeholder in a REDD+ project and reflect on which groups need to be fully engaged in the project design and implementation processes.

Who are the grassroots stakeholders?

Below is a selection of definitions that you can write on flip-chart paper and tape to the walls around the training room.

Who are grassroots stakeholders?

Ordinary people in a society or organization; the people who do not have a lot of money or power

Who are grassroots stakeholders?

Local people who do not have the opportunity to exercise their rights or gain benefits from any intervention initiated by outsiders during both the design and implementation processes

Who are grassroots stakeholders?

Common or ordinary people, especially as contrasted with the leadership or the elite of a political party or social organization

Who are grassroots stakeholders?

The lowest level of people in a hierarchical system who are often left out of decision-making processes

Who is a grassroots stakeholder?

What does the term "grassroots" mean to you?

The term "grassroots" emerged historically from political movements of change, when local people who were not engaged in decision-making processes decided to express their opinion as a group and push for changes in the direction they wanted.

In the context of climate-related interventions, grassroots stakeholders can include anyone at the lowest levels of power who will be affected by externally driven interventions to mitigate climate change in their forest areas. Grassroots stakeholders in this case may include forest-dependent households, indigenous peoples, local forest managers and local government or forestry officials. Within these groups, there may be other distinct groups who could be adversely affected by decisions, including women, children, landless people and specific forest product-user categories.

Why is it important to engage grassroots stakeholders in forest-based climate change intervention planning and implementation?

Some of these groups are easier to involve than others. Although local government is often engaged, it is based on an assumption that they are representing their constituency, even though in some situations this may not be true. If these groups are effectively engaged in their own right, then it is more likely that a project initiative or policy will be successfully implemented. If not, the risk of failure is greater. Often, these groups are the actual rights holders of the forest areas, and thus it should be their decision as to how an intervention proceeds. The practice of free, prior and informed consent in designing and planning forest-based climate change interventions requires that grassroots groups are engaged fully in the decision-making processes, both before and during interventions, and that they have the right to refuse interventions.

Who is a grassroots facilitator?

A grassroots facilitator is a person who works with local people and government to ensure that groups whose rights to or benefits from a forest that is affected by external interventions, such as REDD+, engage in dialogue with the involved actors and decision-makers. The facilitator also helps these groups reach a mutual understanding on the issues at hand and shares those issues with other decision-making levels that may not be within reach of certain grassroots groups. In other words, the grassroots facilitator links stakeholders horizontally and vertically, ensuring that their perspectives – which are not usually heard – are indeed heard by policy-makers and decision-makers.

E Why equity matters in forest-based climate change mitigation, including REDD+

Learning objectives   By the end of the session participants:

· will have discussed their perceptions on why equity is a concern in the forests and climate change context, especially in REDD+ policy and other mitigation initiatives, and the implications of inequity;

· will have listed and discussed issues relating to equity and forest-based climate change interventions from their own context;

· can explain a framework for setting goals and examining the dimensions of equity (contextual, distributional and procedural) and relate them to their contextual issues; and

· can explain the focus of the training on procedural equity and creating space for community voices in the discourse on equity within the REDD+ context.

Materials   Flip-charts, marker pens, meta cards, tape, prepared flip-chart paper or a PowerPoint slide with statements on equity, signs with "agree" and "disagree" written on them, a paper copy or PowerPoint slide of the equity framework (this needs to be big enough to be seen clearly because it will be referred to numerous times throughout the training), coloured paper cut into different-sized circles and copies of the handout
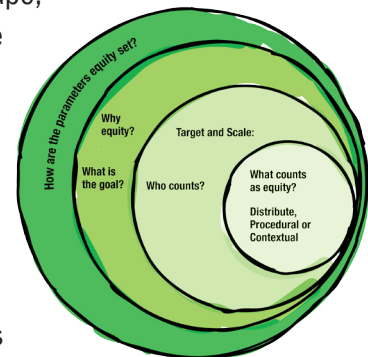
Time   90 minutes (depending on the number of statements used and the time allocated)

Steps

1   Start the session by explaining that this is where the rationale for the focus on equity will be explored.

2   Explain to the participants that to generate discussion and warm up the debate, you will tape a number of statements to the wall.

3   Tell each participant that they should read each statement carefully when it is revealed and then stand under either the "agree" or "disagree" sign, with a clear justification for their position. Explain that you will reveal the statements one at a time.

4   After each statement has been read, ask the groups under each sign to discuss the reasons for their position among themselves. Then ask them to share with the whole group about why they agree or disagree with the particular statement.

5   Carefully and fairly facilitate a discussion, making sure each group has their opinions heard. Facilitate clarification where necessary so that both groups understand the other's position.

6   At the end of each discussion, focus on what the groups agree on, and write those points on a blank flip-chart paper. Do not spend more than 10 minutes on each statement because it is likely that some of the perspectives overlap; you want to keep the process moving along, no matter how argumentative or engaged the participants become.

7   At the end of the exercise and after the participants have returned to their seats, revisit the flip-chart. Explain that although some of the statements are controversial, they represent different opinions within the discourse on equity. You do not need to state if the statements are correct or not.

8   Wrap up the exercise by explaining that there are now at least two distinct schools of thought relating to equity and REDD+ or other forest-based climate change interventions. The first is that as values of ecosystems increase globally in the context of climate change, care must be taken not to do any harm to the equity conditions at the local level. The second is that REDD+ provides an opportunity to raise the profile of equity issues and improve equity (including pre-existing issues) for local people and to distribute the costs, benefits and decision-making more fairly among stakeholders, both at the national and local levels.

9   Explain to the participants that there are many issues that are now referred to as "equity" but that equity needs to be analysed in terms of its different dimensions and contexts. Ask the participants to work with the person next to them. Ask each pair to identify five issues relating to equity and REDD+ that have been important in their own context or project and write them on cards. Make sure they write one issue per card. Ask the pairs to tape their cards onto a flip-chart paper. Give it the heading: "REDD+ equity issues".

10   Ask the whole group to read each other's issues. Ask the following reflection questions as they study the issues:

- *What patterns or themes do you see across the issues identified? (For example, benefit distribution, participatory decisions, rights and access, and capacity.)*

- *What are the differences among the issues (in terms of level, scale and target group)?*

- *Which issues are context specific?*

- *How do we address context-specific issues that previously existed before a REDD+ project was launched?*

11 After the reflection and the participants have returned to their seats, explain that the card exercise was to obtain an impression of what they consider to be the equity issues affecting their context at different levels and scales.

12 Explain that you will introduce a framework that will help them analyse the concept of equity and will help them examine the focus in their own context and how this training relates to it.
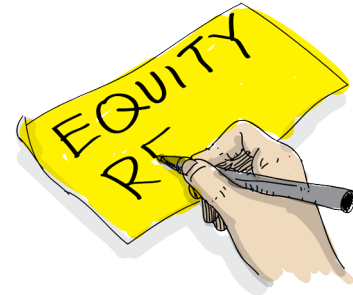
13 Gradually build up a diagram of the equity dimensions framework as you explain it (see the handout but do not distribute it at this point).

14 On another flip-chart and using the different-sized circles that you cut out in advance, build a picture of the framework.

15 Starting with the inner circle (what counts as equity), explain that in the previous exercise the participants identified what counts as equity in terms of the key issues in REDD+ (governance, rights and benefits). Explain and link the types of equity to these issues (contextual, distributional and procedural).

16 Then explain that it is also critical to think about "who counts" in terms of those issues (such as communities, women, market traders, the disabled, the poorest, indigenous peoples and children).

17 After explaining the dimension of "who counts", move to the level of "why equity" and define the goal of improving equity. Explain that in the context of climate change and REDD+, the goal of improving equity has been defined by some as "do no harm" while others see it as improving or aiming to make changes in how all stakeholders participate and benefit.
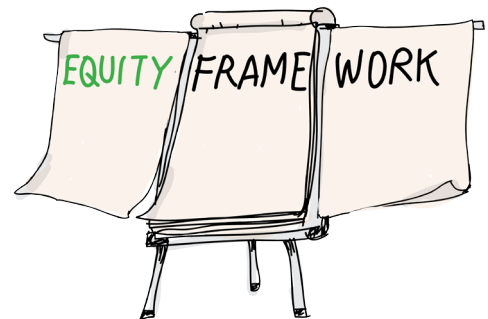
18 Finally, place all the circles on top of the largest circle drawn on the flip-chart. Ask the group who should define the answers to all the questions in the framework and how they should do that. Give an example of a national framework for addressing equity issues in REDD+ or a project to address equity in community forestry. Then ask: Who should decide the parameters of equity? How should they decide those parameters? Explain that this is one aspect that is often overlooked. Ask if any participants have had similar experiences.

19 Explain that this is a framework to illustrate the various dimensions of equity, but it may be different in every situation and that each participant will need to consider their own context or site.

20 Explain the framework and use the issues identified by the participants to support your explanation. Ask the following reflection questions:

- *Can you see how the equity issues you defined from your contexts fit into this framework?*

- *Which dimension of equity do you think we can address as grassroots facilitators? How can we do that?*

- *What is the goal of your institution or project in improving equity? Is it explicit? Have you ever discussed who the actual target is?*

- *How important do you think it is to be explicit about what you are trying to achieve in terms of equity? Why is it important?*

21 After the reflection and after answering any questions about the framework, explain that the training focuses overall on improving equity in REDD+ initiatives. This is done by highlighting issues related to "procedural equity" and by building confidence in designing grassroots processes that provide opportunity for communities to participate. Explain that this approach is based on the assumption that by improving procedural equity at the grassroots level, other dimensions of equity can be profiled and highlighted at different stakeholder and decision-making levels. Explain that the efficiency and equity of benefits from REDD+ will come from the presence of democratic processes that include all the affected groups, such as those living in and around forests.

22 To highlight the learning points of the session, show the 8-minute film by LifeMosaic called REDD: A New Animal in the Forest (www.lifemosaic.net/eng/resources/video/redd-a-new-animal-in-the-forest/) or other similar examples.

23 Wrap up the session by asking the participants to discuss the implications of ignoring equity concerns in REDD+ policy and implementation (such as conflict, deforestation and increased poverty among forest-dependent communities). This can be related to sustainable forest management, depending on the interest of the participants.

Trainer's notes

This session is complex because many participants may have never considered the goals of addressing equity in their context or even the different dimensions of equity. Make sure you keep the framework visually accessible on the training room wall so that you can easily refer to it. This is an opportunity for those with a fixed mindset to be challenged by others and for people to explore their own perceptions.

The framework may be too conceptual for some participants to grasp in the early stages of the training. You need to be ready to bring in direct examples from the participants and relate them to the framework. However, remember that this is only the first session in which the framework is introduced. This is a learning process, so there will be other opportunities later on when the framework will be clearer.

Statements

Write the following statements so that they are visible from a distance on a flip-chart or present the statement on a PowerPoint slide. Reveal them one by one. Note that the bullet points are a guide and should not be shared with the participants. Listen carefully to determine whether participants are speaking about equity or inequity – both terms are often used in the same context.

Inequity has always existed among households in forested landscapes for centuries and REDD+ cannot make it any worse.

The statement frames the contextual inequity existing before REDD+ was launched, but it could be reversed to be seen as an opportunity. Many people think that the situation cannot be any worse than it is now.

- *In some places, people think that interest in carbon may result in user rights being taken away and unfair benefit sharing.*

- *Unfair benefit sharing and conflict over rights between the central government and local people may lead to unsustainable management and increased deforestation.*

- *REDD+ can be used as an opportunity to highlight inequity because it attracts international attention.*

- *Contextual equity has existed for a long time and although there are risks with REDD+, some people believe that it cannot become any worse.*

Participation of local people in developing REDD+ policies is not necessary because they have little knowledge and decision-making power in global climate change issues.

The statement frames the issue of participation and sustainability of REDD+.

- *If local people are not involved in developing these policies, the policies may not be relevant to them. This may result in conflict over resources or the unsustainable use of them.*

- *Local people should be able to input their opinions into policies that affect them, otherwise they will not follow them and the policy will not be implemented.*

If we address equity, we will definitely alleviate poverty among forest-dependent people.

The statement frames discussions around the goal and the question of why equity matters.

- *Poverty cannot be alleviated without addressing equity, but addressing equity alone will not alleviate poverty.*

- *It depends on who counts in terms of equity, because there are many levels and issues of equity that influence different aspects of poverty.*

Increasing the international interest of ecosystem and forest services anywhere is a serious threat to local people's rights, forest access and livelihoods.

The statement frames the perceived reason to focus on equity through safeguards, with "doing no harm" as the primary goal of addressing equity in REDD+, and the need to influence equity at the different levels, from global to local.

- *Decisions made at the international level impact local people.*

- *Interest can determine value; and if the value of the services increases, the power of local people to have control over their local resources may decrease.*

- *International interest and increased value of services may be an opportunity for people to improve their livelihoods through payments and incentives for more sustainable resource management.*

If emissions are reduced and climate change risks are mitigated at the global level, then it does not matter whether equity gaps become bigger at the local level.

The statement frames the local versus global debate and the question of whose equity counts more. It also highlights the question of efficiency in the climate change and REDD+ context.

- *Climate change will affect local people and increase the equity gap anyway; maybe it is better to focus on the goal of reducing emissions rather than being concerned about the mechanism's impacts on equity.*

- *REDD+ will not be an efficient way of reducing emissions if equity issues must be taken into account.*

- *Equity gaps need to be addressed to make any policy or mechanism sustainable or implemented with shared responsibility, including local-level involvement. Local people will have no commitment to any mechanism if their equity issues remain unaddressed or if they are aggravated.*

Why does equity matter in REDD+ and other forest-based climate change interventions?

International debates on climate change and other global environmental issues increasingly centre on equity. The REDD+ discourse is no exception. Although REDD+ was developed in response to the need to efficiently reduce greenhouse gas emissions, some people now see it as an opportunity to promote the interests of historically marginalized indigenous and forest-dependent communities. However, it is unclear if there is a common understanding of the concept of equity because of the inherent complexities of equity issues.

Does increasing ecosystem service values pose a threat?

It is not just REDD+ alone that has raised the alarm on the issue of equity. Commodification of other ecosystem services, such as watershed management, mining, timber extraction and genetic resources, has been highlighted as a threat to local equity, often in relation to rights, access, benefits and livelihoods. There are concerns that local equity can be undermined with an increase in the global value of the ecosystem services, whether they are market driven or paid for through global initiatives. Historical evidence demonstrates that when natural resources increased in value, communities who managed and depended on them for centuries were largely ignored or displaced by state governments or the private sector, leading to serious conflicts over natural resources and unsustainable management of the resource.
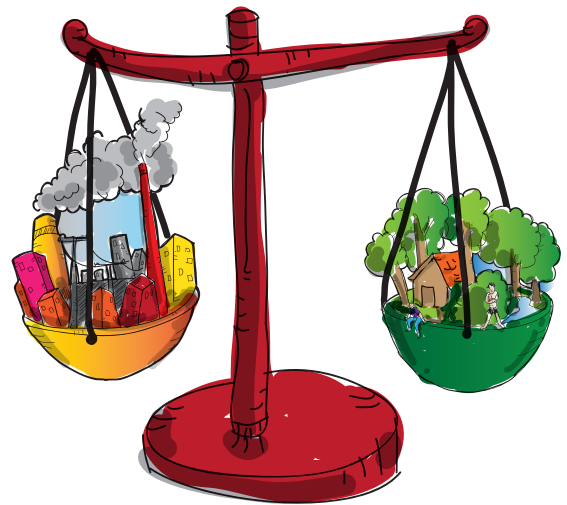
What are the implications of ignoring equity concerns in REDD+ or other programmes?

Before REDD+ became an international agenda, agencies conducting research on sustainable forest management demonstrated a link between the incidence of conflict, the lack of clarity of tenure and unsustainable forest management. It is critical that this is not ignored in the REDD+ debate, especially because REDD+ focuses on decreasing deforestation. Lessons from sustainable forest management practices on integrating social, environmental and economic needs must be considered when implementing REDD+ activities. The efficiency and effectiveness of REDD+ will be affected severely if equity concerns are not treated seriously; conflicts will escalate, livelihoods will be compromised and deforestation will continue in areas where REDD+ is to be promoted.

Promoting or safeguarding equity?

In the case of REDD+, most initiatives and policy-makers have chosen a "do no harm" policy. This is partly due to a requirement to keep REDD+ as a mechanism for reducing emissions and because REDD+ was initially seen as a mechanism to mitigate climate change – not to facilitate social change. However, many organizations and governments supporting REDD+ consider its goals as mutually beneficial to all stakeholders, especially where local communities who are the immediate resource users and/or managers are engaged in the process. In some cases, this has created support to promote equity in REDD+ activities. It also may relate to benefit distribution, enforcement of rights and capacity-building, depending on the context.

Lack of clarity over equity

Although many initiatives are implicitly promoting equity, there has been a lack of clarity on which facets of equity are being addressed. Is it equity in the distribution of costs and benefits? Is it about the distribution among households within communities, between local and national stakeholders or between generations? Is it a concern about fairness in the decision-making processes? Or does it concern the opportunity for the voices of the marginalized actors to be heard?

A typology of equity

Drawing on analysis of social justice, McDermott et al. (2011) outlined a typology of equity, which highlights the following differences (Table 3).

Table 3: Types of equity

Dimension	Focus	Contextual examples of current equity issues in REDD+
Distributive	Benefit, cost-sharing and outcomes	Unclear and unfair benefit-sharing system proposed; opportunity costs of REDD+ at the local level are higher than proposed income; uncertain market fluctuations in carbon price, leading to uncertainty.
Procedural and participation	Process, voice and decision-making	Lack of information; lack of transparency among stakeholders at different levels; no clear grievance mechanism; representation mechanism not effective; lack of or minor participation of specific groups, policy development and consultation processes; top-down decision-making processes.
Contextual	Initial conditions	Conflicts over land allocation and resource utilization; customary rights for management and ownership that is not legally recognized; unclear boundaries over resource use and responsibility; vested interests and power of specific stakeholders who have been historically weak; weak capacity of marginalized groups to express their views under certain disempowering conditions.

Source: McDermott et al. (2011).

A framework for defining equity

Any project or initiative working on REDD+ or introducing an outside intervention into a local setting should be clear on which aspects of equity the initiative will safeguard or improve. This will help set the focus for planning strategies and evaluating impact.

As a facilitator of grassroots engagement processes, you should break down the issues and focus on which dimensions you would like to address. Doing so will be useful when introducing the concept of equity or framing equity issues in your initiative with other grassroots stakeholders as well.

When considering equal opportunities for men, women, boys and girls to participate and benefit, gender equity is also an important element. Contextually though, it has not always been considered.

Figure 4: A Framework for defining equity

How are the parameters equity set?

Why equity?

What is the goal?

Target and Scale:

Who counts?

What counts as equity?

Distribute, Procedural or Contextual
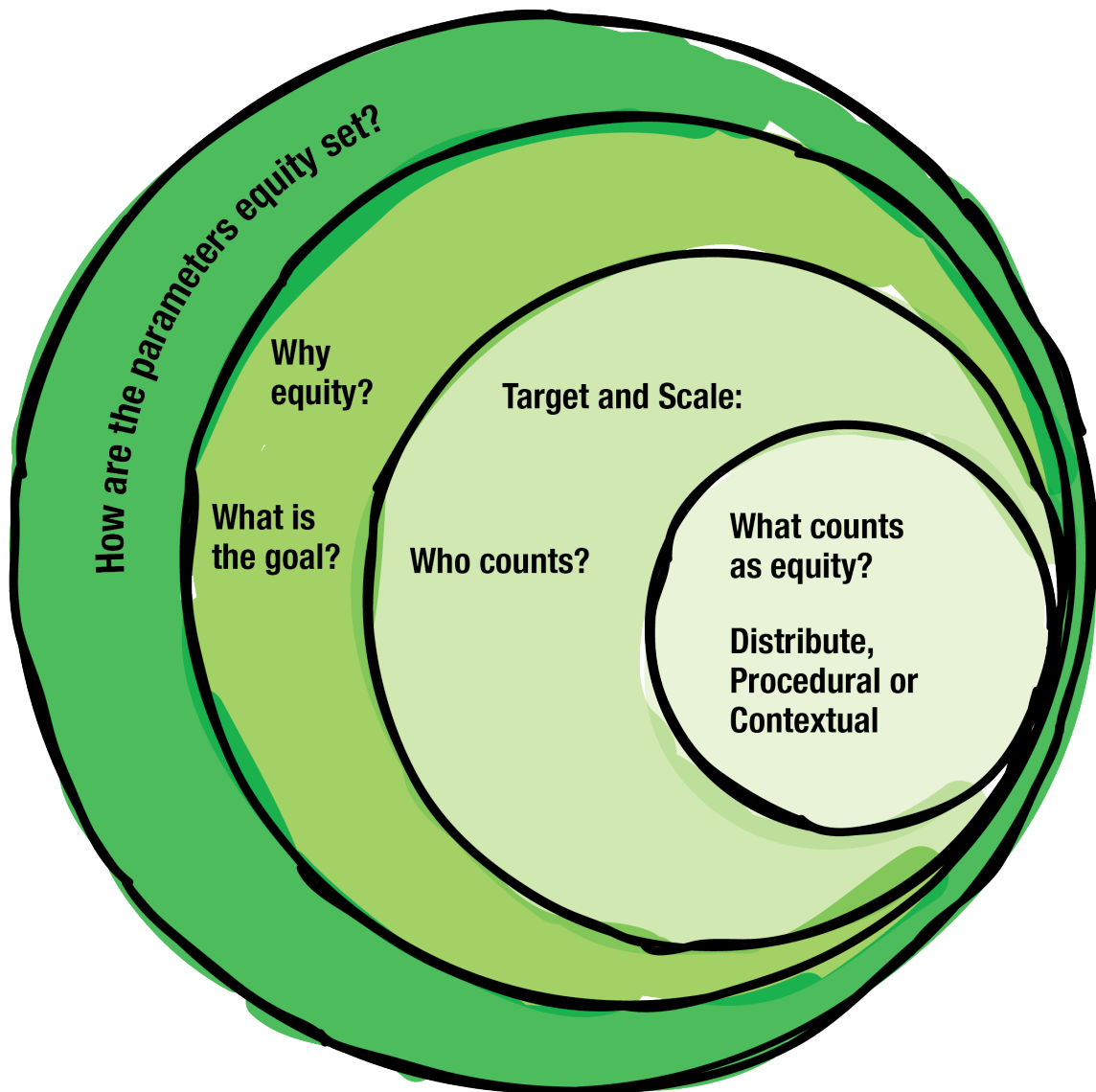
F Linking participation and equity
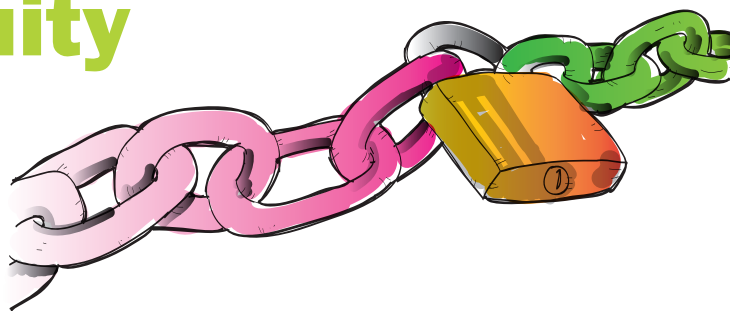
Learning objectives   By the end of the session participants:

· can explain how the four core values of participation apply in the context of procedural equity;

· will have identified the primary barriers to participation in their own REDD+ contexts currently and at the different levels (local, national and international as well as in terms of marginalized or multistakeholder groups and gender-related); and

· can explain the difference between participation and representation.

Materials   Flip-charts, marker pens, Post-it Notes, tape, three copies of the multiple-level diagram (prepared on the flip-charts) and copies of the handout
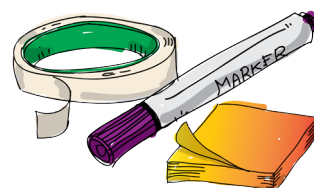
Time   120 minutes

Steps

1   Introduce the session by writing the word "participation" on a flip-chart at the front of the room. Ask the participants to share how participation relates to equity, and link the discussion to the previous session on why equity matters in forest-based climate change mitigation.

2   Explain that in this session you will use the example and context of REDD+ for analysis. Make sure the participants relate the session to the context of procedural equity.

3   Ask the participants why it is important to link participation to equity in the context of REDD+. Write their answers on a flip-chart so that you can revisit them later in the session. Make sure the group explores as many reasons as possible for the need for participation; if necessary, divide the group into pairs to discuss for 2–3 minutes.
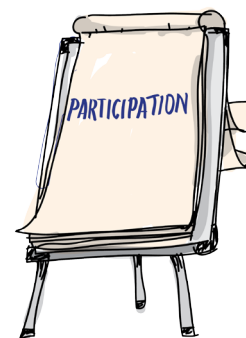
4 Introduce the four core values of participation (full participation, mutual understanding, inclusive solutions or inclusively agreed principles, and shared responsibility). Draw them as the petals of a flower on the flip-chart.

5 Ask the group to explain what each of the values mean and how they are related to each other.

6 If the group cannot explain, then provide a short overview, based on the handout (but do not distribute the handout yet). Make sure you build up the values sequentially, one by one, starting from full participation, followed by mutual understanding, then inclusive solutions or inclusively agreed principles and, finally, shared responsibility.

7 After you have finished, give an example that relates to each value from the context of REDD+ and procedural equity (see the handout, but again, do not distribute the handout).

8 Tape a copy of the different context levels (as mentioned earlier) beside the participatory values sheet. Explain that the next exercise will focus on what needs to happen to promote these participatory values at all levels in the context of REDD+. Walk the group through each level, giving examples at each level.

9 Divide the participants into three groups. Give each group a flip-chart with the circles of the different levels already drawn on them. Ensure that the groups do not miss the inner circle of marginalized groups.

10 Ask them as a group to identify the barriers to inclusive participation at each level. They are to write one barrier per Post-it Note and stick it on the relevant level. They can write more than one barrier per level. Encourage them to think about all the levels and not just the level they are most familiar with.

11 Give the participants 40 minutes for the task, and then bring them back together to look at each other's charts. Ask the groups to rotate and look at each group's outputs in turns (using the carousel method) and look for similarities and differences at each level and across the groups.

12 After they have seen each other's outputs, ask the following reflection questions:

- *What are the similar and different barriers across the groups?*

- *Do the same barriers exist at different levels? Why are they there?*

- *If participation has been a well-recognized paradigm in community forestry and sustainable forest management, why is it still not effective in the REDD+ processes?*

- *What strategies are being used to address the barriers at the different levels?*
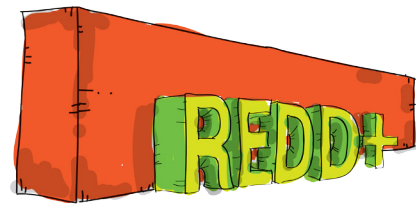
- *Which value is commonly the most challenging to achieve, and how does it relate to the barriers?*

- *If promoting the participation of different groups is important to ensure shared responsibility, why is it still not given more consideration at all levels?*

- *Which groups are most predominantly excluded in your context and why?*

- *Which strategies are used to ensure that those groups participate? How is their participation monitored?*

- *How effective is your role as a grassroots facilitator in addressing the barriers and ensuring participation at the different levels?*

- *How did you incorporate gender equality when considering the barriers? At which levels do you think gender equality is an issue?*

- *Which levels do you think you can influence and why? Or which levels are you currently influencing and why?*

- *How are you influencing the application of the participatory values at the different levels in your REDD+ context?*

13   Ask the group what they think is the difference between participation and representation. Can one affect the other, and how can you ensure that representation and participation are of good quality?

14   Wrap up the session by emphasizing that if we are to influence procedural equity and participation of less powerful stakeholders at the different levels, we need to be aware of the barriers and respond to them with different strategies. Explain that a grassroots facilitator can have many roles in these strategies, both within marginalized groups and at the local stakeholder level. Emphasize that a grassroots facilitator can be a channel to collect the opinions and evidence from the grassroots level and share with other levels (national, regional and international), without misinterpreting the stakeholders' perspectives. This role will be explored in further sessions.

Trainer's notes

This session will help you acquire a feel for the perceptions of the participants towards the challenges of participation and the reality for different groups at different levels. It will also give you an impression of how the group understands the link between participation and equity.

Identifying barriers to participation

Participation warm-up

If the group does not have much experience with the basics of participation, include an "energizer"[8] that can highlight the important core values. One method is to use a scavenger hunt exercise in which you ask for two teams of four people and one group of observers. Explain to the two teams that they have only 5 minutes to bring back the following items to the room as a team (a smell, a used stamp, a policeman's hat, a world map, a dead ant, a cold cup of coffee and a live fish). Reflect with the each group on how they decided what to collect and where, and relate it to the four principles of full participation, mutual understanding, inclusive solutions/inclusively agreed principles and shared responsibility.

This manual does not include a session on stakeholder analysis; but if a group appears to be unfamiliar with such a tool, a segment explaining it could be introduced in combination either with this session or the session on grassroots stakeholders. A good stakeholder analysis should be conducted to highlight the barriers to participation, which would help a grassroots facilitator design a strong engagement process.

Make sure each group has a flip-chart with the different labels printed on it and with enough space to add on Post-it Notes that reflect the barriers they have cited for each level.

Global climate change politics
and engagement at international level

Multi-stakeholder
national level

Multi-stakeholder
local level

Marginalised
local group

Improving equity: Long-term and
short-term engagement processes

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8   Energizers are quick, fun activities to liven up a group.
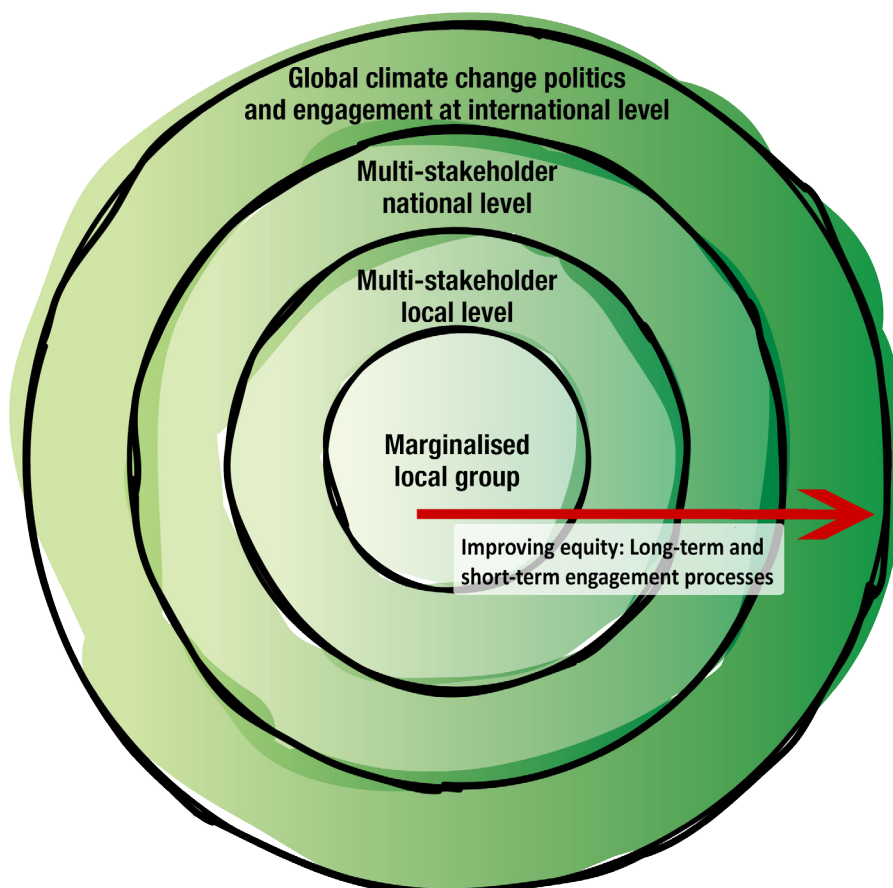
Participation and equity

How is participation and equity related?

If equity is about "fairness of treatment of all stakeholders in the formulation of policies and their implementation, based on agreed principles" (as discussed in the earlier session on equity), then the question is: Who defines the "fair" and the "agreed principles"?
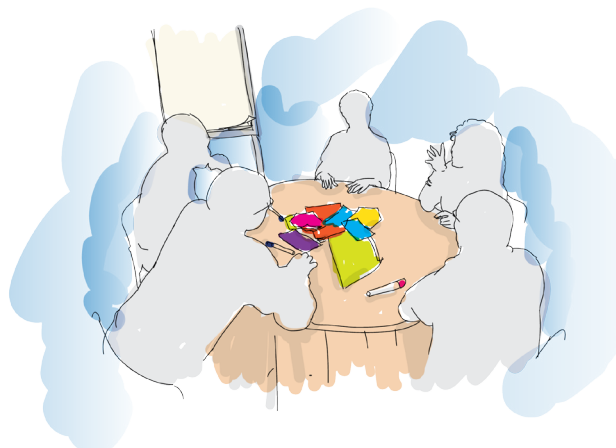
Equity is not the same as participation. But it is not possible to have equitable outcomes if participation is not considered as a necessary element in decision-making processes and procedures. Providing equal opportunities for stakeholders to influence how and which procedures or principles are agreed is more likely to lead to sustainable implementation and shared responsibility. This is applicable in any forest context, but it is more complex in the REDD+ context because it deals with many institutions and levels, from the global to the local. It is unlikely that any agreed principles will be perceived as fair if specific stakeholder groups are left out of the process.

Barriers to participation in REDD+ processes at different levels

Table 4 describes some of the barriers to participation in REDD+ processes at the different levels. The table also addresses the different stakeholders and some of the challenges they face in terms of participating in REDD+ processes.

Table 4: Barriers to participation in REDD+ processes at various levels

Marginalized groups	Multistakeholder groups at the local level	Multistakeholder groups at the national level	Global level
Busy in daily survival and life	Language barrier	Language barrier	Language barrier
Livelihood barriers	Different mandates and interests	Accustomed to a top-down mentality and approaches	Power differentials
Little access to information	Resource consuming (time, money and human resources)	Competing interests, even among government institutions	Poor representation of youth and elders and no gender balance
Lack of empowerment or capacity to express their opinions	Limited experience in effective engagement	Limited political will to coordinate wider participation	Differential capacity to participate, despite commitment of the United Nations Framework Convention on Climate Change to equal participation (such as the number of delegates depends on financial resources)
No clear representation or institutional structures	Limited accountability of processes (applicable at other levels, too)	Time consuming	
Remoteness in terms of access and distance from discourse and formal meeting opportunities	Timely access to technology is limited (limits virtual options for improving information access and participation formats)	No clarity in the responsibilities of decision-makers	
Lack of gender equality		Limited efforts for vertical and horizontal harmonization	
Stigma of specific social groups	Jargon regarding REDD+ is not simplified or explained at the local level		
Hierarchy of power at the local level			
Elite capture of resources and opportunities	Sometimes grassroots stakeholders presumed as understanding concepts and issues		
Lack of understanding of REDD+ jargon			
Language not simplified for easy understanding			
Excluded from the discourse because the information is limited to a few languages (mainly national languages)			

The four core values of participation

Reflect critically on the quality of participation in REDD+ policy-making and implementation at the different levels (local, national, regional and international). The theoretical value of participation seems to be clear to all, but the quality of the application of the different values is questionable, even within the same stakeholder group. The core values of participation are explained in the following diagram (Figure 5). The diagram describes the core values of participation in general and can be used tto discuss the implications to equity when these values are not adhered.

It is also important to differentiate between participation and representation. One of the barriers to participation in large decision-making processes is the quality of representation. Some groups may not be willing or able to participate if their opinion is not represented in the discourse.

Attendance or representation is not equivalent to participation. The quality of the participation is the factor that influences achievement of the other core values. It is not enough to have all relevant groups involved in a process if they are not able to or they do not choose to express or share their ideas (including self-censoring).

Figure 5: Core values of participation

Full participation
Full participation focuses on ensuring that all groups are represented and are free to express their ideas and opinions. In the context of REDD+ this is at all levels and even within communities where some marginalized groups are not yet free or do not have the capacity to make their views heard. It is not enough just to make sure a group is represented but how are their ideas being sourced and distilled into the discourse. How is the representation being monitored and are key views being missed due to negative power relations

Mutual understanding
In order for a group of stakeholders in a REDD+ process at any level to reach an agreement they need to have understood each other's opinions and concerns. This does not mean they have to agree with each other but at the very least explain each other's perspective. Often this does not happen due to lack of full participation and negative power relations in the first place. Space and tools to create mutual understanding are necessary both within a stakeholder group and between stakeholder groups. Most meetings and engagement processes do not facilitate mutual understanding

These core values are only generated when stakeholders are given opportunities and space to participate and engage

Shared responsibility
During participatory processes, stakeholders feel a strong sense of responsibility for creating and developing sustainable agreements. They recognize that they must be willing and able to implement the proposals they develop, so they make every effort to give and receive input before final decisions are made. This contrasts sharply with the conventional assumption that everyone will be held accountable for the consequences of decisions made by a few key people. It is imperative that all stakeholders especially communities and other marginalized groups feel ownership over REDD+ implementation. Conflict over rights and benefits can undermine the success of the mechanism.

Inclusive Agreed Principles
Inclusive Agreed Principles are wise solutions. Their wisdom emerges from integration of everybody's perspectives and needs, These are solutions whose range and vision is expanded to take advantage of the truth held not only by the powerful and influential, but also of the truth held by the marginalized and the weak.

G Applying the equity framework in reality

Learning objectives	By the end of the session participants:
	· will have identified equity issues in a real community forestry REDD+ scenario;
	· will have related the equity issues and target groups to the equity framework introduced earlier in the training; and
	· will have identified entry points and strategies for a grassroots facilitator to influence equity issues in a real situation.
Materials	Flip-charts, marker pens, tape and copies of the case study for each participant
Time	60 minutes

Steps

1 Introduce the session by explaining that this process will help the participants place the equity framework from the previous session (on linking equity and participation) into a real-world context and that a short case study will be used.

2 Divide the participants into groups of three to four people. Distribute copies of the case study to each group member.

3 Explain to the groups that they should take 10 minutes to read the case study. They then will discuss the answers to the questions at the end and write them on a flip-chart. Explain that they will have 30 minutes to write out the answers to the questions on the flip-chart.

4 After each group has answered the questions, bring the participants back together and tape the flip-chart paper with their responses alongside one another so that the answers can be compared easily.

5 Allow each group a chance to lead on answering a question, and allow the participants to compare each other's answers.

6   After the answers to the questions from the case study have been discussed, ask the following reflection questions:

- *Have you faced similar situations as in this case study, within the forest management and/or the REDD+ context?*

- *What do you think are the main challenges for a grassroots facilitator facing this kind of situation?*

- *What do you see as the primary opportunities to address equity in this kind of situation and why?*

- *What are the main reasons for "failing" to address issues of equity in such situations?*

7   Wrap up the session by revisiting the equity framework and emphasizing that all three dimensions of equity can be addressed through different strategies. However, point out that procedural equity can offer a significant entry point for a grassroots facilitator by ensuring the participation and engagement of those who have not had opportunities to influence the discourse.

Trainer's notes

The following case study is to help the participants, through a shared learning process, relate an actual situation with the equity framework used in this manual. There is no need to spend a long time analysing the case per se. If you have been involved in a community forestry or REDD+ project, you may want to use that as an example instead.

Whose equity counts in Angai?
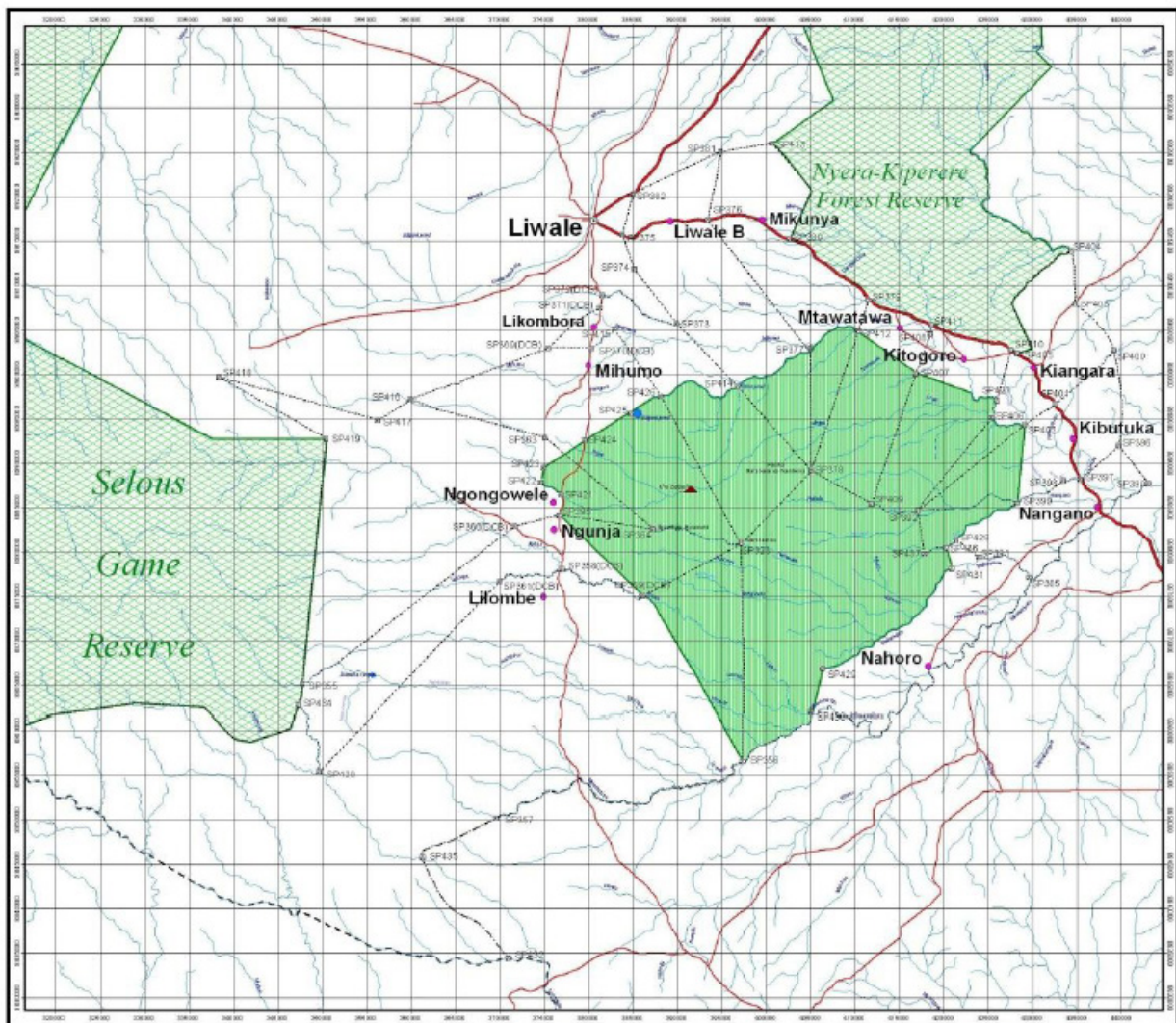
More than 17 years ago in Liwale District in southern Tanzania, some 160,000 hectares of Miombo woodland was proposed as a local authority reserve. This was mainly due to its critical position as a wildlife and biodiversity corridor that connected to the Selous Game Reserve. The forest was in very good condition, with several valuable hardwood species. It also performed a critical watershed management function for the district, with a major river running through it. The area also was located within the domain of 13 villages.

When the forest was proposed as a local authority reserve, a group of village leaders mobilized outside support to stop the status of their forest from changing. A Finnish development project provided information and technical assistance to enable them to make an alternative proposition in which the area would be declared a village land forest reserve instead. It was a solution supported by the National Forest Policy. This was considered one of the major achievements of the project because the demarcation and registration of the 13 village lands was the first step in allowing the declaration of the forest as a village forest due to the recognition of "village land". Nonetheless, some issues were raised about the way the lands were demarcated. Some villagers reported that the people from the Land Department demarcated the area over

a weekend; although traditional village boundaries were followed, in some cases they were not correct. As part of that process, a boundary for the village forest was demarcated within the villages, and the villagers informally declared this as the Angai Village Land Forest Reserve. It remains unclear how the boundary for that forest was defined because even now it does not follow the boundary of the existing forest; there is still a substantial forest area that remains outside the boundary of the forest but it is still on village land.

Unfortunately, just the demarcation and registration of village lands in Tanzania are not enough to give villagers the legal utilization rights to a forest area. The forest area can be officially declared a village land forest reserve that the villagers can use and from which they can sell timber and products only if there is a management plan and by-laws that are both approved by the district assembly. Because the villagers do not yet have a management plan, the district forest officer retains legal jurisdiction over the trees and thus the legal authority to issue felling permits in the Angai area.

The villagers have been protecting the area for more than 17 years and are now frustrated by the lack of utilization rights, despite support and interest from a number of outsiders and projects. Interviews with villagers strongly suggest that there is discontent with the lack of benefits and disappointment with external agencies because of unfulfilled promises of providing support for management planning. Some reports suggest evidence of illegal logging within the Angai area in a few villages.

In the initial stages of the project support to establish the Angai Village Land Forest Reserve, an inter-village union, called MUHIMA, was set up. The union asked for representatives from each village forest committee to make decisions about forest management and benefit sharing. It was decided, with encouragement from the project proposers, that all benefits would be shared equally and that the forest would be better managed as one unit and not as separate village blocks. Interviews with those outside the committee indicate that there is little agreement on this at the local level simply because the forest is not in the condition it used to be, and some villages have allowed more illegal harvesting than others. Some forest users now refer to this area as the MUHIMA forest. In theory, each village forest committee is supposed to seek input and clarity on decisions through regular village assemblies. However, there are no recent records of such assemblies.

Four years ago and due to local political processes and regulations, the 13 villages responsible for the Angai area subdivided and became 24 villages, each with their own village governments. Although some subdivided villages were willing to work together in managing the Angai, others were not. Some villages have lost direct access to the Angai, while some still have access to open areas of the forest. With the subdivision of villages, all village land certificates attained previously by the 13 villages are now null and void. In discussions about the future management of the Angai and the distribution of benefits, there was little or no agreement. To make things more complicated, there are now reports that there is evidence of gold to be mined below the Angai forest. Thus, each of the 24 village governments is keen to have their own division of Angai.

Meanwhile, with the REDD+ agenda emerging as a relatively large area of community forest, the Angai area has received much interest from groups wanting to establish a REDD+ demonstration project. Many of them have been sent by the central government for an initial assessment. But many of the interested groups are not aware that the Angai is still only informally declared as a village land forest reserve and has no legal utilization rights, at least this is the case for timber.

Researchers supported by various agencies have started to correlate permanent sample plot carbon measurements with the light detection and ranging (LIDAR) data, taken with special equipment because this stretch of forest, called the Miombo, is of particular interest due to its large area of continuous cover. The villagers have not been engaged in this process.

Some agencies have taken the time to explain what REDD+ is to some of the villagers who are members of the village forest committees; however, there is no link between these initiatives and those of the researchers. Those villagers who have interacted with such agencies are now expecting a large income from the carbon revenue. They have made it clear that on no level will they share with those villagers who have not protected their forest well, even if that forest has a larger area.

Table 1: Village summary data

Table 1: Village Summary Data

Village	Ward	Division	Distance from Liwale (km)	Total Village Land (ha)	Village Forest (ha)	Split Village	New Villages	Num VNRCs	Pop^n
Nahoro	Nangano	Kibutuka	112	58,393	40,939	Yes	Mtungunyu, Nahoro	1	
Nangano	Nangano	Kibutuka	72	15,297	2,601	No		1	
Kibutuka	Kibutuka	Kibutuka	64	15,514	5,402	No		1	2,214
Kiangara	Kiangara	Kibutuka	56	16,968	2,296	Yes	Litou, Kiangara	2	2,276
Kitogoro	Kiangara	Kibutuka	48	12,949	7,425	No		1	1,142
Mtawatawa	Kiangara	Kibutuka	40	18,151	11,761	No		1	1,168
Mikunya	Liwale B	Liwale	20	18,939	1,628	Yes	Mikunya, Tungane, Legezamwendo	3	
Liwale B	Liwale B	Liwale	3	29,298	7,135	Yes	Liwale B, Mahonga, Nanjegeja	3	
Likombora	Mihumo	Liwale	13	31,759	19,855	Yes	Likombora, Turuki	2	2,038
Mihumo	Mihumo	Liwale	16	29,555	11,792	Yes	Darajani, Mihumo	1	2,767
Ngongowele	Ngongowele	Liwale	40	116,959	8,285	Yes	Mikuyu*, Ngongowele	1	3,670
Ngunja	Ngongowele	Liwale	48	19,200	6,626	No		1	1,151
Lilombe	Ngongowele	Liwale	64	81,493	13,675	Yes	Lilombe*, Chigugu, Luwele	1	3,656

*This new village does not have direct access to the AVFR.

Source: Lindi and Mtwara Agribusiness Support Project, Tanzania.

Case study questions

Answer the following questions after reading the case study. Write the ideas for each question on a flip-chart.

- What do you think are the primary equity issues emerging in this case study and who are most affected by them?

- How do they link to the different dimensions of equity presented earlier in the equity framework?

- If you were a grassroots facilitator working in these conditions, what would your entry point be?

- What strategies would you use to improve the equity situation?

Practical examples of strategies to improve equity across different dimensions

DIMENSION	EXAMPLES	
	Community forestry and community-based natural resource management	REDD+ and forest-based climate change mitigation
DISTRIBUTIONAL Distribution or allocation of resources or benefits as a result of policy or resource management decision	**Annual forestry fee mechanism – Cameroon**	**Community forestry groups – Cambodia**
	A mechanism was set up in 2000 through which commercial timber concession operators are required to pay an annual "fee" to be used to support local economic development across Cameroon. The collected fees are divided among the central government, a centralized local council support fund (FEICOM) and local councils and communities adjacent to a concession.	In Cambodia's REDD+ project, community forestry groups are presented with monetary, land tenure and capacity-building incentives to protect and manage their local forests. It is a joint venture between the Royal Government of Cambodia and the Forestry Administration, Pact Cambodia and Terra Global Capital.
	The estimated range of beneficiaries is 3.2 million people, represented by 56 local councils (Topa et al., 2009). Since 2000, about $12 million has been transferred annually (about $5.5 per hectare per year).	The project in Oddar Meanchey Province involves 13 community forestry groups that protect more than 60,000 hectares of forest-land, which is expected to sequester 8.7 million metric tonnes of CO_2 over 30 years. A community carbon agreement provides for a minimum 50 percent share of the carbon revenues.
	The finance law of 1998 mandated that 50 percent of the annually collected forestry fee should go to the State, 40 percent to local councils and 10 percent to local communities. This division was designed so that the fee might support the economic development of Cameroon at multiple levels.	The community forestry groups now have legal tenure rights over local forests for a (renewable) 15-year period.
	The division of the fee was revised in June 2010 by a national decree. The change responded to the demand for a greater number of local councils (in forested and non-forested areas) to benefit from the collected fees.	Government management plans for the allocation and disbursal of funds to community development activities should be developed in conjunction with the community forestry groups and formalized in an agreement among the project participants.
	The relative simplicity of the calculation of the forestry fee and the benefit-transfer mechanism has helped gain broad public understanding of the mechanism. The fee is based on the area of the forestry concession and the value of the winning bid.	Studies (Poffenberger et al., 2009) suggest that there is a high level of community participation in the Community Forestry Management Committee (CFMC) meetings that help ensure transparency in the decision-making processes. The existence of these community groups has also facilitated interaction among project participants. The CFMCs have been particularly useful in clarifying project boundaries and resolving any conflicts.
	The forestry fee has created a role for community participation in benefit-sharing decisions through the requirement of a community management committee that prioritizes local development projects with the 10 percent of the fees allocated to the local level.	
	Policy reform on the use of revenue from logging, which links to the forestry fee, provides an opportunity for improved forest governance with greater public participation and rights.	

CASE STUDY

DIMENSION	EXAMPLES	
	Community forestry and community-based natural resource management	REDD+ and forest-based climate change mitigation
DISTRIBUTIONAL Repartition or sharing of costs as a result of policy or resource management decisions	**Programme for Hydrological Environmental Services – Mexico** Established in 2003 by Mexico's National Forest Commission (CONAFOR), the National Programme for Hydrological Environmental Services (PSAH) is designed to increase the benefits directed to poor, small-scale landholders and indigenous groups and to protect the aquifer recharge function of the country's natural forest cover. These groups were viewed by CONAFOR to be disadvantaged by conventional sustainable forest management subsidies and forestry regulation. Thus, the PSAH seeks to address the imbalance. The implementation of PSAH is supported by a political process at the national and local government levels to formalize traditional land rights. The PSAH provides a yearly payment to forest landowners of approximately $40 per hectare on the condition that they preserve the forest cover on their land. These landowners include: • forest-dependent communities and agricultural communities living near forested areas; • private landholders (owning between 50 and 4,000 hectares of at least 80 percent forested land); and • agro-forestry community groups. The majority of the scheme's beneficiaries live in areas of low agricultural productivity. The scheme has had a high positive social effect because the majority of the forested area is owned by indigenous groups and rural cooperatives. The PSAH also uses an explicit targeting mechanism to increase the social and environmental benefits from its funding. An important factor that has contributed to the scheme's success is that the benefit-sharing mechanism is supported by a process to formalize traditional land rights.	**Bolsa Floresta Programme – Brazil** Established in 2007, the Bolsa Floresta (Forest Allowance) Programme is a pioneering payment scheme for ecosystem services that rewards traditional communities for their commitment to stop deforestation by distributing payments for ecosystem services to families, communities and family associations. To be eligible to receive the grants, families must attend a two-day training programme on environmental awareness and make a zero-deforestation commitment. In addition, they must enrol their children in school. By the end of the workshop, the participants sign a voluntary commitment to zero deforestation (for primary forests). They then receive a monthly payment of 50 reals ($30). Community associations can also receive payments of up to 4,000 reals ($2,500) to support legal income-generating activities that do not produce smoke, such as beekeeping for honey production, fish farming or forest management. The institutionalization of the programme was established by Law No. 3.135 (State Policy on Climate Change) and the complementary Law No. 53 (State System for Protected Areas). The project is led by the Amazonas Sustainable Foundation (responsible for the implementation, management and monitoring of the four components of the programme), the Secretariat of the Environment and Sustainable Development for the state of Amazonas (responsible for monitoring the programme's results) and the co-manager institutions of the state protected areas (which provide support for the implementation of the programme's four components). Stakeholders have been involved in all phases of the programme. In the initial phase, two workshops were organized; the first was to present the programme, its goals and procedures to communities while the other one helped people to voluntarily join the programme. Some of the decisions regarding the investments of resources are made based on consultations with the communities. The co-benefits are from the programme's four components: • **Bolsa Floresta Income**, which foresees a payment of 140,000 reals per year per protected area. It is designated to provide incentives to sustainable production (such as fishing, vegetable oil and Brazil nuts). The objective is to promote production arrangements and product certification of projects to increase the value received by the producer. • **Bolsa Floresta Social**, which is an annual payment of 140,000 reals per protected area and is directed to education, health, communication and transport matters. These activities are developed in partnership with governmental organisations and other institutions. • **Bolsa Floresta Association**, which strengthens and empowers the association itself and the social control of the programme. It is equivalent to 10 percent of all the Familiar payments on the reserve. • Bolsa Floresta Family, which aims to involve families in deforestation reduction and also promote a better understanding of their socio-economic and environmental reality and thus improve the efficiency of resources and the evaluation of investment results. It corresponds to a monthly payment of 50 real, paid to the women of the families who sign the voluntary commitment.

DIMENSION	EXAMPLES	
	Community forestry and community-based natural resource management	REDD+ and forest-based climate change mitigation
PROCEDURAL	**Community Livelihood Clubs – Viet Nam**	**Nile Basin Reforestation Project – Uganda**
Social groups within a community (including women and often-marginalized groups)	These community-based organizations were piloted in six districts in Phu Tho Province as part of a Sustainable Rural Development-led project to improve poor farmers' livelihoods and increase their participation in decision-making processes. Communities identify their own project priorities and form common interest groups for different activities. They then develop internal regulations for activity implementation through the community livelihood clubs. The clubs have developed and implemented livelihood improvement plans, including demonstration plots and training for livelihood activities. Club management board members were also trained in community organization, financial planning and marketing, among other activities. The clubs have improved forest management, benefit sharing and equity. Two thirds of club leaders are women. Most poor members have increased their income from agricultural activities due to the project. These positive outcomes have resulted in the local governing authority, the Commune People's Committee, inviting club leaders to participate in its meetings. Organizing people in small groups working on a common activity has proven effective in ensuring that benefits reach individuals quickly. Villagers are then increasingly motivated to remain engaged and work within the agreed regulations.	The Nile Basin Reforestation Project was set up to provide a new financing mechanism to overcome the current barriers to establishing timber plantations in Uganda and to allow communities to benefit from the Clean Development Mechanism. All five projects allow the involvement of (private and) community-based tree-planting initiatives, with different investor shares (about 90 percent from the National Forestry Authority (NFA) and 10 percent from communities, although this varies by project). Community groups receive payments for each metric tonne of CO_2 sequestered, at a price stipulated in the Emission Reductions Purchase Agreement between the buyer and the NFA (about 15 percent of the total carbon income). Through internal community association agreements, community group members can buy shares in cash or in kind, which allows them to receive a portion of future carbon revenues. These are divided on a shareholding basis and other criteria. This is a useful example of how carbon finance can be shared among governments and communities as well as within communities. National rules surrounding collaborative forest management as well as specific carbon finance agreements and an internal community group constitution govern how such finance is distributed among the different actors.

DIMENSION	EXAMPLES	
	Community forestry and community-based natural resource management	REDD+ and forest-based climate change mitigation
PROCEDURAL	**Amazon Fund – Brazil**	**Socio Bosque – Ecuador**
Multiple stakeholders at different levels (national, subnational and local)	Brazil's Government provides indigenous community groups, farmers, NGOs and state and municipal programmes with grants to implement activities that support low carbon development of the Amazon.	The Socio Bosque was started in 2008 by the Ecuador's Government as an incentive-based conservation programme. It is a central component of the country's proposal for REDD+.
	The Fund provides grants to support the following activities:	The Government provides payments twice a year on a 20-year contract to private landholders and communities for the conservation of the country's forests. Payments are conditional on the verification of the conservation activities, which are carried out through satellite monitoring and annual field visits by local ministry officials.
	• environmental control, monitoring and inspection;	
	• sustainable forest management;	
	• economic activities created with the sustainable use of forests;	The principal beneficiaries are forest-dependent communities and private forest landowners. The programme is demand based, with voluntary participation by communities.
	• ecological and economic zoning, territorial; arrangement and agricultural regulation;	
	• preservation and sustainable use of biodiversity; and	As a precondition to joining the programme, indigenous and local communities have to develop a "social investment plan" in which the beneficiaries specify how they will spend the money they will receive yearly from the Socio Bosque.
	• restoration of deforested areas.	
	A total of $7.1 million had been disbursed to fund beneficiaries as of February 2011.	This social investment plan was developed in a participatory way by all members of the community. The beneficiaries freely decide how to use their economic incentive.
	The type of benefits delivered include grants and the payments made to local community groups through Payment for Environmental Services (PES) schemes, secure land tenure, institutional capacity-building and trainings, sustainable forest management-related livelihood programmes, infrastructure and equipment.	
	Project beneficiaries engage with local communities in capacity-building activities.	
	• The Nature Conservancy is assisting rural producers with environmental registration of their products.	
	• The Ouro Verde Institute is working with family farmers to develop agro-forestry systems.	
	• The civil society organization IMAZON is working with local municipalities to improve institutional capacities in land registration.	
	Indigenous communities are entitled to income from payments for environmental services and can enter into PES contracts with the State.	

The roles and skills of a grassroots facilitator for improving grassroots equity

A Strengthening grassroots facilitators' skills improves grassroots equity

Learning objectives By the end of the session participants:

· will have identified the knowledge, skills and attitudes that they think a grassroots facilitator needs for creative engagement that will help improve equity in their own contexts; and

· can explain the value of being conscious of the skills that are critical for a grassroots facilitator and how the different skills relate to each other.
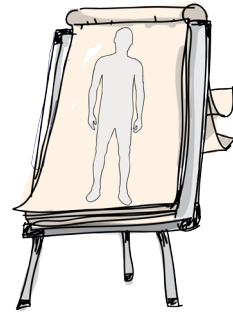
Materials Flip-chart paper cut into the shape of a facilitator (one for each group), Post-it Notes, tape, the Creative Engagement Skills House framework on a paper and its cards
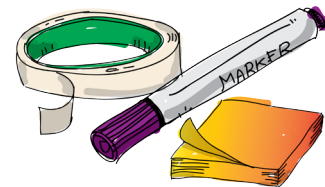
Time 90 minutes

Steps

1 Introduce the session by recapping the issues of grassroots engagement from the previous session. Revisit the asset-based thinking exercise from the start of the course, the barriers to participation and the roles of a grassroots facilitator. Explain that now that the participants understand how engagement based on promoting the values of participation can influence equity, this session will focus on analysing the knowledge, skills and attitudes required at the individual level, from influencing to improving those conditions.

2 Divide the participants into groups of five to six persons. Give each group a blank "facilitator shape".

3 Ask each participant to first brainstorm on 15 types of knowledge, skills, values and attitudes that a grassroots facilitator should have competency in and write each one on a Post-it Note. Emphasize that this step gives everyone a chance to express their ideas and that it does not matter if some are repeated. You can tell the group to think about a grassroots facilitator or role model they admire or to think
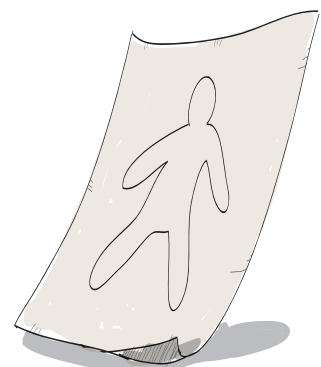
about their own strengths; they should try to encompass the competency with different knowledge, skills and attitudes that they think are critical. However, ask the participants not to spend time trying to differentiate between knowledge, skills and attitude.

4   After the participants have generated their ideas, have each person read them out loud. Ask the groups to clarify which ideas they agree on and then post those agreed ideas onto the facilitator shape. Tell them to stick any Post-it Note relating to knowledge near the head, skills near the hands and feet and attitudes and values near the heart. They can also use different-coloured Post-it Notes to distinguish among knowledge, skills and attitudes.

5   After each group has finished, ask them to tape their facilitator shape to the wall close together so that the group can compare them across the hearts, hands, feet and heads and across the knowledge, skills and attitudes. Compare between the groups to identify where the emphasis is and why.

6   Ask the group the following reflection questions:

- *How did you feel about this exercise?*

- *Which attribute types did you find easiest to generate and why?*

- *Where is the emphasis – knowledge, skills or attitudes?*

- *Which do you think we need to be strongest in (the knowledge, the skills or the attitudes and values and why? Which set of skills do we often forget and why?*

- *How do the identified skills fit with the roles identified in previous sessions?*

- *How do these skills help you to design effective engagement processes?*

- *Which skills and attitudes do you think makes a difference between an effective grassroots facilitator and a non-effective one?*
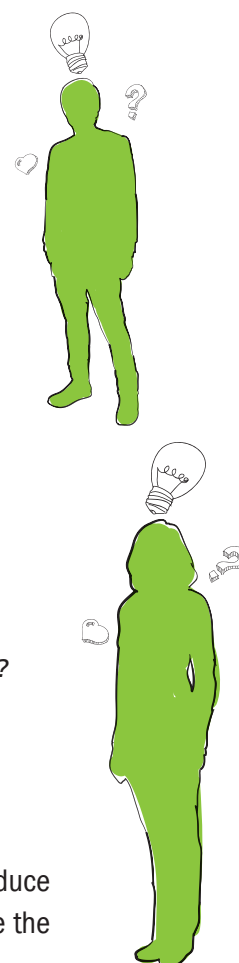
7   After the reflection, make a short presentation on the skills grouping and introduce the Creative Engagement Skills House (Figure 6). Build up the floors and use the cards as the building blocks to represent various skills.

8   Build up the Create Engagement Skills House gradually, from the foundation to the roof, step by step, while clarifying each skill with examples. Make sure that the participants understand that the "skill floors" build on one another. Without the first floor of basic communication skills, it is difficult to develop the second floor of skills and so on. Emphasize that any knowledge needed on the part of a grassroots facilitator should relate to the process, tools or social dynamics because a grassroots facilitator is content neutral most of the time. Explore with the participants the floor that is often missing and what are the implications.

9   Wrap up the session by explaining that it is important to be very self-aware as a grassroots facilitator and to be conscious of your own behaviour and how you use your skills. By analysing the skills, we can reflect on those we use the most, which ones we use the least and which ones we need feedback on to improve. Link this to the first session on asset-based thinking in which the participants focused on their strengths and on using them to help others to recognize their strengths.

Trainer's notes

Participants are not used to "disassembling" concepts, so they will likely group the skills under terms like "communication" or "interpersonal". In this case try to help relate their terms to the various skills depicted in the Creative Engagement Skills House.

Depending on the experience of the participants, you should challenge the knowledge list. Often, this is where the issue of neutrality emerges. Many participants are likely to believe that it helps to be very knowledgeable in order to give a solution rather than have the skills to help others find their solution. This needs to be challenged by the trainer.

Participants will usually list many personal qualities as opposed to actual attitudes, such as "funny". Challenge them and ask if every grassroots facilitator should be, for example, funny. Explain the difference between individual personality and attitudes, and focus on basic attitudes and the use of the skills.

77

LEARNING BLOCK **2**

HANDOUT

The creative engagement skills house

Figure 6: Creative engagement skills house

KNOWLEDGE :
Facilitation Tools, Human Behavior, Science of Human Brain and Creativity

CREATIVE INFORMATION PACKAGING SKILLS

Simple explanation skills

Visualisation skills

Storytelling skills

Participatory harvesting skills

PROCESS DESIGN SKILLS

Organising and agenda setting skills

Creative design skills

Participatory process planning skills

PARTICIPATORY GROUP MANAGEMENT AND PLANNING SKILLS

Asset Based Thinking and visioning skills

Promoting dialogue skills

Reframing and challenging skills

Managing group dynamic

BASIC COMMUNICATION SKILLS

Verbal skills questioning, probing, paraphrasing, summarizing

Non-verbal skills listening, observing, managing space, and energy

ATTITUDES AND VALUES (Foundation)

Empathy with group members

Real interest and commitment in cause and issues

Unconditional positive regard for stakeholders/ group members

Belief in participatory values and process

B The role of a grassroots facilitator for improving grassroots equity

Learning objectives   By the end of the session participants:

· will have determined the roles of a grassroots facilitator, after considering the barriers to participation in REDD+ initiatives and other equity issues;

· will have reflected on the roles of a grassroots facilitator that they have focused on the most in their own work; and

· will have reflected on the roles of a grassroots facilitator that have the most potential to improve equity.

Materials   Marker pens, Post-it Notes, several large cut-outs of coloured but blank paper hats in different shapes (sufficient for the number of participants) and copies of the handout
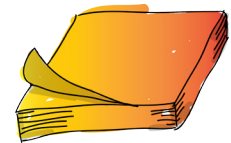
Time   60 minutes

Steps

1   Introduce the session by explaining that the participants will analyse the roles of a grassroots facilitator for improving equity in community forestry and REDD+.

2   Make sure the participants understand the term "role" by differentiating skills from personal qualities. Explain that roles can be compared with the different "hats" that a grassroots facilitator could wear to address the barriers of participation and improving equity. Give one example of a role that was mentioned in previous sessions. Do not give too many examples – let the group work them out.

3   Divide the participants into groups of four to five persons. Give each group a large blank sheet of paper cut into the shape of a hat. The shape should be large enough that they can stick the roles on it and it can be seen clearly from a distance.

4   Ask the participants to first brainstorm individually on what they think the different roles of a grassroots facilitator are for improving equity and then write them down on the Post-it Notes. Make sure that they write one idea per note.

5 Emphasize that they can use the outputs from previous sessions to critically think about what the roles should be to change the current situation and respond to the equity issues.

6 After each individual has provided some ideas, ask each group to discuss them, making sure they fully understand the ideas of each other and that they stick all the notes on their hat. Explain that if ideas are repeated, they can reframe them as one role on one Post-it Note. Give them 20 minutes for this step.

7 After 20 minutes, ask the groups to display their hats next to each other with all the Post-it Notes attached.

8 Give the groups 5 minutes to observe and read each other's roles.

9 After they have seen each of the other groups' outputs, bring the participants back together and ask the following reflection questions:

- *Do all the groups have the same or different roles for a grassroots facilitator for improving equity?*

- *Are there any roles that you disagree with that the groups have identified and why?*

- *Which of these roles do you think is most important for a grassroots facilitator with regard to improving equity and why?*

- *Which of these roles do you focus on the most and why?*

- *Which of these roles is most neglected by grassroots facilitators and why?*

10 After the participants have finished reflecting, highlight any roles that were not covered by the groups that are in the handout. This can be done by adding them to the group of hats on a different-coloured Post-it Note.

11 Wrap up the session by explaining that a grassroots facilitator needs to wear different hats at different times for different reasons but that the roles are not mutually exclusive. As a grassroots facilitator, you can be conscious of your role in a current context by considering the barriers and equity issues at hand.
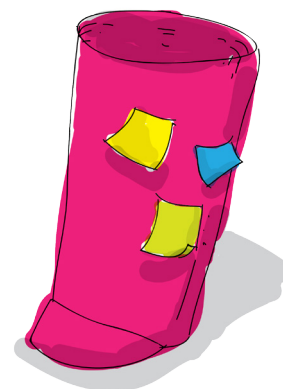
Trainer's notes

Some participants will be confused between skills and roles. Usually the groups will describe roles in different ways. You do not need to worry about this because you can make it clear for them when you add on the roles, based on what is discussed in the handout.

Depending on the previous sessions, the participants may have lost focus and be considering all the roles of a grassroots facilitator. Try to connect them to the sessions on equity and the specific barriers to participation in the REDD+ and climate change discourse. In other words, make sure they are discussing the roles of a facilitator for improving grassroots equity.

What are the roles of a facilitator for improving grassroots equity

A grassroots facilitator can assume different roles, or "wear different hats", when confronting equity issues and the various barriers to participation at the different levels. One of the most important guiding values for a grassroots facilitator is to be content neutral. This means the facilitator does not make any decision or take a position on behalf of a group of stakeholders but leaves it to them. A grassroots facilitator can only guide the group of stakeholders he or she is working with to make a certain decision or take a certain position.

Some of the hats a grassroots facilitator can wear for improving equity:

Community organizer – able to assist community preparedness, including facilitating the agenda setting of under-represented groups.

Process designer and guide – able to design short-term and long-term vibrant and effective engagement processes that set objectives and lead to consensus and agreement among stakeholders.

Confidence builder – able to assist less powerful stakeholders to have confidence in expressing their opinions on issues they think are important.

Information provider or explainer – being up-to-date with the most recent developments, standards and information on REDD+ and able to explain simply without influencing.

Connector or networker – able to sense patterns and connections between groups and issues and confident to reach out for help when needed.

Honest broker – able to link communities and product supplies to fair and transparent markets.

Space creator for distilling opinions and telling stories – able to source tools and find opportunities to bring less heard opinions into public decision-making processes.
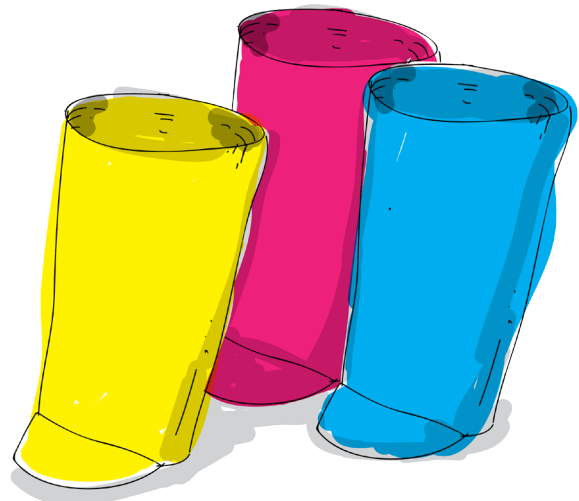
Documenter – able to innovatively document perspectives without changing the original meaning and to share them with others.

Gender equality leader – able to demonstrate leadership in challenging gender-based power differentials and norms and enabling men and women to have equal participation in decision-making processes.

Multi-stakeholder dialogue promoter – able to create opportunities and use techniques to encourage dialogue and reach mutual understanding between perspectives.

Challenger – able to actively ensure and promote local indigenous peoples' and forest-dependent communities' involvement in REDD+ decision-making processes where this is not happening.
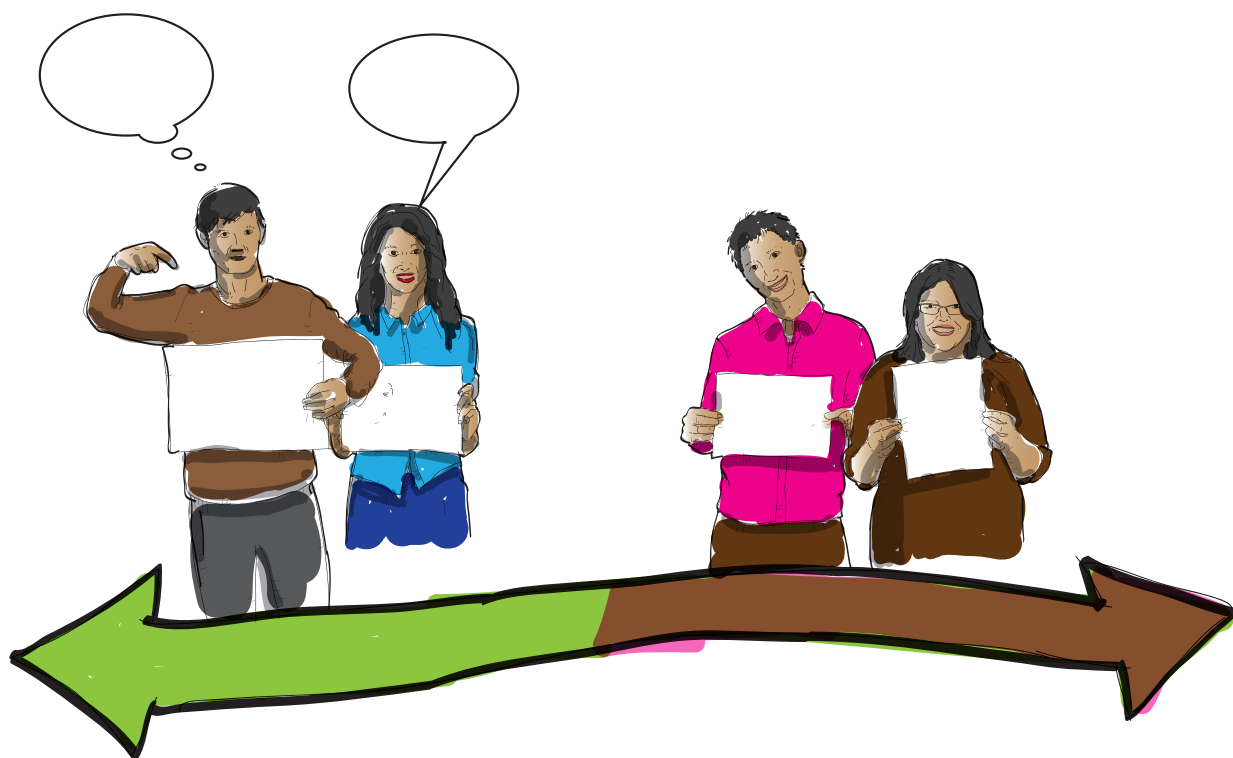
C Practising questioning skills

Learning objectives   By the end of the session participants:

- can explain why questions are used by a grassroots facilitator who is addressing equity through an engagement process;

- will have constructed a range of "powerful" questions;

- can explain how appreciative questioning can build energy in a group or dialogue to ensure better engagement; and

- will have practised the questioning model with helper questions to explore options for addressing equity issues in their own contexts.

Materials   Flip-chart with a copy of the questioning model, marker pens, meta cards, tape and copies of the handout

Time   75 minutes

Steps

1   Introduce the session by explaining that you will zoom in on two of the skills highlighted on the basic communication skills floor of the Creative Engagement Skills House. Refer the participants back to the engagement box (see learning block 3) and the Creative Engagement Skills House from the previous session.

2   Reveal the four questions written on the flip-chart: Is equity important? What is the definition of equity? What assumptions remain unexplored about equity? What would it mean for us if all forest management and REDD+ initiatives were equitable?

3   Ask the participants if they had to score the questions on a scale of 1–10 for the level of power of these questions, which one would they score the highest and why.

4   After collecting the scores, discuss with the group on what makes a question powerful (such as questions that provoke thoughts, evoke emotions, create curiosity or explore underlying assumptions).

5   Explain to the participants that to warm up, you will do an exercise called Your Top-Ten Powerful Questions.
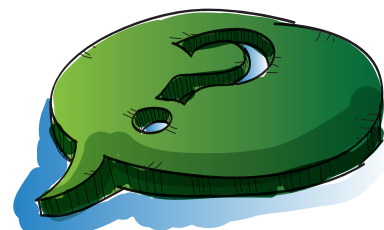
6   Explain that it is necessary for grassroots facilitators to think about how they frame questions so that the people they are working with really want to think about what they've been asked and how to answer. In other words, how can we as grassroots facilitators design and construct questions that inspire and create forward movement or action in engagement processes? Refer the group back to the first session on asset-based thinking, and ask them how asset-based thinking could influence the way a question is asked.

7   Ask each participant to write on a meta card five words that they find inspiring or powerful and that evoke a positive feeling in them. You can give a personal example of inspiring or powerful words, such as dream, opportunity, possibility and aspiration. Give them three minutes to do this.

8   Ask each individual to find a partner who they are not sitting next to and exchange their card with that person. After they have received someone else's card, ask them to form five unique asset-based thinking questions that could be used to initiate or push forward engagement with those random words with the person who gave them the card. They should write down each question on a separate meta card. Give them 5 minutes for this.

9   Ask the participants to find the partner who gave them the original words and share the questions with that partner. Ask them to then, together, revise the questions to make them more effective. As a team, ask them to make ten "powerful" questions that could be used in an engagement process.

10 Ask each team to arrange their questions in a top-ten format on half of a flip-chart paper and then tape it to an area on a training room wall labelled: Top-Ten Powerful Questions for Engagement.

11 Reflect with the group on the exercise:

   • *Did you find the exercise easy or difficult and why?*

   • *Which question did you like the most, and what makes you like it?*

   • *Why do you think we neglect to construct powerful questions?*

   • *How conscious are you of powerful questions in your surrounding environment?*

   • *Why do you think it's important to be conscious of how you construct questions in an engagement process?*

12 Write the following question on the flip-chart: Why would a grassroots facilitator use questions in creative engagement? Ask the participants, working in pairs, to think of two to three answers.

13 After a few minutes, ask each pair to give you one different answer each, and write down their answers on the flip-chart.

14 Explain that there are many functions of questions for promoting engagement but that different questions have different levels of effectiveness. Explain that it is not just a matter of asking any question but that the language of questions, how they are designed and the sequence of when they are asked are equally crucial.

15 Ask the participants if they know the six "open" questions (sometimes also known as "helper" questions). Explain that the questions are those that provide the possibility of more than one answer (when, where, who, what, how and why).

16 Introduce the questioning model (Figure 7) by building up the triangle, using the six helper questions. Illustrate how the different levels can be built up in a sequence to assist a group or an individual in identifying options for addressing their own concerns.

Figure 7: A model for questioning
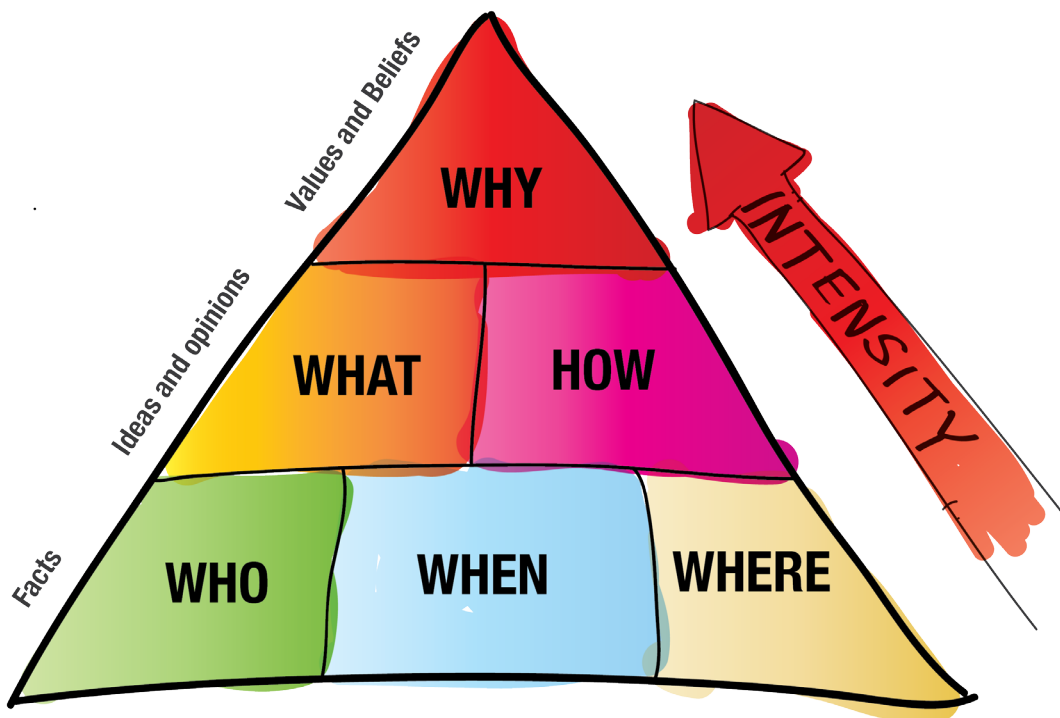
17 Ask the participants to now form trios and take turns to practise asking questions, answering questions and observing. Explain that each person should choose an equity issue that they are currently challenged with in their own context and practise asking questions about it. Explain that the person with the issue being asked a question should answer as naturally as possible.

18 Explain that under no circumstances is the questioner allowed to use his or her own ideas to address the issue in the discussion. Be aware that participants will try to ask leading questions with their own ideas in the question, such as: Have you ever tried…? The observer should take notes on what transpires and should not interrupt, assist or interject at any point.

19   After each person in the trio has had a turn (5 minutes each, 15 minutes total), stop the participants and ask the following reflection questions:

- *What happened? Was it easy or difficult? Why?*

- *What did you do if you found your own ideas creeping into the question?*

- *How did you use the model?*

- *What type of questions were you asking – always open or a mixture?*

- *How did you feel as the person with the problem being questioned?*

- *How did the sequence of questions influence the answers given?*

20   After the reflection, wrap up the session by emphasizing the power of open questions as a grassroots facilitator for all the reasons the group listed at the start of the session. Explain that it is important as a grassroots facilitator to always practise asking questions. Present the tips provided in the handout to recap the session's learning points.

Trainer's notes

Some participants may think that they already know how to ask questions appropriately. Just emphasize that this is a safe space in which skills can be practised with others so that we are more conscious of our own behaviour and that everyone can always improve their skill base.

Using powerful questions

"If I had an hour to solve a problem and my life depended on the solution, I would spend the first 55 minutes determining the proper question to ask. For once I know the proper question, I could solve the problem in less than five minutes."
Albert Einstein

What makes your questions great?[9]

Asking powerful questions is an art. A powerful question has the capacity to "travel well" and spread beyond the place where it began into larger networks of conversation in a community and organization.

Asking powerful questions and using the right language and construction can open up many possibilities in an engagement process. Great questions can:

- help to forge personal connections between both the grassroots facilitator and the group and the group members with each other;

- invite stories rather than abstract theories and opinions;

- be personal and effective and thus touch people's mind and soul;

- draw on people's life and work experiences that they may not have paid attention to in the past;

- invoke a mental scan and patterns of insights that they had not seen any meaning in previously;

- be uplifting because it paints positive attractive pictures that inspire people to see what is possible;

- give free reign to the imagination because it takes people to the future and help them imagine infinite positive possibilities;

- suggest action and help people consider the immediate next steps; and

- have an emotional and logical flow to them.

There are three dimensions to any question that need to be considered to make it great. The first is the **construction** that relates to what words you use and the depth of the helper question (see the explanation further on regarding helper questions) that you select. A question should be simple in structure. If there is more than one idea behind a question, then it will be confusing. The construction of a question is really

Construction

Assumption

Scope

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9   Adapted from Whitney and Trosten-Bloom (2010).
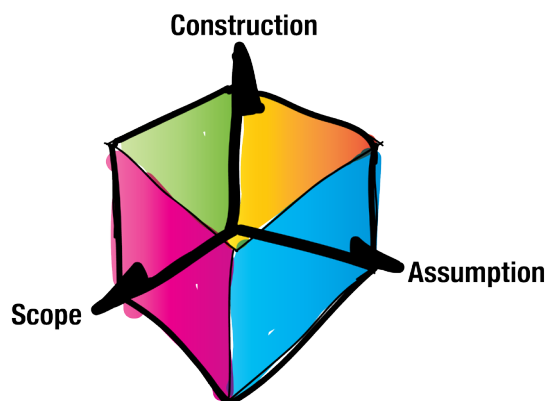
about design and being creative. Thinking of a unique question that will help a process is a very creative process and needs time.

The second dimension is **scope**. It is critical to make sure that the question defines the scope that you need. If you need to broaden the group's thinking to include divergent thinking,[10] you would ask a question that is different in scope than if you wanted to bring their ideas together in convergent thinking.[11]

The third dimension is **assumption**. Almost all of our questions will have some kind of assumption in them, either explicit or implicit. Be conscious of the assumptions that you have made in a question or that you would like to challenge with the question. By being aware of your assumptions and not making other assumptions that will block a thinking process or trigger defensiveness, you can develop a great question that opens up possibilities.

Figure 7: A model for questioning
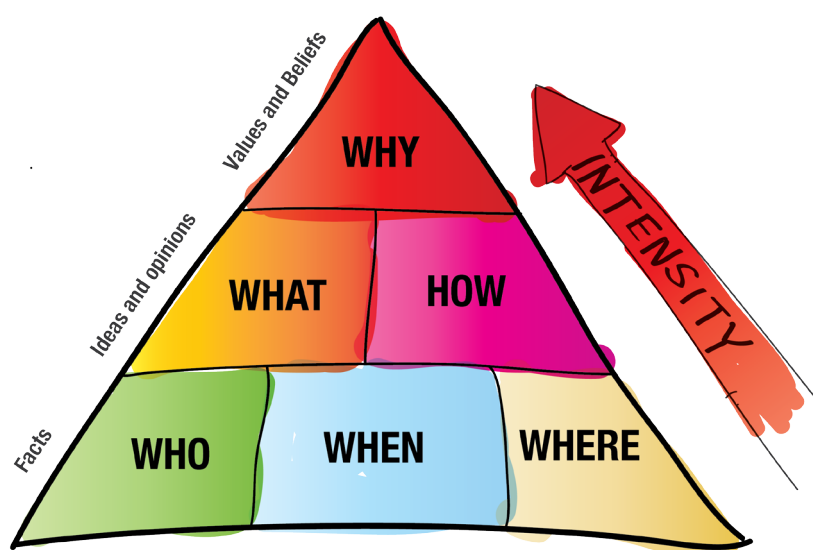
The six helper questions can be looked at in a different way than what is shown in the previous model (Figure 7). The helper questions can obtain different types of information and promote mutual understanding among group members in different ways. The "why" is the question that can be the most intense because it probes our values and beliefs, which can be very personal. Although group members should understand each other's values and beliefs, sometimes the why question can be interpreted as aggressive or defensive. Grassroots facilitators need to be conscious of when and how they use the why question. Grassroots facilitators can uncover and encourage the sharing of beliefs by building up a picture, using the questioning model. For example, instead of asking why straight away, you could ask: What led you to think that way? Or: How did you come to that conclusion?

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10   Divergent thinking is a thought process or method used to generate creative ideas by exploring many possible solutions .Taken form Gray, Brown and Macanufo (2010).
11   Convergent thinking follows a particular set of logical steps to arrive at one solution, which in some cases is a "correct" solution. Taken from Gray, Brown and Macanufo (2010).

The model also can be used to help an individual or a group analyse their own issues and identify options for action without the grassroots facilitator suggesting ideas. In other words, this model can help you remain content neutral so that the ownership of the options and actions is with the group and not based on your expertise.

Questions for all seasons[12]

Questions can be constructed for different purposes, based on different groups and processes. However, there are some generative questions that are useful to stimulate creative thinking that can be adapted, such as the following.

Questions for focusing attention:

- What is important to you about this situation, and why do you care?

- What do you still need to learn about this situation?

- What draws you to this issue and inquiry?

- What opportunities can you see in this situation?

- Why is this issue worthy of your effort?

- What assumptions do you still need to challenge about this situation?

Questions for connecting ideas and finding deeper insights:

- What is emerging that is inspiring and new for you?

- What are the new connections that you are making?

- What is a new level of thinking that you need to address?

- What is your major insight so far?

- How are these issues relevant?

Questions that create forward movement:

- What would it take to create change on this issue?

- What could happen that would make you feel engaged and energized from this situation?

- What needs your immediate attention in moving forward?

- If success was completely guaranteed, what bold steps might you choose?

- What unique contribution can you make to move something forward?

- What should you do next?

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12   Taken from Brown, Isaacs and the World Café Community (2005).

D Practicing story-telling

Learning objectives By the end of the session participants:

· can explain how and when they should use story-telling as a grassroots facilitator in an engagement process;

· can explain the value of stories to engage groups and individuals on equity issues;

· can use the five elements of a good story-telling in creating their own stories; and

· will have practised their basic communication and story-telling skills.

Materials Flip-chart, marker pens, a random selection of objects (umbrella, kettle, stamp, rope, etc.), a timer, copies of the story-opener statements and copies of the handout

Time 120 minutes

Steps

1 Introduce the session by explaining that you will zoom in on a skill found on the top floor of the Creative Engagement Skills House, which is story-telling.

2 Ask the participants to recall a famous story that they are emotionally attached to. Go around the participants, asking them to tell you the title of the story and why they are attached to it.

3 Ask the participants, based on their comments, why they think stories are powerful (conveys meaning, shares experience, stimulates visuals, opens emotional connections and feelings and brings a human touch).

4 Ask the participants to form a pair with the person next to them and brainstorm on how a grassroots facilitator can use story-telling in the creative engagement process. Give them 3 minutes, and then ask for an idea from each pair. Write the ideas down on the flip-chart.

5 Recap their ideas, making sure they have considered all the opportunities to use story-telling (based on the handout, but do not yet distribute it). Emphasize that grassroots facilitators can use story-telling either as a technique with which individuals or groups tell stories or to communicate an idea rather than lecturing about it.

6   Explain that not all stories have to be mythical or imaginary, that they can also capture real experience and information.

7   Explain that this session explores how to tell a good story and analyses the structure of a good story.

8   Explain that everyone is going to have a chance to tell a story at the front of the group. This will also give them a chance to practise their basic communication skills and body language.

9   Explain that each participant will randomly select an object from the bag (or box) of objects and then randomly select the opening of a story that is written on a slip of paper also selected from a bag or box (see the exercise).
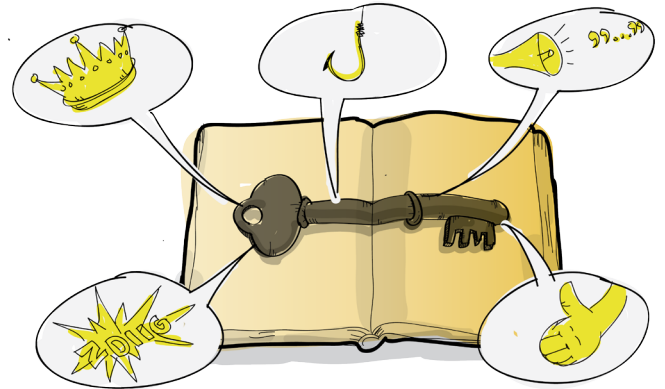
10   Before introducing the exercise, explain that you want them to think about the five elements of a good story. Introduce those five elements (a main character, the hook, dialogue and quotes, conflict and tension, and the promise fulfilled) using a story that the participants will all recognize. If necessary, use the Alice in Wonderland segment from the handout to explore the participants' understanding of these elements.

11   Tell each participant that they have to make a 2-minute story about their object and based on their story statement. Tell them every story should have a beginning, middle and an end. They need to consider how to make their story powerful to achieve the values identified earlier in the session. They can make it a personal, professional or imaginary story. Explain that this exercise is designed to challenge them to think about the "story" part of "telling" because sometimes we share our experiences in a not very interesting or engaging way.

12   Give the participants 10 minutes to prepare their story, clarifying that they should not write it down but just think of the main points and framework.

13   After 10 minutes, ask all the participants to sit in a circle without tables or on the floor and set the scene for telling the stories. Encourage the participants to come forward in groups of four and tell their stories, one by one. Be strict on time, using a timer. After each group of four, reflect on the story-telling and identify the areas that the remaining story-tellers can use to improve their structure and their skills.

14   Use the following questions to help the group reflect after every four stories:

- *How did you feel as a story-teller and why?*

- *What would you change about the way you told the story now and why?*

- *Which story do you remember the most and why?*

- *Whose story had a clear structure, and what made you feel that way?*

- *Did the stories have all five elements? Give some examples.*

- *How did the story-tellers make you feel during their stories?*

- *What could they have done to make their stories stronger for you?*

- *What personal communication techniques did they use to make the story come alive for you?*

15   After all the groups have told their individual stories, ask the participants to reflect on their experiences:

- *How often do you use stories to communicate in your daily life?*

- *How often do you use stories in presenting information in your office or with stakeholders?*

- *Why do you think people prefer to spend time presenting information in a linear way rather than telling a story or asking people to tell their stories?*

- *How do you think stories could help marginalized groups build confidence and connect with other stakeholders?*

16   Wrap up the session by explaining that the participants should become more conscious of how they use stories in their daily lives. Emphasize that connecting visualization and story-telling is a very powerful process for both packaging information and creating energy and connections among human beings. Explain that this can be further fine-tuned by considering the design of engagement methods and selection of tools. Highlight that specific tools can be designed to generate and share stories, and these tools will be discussed more in later sessions.

Trainer's notes

If you have a large number of participants, you may want to consider doing the story-telling in pairs or splitting the group, with a trainer for each group.

It is enriching for each person to tell a story so that they experience telling a story and being listened to. Remind the participants that stories can be used in any context for any purpose.

This video link can strengthen some of the learning points: http://99u.com/videos/6857/jay-ocallahan-the-power-of-storytelling

Story-telling

Print out and cut apart the following story openers and ask the participants to select one randomly from a bag or box. You can also make up your own.

As I opened the door, I saw a red light flashing…	I saw the big hole from a distance…
Once upon a time…	The sun was shining brightly…
Happy birthday to you, happy birthday to you…	The energy around me…
The little voice inside my head…	"Psssssssssssssssst," said the voice…
Bang! Crash! Boom!!…	I climbed to the very top…
I never expected…	Ready, steady, GO…
The sound of people laughing…	The telephone rang…
This was the best present I had ever received…	They were singing…
In the distance I could hear…	It was a something I had never thought of…
This is the secret I never shared before…	Yes, now it was clear…
Whoosh, the airplane took off…	It's a wonderful, wonderful world…
The wisest saying I ever heard was…	Write your own…
It was the biggest…	Write your own…
I felt like I was flying on…	Write your own…
I wish people would…	Write your own…

Why is story-telling powerful?

Why is a story powerful?

Stories have been told for hundreds of years to bring people together and reflect a meaning. Well-told stories with a significant meaning to the audience will be remembered and will affect people.

Stories are powerful because they can:

- convey meaning rather than information

- share experiences not data

- stimulate visuals and imagination

- evoke emotion and human connections.

How can stories be used in engagement and equity processes?

Engagement is all about connecting people and their excitement or interest to act on issues that they care about. A grassroots facilitator needs to believe in the power of stories as a tool for engagement and also as a tool for distilling and communicating ideas and information. Stories are a powerful means to give data and information to a specific group. They are also a way to connect people through experiences. Many citizen engagement programmes have successfully used story-telling circles with marginalized groups to help connect them within neighbourhoods and to build their confidence in forming relationships and taking action.

As a grassroots facilitator, you can use the story-telling skill in the following ways:

- telling a story to convey a specific message or concept as part of a visual presentation;

- using story-telling techniques as part of the facilitation process to help diverse members see connections and emotional patterns among them on specific issues;

- using story-telling experiences to generate a shared common agenda for action on a specific situation;

- using story-telling to help a group envision (what if...); and

- generating and documenting stories from individuals and telling them in such a way that they affect others.

Although story-telling is common in all societies, using stories means that grassroots facilitators need to be conscious of how a good story is told, why stories are told and how well they themselves tell stories.

What are the key elements of a good story?

All good stories have a structure that has a beginning, middle and an end. Good stories also have all of the following:

A main character – this is the person who is the "star" of the story and around whose emotions and behaviour the story focuses.
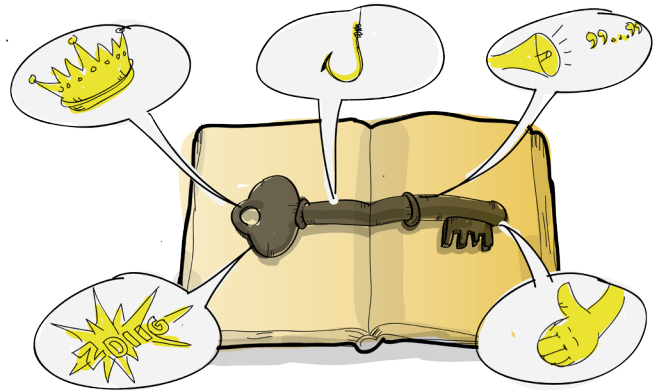
The hook – this is the question or issue that keeps the listener emerged in listening to a story, believing that by the end the answer to the "the hook" will be revealed.

Dialogue and quotes – all good stories will have some indicative dialogue or reporting of what the characters say and do.

Tension and conflict – all good stories some type of conflict or drama. It does not mean that in every story there has to be a fight but that there has to be some tension for the listener to be on edge and engaged to find out what is going to happen next.

A promise fulfilled – a good story always delivers on its promise. At the beginning of the story, there is a hook and by the end of the story there needs to be a clear message or ending, based on that hook.

When telling stories, even if it is about a personal experience or a technical issue, the story-teller can think about integrating the primary elements and how to make it interesting for the audience. For example, if it is to be a story about global climate change and REDD+, think about what characters to create, the hook and how to build up the tension and dialogue. The characters can be countries, negotiators, emitters, etc. This will be far more effective than making a technical presentation on climate change. However, there also must be thought as to why story-telling is used, and then the story has to be told in an engaging way.

Combining stories and visuals

Visual stories combine visualization and story-telling and are extremely important in persuading and influencing change, if used in the right way. Both visualization and stories engage the brain's right hemisphere (the visual-processing side) and stimulate stakeholders or groups to think about why they care about an issue or interest. Asking a group to care and providing them opportunities to express how much they care can be done by using visual story-telling techniques. Visualization also can involve the use of real objects and props in your story or asking the participants to use them.
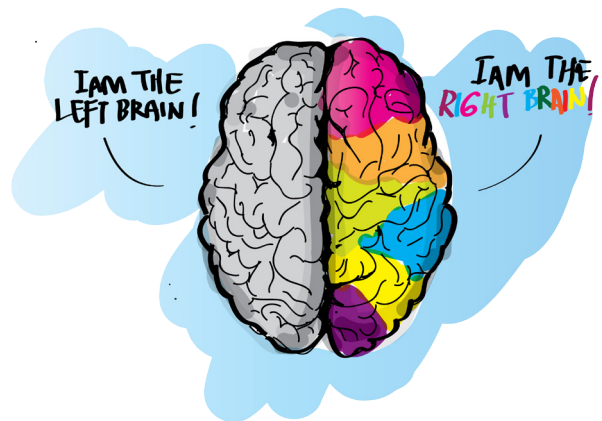
**To be effective, you have to affect people.
Stories and pictures can help you.**

Why is visual story-telling not used more often by grassroots facilitators?

Unfortunately, technical advances in presentation software and reliance on information and data rather than seeking meaning from information and experience has led to a domination of speeches and presentations – which are not very productive for encouraging interaction. Some people perceive that story-telling and visualization as not serious and fear it will be rejected by stakeholders. But those who have used it can demonstrate how it unleashes hidden power and connects individuals who previously never expressed themselves. Grassroots facilitators need to build their confidence in their story-telling. They need to integrate it as a central component in their engagement processes and when packaging information.

"Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to", said the Cat.

"I don't much care where –" said Alice.

"Then it doesn't matter which way you go," said the Cat.

"– so long as I get somewhere," Alice added as an explanation.

"Oh, you're sure to do that," said the Cat, "if you only walk long enough."

Lewis Carroll: Alice's Adventures in Wonderland

E Practising visualization skills

Learning objectives   By the end of the session participants:

- can explain the value of visualization in a shared learning or engagement process;

- will have discussed their perception of barriers to using visualization as a grassroots facilitator;

- will have practised basic drawing skills to explain complex terms;

- will have gained confidence in how to create simple drawings from simple shapes; and

- will have listed several ideas on how visualization can be used in a creative engagement process.
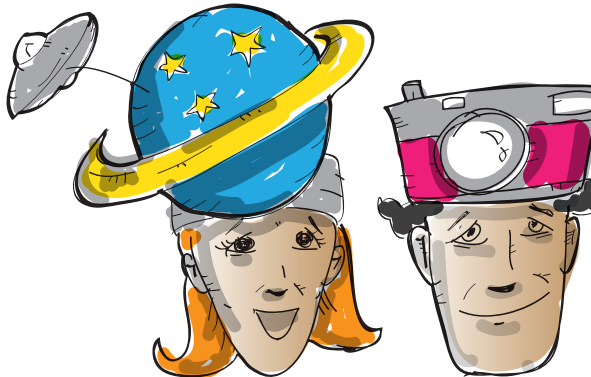
Materials   A flip-chart, marker pens, a picture of a hippopotamus, the Climate Change Pictionary cards, a timer or stop watch, a photocopy of *The Sketchnote Handbook* exercises (Rhode, 2013, pp. 153–162) and copies of the handout
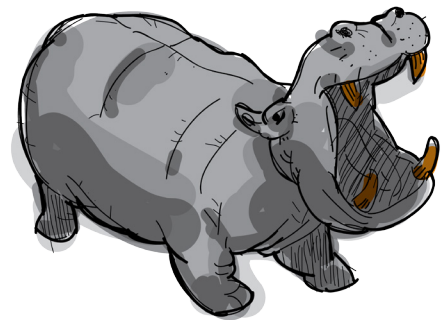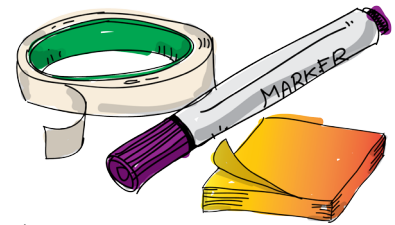
Time   90 minutes

Steps

1   Introduce the session by referring back to the Creative Engagement Skills House and its top floor where the visualization skills are placed. Explain that, although these skills are placed on the top floor, they can assist grassroots facilitators with their basic communication.

2   Give each participant a piece of paper and explain that you will describe an animal and that you want them to gradually draw the animal as you read out the description, line by line. Do not tell the participants the name of the animal.

3   Start reading the description, with pauses between each sentence: "This animal is extremely fat with a large sturdy body. ... It has four stout legs with even toes on its feet. ... It has a flat, sturdy head with small eyes, ears and nostrils high up on that head. ... Its mouth is large and wide, with a thick tongue. ... It has a short, thin tail."

4   After you have read the description, ask the participants to hold up their drawings in a circle. Try to pick out several examples that are very different visually.

5   Ask the participants the following reflection questions:

- *How did you feel doing that activity?*

- *What did you focus on most when you were listening to the description?*

- *When did you start to draw and what did you draw first?*

- *What assumptions did you make and why?*

- *How are your drawings different and why?*

- *Does different interpretations of something you only hear happen in reality and why?*

6   After reflecting, present the image of a hippopotamus to the participants. Explain that this was the animal that you described. Next explain that there is a saying: "A picture tells a thousand words." Emphasize that this short activity demonstrates that an image can convey dimensions of a concept or story that may not be possible in words. Combining verbal and visual codes together in any process improves memory and recall.

7   Ask the participants to pair up and brainstorm on why visualization is important in any creative engagement process (can challenge assumptions and perceptions, create connections and evoke emotion, focus unique personal stories, help clarify and explain concepts, help simplify jargon, create mutual understanding, help build a shared vision and, stimulate imagination).

8   Strengthen the group's discussion by adding your own explanation, taken from the handout. Give an example. Explain the concept of the left side and the right side of the brain and the functions each side controls in humans. Explain that visualization can help people make connections to each other and to issues. Typically, up to 50 percent of any group is a visual thinker – they think and relate mainly to pictures and not to words because they think more with the right side of their brain, which controls visual processing.

9   Explain to the group that you would like to do an activity to practise visualization and basic drawing skills. Ask the group if they have ever heard of the game Pictionary.

10   Divide the group into two teams of equal numbers. Explain the rules of Climate Change Pictionary, which are on the exercise sheet. Make sure that you keep time while each member has his or her turn, and keep score. Each team member should be ready to take over from the next person so that there are not long pauses between them after they have drawn their picture or run out of time.

11   Make sure all the team members of both teams have a turn because this activity is also about overcoming the lack of confidence in basic drawing skills.

12   After you have finished the Climate Change Pictionary exercise, reflect on the activity:
- *How did you feel during this activity, and what made you feel that way?*
- *Was it easy or difficult for you?*
- *What challenged you when you tried to draw something, and why do you have these challenges?*
- *How did you start drawing? What did you start with and why?*
- *Did you always draw the direct picture of the term you were given?*
- *What helped you to think what to draw?*
- *What helped people to understand your drawings?*
- *How often do you use basic drawings in explaining or presenting issues or questions?*

13   After reflecting, explain that overcoming personal barriers to basic drawing can be done through practice and that simple drawings are not the same as complex illustrations. Emphasize that visualization is a language and that the participants can build up their own visual dictionary. Practise doing different types of drawings using five basic shapes.

14   Distribute the drawing practice exercises in the handout and explain some basic examples of how to use the shapes.

15   Explain that to wrap up the session you want each Pictionary team to brainstorm on 25 visualization techniques that could be used in a creative engagement process. Explain that some examples have already been used in this training. Give each group 5 minutes to think of 25 examples, and write them down on the flip-chart. Make sure the group nominates a scribe from the beginning of the time allocated so that they do not lose any idea. Be clear that you are going to be very strict on the time frame.

16   After 5 minutes, ask the groups to look at each other's charts. Draw a star to highlight the ones that are different. Make sure the participants understand the value of using visualization as part of a participatory method (such as the personal mandala used in the first session on asset-based thinking) and not just for explaining something.

17   Reflect with the participants on how often they have experienced or used visualization in their own processes, beyond presentations. Ask the participants why they think most grassroots facilitators do not use visualization. Explain that visualization can be a very powerful tool when working with any group, from senior government officers to community members.

18   Wrap up the session and emphasize the value of visualization that the participants identified earlier and present the tips for grassroots facilitators from the last page of the handout.

Trainer's notes

It is critical to make sure that participants understand that visualization is essential for building emotional connections and energy in a group. They will be familiar with the more conventional use of visualization for helping explain issues and concepts, but they may not have thought of visualization techniques that can create a shared commitment and connection in a group. They may also focus on drawing rather than on using a variety of visual materials from a variety of sources.

The words used in Climate Change Pictionary can be simplified, depending on the group.

A picture tells a thousand words
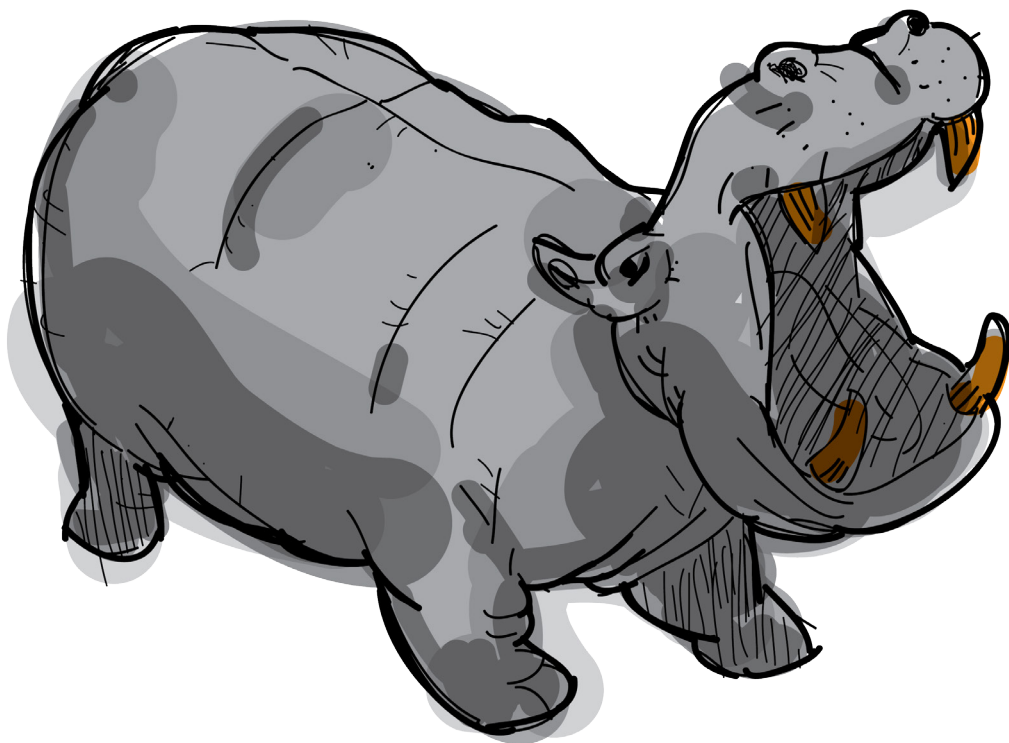
A hippopotamus: This animal is extremely fat with a large sturdy body. ... It has four stout legs with even toes on its feet. ... It has a flat, sturdy head with small eyes, ears and nostrils high up on that head. ... Its mouth is large and wide, with a thick tongue... It has a short, thin tail.

Forest and climate change pictionary

Select some of the following terms that are appropriate for your group of participants. Write them on cards, fold them and put them in an empty box or bag (fold them so that the participants cannot see them when they pull one out).

The rules of the game:

- Each team member picks a card but cannot show it to their team or to the other team. They must draw a picture and their team has only 1 minute to guess the word or phrase the picture represents.

- If their own team guesses the word, they are awarded one point.

- If their team cannot guess the word, the opportunity passes to the opposite team. If they guess the word, they are awarded one point.

- The team members take turns to draw, and members who are drawing are not allowed to speak or use words in their visualization process.

Forest carbon	REDD+	Climate change adaptation
Forest-based climate change mitigation	Soil carbon	Emissions
Carbon sequestration	Carbon biomass assessment	Carbon credits
Greenhouse effect	Ozone layer	Free, prior and informed consent
Reference level	Land use change	Carbon rights
Results-based payment	Social and environmental safeguard	MRV system

Using visualization in creative engagement

What is visualization?

Visualization is the processing of perceptions, ideas, information and knowledge visually through pictures, images, patterns and relationships, using the part of the brain that is emotional and creative.

Around 50 percent of the world's population are visual thinkers. This means they predominantly think and process visually. Visualization uses the right-hand side of the brain, which is linked to emotions and feelings.
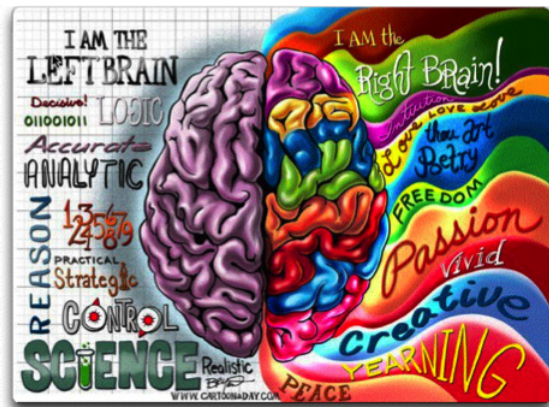
Why is visualization a critical element to engagement?

Visualization is a critical element to successful engagement processes because it is a tool to enhance connectivity and energy among individuals and issues and between different groups and stakeholders. Groups and individuals will always attend and participate in processes without visualization, but it is unlikely they will connect. Visualization and co-creation of visual understanding or shared visions helps group members in making connections with each other.

A grassroots facilitator can use visualization to:
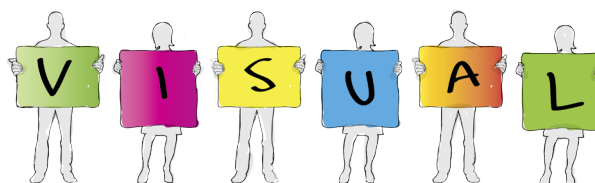
- **create consciousness over patterns and connections.** Using meta cards or Post-it Notes to illustrate connections, groupings and relationships on the flip-chart is a form of visualization. This type of connection often cannot be achieved through verbal techniques only. Commonly and traditionally, some forums like to use a summary at the end of the day that is not visually presented. The recall and memory retention of such a summary is unlikely to be as good as a summary generated by the group and displayed in clear patterns or groupings.

- **challenge assumptions and perceptions.** Using images to challenge assumptions can open up discussions in a group. Words can mean different things to different people, and using images may expose assumptions that have not been disclosed previously.

- **create connections and evokes emotion.** People typically can express their feelings better through an image than through words. Asking people to draw their feelings, take a photo or select an image from locally based materials can give them the stimulation and confidence to express themselves on an emotional level, both towards the issue itself and with other people.

- focus unique personal stories. Stories often evoke visual images and personal connections. Asking groups and individuals to tell stories through visualization techniques helps them to focus on the key moments and feelings rather than on details that others may not connect with.

- convey concepts and explain jargon. Many misperceptions and different ideas of a specific concept or term can create blocks in an engagement process. Often, this is due to an over-reliance on verbal techniques. Challenging groups and individuals to draw or represent their understanding of a term visually and then openly sharing it provides space for a clearer mutual understanding of each other and the term or concept.

- create mutual understanding. Visualization can break down barriers when a group has different but fixed viewpoints. Usually, groups are more likely to see patterns and common agreement in their logic when visualization is used. Visualization also can reveal differences in ideas, perceptions, thoughts or views that people have not yet recognized. This may also be the case for the grassroots facilitator.

- stimulate the imagination and build a shared vision. Articulating dreams and possibilities for the future needs the imagination and requires that a group of people break free from their existing thought framework. Using images and visualization is a powerful technique for this. People tend to be free with their imagination when processing with images or props rather than words.

Tips for visualization for grassroots facilitators

- **Believe in it** and develop your own confidence in visualization to feel its power.

- Keep it **simple** and **bold**.

- **Co-create visuals** with a group as part of the facilitation process.

- Use what is **available**, such as basic drawings, 3D art, photos, magazines, newspapers, cards, product packaging,

- Use it **continually and not just in one-off forms** to make **ongoing connections** and reinforce where you have already been.

- Ensure that it is displayed and revisited as part of your engagement process.

- Think about **stimulating** visuals and **designing the space** that you use for a group activity by hanging bold, large pictures on the wall, creating an imaginative doorway or even wearing clothes and outfits that will prompt people to think and feel **something different** and **feel free** to think and be themselves.

- The **more conscious** you are of how you are confidently visualizing as a grassroots facilitator, the less self-conscious participants will feel in being a part of the visualization activity.

F Practising explanation skills

Learning objectives	By the end of the session participants:

· will have identified lingering questions on improving equity and engagement;

· can describe the basic principles of a simple explanation; and

· will have practised combining skills in giving a simple and clear explanation to answer a question on improving equity and engagement and will have received feedback.

Materials	A flip-chart, marker pens, meta cards, Post-it Notes, an example of a video on REDD+, magazines, newspapers, four questions or topics generated at the end of the previous training day's feedback session and copies of the handout
Time	Part one: 60 minutes Part two: 60 minutes

Steps

Part one

1	Introduce the session by explaining that this session is split in two parts and is intended to perform the function of a participatory clinic – with a fun approach. Highlight that it will also explore simple explanation skills (refer back to the Creative Engagement Skills House) and integrate them with other skills of a grassroots facilitator.

2	Explain that the two parts will be split between the morning and afternoon. The morning part will focus on explanations and how to simplify concepts and then the participants will prepare for the afternoon group presentation.

3	Highlight that the emphasis of this session will be on explanation skills. Ask the participants if they can tell you what they understand by the term "explanation". Write their answers on the flip-chart.

4	Introduce that the word "explain" means "to make known, to make plain, to make understandable". Continue by highlighting that an explanation describes facts in a way that makes them understandable. It helps a group of individuals see something clearly or it presents things as an understandable package. Emphasize that this requires a degree of empathy with the target audience or person requiring the explanation.

5   Show the simple explanation animation video on REDD+. At the end of the video, ask the participants the following reflection questions:

- *What was the video trying to explain and why?*

- *How understandable was it, on a scale of 1–10?*

- *What factors made the explanation easy to understand?*

- *What was the context of this explanation?*

- *What made it more difficult to understand?*

- *What lessons can we learn from this in explaining something?*

6   Ask the group to brainstorm in pairs on an answer to the question: How can I as a grassroots facilitator explain something simply?

7   After 5 minutes, stop the pairs and ask each pair to tell you one answer. Write their answers on the flip-chart. Emphasize that explaining something clearly is about breaking it down and explaining why it makes sense to the context of that audience. The focus should always be on why and the specific audience. Use the tips in the handout (but do not yet distribute it yet) to guide you, depending on the participants' answers.

8   Ask the participants why they think many explanations fail (assumptions, hiding behind words, lack understanding ourselves, want to appear smart, no context, too complicated).

9   Divide the participants into groups of equal number and give them a question formulated by the participants in the previous day's feedback session. Explain that each group's task is to design a simple explanation to clearly answer the question that could be understood by anybody, even a child. They should plan and design the explanation, thinking about how they will make it simple and integrate other skills, such as visualization.

10   Explain that each group has 5 minutes to give a clear, simple explanation in the form of an answer to the question they have been given and that they should use the rest of the session time to prepare (30 minutes). Distribute the handout and ask them to think about following the steps to ensure they give an effective explanation and integrate the other skills, such as visualization and story-telling, which they have learned in the course.

11   Explain that in the afternoon clinic session they will be asked to present their answer using the materials they have prepared. Be clear to the group that this is an explanation exercise. In this situation, they do not need to facilitate participation but just find a way to make their answer clear.
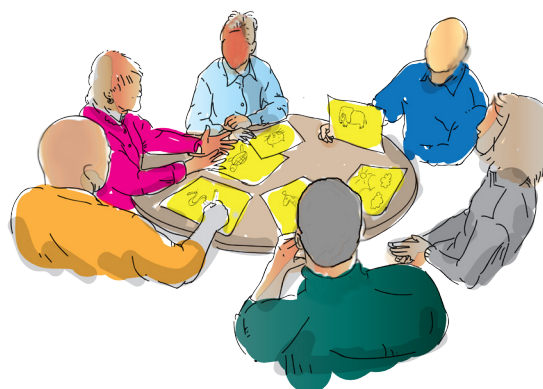
Part two

1   Kick off the second part of the session by asking all the participants to sit in a circle. Remind the group of their questions from the previous day.

2   Ask the explanation groups to come forward, one by one in a logical order, depending on the questions you allocated to them.

3   Ask each explanation group to clearly present the question they were given before they start their explanation.

4   Give each group 5 minutes. Then open the opportunity for the rest of the participants to ask questions about the issue at hand and for the explanation group to respond.

5   At the end of all explanations, ask the participants to reflect on the explanation process, using the following questions:

   • *Which explanation was the clearest and simplest for you and why?*

   • *What helped you explain?*

   • *What hindered you explaining?*

   • *How did you design your explanation process?*

   • *When does a grassroots facilitator use explanation skills?*

   • *Why is it important to keep explanations simple and understandable for all?*

   • *What are the challenges of keeping explanation simple in multistakeholder situations?*

   • *What skills does good explanation require?*

6   Ask the participants if they have any questions remaining that have not been covered or made clear in the explanation clinic on improving equity in REDD+ interventions. Clarify or ask the other participants to clarify, where necessary.

7   Wrap up the session by emphasizing that clarity and simplicity are core values of a good explanation and that it should be combined with good communication, visualization and story-telling skills.

Trainer's notes

Use a video that has simple visuals that even a participant could create. See for example: www.youtube.com/watch?v=-dnLO0TdmLY&list=PL3EC96F2A7354BFBB or http://cc.commoncraft.com/video-train/.

You can plan for as many groups and questions as you have time. For skills practice and feedback, many groups may be necessary so that every participant is engaged and responsible for an explanation.

The following offers some suggested questions that could be given as explanation tasks. These are only included as a back-up; it is better if the questions come from the participants.

- How can we ensure "equal" opportunity in the engagement process and avoid elite capture while making sure that marginalized voices are heard, including women and youth?

- How can we take equity beyond the safeguards principle?

- Trends in going back to the centralization of forest management may discourage equity in participation at the grassroots level; what can we do about this?

- How do we address the engagement of influential stakeholders, such as the private sector, in the process?

- How do we create willingness to improve equity among stakeholders?

- When managing natural resources, what role do polices and policy processes have in creating equal opportunities for marginalized communities?

- How does equity feature in the process of sustainable forest management?

- What is the difference between equity and equality?

- How is participation and equity linked?

Remember, the task of the group is to explain the answer to a question and not to simplify the question itself. This will enable you to also assess the level of understanding or confusion among the participants about specific issues in the training while encouraging them to practise their explanation skills.
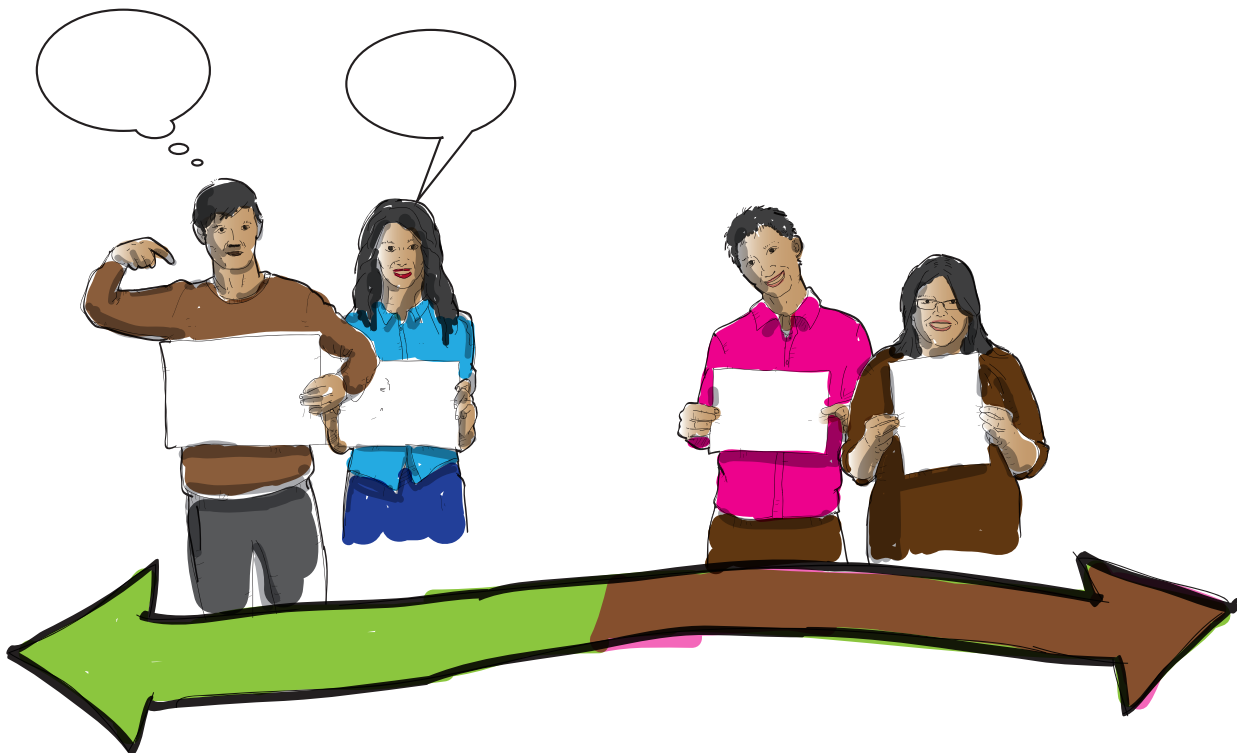
Tips for a simple explanation

What makes a good explanation?

We probably explain something to somebody everyday in one way or another – to the extent that we take it for granted as something that just happens. It is rare to consider or plan an effective explanation.

The word "explanation" can be broken down to see that its core meaning is actually quite plain – how to make something as simple and plain as possible for the receiver. Thus, an explanation is to make something understandable to another person or group.

Why do many explanations fail?

Education, professional status and power influence how people and groups interact in specific contexts. Because one of the roles of a grassroots facilitator is to improve access to information and build the capacity of marginalized groups so that they can participate more equally, giving simple explanations becomes a specific but imperative skill. This is necessary for the grassroots facilitator but also for resource people or trainers working with a community or marginalized groups. Being able to select resource persons who are skilled at explaining is essential. It is not enough to be impressed by someone's qualification or professional background if they cannot explain something clearly and simply.

Some reasons for failure to explain:

Assumptions: In every explanation, there is an assumption about the confidence level of the targeted group. In a group, some people may know more than others. Explanations often fail and perpetuate misunderstandings because an assumption of someone's understanding of basic concepts or acronyms was made. One of the reasons some concepts are perpetually miscommunicated, and assumptions manifest themselves into mistakes from a genuine misunderstanding is because the of these concepts are poorly explained.

Language culture: Every professional field commonly uses jargon and acronym. Sometimes in a group it is safe to assume a knowledge of that vocabulary while in other groups it is definitely not. Words are often used by group members and facilitators as a disguise for understanding complex concepts that they do not fully understand. There is a very specific vocabulary used by climate change practitioners, for example. This vocabulary is far from understood by the general public or even the average government officer and grassroots comunities; and it is it is limited in scope.

Smart-talking: Words can be used as weapons and to create mystery, which will reinforce both a social status and position of power. Some explanations are deliberately made complex so that that people cannot understand them, with a perception that the person who explains will remain "an expert". This, of course, completely defeats the purpose of explaining!

No context: A definition or a description is not an explanation. An explanation always needs a context, usually answering the question "why" for the receiver. For example, an explanation will fail if you describe what is REDD+ to a rural woman in Nepal but do not give her a context to which she can relate.

Explanation tips for a grassroots facilitator

Where does the explanation process start and end? Emphasize the following tips to the stakeholders in any group you work with:

1   Plan your explanation using an explanation scale

Do not assume that an ad hoc explanation will be effective. If you have been asked to explain something, particularly in advance, you should prepare and plan how you will do it. It is good practice to think about a group or individuals and your own understanding of an issue, on a scale of A–Z in which A is less understanding and Z is more. Your task in explaining something is to move someone from A to Z. Assessing where on that scale they are and where you want to get them to will help you think about planning the explanation and even assess your own gaps in understanding. This will allow you to do your homework before you explain. Too often we attempt to explain something we ourselves do not fully understand. This will also help you map your own assumptions, which you can check as part of the explanation process.

2   Step out of your bubble and break down the main ideas

Step out of your role as a grassroots practitioner and think about what the person whom you are explaining something to actually needs to know. Sort out the concepts that will be important for that audience or receiver. Break them down to simple levels, which you may not have thought about before. After that, you need to reverse, reframe and sequence them. Think of them as building blocks for rearranging someone's thought process on a specific issue to increase their understanding.

3   Re-package the key ideas for the receiver

Once you have considered the gaps and broken down the main ideas for yourself from the perspective of the audience, you need to repackage them. This may involve:

Providing context: This will provide a foundation for explanation and let the audience know why it matters to them. For example, in this handout, the context for the reader is the relevance of explanation for a grassroots facilitator.

Story: Using a story in the explanation will help the receiver emotionally connect and relate to the concept better.

Connections: Making connections with things people already understand or comparing and contrasting with something that is familiar to the receiver will facilitate improved understanding.

Descriptions: Describing the "how" in an explanation gives a receiver insight, as opposed to the "why" covered in the context.

Conclusion: In any explanation, it is necessary to wrap up and summarize – but with a focus on the implication for the receiver, linking to the big picture of their own context.

4   Keep it simple and be proud of making things simple

The most important tip is to **keep everything simple** – the language, the visuals, the stories and the process of explaining. Simplicity is hard. It is much easier to be complicated. Unfortunately, making things simple is often considered childish. Embrace this challenge and strive to explain things simply, and you will be appreciated for it.

When you are explaining something as a grassroots facilitator or resource person:

- **State your intentions early** – be clear what you want to explain, how you will explain it and why.

- **Solve a problem** – if you can create an explanation that solves a problem for the audience, they will more likely feel confident about the concept and listen to your explanation.

- **Keep it short** – people are busy and attention spans of people are becoming shorter and shorter.

- **Reduce noise** – think about what is a "need to know" and what is "nice to know" in terms of information, details and distractions to your purpose.

- **Use visuals and embrace imperfection** – many people are visual learners and making visuals an integral part of your explanation will help. Do not use visuals for decoration because they then become "noise". Basic drawings rather than perfect graphics are enough. Your focus is on substance through visuals not graphic perfection.

- **Slow down** – take your time to explain with a clear logical sequence. Do not pack a lot of detail into a short spell of time or move too fast through the process that you have planned.

- **Have fun** – be informal and create a relationship through your explanation with the audience. Even serious subjects need an emotional connection for effective engagement.

G Building gender-leadership skills

Learning objectives   By the end of the session participants:

· can explain the difference between gender and sex;

· will have determined why gender equality is a goal for achieving equity in engagement processes;

· will have reflected on the concept of the "man box" and "woman box" from their personal experiences and how it has influenced how they behaved in group situations and how that has changed over time;

· will have explained one personal gender-related situation to which they responded; and

· will have reflected on their personal attitude and commitment towards gender equality and assessed themselves using the gender-transformative continuum.

Materials   A flip-chart, marker pens, Post-it Notes and appropriate video materials, such as www.ted.com/talks/tony_porter_a_call_to_men.html

Time   90 minutes

Steps

1   Introduce the session by explaining that it focuses on the concept of gender leadership. Explain that this session will not cover basic elements of gender equality but assumes that most of them are aware of the difference between gender and sex.

2   Check with the participants that your assumption is right, and ask one or two members to share their perception on the difference between gender and sex.

3   Ask the group to work in pairs of one man and one woman, if possible, and think about the following question: Why do we care about gender equality when improving equity? Ask the participants to be as specific as possible in their answers.

4   After the pairs have finished discussing, ask the participants to share and write their answers on the flip-chart.

5   Explain that you will show a short video clip that summarizes someone's personal experience of gender-related behaviour and reflection. Show a short, relevant video (see the suggested video).

6   After the video, invite the participants to reflect on its content. Ask the men and women separately:

- *How did you feel watching the video?*

- *How did its content relate to your understanding of gender?*

- *What kind of gender-related behaviours do you think were installed in you as a child, and have you ever challenged them?*

7   Introduce the man or woman box template. Ask each participant to draw their own man or woman box (based on their sex and their context or personal experience) and think about the behaviours or values they have learned (based on their sex) that has influenced how they engage or relate to others.
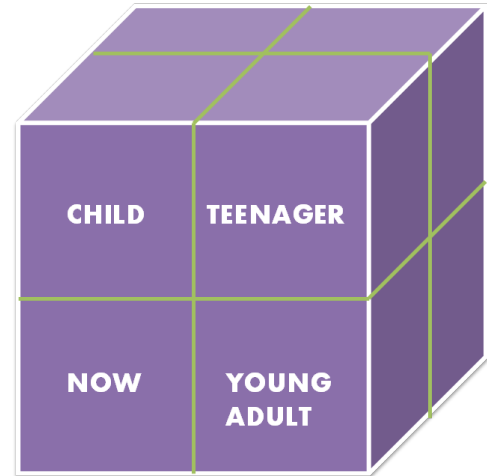
8   Ask them to return to the same pairs as earlier in the session and explain their man or woman box. Then invite them to reflect as a larger group:

- *Were your behaviours the same or different and why?*

- *How were they different and why?*

- *How would these behaviours affect gender equality in a participatory process?*

9   Ask each person to now think of a personal situation that they have been in when gender equality was an issue (can be in daily life, a meeting or professional interaction) and recall what personal action they took. Write it on a meta card.

10   Ask the participants to form groups by joining two pairs from earlier in the session. Ask them to share their experiences. When they have finished discussing, ask them to reassemble as one group and reflect on the following questions:

- *What makes you respond in a situation in which gender equality is an issue?*

- *How do you ensure that you are addressing gender equality in your daily life and in your role as a grassroots facilitator?*

- *Why is it important for a grassroots facilitator to be a role model?*

- *What can a facilitator do to address gender equality in an engagement situation?*

- *What are the challenges for the grassroots facilitator when addressing the issue of gender equality in an engagement situation?*

- *How do you respond if culture is identified as a barrier to addressing gender inequality?*

Figure 8: Gender equality continuum tool

GENDER BLIND

Ignores…
• the set of economic/social/political roles, rights, entitlements, responsibilities and obligations associated with being female or male
• power dynamics between and among men and women, boys and girls

GENDER AWARE

Examines and addresses the gender considerations and adopts an approach along the continuum

EXPLOITATIVE

Reinforces or takes advantage of gender inequalities and stereotypes

ACCOMMODATING

Works around existing gender difference and inequalities

TRANSFORMATIVE

• Fosters critical examination of gender norms*& dynamics
• Strengthens or creates systems* that support gender equality
• Strengthens or creates equitable gender norms and dynamics
• Changes inequitable gender norms & dynamics

GOAL

Gender equality and better development outcomes

*Norms encompass attitudes and practices
*A system consists of a set of interacting structures, practices, and relations

Materials created by the Interagency Gender Working Group (IGWG).

Available at: http://www.igwg.org/training/ProgrammaticGuidance/GenderContinuum.aspx

11 Wrap up the session by explaining the gender-transformative continuum briefly to give an idea of what you mean by gender blind and gender aware – Gender blind refers to actions, attitudes, views, policies, programs that ignore gender considerations altogether, while gender aware means deliberately examining and addressing the anticipated gender related attributes.

12 Ask the participants to think about where they fit on the continuum in terms of their answer to the question on why we care about gender equality and equity.

Designing and monitoring effective grassroots engagement processes to improve equity

A What is effective engagement?

Learning objectives	By the end of the session participants:

· can explain the difference between participation and effective engagement;

· will have reflected on their personal experiences of engagement; and

· can explain the criteria for an effective engagement process.

Materials	Flip-charts, marker pens, meta cards, tape, prepared flip-chart paper with a copy of the definition of engagement on it, the illustration of the participation continuum, large cards with different human rights written on each ("rights cards"), three to four medium-sized empty boxes covered with blank white paper and copies of the handout
Time	90 minutes
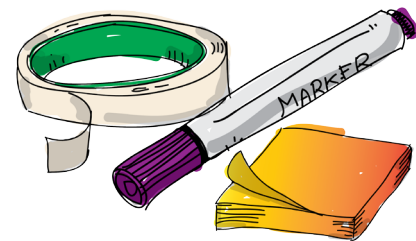
Steps

1   Start the session by writing the word "engagement" on a flip-chart. Ask the participants in plenary to think about what this word means to them and write their answers on the flip-chart for all to see.

2   Explain that you want to first run a short exercise that will help with the reflection in later discussions. Ask the participants to move the chairs so that there is a large open space in which they can all easily move across the room. Have the participants sit on the edge of the space that has been created. Ask them what they understand about the word "rights" (fundamental normative rules about what is allowed of people or society).

3   Place the "rights cards" on the floor, with sufficient space between them. Ask the participants to go around the room and pick a rights card to stand next to. Ask them to choose a human right that is important to them, based on a personal experience, and think about one personal story that illustrates why this right is important to them. Explain that this is not about taking a position but more about linking with a human right that a person should have that they feel strongly about due to a specific experience.

4   Ask who would be willing to take 5 minutes to share their story with the group. Invite a few of those who are willing to come forward. There is no need to hear all the stories. Based on which participants are willing to share, choose stories that present opposing or different reasons as to why the participant chose that particular rights card. This will allow for richer discussions among participants.

5   After a few participants have told their stories, ask all the participants to stand along a wall at the one end of the room. There should be clear and ample space for participants to do the next task, which is the "rights walk". Pick up any remaining rights cards.

6   Read out the following questions and ask the participants to take one stride forward if they would answer yes to the question as it relates to the right they chose earlier. Explain that they should respond individually.

- *Would you openly state that right in public?*

- *Would you run a campaign to champion that that right?*

- *Would you defend that right even if people laughed at you?*

- *Would you fight for that right?*

- *Would you go to jail for that right?*

- *Would you be prepared to put your life at risk for that right?*

7   After the exercise has finished and the participants have returned to their chairs, ask the following reflection questions:

- *How did you feel doing this exercise?*

- *Did you ever feel uncomfortable, and what made you feel that way?*

- *How did you decide whether to step forward or not?*

- *What is the difference between moving forward and staying where you are (risk assessment, previous experience, fear of being laughed at, worried about what other participants thought of you)?*

- *Were you influenced by others moving forward or staying where you are?*

- *In reality, who speaks out for their own rights and who does not? Why do you think this?*

- *How do you think this exercise relates to the engagement of local stakeholders?*

- *How does the status and position of stakeholders in a climate change or forest context influence their willingness to engage and why?*

8   Ask the participants to form groups of four to five people. Explain that each person has to think of three positive experiences of personal engagement in which their attention was truly captured and prompted them to join others to do something. Emphasize that it can be any experience in which they felt engaged personally or professionally. Ask them to write down those three experiences on three separate cards.

9	After they have written down those three moments, ask each participant to explain those experiences. For each experience, they need to explain why they were effectively engaged in that process.

10	After the participants have finished, explain that you will give each group an empty box covered with blank paper. Explain that you want each group to build on their reflection process and to combine all their ideas into a visual representation using that box.

11	Explain that their task is **not** to decorate the box. Instead, through the design and the placement of visuals on the box they are to portray (explain) what engagement is and what makes it effective. The box will be their "marketing" product to explain engagement and which elements are necessary for effective engagement. In other words, they are to "sell" their idea using this "engagement box".

12	Give the group magazines, newspapers, meta cards, marker pens, scissors and glue. Explain that each group will have 25 minutes to develop their box, based on their shared understanding of engagement. Emphasize they are free to do what they like with the box, including putting things inside or changing its form.

13	After 25 minutes, tell each group that they will be given 3 minutes each to present their box and their understanding of engagement. Give them 5 minutes to prepare for their presentation.

14	After 5 minutes, ask the groups to present.

15	After they have presented, bring everyone back to plenary and ask them the following reflection questions:

* *Based on your presentation, what is your understanding of engagement?*

* *How is engagement related to participation?*

* *What makes engagement distinct from participation?*

* *What do you think makes engagement effective, if you consider your stories and experience?*

* *How does engagement relate to improving equity?*

16	Ask the participants if they are familiar with the participation continuum. Briefly present the stages of the participation continuum. After you have finished, ask the participants where they think engagement is positioned. Place a card that says "engagement" at the far right of the continuum (the diagram should be taped to a wall), ensuring that the participants understand that participation is one step beyond engagement. It is also crucial to indicate that engagement cannot happen within or between groups without applying participatory values.

17	If you would like to challenge the group further, you can ask for a few volunteers to place themselves along the continuum, based on their own experience (the projects and the communities that they
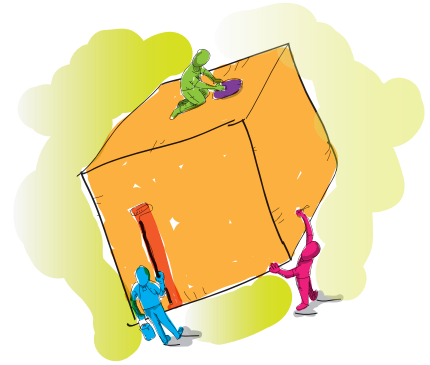
are working with). These volunteers can then do a self-assessment of the level of engagement they have with these communities and share their reasons for their placement along the continuum.

18   Ask the participants to think of specific examples of what worked and what did not work when it came to promoting engagement within the REDD+ context, based on their experiences.

19   Wrap up the session by recalling the definition of engagement that was used during the building of the box presentations earlier in the session (participatory engagement is a process that harnesses human diversity and focuses on building energy through emotion and connection towards individual and collective actions on issues of mutual concern).

20   As you revisit the meaning of engagement and the challenges of engaging less empowered stakeholders, stress the need to evoke emotional connections among people. Emphasize that, as grassroots facilitators, their own emotional connection with the people they are facilitating is as important as the process itself. Explain that other sessions will explore process design and the tools for effective engagement.

Trainer's notes

It is important to make the links between the rights walk and the overall process of engagement. The rights walk is included to demonstrate that different people are persuaded to take action or engage over different issues and that it is the emotional connection – and not the social obligation – that motivates people to be engaged.

This session can challenge participants' perceptions about their role as grassroots facilitators. Some people believe that communities are not yet prepared for engagement and need "training" in a passive mode before they can engage. You need to be ready to challenge this assumption and give examples of grassroots stakeholders who, when given the right opportunity, have contributed their opinions to a process like any other stakeholder. Use the participation continuum to ask the participants to take a position and place themselves (in an honest self-assessment) somewhere on the continuum that they believe reflects most of their work. They need to think of the reasons (possibly barriers or constraints) for this.

The rights walk

Produce a set of "rights cards" with the following words. Each card should be A4 size or at least big enough to be visible to the whole group. The cards will be placed on the floor and participants will be asked to choose one. Feel free to add any other rights that might be relevant for discussion with your specific group of participants.

Right to security	Right to fair trial
Right to freedom of movement	Right to leave and return to own country
Right to own property	Right to freedom of thought, conscience and religion
Right of assembly	Right to vote
Right to food	Right to education
Right to health	Right to work
Right to a family	Right to a pollution-free environment
Right to access forests	Right to smoke
Right to ride a bicycle in a city	Right to wear whatever you like
Add your own Right to _____	Add your own Right to _____

Effective engagement?

Participatory engagement is a process that harnesses human diversity and focuses on building energy through emotion, connection and dialogue as a means towards individual and collective action on issues of mutual concern.[13]
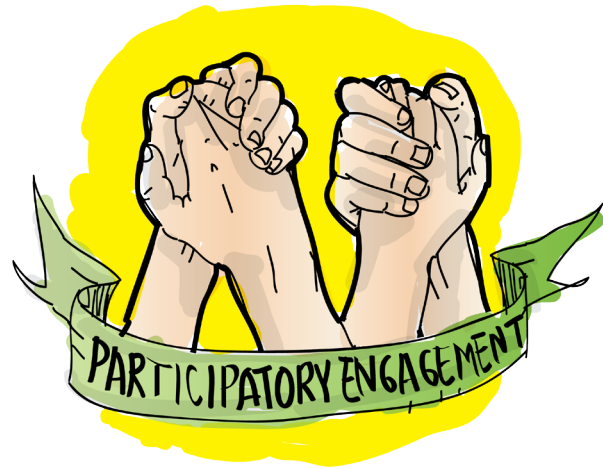
An alternative definition that describes some of the outcomes of true engagement is "the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest or similar situations to address issues affecting the well-being of those people. It often involves partnerships and coalitions that help mobilize resources and influence systems, change relationships among partners and serve as catalysts for changing policies, programmes and practices".

The terms "engagement" and "participation" are often used interchangeably – but they are not the same thing. Engagement is a term frequently used regarding opportunities that a community may have to influence public issues and also as a commitment to action or involvement. A member of society or a group can participate in an event or discourse but not necessarily feel part of the longer-term solution or process or take action as agreed – in which case, they are not necessarily engaged. Participation is an essential part of the engagement process. However, engagement processes will take it one step further because the goal is in creating sustainable solutions and setting agendas from within a group and/or between groups.

Over the past two decades, the paradigm of participation was promoted in forest and land management to secure benefits for all stakeholders while fostering shared responsibility. Yet, a gap remains between the practice and real change for forest-dependent communities and marginalized groups. This can be attributed partly to issues of power differentials between interest groups and partly to the shift in discourse and politics over natural resource management related to climate change as well as global attention to environmental services. Typically, approaches to participation never aim at facilitating dialogue and conversations among stakeholders or even within stakeholder groups. Instead, emphasis is placed on providing information and seeking opinions rather than a sustained dialogue about shaping the future of forest communities through those groups.

A different approach to engagement between groups within communities and between stakeholders is needed – one that goes beyond the current practice of participation. For engagement to be successful, human connection and emotion need to be evoked. The current practice of participation does not always seek to do this. Often, discourse is dominated by a few opinions, and there is no ownership over the outcome. Hence, longer-term engagement is compromised.

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13   Based on authors' experience and synthesis of the definitions of participation in the literature.

How is participation and engagement related?

The participation continuum (Figure 9) explains how participation can vary in levels and quality of the participatory interactions.

Figure 9: The participation continuum

| PASSIVE	REACTIVE	PARTICIPATIVE	EMPOWERMENT	LEADERSHIP
Local residents and organizations are informed of issues by external organizations	Local residents and organizations provide input into the priorities and resource use of external organizations	Local residents and organizations influence the priorities and resources of external organizations	Local residents and organizations work in shared planning and action with external organizations	Local residents and organizations initiate and lead, with external support, on issues

It is insightful to reflect where most of our experience comes from on this continuum. Within the REDD+ context, it is particularly useful to assess participation and engagement at the different levels, from international to local. Engagement is achieved when people work together to take action on issues of mutual concern around issues of REDD+ and forests and climate change.

What do we need to do to really engage people within and across stakeholder groups?

Often, less powerful and marginalized stakeholder groups may not be accustomed to participating in large forums or engaging beyond attending meetings. As a grassroots facilitator, your role is to design engagement processes and platforms that use your skills to help the stakeholders to "find their voice". In fact, it is not just within marginalized groups but also in powerful stakeholder groups that individual voices are never expressed. Your challenge as a grassroots facilitator is to ensure that participation in those processes and platforms is inclusive, in which all stakeholders can contribute and express themselves and thus have a fair opportunity to influence the agenda and outcomes. They will only do this if they care about the issue and they have made a connection with others who are discussing it.

Helping people express themselves and find their voice or move one step further and engage in a conversation about something they care about requires creative, imaginative and unique process design. As grassroots facilitators, we need to evoke emotion and connection between people. This means understanding how the brain functions and engaging both emotion and logic.

All too often, tools, meetings and dialogue are designed to focus on left-brain functions. No emotional connection is made between the issues and the group or even between individuals. Those who design and facilitate meetings, networks and platforms are afraid to do things creatively or differently; they use similar tools and avenues every time. As a grassroots facilitator, your first commitment should be to help those who usually do not have a chance to express themselves develop the necessary skills to express themselves and make a connection with others.
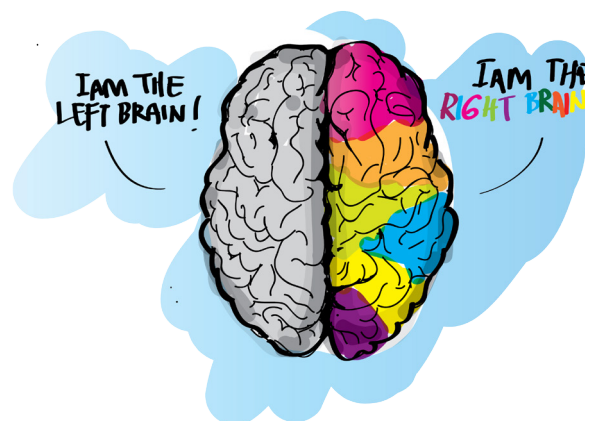
B Explaining equity and engagement

Learning objectives   By the end of the session participants:

· will have analysed a real engagement process for a REDD+ or community forestry activity that relates to improving equity and to the dimensions of the equity framework; and

· will have discussed the success factors for an engagement process that aims to improve grassroots equity.

Materials   A flip-chart, marker pens, meta cards, Post-it Notes, tape and a case study (use a case study if there are no participants who are able to be a resource person with specific experience in facilitating grassroots communities)

Time 120 minutes

Steps

1   Introduce the session by explaining that having considered what is engagement and the skills of a grassroots facilitator, the participants will next link the engagement process to the equity framework that was discussed earlier in the training.

2   Highlight that this session focuses on real experiences with engagement processes. Select at least three to four participants whom you know have had experience facilitating longer-term engagement processes in the context of community forestry or REDD+. These people will be "resource persons". Divide the other participants into three or four groups, one per resource person. As a preparation, brief the resource persons and participants before the session so that the resource persons can know what to expect, what aspects of the engagement process to highlight and areas that they should share, such as barriers or constraints, best practices and lessons learned.

3   Explain that each group will analyse a case study by interviewing the resource person. This will allow them to practise their questioning skills. Suggest that each resource person kicks off the exercise in the group with a 5-minute background to the case they are planning to share and the context of the engagement process.
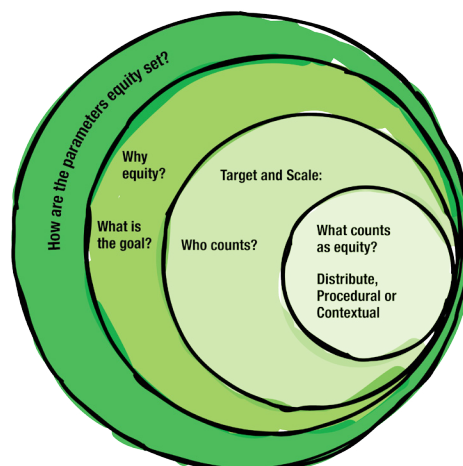
4   Explain to the other (non-resource persons) participants in the group that, through the interview, you want them to ask the following questions and analyse the engagement process, step by step. The group will prepare a presentation on a flip-chart for the other groups.

- *What were the objectives of the engagement regarding equity?*

- *Who was the target group, and why was this group selected?*

- *What dimension of equity was addressed, and how was this done?*

- *What were the steps and tools that were used?*

- *What were the strengths of the process, and how could it have been improved?*

5   Remind the participants that when they are asking questions, keep in mind the equity framework covered earlier. Give the group at least 60 minutes to do this task. After they have completed the exercise, ask them to tape their outputs to the wall for the others to read.

6   Give each group 5 minutes to read another group's outputs before asking them to rotate; ultimately they are to read all the groups' presentations.

7   After the group has done one round, ask a member of each group to briefly present their insights, but remind them that they do not have to present all the details. Focus on drawing out the relationship, with the goal of improving equity and the strengths of the process.

8   After all the groups have presented, ask the participants the following reflection questions:

- *Based on these cases, how far can engagement influence equity?*

- *What are our entry points for influencing equity through an engagement process – where and when can you as a grassroots facilitator start to work on a more effective engagement process?*

- *What are the criteria of success for engagement to influence equity?*

- *What are the implications for grassroots facilitators in designing engagement processes?*

9   Summarize the reflection and the exercise by reiterating the success factors from the cases that were discussed.

10   After the reflection, wrap up the session by emphasizing the value of making a conscious link between the engagement process and improving equity by being specific about the equity issues the process will address (dimension), who should be included when it comes to improving equity within the engagement process and what is the overall goal.

Trainer's notes

This session is valuable because it considers some of the issues in real-life situations for improving equity. It is more effective if you can use cases or stories from the participants. When selecting the case studies, ensure that there is a diversity of lessons in terms of addressing different dimensions of equity.

If you have a good case study of your own, you can write this as a story and use it. However, the value of this session is selecting different engagement case studies and discussing them across the groups.

For this session to be successful, you must make sure that the participants link the discussion to the equity framework and that they do not use their own or other equity frameworks to analyse the experience.

C Power and engagement

Learning objectives   By the end of the session participants:

· can explain various expressions of power and how they are related to equity and engagement;

· will have experienced how power can be relational and dynamic;

· can explain the different dimensions of power (forms, spaces and levels); and

· can explain how power analysis assists in selecting empowerment strategies and designing effective engagement processes.

Materials   A flip-chart with the power cube diagram, marker pens, tape, "expressions-of-power" cards, "power-ranking" cards, a card with labels to build up the diagram and copies of the handout

Time   120 minutes

Steps

1   Introduce the session by explaining that the participants have already analysed various concepts relating to equity and the barriers to participation. Explain that even though participatory processes have been promoted in the context of natural resources (and specifically in forest management) for the past 15–20 years, meaningful changes have not been evident when it comes to improving equity. Emphasize that one of the critical barriers is how the dynamics of power relations influence the participatory processes and the equitable sharing and distribution of natural resource benefits. Any grassroots facilitator who wants to make a difference will have to reflect on how power affects any engagement process.

2   Ask the participants to explain how they think power is related to equity. Facilitate a short discussion.

3   Ask the group how they define power. Present the definition from the handout (do not yet distribute the handout), checking that the participants have a similar understanding. Ask the participants if they think power is positive or negative.

4   Explain that there are four ways that power can be expressed, which can be both positive and negative. Have four cards ready that depict the four expressions of power that are to be explored in this activity: power over, power to, power within and power with. Tape each one on the flip-chart while explaining what that expression of power signifies. Ask the participants which one they think is most common and why. Ask the participants to relate it to their own experiences with REDD+ or climate change-based forest management. Ask them what the difference is between each expression; discuss until you feel they are all clear on the differences. Some of the differences may be subtle yet at the same time complex. Make sure that the participants are aware of this. Ask

which ones they think relate the most to engagement and to improving equity. (The handout for this session can guide you. Do not hesitate to use your own experience.)

5   Explain that to introduce the different dimensions of power and their sources, you will do a power-ranking activity with all the participants. There are three aspects to this: personal power, social power and positional power. The participants will explore each aspect through an activity called The Power Game.

6   Ask the participants to divide into two teams with equal number of participants. Give the participants a "personal power" card that describes a power dimension. Ask the teams to line up based on the individual description they were given. Ask the teams to discuss where each person should stand in terms of who is the most powerful. Be sure to state which end is the most powerful and which end is the least powerful, so that there is no confusion. Give the groups 2–3 minutes to order themselves.

7   Do not make up a story or give extra details based on the power-card roles or provide any information about the levels of roles, such as everyone lives in the same village. This will make the exercise contrived and the participants will not feel free to express themselves.

8   After they have formed the line in their decided order, ask each person why he or she is standing where they are and relate their position to the other people in the line. If you are surprised by the position that a person has taken, ask the group or the other group to question them on why they chose that position.

9   After you have discussed their ordering (the reasons why they placed themselves where they did), give them cards for the next level – the "social power" cards. Try to give people a card that changes their previous power status, all the time observing where they are standing in the line.

10 Again, give them 3 minutes to discuss and rearrange themselves. Explore with them their reasons for taking the place they took or for the group deciding their position.

11 Repeat the exercise again, giving them the third level, that of "positional power". This time, reflect on how their position has changed since the first round. It is better if you can deliberately give those lower down the power ladder on the previous round a high positional power card so that the participants more easily see the differences.

12 After you have completed the third round using the positional power cards, ask the group the following reflection questions:

  • *How did you feel doing this exercise?*

  • *What happened in each step of the exercise and why?*

  • *Who had very different ranks of power between the start and the finish of the exercise and why?*

  • *Who had a similar power ranking through all three rounds and stayed in the same place throughout the exercise?*

  • *How did you personally decide your power status?*

  • *How did others make you change your position?*

  • *What do you think were the different dimensions of power that was on the three rounds of cards?*

  • *Which do you think was the card that influenced your position the most and why?*

  • *How does this exercise relate to the expressions of power that were discussed earlier (power over, power to, power within and power with)?*

  • *How does this exercise relate to engagement and improving equity?*

13 After completing the reflection, revisit the definition given at the start of the session and emphasize that this exercise clearly demonstrates that power is not static (it changes) and depends on relationships. Emphasize that although this reality makes power complex, it is important to understand it better in our contexts and not make any assumptions.

14   Explain that there are three dimensions of power to consider when we think about improving equity and that this can be presented as a three-dimensional power cube.

The Power Cube

LEVELS
- Global
- National
- Local

SPACES
- Closed
- Invited
- Claimed/Cteated

FORMS OF POWER
- Invisible
- Hidden
- Visible
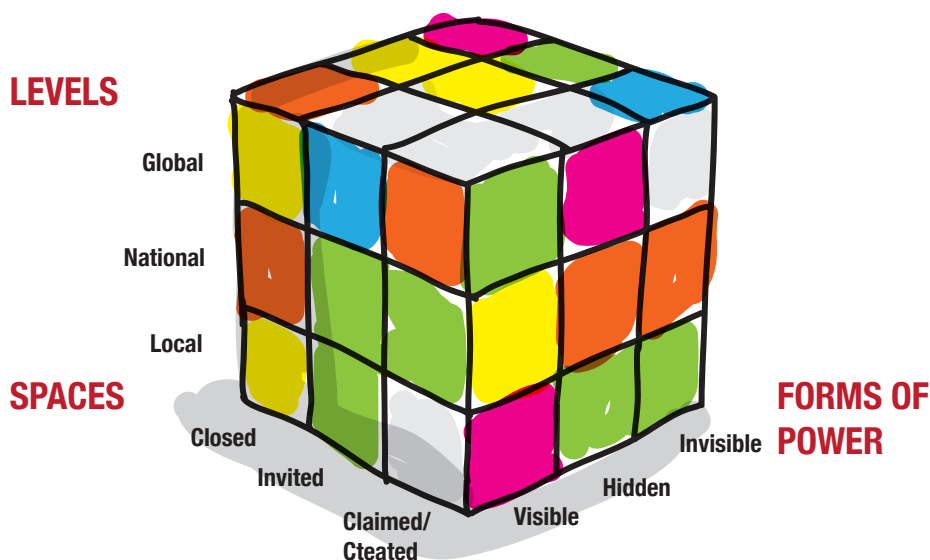
15   Present the cube using the blank figure of a cube, starting with the dimension of "forms of power". Using examples from the earlier exercise, first focus on the participants' understanding of the forms of power: visible power, hidden power and invisible power (see the handout).

16   After you have completed the forms of power, move to the next dimension, that of "spaces". Explain that understanding how and where people exercise their power is key to understanding entry points for change and influence when it comes to balancing power and therefore equity in a given context. Explain the dimensions of space, one by one, giving examples: closed space, invited space and created space. To make it clear to the participants, you can ask them for examples from their own REDD+ contexts.

17   Move on to the final "levels" dimension, and tape the different levels cards onto the cube. Ask the participants how they think power shifts across the levels. Make sure that you also give examples of levels within the local context, such as the village or household.

18   After explaining the power cube, ask the participants how these dimensions and the cube could help them analyse power and develop strategies for improving equity.

19   Explain that to further describe the relevance of the cube; you would like the participants to use the dimensions that were explained to influence the power of one specific stakeholder. Then divide the participants into groups of four or five people. Ask them to pick one stakeholder they know who has been marginalized in a REDD+ a context.

20   Ask them to use the cube to determine where they think the stakeholder relates most within the power cube and what strategies could be used to shift the stakeholder to different forms, spaces and levels of power. Ask the group to list these strategies on the flip-chart.

21   After 20 minutes, ask the participants to explain which stakeholder they selected and why and talk about some of the strategies they used. Make sure they relate the discussion to the power cube dimensions.

22   After explaining the strategies, ask the group the following reflection questions:

- *Did the groups have similar or different strategies for the same stakeholder? Why were there either similar or different?*

- *What kind of tools can assist a group to harness their hidden power and shift to more visible forms?*

- *How far have you explicitly analysed power and how it relates to the grassroots stakeholders you work with?*

- *How can this power analysis help you in the future?*

23   Wrap up the session by going back to the expressions of power (power over, power to, power within and power with) and make it clear that to address equity through engagement processes, the last three expressions are what a grassroots facilitator must work with.

Trainer's notes

This is an important session to link engagement with equity. Participants need to fully understand how they can influence power relations as part of their strategies for the deliberate and explicit engagement of marginalized groups.

It is necessary to read the handout fully before you run this session. It is also important that you understand the power cube and the facets of power that will be introduced in the session so that it will not be confusing for the participants. Try to give as many relevant examples from your own experience or their contexts and, if necessary, prepare examples in advance.

In some groups, the participants are eager to show that they respect the power of local leaders and they therefore push local leaders to the top of the power rank. This is particularly relevant when training civil society organization members who are keen to demonstrate their respect for local people. However, as a trainer you will need to challenge such perceptions or encourage other members of the group to challenge these participants so that the reality of real power dynamics is revealed and analysed. You can use various facilitations skills, such as questioning and framing, to do this.

Power ranking

Write the following words on different cards and keep them separate, according to the columns. Add other cards if necessary, keeping the criteria of the description, based on the column heading.

Personal (cards for first round)	Social (cards for second round)	Positional (cards for third round)
Short man	Local teacher	Local politician
Beautiful lady	Widow	Adviser to provincial governor
Wise old lady	Religious leader	Leader of women's movement
Lazy young girl	Illiterate person	Leader of farmers' association
Hardworking boy	Married with many children	Forest guard
Muscular man	Retired police officer	Director of NGO
Ugly young boy	Unmarried person	Traditional chief
Honest man	Owner of agribusiness company	National lobbyist
Outspoken old man	Having some level of formal education	Director of a village government
Blind lady	Local trader	Elected member
Shy young lady	Has a PhD	Environmental lawyer
Fill your own......	Fill your own......	Fill your own......
Fill your own........	Fill your own........	Fill your own........
Fill your own........	Fill your own........	Fill your own........

What is power?

"Power is the ability of humans to achieve a change [they] want. It is dynamic, relational and multidimensional."[14]

How do we see power?

Is it something "negative", with some people having control over others, the same as domination	**or**	is it something "positive" and necessary for agency and productive action?
Is it something "held" (or not held) by people (the powerful and the powerless)	**or**	is it something that is part of our life, in all relationships and discourse?
Is it something with "zero gain"– always with winners and losers	**or**	is it something fluid and accumulative and not a finite resource?

Why is it useful as a grassroots facilitator to analyse power?

Groups and individuals can express power in different ways. Because power is constantly changing, depending on relationships in a group or between stakeholders, it is necessary to understand the different expressions of power.

"Power over" refers to the ability of relatively powerful actors to affect the actions and thoughts of those who are relatively powerless. It is often seen as the domination or control of one person, group or institution over another. This is the expression of power most often recognized by outsiders and grassroots facilitators.

"Power to" refers to the individual ability to act, to exercise agency and to realize the potential of rights, citizenship or voice.

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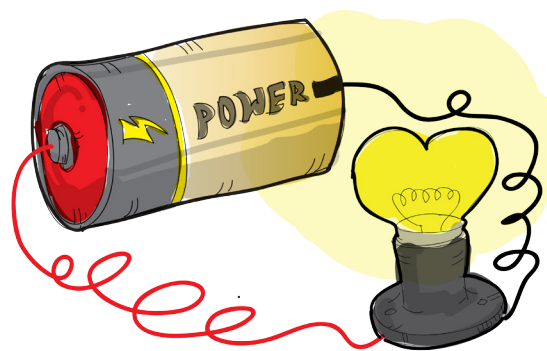
14   Adapted from Hunjan, R. and Pettit J. (2011).

"Power within" refers to gaining the sense of self-identity, confidence and awareness, which is a precondition for action. By enhancing the power within, individuals build their capacities to imagine and raise aspirations about change.

"Power with" refers to the synergy that can emerge through partnerships and collaboration with others or through processes of collective action and alliance-building. It is the ability to take collective action by acting together. It helps build bridges across different interests, experiences and knowledge.

The dynamics of power (who has power over others, who can build power with, who can exercise their power to, who can feel powerful within or not) is defined within each context and each relationship. For example, a small farmer living in poverty is vulnerable to the power and sometimes violence of vast estate owners and multinational agribusinesses. Yet, at the same time this farmer may have established an authoritarian and violent relationship with the female members of his family, especially (though not necessarily) if he is immersed in a patriarchal and macho culture with specific norms and practices that endorse, condone or uncheck these violent behaviours.

In historical terms in many communities, access to resources, rights and decision-making has been monopolized by a few people. This concentration of power has resulted in or contributed to widespread poverty, marginalization and the violation of the human rights of specific communities, including forest-dependent communities. It is crucial to reverse this pattern and bring previously excluded groups and individuals into arenas of decision-making while at the same time transforming how power is understood and used.

This is relevant in the context of the REDD+ agenda, especially in terms of ensuring that poorly represented people and those who depend on the forest resources for their livelihoods are recognized and integrated fairly into decision-making processes, especially those related to livelihoods and benefit-sharing.

It is the last three expressions of power (of the four) that a grassroots facilitator can mobilize. If a grassroots facilitator has identified specific stakeholders who are not yet meaningfully engaged in REDD+ processes and for whom equity is a concern in terms of rights, benefits or participation, using strategies to mobilize power "within" and "with" is critical. Creative engagement processes aim to build power within marginalized groups through various techniques.

Using the power analysis can help a grassroots facilitator to:

- explore empowerment strategies and new ways of working with constituents;

- have a deeper analysis of the issue that the organization is addressing and test assumptions about how change could be achieved; and

- explore new strategies for change.

Forms of power

This is the **first** dimension that needs to be considered regarding your stakeholder groups.

Visible power includes the aspects of political power that we "**see**" – formal rules, structures, institutions and procedures that inform any decision-making process. This form of power typically has never been "seen" by more marginalized stakeholders in certain societies.

Hidden power is exercised through powerful people and institution to maintain their influence by setting and manipulating agendas and marginalizing the concerns and opinions of less powerful groups. It can also apply to marginal voices that have not been heard or considered in forestry or REDD+ project design.
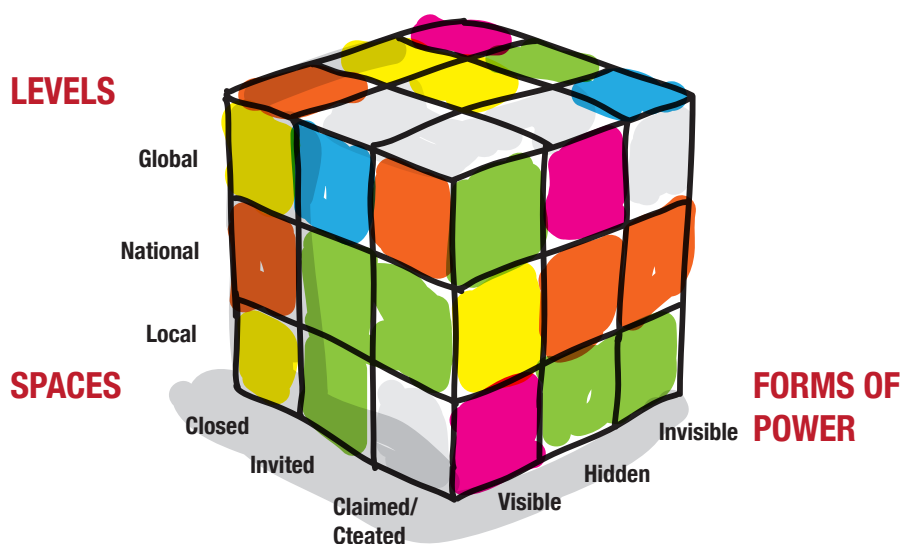
Invisible power operates in ways in which people adopt traditional practices that are created by those with more power. People may be unaware of their rights and their ability to speak out and may come to see various forms of power or domination over them as "natural" or, at least, unchangeable and therefore unquestioned.

Spaces of power

Power is exercised through people in different ways in any given context. Understanding the characteristics of the arena in which different people exercise their power is crucial because it helps to identify the entry points for grassroots facilitators to initiate the change process. "Space" is used here to explain the opportunities for formal and informal interactions to help people influence the decisions and rules that shape or touch their lives.

Closed spaces are those in which decisions are made behind closed doors – often without providing opportunities for inclusion. This may include formal spaces open only to those in official positions or formal representatives.

Figure 10: The power cube for analysing dimensions of power

LEVELS

Global

National

Local

SPACES

Closed

Invited

Claimed/
Cteated

Visible

Hidden

Invisible

FORMS OF
POWER

Invited spaces are those in which various types of authorities ask people to participate in decision-making processes as citizens, beneficiaries or users. Although these spaces could become opportunities for genuine collaboration, agendas are often predetermined.

Created or **claimed spaces** are those in which less powerful people come together to create their own space and set their own agenda. This includes examples of social movements and grassroots campaigns.

Levels of power

Power shifts along the vertical levels – global, regional, national, local, community, household and family. The dynamics and relationships are different for each level. It helps for a grassroots facilitator to understand how power changes across the levels.

Table 5: A framework for empowerment

|	
Forms of power	Address the hidden and invisible forms of power at all levels and spaces. Make them visible through lobbying and advocacy.
Spaces of power	Strengthen (in) formal institutions. Connect horizontally by building chains of accountability.
Levels of power	Mobilize capacities at all levels. Connect vertically by building alliances and networks.

D Unpacking the engagement toolbox

Learning objectives

By the end of the session participants:

· can explain the function of various tools in an engagement process to improve equity;

· will have listed all the tools they have used in their own engagement processes and the benefits of using them;

· will have analysed which tools are the most and least used by grassroots facilitators; and

· will have determined which tools would be most effective in creative engagement to improve equity.

Materials

A flip-chart, marker pens, meta cards, Post-it Notes, tape and a copy of a triangle on flip-chart paper for each group
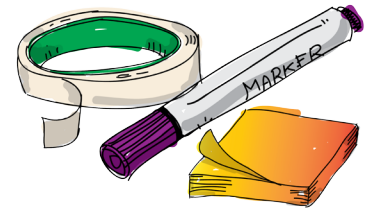
Time

60 minutes

Steps

1   Introduce the session by explaining that the focus is on all the tools that a grassroots facilitator can use for better engaging grassroots stakeholders.

2   Ask the participants what they understand by the word "tool" and ask them to give an example (hammer, spanner). Ask them to give an example of a facilitation tool that has been used during the training.

3   Divide the participants into groups. Ask each group to spend 10 minutes to quickly generate the range of engagement tools that they have used in the past as a grassroots facilitator. Ask them to write the type of tool used on a card; one tool per card.

4   After 10 minutes, ask them to discuss the tools with each other.

5   Give each group a piece of flip-chart paper with a large triangle already drawn on it that fills the page.
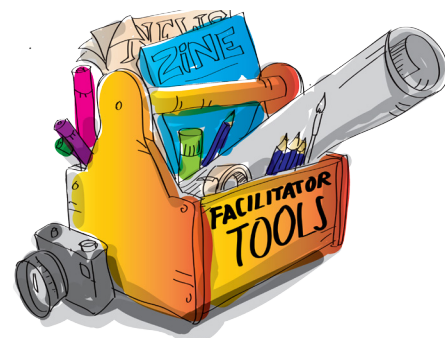
6   Ask each group to use the triangular shape to position how often tools are actually used. Explain that having clarified the tools and how they are used within their group, the participants should discuss and agree which are the most used tools and place those at the base of the triangle. Ask them to place the tools that are least used at the top of the triangle.

7   After they have attached their cards, ask each group to tape their flip-chart paper with the ideas they have generated, next to each other on a wall.

8   After giving 5 minutes for the participants to read the other flip-chart papers, ask the following reflection questions:

   • *Are the tools similar or different?*

   • *Which tools feature in all groups?*

   • *Which tools are unique? Why do you think they are unique?*

   • *Why are some tools more commonly used than others?*

   • *Do you think tools are used often because they are effective? Why do you think so?*

   • *Which tools are least used and why?*

   • *How do you learn about tools as a grassroots facilitator?*

   • *Do you ever design your own tools?*

   • *How does your choice of tool affect the quality of your engagement process and participation?*

9   Wrap up the session by explaining that many grassroots facilitators are not using tools as creatively as they could. Emphasize that new tools need to be developed and tried in order to move groups, especially grassroots communities who may be marginalized or whose perspectives are not being heard, to a level of engagement that can make a difference and give confidence for self-expression and connections. Finalize by explaining that this session was to draw out the participants' past experiences in using tools but that another session will focus on how to design an engagement process and introduce some new tools.

Trainer's notes

Participants often become confused about tools, methods and approaches. Try to avoid defining or limiting the scope of their understanding about tools and just encourage them to think of all the formats they use in an engagement process, regardless of whether it is a tool, method or approach for them.

No handout is provided for this session because it is a reflection session. This session can be combined or should be closely linked in sequence with the session on designing an effective engagement process. The trainer should make this link clear during the session.

E Designing an effective engagement process

Learning objectives   By the end of the session participants:

· can explain the value of creativity in designing an engagement process for grassroots stakeholders;

· can explain the value of design concepts when planning an engagement process for grassroots stakeholders;

· will have reflected on their own creativity as a grassroots facilitator when designing and facilitating an engagement process; and

· will have practised designing an engagement process, including formulating objectives, the flow of the process and selecting effective tools for the process, and will have received feedback on the engagement process designs.

Materials   A flip-chart, marker pens, meta cards, Post-it Notes, tape, glue, tools for engagement printed out on slips of paper and placed in envelopes, Bobby McFerrin video clips (see the trainer's notes for Web links) and copies of the handout

Time   180 minutes

Steps

1   Introduce the session by explaining that the focus will be the design of a creative engagement process.

2   Ask the participants what their understanding of the word "creative" is and why engagement needs to be creative. Write their answers on the flip-chart.

3   Show the participants the Bobby McFerrin video clips. After watching both clips, ask the participants the following reflection questions:

- *What do you think these people are telling us about engagement?*

- *How can we relate what they are saying to improving equity?*

- *How do you think creativity can help an engagement process?*

- *How do you make sure you engage "the whole person" in your engagement process?*

- *Reflecting on the tools you commonly use that were highlighted in the session on the engagement toolbox, which tools engage the whole person?*

• *How could you combine tools in a process to engage people more creatively?*

• *Why do grassroots facilitators sometimes resist more creative processes?*

• *How would you score your own processes for creativity as a grassroots facilitator, on a scale of 1–10?*

4   Explain that this session will give the participants a chance to plan and design an engagement process logically with their peers, to consider how they can integrate creativity, and to engage the person completely (i.e. engaging the mind, the heart and emotions, the skills etc) in the process. Explain that engaging the whole person is to ensure that participation is based on its four core values (full participation, mutual understanding, inclusive solutions/inclusive agreed principles and shared responsibility).

5   If necessary, remind the participants of the elements that have been covered in the training regarding facilitation and engagement (barriers and values to participation from learning block 1), roles and skills of a grassroots facilitator (in learning block 2), the engagement box, which showed how the elements help create effective engagement, and the engagement toolbox, which contains tools and methods that can help design an effective process (learning block 3).
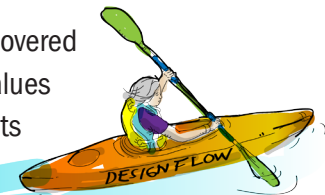
6   Divide the participants into three groups. Provide each group with a different overall goal for an engagement process to improve equity that they will design. Explain the instructions as they appear on the exercise sheet. Inform the participants that they have been provided with a number of tools (in the engagement toolbox) in an envelope. But they are not restricted to only those tools because they may have their own ideas. They do not have to use all the tools in the envelope, either. However, emphasize that you want to see a process that is realistic but different and creative. In some cases, further clarification may be needed.

7   Before you give each group their envelope, explain that you want to give them a few tips on how to design an effective engagement process. Ask the participants what they understand about the word "process" and why you are using that particular word. Ask the participants why they think you are using the term "process design" and not "plan". After they have given their answers, explain that "design" is used to convey a conscious process (sequenced logical steps) of creative planning that has a clear goal or function. It implies that steps have been deliberately sequenced and tools specifically selected for achieving the goal of your process.

8   Explain that any process designer recognizes the following steps in considering a process: setting

the scene, divergent thinking, creating mutual understanding and convergent thinking towards action. Explain that this is the "backbone" of any process design and that they should consider this backbone in their own process design.

9   Give each group their envelope of tools and explain that they have 45 minutes to design their process and produce a visual map of the process. They will also have to present the process to the other groups. Encourage the groups to experiment and use cards and Post-it Notes to build up their process rather than writing it directly on the flip-chart. Explain this is part of the design process because it allows groups to reconsider and adapt the sequence.

10   After 45 minutes, ask each group to tape their process design flow, or map, onto the wall. Give the groups 10 minutes to look at each other's design flow. Make it clear that each group has been assigned to design an engagement process for a different overall goal, which means they likely used the same tools in different ways.

11   Ask each group to present their design flow for 2–3 minutes, each focusing on the rationale for the design and the justification for the selection of tools and **not** on the details of the topic or context of the groups for whom they were designing the process.

12   Give the participants a chance to ask questions about the other's design flow. Remind them again to focus on the design flow and the tools only. As you listen to each presentation, focus on whether the objectives and steps are sequenced logically and creatively.

13   After all the groups have presented, ask the following reflection questions:

   • *How did you feel doing this exercise?*

   • *What did you find difficult or easy and why?*

   • *How different is this process from how you typically plan an engagement process?*

   • *How would you score your group in creativity, on a scale of 1–10?*

   • *How did you go about developing and sequencing the steps and objectives?*

   • *How did the objectives help you select the tools?*

   • *Which tools did you select and why?*

   • *Did it help to have a specific structure to your process design?*

   • *Do you think you could use this kind of technique to develop an engagement process for your own context (such as in your own project)?*

   • *How realistic is the engagement process you have designed? Would you use these tools in a REDD+ context? If yes, why? If no, why?*

   • *What could be some of the barriers to using some of these tools?*

   • *What is the difference between the design flow in this activity and an agenda for a meeting? How can such a design flow help you as a grassroots facilitator? Why do most engagement processes and meetings not have a design flow?*

14   After reflecting on the exercise, explain to the participants that this session was for them to understand the value of consciously designing a process rather than an agenda. Explain that it must be clear that design is not just about selecting creative tools but also about ensuring that a process achieves its objectives and formulating clear objectives that can be understood by all involved stakeholders.

15   Explain that often such processes do not even have clear objectives, and it is impossible to design a process without objectives. Emphasize that most tools can be used in different ways in any process, depending on the specific objectives of the process (such as what is to be achieved). Adapting and creating specific tools creatively can enhance any engagement process. Believing in the process is one way to encourage engagement and meaningful participation from the stakeholders. It is critical that tools are not used in isolation and that the whole process, from the start, promotes creativity and sets the tone for engagement. They cannot be isolated sessions to fill up time or as games and energizers.

Trainer's notes

Allow enough time for reflection on the design flows because this is where most of the learning takes places for this session. Make sure that as each group presents their design flow that you check how the logical sequence of steps and objectives relate to the overall goal. Comment on each group's overall creativity in terms of the design of the process.

The video clips of Bobby McFerrin can be accessed at: www.youtube.com/watch?v=WodODxpTbpA. The section you can use to illustrate creativity is between minutes 21.02 and 24.44. You can also use this cropped version of Bobby McFerrin demonstrating music scales: www.youtube.com/watch?v=ne6tB2KiZuk. To illustrate that grassroots facilitators need to improvise creatively during an engagement process, you can use this video of Bobby McFerrin demonstrating with a blues song: www.youtube.com/watch?v=rYg5CCwwfV0.

You can also use Tina Seelig's TED talk on creativity to show how grassroots facilitators can use their experiences, the engagement tools and process design as well as the cultural traditions and knowledge of the communities they are working with to design and deliver creative engagement processes. That video can be accessed at: www.youtube.com/watch?v=gyM6rx69iqg.

You can also search for relevant materials in your own language, but make sure such video clips really challenge perceptions about what is possible in creative engagement. Do not use conventional participatory tools.

Participants may think conventionally about which tools can be used with certain grassroots stakeholder groups due to some of their own assumptions and preconceived notions about the knowledge, capacity or ability of the groups with whom they are working. Emphasize that most tools can be used with any group, provided the process is set up and designed well, with clear objectives and taking into consideration the local context and cultural values.

Another alternative process design process that is useful is the appreciative inquiry cycle. This can be introduced if the group is interested. This is a four-step process of discovery (divergent), dream (divergent/

imagine), design (convergent) and destiny (unique personal commitment and concrete actions that will be taken in the future to fulfil the commitment that has been made). Some grassroots facilitators successfully use this as the backbone for their process design. You can introduce this with an example to illustrate how appreciative inquiry has been used.

If participants request more information on tools, you can either photocopy a set of the tool-slips for them, in addition to the handout; or refer them to other resources, such as Gamestorming by Dave Gray, Sunni Brown and James Macanufo, which is referenced in the handout.

If you are conducting the training in a field situation, as in some of the training scenarios, you can base this session's design game on the objectives set during the field diagnosis on equity issues and barriers to participation for specific groups.

Design game

This activity aims to provide an opportunity to design a creative engagement process and apply the four core values of participation. An overall goal of the process is provided. The engagement process must aim to achieve this goal, using the knowledge, skills and tools that have been discussed in previous sessions. The group will have to do the following in order to design the engagement process:

- Identify the **steps** and **proposed time frame** (think about how the steps will meet the overall goal).

- Determine the **specific objectives for each step** and write them down.

- Identify **who** will be involved in **each step**.

- Select the **tools** that will be used in each step, providing the rationale for selecting each one. If a different tool is used than the ones given, please explain why and how the tool is used.
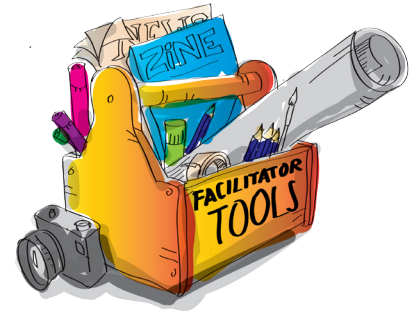
Prepare a visual map of the process design (the flow of the engagement process) and present it to the other groups. Be creative, and provide logical rationale for the design. Each group should work with one of the following overall goals.

Group 1: Overall goal of engagement to improve equity:

Inform women and marginalized communities about their rights to free, prior and informed consent and identify their role in that process

---

Group 2: Overall goal of engagement to improve equity:

Develop a safeguard system for REDD+

Group 3: Overall goal of engagement to improve equity:

Decide the benefit-sharing procedures for REDD+ policy

Copy the following pages and cut the tool-slips, which have a description of the various tools that can be used in the design of the engagement process. Place a goal of the engagement and a set of tools into an envelope. Prepare the envelopes, based on the number of groups you have in the training session.

Opinion poll

- Short survey or consistent interview of a sample of the public or target group

- Measures what the public would think if they were informed and engaged around a specific issue

- Not necessarily paper-based

Survey questionnaire

- Usually a paper-based list of closed questions to illicit specific information

Focus group discussion

- A one-time discussion of a particular topic for which 6–12 individuals are selected and who meet specific criteria to represent one segment or stakeholder group

Meeting or workshop

- A group of individuals from different backgrounds who meet to discuss themes or issues to develop recommendations or a specific plan

Leaflet or media

- Provides visual and written information on a specific theme or issue or informs the public of a decision or a new policy

Fishbowl discussion

- Self-regulating participatory format that can be used with 8–300 people to exchange opinions and/or reach convergence (mutual understanding)

Music or rap festival

- A platform to exchange ideas and opinions by creating messages using music (rap, blues, rock , pop) on a specific issue

World Café

- A semi-structured roundtable technique to build a conversation and exchange ideas in larger groups, using open-ended "great" questions and the cross-fertilization of ideas

Graffiti wall

- A way to collect ideas for visual reactions to and feedback on a specific issue and discussions

- Provides the freedom to express ideas, reactions and feedback in any form and at any time

Photo voice

- A visual device to help people express their ideas or responses to a specific question or issue by making a photograph story and sharing the photographs

Vision board

- A way for stakeholders or groups to build a shared dream or picture (a vision) of what they want to see in the future through pictures

$100 test

- A prioritization device in which a group is given an imaginary $100 to assign and rationalize (explain why) different actions or items that should be ranked or chosen in terms of importance for the group

Image-ination

- A visual brainstorming process through the random selection and display of images from magazines or other materials that are then linked with a particular subject

- Encourages using creativity, imagination and innovative thinking and can be used for exploring and developing interesting and new options or ideas

Build our world 3D

- A visioning and planning method for building a three-dimensional model of what people want to see in the future and how they will get there (requires papier mâché, maize flour, glue, specific related objects)

Give-and-take matrix

- A decision-making visual matrix that maps possible actions, based on the effort required to implement and the potential impact of those efforts

Strengths mapping or personal mandala

- A device that assists in mapping (identifying in a visual way) different stakeholders and their assets (strengths and positive attributes)

Co-drawing

- Creating a picture, based on a shared meaning or shared priorities or understanding of a problem or an issue

The box

- A shared visualization item that can be used to discuss, explore and understand concepts, assets, ideas and visions

Citizen's jury

- A group of randomly selected citizens who gather over a few days to represent their community to deliberate on a policy issue in which the evidence base can be presented from witnesses and cross-examination can be conducted

Interviews

- One-on-one interviews to obtain a feel for issues, feelings and perceptions

Impact and effort matrix

- A visual device that maps out the motivations and interactions among specific persons or actors in a system

- A useful diagnostic device that helps determine how values are defined, understood and embodied in groups

4Cs matrix (components, characteristics, challenges and characters)

- A method for analysing any subject and gathering and organizing an understanding about that subject in a different way

- Useful in challenging or changing a standard way of thinking in which a topic is commonly verbalized

Participatory video

- A visual storytelling device to share real perspectives

- Participants can make a video story about their views or ideas for addressing specific issues

Role play

- A method that can be used to convey feelings and perspectives of different roles of specific stakeholders or participants of the process in any situation

- Useful for exposing and exploring perspectives, values, feelings and opinions

Talk show format

- A simulation method for presenting different opinions on the same topic, with "experts" who require clear, challenging questions and a mechanism for audience interaction

What if…

- A visioning method to generate "out-of-the-box" thinking in which anything is possible

Force field analysis/SWOT

- A participatory visual analysis method for examining current and future situations that can be used to analyse what needs to be improved and what can be a catalyst for change

Who/what/when matrix

- A visual action planning device for assessing who is accountable for delivering on different tasks and responsibilities, based on a shared or common goal

Designing a creative engagement process

Why does a grassroots facilitator need to design a process?

Designing an engagement process is very different from planning an agenda. An agenda often times is a list of topics that may not have a conscious flow or clear objectives of what needs to be achieved. To design an effective engagement process, a grassroots facilitator needs to consider the flow and sequence of specific steps with clear objectives.

The grassroots facilitator should apply the four core values of participation in each step of the process while considering how to engage the stakeholders with the issue and with each other.
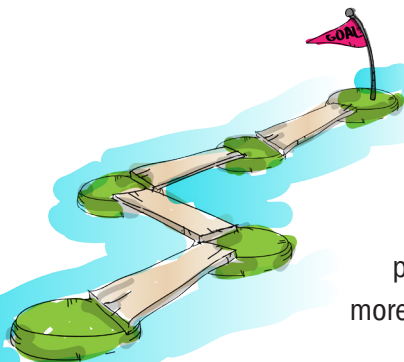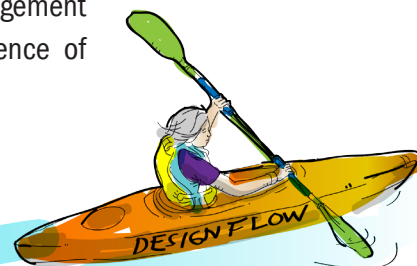
Each step of the process design is linked to the other steps in one way or another; the logic of the process needs to be evident to all the stakeholders or participants of the engagement process. If participants feel that they are a part of a process, they are likely to be more engaged from the start.

Referred to as "design thinking", a creative engagement process involves looking for ways to improve a situation and to develop an atmosphere in which people can think freely, imaginatively and innovatively to find solutions or generate new ideas. Tools, games and visualization can be linked explicitly within the process design; they do not and should not be isolated in their function.

Some grassroots facilitators think that designing a creative process requires adding a few energizers into a conventional format or agenda. This is not process design. Applying the four core values of participation in a process design means that a grassroots facilitator needs to reframe how participants and conveners understand engagement processes. In other words, the grassroots facilitator mus t challenge conventional perceptions about participation formats, particularly the participation models that may be ineffective or weak.

> "Make it a practice to try at least one new thing every time you gamestorm. It will keep you honest, force you to continually develop and improve, and keep things alive and fresh for you. You won't inspire others unless you can stoke your own fires."
>
> **Gray, Brown and Macanufo in Gamestorming**

What does it mean to be creative and why is it necessary?

Creativity as a grassroots facilitator is about trying something new for all persons involved in the process: the facilitator, the stakeholders or any person who is being engaged in a given context (such as students, participants and colleagues). There is a need to be honest in the process – new ideas, discoveries or inventions will not happen unless individuals are willing to take some risks and try new things on a regular basis.

Creativity should be considered in terms of space, design flow, tools and documentation. Mobilizing stakeholders' creativity and imagination is as important as the grassroots facilitator's own creativity and imagination. This will build and create energy in a process and in any group.

Why do some grassroots facilitators resort to conventional agendas and tools?

Generally, many meetings and engagement processes are weakly designed and continue to use conventional formats and agendas. Assisting a convener or a group to redesign a process to ensure that people can express "their true voice" and engage and commit to the process and issues at hand is not easy. This will involve challenging people's perceptions. Most engagement processes are convened with a predetermined outcome in mind. This restricts how open organizers will be to new ideas.
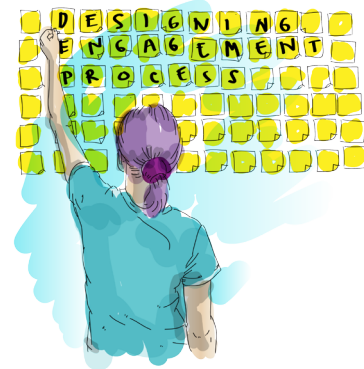
Unfortunately, if someone outside a community or group decides an activity or outcome for that community or group, there usually is no sense of ownership and it fails. A good grassroots facilitator needs to believe in the four core values of participation and trust in the engagement process. A grassroots facilitator must believe that these values and processes can bring about convergence in reaching a specific goal.

Communities or groups will find their own pathway for engagement and entry points for improving equity if they are given the opportunity to genuinely participate and determine their own outcomes through a well-designed and open-ended process.

How to overcome your creative block as a grassroots facilitator

It is easy to get stuck in tried-and-tested ways of setting up an engagement process. This can sometimes lead to a "creative block" as a grassroots facilitator. Figure 11 provides some tips from experts for overcoming creative blocks.

Remember that creativity is always about randomness, reversal and reframing. Doing something unexpected can stimulate creativity and allow people the freedom to think innovatively and in unconventional ways.

Figure 11: Experts' advice for overcoming creative "blocks"

CREATIVITY TIP SHEET
UNSTUCK Live better every day

Designed for those moments when you're feeling creatively stuck. (Perfect to stick to the front of your fridge…)

GETTING STARTED

Begin by doing something else

You're in warm-up mode: not quite ready to tackle your creative project. So don't. Take your technique of choice — paper mache, Post-it notes, Powerpoint — and create something entirely unrelated. Your mind will start clicking into a creative space.

> "PROBLEMS RARELY HAVE SHARP EDGES, AND OFTEN THERE IS NO MATCHING ANSWER IN THE WORLD. YOU NEED CREATIVITY TO BOTH FRAME A PROBLEM INVENTIVELY - AND TO BROADEN THE ARRAY AND POSSIBILITIES OF HOW THE PROBLEM MIGHT BE SOLVED."
> Keith Yamashita, Chairman of SYPartners

UNSTUCK POINT OF VIEW
Problem solving is at the heart of creativity. It is the process of finding connections that don't exist yet — an ability that resides in all of us.

FINDING INSPIRATION

HOW TO STAY OPEN-MINDED

1. Don't play the expert so you can learn something new.

2. Listen more than you talk to get new perspectives.

3. Ask "What if…" to uncover new possibilities.

Look for inspiration in *nonobvious* places

The hardware store	*Walking the neighborhood*
Talking to Mom	*Reading children's books*
Flea markets	
Playing board games	*People watching at the mall*
Riding the bus	*In the woods*
Galleries	*Poetry*
Clouds	*A record store*
Riding a bike	*An atlas*
A fancy food store	*Antique store*
Ball games	*The candy aisle*
At the movies	*Zoos*

> "INSPIRATION IS NOT A DESTINATION. IT'S BEING OPEN TO SEEING THINGS THAT MAKES THE DIFFERENCE."
> — Vanessa Holden
> Creative Director
> West Elm

UNSTUCK POINT OF VIEW
Inspiration appears when we are willing to consider that what we believe might not be true.

PUSHING THE STATUS QUO

How to uncover BIG IDEAS
(an exercise for one or more people)

1. Define the universal truth. This is your purpose or goal. For example: Spending more time together strengthens our relationship.

2. Search for, collect, and arrange artifacts that relate to — but push — the truth into a new place. Artifacts can be pictures, physical items, articles, quotes, websites, whatever inspires.

3. Weed through and discard the obvious artifacts.

4. Repeat step 2.

5. Study your collection to discover the golden nugget.

UNSTUCK POINT OF VIEW
What looks like instant creative brilliance actually comes from a steady practice of seeing, thinking, and acting creatively.

> "IF YOU WANT TO BE CREATIVE, YOU HAVE TO MAKE THE CHOICE TO CHALLENGE THE WAY THINGS ARE AND CHANGE THEM
> — Scott Slavin
> Creativity Coach and Director of "Naked in Alaska"

BREAKING THROUGH A BLOCK

HELP! I'M BLOCKED

• Close your eyes and tell someone what you see.

• Look for something to solve.

• Help someone else.

• Limit yourself in one or more ways: time, technique, words, colors, money, materials.

• Do something physical that requires little or no thinking.

• Look at it from someone else's perspective.

> "BE OKAY WITH TRYING 10 DIFFERENT THINGS ALONG THE WAY BEFORE FINDING SOMETHING THAT WORKS FOR YOU."
> — Linda Zacks
> Brooklyn-based Artist and Designer

UNSTUCK POINT OF VIEW
A creative block is simply a sign that it's time to try a different approach.

Unstuck Can HELP

Take advantage of the Unstuck app's free tools to help you solve creatively, including:

• *"Tell Me Why" to* **get to the core** *of what's blocking you.*

• *"Visualize It" to* **find and organize inspiration** *and ideas.*

• *"Now or Never" to tackle* **procrastination.**

• *"Shake Up Your Routine" to* **get out of a rut.**

• *"Pros vs. Pros" to* **make decisions.**

YOU CAN DOWNLOAD THE FREE UNSTUCK IPAD APP AT HTTP://BIT.LY/UNSTUCKGIFT
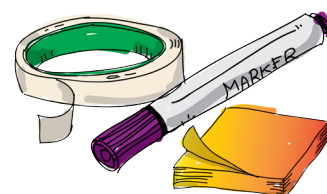
F Monitoring procedural equity

Learning objectives By the end of the session participants:

· can explain the main elements of procedural equity; and

· will have identified and justified the principles and building blocks that need to be monitored, based on a set of criteria and indicators, to assess if procedural equity is being achieved.

Materials A flip-chart, marker pens, meta cards, Post-it Notes, tape and copies of the handout

Time 90 minutes

Steps

1 Introduce the session, explaining that if the ultimate goal is to achieve procedural equity in the REDD+ initiative or other aspects of forest and climate change management, we need to consider how to monitor whether changes take place at the various levels of engagement.

2 Revisit the equity framework, reminding the participants that throughout the training that emphasis has been placed on engagement and the role of the grassroots facilitator. Nonetheless, the goal ultimately is for the grassroots facilitator to influence procedural equity to ensure that participatory values are applied throughout the engagement process. This includes the active and meaningful participation of marginalized groups, such as women, indigenous peoples and forest-based communities.

3 Divide the participants into groups of four or five. Ask them to imagine they have been selected as a working group to a national task force to monitor the procedural equity in the development of a national REDD+ strategy and then its implementation. Explain that you want them to identify what they think are the principles or building blocks that would ensure procedural equity. Then they should develop the criteria and indicators as part of that process. Emphasize that their focus should be specifically on what they will monitor and how they should measure it and that it should be as simple as possible so that it can be understood by all stakeholders.

4 Explain that their working group will be asked to present their monitoring framework to the national task force after 60 minutes. They will have 5 minutes each to present. Explain that the task force will be expecting a professional and clear presentation from each team. Encourage the groups to write clearly on flip-charts and use cards so that they have the flexibility to test and try out different ideas and suggestions. After 60 minutes, ask the groups to come together to present their outputs. Be strict with the time frame and be sure to ask questions to ensure that each group justifies their framework.

5   After all the groups have presented, ask the participants to reflect, using the following questions:

- *Based on the presentations, which group do you think will be able to monitor procedural equity effectively?*

- *What were the differences among the presentations?*

- *What are the principles or building blocks that are the same across the monitoring frameworks?*

- *What is missing from the frameworks for effectively monitoring procedural equity?*

- *How can the influence of procedural equity on other equity issues be monitored?*

- *Is there a difference between monitoring the process and the outcome?*

- *Who is currently monitoring procedural equity in your REDD+ context?*

- *What is the role of a grassroots facilitator in monitoring procedural equity?*

6   After the reflection, present the principles or building blocks of procedural equity (see the handout but do not distribute it yet) for which criteria and indicators need to be developed. As you present, try to relate to the frameworks of the participants by giving examples of the criteria or indicators from them that fit into the different principles or building blocks. After you have presented them, reflect with the group on the principles and building blocks. Ask them where their frameworks put the most emphasis and which ones did they forget.

7   After reflecting, ask the participants if they think there is procedural equity in their own REDD+ processes at the national and/or local levels. Ask them what they think is missing.

8   Make it clear to the participants that there is a difference between monitoring **the process** and monitoring **the outcomes**. Procedural equity is about monitoring the procedures and processes in place to track effective participation. Explain that if these processes are documented, then it is possible to link with other impacts for influencing distributional and contextual equity.

9   Wrap up the session by explaining that it is useful to introduce the concept of monitoring procedural equity as a grassroots facilitator in multistakeholder groups because it allows a more conscious observation of which groups are not actively participating and the direct or indirect outcomes of that.

Trainer's notes

It is likely that participants will struggle to come up with principles and building blocks. However, it is better to let them brainstorm first and then reflect on the principles and building blocks as you introduce them.

Monitoring procedural equity

Building a procedural equity monitoring framework

The diagram below describes the principles or building blocks that need to be monitored when establishing procedural equity. It provides further explanation on the issues that need to be considered. Specific criteria and indicators are not defined here because they are dependent upon a specific context, condition or situation of the project that is being monitored.
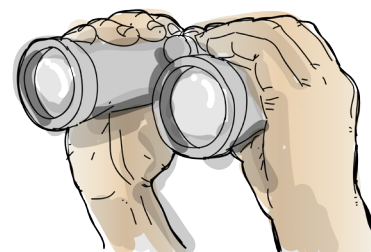
Principles and building blocks	Issues to be considered
Pre-engagement preparation	Stakeholder analysis; identification of the equity issues and the incentives and barriers to participation for each group
Communication tools and effective engagement process design	A process to engage all; tools are relevant for the purpose; opportunities for all to participate, taking into account barriers; marginalized groups can access the tools
Grievance mechanism and conflict management	Grievance mechanism in place; groups aware of that grievance mechanism; neutral advice available to indigenous peoples
Transparency and access to information	Forms and availability of information for all groups; transparency of procedures and clear parameters on access to information
Inclusion and representation	All groups/subgroups are represented at different levels, including women and indigenous peoples; specific status groups are satisfied with their ethnic and different representations
Records, reports and process documentation	Reports of attendance and views, including unconventional documentation of original perspectives, such as participatory video reporting
Contextual and distributional equity outcomes	Mapping of equity issues and changes over time; stories of change available in relation to rights and benefits

Enhancing learning in your training (OPTIONAL)

A Equity versus equality (learning recap)

Learning objectives   By the end of the session participants:

· will have recalled the difference between equity and equality explained in previous sessions; and

· will have explained their understanding of the meaning of the two terms visually.

Materials   Marker pens, bright A4-sized coloured paper and A3-sized or larger coloured paper

Time   60 minutes

Steps

1   Introduce the session as a learning recap. Make sure the participants are sitting in groups of equal numbers. Distribute a piece of coloured A4-sized paper to each participant and ask them to draw a line down the middle.

2   Ask them to depict in a picture form what they think is **equity** on one side and **equality** on the other. They should reflect back on their learning from the previous sessions. Explain that they should draw boldly and fill the space on the paper so that others can see their pictures from a distance.

3   Give them 5 minutes to draw. Ask them to share the story of their picture with the other members of their respective groups.

4   After each group member has explained their picture and their understanding of the two terms, tell the group to now make a big picture that represents their shared understanding of the two terms. Give each group an A3-sized or larger coloured paper. Give the group 5 minutes to draw their picture. Emphasize that it is not a matter of choosing the best picture but creating a picture that will explain their shared understanding and the differences of the two terms.

5   After each group has developed a picture, give them a few minutes to stand up and present it clearly to the group. Encourage all the members of the group to participate.

6   After all the pictures have been presented, ask the participants the following reflection questions on the exercise and its outcome:

   • *How did you feel doing this exercise?*

   • *How did you decide what to draw?*

   • *Has the exercise clarified your shared understanding of equity and equality? Why?*

   • *Which do you think is more important equity or equality and why?*

   • *What does this tell us about the relationship between equity and equality?*

7   Wrap up the learning recap by referring to the session on equity and the participants' experience of cutting the watermelon (or whatever fruit was used). Explain that it is challenging to decide or reach equitable outcomes if stakeholders or communities are not provided with equal opportunities for participation. Ensuring gender equality in REDD+, climate change mitigation or forest management is one example of this point. If gender equality is not ensured in a certain context or situation (such as within the scope of a REDD+ project), then the outcomes cannot be considered equitable.

Trainer's notes

As with many visualization or drawing exercises, many participants may insist they cannot draw. Try to encourage them to break through that barrier and draw something very basic that can convey their understanding without words. In this situation, it is best that you do not give an example; otherwise, all the participants may copy that idea.

Visualization of equality versus equity

Ask the participants to take an A4-sized piece of paper and divide it down the middle with a line. Ask them to depict in a picture form what they think is equity on one side and equality on the other. After they have shared their individual pictures, ask them to develop one picture as a group that conveys their collective understanding of the difference between equity and equality.

The following is an example of the visual understanding as presented by a group of participants in the testing of this manual in September 2013. The gloves and hands are a visual representation of equality because all hands receive exactly the same pair of gloves, regardless of the size of their hands. The gloves are in different sizes and forms to fit their hands best, and this represents equity.

LEARNING BLOCK

4

Enhancing learning in your training (optional)

B How can grassroots facilitators address equity? (learning recap)

B How can grassroots facilitators address equity? (learning recap)

Learning objectives   By the end of the session participants:

· will have synthesized how a grassroots facilitator can address equity, based on the learning from previous sessions; and

· will have encapsulated their learning and reframed their ideas with others in the form of a rap song.

Materials   A flip-chart, marker pens, meta cards, Post-it Notes, tape, instrumental rap music or rhythm instruments and a microphone
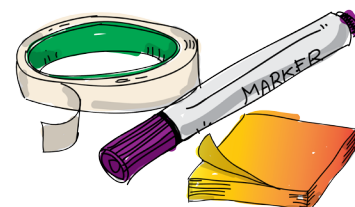
Time 60 minutes

Steps

1   Introduce the session as a learning recap from the previous training days. This is best done half-way through a five-day training scenario. Explain that this is a chance to process, digest and generate ideas on how the participants, as grassroots facilitators, can influence processes that can improve equity. By referring to the different sessions' outputs, remind the participants of what you have already covered, without going into any detail. You can draw their attention to the flip-charts of diagrams and outputs that are taped on the walls or boards of the training room.

2   Divide the participants randomly into groups, making sure the same people who have worked together consistently over the previous sessions are not together.

3   Ask each person to think of as many ways as possible on how a grassroots facilitator could address and improve equity in their own context. Give them 10 minutes for this activity. Tell them to write one idea on a meta card. Be strict with the time frame. Push the groups to work faster, if necessary.

4   After 10 minutes, explain that now they will have 10 minutes to discuss their ideas, making sure they clearly understand each other's perspective. Again, be strict about the time frame.

5   After 10 minutes, explain that the next step is for the groups to each develop lyrics to a rap song about how a grassroots facilitator can address equity. Make sure all the participants understand what a rap song is; consider playing some rap music in the background to facilitate the groups' thinking process. If necessary, ask one participant to give an example.

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LEARNING BLOCK 4

Enhancing learning in your training (optional)

B How can grassroots facilitators address equity? (learning recap)

6   If the groups are challenged by the task, you can give them a shortcut: They can change the words to a refrain or chorus from a song that is popular and that everyone knows. They can substitute their own words in the chorus. In each verse, they can generate the lyrics from the ideas they wrote on the meta cards earlier. Explain that you will give them no more than 15 minutes to develop the lyrics.

7   After 15 minutes, stop the exercise and explain that they will have to perform their song in an Improving Equity Rap Festival. Give them 5 minutes to prepare a performance of their song.

8   After 5 minutes, ask each group to perform their song. Try to create an atmosphere in which all groups feel confident to perform. Provide encouragement and enlist the support of the more vocal and confident participants to do so.

9   After the groups have performed, ask the following reflection questions:

- *How did you feel as a rapper and why?*

- *What are the key ideas emerging from all the rap songs?*

- *What were the unique ideas in the rap songs?*

- *Which song did you like the best and why?*

- *How has this activity helped you link different ideas?*

10 Wrap up the session. Place the lyrics of the songs next to the flip-chart that shows the role of a grassroots facilitator. Explain that this exercise was designed to facilitate the participants' understanding of equity and to integrate the ways that a grassroots facilitator can influence processes that can improve equity, which have already been covered in the training.

Equity rap festival

Ask the group to write the lyrics to a rap song that explains how a grassroots facilitator can improve equity. Set up a creative, open and safe space that gives the feeling of a rap festival by using visuals, background music and a stage with a microphone, if possible. Providing drums and other rhythmic instruments also can accelerate a group's thinking process when composing their song.

Preparation is key,
If you want to do it right,
More people will engage
You will see,

If you engage,
You won't feel like your thoughts
are in a cage
Equity is a necessity,
Encourage to participate right
from the start of the gate.

Setting the scene
Helps engage with the team,
Sharing information,
Promotes gender transformation.

Don't just be gender aware, you should do more than just care.
Confusion about facts, opinions and beliefs
Can suck the constructive energy
Out of the room like a thief.

So use the questioning model
To help you walk through the levels of participation
Encourage all stakers
After which you can lobby with policy makers

Equity from preparation,
To promote participation
Improves the process
And societal relations.

An example of a rap song on improving equity written participants at the test training of the manual: Emily Etue, Luis Barquin, Kinnalone, Bishnu Pouydal, 2013.

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LEARNING BLOCK

4

Enhancing learning in your training (optional)

C What did you see, feel, hear and learn for improving equity?

C What did you see, feel, hear and learn for improving equity?

Learning objectives   By the end of the session participants:

· will have discussed their learning experience on improving equity; and

· will have discussed questions for the trainer to respond to during the remaining learning process.
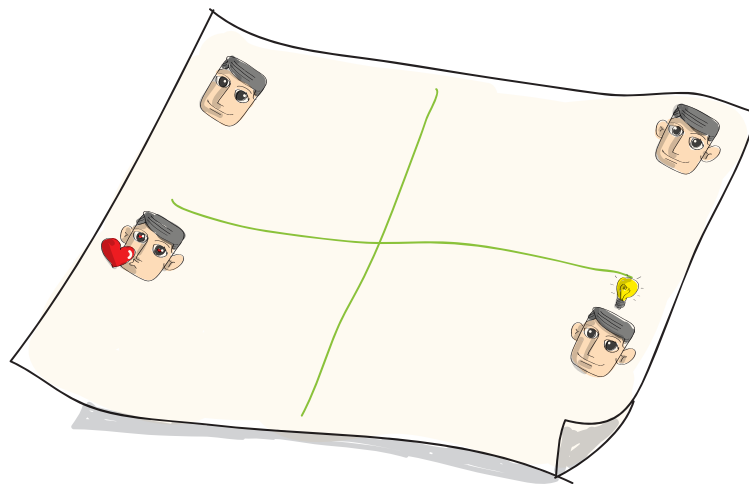
Materials   Flip-charts with the visual framework for each group, marker pens and meta cards or Post-it Notes (four colours)

Time   40 minutes

Steps

1   Explain that this activity will help the participants reflect on their individual and group learning on improving equity through designing and implementing creative engagement processes.

2   Divide a flip-chart into four spaces (by drawing a cross shape). Then draw symbols for seeing (an eye), hearing (an ear), feeling (a heart) and learning (a hand) – in each quadrant.

3   Divide the participants into groups of four or five. Give them a prepared flip-chart, each with the same images that you have used in the example.

4   Explain that you would like the participants to think quietly about what they have seen, heard, felt and learned during the training so far on improving equity.

LEARNING BLOCK

4

Enhancing learning in your training (optional)

C What did you see, feel, hear and learn for improving equity?

5   Explain that they should draw pictures to represent what they have seen, heard, felt and learned on a Post-it Note. Be firm and remind them that they cannot use words. Explain that each person should draw at least one picture for each quadrant. If they have time for more, then they can add more. Give them 15 minutes to think and draw. Explain they can use symbols if they do not like to draw.

6   After 15 minutes, ask them to place their drawings in the quadrant, and give them 10 minutes to analyse their drawings and think about how they will present them to the whole group.

7   Ask each group to present their visual learning journey. After they have finished, point out any key issues or questions that emerged. If you have time, you can also highlight the similarities and differences between the lessons of the different groups.

8   Display the visual learning journey that is on the flip-chart on the wall in the training room and refer to it if you need to respond to any new questions or if participants still have queries.

Trainer's notes

Some participants may protest that they cannot draw what they have heard. Give examples and encourage trust in the methodology. If taken seriously, this exercise usually reveals deeper insights into personal learning than verbal sharing allows.

D Stimulating creativity and reframing the process design

Learning objectives   By the end of the session participants:

· will have practised reframing the use of an object for a range of purposes; and

· can explain critical elements of creativity and reframing and how it relates to the process of designing a creative engagement process that can improve equity.

Materials   A familiar object (such as a chair, umbrella, mat, bucket or anything available) that is large enough for the whole group to see from a distance

Time   30 minutes

Steps

1   Introduce the session as an exercise in creativity and reframing skills. Link this back to the Creative Engagement Skills House and the use of creativity in designing creative engagement processes.

2   Ask the participants to stand shoulder to shoulder in a circle and place the selected object in the middle. Make sure you have chosen a very familiar household object that everyone knows and uses every day and that can be seen from a distance.

3   Ask the participants to take it in turns to demonstrate physically an alternative use for the object other than how it is normally used. For example, if the object is a bucket, then it can be used as an umbrella or as a stool. Only give one example and then ask each participant to demonstrate (without speaking). The rest of the group is to guess the purpose.

4   Keep the momentum of the exercise going. If any participant struggles, move on but explain that there will be opportunities again in the next round.

5   Keep going around the circle, at least two to three times. Do not warn the participants on the final third round. Just move quickly to the people who still have great ideas on how to use the bucket (or whatever your object is). You need to go at least three rounds, otherwise the key elements of

creativity will not be explored, such as combining forces with others to make group use of an object or combining the object with other materials in the room.

6 After you have completed the exercise, reflect with the group using the following questions:

- *How did you feel doing this exercise? What made it hard and what made it easy?*

- *How did you get a new idea? What were your sources of inspiration?*

- *Which were the best ideas towards the beginning of the exercise or the end and why?*

- *What helped you to reframe the use of the object and what hindered you?*

- *How do you usually find new ideas as a grassroots facilitator?*

- *How does this exercise relate to your role as a grassroots facilitator when designing a process for a group?*

- *Why does a grassroots facilitator need creativity and reframing skills?*

- *What things can you do as a grassroots facilitator if you are stuck and need to find new ideas to reframe something as part of a group process?*

7 After you have finished the reflection, summarize the activity by emphasizing the need for grassroots facilitators to find new ways and processes for groups to view issues or process tasks. Reframing the process and the issue can help a group see issues differently. Link this activity with the creativity tip sheet in the session on designing an effective engagement process.

Trainer's notes

The key to this exercise is to keep the momentum going. As you move around the circle, put pressure on the group to keep coming up with ideas and make sure you always come back to people who did not yet have an idea.

Annex 1: Session-based training design scenarios

Training scenario 1: One-off five-day classroom training for grassroots facilitators (covering all learning blocks)

Time	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	Self-discovery through asset-based thinking Introducing the training What is equity?	Learning recap Who is a grassroots stakeholder? Linking equity and participation	Analysing the skills of a grassroots facilitator for effective engagement Practising questioning skills	Learning recap Exploring power and equity	Practising explanation skills Designing an effective engagement process
Afternoon	Why equity matters in forest-based climate change mitigation, including REDD+ Analysing the equity framework in reality	The role of a grassroots facilitator for improving grassroots equity What is effective engagement?	Practising visualization skills Designing an effective engagement process	Practising story-telling skills The engagement toolbox	Monitoring procedural equity Open space and clinic Course wrap-up

Training scenario 2: One-off one-day overview decision-maker and planner training workshop

Time	Session (1 day)
Morning	• Introduction to the training (adapted) • Who is a grassroots stakeholder? • What is equity? • Why equity matters in forest-based climate change mitigation, including REDD+
Afternoon	• Applying the equity framework in reality • Linking equity and participation • Wrap-up and personal reflection for action

Training scenario 3: One-off three-day field-based training workshop for grassroots facilitators and community leaders

Time	Day 1	Day 2 (field)	Day 3
Morning	• Self-discovery through asset- based thinking • What is equity?	• Applying the equity framework in reality (using a field case story through interviews with stakeholders)	• Field reflection and learning (refer to optional sessions) and link to the monitoring equity session
Afternoon	• Why equity matters in forest-based climate change mitigation, including REDD+ • Linking equity and participation	• The engagement process case study and success factors (use real field case)	• What is effective engagement? • Designing an effective engagement process (focus on field site case findings to design future process)

Training scenario 4: One-off two-day community workshop

Time	Day 1	Day 2
Morning	• Self-discovery through asset-based thinking • What is equity?	• What is effective engagement? • The engagement toolbox
Afternoon	• Determining the equity issues at the community level • Linking equity and participation (adapted) – identification of the barriers to participation for specific groups	• Designing an effective engagement process (adapted for engagement within that community per stakeholder group) • Action plan for the future

Training scenario 5: Four-day sandwich field-based learning workshop

Time	Day 1	Day 2	Field (2 weeks back to work)[15]	Day 3	Day 4
Morning	Self-discovery through asset-based thinking What is equity?	Who is a grassroots stakeholder? Linking equity and participation		Reflect and share field findings to diagnose the equity issues and engagement strengths and weaknesses and the barriers to participation across grassroots groups What is effective engagement? (link to field findings)	Practising visualization skills or gender-leadership skills The engagement toolbox
Afternoon	Why equity matters in forest-based climate change mitigation, including REDD+ Linking equity and participation	The role of a grassroots facilitator for improving grassroots equity Practising questioning skills Designing field methodology to determine the equity framework and barriers to participation		Exploring power and equity The skills of a grassroots facilitator for effective engagement t	Designing an effective engagement process (adapted for future process for that field site) Monitoring procedural equity in that field site (adapted)

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15   This design assumes that field work is done without a trainer and that participants are given a framework to process and present their findings before the start of the second segment of the course. The trainer may want to be available for coaching analysis of the findings on the evening before the second segment.

Annex 2: References and further reading

In addition to the resources cited throughout this manual, the following table includes other useful websites and reading materials that you can refer to as a trainer. The materials are grouped within the three learning blocks for easy cross-referencing.

	Title/link	Author/host and Web links	Notes for trainer
Learning block 1 **Fundamentals of equity and participation in the forests and climate change context**			
1	A framework for defining equity: a policy brief	Marhajan, M, 2011. Available at: <www.espa.ac.utk/files/espa/Schreckenberg-poster.pdf>	This policy brief is based on the entitled *Defining equity : a framework for evaluating equity in the context of ecosystem services*, McDermott, M., Sango Mahanty, S. and Schreckenberg, K., 2011. A useful policy brief that provides an overview of the explanation and the thinking behind the equity framework used in this manual.
2	Equity issues in REDD+	Peskett, L., Vickers, B. and Graham, K., 2011. Available at: <theredddesk.org/sites/default/files/resources/.../equity_issues_in_redd.pdf >	A presentation of issues of equity in REDD+, based on a framework analysis.
3	How does free, prior, informed consent impact social equity? lessons from mining, forestry and their implications for REDD+	Mahanty, S. and Dermott, M., 2013. Available at: <http://www.sciencedirect.com/science/article/pii/S0264837713001294>	This paper examines the role of free, prior and informed consent for influencing social equity and the ambiguity and limited value of such approaches in situations in which rights are not yet clear.
4	Introducing equity in REDD	REDD-Net Asia-Pacific bulletin #1, 2011. Available at: <http://www.recoftc.org/site/resources/REDD-Net-Asia-Pacific-Bulletin-1-Introducing-Equity-in-REDD.php>	A useful summary of the equity framework, with examples of the different dimensions.
5	From research to action, leaf by leaf: Getting gender right in REDD+ social and environmental standards: Lessons from action research [books 1 & 2]	The Women's Environment and Development Organization and the REDD+ Social and Environmental Standards Secretariat, 2013. Available at: <http://www.wedo.org/library/wedo-launches-from-research-to-action-leaf-by-leaf-getting-gender-right-in-redd-ses>	An overview and specific guidelines on how to capture the gender dimensions in a REDD+ programme.
6	Is equitable REDD+ possible? The role of social safeguards, standards, and impact assessment in reducing risks and enhancing outcomes	Forest Trends, 2012. Available at: <http://www.forest-trends.org/documents/files/doc_3232.pdf>	A useful perspective on the impacts of REDD+ on equity and social issues and a demonstration of why REDD+ will not necessarily work without considering social equity.
7	The Nature of Sustainable Development, 2nd edition	Beder, S., Scribe, N., Vic., 1996. Available at : <http://www.uow.edu.au/~sharonb/STS300/equity/meaning/index.html>	

Learning block 2
The roles and skills of a grassroots facilitator for improving grassroots equity

7	The world café: Shaping our futures through conversations that matter	Brown, J., with Isaacs, D. and The World Café Community, 2005. San Francisco, CA: Berrett-Koehler Publishers, Inc.	An interesting reference with ideas on how to facilitate engaging conversations with powerful questions.
8	The art of explanation: Making your ideas, products, and services easier to understand	Lefever, L., 2013. Hoboken, NJ: John Wiley & Sons, Inc.	An overview of how to improve explanation skills with tools, tactics and techniques that may be useful in simplifying concepts behind climate
9	Gamestorming: A playbook for innovators, rulebreakers, and changemakers	Gray, D., Brown, S. and Macanufo, J., 2010. Sebastopol, CA: O'Reilly Media, Inc.	A great book for new inspirational ideas and methods to engage in different ways for divergence, mutual understanding and convergence.
10	Resonate: Present visual stories that transform audiences	Duarte, N., 2010. Hoboken, NJ: John Wiley & Sons, Inc.	A clear explanation on how to use and tell stories within the context of presentations that can be adapted for all other kind of contexts and reframe the way you think about story telling.
11	The sketchnote handbook: The illustrated guide to visual note taking	Rhode, M., 2013. San Francisco, CA: Peachpit Press.	This book can guide you in practising your simple visualization skills and convince you that visualization is a language that everyone can learn.

Learning block 3
Designing and monitoring effective grassroots engagement processes to improve equity

12	Change the way you see everything through asset-based thinking.	Cramer, K. and Wasiak, H., 2006. Philadelphia, PA: Running Press.	A useful overview of the asset-based thinking values that you can promote through your process design.
13	The power of appreciative enquiry: A practical guide to positive change	Whitney, D. and Trosten-Bloom, A., 2010. 2nd ed. San Francisco, CA: Berrett-Koehler Publishers, Inc.	Provides a thorough overview of why appreciative inquiry works and how it can be a constructive approach to use as a backbone for engagement process design.
14	Appreciative enquiry for collaborative solutions: 21 strength-based workshops	Stratton-Berkessel, R., 2010. San Francisco, CA: Pfeiffer.	Provides some ideas on workshop formats and processes for engagement that integrate appreciative inquiry values.
15	Power: a practical guide for facilitating social change	Hunjan,R. and Pettit,J., 2011 .	
16	The art of engagement: Bridging the gap between people and possibilities	Haudan, J., 2008. New York: McGraw-Hill Professional Publishing.	

THE CENTER FOR PEOPLE AND FORESTS

RECOFTC's mission is to enhance capacities for stronger rights, improved governance and fairer benefits for local people in sustainable forested landscapes in the Asia and the Pacific region.

RECOFTC holds a unique and important place in the world of forestry. It is the only international not-for-profit organization that specializes in capacity development for community forestry. RECOFTC engages in strategic networks and effective partnerships with governments, nongovernmental organizations, civil society, the private sector, local people and research and educational institutes throughout the Asia-Pacific region and beyond. With over 25 years of international experience and a dynamic approach to capacity development—involving research and analysis, demonstration sites and training products—RECOFTC delivers innovative solutions for people and forests.