SII/ICRAF Project (Activity No. 3124/2002-2007)

'Advancing Agroforestry Research and Development through Training and Education in Agroforestry'

TRAINING COURSE REPORT:
ASB Global Scenarios Training Course

17th November – 23rd November 2004, Chiang Mai, Thailand

prepared by

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Finally, this course would not have been possible without the active participation of the course participants, resource persons and their employing institutions (listed in annex) whose contributions have been greatly appreciated and are herewith acknowledged.

Introduction

This course is organized as an activity under the World Agroforestry Centre (ICRAF)/SII project ***Advancing agroforestry research and development through training and education*** (2002-2007) coordinated by the Centre's Training and Education Unit. This project's developmental objective is that 'agroforestry innovations developed by the Centre and its partners are implemented in developing countries throughout the tropics. The immediate objectives of the project are through short courses, transferring of the outcomes and results of recent advances in agroforestry research and development obtained by the Centre and its collaborating partners, and the development and widespread dissemination of agroforestry teaching resources for the benefit of training and education institutions in the tropics. These objectives are achieved through the assessment of partner strengths, weaknesses and training needs; the implementation of about 20 short, specialized training courses in the areas of competence of the Centre; the production of supporting agroforestry teaching and learning resources in various formats; and the strengthening of national institutions through a small-grants projects scheme.

The ASB Global Scenarios course was created in partnership with the ICRAF/SII project and the Alternative to Slash-and-Burn Programme's previous work the Millennium Ecosystem Assessment (MA). The MA is a global initiative to assess the state of the world's major ecosystems. It focuses on the links between ecosystem health and human well-being and on understanding underlying causes and trends . The Alternatives to Slash-and-Burn Programme is conducting a sub-global MA analysis that spans the humid tropics. The MA conducted a scenarios training course in Malaysia, in June, 2003, attended by Sandra J. Velarde, JPO on Pantropic Ecosystem Assessment and a member of ASB's global coordination team. Building on this workshop and on further briefings with the MA Technical Support Unit for Scenarios, ASB launched a Scenarios Development Project as part of capacity building for their national partners. Scenarios is seen as a flexible, innovative decision-making tool with a potential for widespread use by ASB partners worldwide.

Participants

Participant selection was a two-stage process. The ASB team asked their national and regional coordinators to nominate candidates from partner institutions and local universities who would be qualified and willing to take on a role as facilitator of scenarios building following the workshop (see Annex 1). One of ASB's main goals in conducting this scenarios training workshop was that the participants be committed to follow up with national or local level scenarios activities; we therefore indicated that the candidates should have experience with ASB and its work. These candidates then filled in an application form (see Annex 2) and submitted their forms to the Global ASB team. A total of 31 applications were received and 21 participants were selected and formally invited (see Annex 6). Budget constraints were also considered in selecting participants with six of participants from the host country. Participants represented regions where ASB is currently active. This includes Latin America (Peru, Brazil and Colombia), Central Africa (Cameroon) and South East Asia (Philippines, Thailand and Indonesia) (see Annex 7 and Annex 16).

Criteria for participant selection were as follows:

- at least 3 candidates per ASB country; overall seeking balanced selection from ASB regions;
- balance between experienced and young professionals from ASB's partner institutions and/or local universities;
- gender balance (female candidates were strongly encouraged to apply since we aimed to have a good gender balance for this event);
- familiar with ASB and its work and linked to ASB countries;
- commitment to follow up with national or local level scenarios activities in their countries based on what they have learned at the workshop;
- demonstrated facilitation and communication skills;
- fluency in English as this was the working language.

The following summarizes information on participants' origins and background:

	Total number of participants	**ASB partner**	**Linked to ASB countries/ benchmark sites**	**Female Participants**
Indonesia	2*	2	2	0
Philippines	2	2	2	1
Thailand	6	5	6	2
Cameroon	3	3	3	2
Brazil	2*	3	2	1
Peru	3	2	2.5	2
Other Amazon	1	1	0.5	0
TOTAL	**19**	**18**	**18**	**8**

*One participant from Indonesia and one from Brazil couldn't attend the workshop, so original selected participants were 21.

Resource persons

Elena Bennett and Monika Zurek, Millenum Ecosystem Assessment

ASB approached the Millennium Ecosystem Assessment with the idea of this scenarios training workshop. Dr Elena Bennett and Dr Monika Zurek, of the MA Technical Support Unit for Scenarios, agreed to lead and facilitate the workshop. Their expertise in Scenarios training through the MA and familiarity with ASB contributed to the organization of the course, the majority of the resources and the exercises during the workshop.

ASB Global Coordination Office

ASB Global Coordination office team who were present at workshop included: Sandra J. Velarde (JPO Pantropic Ecosystem Assessment), Tom Tomich (ASB Global Coordinator and Principal Economist), Dagmar Timmer (Programme Associate) and Kathryn Martell (IISD Communications & Fundraising Intern). Sandra is leading the programme efforts on scenarios, Tom and Dagmar assisted in the facilitation, and Kate supported the rapporteuring.

ICRAF Training and Education Unit

Jan Beniest, manager of the training unit assisted in the coordination and facilitation of the workshop. Sheila Rao assisted in organizing the materials, coordinating the evaluation of the workshop and rapporteured workshop sessions.

Course Preparation

During consultations in Peru, Brazil, Indonesia, and Cameroon, ASB partners (from local to national and regional) expressed a need to learn about decision-making tools that could help them assess future uncertainties and workable responses to these plausible futures. Scenarios are powerful tools for decision making under complex and uncertain circumstances. By stimulating creative ways of thinking, scenarios help everyone from local farmers to national policy makers in making decisions based on different possible futures

This workshop was conceived as a "training of facilitators". Participants can then teach and apply scenarios tools at local, regional, and national levels. The inception meeting was held in February 2004 to explain the ICRAF SII project to ASB and the rationale of Scenarios training to ICRAF. A face to face meeting in March 2004 was held with the two trainers from the MA.

An initial half-day meeting and conference call was held on May 2004 to discuss the preliminary schedule for the technical meeting, actual dates for the course and assign key responsibilities and follow-up activities to the resource persons. Availability of key resource persons, field trip arrangement and confirmation of the duration and timing of the course was discussed during this time. Preliminary modules were also assessed by their video-able potential.

A logistics meeting was held in June 2004, with key ICRAF-SE Asia administrative staff to confirm the venue and requirements for accommodation, meals and transportation (see Annex 4).

A technical meeting was held October 5-6, 2004 in Nairobi, to finalize the agenda and content for the course. The results of this meeting (see Annex 3). formed the basis of the workshop schedule and organization of the resources. The objectives and expected outcomes of the course were also discussed at this meeting and provided the preliminary selection of resources for the final training binder that will be produced.

Learning resources

Materials provided to participants

Prior to the meeting, a webpage was set up with background reading, a tentative workshop agenda and materials, etc; www.asb.cgiar.org/ma/scenarios/training. Participants were able to access these materials before arriving in Chiang Mai. However, due to the schedules of the resource persons prior to the workshop, most materials were not available until the beginning of workshop. Materials were distributed throughout the course, and electronic copies were gathered in order to compile a final CD-ROM version of the resources (including the preliminary references available prior to the course). Participants were given these CD upon check out from the hotel (see Annex 15 for CD table of contents).

DAY 1 Course Activities

Opening Introductions

Tom Tomich and Jan Beniest opened the workshop by providing an overview of the development of the course and the collaboration between the Training and Education Unit at ICRAF, the ASB consortium and Millennium Ecosystem Assessment. Tom discussed the purpose of this initial scenarios workshop and the potential for further training in each region. He explained that this workshop is considered a pilot course, and the feedback on the effectiveness and relevance of the content to regional and local activities of the participants will be very important in the workshop assessment and follow up .

Jan introduced the SII project and the background behind the training unit at ICRAF. He discussed the background of the project and group training at the World Agroforestry Centre.

Welcome exercises

A series of exercises provided an opportunity for participants to become comfortable with each other, the resource persons, and the workshop setting.

Getting to know participants in pairs- Participants were given a few minutes to talk with one other person and to share some key characteristics about each other such as their regional, professional and educational background as well as their personal/family background. Each participant then presented to the rest of the group what they learned about the person they spoke with.

Concerns and Expectation using cards exercise - Participants were given cards and markers and asked to briefly note their hopes and concerns they had for the

workshop. These cards were then posted on the back wall of the workshop room and organized in common themes. The resource persons used these cards as a guide to ensure that participants' concerns were addressed and their hopes potentially realized. At the end of the workshop, participants re-visited these cards to find out how their initial hopes and concerns had been met throughout the workshop.

Road Map and Course Schedule – Prior to the course, resource persons put together a rough sketch of the direction of the course in the form of a road map. This map described the three phases of the ASB Scenarios training:

Phase I: The training workshop on building scenarios and conducting scenarios workshops, taking place in Chiang Mai, Thailand, November 17th -24th, 2004.

Phase II: Following up on the training workshop, participants conduct scenarios workshops in their own regions and their own context, depending on their relevance. These regional workshops should ideally be completed by June, 2005.

Phase III: The final phase of the training involves a virtual reflection and discussion about scenarios building, and the overall impact of the training on regional and national institutions' existing activities. This virtual discussion will also provide a forum to determine future scenarios building activities and the final project outputs.

A helicopter analogy was used to illustrate the flexibility in the road map, where steps can be re-sequenced, and re-visited, depending on the overall flow of the workshop. The course agenda was referred to as an 'evolving agenda' or 'menu' and was revisited at the beginning and end of each day (see Annex 5).

Workshop's roadmap

Working Agreements for this Workshop - Sandra explained basic 'rules' to follow during the workshop that will create an environment conducive to a positive and productive learning environment. Participants provided input into the final agreements.

- No such thing as a crazy idea or stupid question → we love all crazy ideas and questions!
- Use breaks wisely (disconnect, refresh)
- Respect each other, listen carefully
- Participate
- Respect time! Especially return on time from breaks

- Speak clearly & slowly -> also say something if you're not understanding!
- Wear nametags
- Informal : interact, meet new people

Vision Exercise

Participants formed groups based on the region where they work. Prior to arriving in Chiang Mai, everyone was asked to bring with them one concern or issue that needed to be addressed at their tropical forest margin site in their country. In each group, participants briefly discussed their benchmark site and shared the main issues that they brought with them to the workshop. Based on these points and any other additional factors that came up during the working groups, groups were asked to collectively draw two pictures:

1. A picture/vision of the current situation of the benchmark site, including concerns, successes, etc.

2. A picture/vision of the anticipated future of their site in 2020, including opportunities, challenges, constraints, etc.

Each group selected two people to describe the pictures to the rest of the group. All participants moved around the room to each group where the pictures were displayed. The whole exercise took one hour, and presented the idea of future scenarios in a creative, interactive format.

Vision exercise: The Amazon (top) and Peru in 2020 (right).

Synthesis of Exercise – (Tom Tomich)

After each group presented their 'visions' Tom summarized the outcomes of the activity and facilitated a group discussion. He pointed out that there were many commonalities among the benchmark sites and that each of the visions illustrated 'optimism tempered by realism'. He called the final portraits 'lifescapes', where the environmental concerns reflected the impact on people in the particular region. There were also several differences in the visions portrayed. The Southeast Asia group presented issues of population pressure which were not evident in the Cameroon or Amazon groups. Differences in geography were also illustrated in each of the regional groups. The group from the Philippines used actual photos of

their site to describe the current situation and incorporated the political and social issues into their presentations.

Introduction to ASB Consortium, MA and Global Scenarios (Tom Tomich)

Tom presented an overview of the Millennium Ecosystem Assessment and Alternatives to Slash-and-Burn Programme to the participants. Since some of the participants were fairly new to these initiatives, it was important that everyone involved in the workshop have an understanding of the context in which the Scenarios course was taking place. The following is a summary of the points raised in the presentation.

The Millennium Ecosystem Assessment is an international assessment of scientific knowledge, focusing on ecosystem goods and services and the consequences to human well-being of changes in ecosystems. MA goals are to provide information and to build capacity both to conduct the assessments, and to act on the findings. The MA is conducting assessments at local, national, and regional levels, as well as 15 sub-global assessments.

The Alternatives to Slash-and-Burn Programme (ASB) is a global partnership of over 50 national and international research institutions, NGO's, government agencies, universities, and community groups. Working from a network of research sites spanning the humid tropics, ASB uses a multi-disciplinary, natural resource management approach in the search for solutions to the related problems of tropical deforestation and chronic rural poverty. ASB is currently conducting an MA sub-global assessment that spans several regions and scales; it is entitled "Forest and Agroecosystem Tradeoffs in the Humid Tropics". This assessment focuses on ecosystem goods and services, sustainable livelihoods, and poverty reduction at the margins of tropical rainforests around the world.

Role Playing Exercise (Sandra J. Velarde and Dagmar Timmer)

Each participant was given a card describing a character found at one of the bench mark sites. Characters varied in the kinds of situations and roles they portray in each tropical forest region site (see Annex 8). Participants were given a few minutes to think about their character and how that character would view their future, and their situation in 2020. They were asked to explain their 'hopes' and 'fears' for the future. The following guidelines were given:

I HOPE…	**I FEAR…**
I am excited	I worry that
I am happy	I am sad
I look forward to	I am afraid
I expect	It angers me that
I anticipate	I question that
I wish	I am horrified that
Am delighted that	I suspect
For my children, I hope	For my children, I fear

Participants then formed a circle and took turns describing their character and their current situation, and their hopes and fears for 2020.

The following is a summary of responses from the participants

I HOPE…	**I FEAR…**
- To continue working to support family - Government will implement policies that will support NRM - Government will stabilize market prices -Return to school to learn a new skill, -Happily retire -Anticipate bigger budget -Build strong relationships with local institutions and farmers, in anticipation of budget cuts -Changes in NRM education -Hope to study hard -Political changes will occur soon -Markets are available for farmers, and more technology is applied to agricultural practices -Increase production, and be able to send children to school (they won't have to work on farm) -Government will provide more support for teachers -Provide food security in conflict areas -Go to city to work for better future Country will be less poor -Increased involvement of women in NRM -People will have better decision making tools -Able to continue working to support family -Government will find policies to support work -Government will stabilize market prices and ensure adequate profits -Return to school to learn a new skill	- Will not have jobs to support family due to worsening opportunities for the poor - Decision making will become more difficult at different levels Animals will disappear in forest (reduce livelihood) - still need for World Bank and for loans to countries - not enough government support to local institutions - Not well prepared for future because of budget cuts - Lack of political interest by students - Not enough funds for university - Wife will leave, children will leave, because life is hard - Getting sick, because none will be able to maintain work - Worried about implications of US political situation - Decrease in funding will lead to fewer opportunities for youth - Low salary will force teachers to change jobs - Security in conflict areas (affect ability to do work) - Society doesn't collaborate with new government policies - Fear forest destruction - Decrease in land security - Decrease in land tenure and access rights - Local cultures / villages will not work together - Too many people in the city

I HOPE…	I FEAR…
-Will be able to retire happily and securely	- Decision making will be difficult - Will not have a job to support family - World will become increasingly chaotic and insecure - Prices will fluctuate, no money to pay employees - Animals will all disappear from the forest (reducing livelihoods) - There will still be a need for World - Bank loans – have not given enough support to building institutions

What are Scenarios and Why Use them? (Monika Zurek)

Monika presented an introduction to the scenarios concept and discussed the process involved in developing scenarios. The following is a summary of her presentation.

Scenarios are creative, plausible stories about how the future might unfold from existing patterns, new factors, and alternative human choices. They are logical, internally consistent alternative futures; scenarios development involves creating a *set* of plausible futures and the pathways and events that lead there. Scenarios can be exploratory or anticipatory; business-as-usual or alternative policy; qualitative or quantitative; or a combination of these types. They are used for scientific exploration, as a decision-making tool, for strategic planning, and as a means of understanding the assumptions on which people base their vision of the future. Scenarios are not just about picturing the future: they are also about *how you get there*, the logical sequence of decisions, events, surprises, and trends that lead to the future described. Each step in the plot is plausible along the way and builds on the ones before. A critical part of scenarios building is thinking 'outside the box', and being creative about key uncertainties. Identifying and understanding these uncertainties provides a framework for rethinking assumptions.

Step by Step Scenarios Process (Elena Bennett)

Elena elaborated on Monika's introduction to the topic and discussed the individual steps involved in creating scenarios.

Key steps in scenarios development were described as follows:

- deciding on **purpose, timeline,** and key **stakeholders**;
- describing the **current situation**, including history and **trends**;
- identifying main areas of **uncertainty**;
- identifying key **drivers** of change;
- **developing** and **assessing** creative, logical scenarios and futures;
- considering **implications** of the scenarios developed;

Facilitator's Tips (Dagmar Timmer)

This session provided a brief overview of some tips and techniques of good facilitation, targeted to facilitating a scenarios workshop. Participants were split into groups of 4 or 5 with a resource person in each group. The groups were asked to designate a facilitator, and to role play being the core group developing a scenarios course. While they discussed planning and organizing the scenarios course, the resource person acted as a 'saboteur' of the meeting: acting as a difficult participant. The exercise was broken down into 4 two-minute sections:

1. Agenda: group decides on purpose and details of scenarios exercise, and on agenda for the planning meeting they were conducting in the role play;
2. Sabotage 1: participants carry on role play planning meeting while resource person acts as saboteur;
3. Sabotage 2: participants carry on role play planning meeting, resource person acts as saboteur using a different 'sabotage' technique;
4. Debrief within break-out group of the effect of the saboteur on the meeting process, facilitation techniques to deal with it;
5. Plenary debriefing.

Following the exercise, participants discussed some of the key points raised in each of the groups and some facilitator techniques that might be useful in scenarios building.

DAY 2

Case Studies

Two examples of scenarios building exercises were presented to the participants. Each case study demonstrated a different method and outcomes to show participants the varying ways in which scenarios can be used based on user's needs.

Wisconsin Lake Futures Project – Elena Bennett

Elena presented an example of participatory, community scenarios building in Wisconsin lakes. Land-use in the area is changing rapidly, leading to rapid changes in lake ecology as well as resource-use conflict. The purpose of these scenarios exercises were to understand the effects of uncontrollable and unpredictable changes in the region, and to show logical consequences of different choices. Scenarios workshops were conducted with area landowners, lake associations, First Nations tribes, and other local and regional stakeholders. These participants developed four scenarios for the lakes in the year 2025.

Expert Scenarios in Mae Chaem – Louis Lebel, USER - University of Chiang Mai

Louis Lebel provided an example of expert-led scenarios building from northern Thailand. This presentation highlighted that building scenarios is often an iterative process that depends on 'learning by doing' and presented some thinking tools that are useful in scenarios building. One of these thought processes is to define scenarios along axes of the key uncertainties, grouping them logically. In this scenarios exercise, it was also very helpful to build multi-scale scenarios, since driving factors occur at several scales, and to consider cross-scale linkages and interactions. 'Soft

models' were useful in articulating key processes and their relationships while contrast tables can be used to highlight main differences in assumptions among scenarios in the set. Sequence diagrams are particularly useful in thinking about issues of timing and sequence and considering rates of change.

Louis also highlighted that scenarios building is not about picking the 'best' future; the final set of scenarios should include ones that have different stakeholders 'winning' and 'losing'.

Participants Feedback on Scenarios Concerns

Participants' feedback.

Participants were asked to write down on a card, at this point in the workshop, what is the biggest question they still have in understanding scenarios planning. The cards were posted on the board and Monika addressed some of the key questions. The following is a list of the questions that were asked.

- How long will scenarios be trendy?
- How I do not confuse vision/prediction with a real scenario?
- What is the main difference between participatory development and other multisectoral consultations?
- How do we do actually conduct scenarios?
- Which stakeholders should be included?
- What do we do with scenarios after we develop them?
- Is it true that there is great influence from those who actually develop scenarios and that this can be portrayed in the media?
- What will be next step after I have a set of scenarios?
- How do I push scenarios into public follow up?
- How will I incorporate the scenario techniques in my routine works?
- What will happen with scenarios in countries where development and planning are always changing after each election?

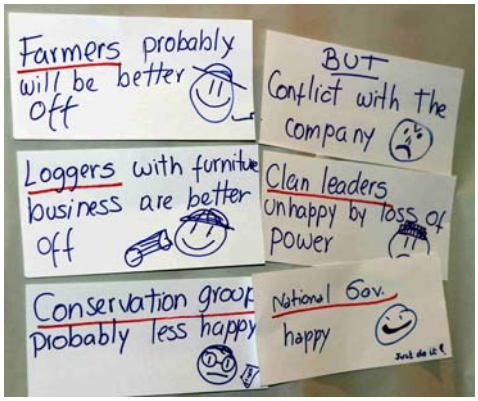
- Aren't scenarios indicated to be applied only in stable (local, regional) levels?
- Do I have enough materials to conduct a national/regional training?
- How practical are scenarios?
- What are the criteria to be used in developing a scenario?
- How do I construct the best, effective, useful, realistic workable scenarios?
- What major role do drivers play in scenarios?
- What are the purposes and expectations of conducting scenario development? What kind of group work is involved?

Group Work: Three Case Studies (Sandra J. Velarde)

Three case studies were designed based on regional locations of ASB benchmark sites. The three sites were as follows (see Annex 9 for description of case studies)

1. Mae Song
2. Aki
3. Los Pueblitos

Discussing scenarios for "Mae Song"



Implications for different groups.

Participants were asked to select a case study based on a region they are not from. Sandra, Elena and Monika facilitated the beginning of the group work sessions to assess how participants are understanding the process of scenarios planning. During the first session of group work, the facilitators felt that their presence in the group was an asset to the overall process and generally allowed the steps to flow in sequence. It became clear that the role of the facilitator was crucial in determining the depth of scenarios that would be produced. Resource persons participating in the break-out groups added another dimension depending on the kind of contribution, group work was enhanced or posed additional challenges to facilitators.

DAY 3

Drivers Presentations - Monika

After each group became engaged in their case studies, Monika presented on the importance and significance of drivers. At that stage, two of the three groups were ready to discuss the role of drivers in their scenarios. One of the groups was slightly behind the other groups, but was able to benefit from further explanation of drivers in Monika's presentation.

The MA defines drivers as 'any natural or human-induced factor that directly or indirectly causes a change in a system.' Drivers can be either *direct* or *indirect*. Direct drivers include physical, chemical, and biological factors such as climate change, land conversion, and plant invasion. Indirect drivers of ecosystem change are economic, socio-political, religious, etc. Drivers can also be categorized as exogenous / uncontrollable or endogenous / controllable. The MA also considers drivers as acting at one of 3 scales of decision-making: local, municipal and national, and international. The level of control over drivers also changes with scale in both time and space.

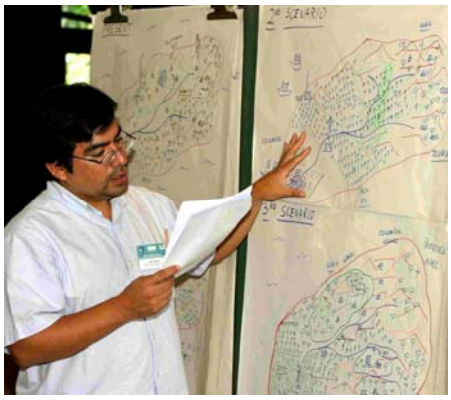
DAY 4

On the fourth day, participants were given a 'free day' or break from the workshop to take the opportunity to view the sites in and around Chiang Mai. The ICRAF office in Chiang Mai arranged for several tour and shopping opportunities.

DAY 5

Group Work Presentations

All three groups presented their scenarios using different approaches and resources. Each group described a set of scenarios through at least three different storylines (see Annex 10).



Ethics Presentation (Tom Tomich)

Following the group presentations, Tom facilitated a discussion with the participants about the ethical issues of scenarios training and development. The discussion began

with a brief power point presentation, raising key ethical points to consider when planning to incorporate scenarios into ASB working agendas.

Modeling tools presentations (Sandra Velarde)

Two available modeling tools were presented to participants, which were also made available online at:
http://www.worldagroforestry.org/sea/products/afmodels/fallow/download.htm

and http://ww.iwmi.cgiar.org

The following were two examples of modeling presented:

a. Conceptual Framework of FALLOW (Forest, Agroforest, Low –value Landscape Or Wasteland?) (Fahmuddin Agus)

FALLOW is a landscape model simulating forest conversion to shifting cultivation or crop fallow rotation system, where staple food is produced and consumed on the basis of population density and per capita food demand. The model can be used to explore:

- dynamic landscape consequences of land use decisions in the forest margins
- local and external impacts on profitability, biodiversity, watershed functions and C-stocks, and
- spatially explicit or generic institutional interventions

b. PODIUM - The Policy Dialogue Model

PODIUM is a tool for Policy makers and planners. They can explore vital questions such as:

- Can we feed ourselves in 2025?
- Do we have enough water to irrigate the crops needed to ensure food security?

It displays information clearly, in both graphic and tabular formats. Projections for 2025 (based on 1995 data) and users can revise these data and change any of the variables.

DAY 6

Field Trip

A field trip was arranged for the participants to explore the use of scenarios in the context of an ICRAF field site in the highlands area of Mae Chaem (see Annex 11). Participants and resource persons split into two groups, one visited the lowlands site, where the community was integrating a water monitoring program. The other group visited the community based on the top of the highlands, where ethnic and cultural conflict around natural resources management was resulting in contaminating the local watershed. The fieldtrip helped the participants gain valuable insights on why conflict is happening in their own ASB benchmark sites.

These real life experiences enriched participants' understanding of drivers and uncertainties, which were key aspects to developing scenarios.

Small Grant Proposal Development

As part of the ASB Scenarios Project, each participant was expected to conduct scenarios building workshops in their own country or region. ICRAF Training Unit / SII agreed to provide $20,000 to fund several of these workshops (see Annex 13). Participants spent the final day developing proposals for this competitive grant process. Some participants worked in country or regional groups while others prepared individual proposals. The proposal ideas were presented to the group at the end of Day 7.

The resource group prepared a set of evaluation criteria for assessing the proposals (see Annex 12) and participants submitted preliminary proposals at the end of the training. They were given additional 5 weeks, until December 31st, 2005, to complete and submit their final proposals to the selection committee. If approved the work described in the proposals would be carried out in early 2005.

Course evaluation

Mood-o-meter

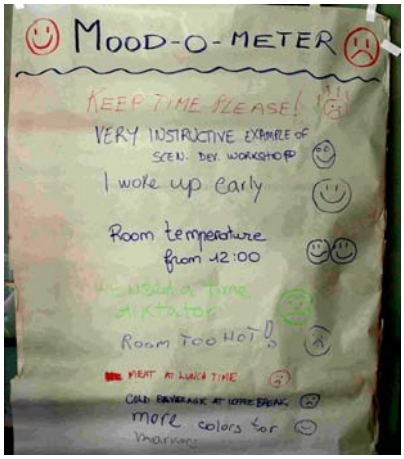
A 'mood-o-meter' is a simple flipchart with markers put up in a discreet place at the training venue that allows participants to express any feelings on content, methods, logistics, etc. – positive or negative – they may have regarding the training event and that they want the training organizers to know about and eventually address during the event. It helps people who may otherwise be too shy to comment on the event in public.

Parking Lot for Questions

Throughout the course of the workshop, a 'parking lot' for larger scale questions was made available to participants who were concerned with the overall impact and outcomes of the scenarios building workshop. On the final day, the resource persons facilitated discussion around the questions that were raised. One main output from this exercise was the beginning of the development of a 'glossary of terms' for scenarios training that would be available in all languages in which ASB work. IT was decided the glossary can be continued to be developed during PHASE III of the project, during the virtual conference.

Pair-wise evaluation

Each day, two participants volunteered to verify with their colleagues what went well and what went less well on any given day. At the beginning of the next day, they reported to the group. The evaluation also involved a quantitative component which each pair of volunteers submitted to resource persons. The following table summarizes the outcomes of this evaluation by the course participants.



Pair wise evaluation (top) and Mood-O-meter (right)

Pairwise evaluation results

DAY 1 NOVEMBER 17th, 2004
• Most interesting presentations were the introduction of people and an introduction to scenarios. The one on the small grants projects was least appreciated. • The room layout may be OK for discussion groups but not for plenary presentations. Some participants are at odd angles to the resource persons. • Several resource persons speak way too fast for most participants to follow. • Insufficient time for reflection and discussion. • Organize a 'group' sport event early in the morning.
DAY 2 NOVEMBER 18th, 2004
• Food gets generally high ratings but participants would like to have soft drinks with meals • The 'Lakes' example was perceived to be better than the 'Expert scenario' to illustrate what scenarios are all about. The latter was also considered to be a bit too long. • Participants generally appreciated the various types of feedback on the evaluation and the hopes and concerns exercise. • It is felt that the instructions for the group exercises need to be better developed. The discussion flow during the group exercises is considered to be good. • The understanding about scenarios is getting better (the 'big' question exercise). • The drivers presentations were generally appreciated. • The end of the day synthesis was appreciated but maybe a bit too long. • Participants suggest more social interaction between themselves and the group of resource persons. This can be done through group sports games (badminton, jogging, volleyball,…), visits (markets, discos, karaoke) or games (role play, story-telling,…).

DAY 3 NOVEMBER 19th, 2004
• Energizers/icebreakers are appreciated but participants can contribute to this. • Daily feedback is useful but the spirit got lost after participants were told to leave this 'unstructured'. Participants took the initiative to develop a rather formal feedback tool that focused on specific questions and resulted in statistics about poor, good, very good, excellent… This type of evaluation should really allow participants to freely express their thoughts through interviews, broad comments on paper, etc. Formal evaluation should be part of the final evaluation. • Exercise in working groups could have started earlier but was generally appreciated, especially as the result of some very good facilitation. Language is considered a problem in some groups (technical terms/jargon). • The time allocated for the exercise seems to be OK. • Discussion is good but should not be at the expense of clear presentations. • There is still some confusion as to the overall methodology used. • The workshop gets better every day.
DAY 5 NOVEMBER 21th, 2004
• Participants now conducted 'under cover' interviews. • More time was needed to conduct the exercise. Participants felt energetic and engaged on Friday but lost momentum and sometimes found it difficult to pick up from where they left on Sunday. This may have affected the outcomes. • Presentations must be used for learning. Facilitators/resource persons should have discussed the outcomes and linked this to the workshop topic. • The results of these exercises should be written up and used as examples for future workshops on the subject. • The new room layout gives some problems for participants who need tables.
DAY 6 NOVEMBER 22nd, 2004
• The field visit was appreciated by the participants. • Logistics were considered very good but would have been better to keep refreshments in all cars as opposed to having these in a single one. • Background information on the site was useful. • Some participants were not clear on how this contributed to the overall workshop programme. • Farmers should have been involved in the discussions using local translators. • Resource persons were very good. Feedback provided by participants during lunch was useful. • More stops (villages) could have made it more interesting. • Overall, a good day.

Process committee

The process committee for this course consisted of all the resource persons (content and logistics) and three participants. Their task was to meet at the end of each day to discuss what went well and what needed improvement or change. This was an important exercise for the resource persons considering that this was the pilot course on scenarios and it is hoped that there will be more demand for this type of specialist

training, in other regions where ASB is present. The following table summarizes the conclusions of the process committee meetings.

Process committee discussions

DAY 1 WEDNESDAY 17th NOVEMEBER, 2004
• Introductions went well • Language barriers, facilitators are speaking too fast, and it makes it difficult to understand for those that are not English speakers • Drawing exercise was well received, but people got caught up in details of drawing, photos were helpful • Role playing provided a good introduction to scenarios • Too much information for the first day and not clearly explained how all fits together • Too many kinds of presentations in one day, but participants maintained enthusiasm and energy • Group a bit heterogeneous in terms of knowledge • Maybe shift intro to topic a bit earlier • Need to give people time to digest information • Kinds of exercises and number of different exercises might be a bit diverse • Should have sent materials in advance • More feedback on how participants are beginning to understand scenario is required. Perhaps introduce examples and concept earlier • Participants can be more involved in defining scenarios themselves • Clearer objectives for each exercise is needed to remain focus on topic and so that there is an understanding of how the course content is being effective • Hopes and concerns exercise was not followed up and may have left a bit of confusion with participants • Instructions for the 'facilitation skills' exercise may have been too vague. Some participants did not understand all terminology (e.g. saboteurs). This exercise is more of a tool/resource and can be moved to a day later in the course even though it did provide useful information for the break-out groups during this workshop (parts can be included in the 'working agreements') • Road map needs to be clearer. Some confusion between the workshop roadmap and the broader context in which this is situated. There needs to be clearer links between the roadmap and the day-to-day programme activities. • Important for resource persons to meet face to face prior to beginning of workshop • Not every participant is fully conversant with the ASB programme and this may make it less clear how ASB scenarios fit in
DAY 2 THURSDAY 18th NOVEMBER, 2004
• Worked well to go over road map again to clarify the different phases of the ASB scenarios project and what is expected of participants • Responses to Case Studies presented varied – Wisconsin example (participatory scenario) went really well. It was simple, easy to understand. 'Thailand' (expert scenario) example was more abstract, theoretical and brought in a lot of new information that was not always easy to understand • An explanation of the case studies and the reasoning behind both could have clarified the significance of both examples • Feedback delay -- need to follow up on participants request, recommendations, suggestions. Get participant feedback at the end of the day as to immediately address this during the following day • Usefulness and application of various approaches was still unclear, unsure of 'buy in' value

- Comments on 'long-term' commitment also contribute to confusion
- Group work helped participants understand the concept a bit better. More time for group work other than presentations required
- Presenters still speak too quickly
- Concern about the flow of the workshop. Schedule could be changed so that presentations are all together in the morning and then group work will take place in the afternoon
- Role of facilitator – can they change to resource person?
- A lot more relaxing , good flow, but could have used another hour
- Use the idea of learning objects to organize and reshuffle materials, exercises, presentations
- Terminology needs to be clarified – in group work – a glossary for terms presented in different languages
- Almost too participatory , should have stayed later
- The idea of 'expert' was confusing
- How useful is the tool and is it a worthy investment?
- Question the idea of scenario and address feedback of scenarios being a fad? ACM (Adaptive Co-Management) used by CIFOR is a similar tool like scenarios, can people use both or is scenarios re-inventing the wheel?
- Presentations can be more interactive
- Facilitation during working groups was good due to the different styles used but the exercises needed more time since some time is lost at the beginning to bring participants up to speed on various issues or questions they still have. There is some concern that handing over the facilitation from a resource person to one of the participants at an early stage may be problematic in some cases and may adversely affect the outcomes of these exercises. It is important for the resource persons to constantly remain with their group as to address issues that may arise
- There is an impression that there are three roadmaps being referred to and this leads to confusion. There is a need to clarify this (workshop roadmap, activity phases, scenarios steps). It may be useful to have the daily programme presented as a table (days/am and pm activities) and use this to explain where we are and why changes may be needed
- Clearer instructions are needed for the group work and exercises
- Some of the terminology used by the resource persons is lost on the participants (e.g. drivers, saboteurs)
- Different learning styles and backgrounds of the participants need to be taken into consideration if learning is to be achieved
- Avoid being too participatory. In a number of cases decisions need to be made by resource persons even if they may not entirely be endorsed by participants (e.g. time use)

DAY 3 FRIDAY 19th NOVEMBER 2004

- Participants were confused on what the final outcomes of the group work was going to be. The overall programme seems to be addressing the learning needs but it remains somehow unclear how the different activities contribute to achieving this. It should be clear from the start what the final outcome is going to be (training of trainers? Conducting scenario exercises? Small grants projects?)
- Participants should be more involved in 'icebreaker' exercises (they have ideas)
- Much more productive today, the topic is becoming more clear, more interaction and participation
- Passing on of facilitation varied in each group, depending on the participation from the group. Handing over facilitation role to participants posed time-keeping issues in some groups and resource persons had to step in to redirect exercise. Other groups benefited by having 'natural facilitators ' Elena's group passed on the facilitation with little problems

- Overall the groups are very creative and dynamic even though there are some participants that monopolize the discussions at the expense of more quiet participants
- The exercise(s) make(s) things a lot clearer for most participants. Abstract concepts become relevant and contribute to understanding by going through the steps
- Participants with experience in participatory approaches to land use planning have an advantage in understanding scenarios and conducting the exercise(s)
- It is extremely important to maintain the presence of knowledgeable and experienced resource persons in each group throughout the exercise(s). Participants cannot be left on their own for this.
- There is still some uncertainty on the overall usefulness of this exercise on the day to day activities of participants and the impact on their work
- Some participants have problems with English and do not understand certain terminology/jargon. Use simple wording, ask participants how they would translate certain terms in their own language (plausible, driver,…)
- The driver identification concept became clear for most participants. It became very useful in the context of the exercise and contributed to the identification of focal questions and the development of story lines
- The group is heterogeneous in terms of dynamics and participation. Resource persons should make sure to constantly involve all
- There should be a constant reminder of/reference to the steps during the workshop to keep participants on track
- Note taking diverts attention from following the presentations. Make sure all materials are available in good time to avoid losing attention
- The group exercise is considered really useful and allows for reflection on the topic
- The fact that the exercise focused on 'fake' case studies can turn the exercise into a caricature if participants get too carried away. The case studies had not enough detail and allowed participants to fantasize about certain aspects. It may be helpful to compare group work that was conducted with real case studies and then see which exercise might be more beneficial in a training workshop
- It may be useful to have more resource persons participating in the groups to share knowledge and experience and keep the groups on track. This is especially the case for weak groups or groups with dominating participants

DAY 5 SUNDAY 21st NOVEMBER 2004

- Results of the final group work exercise contributed to a better understanding of the topic but time was too short to conclude them. Not all groups covered all steps
- Participant experience contributes to the exercise
- Still not very clear on the 'purpose' of conducting a scenarios exercise. How does this work in a real situation? How are the results used? Who benefits?
- There should have been more explanation/instructions on how to present the outcomes of this exercise. Leaving it up to the participants on how to present is OK but there should be a minimum of instructions and perhaps examples of presentations methods could be available so participants are aware of choices
- What is the benefit of conducting the exercise on an unknown case study? It avoids getting bogged down by details if participants are too familiar with the situation. Also makes people think out of 'their' box
- More time is needed for these presentations and facilitators/resource persons should properly comment on them to give this learning value. The presentations are not an end in themselves, they are to show participants whether the theoretical presentations have been understood
- Do not combine the three presentations in a single session but leave time in

between for more detailed comments/discussion

- It's still not very clear how the small grants projects fit into this workshop. How can participants commit their institution? Their collaborators? Other stakeholders?
- More background material is needed on the field visit and an explanation how this fits into the workshop programme
- Not all participants feel that the 'timing' is optimal. Starting mid-week makes several participants (coming from far) lose almost 2 weeks to attend a 5-day event. Others are OK with this since it avoids traveling on weekends
- There was a lot of discussion during the 'mop-up' presentations. This could be better structured. Some participants dominate these discussions and they tend to go on too long. They could have more learning value if they were properly structured and time was kept
- It was useful to spend some time discussing how to conduct scenario exercises and how they can be used
- It must be made clear that there is no 'best' scenario
- There is a need to clarify the programme/roadmap for this type of workshop. This continues to contribute to confusion about the daily programme.
- Final evaluation should also focus on participants' ability to serve as resource persons/facilitators for a future training workshop on scenarios

Hopes And Concerns Of Participants

At the beginning of the course, participants were asked what hopes and concerns they had prior to attending this training course. Such hopes and concerns could relate to the course itself or any personal ones they may have had. At the end of the course, course organizers sought feedback from participants during a plenary session to see if all hopes and concerns had been addressed. The following table indicates how successful the course organizers were in addressing this.

Addressing the hopes and concerns of the participants.

HOPES/CONCERNS	*Addressed?*		
	Yes	*More or less*	*No*
HOPES FOR KNOWLEDGE/SKILLS			
• to have knowledge and skills in scenario building and to learn how to facilitate scenario development	✓		
• be in contact with scenarios tools and resources and how they are useful	✓		
• to have knowledge that help to improve our work, -the Amazonian region-	✓		
• know how to conduct scenario building properly	✓		
• help to formulate workable scenarios and have them make sense for people working in natural resources management		✓	
• hope to have the ability to present the ASB MA scenarios tools to colleagues when return to Brazil, in order to strengthen the work, strategies related to Amazonian agriculture processes.	✓		
• to learn how to develop scenarios	✓		
• develop knowledge of new techniques for planning programs	✓		
• with the knowledge and skills gained on strategies to ASB, I would be able to come up with plan for tropical forest in ASB sites		✓	
• to conduct a successful scenarios workshop replication		✓	
• learn about the best way to get participation	✓		
• to learn new methodologies with local stake holders	✓		
• participants will be able to learn enough about scenario building that they feel comfortable about leading similar exercises at home		✓	
• hope to know the formalized way to make people/stakeholders concerned and think about the future		✓	
FOR WORKSHOP EXPERIENCE/LOGISTICS			
• synergy among participants	✓		
• have fun and interesting discussions	✓		
• hope to learn more about each of the participants	✓		
• everybody participates	✓		
• to share experiences and to improve work in agroforestry	✓		
• can be the first of many ASB scenarios workshops		✓	
• lose weight			✓
HOPES FOR COLLABORATION/NETWORKING			
• exchange of experiences with ASB cases in different places	✓		
• carry in my luggage to Brazil intellectual / insights, to share with Amazon people	✓		

HOPES/CONCERNS	*Addressed?*		
	Yes	*More or less*	*No*
• to know and exchange experiences between different people	✓		
• share experiences about working with forestry /farmer workers		✓	
• to use my knowledge, to learn more, to share more			
• to know what others are doing regarding iNRM		✓	
• exchange experiences amongst participants			
• work with Brazilian team to about impacts of the road from Brazil to Peru		✓	
CONCERNS ABOUT TIME/TIMING			
• a lot to accomplish in a short time		✓	
• workshop is too long			✓
• so much to do , so little time		✓	
• if there is enough time to finalize all we have learned during the workshop before the workshop finished			✓
• not enough time to get together all the information		✓	
CONCERNS ABOUT CONTENT			
• a lot of information to absorb (too much?)		✓	
• if scenarios will be important in answering the problems of the communities that is practical			✓
• to avoid repetition, and things that have not worked in the past		✓	
• we have to think also about the dynamics of the society		✓	
• to understand the course content	✓		
• that scenarios can only work if there are enough special devices to make them work		✓	
CONCERNS ABOUT FOLLOW-UP			
• follow up , post workshop activities may have conflict in time		✓	
• no time for follow up		✓	
• that it is business as usual , and there are no outcomes		✓	

End-of-course evaluation

At the end of the course, participants were requested to indicate whether the various course objectives had been achieved (using a scale ranging from 0 – not at all, to 10 – fully achieved) and to list the three best and worst features of this training course using the evaluation form (see Annex 14). The following tables illustrate the achievement of the course objectives the best and worst features of the course.

Objective	Average result	
	Participants	Resource people
• To train facilitators at benchmark sites with the necessary skills and capacity to conduct scenario development exercises in their own countries	7.35	7.5
• To establish basis for comparison of scenarios (processes and results) across ASB at local, national and regional levels.	7.25	7.25
• To develop short proposals for conducting scenarios exercise in the ASB benchmark sites / countries.	8	7.25
• To encourage further training on scenarios development in the benchmark regions ("training of facilitators").	6.825	9.25

Top 3 Best and Worst Features of the Training Course

(These are the actual bullet points provided by participants and resource people in answer to these questions on the feedback forms.)

What do you consider the BEST features of this training course?	**What do you consider the three WORST features of this training course?**
LEARNING ABOUT SCENARIOS APPROACH AND WHY ONE MIGHT USE IT	
▪ Training course has practical applications not only to my present work / institution but even to everyday personal life. ▪ Content. ▪ I did not realize that there's such a knowledge known as scenario development and thought it's only a part of management strategy. Tribute to Monika and Elena!	▪ Insufficient clear pictures / examples to accompany lecture content e.g. constructing storylines. Resource people ▪ Still some confusion on flexibility of the tool
LEARNING HOW TO CARRY OUT SCENARIOS	
▪ Provide knowledge on developing scenarios and its importance for ASB-MA. ▪ Even we have different views, we learned to respect the other and arrive at a common decision. ▪ Some methods of influencing people to think as you are thinking. ▪ Methodology. ▪ The methodology of scenarios building process. ▪ Know systematic methodology to conduct scenario.	▪ Conducting three different styles of scenario development without informing all participants. Thus this leads to the confusion during presentation session. Resource people ▪ Not sure participants have enough practice facilitating because it was "sacrificed" so they could learn scenarios and should be a separate and strong part of the training.

What do you consider the BEST features of this training course?	What do you consider the three WORST features of this training course?
SMALL GROUP EXERCISE ON SCENARIOS	
▪ Scenario exercise that provided us chance to apply knowledge gained during lecture period, to face problems and difficulty. ▪ Scenario exercise. ▪ Break out group exercise. ▪ Group exercise for scenario development. ▪ Working group. ▪ The exercise gave us the opportunity to go on to the step by step scenario formulation with corresponding storylines. Resource people ▪ Good work to put everything into practice and realize some gaps in understanding, which could be "filled" by resource person in each breakout group. ▪ Think it was helpful to have people in country groups for scenarios exercise, different from the ones they came from (e.g. Asia --- Amazon). ▪ Liked that the presentation styles / scenarios were so different.	▪ Time allocation to exercise.
FIELD VISIT TO MAE CHAEM	
Resource people: ▪ Field trip: participants really seemed to gain a lot of insight from this on uses of scenarios and certainly about drivers and potential impacts.	
FOLLOW UP WORK	
▪ Provide opportunities of small grants proposals be accepted and funded.	▪ Not continue the training. Many different things to do. Resource people ▪ Still need to do more work on establishing the baseline for comparison among ASB sites.

What do you consider the BEST features of this training course?	What do you consider the three WORST features of this training course?
HOW TRAINING WORKSHOP WAS CARRIED OUT, INCLUDING EVALUATION	
▪ Methodology of the workshop. ▪ Series of training session, lecture and theories, then followed by exercise. ▪ Presentation from resource persons. ▪ "Flexibility" in the way the training course has been conducted, then in the content (being open to others' ideas / concerns) which may likewise to the attainment of the overall training objective. ▪ The creative way that the workshop was conducted, the "informal" work environment made participants feel comfortable. ▪ The tools that the resource persons used to develop the workshop: stretching, pair-wise evaluation, mood-o-meter, parking questions, etc. ▪ The exercises / energizers gave us the feeling of oneness; creativity was attained. ▪ Stretching and energizers and daily, pair-wise feedback, although we could have been more "strict" when the spirit of this evaluation was lost the first day with tables and numbers.	▪ Include more practical exercise and reduce theoretical presentations and try to link theoretic concept with reality all the time. ▪ Outside presentations. ▪ No copy of the lecture presentations. This should be given to participants after the lecture because it should serve as guide in the conduct of the exercise. ▪ Too many evaluations on the workshop contents, purpose, organization, activities, etc may not help. Maybe an external "viewer" could do it and let the group be freer. ▪ Presentations were too long and sometimes came back to same point and confused some participants. ▪ Logistic / instruction about purposes and activities of the workshop. Resource people ▪ Being very ambitious with the objectives (especially 3 and 2). ▪ There was not a clear understanding of the purpose of the workshop so that led to some mixed expectations, especially regarding the opportunities for sharing specific site experience. ▪ Confusion at the beginning – unclear objectives prior to the course. ▪ More time should have been spent going over objectives with participants, and hearing *their* objectives (more specifically than just hopes).

Conclusions

The course was able to meet the overall objective and provide an opportunity for ASB partners to learn and integrate scenarios development into their work. Based on the evaluations and feedback, the participants were content with the final outcome and future implementation of scenarios for improving the participatory methods at all levels in the ASB benchmark sites. The following is a summary of key points to be considered for future scenarios training:

- Involve professional facilitators aware of scenarios.
- Formal training materials will be developed based on workshop materials.
- Both technical and colloquial language barriers were challenging for some participants – glossary of terms would be useful
- A small grants programme provided an opportunity for people to incorporate 'action-learning' as part of the training
- Online consultation will begin following initial implementation and will serve as a space for lessons exchange
- Before leading a regional "training of facilitators", the trained facilitators in this course expressed their need to conduct scenarios exercises on the ground and document their experiences. Therefore, encouraging training of facilitators was seen as an ambitious objective by the participants.

At the end of the workshop, it was clear that both participants and resource persons gained a much better understanding of the uses of participatory scenarios building. The next phase of the project will include an online consultation where participants will discuss their follow up activities to the course. It is hoped that ASB regional members will be able to utilize scenarios development to enhance and sustain livelihoods of the communities with whom they work through the next phase of the scenarios training process.

SII/ICRAF Project (Activity No. 3124/2002-2007)

'Advancing Agroforestry Research and Development through Training and Education in Agroforestry'

ANNEXES to the

Training Course Report:
ASB Global Scenarios Training Course

17th November – 23rd November 2004, Chiang Mai, Thailand

prepared by

Sheila N. Rao and Sandra J. Velarde
World Agroforestry Centre, Nairobi, Kenya – November 2005

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SII/World Agroforestry Centre Project
'Strengthening Agroforestry Research and Development through Training and Education'
GLOBAL TRAINING WORKSHOP ON:

ASB MA Training for Scenarios Facilitators

www.asb.cgiar.org/ma/scenarios

17-23 November 2004
Chiang Mai, Thailand

INTRODUCTION

The Alternatives to Slash-and-Burn (ASB) partners have expressed a lot of interest in learning about tools for decision making that could help them assess future uncertainties and workable responses to these possible futures. This was identified as a high priority during user consultations in Peru and Brazil in 2003, Indonesia and Cameroon in 2004 and at the ASB-GSG meeting in 2003. Scenarios and responses analysis are part of the Millennium Ecosystem Assessment (MA) efforts to which ASB is contributing to as the only cross-cutting sub-global assessment.

This training workshop on scenarios will help the participants gain a better understanding of the potential future impacts of tropical forest conversion and also answer questions that concern local people, policy makers and researchers:

- How do we make our institutional/technological/research responses more relevant and effective for the future?
- How do we make sure that our research helps inform decisions about the future?

The training has been designed in three phases:

- Phase I: A global training of facilitators workshop for participatory scenario formulation will help create capacity among ASB partners to add a forward-looking dimension to priority-setting (Chiang Mai, November 17-23, 2004). Funded by ICRAF/SII 2004.
- Phase II: Scenarios formulation at the local and/or national level through participatory workshops (Feb-Aug 2005) mainly funded by ICRAF/SII Small Grants. Co-funding is sought.
- Phase III: Synthesis and replication. Bring together results and share lessons learned from Phase II via online consultation (4th quarter 2005) . Replication of 'Training of Scenarios Facilitators' at regional, national levels, including developing a Scenarios Training Toolkit.

As explained above, this workshop is a key piece of ASB's effort to better understand the socio-economic and environmental dynamics at the forest margins, and is one of ASB's activities related to the Millennium Ecosystem Assessment.

PURPOSE AND OBJECTIVES

The general purpose of this workshop is to build capacity within ASB consortia to develop plausible future scenarios with local stakeholders and scientists in ASB benchmark sites at different levels to help inform their decision-making.
Specific objectives of this workshop are:

- To provide facilitators at benchmark sites with the necessary skills and capacity to conduct scenario development exercises in their own countries.
- To establish the basis for comparison of scenarios (processes and results) across ASB at local, national and regional levels.

- To encourage further training on scenarios development in the benchmark regions ("training of facilitators").
- To serve as a pilot exercise for the participatory setting of research priorities for ICRAF/ ASB/ MA participant institutions.

WORKSHOP ROADMAP AND INSTRUCTIONAL METHODS

The workshop has been designed in modules of different duration. What follows is the outline for the workshop:

OVERVIEW Welcome! Introduction to ASB, Millennium Ecosystem Assessment (MA) and the ASB-MA Follow up activities Introduction to scenario analysis Facilitation tips	o Who is who? How we will work together? o What is ASB, the MA and ASB-MA? o How scenarios work fits in ASB? o What can ASB partners could gain from this training? o What next? How will the training be applied? (Small Grants Programme – SGP) o What are scenarios and what are they useful for? o Introductory exercise: role playing o Introduction of a step by step methodology o DOs and DON'Ts of facilitation o Synthesis and brainstorm for SGP
Scenario methodology: step by step exercise Different types of scenarios and examples Introduction to modelling tools	o Drivers of change o Start scenarios development: case studies o Different types of scenarios (expert, multistakeholders, local). o Conflict management. o Modelling tools. o Synthesis and brainstorm for SGP
Scenario development	o Stakeholder participation o Communication of scenarios o Link scenarios to management strategies o Shocks and surprises: uncertain futures o Synthesis of story lines o Implications of scenarios for stakeholders
Elements of Scenarios Proposal	o Groups presentations o Concerns, opportunities for scenarios development o Communication of results o Drawing on other resources o Ethical issues and responsibilities o Emerging themes o Link scenarios across scales and sectors o Basis for cross comparison of scenarios o Next steps, synthesis and brainstorm for SGP
Field trip and discussion on SGP	o Creative thinking o SGP and discussion on future plans
Small Grants Programme proposals	o Proposal development for Small Grants

Instructional methods will include participatory exercises, short seminars, working group discussions and a field exercise in Mae Chaem watershed in Northern Thailand.

DATES, VENUE AND RESOURCE PERSONS

The training workshop will take place from the 17 to the 23 November 2004 in The Imperial Chiang Mai Spa and Sport Club, Chiang Mai, Thailand (www.imperialchiangmai.com). Resource persons come from the World Agroforestry Centre/ASB, ASB Consortium and from the MA Secretariat, ASB partner. They will facilitate this training workshop. Participants are expected to actively contribute.

PARTICIPANTS

Three or more members of partner institutions and/or local universities from each of the six ASB countries: Peru, Brazil, Indonesia, Thailand, Philippines, Cameroon will be selected. The group of participants:

- have a balance between experienced and young professionals from ASB's partner institutions and/or local universities.
- are familiar with ASB and its work.
- are **committed to follow up with national or local level scenarios activities** in their countries based on what they have learned at the workshop.
- at the end of the course, participants will be asked to submit a pre-proposal for scenarios development at benchmark sites stating clear objectives for a workshop involving NGOs, civil society, and / or government.
- have demonstrated facilitation and communication skills.
- are fluent in English as this will be the working language.
- 31% of the participants are female. Female candidates were strongly encouraged to apply since we aimed to have a good gender balance for this event.

***Total*:** 19 participants plus resource persons.

PREPARATION FOR THE COURSE

Before the workshop, participants will prepare a one page document which will include a short description of their site and of the three main problems and questions for the future they can see coming up for their area. This will serve as the basis for a follow up ASB MA scenarios activity proposal to be used as course material. Both questions are part of the application form. Additionally, they should include their expectations about the workshop. Active participation will be required throughout the workshop.

CONDITIONS

Participants will be fully sponsored by the World Agroforestry Centre's Training Unit through a grant from the Government of the Netherlands. Sponsorship will cover return travel between the duty station and the workshop venue, justified expenses related to this travel, accommodation and meals, local transport, tuition and training materials. Detailed conditions of participation will be provided in a nomination letter by the ASB Regional Coordinators.

Interested candidates and their institutions completed the application form. The deadline for applications was **31 July 2004**. We contacted all candidates by **2nd September 2004** to let them know if their application was successful.

FOR MORE INFORMATION

Sandra J. Velarde – Alternatives to Slash-and-Burn/ICRAF (s.velarde@cgiar.org)
World Agroforestry Centre (ICRAF), PO Box 30677, 00100 GPO, Nairobi, Kenya
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Annex 2 – Application Form

ASB MA SCENARIOS TRAINING WORKSHOP

17 to 23 November 2004
Chiang Mai, Thailand

APPLICATION FORM

I. TO BE COMPLETED BY THE APPLICANT

A. PERSONAL INFORMATION

1. Name(s): Mrs./Ms./Mr.

2. Surname(s):

3. Title:

4. Employing institution: (*name*)

(*street/P.O.Box*):

(*city*):

(*country*):

(*telephone*):

(*fax*):

(*e-mail*):

5. Home address:

(*city*):

(*country*):

(*telephone*):

6. Birth date:

7. Nationality:

8. Mother tongue:

9. Working language:

10. Level of English: (mark with an X)

	Spoken	Written	Read
Advanced			
Intermmediate			
Basic			

B. EDUCATION

11. Highest degree obtained (Ph.D., M.Sc., B.Sc., Certificate, Diploma, other):

12. Year obtained: 13. Institution:

14. Discipline(s):

C. PROFESSIONAL EXPERIENCE

15. Number of years of professional experience:

16. Brief description of your present duties:

17. Mark (X) your main discipline of experience, (you can mark more than one, indicate a percentage (%):

Bio-physical sciences
Ecology O
Agroforestry O
Biology O
Botany O
Atmospheric Science O
Hydrology O
Other O _____

Agricultural Sciences
Agronomy O
Forestry O
Soil science O

Social sciences
Economics O
Geography O
Anthropology O
Management O
Ag. Economics O
Other O _____

18. List your major relevant experiences (training, extension, meetings) where you have demonstrated effective facilitation and communication skills.

D. JUSTIFICATION TO ATTEND

IMPORTANT[1]

Use this page, and if needed additional ones, to justify your participation in this training workshop.

In one page, give us a short description of your ASB site and of the three main problems and questions for the future you can see coming up for the benchmark.

2. List your main expectations from this training workshop.

The undersigned certifies that the above information is correct and complete, and acknowledges that the World Agroforestry Centre will not be held responsible in case of accident, illness, theft or death while travelling to and from, or staying in Chiang Mai, Thailand, to attend the training course. It also confirms the **committement to follow up with national or local level scenarios activities**.

Date: Signature:

II. TO BE COMPLETED BY ASB REGIONAL COORDINATOR OR NATIONAL FACILITATOR

The undersigned, Dr/Mrs/Ms/Mr:

Title:

Name of institution:

Approves the application of the above candidate.

Date: Signature:

Please send the application form to s.velarde@cgiar.org

[1] Application forms that do not provide this information will be automatically discarded.

Annex 3 - Technical meeting outcomes

Timing: (approx. 36 hours)

Location: Sports Club, Chiang Mai, Thailand

Participants: ASB partners who will facilitate Scenario Planning Workshops at ASB benchmark sites

The workshop should be designed in modules of different duration. Each module will have a coordinator who will be in charge of the organization of the module, consistency of topics, identify additional resource persons, etc.

The detailed modules will be the basis for our curricula development, and we need to get back and forth with the objectives we try to accomplish

Phase I: Training of scenario facilitators (ASB Scenario Training Workshop Chiang Mai, 17-23 Nov 2004). (under SII 2004 project)
Develop plans for scenario formulation at different levels (local, regional, national).

SII would normally require follow-up plan within 1 or 2 months – in this case end Dec –

but since part of ASB requirement is for participants to conduct scenarios workshops in their own countries, this will be extended

regional break-out groups to work together, decide among themselves which projects / areas will host training workshops and how to dispense $
group process of sharing, reviewing, evaluating each others ideas

Phase II: Formulate scenarios at the local and/or national level through participatory workshops (February - August 2005)

Based on plans developed in Phase I. Important for SII also to document what happened after Phase I. Mainly Small Grants fund 20 K USD + a bit .
more if needed

From ASB's perspective, better to fund more, modest workshops, for local change and capacity-building, rather than pick 1 or 2

set up some sort of competitive grants scheme for the workshops, but with understanding that most will get the $$

participants will leave training workshop with a good idea of how much they can expect to be able to use to organise their own

Phase III: Bring together results and share lessons learnt from Phase II (via virtual 'on line' tools) (finished by 4th quarter 2005)

Series of events: Need to document once the very first scenario exercise is ready: Dgroups instead of Sharepoint

Final online event using webcrossing for asynchronous communication

General purpose To build capacity within ASB consortia to develop plausible future scenarios at different levels to help inform their decision-making.

Specific objectives of Phase I

To train facilitators at benchmark sites with the necessary skills and capacity to conduct scenario development exercises in their own countries.

To encourage further training on scenarios development in the benchmark regions ("training of trainers").

To establish the basis for comparison of scenarios (processes and results) across ASB at local, national and regional levels.

To develop short proposals for the replication of scenarios exercise in the ASB benchmark sites.

To serve as a pilot exercise for the participatory setting of research priorities for ICRAF/ ASB/ MA participant institutions

Specific products

Support from Sheila Rao on Learning Objects.

ASB MA Scenarios Cybrary: Including further references, ASB-MA training toolkit and Training Workshop proceedings.

For webproducts: DGroups (Sheila will help setting up: coord. With Kate), works better than Sharepoint.

Backup team at DG groups

After the scenarios training is finished, main follow ups with ASB GCO will be made through SV and TPT. Others (MZ and EB?) as funding obtained.

(Note: Need to allocate at least 1 full month in workplan for next year)

Some worries

Deadlines: 1st November: Global chapters revision for MZ and EB

1st December: next deadline…M&E might need to go earlier or participate less in the workshop [a bit negotiable, depending on Nov. 1st outputs]

Other deadlines, not really a worry for us: 3rd week of March: MA Board meeting; Launch: 1st week of June 2005

Some important issues

For the synthesis , we need to be consistent in the report structure, framework, and OUTPUTS: What is it you are looking at? Link to responses [Sat.morning session]

2 scenarios building workshops are needed at the very minimun: 1st workshop, everybody is in the same page - story lines are developed. Participants should be the same.

2nd workshop, consolidate story lines, some models run already, stakeholder implications and planning.

**Small Grants (SGPs): Parameters and priorities sorted out before training: Template

Date/Module	Responsible	Time	Learning Outcome	Content	Methodology Notes	Materials	Action needed	Who?/ When?
	Chair/presenter	Time keeper!	By the end of the course, participants will be able to:		Menu of options for both techniques to teach and which ones to use in the 'interactive presentations'			
Tuesday 16th November								
Final pre-workshop discussions	SV/EB/MZ/TPT/JB/DT/KM/SR	Full day?		Discussion and review of final content details by core team	Core team only	Final agenda, final presentations	Ppt from core team ready and uploaded = laptop	
Wednesday 17th November								
Stretching exercises	SV	8:25-8:30		Basic stretching exercises, different each day	Really help participants to concentrate and work better.			
Welcome and introductions. Some logistics announcements	TPT	8:30-10:00	Getting to know each other, what we do, grasp how could we work together. Working agreements	Participants will introduce themselves and include in their introduction 2 really specific problems, uncertainties and challenges for the benchmark site and 2 that they think are common for the tropics or for the rest of participants	One by one, orally. We will never go after 6.30 during the sessions.	Matrix of problems, uncertainties and challenges by country	Send reminder	SV: 7th Nov.
Coffe break		10-10:20						
Introduction to ASB, MA and ASB MA work	TPT/SV	10:20-10:50	Participants will have a minimun common understanding of ASB consortia and its modus operandi. ASB MA work and how scenarios fit into the MA Conceptual Framework.	ASB/MA/ASB MA in a nutshell, structure, types of partners, actions, methods(matrix),ASB MA products, main conclusions, MA Conceptual Framework, link with responses. Frame scenarios within ASB work and approach (eg. human well being, responses, conditions and trends, etc)	Some of the participants have already an ASB long term link, some are part of ASB partner institutions but are NOT familiar with ASB work. Few participants understand ASB MA partnership and what we are actually doing. Materials will be sent before hand and also put up in DG Groups.	Inspired ppt from TPT and SV	ASB MA Ppt ready	TPT:
	TPT/core team	10:50-11:30		Questions and answers about ASB, MA and ASB MA	Discussion with participants	Document Q&As Parts of ASB MA Status report, other MA material, Country synthesis	Additional materials tb sent in advance for ref.	

Date/Module	Responsible	Time	Learning Outcome	Content	Methodology Notes	Materials	Action needed	Who?/ When?
Introduction to Scenarios for ASB	SV/TPT	11:30-12:30	Understand Phase 1 to 3 of ASB MA scenarios training and justification and the objectives and organization of the meeting	Justification of the training, importance of scenarios of ASB work	Dialogue with participants, what they expect from the workshop, any fears, how we can make sure it is immediately useful for their sites or institutions. Also remark that when you begin the scenarios, you create a political process.	Document Q&As		
			To understand what ASB partners can gain from doing scenarios	Priority setting, resilience, strategic planning	Which are they objectives coming here, do we buy in? why?.			ASB GCO
	SV/JB	12:30-1:00	Roadmap: Explanation of the plan for the week	We are going to learn about scenarios and scenario-building as we develop a set of scenarios	As we build the set of scenarios, we will stop to discuss many different options for each step of the process. Participants will also have a chance to practice their facilitation skills, including feedback. 2 participants each day will give feedback from all the group during the morning session. 2 other participants will also have the chance to participate in the Steering Committee at the end of the workshop together with the resource persons.		Roadmap ready	SV: 31Oct.
Lunch		1:00-2:00						
Follow up activities	JB	2:00-2:30	**Small Grants Programme for follow up activities**	Explain SGP and selection procedures [incl. cross country peer review]. Stress need for co-funding. Present template for proposals to be reviewed during the meeting.	Small Grants brochure will be sent/put up in DG Groups before the meeting.			JB
	MZ	2:30-3:00	**Understand what scenarios are and why are they useful**	Explain what scenarios are and how they have been used in sciences and businesses and daily life; importance of scenarios in dealing with future planning.	Dialogues: Examples of scenarios in daily life decisions. Scenarios in the private sector vs. public sector.			MZ

Date/Module	Responsible	Time	Learning Outcome	Content	Methodology Notes	Materials	Action needed	Who?/ When?
Scenario methodology: step by step exercise for process alternatives (methodology options)	SV (presenter)/ DT(moderator)	3:00-3:30	**Make first practical steps into Scenarios**	Role playing: Archetypical character: Portfolio with character description + photo. Group of stories about the different emotions about key things that people are thinking about when they consider the future of their region. Moderator: DT	a. Hand out large index cards and ask people to write a hope and a fear about the future of the region (whichever one we plan to use as an example for building scenarios) on those cards. They should explain their card and post it on the wall.	PLENARY: cards, markers, tape.Statements will be something like "I feel very hopeful about [site] in the year 2020 because people have come up with great ways to improve communication across stakeholder groups." Post cards on the wall.	Prepare character portfolio	DT/SV/KM:
					a. Participants will express orally their hopes and fears as part of the role playing, by saying I feel excited / hopeful / sad / anxious ...in the year 2020.			
		3:30-3:45		"Report back"	Participants go around the boards and read the cards posted. They can see main themes emerging and group them	Cards posted in boards		
Coffe break		3:30-3:45						
Continuation: Scenario methodology: step by step exercise for process alternatives (methodology options)	EB	3:45-4:15	**How to build scenarios**	**How to build scenarios: A proposal for a step by step process: Distribute revised Egypt plan. MA SGA training: Axis of uncertainty**	Discussion	Brief handout of step by step process	Revised Egypt Handout	
Facilitation DO's and DON'Ts	DT	4:15-5:00	**DOs and DON'Ts of facilitation**	**Fast track practical Tips for facilitation in scenarios workshop**	Indicate the rotative character of the facilitator during the workshop break out groups [Look into: G&D for facilititation	Brief handout to be sent before the meeting	Prepare material	DT-mid Oct
	EB/MZ	5:00-5:30	**Synthesis of the day and Brainstorm for SGP**	**Brainstorm ideas for SGP rooted in emergent problems in their areas. Main outcomes of**	Wrap up: Review of day outcomes			
End of day for participants except for those in the Steering Committee								
	JB/MZ/EB/SV/TPT/DT/KM/SR+1participant	5:30-6:30	**Steering Committee meeting**	**1 hour discussion of what went well and wrong during the day and plans for next day**	Note: Involve one participant as part of this discussion			
Welcome and cocktail	JB/TPT/DTh/UCM	7:00pm	Getting to know each other/Ice breaker	Welcome by ASB-GSG member University of Chiang Mai		Cocktail will be part of the welcome, simple dinner as planned		

Date/Module	Responsible	Time	Learning Outcome	Content	Methodology Notes	Materials	Action needed	Who?/ When?
Thursday 18th November								
Stretching exercises and feedback	DT	8:30:9:00		Basic stretching exercises. Feedback from participants: Is it going too fast? Is it relevant? Are we understanding?	Really help participants work better.	Dialogues in plenary, feedback provided by 2 people ("spies")	Feedback board	Wkshop
Scenario methodology: step by step exercise for process alternatives (methodology options) - Part 1	EB	9:00-9:15	**Recap on methodology**	Brief summary of methodology presented yesterday		Q&As		Wkshop
	TPT/MZ	9:15-10:00	**Drivers (in general)**	The "driver" concept: direct, indirect, exogenous, endogenous, nested scales of drivers. Resilience	Drivers in the tropics: PolicyBrief #6			
					Relationship of long-term history, drivers, and current conditions to scenarios	Q&As		
BOG	SV Note: DT/TPT/JB distributed as participants in each group	10:00-12:30	**START Scenario exercise** SV/EM/MZ distributed as resource persons in each group	**Introduction of case studies and BOG dynamics** To identify focal questions and drivers in the cases and key uncertainties, key problems, key vulnerabilities. Analyze long-term trends (eras), important drivers, current conditions	1 page case studies based on info submitted by participants in Break-out-groups (3) to design draft scenarios. No more than 1 hour, preferably closer to 45 minutes. Group organized: rapporteur, facilitator, time keeper. Identify system components and key feedback loops: designing systems models for the case	BOG 	5 case studies	SV/KM
Coffe break		10:30-10:45						
BOG		10:45-12:30		**Continue BOG work**				
Lunch		12:30-1:30						
Scenario methodology: step by step exercise for process alternatives	All participants	1:3-2:00		Report back	Quick feedback round on difficulties. No discussion.			
	MZ	2:00-2:15	**Understand different types/contrasts of scenarios based on practical examples**	Recap. Examples of scenarios: expert vs. local, multistakeholder vs. homogeneous group, regional vs. national, vs. local; qualitative vs. quantitative; scenarios for policymakers	Discussion: what do you think would work well in your site? [Examples -> Based on EB and MZ paper for Alexandria meeting]	What are the scenarios and how did we build them. Other examples: Scenarios in the private sector: Concrete examples of companies/institutions using scenarios, e.g.	Choose key messages and then specific examples to illustrate a) types b) process,	Other MA scenarios: problems and lessons: SAfMA,

Date/Module	Responsible	Time	Learning Outcome	Content	Methodology Notes	Materials	Action needed	Who?/ When?
	LL/DTh	2:15-3:15		**Expert scenarios**: Scenarios for Mae Chaem basin (L.Lebel). Implications for policymakers (D.Thomas)	Discussion: would this work in your group? Would the results be similar across ASB sites or different? Why?	Handouts?: ASB scenarios efforts: Cameroon FLORES, Farm level Bioeconomic model Brazil, International Trade and other factors, Amazon.	Prepare handouts based on ASB MA Scenarios report	
Coffe break								
	EB	3:30-3:45		**Different stakeholders**: NHDL (Northern Highlands Lake District of Wisconsin) scenarios				
	Fahmuddin Agus/Gede Wibawa	3:45-4:00		**Modelling as a tool for scenarios and negotiation support**: FALLOW model				
	MZ	4:00-4:15		**Local scenarios and conflict potential:** Costa Rica SG scenarios				
	SV	4:15-4:30		Freely available and easy to use modelling tools: eg. PODIUM (IWMI)	Use of tool and play around with available data (eg. FAO Outlook reports, ASB MA Goods data, National Stats)			
BOG		4:30-6:00		**Continue BOG work**				
	SV/TPT	6:00-6:15	**Synthesis of the day and Brainstorm for SGP**	**Brainstorm ideas for SGP and main outcomes-revise SGP format**	Wrap up: Review of day outcomes			
End of day for participants except for those in the Steering Committee								
	JB/MZ/EB/SV/DT/TPT/KM/SR+1 participant	6:30-7:30	**Steering Committee meeting**	**1 hour discussion of what went well and wrong during the day and plans for next day**				
Dinner		7:00	**Dinner exercise**	Participants will show a picture of the benchmark site and explain what they like about the picture, why they chose it and pass it around				

Date/Module	Responsible	Time	Learning Outcome	Content	Methodology Notes	Materials	Action needed	Who?/ When?
Friday 19th November								
Stretching exercises and feedback	DT	8:30-8:50	**Stretching and feedback**	Basic stretching exercises. Feedback from participants		Dialogues in plenary		
	MZ/DT	8:50-9:15	**Stakeholder participation**	Who to involve in scenarios development? Which are the implications? Which are the caveats? Conflict management in multistakeholder groups scenarios. Based on what do you want to do? What is feasible to do? What is the purpose? Note also that you may want to involve stakeholder at different grades during the process, so at what time in the process you involve them?	Present methods for stakeholders mapping and encourage exchanging methods among partners. Example: Use cards to list stakeholders and then map/arrange the stakeholders into a few groups. For discussion, each BOG can now "becomes" a user group (or one person in each group represents a person). How would your stakeholder group respond to each of scenarios? What are the key challenges facing this group in the coming years? Are these issues addressed in the scenarios? If not, how do we need to modify the scenarios to make them fit with the critical issues of the key user groups?			
	MZ	9:15-9:45	**How to communicate scenarios**	What can you do with the scenarios: Purpose of scenarios, communication and outreach	Story telling presentation			
	MZ/TPT	9:45-10:00	**Scenarios and response options: Linking scenarios to management strategies**	What is in there for me? How my institution can benefit from this methodology? How could I benefit if I were a policymaker? Business survival, Landscape planning, livelihood options, conflict management, negotiation support			Line up ppt	
Coffe break		10:00-10:15						
BOG		10:15-11:30		**Continue BOG**	Firm up story lines/ final story lines			
				Report back	Quick feedback round on difficulties. No discussion.			

Date/Module	Responsible	Time	Learning Outcome	Content	Methodology Notes	Materials	Action needed	Who?/ When?
Step by step - continuation	EB/MZ/SV	11:30-12:30	**a. PRIMER: Shocks and surprises – how do they relate to scenarios**	Do we have the right mix of shocks and surprises to address the focal questions we talked at the beginning? Which are the possible trends?	Be sure to encourage out of the box thinking and robust stories. How you choose the uncertainty is really arbitrary. Emphasize that there is no cookbook for scenarios.		KM to find a creative dynamic for this	
			b. How to synthesize scenarios and ensure you have the right set of them	Provide participants with thinking tools for synthesing scenarios into one set	What are the critical contrasts among the scenarios? - What are the recurring themes? - Are the trends/events plausible? - What trends/events are useful for illustrating key themes or concepts? - How do people react to shocks and surprises? - Does the set address the focal questions? What focal questions mean for main people we are interested in? Do we have the right set of scenarios?			
			c. Analyzing the implications of scenarios for stakeholders and to focal questions	What focal questions mean for main people we are interested in? Do we have the right set of scenarios?				
Lunch		12:30-1:30				***TPT/DT/KM leave at noon***		
	SV/MZ/EB around the tables	1:30-4:30		**Continue BOG: Work in story lines in break out groups**	Discuss shocks and surprises that may happen in the system and affect the future. What do the scenarios tell us about these shocks and surprises? Are they ilustrating the key concepts? Implications of the scenarios?			
End of day for participants except for those in the Steering Committee								
	JB/MZ/SV	5:00-6:00	**Steering Committee meeting**	**1 hour discussion of what went well and wrong during the day and plans for next day**				
Saturday 20th	**Free day**					TPT, DT, KM out all day	***Ask Pong for tour options***	

Date/Module	Responsible	Time	Learning Outcome	Content	Methodology Notes	Materials	Action needed	Who?/ When?
Sunday 21st						**FREE STRUCTURE. DT/KM out all day. Come back at night**		
Stretching exercises	SV	9:30		Basic stretching exercises				
Morning sessions								
Elements of Scenarios Proposal								
1. What have you done this week			**1.1 Groups presentation**	Groups present to each other. Analyse answers to focal questions, implications and tradeoffs				
			1.2 Express your feelings, concerns, OPPORTUNITIES	What was really easy? What was really difficult? What would keep you from doing it? [Implications for				
Elements of Scenarios Proposal								
2. Tips for taking scenarios into the real world		0.5h	**2.1 Communication of results**	What do you do with them when you have them? Different forms of communication: With whom?	Creative ways of conveying the message, some interactive possibilities			
	MZ		**2.2 Stakeholder participation**					
	SV		**2.3 Drawing on other resources**	Eg. Taking work done and apply it to places with less resources. What extra stuff we need to make the scenarios more ROBUST, modelling capacities, how important is modelling for your case?	Do we need a facilitator? How much that would could? How is the report going to be done? Publication? Production of stories, cartoonists?			
	TPT		**2.4 Ethical issues and responsibilities**	Political processes, hopes	Careful, how do they do it and with whom?			

Date/Module	Responsible	Time	Learning Outcome	Content	Methodology Notes	Materials	Action needed	Who?/ When?
Afternoon sessions								
3. So what is next?								
3a. SGProposals (Phase II)								
3b. How we bring it all together? (Phase III)	MZ	1h	**Synthesizer: Are there certain themes emerging? Can we come up with a set of scenarios so that make sense together?**	Do you want/need to do it? Don't you? Data/reporting units	Discussion			
3b. How we bring it all together? (Phase III)	TPT	1h	**Link scenarios across scales and sectors**	How to link/nest multi-scale scenarios (local-national, expert-non expert)?				
Coffe		10:30-10:45						
3b. How we bring it all together? (Phase III)	MZ/SV		**Basis for cross comparison of scenarios**	Discuss basis for site cross comparison based on lessons from MA and other experiences	Agree on reporting units and guidance (drawing on MA Subglobal lessons)			
				Cross site comparison: how to make it easier? Do we want to use MA or other global scenarios?	Template for proposals [modified]- Clear guidelines on what is expected in the proposals			
Coffe		3:30-3:45						
3b. How we bring it all together? (Phase III)	SV/TPT		**Where do we go from here and some logistics**	**Brainstorm ideas for SGP and main outcomes**	Wrap up: Review of day outcomes			
End of day for participants except for those in the Steering Committee								
	JB/MZ/EB/SV/DT/TPT/KM/SR	5:30-6:30	**Steering Committee meeting**	**1 hour discussion of what went well and wrong during the day and plans for next day**				

Date/Module	Responsible	Time	Learning Outcome	Content	Methodology Notes	Materials	Action needed	Who?/ When?
Monday 22nd						**EB out. MZ TBD.**		
Field visit	DTh	Full day: 7:00 am-6:00pm	**Ilustrate scenarios work in the Mae Chaem and find some creative time in a natural motivating environment, interact with farmers from the Mae Chaem**	Water monitoring activities and Small Grants proposals	Extended lunch: Break out group: Talk about SGPs. Brainstorm who are the groups who are going to work next day for proposal development. Group picture	1 page about Mae Chaem. Revise Pong's proposal and simplify.	KM to ask Pong	
Lunch-BOG		12:30-3:00			***Extended lunch***			
Tuesday 23rd						**EB out, MZ TBD.**		
Stretching exercises and feedback	TPT	8:30-8:50		Basic stretching exercises. Feedback from participants		Dialogues in plenary		
Small Grants: Develop proposals for scenario building workshops at the ASB countries		8:50-10:30	**Plans for Small Grants 1**	Group brainstorm for funds allocation (20 K USD) - Options for cofinancing		Creative time		
Coffe		10:30-10:45						
Small Grants: Develop proposals for scenario building workshops at the ASB countries		10:45-12:30	**Plans for Small Grants 2**	Resources needed: additional sources of funding	Break out groups			
				Proposal development for Small Grants	Presentation of workshop Plans including first draft budgets Reality check			
Lunch		12:30-1:30						
Small Grants: Develop proposals for scenario building workshops at the ASB countries		1:30:4:00	**Plans for Small Grants 3**	Reality check: Cross analysis of different proposals and feasibility				
	SV/TPT	4:00-4:30	**Synthesis of the day and workshop**	**Summary of proposals and expectations**	Wrap up: Review of day outcomes			
End of day for participants except for those in the Steering Committee								
	JB/MZ/EB/SV/DT/TPT/KM/SR	4:30-5:30	**Steering Committee meeting**	**1 hour discussion of what went well and wrong during the day**				
Dinner - end of workshop		7:00-xxx	**Closing ceremony and issue certificates**					

Annex 4 – Logistics checklist

ASB MA Scenarios Training Workshop

17 to 23 of November 2004

LOGISTICS CHECKLIST – Nov 2nd 2004 **(Rev. Oct 6th and June 24th)**

ACTIVITY	RESPONSIBLE	BY WHEN/ COMMENTS
PRE-COURSE ARRANGEMENTS		
• Application package	SV	Done. Sent to Regional Coord and National Facilitators 14 June
• Budget & expenditure • Request advances	JK / SV JK	Done. Add columns: ASB contribution, SII contribution.
• Applications compilation & process	SV	Done 31 July
• Selection panel	ASB team:TPT, SV	Done End of August
• Address list • Official ICRAF / ASB Invitation letter – indicating 100% funding • Confirmations (nomination letter stipulating conditions)	SV JK / SV	Done Early October
• Programme content & resource persons	SV with ASB team, MZ, EB, TPT, JB, SR, KM, DT	Done. Coordinating "Learning Objects"
• Opening & closing sessions	ASB Team	Invite Mr. Pornchai (GSG) member for Welcome dinner. Farewell cocktail.
• Field exercise: 22nd November ➢ Logistics ➢ Contents	 ➢ Pong / Saipim ➢ DT	Low key fieldtrip. Content discussed early October @ Nairobi and via phone with DTh.
International Travel		
• International travel arrangements (TAs, bookings, follow-up)	JK + MH	Done
• Visa information	Pong to send to SV	Done
• Travel / Medical insurance ➢ International participants – at the cost of each participant * ➢ Local/national participants [for field trip] – at the cost of each participant *	No medical insurance provided by funding [*As international and probably local participants are insured by their employing institutions]	Pong / Saipim to facilitate transport [at the participant's cost] and provide contacts of doctors/ hospital
Local Travel		
• Local travel arrangements for Thai participants (BKK-Chiang Mai, others) & local liaison	Pong / Saipim	
• Local transport for participants & resource persons ➢ Airport ➢ Daily (provide information only, participants will take care of their personal arrangements as the venue of the meeting will be the hotel) ➢ Field visit (ground transport)	Pong / Saipim	
Conference arrangements		
• Hotel booking (Full board) – Sports Club Chiang Mai	Saipim	Done

• Training rooms and facilities ➢ Bookings (conference hall + smaller rooms) ➢ Equipment & supplies (1 LCD projector; 2 big white boards to write in, 7 small boards to hold paper) ➢ Decoration (Flowers)	Pong / Saipim	TBD after curricula is developed
• Catering: ➢ Water in training room(s) ➢ Lunches ➢ Coffee breaks ➢ Dinners	Pong / Saipim	
• Name tags	Saipim	
• Binder ordering	Pong / JK / Saipim	SV needs to send materials ready to print out at least 2 weeks before course = 1st November
• Stationery (usual set participants and training rooms)	Pong / Saipim	SV to indicate needs
• Claims form and *per diem* payments	JK	
• Training materials ➢ Collect – collate ➢ Copying ➢ Binding (binders) ➢ Distribution	JK + Pong + ASB team	
• Certificates of participation	JK, ASB team	Include ASB/MA/ICRAF logos
• Welcome letter + practical info	Pong / Saipim	SV to send template to Pong on info needed – July.
Special social events		
• Free day tour (optional): temples visiting and elephants	Pong to arrange options, then SV to poll participation	Mid October
• Welcome /Farewell 17th/ 23rd Nov (+ invitations)	Pong (+ASB team)	
DURING THE COURSE		
• Registration desk set up (binders, forms, nametags,…)	Pong / JK	
• Administrative services (communications, typing, photocopying…)	Pong / Saipim	email connection available at each room
• Arrange for a group picture	SV: digital picture	Don't forget to take camera
• Course evaluation ➢ Form development ➢ Distribution & collection ➢ Analysis	ASB team – revise other course evaluation eg. virtual consultation, example from ICRAF Training binder, W.L.Course	October meeting in Nairobi. Results sent after November meeting.

Comments:

- Per diem = 10 USD (as it is full board).
- JK, note for budget: Int. airport taxes [eg. Peru approx. 30 USD, Indonesia=12 USD, Brazil = ?, Cameroon =?,] + local airport taxes [Peru 12 USD, Indonesia 3 USD, ….]
- JK=Joyce Kasyoki, SV= Sandra Velarde, Pong=Pramualpis Kanthatham, MH=Mahmouda Hamoud, DT=David Thomas, SR=Sheila Rao, LL=Louis Lebel, EK=Evelyn Kang'ethe, JB=Jan Beniest, ASB team = Tom Tomich + Dagmar Timmer + JK + SV, MZ=Monika Zurek, EB=Elena Bennett.
- Pong requested the support in person of JK during the workshop in Chiang Mai (lunch meeting 23rd June 2004) but this is not possible.
- Charges / Payment for hotel bills and others will be made through bank account, JK to coordinate with Pong.
- Those responsible for specific activities to copy Sandra in all their communications: s.velarde@cgiar.org

Annex 5 – Final Course Schedule

SII/World Agroforestry Centre Project
'Strengthening Agroforestry Research and Development through Training and Education'

ASB MA SCENARIOS TRAINING WORKSHOP

17-23 November 2004
Chiang Mai, Thailand

Objectives of the workshop:

- To train facilitators at benchmark sites with the necessary skills and capacity to conduct scenario development exercises in their own countries.
- To encourage further training on scenarios development in the benchmark regions ("training of facilitators").
- To establish the basis for comparison of scenarios (processes and results) across ASB at local, national and regional levels.
- To develop short proposals for the replication of scenarios exercise in the ASB benchmark sites.

Rapporteurs: Kathryn Martell and Sheila Rao.

Agenda

Wednesday 17th November

8:25-8:30	**Stretching exercises** (Sandra)
8:30-10:00	**Welcome and introductions** * Welcome (Tom and Jan) * Pair wise introductions (Mod: Jan) * Expectations and Concerns (Mod: Jan) * Roadmap of Scenarios for ASB and Working agreements (Sandra) * Evaluation guidelines (Jan) * Logistics announcements (Sandra).
10:00-10:20	- Group picture
10:20-10:50	* Creative vision exercise (1 group per each country)
10:50-11:30	**Introduction to ASB, MA and ASB MA work** (Tom/Sanadra). Questions and answers about ASB, MA and ASB MA (Tom/core team)
11:30-12:30	**Introduction to Scenarios for ASB.** What ASB partners can gain from doing scenarios (Tom)

12:30-1:00	
1:00-1:30	**Small Grants Programme** (Jan)
1:30-2:00	**Understand what scenarios are and why are they useful** (Monika)
2:00-2:45	**Make first practical steps into Scenarios** Role playing (Sandra and Dagmar)
2:45-3:00	
3:00-3:45	**How to build scenarios: A proposal for a step by step process** (Elena)
3:45-4:15	**Tips for facilitation** (Dagmar) – *better to 3rd or 4th day*
4:15-5:00	**Synthesis of the day** (Elena/Monika)
7:00pm	**Welcome Dinner at the The Imperial Chiang Mai Resort Hotel**

Thursday 18th November

8:30-9:00	**Energizer** (Dagmar) **Roadmap** review and workshop agenda (Sandra)
9:00-10:30	**Understand different types/contrasts of scenarios based on practical examples**. Examples of scenarios (Monika) * **Different stakeholders**: NDHL (Northern Highlands Lake District of Wisconsin) scenarios (Elena) * **Expert scenarios**: Scenarios for Mae Chaem basin (Louis Lebel/David Thomas) **What is your biggest question about scenarios** (Mod: Monika)
10:30-10:45	
10:45-12:30	**Feedback** (Participants) **Hopes and Concerns** (Sheila and Kathryn) **GROUP WORK: START Scenario exercise** (Sandra) **(up to step 2)**
12:30-1:30	
1:30-2:00	**Answers to some questions about scenarios** (Mod: Monika)
2:00-2:30	**Drivers (in general):** The "driver" concept: direct, indirect, exogenous, endogenous, nested scales of drivers. Drivers for the tropics (Monika / Tom)
2:30-3:00	**Continue Scenario exercise (up to step 3 and 4)**

3:00-3:15	
3:15-4:40	**Continue Scenario exercise (up to step 3 and 4)**
4:40-5:00	**Synthesis of the day (Tom)** **Preliminary ideas for Small Grants**
7:00	**Dinner** Participants will present a picture of the benchmark site and explain what they like about it, why they chose it and pass it around

Friday 19th November

8:30-8:50	**Feedback and Energizer** (Dagmar)
9:15-9:45	**Continue GROUP WORK**
10:00-10:15	
10:15-11:30	**Continue GROUP WORK (step 5).** Report back
11:30-12:00	(Elena/Monika) **PRIMERS** **a. How to synthesize scenarios and ensure you have the right set of them** Provide participants with thinking tools for synthesing scenarios into one set **b. Shocks and surprises – how do they relate to scenarios?** Do we have the right mix of shocks and surprises to address the focal questions we talked at the beginning? **c. Analyzing the implications of scenarios for stakeholders and to focal questions** What focal questions mean for main people we are interested in? Do we have the right set of scenarios? Questions and Answers from participants
12:30-1:30	
1:30-6:00	**Plenary:** **Continue GROUP WORK (6-10)**

Saturday 20th

Free day: Contact Saipim s.channuan@cgiar.org if you would like to join a tour around Chiang Mai.

Sunday 21st

9:30 **Stretching exercises** (Sandra)

Morning sessions

Elements of Scenarios Proposal

1. What have you done this week

1.1 Groups presentation

1.2 Express your feelings, concerns, OPPORTUNITIES

What was really easy? What was really difficult? What would keep you from doing it?

2. Tips for taking scenarios into the real world

2.1 Stakeholder participation (Monika)

2.2 Communication of results What do you do with them when you have them? Different forms of communication: With whom? How? What? (Monika)

2.4 Ethical issues and responsibilities (Tom)

Scenarios and response options: Link to management strategies (Monika/Tom)

Afternoon sessions

2.3 Drawing on other resources

2.3.1 Available modelling tools: eg. PODIUM (Sandra)

2.3.2 Modelling as a tool for scenarios and negotiation support: FALLOW model (Fahmuddin Agus)

3. So what is next?

3.1. Brief recap of the elements of the SGP (Small Grants Proposal) (Tom and Sandra)

3.2. How we bring it all together?

3.2.1 Synthesizer: Are there certain themes emerging? Can we come up with a set of scenarios so that make sense together? (Tom)

3.2.2 Basis for cross comparison of scenarios

Discuss basis for site cross comparison based on lessons from MA and other experiences (Tom and Sandra)

3:30-3:45

3.2.3 Where do we go from here and some logistics (Sandra/Tom)

Brainstorm ideas for SGP

Monday 22nd

7:00am-7:00pm **Field visit**

Illustrate scenarios work in the Mae Chaem and find some creative time in a natural motivating environment: Interact with farmers from the Mae Chaem (David Thomas) **and discuss the follow up activities**

12:30-3:00 ***- GROUP WORK*** ***Discussions about Scenarios proposals preparation***

4:30 Go back to Chiang Mai

Tuesday 23rd	
8:30-8:50	**Feedback and exercises**. **Logistics announcements** (Sandra)
8:50-10:30	**Proposal writing for Small Grants 1:** Options for co-financing. Proposals for scenario building workshops at the ASB countries. **Explanation of Evaluation forms**
10:30-10:45	**Distribution of Evaluation forms**
10:45-12:30	**Hope and fears report** (Sheila) **Proposal writing for Small Grants 2:** Resources needed: additional sources of funding Distribute Evaluation form to participants
12:30-1:30	***Lunch-Give back evaluation forms and some video (insights from fieldtrip)***
1:30-4:00	Proposal presentations Reality check: Cross analysis of different proposals and feasibility
4:00-5:30	**Summary of proposals and expectations**
5:30-6:00	**Synthesis of the workshop** (Sandra/Tom)
7:00-8:00	**Farewell party: Closing ceremony and issue of certificates**

Annex 6 – Invitation letter

Date
Participant name
Institution
Address
Country

Ref: ASB MA Scenarios Training Workshop 17-23 November 2004.

Chiang Mai, Thailand

The Alternatives to Slash-and-Burn (ASB) systemwide programme is pleased to invite you to participate in the ***ASB MA Scenarios Training Workshop, 17-23 November 2004***.
ICRAF Training Unit (SII project) will pay for all the expenses related to this workshop including your international travel, visa charges, and accommodation.

The purpose of this workshop is to build capacity within ASB consortia to develop plausible future scenarios with local stakeholders and scientists in ASB benchmark sites at different levels to help inform their decision-making. Specific objectives are:

- To provide facilitators at benchmark sites with the necessary skills and capacity to conduct scenario development exercises in their own countries.
- To establish the basis for comparison of scenarios (processes and results) across ASB at local, national and regional levels.
- To encourage further training on scenarios development in the benchmark regions ("training of trainers").
- To serve as a pilot exercise for the participatory setting of research priorities for ICRAF/ ASB/ MA participant institutions.

You are requested to book your travel **to arrive in Chiang Mai on the 16th November 2004 at the latest**. The final dates for the workshop are 17-23 November 2004. A detailed agenda will be sent in October. There will be a farewell dinner on the 23rd so please **plan to leave Chiang Mai on the 24th morning at the earliest**. Participants in regions where ICRAF has offices, please do your bookings through ICRAF offices for ease of coordination.

Visa for Thailand: Visa information can be found in: http://www.mfa.go.th/web/12.php. Nationals of Indonesia, Peru, Brazil and Philippines are exempted from visa for tourist purposes up to 30 days. All participants are advised to check if there is any other special information that you need to be aware of at the Thai Embassy in your country.

Health: Participants from Brazil, Cameroon, Peru and Kenya; declared Yellow Fever Infected Areas must provide an International Health Certificate showing that you have received a Yellow Fever vaccination.

If you have any questions about workshop logistics, please contact Joyce Kasyoki j.kasyoki@cgiar.org for assistance. Please direct questions regarding the workshop itself to Sandra Velarde s.velarde@cgiar.org

Congratulations and thanks for your time and interest in this training workshop and the follow up activities. We are glad that you are able to participate.

Sincerely,

Thomas P. Tomich, PhD
Principal Economist and Global Coordinator
Alternatives to Slash-and-Burn Programme (ASB)

Cc: Jan Beniest, ICRAF Training Unit; Janet Awimbo, Training Officer, CRAF

Annex 7 – Course participants and Resource Persons

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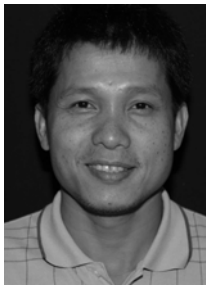

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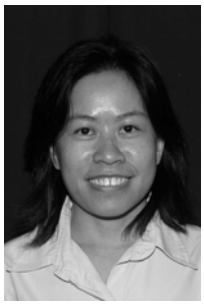

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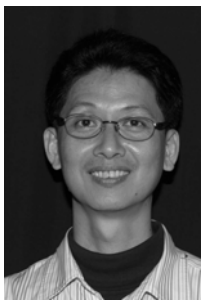

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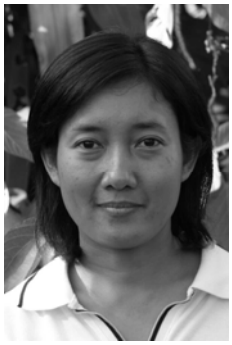

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Annex 8 – Role Playing Exercise characters

LOCAL / DISTRICT POLICYMAKER

Julio

Peru

I am originally from this district, though I did my schooling in the big city. I went to university in Lima. I have seen many changes in the past years and see the area continue to grow economically. The new mill has employed a lot of people, including my son. I'm proud to be representing this place since I know it well and care about its future.

PLANTATION OWNER

Franco

Brazil

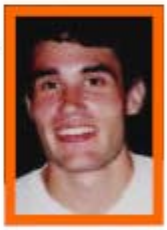
I have a large plantation of *pupunha* (palm) in Brazil. The roads are still pretty bad to get to market but they're getting better. We use an improved variety of palm - got it from a research organization. The market prices shift so much it makes it hard to plan. People from around here are always at my door looking for work.

MINE WORKER

Paolo

Brazil

I'm from a nearby town but when the gold mining started I moved here right away to look for work. There aren't a lot of jobs and I have a family of 5 to feed (though we also have a small farm where we grow cassava). It's hard work but the pay is good. My family is glad that I'm young and hard-working and was hired by the company. The night life has improved around here since the mine opened.



INDIGENOUS PERSON

Pong

Thailand

I'm a Karen woman and my husband and I have a piece of land we grow food on. We don't have a lot of money so it's a hard life. We have children but they have moved to town. When we were little, that wasn't an option. When we get really sick, it's hard to get help but we have a good local healer.

FARMER

Robert

Cameroon

I am 44 years old. I live with my wife and three children next to the forests. We have a 3 ha farm of cassava and we also have some fruit trees in our yard. My oldest son left the farm last year to go to secondary school in the city. My two young daughters (14 and 16) don't study, there is so much work to do, especially now that this NGO has come with new ideas for our crops. They say they will make our crops pest resistant.

YOUNG PERSON

Sibillo

Peru

I am 22 and I am the youngest member of the family. I've worked with my parents since I was 10. I hate working on the farm. I would like to go to town and study, I want to be a teacher. I love story-telling and am starting a library in my village so other people can learn the joy of reading as well! I've just discovered the internet...

PRODUCERS' ASSOCIATION

Petrus

Indonesia

I am the President of the Timber Producer's Association on a small island here. We are 50 members and their families in the association. Sometimes there is a lot of paper work and very little income for the members. We are not familiar with all the procedures that seem to change very often. I don't receive a salary and give the association my time for free.

WORLD BANK COUNTRY DIRECTOR

Peter

Indonesia

I am 56 and I am the World Bank country director for Indonesia. I have one son and one daughter, they study at the university in the USA. My wife passed away two years ago. I work for the eradication of poverty through loans. The focus areas in the country are governance and empowerment of local institutions. We are helping this country formalize and enforce the decentralization process.

MEMBER OF WOMEN'S GROUP

Jacinta

Thailand

I am the youngest member of the women's group in the watershed. I am single and the 5th daugther of my parents, I am the only one who has finished primary school, the rest of my brothers and sisters are out of the farm. They work in the city as maids and also sell fruit in the market. Sometimes I go visit them there.

NATIONAL RESEARCH ORGANIZATION

Diogenes

Cameroon

I am 48 years old and the Director of the National Agricultural Research in Cameroon. We have one research station near the village of Akok. Our extention workers are doing well, but the budget got cut this year, making for some hard choices. Our vision for the tropical region of our country is to provide farmers with practical advice on uses for the resources they have.

_PARK RANGER

John

Philippines

I am 35 and have 3 children back at home. I spend most of my time doing perimeter checks as a park ranger but I am the only one. Sometimes my salary is delayed for months, it is very difficult to get food around here, I don't see many people. This park is enormous, it takes two weeks and a half to go around its perimeter. When I get sick it is very difficult to get medicine, I am very isolated. I need to call the next town by radio and they take 3 days to reach here. Yesterday, a monkey stole my lunch!

FARMER

Francine

Congo

Each year, my husband and I clear another piece of land. It's incredibly hard work and I'm exhausted at the end of the day, but at least I can see the results. But the more we grow, the harder it is for us to sell. We don't really work with the other families around here. Everyone does their own thing. Sometimes it's hard to make sure we can get to market as the roads are very bad and it's a long way. For our children's sake, I know we'll manage.

EXTENSION WORKER

Benjamin

Mali

I'm 30 and I didn't expect to get a job right after college. People really value my skills but it's difficult to get to all the farmers who could use my advice. I don't have a family so at least I can work long hours. I wish there were more of us though! Some of the materials we have are out of date, but I do the best I can. It makes me happiest when I see one of the promoted species being used and making money for the farmer.

ROAD DEVELOPMENT COMMITTEE

Agnes

Philippines

I am the Chair of a committee to figure out where the roads network should go in Philippines. Of course, everyone wants better access so it can be quite political. My daughter live with her husband in a town near the forest so I'm tempted to help them out! But I would never do that. I take my job very seriously. It's one of the great development challenges for the country.

CHILD

Cho

Indonesia

They call me Cho and I am 7 years old. I live with my family on our farm, I have 3 brothers and 2 sisters. My brother wants to be a teacher like my aunt but I like watching the birds and insects while my mother works in the forest. My friend Ratna can't play with me anymore because she has to help her family in the fields and she is always hungry.

COMMERCIAL BUSHMEAT HUNTER

Saul

Congo DRC

We've always hunted to put meat on the table but now I'm doing it for more than my own food. A few years ago I bought a truck and now I collect animals from other hunters, and sell the meat in town. I have a wife and 4 children, 2 of our children died as babies and last year our oldest son left for the city. New roads in the area make it easier for me to work with many hunters, but they tell me it is getting harder to find animals. The government says it's going to fine us for hunting this bush meat.

ASB GLOBAL COORDINATOR

Name: Own Choice

Country: Own Choice

I am the global coordinator for an international network of researchers and institutions tackling poverty and conservation in tropical forest margins. I have been the ASB Global Coordinator for the past 3 years. In the past 15 years, environment and development issues have become more difficult to tackle and our network has had to change with the times.

PRIMARY SCHOOL TEACHER

Janine

Cameroon

I am 25 years old, and I am a teacher. I teach a class of 35 children, from 7 to 10 years old. Sometimes, when it rains too hard, I can't get to the school for several days. I try to get my students to learn a lot so that they can have a good future, but many of them have to work in the fields and can't come to classes regularly. I would like to get married but want to wait until I meet the right person and not rush into it. Our government often can't pay teachers and I might have to leave to work in a factory in the city instead.

NATIONAL GOVERNMENT

Esther

Peru

I am 47 years old and work for the national government in the Commission on Environment and Ecology. I have 2 daughters who live with my sister and her husband. To make good laws here, I'm having to learn a lot about tropical forest issues as I grew up in the Andes. Many people near the Amazon are subsistence farmers who also rely heavily on forest products for their food and income. There are also a lot of farmers who have come from the Andes, hoping to find more productive farms – there are a lot of conflicts between these two groups, and also with the major logging and plantation operations who evict farmers and take over their land. It's a challenge!

LOCAL DEVELOPMENT ORGANIZATION

Paula

Peru

My name is Paula Rodriquez de la Vega. I live with my husband and baby daughter, on a small farm where we grow maize and beans. I am 32 years old and studied business before I got married and moved back to my hometown. In this area we grow coffee, and villages in my area have joined with several others to form a cooperative so that they can sell their beans directly instead of to a supplier. I work with an organization that is teaching community members about running a business, how to manage accounts, access markets, etc. Some of the villages are very difficult to get to with a vehicle, making it hard to transport the beans.

INTERNATIONAL DEVELOPMENT

Ludwiga

Brazil

I moved here 5 years ago from Sweden with my kids. It was a tough adjustment but the people are great! Facing poverty every day makes it clear how urgent it is for us to really tackle development issues properly. It's hard where people's needs conflict with environmental concerns - that's where we can help bring the two sides together.

CONSUMER

Bob

United States

I love McDonalds. I hear scary stories about where my burgers come from (of course the fries are fine!). I just don't have time to think about all of these things. I'm just a simple guy.

OWN CHARACTER

Name

Country

Make up your own character! It needs to be someone whose decisions make a difference at the tropical forest margins.

OWN CHARACTER

Name

Country

Make up your own character! It needs to be someone whose decisions make a difference at the tropical forest margins.

Annex 9 – Group work exercise

Scenarios Development Exercise

Sign up for one of the three scenarios.

It is important to:

* Work in small teams (approx. 6-7 in each team).
* Actively participate in the development of scenarios.
* Nominate a facilitator who keeps the discussion flowing.
* Nominate a note taker or rapporteur for each discussion who writes down what is being discussed and what is being decided. This person will also note issues that were discussed at length and issues that were not resolved to go back to them in the *afternoon*.
* You will have to rotate these roles every time / session.
* Nominate a timekeeper.
* Nominate a presenter who will be responsible for reporting back. Again, the presenter could be rotated every time.

The trainers will come to the different groups to help in the discussions at various times.

We suggest that you have the step by step methodology for scenarios handy. This will ensure that you include all the variables that you would need to consider in developing the scenarios (focal questions, drivers, time horizon, etc).

LOS PUEBLITOS

People from the Los Pueblitos region work in sawmills and small scale agriculture of cassava and maize, and some of the native people are fishermen. Los Pueblitos region is part of a big country, where the government strongly encouraged development in the forests back in the 1970's. Forestry is the main activity but recently, extraction of non-wood products is increasing along with improving access to important markets. Sawmill owners say that the precious woods are now only found deeper inside the forests, so it is harder to harvest. Much of the wood sold in Los Pueblitos is illegally harvested. Even though only 20% of the population have cattle, almost 80% have pastures in the area.

Migrants came to the area 50 years ago and tried to reproduce the agricultural practices they were used to in their home villages. They were very happy that everything they planted grew well …well, for the first 2 years. People noticed that the soil was not producing as much as the beginning, and so they decided to move. The first migration wave to Los Pueblitos began with a group of 46 people, now 40 000 inhabitants live in the area.

In order to get legal title to land, the national government requires the application of "agricultural treatments" (eg. Clear cut, establishment of pastures, etc.) . If you would like to develop logging or ecotourism, concessions up to 50 years are feasible but represent involve a lot of bureaucratic delays and corruption. .

The capital of Los Pueblitos, Curacao, has grown haphazardly and is home to 80% of the region's residents, and also has the airport and markets. Rural people of Los Pueblitos region live mainly along the road that connects them to Curacao. The government built this road in 1972 and since then, the lives of Los Pueblitos inhabitants changed. Migration to the region increased and new development projects were started in the area. Some of these development projects work with cacao, others with oil palm, pineapple or cotton, but none seems to give the farmers enough income. The techniques developed are good, but these commodities are produced in the neighbouring country for half the price, so local producers cannot compete.

Last year, the President of the neighbouring country visited Los Pueblitos and told the inhabitants that the only way to access better markets is by building a highway that crosses the town. This road will link Los Pueblitos region to Puebla, the biggest market in the region and the port of entry to the biggest markets in the world. The plans are set and have been shown to all the regional authorities, who have agreed to begin building this road in 5 years.

Recent changes that will affect the country's forests include the establishment of new "regional" governments, the transition of power of centralized-national to regional government, a new forest management law and an ecotourism law. The international community is also strongly supporting forest certification and decentralization.

As a group develop scenarios that address the different opportunities and challenges of people from Los Pueblitos due to construction of the road. You can choose at what level to work, expert group, villager or use your character from the first exercise as inspiration.

MAE SONG

The island of Mae Song is a world biodiversity hotspot. Two groups of people live in different parts of this 100 000 Km2 island. On one side live small-scale colonist farmers and on the other side are the native Hong people, a very cohesive society with longstanding social networks, shared belief systems and associated rules and norms. All over the island, there are competing interests for the same sections of land: reforestation projects, home gardens, sustainable agroforestry systems, multinational oil and logging companies, and others. The government has the last word on land use.

Mae Song's two groups of inhabitants do not interact much, but they do have a common worry: the government. Their government has a long history of appropriating traditionally managed land and re-allocating it to public or private ownership. Several times during the last 50 years, both groups have had large areas taken away and converted to State Forest Land. Under this classification, the State allows logging followed by conversion to oil palm plantations.

The Hong people have suffered the most: a forestry company was awarded the right to harvest an estimated 2 million trees that they had planted. Also, ten years ago, the colonists from Mae Song were evicted from their land by the government. Both groups live under constant uncertainty.

The Hong have devised a system that meets their immediate needs for food and cash while also providing them with diverse sources of income in the medium to long term. In the valley bottoms, they grow rice in permanent irrigated plots as their staple crop. In the uplands, they cultivate a succession of crops, building to a climax that mimics mature natural forest. In the first year they clear their land by slashing and burning the vegetation; they then sow upland rice. After the rice harvest they plant coffee, pepper and fruit trees, which provide an income from about five years after clearing the original forest.

The colonists have "coffee gardens", small coffee farms of 2-5 hectares on the steep volcanic slopes of Mae Song island. The younger generations are also planting valuable trees such as durian, avocado, breadfruit, and nutmeg among their coffee plants, thereby creating a more complex multi-strata system to control erosion and improve habitat.

Both groups have realized their common problem of insecure land tenure. They would like to approach the government and convince the authorities that the land management they apply is sustainable . Without secure land tenure, the younger generations of colonists might leave their coffee fields. The younger generations of both communities prefer not to farm on State Forest Land for fear of being evicted again.

The overarching goal is to develop a process by which the Government can meet its environmental objectives to protect watersheds and park boundaries, while also enabling established settlers to make a living by managing their crop systems in ways that are environmentally sound.

As a group develop scenarios for 2020 that address the different opportunities and challenges of people from Mae Song. You can choose at what level to work, expert group, villager or use your character from the first exercise as inspiration.

AKI

Forestland in Aki, in Central Africa, has traditionally belonged to clans or individual families in local village settings. Recently, however, a series of government laws have transferred these communally-owned lands into public or private hands. A host of critical issues surround this shift in Aki, including conflicting interests related to logging and agro-industrial development, safeguarding protected areas from human encroachment, and conservation of natural resources.

Traditionally, people of Aki farmed small fields on lands they cleared within the forest. Early 20th century colonial administration compelled people to live in villages near main roads. Logging roads cut since then make access to isolated forest plots easier—but the logging was conducted without consulting the villagers. Now, people are moving further into the logged-over forest, once again cultivating forest fields farmed by their ancestors.

Most people living in the forests margins of Aki began working in the fields when they were very young. Most families depend on agriculture and forest-based activities for their livelihood. Slash and burn of the logged forest is a common practice and was always a part of traditional agriculture in the area. The main crops planted in this fertile soil are mixtures of maize, groundnuts, egoussi melon, cocoyams, and plantains. Then, after a year or two of foodcrops, these plots return to long forest fallow of 20 or more years, or are planted with cocoa trees; both of these systems are sustainable in this area of low population density.

While working in the forest, families also gather nuts and wild fruit, such as bush mango. The head of the household is normally a part-time bushmeat hunter. On plots closer to the main village, the families produce cassava, cocoyams, vegetables, groundnuts, plantains and other foodcrops for the family's needs and for sale. Livestock rearing is not well-developed, and free-range sheep, goats and chicken are very common. Cash income comes mainly from sale of cocoa and melon seeds and from the selling cassava and cocoyams when output of these staples exceeds the family's food needs. Occasionally, the people also get cash from selling bushmeat, bush mango, and nuts gathered from the forest. Lack of modern inputs and improved crop varieties make access to the market very difficult.

The whole family gets involved in the forest plots. Ninety-five percent of their income comes from agricultural activities and sometimes, up to eighty percent of cash income goes to school fees and other education costs. Many parents and children throughout the tropics share similar hopes for their children, they want them to make a life away from the forests. But this process—and the related trend toward urbanisation— carries social and economic risks for coming generations as well as opportunities for bright individuals.

The HIV / AIDS epidemic has been spreading in Aki, particularly in rural areas, and development agencies have been shifting their focus away from capacity-building projects. Before, sometimes they developed farmers' capacity and then the next year, those farmers were lost to the epidemic. Now, most of the international donors' interests are focused on the HIV/AIDS epidemic over both rural and urban population.

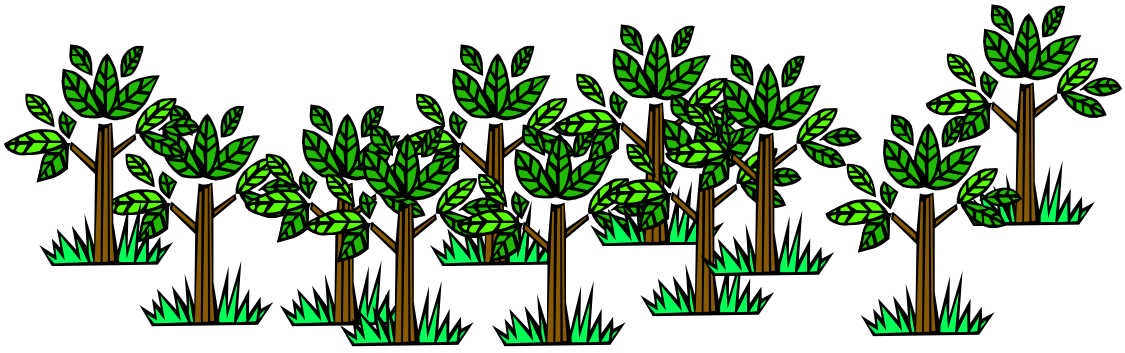
As a group develop scenarios that address the different opportunities and challenges of people from Aki due to the donor investments and the spread of HIV/AIDS epidemic. You can choose at what level to work, expert group, villager or use your character from the first exercise as inspiration.

Scenarios for Los Pueblitos

By

World Best Scenario Development Group:

Fahmuddin, Jean, Rowena, Korn, Reynaldo, Pongmanee, Pornchai, Elena, and Tom

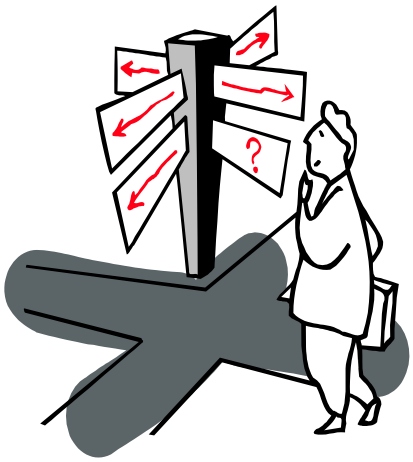


Background of Los Pueblitos

- **People work in sawmills and small scale agriculture. Native people fish. Forestry is the main activity, but extraction of non-wood products is increasing.**

- **Soil fertility has been declining, and population increasing for 50 years.**

- **To get title to the land, the government requires agricultural treatments such as clearing.**



Background of Los Pueblitos

- **Access to markets led to new development projects and expansion into different agricultural products.**

- **A new road to a major city in a neighbouring country is planned. Building of the road will begin in 5 years.**

Purpose

To help local stakeholders better work together to prepare for the opportunities arising from infrastructure development (road-building) and decentralization.

Stakeholders

- **Farmers**
- **Loggers**
- **Local officials**
- **Extension agents**
- **Researchers**
- **National officials**
- **Local/native people**
- **Facilitators and resource persons**
- **International resource people**
- **NGOs/Pos**
- **Local media**
- **Traders**
- **Teachers**
- **Academics**
- **Financial institutions**
- **Traditional leaders**
- **Youth representative**
- **Religious leaders**

Focal Questions

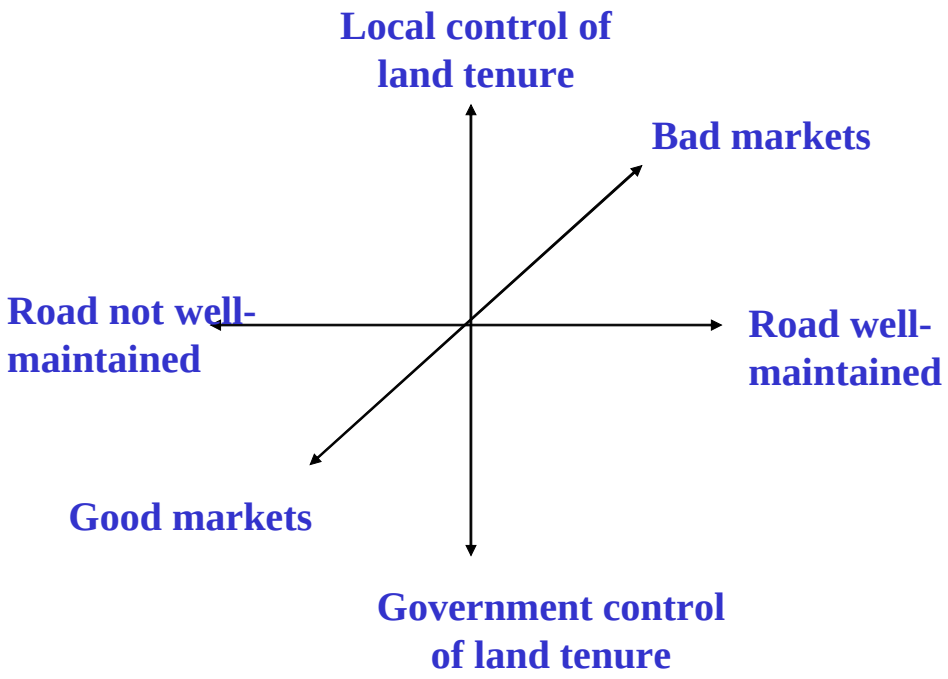
How will road construction affect social, environmental, and economic development of Los Pueblitos?

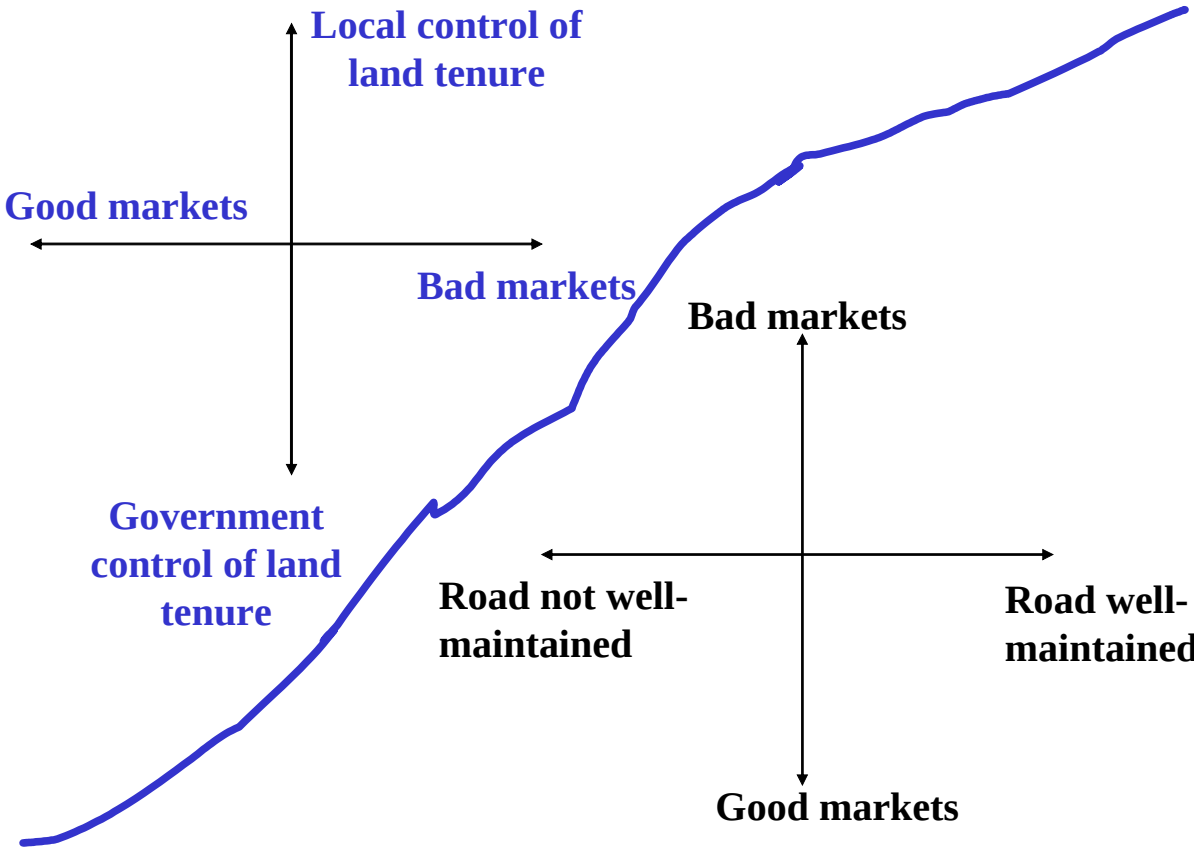
- *How will the answer change if the road is not well-maintained?*
- *How will the answer change depending on implementation of land tenure law?*
- *How will the answer change depending on the global markets?*

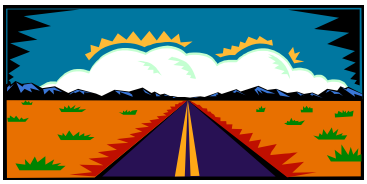
Drivers

- **Direct drivers**
  - Logging
  - Migration
  - Infrastructure
    - Road construction
    - Road implementation
  - Land use/land use
  - Land users
  - Soil fertility
  - Population pressure
- **Indirect drivers**
  - Global and national markets
  - International relations
  - Forest management law
  - Eco-tourism law

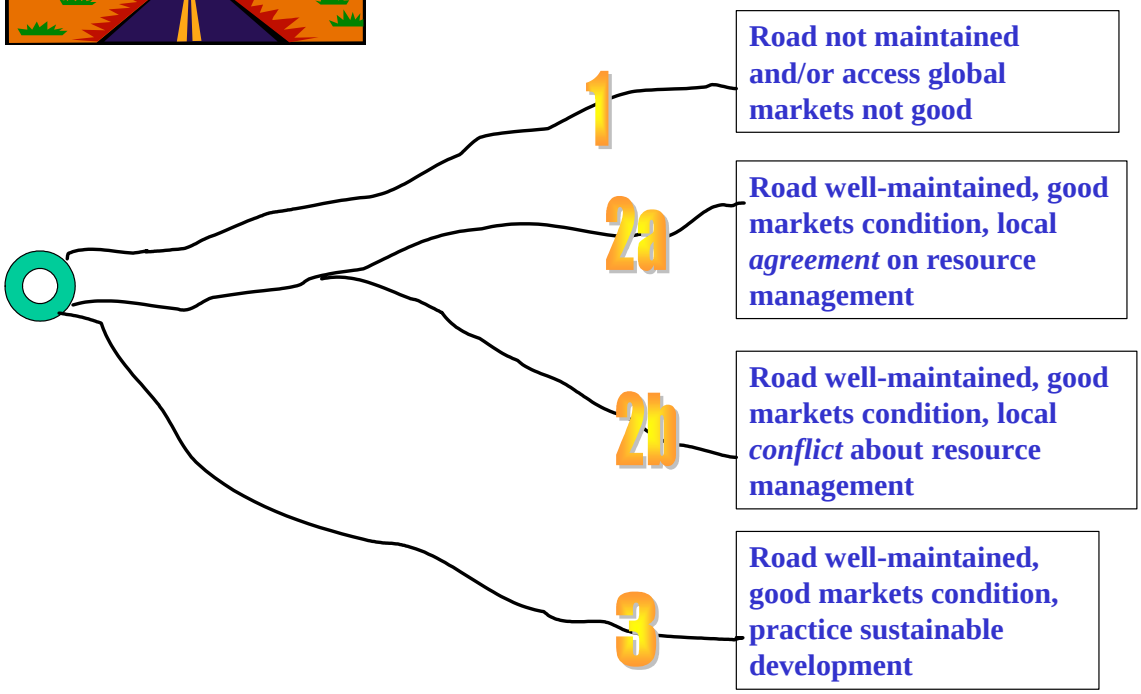
Scenarios development Process




Local control of land tenure
Good markets
Bad markets
Government control of land tenure
Bad markets
Road not well-maintained
Road well-maintained
Good markets



Scenarios


1
Road not maintained and/or access global markets not good
2a
Road well-maintained, good markets condition, local *agreement* on resource management
2b
Road well-maintained, good markets condition, local *conflict* about resource management
3
Road well-maintained, good markets condition, practice sustainable development

Scenario 1

Local control, bad market, bad road

In this scenario:

- **Farmers are not able to get to the market to sell their products. There is therefore no incentive to produce more and their income is low.**
- **Farmers practice traditional, subsistence farming. Slash and burn is common.**
- **Immigration is low.**
- **Low incomes pushes young people move to the city to find jobs and education.**

Scenario 2a

Local control, good market for agricultural & timber products, good road, and no conflict

In this scenario:

- **The good market for agricultural & timber products leads to intensive agriculture and logging.**
- **This in return, leads to negative impacts on the environment due to high use of chemicals and erosion.**
- **The economic situation of the people increases due to the good market for their product and good access to that market.**

Scenario 2b

Local control, good market for agricultural & timber products, good road, conflict

- **This scenario starts like 2a, but conflict arises because agriculture intensifies, the remaining forest resources are lost due to conversion of land to agriculture leadind to conflict among forest users.**

- **There is also a disparity in the people's economic situation. Those involved with agribusiness and logging do well, but indigenous people are more marginalized.**

- **The environment is degraded. The social condition deteriorates, as indicated by the presence of conflict.**

Scenario 3:

Local control, good markets, good road, practice sustainable development

- **In this scenario, local people are empowered to manage the land and put sustainable development practices in place.**

- **People sustainably produce many different products from the forest, including non-wood products, timber, and agricultural products.**

- **The harvesting and production of these products is done in a planned and controlled way.**

- **Income, social well-being, and the environment all do well.**

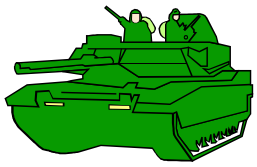
Scenario Comparison

1 → 5

Less desirable — **More desirable**

	1	2a	2b	3
Environment				
Water quality	3	2	2	3
Forest	3	2	1	4
Social				
Conflict	3	3	1	3
Education	2	3	3	4
Economic				
Agriculture	2	4	3	4
Income	1	4	4	3
Average	**2.3**	**3.0**	**2.3**	**3.5**

Shocks and surprises



- **We explored terrorism/war, sudden decrease of prices, sudden increase of prices**
- **We learned that scenario 1 is not affected by outside shocks**
- **Increasing product prices is good for the economy, but can be hard on the environment, depending on how people adapt.**

Scenarios Exercises (groups) – MAE SONG

(written material: ***Scenario Development – Methodology / Steps for building scenarios***)

0 STEP (Core team determines the purpose of the scenario exercise)

- Facilitator = Sandra
- Note taker / rapporteur = Martine
- Time Keeper = Ricardo
- Presenter = Michelliny
- Recap the situation
- Imagine MAE SONG:
    - Strong centralized government
    - Land tenure
    - Mountain and Valley
    - Drawing the landscape
- Stake holders choice:
    - Government
    - Native groups
    - Colonists
    - Young people representatives
    - Producer associations (rice, oil palm, coffee, etc.)
    - Logging representatives
    - Research institutions
    - Educational institutions
    - Tourist association
    - Local NOGs
    - International NOGs
    - Religion representatives (political or spiritual ones)
- Choice of type of scenarios:
    - Exploratory scenarios
- Decision: there will be 3 workshops. The first one limited to a few groups.
- 1st Workshop:

    Objectives – Land use management

    * Make a formal invitation

    18 participants = 5 colonists + 5 indigenous + 4 young people (2 from each group) + 4 NGOs (balanced of each group)

    * Genders balance recommendation

Sep 20th

CONTINUATION… Scenarios Exercises (groups) – MAE SONG
- Facilitator = Ricardo
- Note taker / rapporteur = Martine
- Time Keeper = Sandra
- Presenter = Michelliny

STEP 1 – Get Creative
Option choice: C = each group give their hopes and fears
Play-role

STEP 2 – Think about the long history of your area

Flow chart

Colonists Conflict col x ind Separ. Gov Gov ???
___] 350years ago ___] 200yr ago _] ___100yr ___] __50yr__] ___50yr __] Today ___]

STEP 3 – Focal questions: Identify the focus of your scenarios
- land tenure
- social conflict
- environmental concerns

- income
- technology innovation
- government policies
- climate change
- population increase

- shocks: climate change > fish / price & commodities

FOCAL QUESTIONS:
- Government policies specially Land tenure
- Technologies practices: traditional / innovative

STEP 4 – Drivers: What are the key variables that drive the system?
* Direct drivers:
- Maintenance of tradition/knowledge
- Land conversion (slash-and-burn, coffee, rice)
- Education
- Participatory research
- Strong indigenous organization
- Pressure on land (land availability)

* Indirect drivers:
- Climate change
- Global policies on environmental services
- Decentralization process
- Government policies
- Growth of forest industry & Oil palm plantation companies
- Subsidies & financial system (credit)
- Technical assistance (extension)
- Soil/plant productivity
- Religious influence
- Phenomena (Storm events, volcanic eruption, acid rain…)
- Commodity prices
- Emigration / Immigration
- Pest and diseases
- Infrastructure

STEP 5 – Scenario storyline development
* Other file
Review each scenario:
1) Implications: Focal questions, key stakeholders, purposes.
2) Compare / Contrasts: economics; ecological; social
3) Surprises (making scenarios diverge their paths and even seem to be as other scenario)

STEP 6 – Critically assess the scenarios by comparing them. Consider shocks and surprises as a means to understand the lessons learned
Comparing Scenarios:

	1st Scenario	**2nd Scenario**	**3rd Scenario**	**4th Scenario**
Economy	1 main activity / few people dominate / high food import	Diversified / several economic groups/ oriented to international market	1 main activity / few people dominate / oriented to international market	Diversified / several economic groups/ oriented to international market
Land tenure (who has access to land? who owns the land?)	Free market Private sector	Free market State, local pop, private sector	Concessions State	Regulated State, local pop, private sector
Technologies in agriculture sector	High input monoculture export oriented	Traditional Innovative Intensive agriculture	Intensive agriculture	Traditional Innovative Intensive
Government	Private sector	local	military	Strong local and strong central

Shocks and surprises:
- climate change > fish / price & commodities
- volcanic eruption
- acid acid rain

1st scenario - price of oil palm decreases dramatically
- private sector leaves > ghost town > lost hospitals, services, education, cost of importation increases
- change to other commodity >
- government subsidizes until price stable >
- small agriculture are not affected, more land to S&B

2nd scenario - price of oil palm decreases dramatically
- bigger promotion of tourism, fishing, innovative agriculture
- government subsidies
- private sector lose influence
- unions stronger > strikes > social insecurity > less employment > more criminality

3rd scenario - price of oil palm decreases dramatically
- private sector move easily as they are concessions
- plantation rejected
- pest causes damage to the plantations
- local people adapt
- deforestation increase

4th scenario - price of oil palm decreases dramatically
- more rice cultivation, fishing, slash and burn, industry
- immigration to urban areas
- conflict with Hong going to oil palm areas > illegal occupation
- oil palm change to other commodity

STEP 7 – Assess modeling capabilities

7.0) Need quantification (presentations from local people)

- productivity
  - oil palm
  - traditional slash-and-burn
  - innovative
  - forestry
- Environmental basic info:
  - temperature, precipitation, ocean level, ocean temperature,
- % land use
- inflation rates, imports, exports
- Soils fertility (to help zoning, to know the soil capacity)

*Models to forecast the motivate productivity (workshop 3)

7.1) Capabilities

STEP 8 – Evaluate implications of the scenarios

* We also checked if the drivers were considered in the scenarios.

STEP 9 – Bring the lessons learned back to a wider audience

1st SCENARIOS

Industry plantation owns the most part of the island. The colonists migrate to another island. Less than 1% of the population are independent farmers, 99% depend economically of the private company of oil palm production.

2nd SCENARIOS

After the first participatory workshop Mae Song Government get worried about indigenous concerns related to land tenure and proposed to create land use management committee in order to make a land use zoning in a way to get a sustainable development for the island.

Along the follow 3 years young people organize themselves strengthening the present associations and join efforts to apply innovative technologies in a sustainable way. As the decentralization begins they take part on the new local government on which colonists, indigenous and company representatives (logging and oil palm) takes part too. As they get experience with the interaction with groups from abroad they make links with global international environmental services markets receiving funds from sustainable international programs.

Only after many difficulties on integration both groups, which takes 10 long years, indigenous people are still working to be fully integrated to the island society and work together the colonists and the plantation sector, but some culture problems are still present.

As a result of a new business plan based in the zoning planning, plantation oil palm is developed mainly in the middle basin and offer new jobs for the population, but the extension of the plantation still increases pressing the price of the land. The timber business is abandoned due to be no more sustainable according the new plans. Besides indigenous people are being trained to work in tourist business taking advantage of the natural parks which was created.

As some more years passes a wide planning for a diverse economy is made. New schools are implanted with courses on sustainable fishing, in a way they establish a promissory fishing company even to exportation with the support of the oil palm company funds.

3rd SCENARIOS

Indigenous people lead a revolution and fight against colonist and plantation owners. The government sends a military commission to pacify the island. Most of the old colonist migrates to the continent. The military authority takes strong control about island activities in alliance with the timber and oil palm production company.

SCENARIOS CONSTRUCTION FOR AKI IN 2025

CONTEXT,

- Slash and burning agoecosystems
- Poor people
- Young people leaving
- HIV/AIDS affecting people
- Conflicts between subsystems vs. agribusiness, loggers and village people, outsiders and insiders
- Interest involved
    - Loggers, farmers, agribusiness, conservation groups, local administration, extensionist, village council, traditional clan leaders, health centers,
    - National government, research institute, NGO's, international donors, consumers (food, water, timber, water),

MAIN CHANGES THAT WE EXPECTING OUR AREA IN THE NEXT 20 YEARS

Causes	Causes	Main concerns	Main concerns	Consequences	Thing to do
Slash and burning problems	Lack of local involvement	**Migration of young people**	**Increase of HIV/AIDS**	Child labor	Diversification of agriculture
Conflict of use between loggers and village people	Resources limited	**Poverty**		Donor shifting	More exposure to market
Livestock management	Other priorities in the government planning			Nursery capacity is not enough	
Lack of modern inputs	No market of products			More orphans and family breakdown	
The land could become private	Land degradation			Loss of skills	
Cost of	Involvement				

education	of the local people				

PURPOSE

- Understand the problems from stake holders prospective
- Understand consequences of possible decisions that changes concern

OBJECTIVE

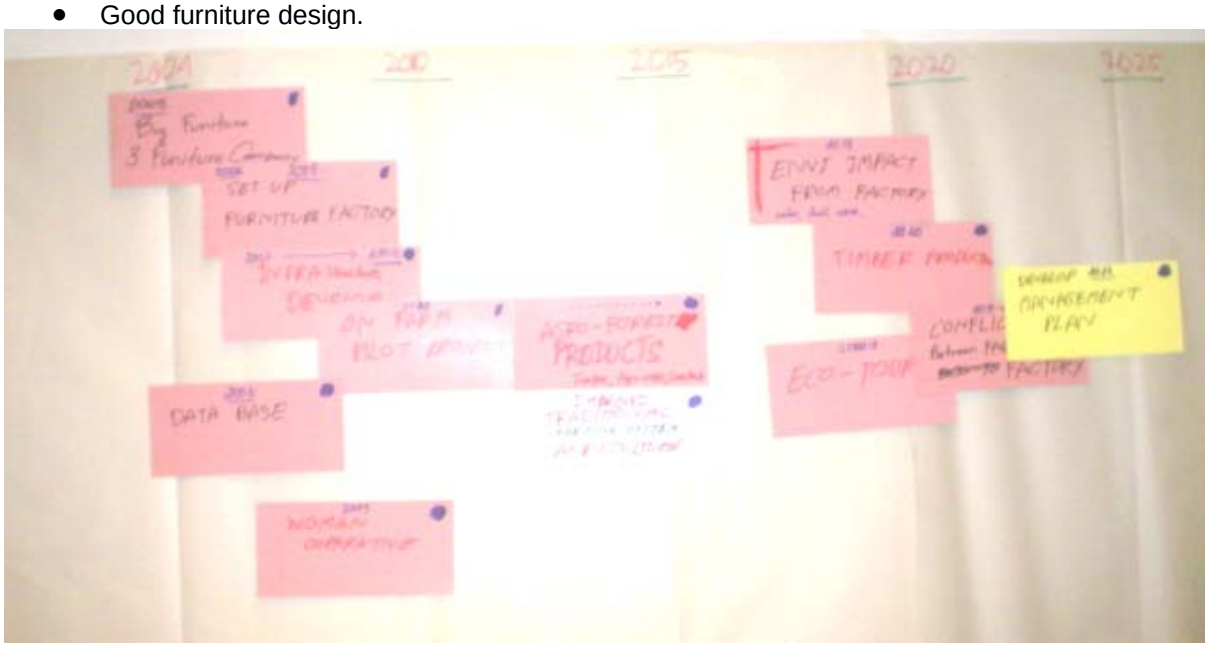
- Important that stake holders understand consequences of their future actions
- Scenarios help to develop a common vision of the future

TWO BIG QUESTIONS ARE

- Will HIV/AID, increase in the future ?
- How to get ride the poverty ?
    - How to involve people in pla
    - nning ?
    - How to improve land quality?

AKI in 2004:

- Small village in Africa with 150 families.
- Subsistent agriculture, low cash income, poor.
- Partly depend on non timber forest product.
- Conflict of interest among stakeholder on resource uses and management.
- Constraints are road, information, and access to market.
- Children leave for the city.
- Poor people, high number of HIV.
- Good furniture design.



Modern rural economy scenario

In 2005, three representatives of Italian furniture company cam to the village, because they have heard from a young student from Aki village, who they had met in the conference in BKK that our village is famous for producing beautiful, high quality furniture.

Then, in 2008, the company set up furniture factory near the forest margin at Aki. This helped to create opportunity for young people that were before leaving the village for seeking the better life in the city. Some young people took the opportunity; some are still design to leave.

The government started constructing the main road in 2007, but the connection between Aki and main road (20 km) had not been improved. The factory donated partial budget together with local government income to improve this connection. Therefore, this opened wide the transportation between Aki and town.

This increases marketing opportunity for agriculture sector in Aki. In 2009, the women group cooperative was established to supply food for the factory workers. Traditional agricultural cannot meet the rapid increased demand driven by factory workers, women group propose the on farm pilot project to the Multiple Cropping Research Center in order to obtain the appropriate farm technology and management.

In 2004, the national planning office plan to develop the initiative for the biodiversity assessment for the whole area of Aki, part of this was the database of the status of natural resource of this area. The database was completed in 2006, then this database helps on-farm pilot project to develop recommendation requested from the women cooperative. In 2011, this resulted in two recommendations which are 1.) to establish a set of agro-forestry plantation for timer production for the factory and at the same time 2.) to improve traditional farming system used by women cooperative group in the area for food production.

The factory needed lot of water, also produced environmental impacts e.g. waste, dust, noise. So by the year 2018, this impact came very strong, lot of people raised the problem, thus this brings to the conflict between farmer and factory. By the year 2022, a management plan needs to be developed to resolve the conflict for the whole area.

Millennium rural development scenario

Aki village has been in the radar screen of the international organization as one of the ASB benchmark site. This also prompts the government to investigate how bad the situation of Aki is. As it became clear how big the HIV-AIDS problem among the villagers has spread, Aki has selected as one of the site for implementing a new government plan of rural health clinic in the region as part of the Millennium Rural Development project.

In 2007, the first small health center with special facilities for HIV-AIDS treatments has been established. In addition Aki was selected to receive a lot of the development assistance. A new school was built and a capacity training center for new agricultural method was established. The people of Aki used this opportunity to improve their education. In 2017, the first student of Aki went to the university in Yaounde. Also farmer in the region became the opportunity to visit several interesting pilot project around the country, and brought back a wide ranges of new agricultural techniques. This helped to improve a number of their farming system.

The continuation of the attention that farmer received also make a lot of the farmers around the Aki village jealous. The tension began to grow between the farmers of Aki and neighboring villages. So the conflict became so bad in 2020. A county meeting needed to help resolve problem between villages.

Aki has become well-known for the whole country for good treatment of AIDs that make donation agencies support more budget. In 2025, the AIDs became the manageable problem in the area.

Preserving the old scenario

Since 2004, due to the spreading of HIV-AIDs, many young populations started leaving the village searching for better chances for living. However, the old population persisted to stay in the village because of emotional relationship with their own land and their tribe. The village started lacking of labor forces for agriculture. The wage rate increased and the rural population cannot effort to hire the labor from outside.

By the year 2010, the fear of AIDS epidemic deteriorated the social network. People were thinking of saving their own life, and tending to be more individualistic. The rural economy deteriorated. Thus, the agricultural production decrease because farmers could not effort the new agricultural technologies and health care service.

In 2015, the people saw the value of cooperation. The social network among people tended to be stronger.

Subsistence agricultural practice re-grew in the village, also the rate of land abundant increased. Even the people partly relied on natural and forest products. This situation still provided the chance for natural ecological system to rehabilitate. Therefore, this had positive impact on the quality of environment.

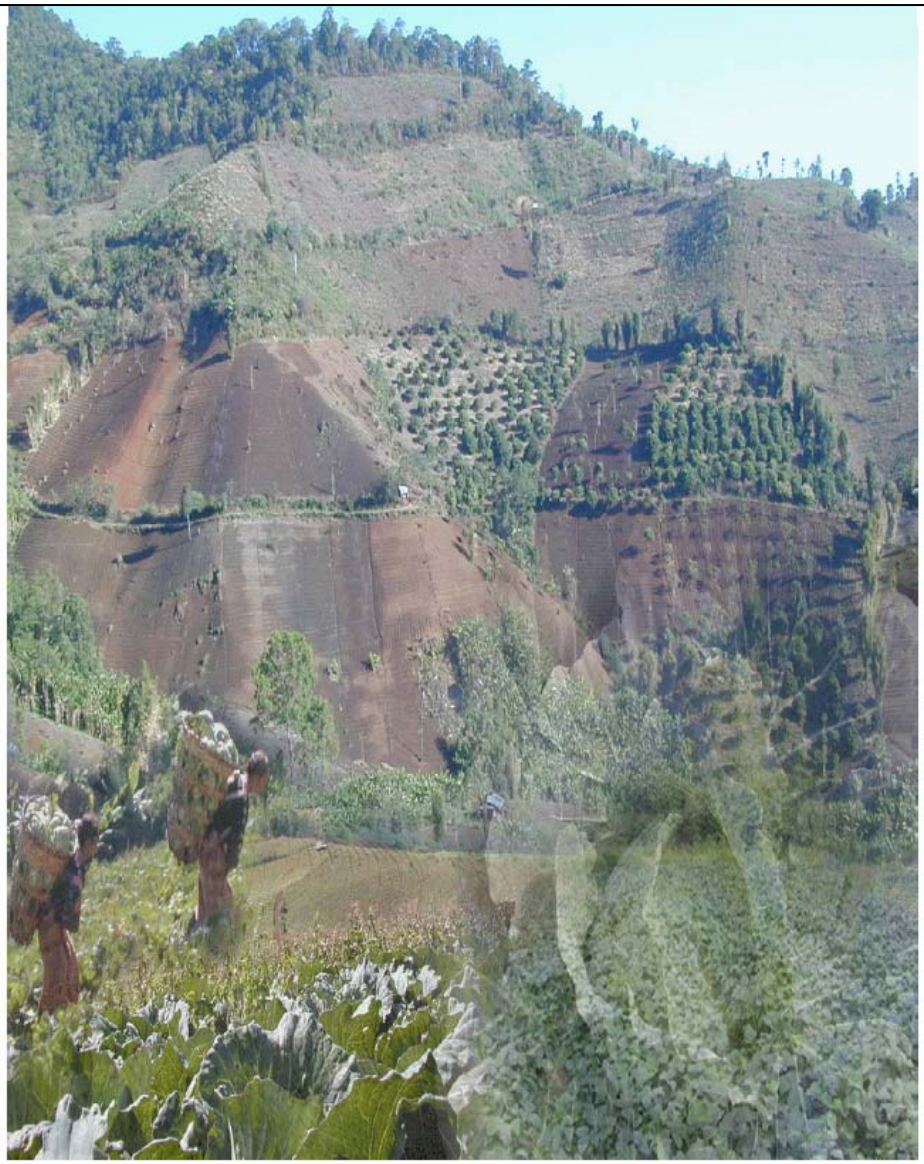
Annex 11 – Field trip information

FIELD GUIDE

ASB MA Scenarios Training Workshop

22 November 2004

Scenarios Development in Mae Chaem Watershed, Northern Thailand



Changing land use patterns are a major policy issue in mountainous watersheds of mainland southeast Asia, often leading to conflicts among users. The **Mae Chaem Watershed** was selected by the global ASB Programme as the major benchmark site for the mountainous mainland Southeast Asia eco-region. ASB-ICRAF research goals in Mae Chaem: to understand processes of land use change, to assess potential economic and environmental benefits of proposed alternative Agroforestry practices relative to current ones, and to assess major policy, institutional, and market constraints to, and opportunities for achieving, more beneficial land use patterns.

Context: Land use patterns in mountainous mainland southeast Asia

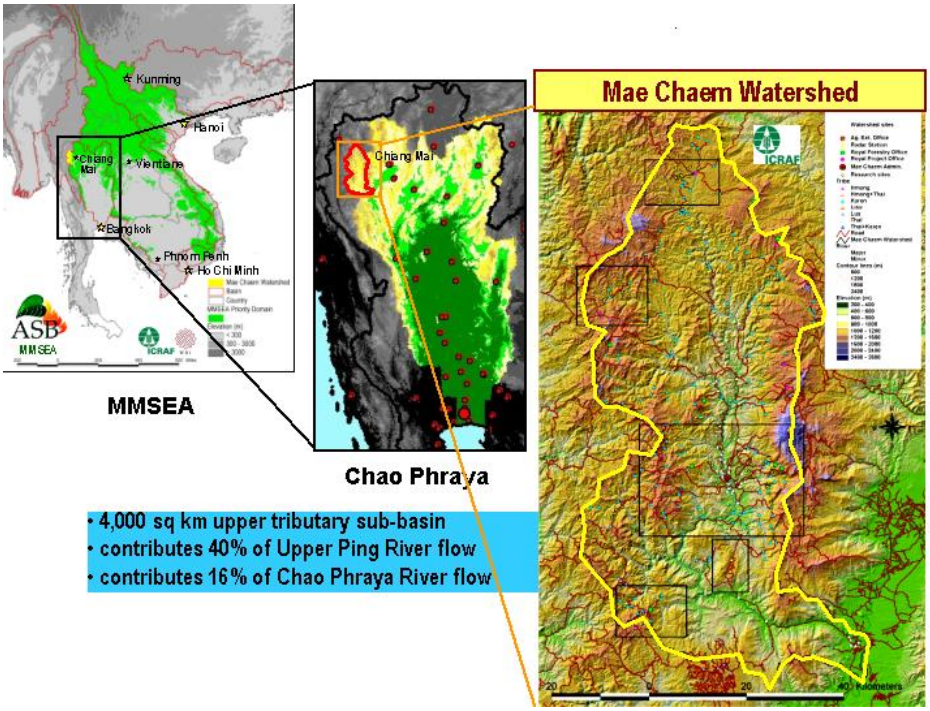
Changing land use patterns are a major policy issue in mountainous watersheds of mainland southeast Asia. National governments in the region have placed increasing emphasis on rapid economic development, international trade, and global economic integration. Many of these mountainous areas are populated by ethnic minority communities located in upper watersheds of important river systems that supply the region's major 'rice bowl' lowland agricultural systems.

Dramatic agricultural production increases in lowland irrigated areas have helped spawn rapid growth of nearby urban-industrial mega-cities. As lowland demands for water grow and diversify, competition for water increases. And, as large lowland and urban populations increase their economic and political power, concern is also growing about the longer-term sustainability of water supplies and related environmental services. The tendency has been for lowland societies to look upstream for the source of their growing problems. This has focused increasing attention on changing land use practices of ethnic minority communities inhabiting mountainous upper watershed regions, who have traditionally based their livelihoods on various forms of shifting cultivation.

Government programmes now focus on halting shifting cultivation, substituting commercial sedentary agriculture, and increasing areas under permanent forest cover. Upper watershed minority communities find it increasingly difficult to meet basic food security means when they try to adapt more traditional land use systems.

Mae Chaem Basin

Mae Chaem is a major sub-basin of the Upper Ping River Basin. The Ping Basin is the largest tributary of the Chao Phraya River system that feeds the famous irrigated agricultural production systems of Thailand's central plains region, as well as the Bangkok metropolis with its commerce, industry and 10 million inhabitants. The watershed covers approximately 4,000 km^2 that include the western slope of the Inthanon mountain range (Map 1). Although the area was once an important opium production zone, government programs have helped reduce this element to insignificant levels. Ethnic Hmong communities (<10% of total population) are located mainly in the highland zone, while most Karen (> 60%) are in the middle zone and northern Thai (30%) occupy most of the lowlands.



The Mae Chaem watershed is representative of conditions commonly found in many upper tributary watersheds in mountainous mainland southeast Asia:

- About 90 percent of its land area is in midland and highland zones, where more than half of its people live;
- More than half of its population is composed of mountain ethnic minority communities whose traditional forest fallow agricultural systems have never been legally recognized
- About 90 percent of its area is officially classified as reserved forest, national parks and/or protected watershed forest land; and there is no official land tenure in such areas,
- Off-farm wage rates are less than US$2 per day, if work can be found.

Overall forest is believed to have decreased during the last decade at rates above national and regional averages, while forest fallow cycles of traditional rotational shifting cultivation systems are believed to be rapidly decreasing, making rice deficits common. National and regional-level concerns focus on deforestation in watershed headlands and water and sediment yields flowing into major reservoirs used for irrigation and electrical generation. Local concerns in downstream communities, who increasingly blame land use practices in the mountains for floods, droughts, sedimentation of water resource infrastructure, and perceived decline of water quality.

ASB - Thailand Research Activities in Mae Chaem

ASB and ICRAF programs were established under an agreement with the Royal Thai Government approved by the Cabinet and delegated to the *Royal Forest Department (RFD*). Current activities include RFD staff under the Forest Research Office's Forest Environment Research Division and Forest Resources Assessment Division, the Conservation Office's Watershed Conservation Division and National Park Division, and the Reforestation Office's Community Forestry Division, in addition to staff under the Chiang Mai Regional Forest Division, other local units, and the Foreign Forestry Affairs Division. A second agreement with *Chiang Mai University* provides office space, access to facilities and provision for partnerships with university faculty, staff and students. The program is based with the *Forest Resources Group* of the CMU Faculty of Agriculture, and includes researchers from various units in the Faculties of Agriculture, Science and Social Sciences. Primary funding for activities in Thailand has come from the Asian Development Bank and the Ford Foundation, with supplementary funding from various other sources. Funding levels are modest and difficult to obtain for work in Thailand. The Rockefeller Foundation began providing additional funding in late 2000.

ASB's work in Mae Chaem consists of three major components:
1) spatial information tools for local land use management networks;
2) tools for community-based watershed monitoring and management networks;
3) analyses and analytical modeling for improved watershed landscape management.

1) Spatial Information Tools and Land-Use Change.

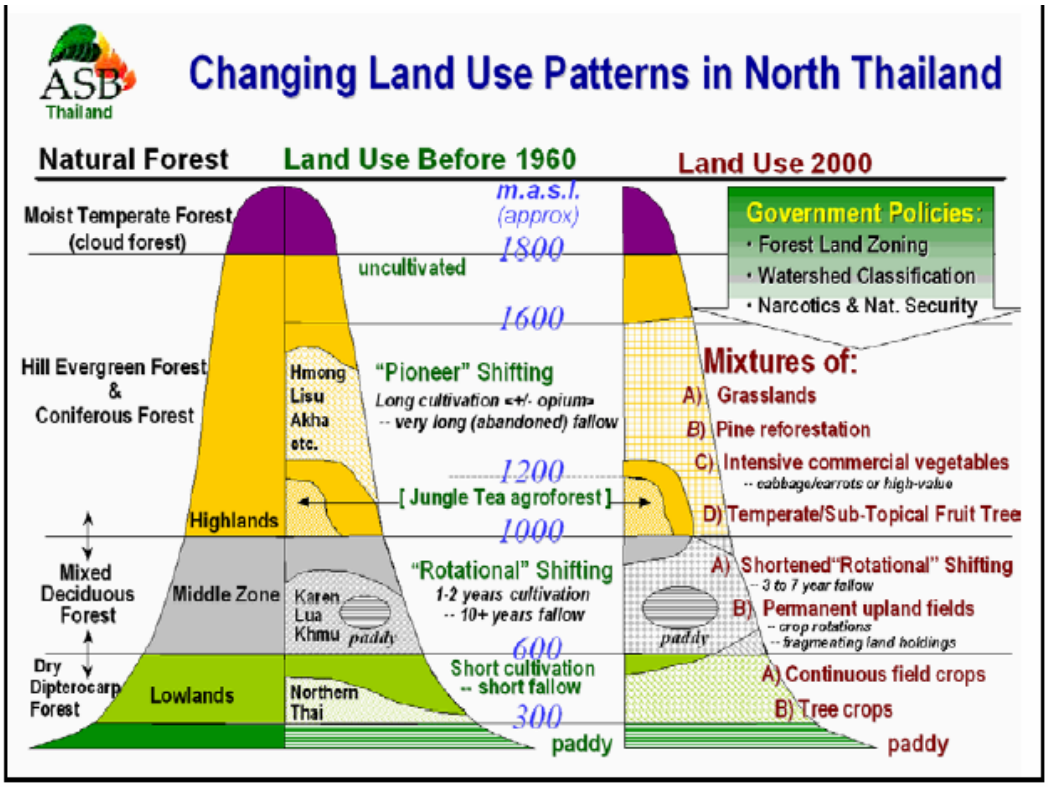
Underlying trends in land-use change in the Mae Chaem watershed are similar to those found elsewhere in North Thailand: population growth and migration; opium crop substitution and commercialization of agriculture; transport and communications infrastructure development; government upland land-use policies, regulations and services; and, emergence of environmentalist and populist movements.

The first major project component focused on creating data and applying spatial information tools to strengthen participatory watershed management approaches. Beginning with base maps and land use patterns from secondary and fairly recent remote sensing sources, the team collaborated with local communities to create maps that reflect current land use types and zones.

Activities included:

- Detailed mapping of local land holding and agriculture patterns, including village boundaries and community-designated land use zones;
- Building and refining a detailed digital elevation model of the entire Mae Chaem area;
- Detailed assessment of land use change over last 50 years, using a chronosequence of aerial photos and geographic information system (GIS) techniques;

These assessments covered 125 villages, with land use domains covering just over 1,350 square kilometers of land area. A major output was to highlighte differences in land use practices of different ethnic groups.



Mapping and categorizing land use change: elements in this depiction are: 1) variation in natural ecological conditions according to altitudinal gradients; 2) ethnic communities and traditional agroecosystems associated with different ecological zones; 3) changes in economic, policy, social, political and institutional conditions that have led to changes in land use, as well as both its actual and perceived impacts on rural livelihoods and environmental services

2) Tools for Community-based watershed monitoring and management

This work emphasizes collaborative development and testing of science-based tools for local monitoring of watershed services, and for localized land use planning. Basic principles underlying these efforts include:

- Primary focus on developing simple participatory tools that can be used by local communities, NGO field workers, and local officials, as well as researchers. Local villagers and field staff were directly involved in development, field testing and refinement activities.
- Types of information selected related directly to key components of growing debate, tension and conflict. Information generated by these activities was expected to be directly useful for efforts to reach common understandings and reduce tension and conflict at local inter-community, subcatchment and sub-district levels.
- Information gathered by these methods needs to be scientifically accurate within reasonable levels of confidence and precision, in order to provide a foundation for efforts to build broader monitoring, information and analytical components that can improve the basis for local interaction with other stakeholders in the larger basin context, relevant state agencies and wider society.

The first set of tools focused on daily measurements of basic climatic variables, including rainfall, maximum and minimum temperatures, and relative humidity, along with weekly indicators of stream flow. Data collected by villagers appear comparable to data collected by more sophisticated techniques. The second set of tools focuses on overall water quality by using a bio-indicator approach.

Figure 43

Rainfall, Temperature & Relative Humidity

3. Analyses for improved watershed management

Further activities include:

* increasing the time series and detail of land use change assessment, conducting additional analyses of spatial data, and exploring linkages with various models to simulate effects of alternative policy scenarios and to conduct 'what if' analyses of potential change.
* examine implications of current policies, as well as alternatives being proposed or explored by various stakeholders
* assessing relative impacts of existing and alternative land use systems

  - biophysical (plant diversity, carbon stocks, watershed services, soil characteristics, indicators of biophysical sustainability)

  - economic (private and social profitability, at both plot and household levels)

Agroforestry systems under investigation include field-based forms such as contour plantings and various types of fruit tree agroforestry, as well as landscape-based forms such as the traditional Karen rotational forest fallow system (including its various shortened-cycle forms) and its newly emerging permanent field derivative being called 'community watershed mosaic' agroforestry. In order to complete our analysis, these need to be compared with current and emerging non-agroforestry alternatives.

Contact us:

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www.asb.cgiar.org

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Annex 12 – Small Grants Project Proposals Guidelines

Proposals elements and criteria
[selection criteria are in square brackets]. 2 additional elements marked in yellow were introduced after first final proposals were received.

ENGLISH ABSTRACT

Purpose:
- What is the purpose of developing scenarios within your area?
- What type of scenario exercise do you think is feasible to conduct within your area by the middle of 2005?
- What is the relevance for the ASB Programme?
- How would this link to ASB MA conditions and trends assessment?
- [Clarity and relevance of the purpose of the scenarios exercise]

Core team and affiliation:
- Who will be the members of the core team?
- What is their affiliation? Have they worked together before? Do they work well together? Which institution will lead the work?
- Have the members and their institutions confirmed their willingness to participate?
- [Quality and commitment of the team]

Stakeholders, participants and communication:
- Who are the relevant stakeholders?
- Who will be the participants in the scenarios exercise?
- How do you plan to engage the participants?
- What do you think would be the best way to communicate the results to specific stakeholders?
- [Inclusion of vulnerable groups in the area. Women and ethnic minorities are highly encouraged to participate.]
- [ASB partner institutions will be strengthened with the development of scenarios]

OUTPUTS: Which are the specific products targeted to users?

Ethical considerations
- What are the tangible benefits for the participants of the scenarios development?
    - Are there any special considerations or concerns to take into account? Are there any risks to participants?
- Respect for people: How do you plan to include multiple, diverse perspectives, especially the perspectives of disadvantaged groups?
- Social justice: How do we bring participants from groups that do not normally work?
- [Expand range of participation in ASB, ensure usefulness and legitimacy of the assessment, and represent the hopes, fears, and insights of diverse groups, especially those that often are under-represented in social discourse.]

Resources needed and budget
- [Clarity and feasibility. Partners need to contribute (in cash and/or in kind) to show their interest and commitment]
- [A specific institution is designated to sign the letter of agreement and is responsible for implementation and management.]

Proposed budget template

Source	**Partner contribution**		**Requested**		**Total**
Item	In kind contribution	Financial contribution	In kind contribution	Financial contribution	
Staff time					
Materials					
Operational costs					
Travel…					
Other					

Are there potential donors for follow up activities? Who?

I, _____, am committed to contribute with the online virtu@l consultation to share lessons learnt with the ASB community of practice for scenarios.

_____
Applicant's Signature

Annex 13 – Small Grants Projects brochure

World Agroforestry Centre
TRANSFORMING LIVES AND LANDSCAPES

SII/World Agroforestry Centre Project
'Advancing Agroforestry Research and Development through Training and Education'

Small Grants Scheme

INTRODUCTION

In October 2002, the World Agroforestry Centre (ICRAF) initiated a 5-year project entitled *'Advancing Agroforestry Research and Development through Training and Education'* . This project is funded by the Netherlands' Ministry of Foreign Affairs through its SII programme which aims at providing direct support to training and education institutions in developing countries.

The project is the logical continuation of the ICRAF/DSO project KE003203, '*Strengthening training and education in agroforestry*' *(1997–2002),* which has enabled the Centre to strengthen the teaching of introductory agroforestry at the level of national training and education institutions in the tropics, and addresses the need for advanced in-service training at these institutions.

The immediate objectives of the project are the transfer, through short courses, of the outcomes and results of recent advances in agroforestry research and development obtained by the Centre and its collaborating partners, and the development and widespread dissemination of agroforestry teaching resources for the benefit of training and education institutions in the tropics.

These objectives will be achieved through the assessment of partner strengths, weaknesses and training needs; the implementation of about 20 short, specialized training courses in the areas of competence of the Centre; the production of supporting agroforestry teaching resources in various formats; and the strengthening of national institutions through a small-grants projects scheme.

THE 'SMALL GRANTS SCHEME'

The purpose of this scheme is to allow individuals and their employing institution to apply the knowledge, skills and attitudes acquired as a result of training workshops and courses and thus strengthen the national institutions they work for.

Individuals and their employing institution are invited to submit project proposals for funding. Each proposal will be judged on its merit and a selection panel will select the best projects for implementation based on the criteria listed below. Each year, the project will identify 4 or 5 such small grants projects for implementation.

CRITERIA

The following criteria will apply for the selection of projects funded under this scheme:

- They must 'enable' the application of knowledge, skills and attitudes acquired as a result of a specific training event
- They must strengthen the institution in which the individual functions
- The national institution is responsible for implementation, management (Letter of Agreement, reporting) and makes a counterpart contribution to show interest and commitment
- Projects must have national or regional relevance
- The active involvement of women is encouraged (implementing, participating, benefiting)
- Projects cannot be allocated to World Agroforestry Centre staff participating in the training, but collaboration between a national institution and the Centre's scientists is strongly encouraged

All proposals will be reviewed and allocated by a selection panel consisting of training course or workshop resource persons.

PROPOSALS

The summary of the proposal (max. 5 pages) should cover the following aspects:

Title: A clear but concise title for the project.

Background: Briefly describe the involvement of your institution, existing or planned, in the subject matter of the specific training course or workshop under which the project falls. List all relevant information about the institution indicating types of activities, staff, facilities, …

Justification: Clearly indicate how the proposed project will help your institution in improving its research, development, training or education activities and who will benefit from the activity.

Description: Give a short description of the proposed project or activity and formulate its objectives. Indicate how this proposal fits into national development plans and priorities and how it relates to gender (how it may promote the role of women), the environment and rural poverty. List the project activities, required inputs and anticipated outcomes. Develop a time frame (starting date, completion date).

Budget: Develop a detailed project budget for the project. Explain each proposed budget item in budget notes attached to the proposal. An additional contribution by your institution or others is needed to reinforce a proposal since this will be considered as an indication of commitment and sustainability of the project beyond its duration.

Proposals, accompanied by a covering letter from the senior management of your institution approving the project, need to be submitted to the project coordinator for review and allocation by the selection panel. Each year, 4 proposals will be selected related to the specialist training courses or workshops that take place during that year.

FOR MORE INFORMATION

For more information about the SII/ICRAF *'Advancing Agroforestry Research and Development through Training and Education'* project and its *'Small Grants Scheme'* contact:

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Annex 14 – Final course evaluation form

World Agroforestry Centre
TRANSFORMING LIVES AND LANDSCAPES

SII/World Agroforestry Centre Training Project
'Advancing agroforestry research and development through training and education'

TRAINING WORKSHOP ON:
ASB Scenarios
17 to 23 November 2004
Chiang Mai, Thailand

FINAL COURSE EVALUATION

Look at the following course objectives and indicate how well you think these have been achieved on a scale of 0 (not at all) to 10 (fully achieved):

1. OBJECTIVE: To train facilitators at benchmark sites with the necessary skills and capacity to conduct scenario development exercises in their own countries.

0	1	2	3	4	5	6	7	8	9	10

2. OBJECTIVE: To encourage further training on scenarios development in the benchmark regions ("training of facilitators").

0	1	2	3	4	5	6	7	8	9	10

3. OBJECTIVE: To establish the basis for comparison of scenarios (processes and results) across ASB at local, national and regional levels.

0	1	2	3	4	5	6	7	8	9	10

4. OBJECTIVE: To develop short proposals for conducting scenarios exercise in the ASB benchmark sites/countries.

0	1	2	3	4	5	6	7	8	9	10

What do you consider to be the three BEST features of this training course?

1.

2.

3.

What do you consider the three WORST features of this training course?

1.

2.

3.

(Use additional sheets of paper for any other comments you may have)

THANK YOU FOR YOUR COLLABORATION

Annex 15 – Course CD Table of contents

ASB MA Training for Scenarios Facilitators

Contents of Training Workshop 17-23 November
Chiang Mai, Thailand

DAY 1 - Introduction

1.1. ASB MA Scenarios Introduction	(ppt 1MB)
1.1.R.1. MA Conceptual Framework	(pdf 234Kb)
1.1.R.2. ASB-MA statusreport ver4.1	(pdf 1MB)
1.2. What are Scenarios	(ppt 509Kb)
1.2.R.1. Scenarios: Tool for Adaptive Management	(pdf 2.4 MB)
1.2.1 Benchmark Site Vision Exercise	(word 20Kb)
1.3. Role Play	(pdf 219Kb)
1.4. Scenarios Step by Step	(ppt 40Kb)
1.4.R.1.MA Scenarios Methodolgy	(word 955Kb)

DAY 2 - Scenarios Examples

2.1.Scenarios Example: Changing Lakes NHLD	(ppt 7MB)
2.1.R.1. Future of The Lakes	(pdf 8MB)
2.1.R.2. Scenarios NHLD paper	(pdf 755Kb)
2.1.R.3. MA Sub Global Scenarios	(pdf 1MB)
2.2. Recap Scenario Types	(ppt 100Kb)
2.3. Scenarios Example: Expert Scenarios	(ppt 1MB)
2.3.R.1. Shell-Gobal Scenarios	(pdf 452Kb)
2.3.R.2. GEO3 - scenarios chapter	(pdf 2.5MB)
2.3.R.3. MA Global Scenarios	(word 359Kb)
2.4. Scenarios: Drivers	(ppt 290Kb)
2.4.1. Drivers for the tropics	(word 153Kb)
2.4.R.1. MA Global Drivers	(pdf 118Kb)
2.5. Scenarios Exercises	(word 80Kb)

DAY 3 - Scenarios construction

3.1. Recap Scenarios Steps	(ppt 196Kb)

DAY 4

Free

See Pictures page -- *under construction*

DAY 5 - Scenarios results

5.1 Scenarios exercises

5.1.1. Scenarios: LosPueblitos	(ppt 159Kb)
5.1.2. Scenarios: Mae Song - StepByStep	(word 35Kb)
5.1.3. Scenarios: AKI, an African Village	(word 344Kb)
*5.1.R.1. Scenarios Exercise: Step by step	(word 60Kb)
5.2. Ethical considerations	(ppt 19Kb)
5.2.R.1. Ethical Principles	(word 37Kb)

5.3 Drawing on other resources and assessing modelling capabilities

5.3.1. FALLOW Model	(ppt 2.5MB)
5.3.2. PODIUM	(ppt 800Kb)
5.4. ASB MA Scenarios Followup Overview	(ppt 387Kb)

DAY 6- Field trip

6.0. Mae Chaem Brief	(word 1.6MB)
6.1. ASB MA Scenarios FollowUp	(word 54Kb)

DAY 7 - Proposals for Scenarios Development and Evaluation	See Day 7 files
7.0 Agenda for the last day	(ppt 15Kb)
7.1 Evaluation of training workshop	(word 105Kb)

Annex 16 – Group Photo