

# Workshop Manual

## ITTO Guidelines for the Restoration, Management and Rehabilitation of Degraded and Secondary Tropical Forests



IUCN Forest Conservation Programme  
in collaboration with  
Intercooperation and CIFOR

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Photo Cover page: Reforestation activities in buffer zone BaBe National Park, courtesy PARC project, Vietnam

# Introduction

## **ITTO Guidelines: regional pilot training workshops**

### **Back ground**

In November 2002, ITTO published policy-level guidelines for the restoration, management and rehabilitation of degraded and secondary forests. IUCN- The World Conservation Union, Intercooperation (IC) and CIFOR are working with ITTO to promote these guidelines with policy-makers in ITTO producer countries through six regional workshops. It is anticipated that these workshops will lead to the generation of ideas and profiles for projects to apply and test the guidelines. The mandate for these workshops comes from decision taken during the 32<sup>nd</sup> Session of the International Tropical Timber Council in May 2002.

Based on the lessons learnt from these workshops and the ensuing projects ITTO will then further refine and strengthen the guidelines, as appropriate. Issues arising from the regional workshops and subsequence experience from field projects will also be fed into an expert meeting of the UNFF country led initiative on restoration of degraded forests, scheduled for 2005.

Through the regional workshops ITTO would like to put the guidelines on the agenda of ministries of countries with degraded forests and make these ministries aware of the benefits of using the guidelines in their national and regional forest policy planning and implementation.

To do so effectively the cooperating organizations want as a first step to create a ‘pioneer’ group of middle to senior managers in forestry ministries who have adequate knowledge of the guidelines to be able to use them, who appreciate the guidelines as useful for their policy and who are willing to take next steps in applying the guidelines in their daily practice by being ambassadors for the guidelines in their ministries. At the same time they want to gauge the appropriateness of these guidelines through a series of regional workshops for representatives of the middle and senior management of ministries responsible for forestry.

### **Objectives (desired results) of Regional Workshops:**

1. participants understand the basics of the guidelines
2. participants provide organizers with concrete and practical feedback on the appropriateness of the guidelines
3. participants develop ideas or project profiles for restoration initiatives
4. participants feel the guidelines are of importance and benefit to their daily work
5. participants are willing to become ambassadors for the guidelines in their ministry
6. participants know how to apply the guidelines in their daily work
7. participants provide organizers with concrete and practical feedback on the appropriateness of the module and materials of the training workshop

**Outputs Regional Workshops:**

1. ideas or project profiles for forest restoration initiatives in countries of participants
2. recommendations for improvement of guidelines
3. improved training module and materials for middle and senior management of forestry ministries
4. report to ITTO on multiplying effect through internal workshops and strategic recommendations for follow-up

**Manual**

This manual aims to provide guidance to facilitators of the regional workshops on how to structure the various sessions of the workshop. The workshops are structured as an adult learning exercise. The actual manual is therefore preceded by some principles of adult learning. The manual is a working document, which should be changed and adapted according to the needs and possibilities of each regional workshop. It is a source of reference not a compulsory method. Facilitating a workshop is a skill which can be learned, but basically by doing and through coaching than merely by reading and following a manual. Much depends on the attitude and skills of the individual facilitators.

Utrecht, February 2003

**Post script: towards a living document**

The manual has been tried out in the first regional workshop held in Chang Mai, Thailand from 31 March – 4 April. The facilitators and resource persons evaluated the workshop afterwards and prepared notes to improve the manual. The observations made during this evaluation are now put in the text of the manual at the relevant places, to provide the facilitators of the next regional workshops with some reflections and suggestions for alternative approaches. It is hoped that in a next evaluation the facilitators will add their comments in the text at the relevant time slots and thus make this manual into a real 'living' document.

Utrecht, May 2003

## Adult learning: some basic facts

### Adults learn best when

- learning is accomplished through dialogue because it is a mutual learning process and perceptions are based on individual experiences
- they feel **respected** as responsible self directed learners
- they feel their **knowledge and experience** are valued and can be **shared**
  
- people believe more in knowledge that they **discover themselves** than in knowledge presented by others
- learning requires first awareness and then an **examination and analysis** of the causes of their problems and promotes **actions**
- learning is more effective when it is an **active process** - learning happens when there is **reflection on the action** to learn from it.
  
- they feel able to **trust**, sense safety in the learning environment
- see how the skill or information is **relevant** to their lives or their work
- see that the information or skill is **immediately useful** in performing tasks or to deal with problems they confront in their lives.
  
- behaviour change is temporary unless the **reasons for and attitudes** underlying them are changed
- for changes in behaviour patterns, attitudes and action theories to be permanent, both the **person and the social environment** have to change
- People remember 20% of what they hear, 40 % what they hear and see; 80% what they discover themselves

### Empowerment approach

- Provide a support framework to enable participants to become self -reliant. Facilitators provide a framework for thinking and acting, provide information and assist with tasks such as monitoring and reporting
- Support what people do. Assumption: if we join our knowledge, ideas and resources together we can solve problems
- Participants identify problems and solutions, implements, then evaluates the actions supported by workshop facilitators.
- Participants own the program and takes responsibility for success and failure

## **The Workshop is a professional dialogue, a meeting and discussion among professionals**

### **Participants cannot make mistakes:**

- Start from their perceptions, concepts, ideas
- Add only a little knowledge, staying as close to their level of understanding as possible
- Before adding extra knowledge, acknowledge their sharing of ideas: *“thank you, very good, so if I understand you well, you mean ....., that is an important point”*

### **Participants learn from each other**

- Working in (heterogeneous and country) groups
- Giving feedback to each other (in plenary presentations ask first the participants to give professional feedback)
- Give expert feedback by translating their language into:  
*“what I hear you say would mean from my point of view ..... – to what extent would you recognize that, who would like to comment”*

## **Ownership of the workshop**

### **Avoid participants are leaning on you:**

- Give them ample room in the beginning, to get used to each other, to get acquainted with the workshop theme, to grasp the final benefits
- Avoid instruction and lecturing in the beginning, however tempting it may be

### **Participants have to become owners workshop and realize benefits for own situation**

- Make clear the benefits of developing project profiles or ideas to start applying the guidelines
- Make clear the benefits of getting copies of ITTO guidelines, literature, presentations etc.
- Always insert the sentence: *“this is your workshop”*

## **Roles, responsibilities of workshop facilitators**

### **Role of the facilitators is to:**

- Summarize and enrich group conclusions
- Ask questions and stimulate group thinking
- Avoid as much as possible instruction, guide group learning
- Evaluate each day and start each day with summary day before

### **Make participants co-responsible for time management and daily evaluation:**

- Appoint each day a time manager (orange and red card)
- Appoint each day two participants who help facilitators to improve program next day on the basis of the evaluation at the end of each day Agree on ..Thai Baht penalty for the ‘saving box to buy chocolates (or something else) for the group’, for every minute some one is late for a work session.

(extracted from Malcolm Knowles, Kurt Lewin, Paulo Freire)

## **Preparations for the workshop**

### **Letter to participants**

Three weeks in advance a letter should be written to the selected participants with details about travel arrangements, logistics, program (copy page 41 – 45) etc. This letter should also contain the request to answer the questions about restoration and management of secondary forests in their country:

1. What is a degraded primary forest, degraded forest lands and secondary forest?
2. To what extent is degraded and secondary forest an important resource?
3. What should forest restoration and secondary forest management seek to achieve?
4. Where should forest restoration take place?
5. Who should be involved in forest restoration?
6. What are the challenges to forest restoration and secondary forest management?

The letter should also encourage them to bring photos or other documentation of restoration projects in their own country.

### **Preparation field exercise**

At least two weeks in advance the field exercise should be prepared: see page 26. At the same time preparations could be made for the social event in the evening of Day 2.

### **Pre workshop agreements and preparations for facilitators**

Before the workshop starts the facilitators should have gone through the whole program together and divide tasks, roles and responsibilities for each time slot. One responsibility could be that one facilitator every day takes the task of rapporteur and capture during all time slots the main lessons learned on a power point presentation, which can be used the next morning for the time slot 'where are we?'.  
All power point presentations should be rehearsed in advance. The co-facilitators could be the audience during the rehearsal and provide professional feedback.

All questions for group work and field exercise should be copied for hand outs in advance.

The facilitators of each workshop should review the questions and the program in advance whether they fit geographical and cultural demands and the specific circumstances of the venue.

### **Materials**

In advance the facilitators should take a decision whether they want to end the workshop with a contest and decide upon prizes and arrange for them. They also should decide on how groups should present their work. In the case they want the groups to present by power point, the facilitators should arrange for as many notebook computers as there are country groups. In any case they should arrange for a flip chart, markers, cards and tape (for clustering), and a power point beamer for the main presentations on forest restoration and the ITTO guidelines.

**Notes from the Chang Mai evaluation**

Bring additional copies of the Guidelines for those that forget to bring them or who did not receive the Guidelines.

Send instructions to the participants to read the Guidelines before they come (advise to read Chapter 2, 3 and become familiar with the structure as laid out in Chapter 4).

Send a second letter to check whether they have received the Guidelines.

Consider sending out also the shorter document “Guidelines at a glance”.

## **DAY O            The evening before**

After arriving it is a good idea to have a joint dinner. One and a half hour before the dinner participant should get together and spend some time on getting to know each other through the following exercise.

### **Ice breakers, Introductions**

#### **Background for the facilitator**

Some of the participants may know each other, at least in a limited way, as a result of their work. There is always more to learn about our colleagues, however, and the better we know each other, the easier it is to understand each other and work together effectively in the workshop.

The exercise is designed as an informal and relaxing way for participants to meet and share a bit about themselves. It might be done in the evening before the more serious work begins.

#### **Purpose**

To promote better acquaintance among participants, on both personal and professional levels.

#### **Methods**

Interviewing in pairs, plenary discussions

#### **Time**

1 hour, 45 minutes

#### **Activities:**

1. Facilitator explains: *We know that some of you know each other, at least in a limited way, as a result of your work. Most of us do not know each other very well, however. It seems that we can always learn about and appreciate our colleagues more. The better we know each other, the easier it is to understand each other and work together effectively in the days to come.*
2. Invite participants to think for a moment: *what information do you have that allows you to say: "I know him or her"? Think about a colleague you feel you know well. What are the things you know about him/her that makes you value and respect the person, or even regard him/her as a friend?*

Types of information include both personal and professional areas, including:

- personal background (where from, previous experiences etc.)
- family information (marital status, children, etc.)
- present work (type of job)
- what they like about their work, why they feel it is important/useful
- goals and motivation in both personal and professional life

3. Ask every one to look for a person they do not yet know, or do not know very well. Invite them to move into pairs and interview their partner. Explain:
  - a. *You all will have the next 12 minutes to get better acquainted in a conversation with each other*
  - b. *You may want to “trade” information on each topic, to be sure you learn an equal amount about each other*
  - c. *You may want to take notes to aid you in introducing your partner to the rest of the group*
  - d. *When we return to the plenary you have about 2 minutes to introduce your partner to the rest of us.*
4. When the time is half used, alert the participants to the time remaining
5. Reconvene the plenary session. Ask for a volunteer to begin the introductions. Proceed until all participants have been introduced.
6. Remind participants that by knowing each other, it is easier to understand each other and work together effectively. Challenge them to set personal goals for getting to know each other better during the workshop sessions, at meals and during leisure times.

## **DAY 1                    Morning session**

### **Welcome (08.30 – 09.00)**

#### **Background for facilitators**

This is the formal opening of the workshop. Participants actually expect that the organizations that took the initiative introduce themselves. This should be done very shortly through a power point presentation. After each presentation there should be an opportunity for participants to ask questions about the organization. This exercise is part of ice breaking. The representatives of the organizations introduce their organizations and show that they are open for questions.

#### **Purpose**

To inform participants about the back ground and core activities of the organizations that took the initiative for the workshop

#### **Methods**

Short introductory speeches, illustrated with a power point presentation on the organizations, who took the initiative for the workshop

#### **Materials**

Power point beamer

#### **Preparations**

All organizations (ITTO, IC, IUCN and CIFOR prepare in advance a power point presentation on each organization, explaining shortly (five minutes = five sheets):

- vision of the organization
- mission
- organizational structure
- activities in relation to forestry and sustainable development
- specific interest in organizing the workshop

#### **Time**

30 minutes

#### **Activities**

1. Representative of host country officially welcomes participants and inaugurates formally the workshop
2. Facilitator explains that representatives of all organizations that took the initiative for the work will shortly introduce their organization and points at the opportunity to ask questions at the end of each presentation

3. Representatives of organizations present – in five minutes - their organization – opportunity for questions (maximum three questions because of time restraints)

## **Workshop Objectives, Expectations, Methods and Program (09.00 – 10.30)**

### **Background for the facilitator**

This is an opportunity to establish the tone for the workshop. It is important for the participants to understand that the facilitators have come with questions rather than answers, and that you will provide a structure for thinking and sharing experience and perceptions, rather than purely content to be mastered. What they can take away at the end will depend heavily on their active interest and participation during the workshop.

### **Purpose**

1. To gather input from participants regarding their own hopes and aims for learning.
2. To introduce the intentions of the workshop, the method of adult learning, the necessity of everyone participating fully to build a pool of experience and knowledge.
3. To agree on timekeeping and penalties for being late to a workshop session.
4. To agree on evaluating each day's learning.

### **Methods**

Small group work, plenary group discussion, small presentation by facilitators on workshop method, time management and daily evaluation.

### **Materials**

Flip chart, markers, power point beamer

### **Preparations**

Reproduce the Workshop Goal Statement from invitation letter on flip chart paper and write underneath the 4 questions/tasks:

1. *What is our understanding of the purpose of this workshop: what have we come here to do?*
2. *Many workshops are training workshops, this one is a learning workshop: what do you expect will be different about a learning workshop?*
3. *List the two most important things you want to learn in this workshop.*
4. *List the two most important things you are prepared to contribute to this workshop.*

### **Notes from the Chang Mai evaluation**

We reduced the number of questions for revealing the expectations to number 3 and 4 (we did not ask the first two questions because we felt it was less productive and we had limited time)

**Time**

1 hour 30 minutes (instruction: 10', group work: 30', plenary reporting: 30', program, method adult learning, timekeepers, evaluation 20')

**Activities**

1. Explain the objectives and methods of the exercise, using the flip chart prepared in advance, ask if they understand what they have to do.
2. Direct the participants to identify people they do not usually have the opportunity to work with and form groups of 4-5 people, trying not to be in the same group with people from the same country. Visit the groups from time to time and listen in to preview their responses and encourage them to finish the assignment in time.
3. Invite groups to bring their group work and report on the 4 questions/tasks. First concentrate on Question 1 and have them all report on it. Then question two etc. Write the key words the group answers on a flip chart (write above the flip charts respectively: 1. Workshop goal; 2. Learning method; 3. Expectations; 4. Contributions)
4. Thank the groups for sharing this information. Build on points presented by the groups and discuss the intentions of a learning.
5. Remind participants that is their workshop. That part of the success of a workshop is measured in terms of keeping the time. Explain that part of their responsibility is to keep the time and also make sure everyone comes on time. Explain that the group will choose a time keeper for each day (except the field exercise). The time keeper has to make sure that we stop in time for coffee, tea and lunch breaks and end in time in the evening. The time keeper is also responsible for making sure we start in time and measures how many minutes latecomers to a session are late. Agree on a group penalty for being late and agree for what purpose the collected penalties will be used.
6. Ask participants: *what are some questions we can ask ourselves to help us evaluate each day's experience and our learning?* List responses on a flip chart. Discuss and agree on the ones to be measured each day and the ways to measure them. Explain that you will invite each evening two participants to help the facilitators to integrate the suggestions from the evaluation in the program of the next day. Ask participants who wants to do this task today.

Suggestions about evaluation might include:

- Content: what was the most useful idea/information for you today?
- Methods: which of activities we did today was most useful to you?
- Level of participation: how would you rate your own participation, how that of the group? What should we improve tomorrow?
- Level of understanding: is there anything you still are unclear about?

7. Overview of the program. Ask the participants to have a look at the program as they have received with the invitation for the workshop. Go through the program day by day and explain in general terms what participants can expect. And ask if they have questions and check whether we all are expecting the same outcomes.

## **Coffee break**

**(10.30 - 11.00)**

## **Mixed working groups on the concept of restoration and secondary forest management and plenary discussion on outcome working groups**

**(11.00 – 13.00)**

### **Background for facilitators**

This time slot is devoted to assess knowledge and experiences of participants. This assessment will be used as a zero measurement. To show them on Day five during the evaluation what they have learned, as they have to do the same exercise again and can experience the increase in knowledge and insights. It also provide an opportunity to participants to experience the adult learning method, working in groups and learning by 'thinking aloud together' about forest restoration.

### **Purpose**

1. To assess existing knowledge and attitudes of participants about forest restoration
2. To start process of group thinking on forest restoration
3. To discover first elements of the concept and definitions

### **Methods**

Work in small heterogeneous groups, plenary group discussion through clustering and dialogues between groups

### **Materials**

Small cards, tape, markers, flip chart

### **Preparations**

Prepare wall to do clustering

Copies of paper with printed questions group survey for each group

### **Questions Group survey**

1. What is a degraded primary forest, degraded forest lands and secondary forest?
2. To what extent is degraded and secondary forest an important resource?
3. What should forest restoration and secondary forest management seek to achieve?
4. Where should forest restoration take place?
5. Who should be involved in forest restoration?
6. What are the challenges to forest restoration and secondary forest management?

## Time

2 hours:

- Instruction: 10 minutes
- group work survey: 40 minutes
- writing key words: 10 minutes
- clustering 20 minutes
- conclusions 40 minutes

## Activities

1. The facilitator explains the objectives of this time slot (see purpose) and the activities (and how much time for each)
2. The facilitators asks participants to form four heterogeneous groups
3. Each group gets a copy of the question for the group survey, the group appoints a chair who will lead the discussion and a secretary who will write down the main findings of the group.
4. During 45 minutes discuss the questions. The answers are written on a paper.
5. After thirty minutes they receive twenty cards and are asked to write on each card one word (or if necessary two or three; not a sentence!) in big letters: this word should represent a key element from the discussions on the various questions. They have twenty minutes time for this.
6. After twenty minutes all groups are asked to stick the cards on the wall and cluster them as plenary group.

### Note for facilitators

Clustering might go slow in the beginning, as participants may not be used to this type of exercise. Give them time. Encourage them. During the clustering the facilitators could remind the group that group learning implies working together, thinking together. They can also refer to the issue of restoration which is also only possible when many different stakeholders pool their intellectual and other resources. They should encourage everyone to take part in the process and help the group thinking: *“what could be categories”, “what would be meant by a word on the card”* etc. Participants who keep a distance from the clustering process should be encouraged to take part. Facilitators should not help or interfere in the process of clustering: *‘participants cannot make mistakes!’*

7. After twenty minutes the facilitators - still standing with the group in front of the wall – evaluate the exercise by asking questions:
  - a. *What were your feelings during the clustering?*
  - b. *What went well?*
  - c. *Where should we improve as a group?*
  - d. *What are the main conclusions about restoration we can draw from our clustering?*
8. During these questions, the main conclusions are written down on the flip chart. The groups are then asked (sitting preferably in a circle close by the wall) to come up with the answers to the questions: the answers are written in key words on the flip chart. The facilitator summarizes the trend in the answers. **He does not comment on answers which may not be correct in terms of the official theory of restoration.** He only asks whether everyone agrees with a certain answer or interpretation.

9. Closure morning sessions (thank time keeper), logistical announcements

## **Lunch**

**(13.00 – 14.00)**

## **DAY 1**

### **Afternoon session**

## **Country working groups on real life challenges, panel discussion and power point presentation on Forest Restoration (14.00 – 18.00)**

### **Background for facilitators**

This exercise is meant as a first concrete step towards the desired outputs of the workshop: ideas or project profiles for country initiatives on forest restoration. The exercise draws on questions sent in advance to participants to prepare for the workshop. Not all participants may have done the homework. Some may not have had the opportunity to talk about the questions among themselves. So some time is spent in working on these questions in country groups.

### **Purpose**

1. to start group thinking on various real life aspects of forest restoration in the home situation of each participant
2. to lay the ground for group initiatives for forest restoration on day 4 and after the workshop upon return
3. to deepen the thinking about forest restoration

### **Methods**

Work in small country groups, plenary group discussion, making of a poster, panel discussion, power point presentation on forest restoration

### **Materials**

1. Printed copies of the questions for country groups (see under preparations)
2. Home work done by participants in advance on the basis of the same questions, which were sent to them together with the logistical details
3. Flip chart, markers, paper
4. Power point presentation on Forest restoration, beamer

### **Preparations**

The participants are asked when registering for the workshop to give some thought to a set of questions (see box below). They should also be encouraged to bring – if possible – photos, slides, visuals or other documentation of forest restoration projects in their country. The facilitators should check this with participants upon arrival.

Power point presentation on Forest Restoration (prepared by Stewart Maginnis). Questions to ask to participants during panel discussion.

### Questions

1. What is your estimate how much degraded forest land / secondary forest exist in your country?
2. To what extent are your policy and legal framework helpful for restoration and secondary forest management?
3. What are the challenges and opportunities for achieving appropriate restoration and secondary forest management?
4. What examples of successful restoration and secondary forest management exist in your country?
5. What types of outcomes and benefits have resulted from these successful restoration and secondary forest management initiatives?
6. What were the difficulties that restoration and secondary forest management projects had to face?
7. What expectations did various stakeholders have from restoration and secondary forest management projects?

### Time

1 hour 30 minutes

- Instruction: 10
- Group work: answering questions: 40 minutes
- Group work: making a poster "Forest Restoration: facts of life in my country": 30 minutes
- Hanging of posters and reading the work of other countries: 10 minutes (rest during coffee break)
- Coffee break: 30 minutes
- Panel discussion: 1 hour
- Power point presentation and plenary discussion: 1 hour

### Activities

1. The facilitator explains the purpose of the activities for this afternoon.
2. The facilitator invites participants to sit together as country groups and work on discussing more in depth the questions
3. The facilitator observes the group discussions and stimulates where necessary with questions
4. He then provides each group with invites the groups to make a poster in which they visualize the highlights their discussion on the questions
5. After thirty minutes he invites the groups to hang their posters and to read each other's work

### Coffee break

**(15.30 - 16.00)**

6. During the coffee break, the facilitator makes the arrangements for the panel discussion, by arranging an appropriate table and preparing on the basis of the discussions in the groups some questions that might trigger the discussion

## Panel discussion

7. The facilitator invites from each group one member to be on the panel. The other participants sit in front of the panel. He then initiates the panel discussion which is meant to explore deeper what the real life experiences are in the countries, From time to time the facilitator involves the non panel members by asking questions: “*are there more examples we know of*”, “*do we all agree?*”, “*is this true for all countries*”, “*are there more reasons for this to happen?*” etc.
8. After one hour the facilitator summarizes the main points of the panel discussion and invites participants for last comments. The facilitator then announces that one expert from the facilitation team will look back at the work of today by a general presentation on forest restoration.
9. The presentation on Forest restoration is shown, as much as possible the presenter refers to elements of the discussion in the morning and afternoon. He also invites comments and questions from the group. At the end he invites last comments and learning points.

## Evaluation of the day (17.30 – 18.00)

### Background for facilitators

It is important the facilitators remind participants every day at the end of the session, that “*we will evaluate our **progress and the workshop process**, that will result in suggestions to improve our performance and afterwards we as facilitators will reflect on this evaluation and see how we can adapt our program for tomorrow, we would like the help of two of you each day to evaluate with us*”. The facilitators can make reference to the importance of monitoring and evaluation to be effective in one’s work and projects, *especially in forest restoration*; so the evaluation in itself is part of the learning (by doing) about forest restoration.

### Purpose

1. Explore what participants liked about program of today
2. Explore what participants would like to improve in the program tomorrow
3. Make explicit what the most important points of learning were for participants

### Methods

plenary group discussion

**Materials**

Flip chart, markers

**Preparations**

None

**Time**

30 minutes

**Activities**

1. Ask each participant to write on a piece of paper the answers to the questions they have identified as evaluation questions.

**Writing key words on paper**

The reason to ask participants to write their answers first on a piece of paper, is to force them to think and make the points explicit in his or her own words. This is to avoid answers like 'I have the same opinion as the person who spoke earlier'.

2. In case that is not done ask what he/she appreciated most in program of today (not using more than three key words; the same what he would like to improve for the program or group interaction tomorrow; and what his/her most important point of learning was. Tell them they have two minutes to do so. Tell them to write down what comes first to mind.
3. Make an inventory of the (three issues) on the flip chart; use for each issue on sheet of paper. Hang every thing on the wall and ask the group for comments.
4. The facilitator asks who would like to stay behind for half an hour and help the facilitators with the evaluation after the after the close of of the workshop session.
5. The facilitator then asks the group to appoint another timekeeper who will guard the exact beginning of the coffee, lunch and dinner breaks and will also guard the timely beginning of all sessions and will keep track of how many minutes too late some participants might appear at the sessions.
6. The facilitator makes if necessary housekeeping announcements and then closes the workshop session.
7. Immediately after the workshop or after dinner the facilitators go over the workshop program of today with the group evaluators and do the same for the program of tomorrow.
8. The facilitators prepare a power point presentation to start the first morning session with on the next day, summarizing the following points:
  - main issues discussed today
  - main points of learning from evaluation

- main points for better group interaction from evaluation
  - short overview of the program of the next day
9. The facilitators adjust the second power point presentation for the Morning Session of Day 2 (on Content of Guidelines) on the basis of the discussion of Day 1).

**Notes from the Chang Mai evaluation**

Present the power point after lunch.

Include in the introduction session the development of a daily objective for evaluations in addition to what the participants suggest as topics for evaluation. In this cases, topics included time management, satisfaction, participation and methods/approaches.

Regarding questions for the second work group session in the afternoon, merge questions 3 and 6 (to avoid too many questions).

Important to monitor group work closely by facilitators to prevent groups setting out on the wrong track.

## **DAY 2            Morning session**

### **Where are we? (08.30 – 09.00)**

#### **Background for facilitators**

It helps group learning if every starts with a summary of the activities and main points of learning in the group from the day before and looking ahead at the program of this day. This refreshes the framework of thinking of participants and helps them to deepen their own learning.

#### **Purpose**

To provide participants with a summary of lessons learned and provide a common mind frame for what to expect to day in terms of learning.

#### **Methods**

Plenary presentation and discussion

#### **Materials**

Power point presentation and beamer

#### **Preparations**

Power point presentation, about activities yesterday, main learning points (group learning and where to improve the group process, what did we learn about the main aspects of forest restoration)

#### **Time**

30 minutes

#### **Activities**

1. The facilitator welcomes the participants and asks some icebreaking questions (“did we all sleep well?”, “are we all set for today?” etc.

#### **Note for facilitators**

Often – especially in the first morning sessions, but also in other sessions – participants have to ‘warm up’, they might not very quickly respond to questions. This is a normal phenomenon. The best way to handle it, is to understand that the group process at this point in time is very slow. That means, the best way is to wait long after asking the question: keep silent and count to ten! Participants will always fill in these silences. It is important to ask questions, even these ice breaking ones, as it is a psychological reminder that this ‘their’ workshop, and not an exercise where they can lean back and wait and watch what the facilitators have to offer them.

2. Present the power point presentation and ask the *group* “*if they recognize the learning of yesterday?*”, “*if they think something has been forgotten*”, “*what suggestions or comments they have for program of today*” etc.

## **Power Point Presentation and plenary discussion on Background and content of the ITTO Guidelines (09.00 – 13.00)**

### **Purpose**

Provide participants with back ground knowledge about the ITTO Guidelines

### **Methods**

Power point presentations, question and answer sessions

### **Materials**

Power point presentation on The Background of the ITTO Guidelines and a presentation on the Content of the ITTO Guidelines, beamer

### **Preparations**

Rehearse the presentations in advance. Think of what aspects of the back ground would be most relevant in the counties represented. In the evening before the facilitators have adjusted the second power point presentation (on Content of Guidelines) on the basis of the discussion of Day 1).

### **Time**

4 hours

- Presentation: 45 minutes
- Question and answer session: 45 minutes
- Coffee break: 30 Minutes
- Presentation: 60 minutes
- Question and answer session: 60 minutes

### **Activities**

1. The facilitator explains the purpose of this first presentation
2. The facilitator gives the first presentation (inviting questions and comments from the audience)
3. The facilitator invites the group to think in pairs (‘working with your neighbour’) what the two main lessons learned where for them and which two questions they have for the facilitator (ten minutes); the rest of the time is spent on listing all lessons learned and questions on the flip chart and then the facilitators asks for each question who would know the answer; after the answer he adds his own knowledge.

**Note for the facilitators**

The content of this power point presentation on the background of the Guidelines concentrates on the following issues:

1. Why the guidelines (origin and intentions)
2. Challenges for guidelines and concrete examples of these (definitions, management strategies, communicating ideas)

**Coffee break  
(10.30 – 11.00)**

**Power Point Presentation and plenary discussion on Content of ITTO Guidelines**

**Activities**

1. The facilitator explains the purpose of this presentation
2. The facilitator gives the presentation (inviting questions and comments from the audience)
3. The facilitator invites the group to think in pairs ('working with your neighbour') what the two main lessons learned were for them and which two questions they have for the facilitator (ten minutes); the rest of the time is spent on listing all lessons learned and questions on the flip chart and then the facilitators asks for each question who would know the answer; after the answer he adds his own knowledge.

**Note for facilitator**

The presentation on the content of the Guidelines should be based on very concrete stories (basic messages:- ten things you show know and linked to real life e.g.: definitions: restoration relevant to real life challenges – e.g. poverty reduction; environment services; food security; climate change; recognition that we have not done a very good job on restoration: examples of 'bad' practice and 'mistakes' from Europe / N. America. Make sure you feed into the eight 8 main objectives of the Guidelines)

The content of the first part of this presentation is on the structure of the Guidelines (avoid details). The second part of the presentation contains a selected set of objectives, principles and actions relevant to discussions on day 1. (need PP that contains all obj., principles and actions – used as a basis to prepare PP2 for the specific workshop on evening of day 1)

**Lunch  
(13.00 – 14.00)**

## **Day 2 Afternoon Session**

### **Work in mixed groups on how to apply the ITTO Guidelines (14.00 – 18.00)**

#### **Purpose**

The purpose of this exercise is to internalise the knowledge about the ITTO Guidelines to apply the guidelines to the situation in their own country and identify gaps / added value

#### **Methods**

Work in 4 heterogeneous groups, mixing participants to achieve a balance of backgrounds and experiences; using power point presentations from each group to trigger professional dialogue

#### **Materials**

4 Notebook computers to make power point presentations for each group, beamer  
Printed copies of the questions for the groups

#### **Preparations**

#### **Questions for group work**

Answer the following questions for the two objectives from the ITTO guidelines, which have been assigned to you:

1. For each objective, please consider and comment on the quality of the guidelines provided under this e.g. their clarity, coherence, relevance, size, detail, completeness (gaps), and utility of principle and actions?
2. What real cases do you know of that could be used to enrich the guidelines for a specific objective (good and bad cases)? Please note enough details and contact persons of suggested cases for follow -up.
3. How does the situation in your country relate to the guidelines – are there any gaps in the country? How can you start to apply them? What are difficulties?

Spend time identifying areas to improve, and explain what is wrong, rather than providing alternative wordings

#### **Time**

4 hours

- instruction: 10 minutes
- group work, discussing questions: 80 minutes
- coffee break: 30 minutes
- group work, preparing power point presentation: 30 minutes
- plenary presentations and feedback from colleagues: 90 minutes

#### **Activities**

1. The facilitator explains the purpose of this exercise

2. The facilitator invites participants to form four heterogeneous groups, mixing participants to achieve a balance of backgrounds and experiences, the groups are asked to choose a discussion leader and rapporteur. Each group is assigned two objectives to each group and asked to answer the following questions, based on participants own knowledge and experience:
  - a. For each objective, please consider and comment on the quality of the guidelines provided under this e.g. their clarity, coherence, relevance, size, detail, completeness (gaps), and utility of principle and actions?
  - b. What real cases do you know of that could be used to enrich the guidelines for a specific objective (good and bad cases)? Please note enough details and contact persons of suggested cases for follow-up.
  - c. How does the situation in your country relate to the guidelines – are there any gaps in the country? How can you start to apply them? What are difficulties?The facilitator explains that it is advisable to spend time identifying areas to improve, and explain what is wrong, rather than providing alternative wordings
3. The groups work on the questions
4. The facilitators observe the group work and stimulate the discussion with questions

## **Coffee (15.30 – 16.00)**

### **Power point presentations**

#### **Activities**

1. The facilitator explains the purpose of this exercise
2. The groups finish their work on the questions and prepare a power point presentation on the highlights of their discussions
3. The facilitators observe the group work and stimulate the discussion with questions and provide advice on how to make a good power point presentation
4. After one hour each group gives a presentation to the plenary. After each presentation the facilitator invites the participants to give feedback to their colleagues
5. At the end the facilitators themselves give professional feedback to all presentations: starting with points they appreciate and that were very good, then they add some points participants might wish to consider (improving their knowledge, widening the scope of their thinking).

## **Evaluation of the day (18.00 – 18.30)**

### **Background for facilitators**

It is important the facilitators remind participants every day at the end of the session, that “*we will evaluate our **progress and the workshop process**, that will result in suggestions to improve our performance and afterwards we as facilitators will reflect on this evaluation and see how we can adapt our program for tomorrow, we would like the help of two of you each day to evaluate with us*”. The facilitators can make reference to the importance of monitoring and evaluation to be effective in one’s work and projects, *especially in forest restoration*; so the evaluation in itself is part of the learning (by doing) about forest restoration.

### **Purpose**

1. Explore what participants liked about program of today
2. Explore what participants would like to improve in the program tomorrow
3. Make explicit what the most important points of learning were for participants

### **Methods**

plenary group discussion

### **Materials**

Flip chart, markers

### **Preparations**

None

### **Time**

30 minutes

### **Activities**

1. Ask each participant to write on a piece of paper the answers to the questions they have identified as evaluation questions.

### **Writing key words on paper**

The reason to ask participants to write their answers first on a piece of paper, is to force them to think and make the points explicit in his or her own words. This is to avoid answers like ‘I have the same opinion as the person who spoke earlier’.

2. In case that is not done ask what he/she appreciated most in program of today (not using more than three key words; the same what he would like to improve for the program or group interaction tomorrow; and what his/her most important point of learning was. Tell them they have two minutes to do so. Tell them to write down what comes first to mind.

3. Make an inventory of the (three issues) on the flip chart; use for each issue on sheet of paper. Hang every thing on the wall and ask the group for comments.
4. The facilitator asks who would like to stay behind for half an hour and help the facilitators with the evaluation after the close of the workshop session.
5. The facilitator makes if necessary housekeeping announcements and then closes the workshop session.
6. Immediately after the workshop or after dinner the facilitators go over the workshop program of today with the group evaluators and do the same for the program of tomorrow.
7. The facilitators prepare a power point presentation to start the first morning session with on the next day, summarizing the following points:
  - main issues discussed today
  - main points of learning from evaluation
  - main points for better group interaction from evaluation
  - short overview of the program of the next day

#### **Notes from the Chang Mai evaluation**

Modify the two presentations to bring the objectives discussion more into presentation one and have the second presentation focus more on structure, use and real examples of a few selected principles and actions.

Provide copies of presentations one day prior to delivery.

Allow plenty of discussion time following each formal presentation.

Collecting the questions for plenary before we started the plenary discussion and displaying on the beamer worked well for enhancing participation and improving efficiency.

Decided to work in country groups in the afternoon rather than in mixed groups, because it allowed a continuation of work from day 1 and to help through being able to use national languages in the groups.

The wording of the group work task in the afternoon was amended to place emphasis on the application of the guidelines in the country context rather than feeding back on the quality of the Guidelines themselves (participants should avoid repeating the country situation again and focus now on application). We also suggest that the working groups select one objective which they think their country is addressing well and one objective where more work could be done in their country.

We prepared detailed notes for the field work. But we suggest to create time on day 2 to prepare for the field exercise by providing a better briefing on the location and task and to allow groups to prepare questions for their field work (make a field work plan)

## **DAY 3                    Morning & afternoon session**

### **Where are we? (08.30 – 09.00)**

#### **Background for facilitators**

It helps group learning if every starts with a summary of the activities and main points of learning in the group from the day before and looking ahead at the program of this day. This refreshes the framework of thinking of participants and helps them to deepen their own learning.

#### **Purpose**

To provide participants with a summary of lessons learned and provide a common mind frame for what to expect to day in terms of learning.

#### **Methods**

Plenary presentation and discussion

#### **Materials**

Power point presentation and beamer

#### **Preparations**

Power point presentation, about activities yesterday, main learning points (group learning and where to improve the group process, what did we learn about the main aspects of forest restoration)

#### **Time**

30 minutes

#### **Activities**

3. The facilitator welcomes the participants and asks some icebreaking questions (“*did we all sleep well?*”, “*are we all set for today?*” etc.)

#### **Note for facilitators**

Often – especially in the first morning sessions, but also in other sessions – participants have to ‘warm up’, they might not very quickly respond to questions. This is a normal phenomenon. The best way to handle it, is to understand that the group process at this point in time is very slow. That means, the best way is to wait long after asking the question: keep silent and count to ten! Participants will always fill in these silences. It is important to ask questions, even these ice breaking ones, as it is a psychological reminder that this ‘their’ workshop, and not an exercise where they can lean back and wait and watch what the facilitators have to offer them.

4. Present the power point presentation and ask the *group* “if they recognize the learning of yesterday?”, “if they think something has been forgotten”, “what suggestions or comments they have for program of today” etc.

## **Field exercise**

**(09.00 – 20.00)**

### **Background for facilitators**

The field exercise is meant as an illustration of learning by doing and to experience real life what the various aspects of restoration mean. The field exercise needs a proper investment in preparation time in advance and cooperation with local organizers. Each regional workshop has to decide how to approach this field exercise and make its own program.

### **Purpose field exercise: why and how should this landscape be restored with trees and forest?**

To experience real life what the various aspects of forest restoration mean, what the various aspects of the landscape imply for restoration and alternative modes of land use; what stakeholders are involved, what motives of stakeholders are to change land use and other practices; what conditions need to be fulfilled to start restoration initiatives.

### **Methods**

Three small mixed groups, which are give specific tasks based on the guidelines (NB one needs translators). One group to look at landscape, one with stakeholders who live there and one of stakeholders who don't live there. Get them to identify what are the uses of these degraded lands and who will lose if restoration activities are undertaken. **Need to avoid typical governmental approach, too many stops and too much show-casing.**

### **Materials**

Arrange transport, pick-nic lunch, drinks etc.

Arrange note books, pens, mapping materials, flip charts, digital cameras etc. for on the way.

Notebook computers for plenary presentations of group work

### **Preparations at least one week in advance**

- site selection (area that is practical and doable) should reflect the group needs – doable for Chiang Mai – what about other potential sites? **NB check learning approach (see above).**
- identify translators
- inform villages and gain understanding on the training
- prepare background information of the site
- get necessary permissions
- arrange transportation (maybe 3 minibuses)
- Decide is this doable; are there enough resources; do we have close handle and control of field work? Do we really like to do?
- Consider the role of local people – problem of raising expectations, if we involve local people in the workshop, are they therefore a real counterpart?
- Prepare final program and scenario for field exercise

**Preparations** confirm site selection

- set-up translators
- confirm villages and gain understanding on the training
- gather background information of the site
- confirm technical and logistical details

***Why and how should this landscape be restored with trees and forest?***

**Instructions for the 'Landscapes' Group**

Existing land use (map) – at landscape level, to gain an understanding of multiple functions

1. Map problem areas (degraded/deforested lands, soil erosion) – visual
2. Discuss problem areas with the stakeholders – other policy makers, government staff
3. Explore forest use in degraded and forest lands and agriculture land
4. Explore competing land uses (ownership issues, individual, community)
5. Explore areas and reasons for restoration and initial ideas for a draft plan

***Why and how should this landscape be restored with trees and forest?***

**Instructions for the 'Stakeholders closeby' Group**

Villagers do a participatory map of landscape at the landscape level by gender, to gain an understanding of multiple land use functions (team will need background instructions on PRA mapping)

1. Explore mapping with the villagers of problem areas (degraded/deforested lands, soil erosion). Competing land uses in general (ownership issues, individual, community)
2. Discuss the problem areas with the stakeholders (why, how?)
4. Explore forest use in degraded and non degraded forest lands and agriculture land (what tree/forest products do they use, where do they get them from; to what extent do local people perceive their resources as degraded?)
5. Explore whether we need more trees or forests? Why? How and where can we get them into the landscape? Who should do/why

***Why and how should this landscape be restored with trees and forest?***

**Instructions for the 'Stakeholders far away' Group**

(Discussions with individual stakeholders, eg. beer hall owners, cafes, schools, shops, taxi drivers, hair dressers etc.)

1. Explore what tree/forest/non timber resources do they get from the landscape
2. Discuss the problem areas with the stakeholders (why, how?)
3. Explore What changes over time have they seen in tree/forest use?
4. Explore whether there are any problems with the availability of products? What? Ideas on how to solve the problem?
5. Explore whether we need more trees or forests? Why? How and where can we get them into the landscape? Who should do/why

### Time

10 hours

- instructions: 30 minutes
- group work, travel to locations, interviews, observations, lunch etc. 7 hours
- preparing power point presentation to report: 60 minutes
- plenary presentations and discussion: 90 minutes

### Activities

1. The facilitator explains the propose of the field exercise and the various aspects to be explored by the three groups
2. The facilitator divides the groups: 1. landscape, 2. stakeholders near by, 3. stakeholders far away
3. Eeach group chooses facilitator/leader; each group gets a translator; each group is handed out general instructions
4. The groups do their assignments and have coffe and lunch on the way.
5. They come back around 17.30 hrs to prepare a power point presentation (snacks and drinks are provided)

#### Format for presentations

Summary of the map (if applicable)  
Problems and issues  
Land and forest use + conflicts  
Ideas for restoration (location, species, how?)

6. Plenary presentations (from 18.30 – 20.00); participnats give each other feedback

### Evaluation of the day (20.00 – 20.30)

#### Background for facilitators

It is important the facilitators remind participants every day at the end of the session, that “*we will evaluate our **progress and the workshop process**, that will result in suggestions to improve our performance and afterwards we as facilitators will reflect on this evaluation and see how we can adapt our program for tomorrow, we would like the help of two of you each day to evaluate with us*”. The facilitators can make reference to the importance of monitoring and evaluation to be effective in one’s work and projects, *especially in forest restoration*; so the evaluation in itself is part of the learning (by doing) about forest restoration.

**Purpose**

1. Explore what participants liked about program of today
2. Explore what participants would like to improve in the program tomorrow
3. Make explicit what the most important points of learning were for participants

**Methods**

plenary group discussion

**Materials**

Flip chart, markers

**Preparations**

None

**Time**

30 minutes

**Activities**

1. Ask each participant to write on a piece of paper the answers to the questions they have identified as evaluation questions.

**Writing key words on paper**

The reason to ask participants to write their answers first on a piece of paper, is to force them to think and make the points explicit in his or her own words. This is to avoid answers like 'I have the same opinion as the person who spoke earlier'.

2. In case that is not done ask what he/she appreciated most in program of today (not using more than three key words; the same what he would like to improve for the program or group interaction tomorrow; and what his/her most important point of learning was. Tell them they have two minutes to do so. Tell them to write down what comes first to mind.
3. Make an inventory of the (three issues) on the flip chart; use for each issue on sheet of paper. Hang every thing on the wall and ask the group for comments.
4. The facilitator asks who would like to stay behind for half an hour and help the facilitators with the evaluation after the close of the workshop session.
5. The facilitator then asks the group to appoint another timekeeper who will guard the exact beginning of the coffee, lunch and dinner breaks and will also guard the timely beginning of all sessions and will keep track of how many minutes too late some participants might appear at the sessions.
6. The facilitator makes if necessary housekeeping announcements and then closes the workshop session.

7. Immediately after the workshop or after dinner the facilitators go over the workshop program of today with the group evaluators and do the same for the program of tomorrow.
8. The facilitators prepare a power point presentation to start the first morning session with on the next day, summarizing the following points:
  - main issues discussed today
  - main points of learning from evaluation
  - main points for better group interaction from evaluation
  - short overview of the program of the next day

**Notes from the Chang Mai evaluation**

Every team should have a chance to see the field/forest.

Do not overload the numbers of interviews, better to do fewer, deeper (one village for example).

Use the objectives and principles of the Guidelines to drive the development of the situation analysis; use the questions from the workshop manual to drive conclusion making; and use the focus questions for the field trip (also from the workshop manual) as a basis for making recommendations.

## **DAY 4                    Morning and afternoon session**

### **Where are we?**

**(08.30 – 09.00)**

#### **Background for facilitators**

It helps group learning if every starts with a summary of the activities and main points of learning in the group from the day before and looking ahead at the program of this day. This refreshes the framework of thinking of participants and helps them to deepen their own learning.

#### **Purpose**

To provide participants with a summary of lessons learned and provide a common mind frame for what to expect to day in terms of learning.

#### **Methods**

Plenary presentation and discussion

#### **Materials**

Power point presentation and beamer

#### **Preparations**

Power point presentation, about activities yesterday, main learning points (group learning and where to improve the group process, what did we learn about the main aspects of forest restoration)

#### **Time**

30 minutes

#### **Activities**

1. The facilitator welcomes the participants and asks some icebreaking questions (“did we all sleep well?”, “are we all set for today?” etc.

#### **Note for facilitators**

Often – especially in the first morning sessions, but also in other sessions – participants have to ‘warm up’, they might not very quickly respond to questions. This is a normal phenomenon. The best way to handle it, is to understand that the group process at this point in time is very slow. That means, the best way is to wait long after asking the question: keep silent and count to ten! Participants will always fill in these silences. It is important to ask questions, even these ice breaking ones, as it is a psychological reminder that this ‘their’ workshop, and not an exercise where they can lean back and wait and watch what the facilitators have to offer them.

2. Present the power point presentation and ask the *group* “if they recognize the learning of yesterday?”, “if they think something has been forgotten”, “what suggestions or comments they have for program of today” etc.

## **Ideas and Profiles for Country Initiatives in Restoration (09.00 – 17.00)**

### **Background for facilitators**

One of the objectives of the workshop is to generate concrete ideas for restoration activities in the countries of the participants. This day is devoted to this objective.

### **Purpose**

To develop ideas and or profiles for restoration initiatives in the countries of participants  
To start applying the ITTO Guidelines for real life situations

### **Methods**

Work in country groups; plenary presentations of ideas for restoration initiatives and feedback by colleagues

### **Materials**

Flip chart, markers,  
Notebook computers (one for each country group) to prepare power point presentations

### **Preparations**

In the evaluation of Day 3 facilitators can analyse ideas for country initiatives based upon presentation by the three groups; they can use this information in advising and guiding the groups in their work to prepare ideas and or profiles.

### **Time**

7 hours

- instruction: 30 minutes
- group work: 3 hours, 30 minutes (no coffee break, coffee served in groups)
- lunch: one hour
- presentations of 8 countries: 4 hours (15 minutes presentation, 15 minutes feedback)

### **Activities**

1. The facilitator explains the purpose of the activities of today and refers to the lessons learned in the previous days, the use of the Guidelines, the ideas for initiatives and profiles for projects in countries; the possibility of financial resources for projects from ITTO; the context; and (s)he explains that we work in groups until lunch and that coffee will be served in the groups.
2. The facilitator explains the method to formulate project ideas and profiles and initiates some plenary brainstorming on what possible ideas might be.

### Templates for profile or idea for restoration initiative

1. What is the challenge?
2. What is your response – key elements and outputs?
3. Who are the people or organizations most important to involve?
4. What is your justification for the response?

3. The facilitator invites participants to work in country groups and walks from group to group to stimulate group work, answer questions, give advice etc.

4. The groups start their group work and work until lunch

### Lunch

**(13.00 – 14.00 hrs)**

5. After lunch all groups shortly present the outline of their first ideas and ask for feedback from their colleagues to improve their work (14.00 – 17.00). The facilitator organizes mixed panels to listen and comment on country presentation. Countries present their Profiles in plenary to Panels.

6. After coffee the groups resume their work on the profiles to integrate the suggestions for improvement and make a presentation for the ‘contest’ on Day 5.

### Evaluation of the day

**(17.30 – 18.00)**

#### Background for facilitators

It is important the facilitators remind participants every day at the end of the session, that “*we will evaluate our **progress and the workshop process**, that will result in suggestions to improve our performance and afterwards we as facilitators will reflect on this evaluation and see how we can adapt our program for tomorrow, we would like the help of two of you each day to evaluate with us*”. The facilitators can make reference to the importance of monitoring and evaluation to be effective in one’s work and projects, *especially in forest restoration*; so the evaluation in itself is part of the learning (by doing) about forest restoration.

#### Purpose

1. Explore what participants liked about program of today
2. Explore what participants would like to improve in the program tomorrow
3. Make explicit what the most important points of learning were for participants

#### Methods

plenary group discussion

**Materials**

Flip chart, markers

**Preparations**

None

**Time**

30 minutes

**Activities**

1. Ask each participant to write on a piece of paper the answers to the questions they have identified as evaluation questions.

**Writing key words on paper**

The reason to ask participants to write their answers first on a piece of paper, is to force them to think and make the points explicit in his or her own words. This is to avoid answers like 'I have the same opinion as the person who spoke earlier'.

2. In case that is not done ask what he/she appreciated most in program of today (not using more than three key words; the same what he would like to improve for the program or group interaction tomorrow; and what his/her most important point of learning was. Tell them they have two minutes to do so. Tell them to write down what comes first to mind.
3. Make an inventory of the (three issues) on the flip chart; use for each issue on sheet of paper. Hang every thing on the wall and ask the group for comments.
4. The facilitator asks who would like to stay behind for half an hour and help the facilitators with the evaluation after the close of the workshop session.
5. The facilitator then asks the group to appoint another timekeeper who will guard the exact beginning of the coffee, lunch and dinner breaks and will also guard the timely beginning of all sessions and will keep track of how many minutes too late some participants might appear at the sessions.
6. The facilitator makes if necessary housekeeping announcements and then closes the workshop session.
7. Immediately after the workshop or after dinner the facilitators go over the workshop program of today with the group evaluators and do the same for the program of tomorrow.
8. The facilitators prepare a power point presentation to start the first morning session with on the next day, summarizing the following points:
  - main issues discussed today
  - main points of learning from evaluation
  - main points for better group interaction from evaluation
  - short overview of the program of the next day

**Notes from the Chang Mai evaluation**

The hand out for country group work was expanded upon to provide better guidance.

More coaching of groups during group work was done, especially for some of the weaker delegations.

## **Day 5 Morning Session**

### **Country presentations, survey lessons learned and evaluation (08.30 – 13.00)**

#### **Purpose**

1. To present the results of group learning in the form of ideas and profiles
2. To provide opportunity to participants to reflect on their individual learning
3. To collect reactions of participants on the Guidelines
4. To evaluate the workshop
5. To award a prize for the best idea, best presentation and celebrate the hard work of everyone

#### **Methods**

Plenary presentations of group work; group survey of group learning, plenary inventory reactions of participants on guidelines; individual assessment of lessons learned, plenary evaluation of workshop; plenary distribution of awards and certificates; official closure

#### **Materials**

Beamer, power point presentations  
Flipchart, markers  
Certificates  
Prizes

#### **Preparations**

Power points presentations loaded into one computer  
Certificates for each participant

#### **Time**

4,5 hours

- Country presentations: 3 hours
- Group survey: 20 minutes (coffee served in groups)
- Individual assessment 20 minutes
- Group evaluation: 20 minutes
- Voting on presentations, awards and closure: 30 minutes

#### **Activities**

1. The facilitator explains the objectives of the last dayThe facilitator invites the countries to give their presentation and asks the participants to judge and give two marks on the basis of content and presentation skillsCountry presentations The facilitator invites the participants to work in the same groups as the first day on the questions of the survey and analyse on which aspects their knowledge was increased.

### **Questions Group survey**

1. What is a degraded primary forest, degraded forest lands and secondary forest?
2. To what extent is degraded and secondary forest an important resource?
3. What should forest restoration and secondary forest management seek to achieve?
4. Where should forest restoration take place?
5. Who should be involved in forest restoration?
6. What and where are the challenges to forest restoration and secondary forest management?

2. The facilitator then hands out the evaluation sheet (see below) for each participant and asks them to fill the form in individually

### **Note for the facilitator**

It is important for adult learning that participants make explicit their individual learning points in all the different exercises of the workshop. They will remember much more of what the workshop has offered them if they are given the opportunity to make these personal learning points explicit. It is advisable to remind participants of this principle of adult learning.

3. After twenty minutes, the facilitator asks the group to sit in a circle and share their main ideas about the Guidelines, the workshop (what they liked, what suggestions they have for the facilitators to do an even better job in the next regional workshop)
4. The facilitator invites participants to cast their votes on the presentations, prizes are awarded, participants receive their certificate and the workshop is formally closed.

## **Closure of the workshop**

### **Notes from the Chang Mai evaluation**

A bit of an evaluation overload (reconsider the value of the questionnaire and perhaps shorten it or make it multiple-choice).

Prizes were appreciated.

## **Workshop on the ITTO Guidelines for the Restoration, Management and Rehabilitation of Degraded and Secondary Tropical Forests**

**Chiang Mai, Thailand  
31 March to 4 April 2003**

### **Evaluating Personal Learning Points (individual evaluation sheet)**

**DAY 1  
Monday 31 March 2003**

<b>Working sessions</b>	<b>Personal learning points</b>
Group survey on perceptions, ideas, experiences and knowledge about forest restoration	
Mixed working groups on the concept of restoration and secondary forest management	
Plenary presentation of group work, followed by clustering points towards major challenges for forest restoration	
Country working groups on real-life challenges for forest restoration	
Panel discussion as reporting back from working groups	
Power point presentation on the concept and challenges of restoration, summarizing today's discussions, questions and answers	
Evaluation of Day 1	

**DAY 2**  
**Tuesday 1 April 2003**

<b>Working session</b>	<b>Personal learning points</b>
Plenary presentation: brief summary of Day 1; outline for our work program today	
Power point presentation on the rationale and context for the ITTO Guidelines for the Restoration, Management and Rehabilitation of Degraded and Secondary Tropical Forests; Questions & Answers	
Power point presentation on the overall structure of the ITTO Guidelines for the Restoration, Management and Rehabilitation of Degraded and Secondary Tropical Forests, illustrated by examples of relevance of selected principles and actions; Questions & Answers	
Work in country groups on challenges	
Preparing power point presentations for plenary presentation	
Plenary presentations and discussion (15 minutes per country)	
Evaluation of Day 2	

**DAY 3**  
**Wednesday 2 April 2003**

<b>Working sessions</b>	<b>Personal learning points</b>
Group work during field exercise	
Group work to prepare presentations	
Plenary, country presentations	

**DAY 4**  
**Thursday 3 April 2003**

<b>Working session</b>	<b>Personal learning points</b>
Work in Country groups on ideas or profiles for country initiatives in forest restoration	
First plenary presentations and feedback from colleagues (15 minutes for each country) <ul style="list-style-type: none"> <li>• Country 1</li> <li>• Country 2</li> <li>• Country 3</li> <li>• Country 4</li> <li>• Country 5</li> <li>• Country 6</li> <li>• Country 7</li> <li>• Country 8</li> </ul>	
Work in Country groups to improve ideas and profiles on the basis of feedback and preparing final power point presentation for tomorrow	
Preparing power point presentations for plenary presentation	
Evaluation of Day 4	

**DAY 5**  
**Friday 4 April 2003**

<b>Working session</b>	<b>Personal learning points</b>
<p>Presentation and group discussion of restoration ideas and profiles (15 minutes each )</p> <ul style="list-style-type: none"> <li>• Country 1</li>   <li>• Country 2</li>   <li>• Country 3</li>   <li>• Country 4</li>   <li>• Country 5</li>   <li>• Country 6</li>   <li>• Country 7</li>   <li>• Country 8</li> </ul>	
<p>Group survey: assessing increase of knowledge since doing the same exercise on day 1</p>	

## **Regional Workshop on the ITTO Guidelines for the Restoration, Management and Rehabilitation of Degraded and Secondary Tropical Forests**

**Chiang Mai, Thailand  
31 March to 4 April 2003**

### **PROGRAM**

**DAY 1  
Monday 31 March 2003**

08.30 hrs	Welcome ITTO, Host Country, IUCN, IC, ICFOR
09.00 hrs	Introduction to the workshop background, objectives, method and program; Inventory of expectations of participants
10.30 hrs	COFFEE / TEA
11.00 hrs	Mixed working groups: group survey and group brainstorm on the concept of restoration and secondary forest management
12.15 hrs	Plenary presentation of group work, followed by clustering points towards major challenges for forest restoration
13.00 hrs	LUNCH
14.00 hrs	Country working groups on real life challenges for forest restoration
15.30 hrs	COFFEE / TEA
16.00 hrs	Panel discussion as reporting back from working groups
17.00 hrs	Power point presentation on the concept and challenges of restoration, summarizing today's discussions, questions and answers
17.30 hrs	Evaluation of Day 1
18.00 hrs	Closure

**DAY 2**  
**Tuesday 1 April 2003**

08.30 hrs	Plenary presentation: brief summary of Day 1; outline for our work program today
09.00 hrs	Power point presentation on the rationale and context for the ITTO Guidelines for the Restoration, Management and Rehabilitation of Degraded and Secondary Tropical Forests; Questions & Answers
09.45 hrs	Plenary discussion on main lessons learned in the presentation
10.30 hrs	COFFEE / TEA
11.00 hrs	Power point presentation on the overall structure of the ITTO Guidelines for the Restoration, Management and Rehabilitation of Degraded and Secondary Tropical Forests, illustrated by examples of relevance of selected principles and actions; Questions & Answers
12.30 hrs	Plenary discussion on main lessons learned in the presentation
13.00 hrs	LUNCH
14.00 hrs	Instruction for group work on the Guidelines, referring to yesterdays panel discussion
14.10 hrs	Work in country groups
15.30 hrs	COFFEE / TEA
16.00 hrs	Plenary presentations and discussion (15 minutes per country) <ul style="list-style-type: none"> <li>• Country 1</li> <li>• Country 2</li> <li>• Country 3</li> <li>• Country 4</li> <li>• Country 5</li> <li>• Country 6</li> <li>• Country 7</li> <li>• Country 8</li> </ul>
18.00 hrs	Evaluation of Day 2
18.30 hrs	Closure
20.00 hrs	Social Event

**DAY 3**  
**Wednesday 2 April 2003**

A more detailed program of this field exercise day will provided at Day 1 during the workshop, on the basis of detailed preparations on location by the facilitators and the host country

08.30 hrs	Plenary presentation: brief summary of lessons learned in Day 2; outline for our work program today
09.00 hrs	Briefing for Field exercise, dividing participants into three groups, providing each group with instructions: <ol style="list-style-type: none"> <li>1. group exploring landscape issues</li> <li>2. group exploring primary stakeholders</li> <li>3. group exploring secondary stakeholders</li> </ol> Each group selects a group leader and is provided with instructions for work and logistics and gets a translator assigned.
09.30 hrs	Groups get on their way to the field to do their observations
13.00 hrs	LUNCH (in the field)
14.00 hrs	Continuation field work by groups
17.30 hrs	Return of groups, Coffee and preparation presentations on group work
18.30 hrs	Plenary presentations and discussion <ul style="list-style-type: none"> <li>• Group 1</li> <li>• Group 2</li> <li>• Group 3</li> </ul>
20.00 hrs	Evaluation of Day 3
20.30 hrs	Closure

**DAY 4**  
**Thursday 3 April 2003**

08.30 hrs	Plenary presentation: brief summary of lessons learned in Day 3; outline for our work program today
09.00 hrs	Work in Country groups on ideas or profiles for country initiatives in forest restoration (coffee served during group work)
13.00 hrs	LUNCH
14.00 hrs	Plenary presentation in power point of the ideas of the different countries for restoration initiatives and feedback from colleagues (15 minutes for each country) <ul style="list-style-type: none"> <li>• Country 1</li> <li>• Country 2</li> <li>• Country 3</li> <li>• Country 4</li> <li>• Country 5</li> <li>• Country 6</li> <li>• Country 7</li> <li>• Country 8</li> </ul>
16.00 hrs	COFFEE / TEA
16.30 hrs	Work in Country groups to improve ideas and profiles on the basis of feedback and preparing final power point presentation for tomorrow
16.00 hrs	Preparing power point presentations for plenary presentation
17.30 hrs	Evaluation of Day 4
18.00 hrs	Closure

**DAY 5**  
**Friday 4 April 2003**

08.30 hrs	Program for today
08.45 hrs	<p>Presentation and group discussion of restoration ideas and profiles (20 minutes each ), coffee served during presentations</p> <ul style="list-style-type: none"> <li>• Country 1</li> <li>• Country 2</li> <li>• Country 3</li> <li>• Country 4</li> <li>• Country 5</li> <li>• Country 6</li> <li>• Country 7</li> <li>• Country 8</li> </ul>
11.30 hrs	Group survey, group commentary, group evaluation
11.50 hrs	Individual evaluation of personal lessons learned
12.10 hrs	Group evaluation
12.30 hrs	Prizes for best presentation, handing out of certificates, official closure
13.00 hrs	Lunch and departures

## Colophon

**IUCN - The World Conservation Union** was founded in 1948 and brings together 79 states, 112 government agencies, 760 NGOs, 37 affiliates, and some 10,000 scientists and experts from 181 countries in a unique worldwide partnership.

Its mission is to influence, encourage and assist societies throughout the world to conserve the integrity and diversity of nature and to ensure that any use of natural resources is equitable and ecologically sustainable.

Within the framework of global conventions IUCN has helped over 75 countries to prepare and implement national conservation and biodiversity strategies.

IUCN has approximately 1000 staff, most of whom are located in its 42 regional and country offices while 100 work at its Headquarters in Gland, Switzerland.

**IUCN Commission on Education and Communication - CEC** is one of IUCN's six Commissions. It contributes its communication and education expertise to support IUCN's mission.

CEC is a global network of voluntary, active and professional experts in environmental communication and education, who work in NGO, mass media, government, international organizations, academic institutions and the private sector. They have a special interest in applying their knowledge and skills for biodiversity and sustainable development issues.



**HECT Consultancy** is specialized in communication strategies, stakeholder management, interventions for effective interaction, training and knowledge management.

Gerard Doustraat 8  
3583 SE Utrecht, Netherlands  
tel. + 31 30 210 9823 fax + 31 30 210 9839  
[hesselink@hect.nl](mailto:hesselink@hect.nl) [www.hect.nl](http://www.hect.nl)