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
Annex 1 – Course brochure ...................................................................................................3
Annex 2 – Application Form ..................................................................................................6
Annex 3 – Technical meeting outcomes .................................................................................9
Annex 4 – Logistics checklist..............................................................................................21
Annex 5 – Final Course Schedule .......................................................................................23
Annex 6 – Invitation letter ...................................................................................................28
Annex 7 – Course participants and Resource Persons ...........................................................30
Annex 8 – Role Playing Exercise characters .......................................................................39
Annex 9 – Group work exercise ..........................................................................................45
Annex 10 – Group work results ..........................................................................................49
Annex 11 – Field trip information ........................................................................................65
Annex 12 – Small Grants Project Proposals Guidelines .........................................................72
Annex 13 – Small Grants Projects brochure .......................................................................74
Annex 14 – Final course evaluation form .............................................................................76
Annex 15 – Course CD Table of contents ..........................................................................78
Annex 16 – Group Photo ......................................................................................................80
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.

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:

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

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

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Tel: +254 (20) 524 264; Fax: +254 (20) 524 001
# 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)*

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<thead>
<tr>
<th></th>
<th>Spoken</th>
<th>Written</th>
<th>Read</th>
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<td>Advanced</td>
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<tr>
<td>Intermediate</td>
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<tr>
<td>Basic</td>
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</table>
### 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 (%):

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<thead>
<tr>
<th>Bio-physical sciences</th>
<th>Social sciences</th>
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<tbody>
<tr>
<td>Ecology O</td>
<td>Economics O</td>
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<tr>
<td>Agroforestry O</td>
<td>Geography O</td>
</tr>
<tr>
<td>Biology O</td>
<td>Anthropology O</td>
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<tr>
<td>Botany O</td>
<td>Management O</td>
</tr>
<tr>
<td>Atmospheric Science O</td>
<td>Ag. Economics O</td>
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<tr>
<td>Hydrology O</td>
<td>Other O</td>
</tr>
</tbody>
</table>

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<tr>
<th>Agricultural Sciences</th>
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<tr>
<td>Agronomy O</td>
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<tr>
<td>Forestry O</td>
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<td>Soil science O</td>
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</table>

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

**IMPORTANT**

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.

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2. List your main expectations from this training workshop.

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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 **commitment 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 minimum: 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
<table>
<thead>
<tr>
<th>Date/Module</th>
<th>Responsible</th>
<th>Time</th>
<th>Learning Outcome</th>
<th>Content</th>
<th>Methodology Notes</th>
<th>Materials</th>
<th>Action needed</th>
<th>Notes</th>
<th>Materials Action needed</th>
<th>Who?/When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 16th November</td>
<td>SV/EB/MZ/T</td>
<td>Full day</td>
<td>Final pre-workshop discussions</td>
<td>Discussion and review of final content details by core team</td>
<td>Core team only</td>
<td>Final agenda, final presentations</td>
<td>Ppt from core team ready and uploaded = laptop</td>
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<tr>
<td>Wednesday 17th November</td>
<td>SV</td>
<td>8:25-8:30</td>
<td>Stretching exercises</td>
<td>Basic stretching exercises, different each day</td>
<td>Really help participants to concentrate and work better.</td>
<td>Matrix of problems, uncertainties and challenges for the benchmark site, and 2 that they think are common for the tropics or for the rest of participants</td>
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<td></td>
<td>TPT</td>
<td>8:30-10:00</td>
<td>Welcome and introductions. Some logistics announcements</td>
<td>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</td>
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<td>10:20-10:50</td>
<td>Coffe break</td>
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<td></td>
<td>TPT/SV</td>
<td>10:20-10:50</td>
<td>Introduction to ASB, MA and ASB MA work</td>
<td>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)</td>
<td>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.</td>
<td>Inspired ppt from TPT and SV</td>
<td>ASB MA Ppt ready</td>
<td>TPT:</td>
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<td></td>
<td>TPT/core team</td>
<td>10:50-11:30</td>
<td>Questions and answers about ASB, MA and ASB MA</td>
<td>Discussion with participants</td>
<td></td>
<td>Document Q&amp;As Parts of ASB MA Status report, other MA material, Country synthesis</td>
<td>Additional materials to be sent in advance for ref.</td>
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<tr>
<td>Date/Module</td>
<td>Responsible</td>
<td>Time</td>
<td>Learning Outcome</td>
<td>Content</td>
<td>Methodology Notes</td>
<td>Materials</td>
<td>Action needed</td>
<td>Who?/When?</td>
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<td>Introduction to Scenarios for ASB</td>
<td>SV/TPT</td>
<td>11:30-12:30</td>
<td>Understand Phase 1 to 3 of ASB MA scenarios training and justification and the objectives and organization of the meeting</td>
<td>Justification of the training, importance of scenarios of ASB work</td>
<td>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.</td>
<td>Document Q&amp;As</td>
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<tr>
<td>SV/JB</td>
<td>12:30-1:00</td>
<td>To understand what ASB partners can gain from doing scenarios</td>
<td>Roadmap: Explanation of the plan for the week</td>
<td>Priority setting, resilience, strategic planning</td>
<td>Which are their objectives coming here, do we buy in? why?</td>
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<td>We are going to learn about scenarios and scenario-building as we develop a set of scenarios</td>
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**Lunch**

<p>| 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. |  |
| 2:30-3:00 | Understand what scenarios are and why are they useful | MZ | 2:30-3:00 | 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. |  |</p>
<table>
<thead>
<tr>
<th>Date/Module</th>
<th>Responsible</th>
<th>Time</th>
<th>Learning Outcome</th>
<th>Content</th>
<th>Methodology Notes</th>
<th>Materials</th>
<th>Action needed</th>
<th>Who?/When?</th>
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<tbody>
<tr>
<td>Scenario methodology: step by step exercise for process alternatives (methodology options)</td>
<td>SV (presenter)/ DT (moderator)</td>
<td>3:00-3:30</td>
<td>Make first practical steps into Scenarios</td>
<td>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</td>
<td>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.</td>
<td>PLENARY: cards, markers, tape. Statements will be something like &quot;I feel very hopeful about [site] in the year 2020 because people have come up with great ways to improve communication across stakeholder groups.&quot; Post cards on the wall.</td>
<td>Prepare character portfolio</td>
<td>DT/SV/K/M:</td>
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<td>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.</td>
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<td>3:30-3:45</td>
<td>&quot;Report back&quot;</td>
<td>Participants go around the boards and read the cards posted. They can see main themes emerging and group them</td>
<td>Cards posted in boards</td>
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<td>Coffe break</td>
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<tr>
<td>Facilitation DO's and DON'Ts</td>
<td>DT</td>
<td>4:15-5:00</td>
<td>DOs and DON'Ts of facilitation</td>
<td>Fast track practical Tips for facilitation in scenarios workshop</td>
<td>Indicate the rotative character of the facilitator during the workshop break out groups</td>
<td>Brief handout to be sent before the meeting</td>
<td>Prepare material</td>
<td>DT-mid Oct</td>
</tr>
<tr>
<td></td>
<td>EB/MZ</td>
<td>5:00-5:30</td>
<td>Synthesis of the day and Brainstorm for SGP</td>
<td>Brainstorm ideas for SGP rooted in emergent problems in their areas. Main outcomes of</td>
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<td>End of day for participants except for those in the Steering Committee</td>
<td>JB/MZ/EB/S/VITPT/DT/K/M/SR+1participant</td>
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<tr>
<td>Welcome and cocktail</td>
<td>JB/TPT/DTh</td>
<td>7:00pm</td>
<td>Getting to know each other/Ice breaker</td>
<td>Welcome by ASB-GSG member University of Chiang Mai</td>
<td>Cocktail will be part of the welcome, simple dinner as planned</td>
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<td>Date/Module</td>
<td>Responsible</td>
<td>Time</td>
<td>Learning Outcome</td>
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<td>Methodology Notes</td>
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<td>Action needed</td>
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<tr>
<td>Thursday 18th November</td>
<td>DT</td>
<td>8:30-9:00</td>
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<td>Basic stretching exercises. Feedback from participants: Is it going too fast? Is it relevant? Are we understanding?</td>
<td>Really help participants work better.</td>
<td>Dialogues in plenary, feedback provided by 2 people (&quot;spies&quot;)</td>
<td>Feedback board</td>
<td>Wikshop</td>
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<tr>
<td>Stretching exercises and feedback</td>
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<tr>
<td>Scenario methodology:</td>
<td>EB</td>
<td>9:00-9:15</td>
<td>Recap methodology</td>
<td>Brief summary of methodology presented yesterday</td>
<td></td>
<td>Q&amp;As</td>
<td>Wikshop</td>
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<tr>
<td>step by step exercise for process alternatives</td>
<td>TPT/MZ</td>
<td>9:15-10:00</td>
<td>Drivers (in general)</td>
<td>The &quot;driver&quot; concept: direct, indirect, exogenous, endogenous, nested scales of drivers. Resilience</td>
<td>Drivers in the tropics: PolicyBrief #6</td>
<td>Q&amp;As</td>
<td>Wikshop</td>
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<td>(methodology options) - Part 1</td>
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<tr>
<td>EB</td>
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<td>9:00-12:30</td>
<td>START Scenario exercise</td>
<td>Introduction of case studies and BOG dynamics</td>
<td>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</td>
<td>BOG</td>
<td>5 case studies</td>
<td>SV/KM</td>
</tr>
<tr>
<td>BOG</td>
<td>SV</td>
<td>10:00-12:30</td>
<td>SV/EM/MZ distributed as resource persons in each group</td>
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<tr>
<td>Note:</td>
<td>DT/TPT/JB distributed as participants in each group</td>
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<td>Coffe break</td>
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<td>10:30-10:45</td>
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<tr>
<td>BOG</td>
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<td>10:45-12:30</td>
<td>Continue BOG work</td>
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<tr>
<td>Lunch</td>
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<td>12:30-1:30</td>
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<tr>
<td>Scenario methodology:</td>
<td>All</td>
<td>1:30-2:00</td>
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<td>Report back</td>
<td>Quick feedback round on difficulties. No discussion.</td>
<td>MA</td>
<td>Choose key messages and then specific examples to illustrate a) types b) process, MA scenarios: problem and lessons: SAMA,</td>
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<tr>
<td>step by step exercise for process alternatives</td>
<td>MZ</td>
<td>2:00-2:15</td>
<td></td>
<td>Recap. Examples of scenarios: expert vs. local, multistakeholder vs. homogeneous group, regional vs. national, vs. local; qualitative vs. quantitative; scenarios for policymakers</td>
<td>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.</td>
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<td>(methodology options) - Part 2</td>
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<td>Methodology Notes</td>
<td>Materials</td>
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<td>LL/DTh</td>
<td>2:15-3:15</td>
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<td>Expert scenarios: Scenarios for Mae Chaem basin (L.Lebel). Implications</td>
<td>Discussion: would this work in your group? Would the results be similar across ASB sites or different? Why?</td>
<td>Handouts?: ASB scenarios efforts: Cameroon FLORES, Farm level Bioeconomic model Brazil, International Trade and other factors, Amazon.</td>
<td>Prepare handouts based on ASB MA Scenarios report</td>
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<td>(D.Thomas)</td>
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**Coffe break**

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<th>Responsible</th>
<th>Time</th>
<th>Learning Outcome</th>
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<tbody>
<tr>
<td>EB</td>
<td>3:30-3:45</td>
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<td>Different stakeholders: NHDL (Northern Highlands Lake District of Wisconsin) scenarios</td>
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<tr>
<td>Fahmuddin</td>
<td>3:45-4:00</td>
<td>Modelling as a tool for scenarios and negotiation support: FALLOW model</td>
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<td>Agus/Gede</td>
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<td>Wibawa</td>
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<tr>
<td>MZ</td>
<td>4:00-4:15</td>
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<td>Local scenarios and conflict potential: Costa Rica SG scenarios</td>
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<td>SV</td>
<td>4:15-4:30</td>
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<td>Freely available and easy to use modelling tools: eg. PODIUM (IWMI)</td>
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<tr>
<td>BOG</td>
<td>4:30-6:00</td>
<td>Synthesis of the day and Brainstorm ideas for SGP and main outcomes-revise SGP format</td>
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<tr>
<td>SV/TPT</td>
<td>6:00-6:15</td>
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<td>Wrap up: Review of day outcomes</td>
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End of day for participants except for those in the Steering Committee

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<tr>
<th>Responsible</th>
<th>Time</th>
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<tbody>
<tr>
<td>JB/MZ/EB/S</td>
<td>6:30-7:30</td>
<td>Steering Committee meeting</td>
<td>1 hour discussion of what went well and wrong during the day and plans for next day</td>
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<td>V/DT/TPT/K</td>
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<td>M/SR+1 participant</td>
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**Dinner**

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<tr>
<th>Time</th>
<th>Learning Outcome</th>
<th>Content</th>
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<tbody>
<tr>
<td>7:00</td>
<td>Dinner exercise</td>
<td>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</td>
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<td>Date/Module</td>
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<td>Friday 19th November</td>
<td>DT</td>
<td>8:30-8:50</td>
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<td>MZ/DT</td>
<td>8:50-9:15</td>
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<td></td>
<td>MZ</td>
<td>9:15-9:45</td>
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<td></td>
<td>MZ/TPT</td>
<td>9:45-10:00</td>
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<td></td>
<td>MZ/TPT</td>
<td>9:45-10:00</td>
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<tr>
<td>Cook break</td>
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<td>10:00-10:15</td>
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<tr>
<td>BOG</td>
<td>10:15-11:30</td>
<td>Continue BOG</td>
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<td>Date/Module</td>
<td>Responsible</td>
<td>Time</td>
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<tr>
<td>Step by step - continuation</td>
<td>EB/MZ/SV</td>
<td>11:30-12:30</td>
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<tr>
<td>Lunch</td>
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<td>12:30-1:30</td>
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<td></td>
<td>SV/MZ/EB</td>
<td>1:30-4:30</td>
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<tr>
<td>End of day for participants except for those in the Steering Committee</td>
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<td>5:00-6:00</td>
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<tr>
<td>Saturday 20th</td>
<td>Free day</td>
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<td>Date/Module</td>
<td>Responsible</td>
<td>Time</td>
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<td>Sunday 21st</td>
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### 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 field]

2. **Tips for taking scenarios into the real world**

   - **2.1 Communication of results**
     - What do you do with them when you have them? Different forms of communication: With whom? How? Who?
     - Creative ways of conveying the message, some interactive possibilities

   - **2.2 Stakeholder participation**
     - Eg. Taking work done and apply it to places with less resources.
     - Do we need a facilitator? How much that would could? How is the report going to be done? Publication? Production of stories, cartoonists?

   - **2.3 Drawing on other resources**
     - What extra stuff we need to make the scenarios more ROBUST, modelling capacities, how important is modelling for your case?

   - **2.4 Ethical issues and responsibilities**
     - Political processes, hopes
     - Careful, how do they do it and with whom?
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<th>Date/Module</th>
<th>Responsible</th>
<th>Time</th>
<th>Learning Outcome</th>
<th>Content</th>
<th>Methodology Notes</th>
<th>Materials</th>
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<th>Who?/When?</th>
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<tr>
<td>Afternoon sessions</td>
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<td>3. So what is next?</td>
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<td>3a. SGProposals (Phase II)</td>
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<tr>
<td>3b. How we bring it all together? (Phase III)</td>
<td>MZ</td>
<td>1h</td>
<td>Synthesizer: Are there certain themes emerging? Can we come up with a set of scenarios so that make sense together?</td>
<td>Do you want/need to do it? Don’t you? Data/reporting units</td>
<td>Discussion</td>
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<td></td>
<td>TPT</td>
<td>1h</td>
<td>Link scenarios across scales and sectors</td>
<td>How to link/nest multi-scale scenarios (local-national, expert-non expert)?</td>
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<td>Coffe</td>
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<td>10:30-10:45</td>
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<tr>
<td>3b. How we bring it all together? (Phase III)</td>
<td>MZ/SV</td>
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<td>Basis for cross comparison of scenarios</td>
<td>Discuss basis for site cross comparison based on lessons from MA and other experiences</td>
<td>Agree on reporting units and guidance (drawing on MA Subglobal lessons)</td>
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<td></td>
<td>SV/TPT</td>
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<td>Cross site comparison: how to make it easier? Do we want to use MA or other global scenarios?</td>
<td>Template for proposals [modified]- Clear guidelines on what is expected in the proposals</td>
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<td>Coffe</td>
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<td>3:30-3:45</td>
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<tr>
<td>3b. How we bring it all together? (Phase III)</td>
<td>SV/TPT</td>
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<td>Where do we go from here and some logistics</td>
<td>Brainstorm ideas for SGP and main outcomes</td>
<td>Wrap up: Review of day outcomes</td>
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<tr>
<td>End of day for participants except for those in the Steering Committee</td>
<td>JB/MZ/EB/S V/DT/TPT/K M/SR</td>
<td>5:30-6:30</td>
<td>Steering Committee meeting</td>
<td>1 hour discussion of what went well and wrong during the day and plans for next day</td>
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<td>Date/Module</td>
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<td><strong>Monday 22nd</strong></td>
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<td>EB out. MZ TBD.</td>
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<tr>
<td>Field visit</td>
<td>DTh</td>
<td>Full day: 7:00am-6:00pm</td>
<td><strong>Illustrate scenarios work in the Mae Chaem and find some creative time in a natural motivating environment, interact with farmers from the Mae Chaem</strong></td>
<td>Water monitoring activities and Small Grants proposals</td>
<td>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</td>
<td>1 page about Mae Chaem. Revise Pong's proposal and simplify.</td>
<td>KM to ask Pong</td>
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<td>Lunch-BOG</td>
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<td>12:30-3:00</td>
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<td>EB out. MZ TBD.</td>
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<td><strong>Tuesday 23rd</strong></td>
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<td>EB out. MZ TBD.</td>
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<tr>
<td>Stretching exercises and feedback</td>
<td>TPT</td>
<td>8:30-8:50</td>
<td>Basic stretching exercises. Feedback from participants Group brainstorm for funds allocation (20 K USD) - Options for cofinancing</td>
<td>Plans for Small Grants 1</td>
<td>Dialogues in plenary</td>
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<tr>
<td>Small Grants: Develop proposals for scenario building workshops at the ASB countries</td>
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<td>8:50-10:30</td>
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<tr>
<td>Coffee</td>
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<td>Small Grants: Develop proposals for scenario building workshops at the ASB countries</td>
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<tr>
<td>Plans for Small Grants 2</td>
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<td>Resources needed: additional sources of funding</td>
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<td>Lunch</td>
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<td>12:30-1:30</td>
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<tr>
<td>Small Grants: Develop proposals for scenario building workshops at the ASB countries</td>
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<td>1:30-4:00</td>
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<td>Plans for Small Grants 3</td>
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<td>Reality check: Cross analysis of different proposals and feasibility</td>
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<td>SV/TPT</td>
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<td>4:00-4:30</td>
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<tr>
<td>Synthesis of the day and workshop</td>
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<td>End of day for participants except for those in the Steering Committee</td>
<td>JB/MZ/EB/S</td>
<td>4:30-5:30</td>
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<td>V/DT/TPT/KM/SR</td>
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<td>Steering Committee meeting</td>
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<td>Dinner - end of workshop</td>
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## 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**)  

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

- Catering:
  - Water in training room(s)
  - Lunches
  - Coffee breaks
  - Dinners
  - Pong / Saiim

- Name tags
  - Saiim

- Binder ordering
  - Pong / JK / Saiim
  - 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 / Saiim
  - 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 / Saiim
  - 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, …].
- 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
### 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:25-8:30</td>
<td>Stretching exercises (Sandra)</td>
</tr>
<tr>
<td>8:30-10:00</td>
<td>Welcome and introductions</td>
</tr>
<tr>
<td></td>
<td>* Welcome (Tom and Jan)</td>
</tr>
<tr>
<td></td>
<td>* Pair wise introductions (Mod: Jan)</td>
</tr>
<tr>
<td></td>
<td>* Expectations and Concerns (Mod: Jan)</td>
</tr>
<tr>
<td></td>
<td>* Roadmap of Scenarios for ASB and Working agreements (Sandra)</td>
</tr>
<tr>
<td></td>
<td>* Evaluation guidelines (Jan)</td>
</tr>
<tr>
<td></td>
<td>* Logistics announcements (Sandra).</td>
</tr>
<tr>
<td>10:00-10:20</td>
<td>Group picture</td>
</tr>
<tr>
<td>10:20-10:50</td>
<td>Creative vision exercise (1 group per each country)</td>
</tr>
<tr>
<td></td>
<td>Introduction to ASB, MA and ASB MA work (Tom/Sanadra).</td>
</tr>
<tr>
<td>10:50-11:30</td>
<td>Questions and answers about ASB, MA and ASB MA (Tom/core team)</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Introduction to Scenarios for ASB. What ASB partners can gain from doing scenarios (Tom)</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Small Grants Programme (Jan)</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Understand what scenarios are and why are they useful (Monika)</td>
</tr>
<tr>
<td>2:00-2:45</td>
<td>Make first practical steps into Scenarios</td>
</tr>
<tr>
<td></td>
<td>Role playing (Sandra and Dagmar)</td>
</tr>
<tr>
<td>2:45-3:00</td>
<td>How to build scenarios: A proposal for a step by step process (Elena)</td>
</tr>
<tr>
<td>3:00-3:45</td>
<td>Tips for facilitation (Dagmar) – <em>better to 3rd or 4th day</em></td>
</tr>
<tr>
<td>4:15-5:00</td>
<td>Synthesis of the day (Elena/Monika)</td>
</tr>
<tr>
<td>7:00pm</td>
<td>Welcome Dinner at the The Imperial Chiang Mai Resort Hotel</td>
</tr>
</tbody>
</table>

**Thursday 18th November**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Energizer (Dagmar)</td>
</tr>
<tr>
<td></td>
<td>Roadmap review and workshop agenda (Sandra)</td>
</tr>
<tr>
<td>9:00-10:30</td>
<td>Understand different types/contrasts of scenarios based on practical examples. Examples of scenarios (Monika)</td>
</tr>
<tr>
<td></td>
<td>* Different stakeholders: NDHL (Northern Highlands Lake District of Wisconsin) scenarios (Elena)</td>
</tr>
<tr>
<td></td>
<td>* Expert scenarios: Scenarios for Mae Chaem basin (Louis Lebel/David Thomas)</td>
</tr>
<tr>
<td></td>
<td>What is your biggest question about scenarios (Mod: Monika)</td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>Feedback (Participants)</td>
</tr>
<tr>
<td>10:45-12:30</td>
<td>Hopes and Concerns (Sheila and Kathryn)</td>
</tr>
<tr>
<td></td>
<td>GROUP WORK: START Scenario exercise (Sandra) (up to step 2)</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>Answers to some questions about scenarios (Mod: Monika)</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Drivers (in general): The &quot;driver&quot; concept: direct, indirect, exogenous, endogenous, nested scales of drivers. Drivers for the tropics (Monika / Tom)</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Continue Scenario exercise (up to step 3 and 4)</td>
</tr>
</tbody>
</table>
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](mailto: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
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:50</td>
<td>Feedback and exercises. Logistics announcements (Sandra)</td>
</tr>
<tr>
<td>8:50-10:30</td>
<td>Proposal writing for Small Grants 1: Options for co-financing. Proposals for scenario building workshops at the ASB countries.</td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>Explanation of Evaluation forms</td>
</tr>
<tr>
<td>10:45-12:30</td>
<td>Hope and fears report (Sheila)</td>
</tr>
<tr>
<td>10:45-12:30</td>
<td>Proposal writing for Small Grants 2: Resources needed: additional sources of funding</td>
</tr>
<tr>
<td></td>
<td>Distribute Evaluation form to participants</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>Lunch-Give back evaluation forms and some video (insights from fieldtrip)</td>
</tr>
<tr>
<td>1:30-4:00</td>
<td>Proposal presentations</td>
</tr>
<tr>
<td>4:00-5:30</td>
<td>Summary of proposals and expectations</td>
</tr>
<tr>
<td>5:30-6:00</td>
<td>Synthesis of the workshop (Sandra/Tom)</td>
</tr>
<tr>
<td>7:00-8:00</td>
<td>Farewell party: Closing ceremony and issue of certificates</td>
</tr>
</tbody>
</table>
Annex 6 – Invitation letter

Date
Participant name
Institution
Address
Country


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](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

Course Participants

Brazil

1. Michelliny Bentes-Gama
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Cameroon

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Fax: 237 23 74 40
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Home address: CRA 9#5-33, Florencia-Cueta, Colombia
Home: 57-84356662

Indonesia

7. Bustanul Arifin
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Home: 62-251-629259  

Philippines

9. Rowena Cabahug  
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10. Reynaldo Dimla  
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Home: +63 49 536-4291

Thailand

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Forest Land Resource Division, Royal Forest Department (RFD).  
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E-mail: vasithi@yahoo.com  
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Cell phone: 66-1-4850554

12. Panomsak Promburom  
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Huay Kaew Road, Muang Chiang Mai  
Thailand
13. Darika Huaisai  
Unit for Social and Environmental Research (USER)  
P.O.Box 144, Faculty of social Science, Chiang Mai University,  
Chiang Mai, Thailand  
Phone: 66 53 854347  
Fax: 66 53 854347  
E-mail: darika@sea-user.org  
Home address: 9 Moo 6, Tambon Suthep, Amphoe Muang, Chiang Mai, Thailand  
Home: 66-53-811514

14. Pornchai Preechapanya  
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130/1 M4 Don Keaw, Mae Rim, Chiang Mai, Thailand  
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Fax: 66-53-890931  
E-mail: pcpc@loxinfo.co.th

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E-mail: ffordap@ku.ac.th and d.pipatwattanakul@cgiar.org  
Home address: 222/122 Mhu 2, Phaolayothin Lak Si, Bangkok, Thailand  
Home: +66-2-940 7646
16. Pongmanee Thongbai
Acting Co-Director BioFRDC & Lecturer
School of Sciences
Mae Fah Luang University, Chiang Rai, 57100, Thailand
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Fax: 66 53 91 6776
Email: pongmanee@mfu.ac.th
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10900, Thailand
Home: 66-2-5790103
Cell Phone: 66-1-170-3510

Peru

17. Rocio Paola Prieto Duclós
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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 nightlife 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 paperwork 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 daughter 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 49 years old and the Director of the National Agricultural Research in Cameroon. We have one research station near the village of Akok. Our extension 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 lives 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 Rodriguez 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 villagers in my area have joined with several others to form a cooperative so that they can sell their beans directly 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

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

OWN CHARACTER

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.*
Annex 10 – Group work results

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

Road not well-maintained

Good markets

Bad markets

Government control of land tenure

Local control of land tenure

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 leading 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**

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</tr>
<tr>
<td>Agriculture</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Income</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

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
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:

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

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**

<table>
<thead>
<tr>
<th>Causes</th>
<th>Causes</th>
<th>Main concerns</th>
<th>Main concerns</th>
<th>Consequences</th>
<th>Thing to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slash and burning problems</td>
<td>Lack of local involvement</td>
<td>Migration of young people</td>
<td>Increase of HIV/AIDS</td>
<td>Child labor</td>
<td>Diversification of agriculture</td>
</tr>
<tr>
<td>Conflict of use between loggers and village people</td>
<td>Resources limited</td>
<td>Poverty</td>
<td>Donor shifting</td>
<td>More orphans and family breakdown</td>
<td></td>
</tr>
<tr>
<td>Livestock management</td>
<td>Other priorities in the government planning</td>
<td>Nursery capacity is not enough</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of modern inputs</td>
<td>No market of products</td>
<td></td>
<td>More orphans and family breakdown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The land could become private</td>
<td>Land degradation</td>
<td></td>
<td>Loss of skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost of involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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/AIDS increase in the future?
- How to get ride the poverty?
  - How to involve people in planning?
  - 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 came 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 timber 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 km² 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.

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 highlight 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.
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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E-mail: icraf@loxinfo.co.th

www.worldagroforestrycentre.org  www.asb.cgiar.org
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?
  o 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

<table>
<thead>
<tr>
<th>Source</th>
<th>Partner contribution</th>
<th>Requested</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In kind contribution</td>
<td>Financial contribution</td>
<td>In kind contribution</td>
</tr>
<tr>
<td><strong>Item</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Staff time</td>
<td></td>
<td></td>
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<td>Materials</td>
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<td>Operational costs</td>
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<td>Travel…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
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, benefitting).
- 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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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.

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

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

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

7.0 Agenda for the last day (ppt 15Kb)
7.1 Evaluation of training workshop (word 105Kb)