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PROSPER

PEOPLE, RULES AND ORGANIZATIONS SUPPORTING THE
PROTECTION OF ECOSYSTEM RESOURCES

Community Forestry Curriculum: Forestry Training Institute

December 2013

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People, Rules and Organizations Supporting the Protection of Ecosystem Resources (PROSPER)

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(Contract Deliverable No. 8)

December 2013

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

PREFACE

WHY THIS CURRICULUM?

Progress has been made in recent years to develop the legal and policy framework for community-based natural resource management in Liberia. However, as communities assert their rights to mobilize and manage local resources, there will be a large need for foresters, agriculture extension officers, and administrators to help communities realize these goals. In order to assist Liberia in meeting the need for well-trained foresters, USAID Liberia – through the PROSPER program – has provided support since 2012 to Liberia’s Forestry Training Institute (FTI) in Tubmanburg, Bomi County to upgrade its 34-year old curriculum to include community forestry content. As noted in the enclosed Course Description, “The shift in focus from a traditional to a community forestry system in which Liberians play a more active role in managing forests and their associated natural resources demands a different set of skills, knowledge, and attitudes than those currently imparted by FTI.”

The curriculum presented here comprising two courses and ten modules is the culmination of an iterative process of consultation and collaboration between staff and consultants of PROSPER and the management, faculty, and students of the Forestry Training Institute that began with a participatory assessment in December 2012. The process included focus groups with FTI faculty to identify gaps in lecturers’ knowledge related to community forestry curriculum and to assess teaching methods; focus groups with FTI students to determine capacity levels and learning objectives and to solicit input into content; a comprehensive review of available literature on community forestry curricula; development of an FTI website containing more than 200 documents to enhance access to teaching and learning materials for both instructors and students, and training for faculty in participatory teaching methods (see Guide in Annex). The process concluded in November 2013 with FTI’s validation of the draft curriculum. Implementation of the community forestry curriculum will provide FTI students with the theoretical and practical knowledge and skills needed to be effective in the rapidly-evolving forestry and natural resource management sector in Liberia. In particular, it will prepare them to support and implement the processes involved in developing Community Rights Law-compliant community forestry management bodies, management plans, and related activities.

FOR WHOM IS THIS CURRICULUM INTENDED?

This curriculum has been developed for the use by Liberia’s Forestry Training Institute, located in Tubmanburg City west of Monrovia. Established in 1976 as one of two Mano River Union institutes based in Monrovia, Liberia, the FTI has produced mid-level forestry technicians for Liberia as well as its neighboring countries for over 35 years. USAID-PROSPER undertook the preparation of the community forestry curriculum in support of FTI’s five-year Master Plan (2012-2017). The curriculum contributes directly to the attainment of FTI’s Vision which is to be “the leading provider of middle-level personnel trained to promote the sustainable use and management of renewable natural resources to strengthen and improve the Liberian economy and society.”

A “Participatory Teaching Techniques Guide” developed for the FTI faculty is annexed to this document. The guide is provided as a complement to the training organized by PROSPER for the FTI faculty in August 2013.

The development of this curriculum and accompanying teaching techniques guide was led by PROSPER Community Forestry Consultant, Dr. Kenneth Bauer, with the assistance of PROSPER Senior Community Forestry Officer, Dr. Samuel Koffa and Education Advisor, T. Doe Johnson. Technical supervision was provided by Eugene Cole, Leader for Educational Development and Outreach, and Vaneska Litz, Deputy Chief of Party, PROSPER.

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COMMUNITY FORESTRY 1 – SYLLABUS OVERVIEW

Instructor:

Email:

Phone:

Office:

Office Hours: Weekly times, by appointment

Class Location:

Class Time:

COURSE DESCRIPTION

Traditionally, forestry education in Liberia was science-based and technical in orientation. Students were taught to produce, grow, plant, manage, and harvest trees and process timber. Forestry education prepared graduates for applied work in forestry and the forest industry, e.g., plantation establishment, timber harvesting, saw mills, plywood factories, furniture making, machinery operation and maintenance. Forest rangers were hired by the public sector to protect the forest from illegal loggers and poachers and to issue certificates to those who had permission to cut trees legally so that logs could be transported to sawmills or to ports for export. The focus of traditional forestry education prior to the influences now impacting on the sector was in serving the needs of a clearly defined clientele. The forest service was largely isolated from rural communities - the forests being in more remote areas, by the nature of the work and mandate, and the fact that the public sector dominated virtually all activities and was the major employer of graduates of the forestry education system.

The shift in focus from a traditional to a community forestry system in which Liberians play a more active role in managing forests and their associated natural resources demands a different set of skills, knowledge, and attitudes than those currently imparted by FTI. Whereas forest training has, until recently, been technology-based there is now a need to build the interdisciplinary skills of foresters and to encourage their understanding of social principles and processes. Today, the forester's job has transformed from managing forests to applying a wide range of skills to respond to the needs of forestry stakeholders and their demand for products and services from trees and forests. An approach focused on community management of revenues from forest exploitation can encourage a critical shift in social and economic relations in Liberia.

COURSE GOALS

The goal of this course is to provide students with an orientation to key issues and themes in community forestry in Liberia. We will examine how the forestry sector and the legislation guiding it have evolved from viewing forests primarily as extractable commodity to recognizing the critical roles these resources can play in the sustainable development of Liberia. We will also consider the role that community forestry can play as an entry-point for governance reform.

COURSE ORGANIZATION

This course is organized into a series of modules that reflect essential elements of the community forestry process in which FTI graduates will become catalysts. Each module has a specific orientation (culture, economics, policy, etc.) and is designed to help FTI students understand the roles of foresters in poverty reduction, food security, and sustainable livelihoods. The curriculum encourages critical thinking about

forest issues and their relationship to overall economic growth, community development, and biodiversity conservation. Both theoretical frameworks and interactive classroom activities are introduced to build effective communication and collaboration skills. Please see the attached **Course Schedule** for a detailed breakdown of lectures, relevant competencies, and due dates for assignments.

KNOWLEDGE COMPETENCIES

This class does not presume prior knowledge about community forestry. In Community Forestry 1, you will gain competency in the following areas:

- Forest management policy and strategies in Liberia
- Definitions of and synonyms for community forestry, including its history in Liberia
- Local knowledge and customary practices in relation to trees and non-timber forest products (NTFPs)
- Participatory approaches in community forestry
- Community forestry management strategies

CLASS MATERIALS & RESOURCES

Readings and lectures will be available via the computer laboratory or in the FTI library.

ACADEMIC HONOR

Fundamental to the principle of independent learning are the requirements of honesty and integrity in the performance of academic assignments, both in and out of the classroom. Any student who submits work which is not his or her own, or commits other acts of academic dishonesty, violates the purposes of the Forestry Training Institute.

EXPECTATIONS

Readings

Readings will be made available through the computer lab and/or the library. Readings are due *on the date* they are listed in the **Class Schedule**. It is your responsibility to read the class schedule carefully and come to class prepared.

Attendance

Class attendance is essential, as it will allow us to build on knowledge and develop themes from previous meetings. Out of respect for your fellow students and me, I expect you will only be absent if you are sick or have some other legitimate, unanticipated circumstance such as religious observance or family emergency. I will keep track of missed class sessions: if you miss class sessions, your grade will be lowered.

Classroom Etiquette

Turn off mobile phones during class. Using your phone to send/receive messages during class is disrespectful and distracting.

Classroom Participation

The grade for participation and contribution to class will reflect attendance, preparation for class, participation in discussions, and overall investment in the learning process.

Communication

I strongly encourage you to meet with me during office hours to discuss your assignments, ask questions, etc.

STUDENT NEEDS

Religious Observances

Students may wish to take part in religious observances that occur during this academic term. Should you have a religious observance that conflicts with your participation in the course, please come speak with me *prior to the date* to discuss appropriate accommodations.

GRADING

Detailed instructions will be made available for each assignment. A detailed breakdown of assignment due dates and point values is provided below.

DATE	ASSIGNMENT DUE	ELIGIBLE POINTS
	Attendance + Class Contribution	
	TOTAL	100.0

MODULE 1: INTRODUCTION TO COMMUNITY FORESTRY

This module introduces students to the overall structure and organization of the community forestry course and provides students with an orientation to key issues and themes in community forestry in Liberia. The forestry sector and the legislation guiding it have evolved from viewing forests primarily as an extractable commodity to recognizing the critical roles these resources can play in the sustainable development of Liberia. We also consider the role that community forestry can play as an entry-point for governance reform. An approach focused on community management of revenues from forest exploitation can encourage a critical shift in social and economic relations in Liberia.

A series of numbered lecture outlines with Learning Objectives, Key Concepts and Issues, and Learning Milestones are detailed below.

1.1 OVERVIEW OF FOREST MANAGEMENT POLICY AND STRATEGIES IN LIBERIA

Learning Objectives

- Introduce students to the overall structure and organization of FTI's Community Forestry curriculum.
- Examine the historical status and current extent of forests in Liberia.
- Trends in resource use and relative abundance of forest resources.
- Evaluate major trends of forest policy and management in Liberia over time.
- Get students to think critically about the multi-scale, contextual factors that influence forestry outcomes.

Key Concepts and Issues

- Forests play multiple roles in the livelihoods and ways of life of different subgroups in a community.
- Stakeholders' interests and influences in the forestry sector are shaped by their worldviews, economic status, and social position.

Learning Milestones

Students will be able to ...

- Identify where Liberia's forests are, what types there are, and how forests/forest cover are changing.
- Describe different forest types in Liberia based on the modes of management, tenure, etc.
- Describe the evolution of forest policy and management over time in Liberia and assess progress achieved thus far.
- Identify the multi-scale, contextual factors that impact Liberia's forestry sector and consequently outcomes in community forestry (i.e. stakeholder interests, international treaties, national legislation, local cultural practices, etc.)

1.2 DEFINITIONS OF AND SYNONYMS FOR COMMUNITY FORESTRY

Learning Objectives

- Provide definitions and synonyms for community forestry.

Key Concepts and Issues

- Community Forestry
- Social forestry
- Common property
- Sustainable development
- Benefit sharing
- Resource management
- Resource governance

Learning Milestones

Students will be able to ...

- Define community forestry and core aspects of this mode of resource management.
- Understand that people who have been residing in or near their local forests for generations have the rights, knowledge, and incentives to manage their own resources sustainably.
- Explain why community forestry can be a viable strategy for conserving forest ecosystems and supporting local livelihoods and cultural values.
- Describe the benefits of community forestry for Liberia including: increased self-reliance and local employment in rural communities, protection of watersheds, and biodiversity conservation, among others.

1.3 COMMUNITY FORESTRY AND ITS JUSTIFICATION FROM A GLOBAL PERSPECTIVE

Learning Objectives

- Explore the conceptual underpinnings, efficacy, and practice of community forestry in global forest management.
- Present case studies from global forest management that illustrate best practices and lessons learned in community forestry.
- Understand the international and national conventions, frameworks, and organizations regulating forest resources trade and biodiversity conservation.
- Provide an overview of international, national, regional, and local level networks involved in community forestry in Liberia.

Key Concepts and Issues

- Global community forestry experiences
- Obligations and opportunities of international treaties to which Liberia is party
- Implications of international treaties for indigenous peoples of Liberia
- Potentials for and constraints to biodiversity conservation as a result of Liberia's accession to international treaties
- Challenges to implementation of international treaties in Liberia

Learning Milestones

Students will be able to ...

- Enumerate the international treaties relating to community forestry to which Liberia is party and the legal and policy ramifications of these commitments.
- Describe the benefits and challenges of Liberia's participation in the international community forestry movement.

1.4 HISTORY OF COMMUNITY FORESTRY IN LIBERIA

Learning Objectives

- Compare and contrast the history of community forestry in Liberia with that of other countries.
- Identify the gaps in Liberia's community forestry policies that need to be addressed.
- Forestry as practiced in Liberia, including the 3Cs approach and reforms in the forest sector (The National Forest Reform Law of 2006, the CRL and its regulations, etc.)

Key Concepts and Issues

- Customary rights
- Communal land title
- The 3 Cs in Liberia's forestry – community, conservation, commercial
- Community forestry policies and legislation

Learning Milestones

Students will be able to ...

- Discuss the ways in which community forestry has been implemented in Liberia.
- Enumerate past and current legislation and policies affecting the forestry sector and related resources.
- Describe how community forestry fits into the broader framework of Liberia's forestry sector.
- Summarize the government and non-government organizations and networks involved in community forestry in Liberia and their roles in this sector.

Illustrative Assignment

Students should prepare a detailed report on the current state of forests in Bomi County, Liberia. The presentation should include the following elements:

- Map(s)
- Geographic distribution of major forest types within Bomi County
- Who owns these forests? What is the land tenure situation?
- To what extent do native peoples inhabit/own/manage these forests?
- What are the main management and conservation issues in the forests of this county? Any current news related to this county's forests?

Provide tables, and figures that help us understand the comparative county-level forest and socioeconomic indicators as detailed below.

- Total forest area
- % of land area covered by forest
- Area under plantations
- Annual rates of change in forest cover
- Production, trade and consumption of key wood products
- Forest sector contribution to:
 - Employment (% of total labor force)
 - GDP (% contribution of forestry sector)
- Protected areas (Portion of land area protected by IUCN category, e.g., I and II; II, IV and V; and VI and other)
- Population density
- Annual growth rate of the population
- Under-one mortality rate (per 1000 births)
- Life expectancy at birth
- Youth literacy rate (% of people, ages 15-24)
- Percentage of internet hosts per 100 people
- GDP per capita
- Gini coefficient/index
- National poverty rate (% of population which earns less than country's poverty line)
- Income share of richest 10%

MODULE 2: UNDERSTANDING HOW PEOPLE USE FORESTS AND FOREST

PRODUCTS

A thorough understanding of forest resources and user interactions with these resources provides the basis for successful community forestry initiatives. A series of numbered lecture outlines with Learning Objectives, Key Concepts and Issues, and Learning Milestones are detailed below.

2.1 LOCAL KNOWLEDGE AND CUSTOMARY PRACTICES

Learning Objectives

- Study local knowledge and customary practices in managing forests in Liberia.
- Understand the relevance and complexity of the social and cultural context of community-based resource management.

Key Concepts and Issues

- Forests are complex and dynamic natural systems.
- Forests and people interact with one another to form socio-ecological systems.
- Customary resource management strategies and practices among diverse ethnic groups in Liberia's forest-dependent communities.
- How local knowledge is transmitted in the use and management of forest resources.
- Impact of local management systems on the ecological integrity of forests and forest resources.

Learning Milestones

Students will be able to...

- Describe the roles that forests have played in the histories of different tribes in Liberia.
- Describe traditional forest protection and forest values.
- Describe the local knowledge and customary practices that structure forest management in Liberia.
- Articulate the relevance and complexity of the social and cultural context in community-based forest resource management.
- Identify alternative (indigenous) forest classification and management systems for particular socio-ecological contexts.
- Translate their improved knowledge of customary practices to provide assistance and support to communities.

2.2 USES AND MANAGEMENT OF TREE SPECIES

Learning Objectives

- Build students' knowledge base concerning how rural Liberians use trees.

- Compile historical information about the uses of trees and forest resources.
- Identify groups or individuals who are responsible for making decisions about the uses and management of trees.
- Describe how the use of trees fits into the overall rural economy.

Key Concepts and Issues

- Tree species used in Liberia
- Interactions of individuals and user groups with forests
- Impact of the long-term production cycles of trees on the effective control of locals over these resources.

Learning milestones

Students will be able to ...

- Identify and list the tree species used to meet community needs in Liberia across different tribes.
- Describe the strategies locals use to deal with forest and tree production cycles across generations.
- Explain the historical ties user groups have with forests and forest resources.

2.3 USES AND MANAGEMENT OF NON TIMBER FOREST PRODUCTS (NTFPS)

Learning Objectives

- Highlight the importance of development of NTFP enterprises as an activity that integrates the three “C’s” of forestry (commercial, community and conservation).
- Describe the local importance of NTFPs in terms of culture, food and nutrition, fodder and grazing, medicinal uses.
- Understand the uses of NTFPs in generating income as part of local, regional and international trade.
- Articulate how management of NTFPs can serve dual roles in conservation of biological diversity and development of sustainable livelihoods within community forestry management plans.
- Identify and assess the short-term strategies to deal with seasonal variations of supply of certain forest resources and products which locals value.

Key Concepts and Issues

- Benefits of NTFP production, including resource conservation, in community forestry.
- Management option for NTFPs including wild collection, enrichment planting.
- Ways that NTFPs can impact livelihoods, e.g., income generation, nutritional and health benefits, forest gardens, ecotourism, recreation, etc.
- Roles of small/medium forest enterprises in community forestry.

Learning milestones

Students will be able to ...

- Describe the importance of non-timber products, goods, and services.
- Document and assess local knowledge about the management and use of NTFPs
- Identify and list the forest products used to meet community needs in Liberia across different tribes.
- Identify management options for NTFPs that positively impact livelihoods and generate income.

2.4 RELATIONSHIP BETWEEN COMMUNITY FORESTRY AND AGROFORESTRY

Learning Objectives

- Understand the relationships between community forestry and agroforestry, e.g., the existence of agroforestry cropping systems in forests.
- Understand that so-called agroforestry zones in Liberia have often been abused, giving free rein to timber extraction by elites and private investors.

Key Concepts and Issues

- Definitions of agroforestry and the variety of agroforestry systems practiced in Liberia (e.g., agricultural, silvicultural)
- Afforestation in the community forestry context
- Agroforestry system (e.g., forest gardens) for restoration of slashed and burned sites.
- The value of trees and forest products compared with farming activities in the rural economy.

Learning Milestones

Students will be able to ...

- Explain the external and internal forces driving agroforestry practices, e.g., ambiguous tenure and weak enforcement of land laws, and how they can be addressed by community forestry.
- Describe the relationships between shifting cultivation and community forestry.
- Determine and compare the opportunity costs and trade-offs of community forestry in relation to farming.
- Demonstrate the potential of community forestry to improve the viability and productivity of agroforestry practices.
- Describe how community forestry can provide local communities exclusive access to land and NTFPs as well as selected access to agroforestry products.
- Describe how small-scale, community afforestation/reforestation projects mixed with other land uses such as agroforestry can help mitigate deforestation through multiple-use forest management.
- Understand the impacts community forest management and farming can have on the integrity of the natural environment.

MODULE 3: PARTICIPATORY APPROACHES IN COMMUNITY FORESTRY

This module discusses the theory and practice of participatory approaches and shows how the involvement of local people in planning, implementing, and monitoring community forestry activities improves effectiveness and increases local people's benefits. A series of numbered lecture outlines with Learning Objectives, Key Concepts and Issues, and Learning Milestones are detailed below.

3.1 STANDARD APPROACHES TO FORESTRY AND THEIR ASSUMPTIONS ABOUT PROFESSIONAL FORESTERS AND LOCAL USERS

Learning Objectives

- Introduce critiques of standard forestry approaches and broaden students' thinking about different approaches to forestry.
- Challenge students' assumptions that professionally trained foresters know best in terms of how to manage forest resources.
- Show students how standard approaches to forestry have excluded the knowledge, technical and otherwise, of Liberians.

Key Concepts

- Standard or scientific management of forests
- Indigenous knowledge

Learning Milestones

Students will be able to ...

- Differentiate between, and give examples of, the two main approaches (standard vs. participatory) in forestry.
- Describe the negative consequences of traditional approaches to forestry, e.g., lack of recognition of local knowledge systems and management skills.
- Identify the weaknesses of traditional forest management and show how these can be strengthened with participatory approaches, methods, and techniques.

3.2 THE THEORY AND PRACTICE OF PARTICIPATORY APPROACHES IN COMMUNITY FORESTRY AND THEIR VALUES

Learning Objectives

- Equip practitioners with the basic knowledge and skills needed to employ participatory approaches in the planning, implementation, and evaluation of community forestry activities.
- Students will learn extension methods that incorporate the use of indigenous knowledge and materials.
- Students will review appropriately pitched messages and social marketing that encourage buy-in to community forestry programs.
- Students will learn the differences and similarities between RRA and PRA in order to make informed decisions in their choice and application of these approaches.
- Students will study the factors that determine participation

Key Concepts and Issues

- Types of participation (e.g., nominal, passive, consultative, activity-specific, active, etc.)
- Triangulation
- Stakeholder
- Rules of entry
- Social norms and perceptions
- Household endowments and attributes

Learning Milestones

Students will be able to ...

- Define and illustrate the basic concepts of participatory approaches from both theoretical and practical perspectives.
- Articulate how participatory methods can elicit peoples' knowledge and expertise.
- Describe how participatory methods build local capacity for effective problem solving and action.
- Demonstrate techniques for participatory data collection and analysis.
- Review the basic principles of rapid rural appraisal (RRA) and participatory rural appraisal (PRA) and describe the methods and techniques associated with these approaches.
- Review model community forest management plans that have been applied in Liberia.

3.3 BIO-CULTURAL APPROACHES TO NATURAL RESOURCES MANAGEMENT

Bio-cultural approaches recognize and support cultural resources (e.g., language and knowledge systems) as a potent force in shaping how biological resources are managed and used. This community knowledge-centered approach to forestry is in stark contrast to the standardized methods, which focus on technically acquired knowledge and skills. The importance of bio-cultural management in Liberia, in particular, is underscored by the fact that what forests mean to locals closest to them, on one hand, and those who enact forest management policies and strategies on the other, are rarely the same.

Learning Objectives

- Explore the pivotal role that local languages and knowledge systems play in the management of forest resources and the conservation of biological resources.

Key Concepts and Issues

- Bio-cultural resources
- Indigenous knowledge

Learning Milestones

Students will be able to ...

- **Describe relevant participatory methods and techniques that can be used to compile and assess local language and knowledge systems used in managing forest resources.**
- **Compare bio-cultural management with standard methods of managing biological resources.**
- Describe the ways in which culture is expressed in Liberia's forest-dependent communities and how culture shapes and supports natural resource management.

MODULE 4: COMMUNITY FORESTRY MANAGEMENT STRATEGIES

The ‘solutions’ offered by centralized resource management no longer work in isolation from or in opposition to local resource users. One of the most promising new directions in resource management is the sharing of power and responsibility with local communities. Community-based forestry is gaining momentum and advocates in Liberia as a vehicle for shared and collaborative problem solving in the forestry sector. A series of numbered lecture outlines with Learning Objectives, Key Concepts and Issues, and Learning Milestones are detailed below.

4.1 COMMUNITY FORESTRY AS AN APPROACH TO RESOURCE GOVERNANCE REFORM AND RURAL DEVELOPMENT

Learning Objectives

- To understand how community forestry can be used as an approach to resource governance reform.
- Forests play multiple roles in the livelihoods and ways of life of different subgroups in a community.
- Stakeholder’s interests and influences in the forestry sector are shaped by their worldviews, economic status, and social position.
- Demonstrate the mutually supportive roles that can be played by ‘supply-side’ policy changes and ‘demand-side’ means to build accountability from below.
- Illustrate the importance of macro- and micro-level connections in promoting pro-poor change, and the ways in which improved governance can be made to satisfy both a poverty reduction and governance agenda.

Key Concepts and Issues

- Creating a community forestry constituency through forest user groups
- Principles of good governance: participation, accountability, predictability and transparency
- Decentralization and devolution
- Regulating and monitoring the chain of custody

Learning Milestones

Students will be able to ...

- Describe the relationships, rights, responsibilities, and incentives among stakeholders including forest communities, industries, and government.
- Articulate why creating a more transparent environment for forest exploitation could have a wider impact on public governance in Liberia.
- Explain how community forestry can contribute to the improvement of forest conditions and community livelihoods through capital formation in rural communities
- Describe how the process of community empowerment and social change is related to governance reform.
- Recognize the challenges involved in shifting from one nexus (government/forest industry) to another, even more complicated, one (government/forest industry/communities) and the need to supervise the interface between numerous weak and dispersed rural communities and powerful industrial concerns.

4.2 TYPES OF COMMUNITY FORESTRY MANAGEMENT STRATEGIES

Learning Objectives

- Introduce students to different types of management and how each shares power and responsibility in community forestry.
- Learn how flexible, participatory governance systems can help communities cope with change and thereby enhance adaptation and resilience.
- Learn about different types of forest management based on land ownership and the rules/legislation guiding each.

Key Concepts and Issues

- Governance
- Participation and levels of participation in various community forest schemes including ...
 - Collaborative management
 - Joint forest management
 - Community based forest management
 - Participatory forest management
 - Protected area management
 - Participatory watershed management
- Roles and Responsibilities of various stakeholders in community forestry groups including ...
 - Enforcement
 - Awareness raising
 - Consultation
 - Monitoring and evaluation

Learning Milestones

Students will be able to ...

- Understand the various types of community forest management including commercial timber harvesting.
- Recognize that the constituencies interested in forest management are diverse and have multiple agendas and priorities that need to be accounted for.
- Explain that forest management is not necessarily based on land ownership and rules/legislation, i.e., there are a range of other management options – protected area management, joint forest management, community forest management – that may be possible under an enabling legislative framework.
- Identify the range of roles and responsibilities various stakeholders can hold within community forestry whether it is joint forest management, social forestry, protected area management, etc.

COMMUNITY FORESTRY 2 – SYLLABUS OVERVIEW

Instructor:
Email:
Phone:
Office:
Office Hours: Weekly times, by appointment
Class Location:
Class Time:

COURSE DESCRIPTION

Traditionally, forestry education in Liberia was science-based and technical in orientation. Students were taught to produce, grow, plant, manage, and harvest trees and process timber. Forestry education prepared graduates for applied work in forestry and the forest industry, e.g., plantation establishment, timber harvesting, saw mills, plywood factories, furniture making, machinery operation and maintenance. Forest rangers were hired by the public sector to protect the forest from illegal loggers and poachers and to issue certificates to those who had permission to cut trees legally so that logs could be transported to sawmills or to ports for export. The focus of traditional forestry education prior to the influences now impacting on the sector was in serving the needs of a clearly defined clientele. The forest service was largely isolated from rural communities - the forests being in more remote areas, by the nature of the work and mandate, and the fact that the public sector dominated virtually all activities and was the major employer of graduates of the forestry education system.

The shift in focus from a traditional to a community forestry system in which Liberians play a more active role in managing forests and their associated natural resources demands a different set of skills, knowledge, and attitudes than those currently imparted by FTI. Whereas forest training has, until recently, been technology-based there is now a need to build the interdisciplinary skills of foresters and to encourage their understanding of social principles and processes. Today, the forester's job has transformed from managing forests to applying a wide range of skills to respond to the needs of forestry stakeholders and their demand for products and services from trees and forests. An approach focused on community management of revenues from forest exploitation can encourage a critical shift in social and economic relations in Liberia.

COURSE GOALS

The goal of this course is to provide students with an orientation to key issues and themes in community forestry in Liberia. We will examine how the forestry sector and the legislation guiding it have evolved from viewing forests primarily as extractable commodity to recognizing the critical roles these resources can play in the sustainable development of Liberia. We will also consider the role that community forestry can play as an entry-point for governance reform.

COURSE ORGANIZATION

This course is organized into a series of modules that reflect essential elements of the community forestry process in which FTI graduates will become catalysts. Each module has a specific orientation (culture, economics, policy, etc.) and is designed to help FTI students understand the roles of foresters in poverty reduction, food security, and sustainable livelihoods. The curriculum encourages critical thinking about forest issues and their relationship to overall economic growth, community development, and biodiversity

conservation. Both theoretical frameworks and interactive classroom activities are introduced to build effective communication and collaboration skills. Please see the attached **Course Schedule** for a detailed breakdown of lectures, relevant competencies, and due dates for assignments.

KNOWLEDGE COMPETENCIES

This class does not presume prior knowledge about community forestry. In Community Forestry 2, you will gain competency in the following areas:

- Generating benefits for local people
- How to tailor community forestry activities to meet local needs
- Institutional and social issues such as gender, conflict management, and decentralization
- Organizational structures of the forester's agency that impacts community forestry
- Tenure constraints in planning and implementing community forestry
- Planning for contingencies

CLASS MATERIALS & RESOURCES

Readings and lectures will be available via the computer laboratory or in the FTI library.

ACADEMIC HONOR

Fundamental to the principle of independent learning are the requirements of honesty and integrity in the performance of academic assignments, both in and out of the classroom. Any student who submits work which is not his or her own, or commits other acts of academic dishonesty, violates the purposes of the Forestry Training Institute.

EXPECTATIONS

Readings

Readings will be made available through the computer lab and/or the library. Readings are due *on the date* they are listed in the **Class Schedule**. It is your responsibility to read the class schedule carefully and come to class prepared.

Attendance

Class attendance is essential, as it will allow us to build on knowledge and develop themes from previous meetings. Out of respect for your fellow students and me, I expect you will only be absent if you are sick or have some other legitimate, unanticipated circumstance such as religious observance or family emergency. I will keep track of missed class sessions: if you miss class sessions, your grade will be lowered.

Classroom Etiquette

Turn off mobile phones during class. Using your phone to send/receive messages during class is disrespectful and distracting.

Classroom Participation

The grade for participation and contribution to class will reflect attendance, preparation for class, participation in discussions, and overall investment in the learning process.

Communication

I strongly encourage you to meet with me during office hours to discuss your assignments, ask questions, etc.

STUDENT NEEDS

Religious Observances

Students may wish to take part in religious observances that occur during this academic term. Should you have a religious observance that conflicts with your participation in the course, please come speak with me *prior to the date* to discuss appropriate accommodations.

GRADING

Detailed instructions will be made available for each assignment. A detailed breakdown of assignment due dates and point values is provided below.

DATE	ASSIGNMENT DUE	ELIGIBLE POINTS
	Attendance + Class Contribution	
	TOTAL	100.0

MODULE 5: GENERATING BENEFITS FOR LOCAL PEOPLE – THE PRIMARY

OBJECTIVE OF COMMUNITY FORESTRY

This module will illustrate why community forestry activities must generate benefits for Liberia's citizens. Students will learn that a community forestry project must deliver a variety of goods and opportunities to diverse stakeholders. Community foresters must try to remove constraints that hinder Liberia's people from receiving these benefits. A series of numbered lecture outlines with Learning Objectives, Key Concepts and Issues, and Learning Milestones are detailed below.

5.1 BENEFITS OF COMMUNITY FORESTRY

Learning Objectives

Students will ...

- Learn about alternative values and uses of forest resources e.g., ecosystem services and conservation.
- Explore the kinds of management options, institutional arrangements, and harvesting practices that forest user groups can leverage to generate benefits for their communities.
- Appreciate the differences between poaching, encroachment, and traditional resource use and the linkages to rights and benefits.

Key Concepts and Issues

- Benefits of community forestry
- Non Timber Forest Resources (NTFRs)(there is a significant difference between forest resources and forest products, be they timber or non-timber)
- Non Timber Forest Products (NTFPs)
- Watershed health and functions
- Cost-benefit analysis
- Ecological economics
- Liberia National Benefits Sharing Trust
- Importance of transparency in ensuring equitable distribution of benefits from community forestry
- Accurate record and accounts keeping
- Elite capture
- Equitable distribution of benefits (this include the feeding back of benefits to sustainable resource management)

Learning Milestones

Students will be able to ...

- Give examples of how community forestry activities can generate benefits for Liberians.
- Describe the variety of goods and services that forests can generate for community user groups.
- Identify the constraints (e.g., elite capture, state policies, market access, etc.) that hinder local people from realizing benefits from community forestry.
- Describe best practices in the sub-region.

5.2 HOW TO GENERATE BENEFITS FOR LOCAL FOREST RESOURCE USER GROUPS

Learning Objectives

- Teach students how working with communities can transform existing use practices into sustainable forest-based enterprises.
- Introduce collaborative methods to assemble simple and practical community forest management plans with local communities.
- Learn why transaction costs – i.e., the cost of participating in forest user groups – are essential in understanding the behavior and incentives of community members.

Key Concepts and Issues

- Community benefit sharing schemes
- Small and Medium-sized Forestry Enterprises (SMFE)
- Enterprise development
- Value chains
- Timber compliance mechanisms

Learning Milestones

Students will be able to ...

- Describe the different kinds of natural resources that SMFEs in Liberia can sustainably harvest.
- Develop and present a value chain analysis of one imported forest product [see Field Practicum and Illustrative Assignment below]

Field Practicum

This practicum is designed to help students engage community members in a discussion of the benefits that community forestry can bring. Initiate the discussion by asking a series of guiding questions, which are written on a flipchart:

- What benefits do you get from the forest?
- Do you want the benefits from the forests to continue?
- How should you use forest resources in order to continue to benefit from the forest?
- What are the differing effects if you use the forest in sustainable or non-sustainable ways?

Introduce the concept of forest management and the activities involved beginning with those activities familiar to villagers, e.g. protection of sacred forests.

- Can these activities be done solely by the villagers? If the response is no, ask why not. If yes, probe.
- Can these activities be done solely by the state forestry staff? If no, ask why? If yes, probe.

Introduce the concept of community forestry and the partnership between villagers and state forestry staff.

- Why is there a need for village forestry and for a partnership between the villagers and state forestry staff in sustainably managing the forest?
- Why is village forestry or this partnership between the villagers and state forestry staff important?
- What are the objectives of village forestry or this partnership in sustainable forest management?

Illustrative Assignment: Value Chain Analysis (Group Assignment)

The objective of this assignment is for groups of students to compare and contrast value chains (production-to-consumption chains) of forest products harvested and sold in Liberia. This comparison will illuminate global linkages and demonstrate the environmental, socioeconomic, and political contexts under which forest products are harvested and transformed. The presentation should include a geographic map of the flow of goods from production, to processing, to local markets, and to their final destination. Student groups should answer the following questions in their analysis.

Questions for Value chain analysis

Product origin

- What is the species harvested? Provide genus, species and family.
- Where does this product come from?
- Who harvests it? How is it harvested? Tell us a little about the producers.
- To what extent is the product important to local people economically and socially? How do they use the species locally? Does it have cultural value?
- In what types of ecosystem(s) is this species found and/or grown? (i.e., mature tropical forest, secondary forest, or plantation?)
- Is there a seasonality to harvest? Any information on whether it is harvested sustainably? Using what criteria?

Transformation

- How is the species processed and where?
- Are there multiple steps to processing? What are they?
- Who are the middlemen involved in getting this product from producer to processor to market?
- Are brokers used? Or do processors usually purchase directly from the producer?
- What is the approximate average mark-up for each middle person? Is there seasonality to these transformations?
- To what degree is the Production-to-Consumption system (PCS) vertically integrated? What are the horizontal linkages?
- Who are the major market participants in the PCS and what is their sale price?
- What is the geographic path that the product takes to get from extraction to processing to consumption? Use a map to show this path.

Consumers

- Who are the major buyers of this product?
- What does one pay for this product here in Monrovia (and elsewhere throughout the production-to-consumption chain)?
- Are there global/national trade agreements surrounding this product?

MODULE 6: DIFFERENCES AND RELATIONSHIPS AMONG USERS – TAILORING

COMMUNITY FORESTRY ACTIVITIES TO MEET LOCAL NEEDS

This module will examine the relationships among users of forest and tree resources and demonstrate that an understanding of these relationships is critical for the community forestry field worker. Community foresters must be able to identify differences within and between communities as opposed to standardized forest management methods, in which communities are viewed as uniform entities. Social and economic differences within communities must be identified so that community forestry activities will credibly and appropriately match the needs of the various socio-economic groups that are represented at each level. A series of numbered lecture outlines with Learning Objectives, Key Concepts and Issues, and Learning Milestones are detailed below.

6.1 RELATIONSHIPS AMONG USERS OF FORESTS AND NON-TIMBER FOREST-BASED PRODUCTS (NTFPS)

Learning Objectives

- Identify the various individuals and groups who use and depend on trees and forest resources.
- Understand the characteristics of resources that are most important in determining incentives for resource use behavior.
- Understand why the inter-relationships within user groups are critical.
- Explore the relationships among users of timber and non-timber resources.

Key Concepts and Issues

- Differences within and between user groups with respect to age, income, gender, and ethnicity
- Degrees of power
- Enforcement capacity
- Stakeholders

Learning Milestones

Students will be able to...

- Analyze the incentives that are associated with various resources and products.
- Identify the key characteristics of forest resources, particularly the feasibility of exclusion and the nature of consumption.

6.2 KEY CATEGORIES FOR EXAMINING SOCIAL AND ECONOMIC DIFFERENCES

Learning Objectives

- Identify and examine the key social and economic differences in communities such as age, cultural traditions, ethnicity, gender, and income levels, among others.

Key Concepts and Issues

- Essential social, economic, and cultural markers, e.g., gender, income/household wealth, age, ethnicity, and religion that affect forest uses and relationships among resource users
- Origins of social and economic differences among forest resource user groups

Learning Milestones

Students will be able to ...

- Describe participatory methods and techniques for identifying and assessing key social and economic differences among people in relation to resource use.
- Describe resource use preferences on the basis of age, ethnicity, income and gender.

6.3 CAPTURING THE ORIGINS OF LOCAL PREFERENCES OF SPECIFIC TREES, AND HOW RESOURCE USE IS NEGOTIATED AMONG USERS

Learning Objectives

- Illustrate the concept of local preferences for specific trees, their origins, and how resource use is negotiated among users of forest resources.

Key Concepts and Issues

- How the use of forest products is negotiated between user groups and its effects on resource exploitation

Learning Milestones

Students will be able to ...

- Describe how locals in different group use forests and trees and the nature of the relationships between groups as well as within a group.
- Develop and implement field exercises that identify differences and relationships between forest resource user groups.
- Select the appropriate participatory methods and techniques for determining how locals in different groups use forests and trees and the nature of the relationship between groups as well as within a group.

6.4 RELATIONSHIPS BETWEEN LOCAL RESIDENTS AND EXTERNAL ACTORS

Learning Objectives

- Discern the various relationships between locals and external actors and use this knowledge to detect or anticipate the potential impact of external actors on local people's access to forest and trees.

Key Concepts and Issues

- Local land claims and competing claims (NGOs, logging concessions, tree crop plantations, mining and pharmaceutical interests, nature reserves, etc.)
- Differences among stakeholders and how these differences can be used to predict and/or manage conflicts

Learning Milestones

Students will be able to ...

- Describe the process of a stakeholder analysis that identifies differences among stakeholders and participatory approaches for anticipating and managing conflicts.
- Evaluate relationships between locals and external actors in community forestry and identify which factors in these relationships have negative impacts on locals' access to forests and trees in relation to external actors.

MODULE 7: INSTITUTIONAL AND SOCIAL ISSUES

The promotion of community forestry becomes viable and of interest to communities only when it is seen as part of a larger process of empowerment, one which addresses the priorities of communities including the provision of water, food, housing, health services, employment and education. For community forestry to be successful, it must contribute to income generation, improved health/nutrition, and labor (e.g., time saving when collecting fuel), crop protection (e.g. from wind or flood damage), etc. Moreover, community forestry must address latent and active tensions within the community, which divide resource users and undermine the collective will needed for effective community forest management. Forest use in communities is complex, involving multiple products as well as multiple user groups that have different ethnic, geographic or economic profiles as well as different interests and priorities. This increases the potential for dispute and conflict, which increases the difficulty and cost of developing and maintaining effective institutions to monitor and control use. A series of numbered lecture outlines with Learning Objectives, Key Concepts and Issues, and Learning Milestones are detailed below.

7.1 EQUITY AND GENDER

Learning Objectives

Students will learn about ...

- Techniques for eliciting women's participation and input into decision-making in community forestry planning and management (e.g., separate focus groups for women)
- Traditional leadership patterns and family structures.

Key Concepts and Issues

- Differences between men and women in terms of orientation to production for the market versus consumption oriented products
- Inclusiveness, elite capture, and exclusion of members of user groups
- Inequities in the distribution of benefits from forest products
- Allocation mechanisms for community funds
- Benefit sharing systems for forest resources
- Constraints in women's access to land and decision making
- Systemic factors that affect equity and institutional efficiency

Learning Milestones

Students will be able to ...

- Articulate the importance of equal gender participation and women's involvement in planning and decision-making.
- Describe the potential differences in how men and women perceive forest management practices and forest conditions.
- Explain that men and women are involved in different activities related to use of forests and how this impacts community forestry planning and management.

7.2 COMMON PROPERTY REGIMES

Learning Objectives

- Understand that common property regimes can provide social cohesion and authority at the user group level.
- Explain that contemporary systems in Liberia comprise multiple forms of overlapping and interpenetrating land and resource rights that encompass both group and individual claims on rights to forests, water, fuel, grazing, cultivation plots, etc.
- Understand that rights of access and use may vary according to season, social identity, species or type of usage.
- Describe factors that undermine common property regimes such as increasing population pressure, market opportunities and pressures, the option of purchasing rather than producing certain goods, adoption of agricultural technologies (such as tractors) that permit cultivation of larger areas, increasing capacity to capture benefits through privatization, and changes in rural labor availability and allocation.

Key Concepts and Issues

- Key characteristics of common property regimes including clear user group membership, established systems of authority, monitoring and enforcement mechanisms
- How common property regimes allocate and distribute resources
- Role of common property in reducing income inequality
- Effects of inequality, ethnic heterogeneity, technological and demographic change, and migration on common property
- Intellectual property rights

Learning Milestones

Students will be able to ...

- Describe how professional foresters can support common property institutions environment by providing technical and financial assistance to community forestry groups.
- Recognize that some resources are simply indivisible or, like many forest ecosystems, have to be managed in their entirety in order to produce some of their outputs (including mobile resources such as wildlife).
- Explain that in Liberia's forests, which have competing uses, coordination among users is essential to cope with problems caused by multiple uses.
- Explain how group control, and thus group enforcement of rules, can be an efficient way of coping with the costs of monitoring otherwise porous boundaries and of enforcing restraints on forest use within those boundaries.

7.3 LAND AND TREE TENURE

Learning Objectives

- Understand that successful community forestry requires tenure security since return-on-investment may take many years.

- Understand that land users need to have the guarantee that their investments in the land will yield good potential returns and they must be confident that they will be able to harvest and use the products of their forests.

Key Concepts and Issues

- Principles and practices of identifying, delineating, and securing tenure rights for land and forest resources

Learning Milestones

Students will be able to ...

- Describe traditional land and tenure rules governing forest resource use in Liberia.
- Describe in detail the process of assisting the community in identifying forest areas and establishing secure resource tenure for a community forest user group.

7.4 CONFLICT MANAGEMENT

Learning Objectives

- Understand the causes of conflict surrounding the use, management, and protection of forests within communities.
- Understand the causes of conflicts between the stakeholders of a local community and outside groups, such as logging companies, government, NGOs and nearby villages.
- Study and practice conflict management processes.

Key Concepts and Issues

- Local communities are not homogeneous, but composed of various subgroups of stakeholders.
- Differing interests or access to information of subgroups within communities can give rise to conflicts about land ownership, boundaries, and traditional authority.
- Conflict mitigation and conflict mediation

Learning Milestones

Students will be able to ...

- Outline the types and magnitude of conflict over forests and forest resources within and among various user groups.
- Explain how locals deal with intergenerational struggles for control over forests and trees which the long-term production cycles of these resources engender.
- Describe how negotiation has both competitive and collaborative aspects, and how to steer the process toward collaboration
- Explain the stages within the process of community forestry where conflicts may emerge and must be managed ...
 - Entry point: understanding who initiated a conflict and its causes
 - Analysis of conflict: determine who needs to be involved, and the scale and boundaries of the conflict.
 - Broader engagement of stakeholders: raising public awareness about the conflict management effort, sharing the preliminary analysis of the conflict, etc.

- Stakeholder analysis of conflict: identify key stakeholders or groups to involve in conflict resolution.
- Assessment of conflict management options: assess the various options available for managing the conflict and devising a response and strategy for achieving stakeholder interests.
- Negotiation of agreements: based on the individual and shared needs and interests that have been identified.
- Evaluation, learning and conflict anticipation: identify necessary changes to support improved governance in community-based forestry.

7.5 FOREST GOVERNANCE

Learning Objectives

- Understand the institutions and design principles of community-based institutions.
- Examine communities' capacity for collective action.
- Analyze the rules by which communities govern resources as well as outside rules that affect forest management.
- Learn how to assist communities in managing institutional change and the consequences of such change.

Key Concepts and Issues

- Social capital
- Process and criteria for establishing legally recognized structures and organizations within community forest regulations
- Types of rules in communities in relation to resource use, e.g., formal and non-formal rules
- Types of rules in community forestry, e.g., operational rules and how these interface with community forest governance.

Learning Milestones

Students will be able to ...

- Gather information about the rules and (informal) governance systems operating in local communities.
- Enumerate the process for establishing community forest organizations that will be recognized by Government of Liberia (GoL).

7.6 DECENTRALIZATION AND DEVOLUTION

Learning Objectives

- Understand community forestry as a political process in which control and rights of ownership over forest resources are devolved to local communities.

Key Concepts and Issues

- Role and responsibilities of forestry officers, advocacy groups, and community members in devolving governance powers in the context of community forestry

Learning Milestones

Students will be able to ...

- Describe the provisions within Liberia's forestry policies and laws that allow for and enable decentralization and devolution.
- Explain the forest management functions that can and should be performed by devolved community organizations.

MODULE 8: ORGANIZATIONAL STRUCTURES OF THE FORESTER'S AGENCY:

IMPACTS ON THE POTENTIAL OF COMMUNITY FORESTRY

This module introduces students to the organizational structures within which Liberian foresters work and the impacts of these structures on community forestry. Through this module, students will understand that a host of factors within bureaucratic organizations can impede the effectiveness of even the most well designed community forestry program. Institutional arrangements are shaped by a variety of local authorities, some of which have been created or given substantial new powers in the reform process but lack experience and clear accountability relations. The state often appears more concerned with establishing management regulations than with defending community rights; for their part, communities and their organizations must spend time and resources defending their rights from outside interests, rather than using these to strengthen local governance and forest management capacity. A series of numbered lecture outlines with Learning Objectives, Key Concepts, and Learning Milestones are detailed below.

8.1 IDENTIFICATION AND ANALYSIS OF THE TYPES OF ORGANIZATIONAL STRUCTURES WITHIN WHICH PROFESSIONAL FORESTERS MUST WORK

Learning Objectives

- Identify and analyze the organizational structures within which a professional community forester and how these impact the lives of local forest users.

Key Concepts and Issues

- Factors that affect the professional's effectiveness
 - hierarchy and chain of command within FDA and between government agencies
 - information loops and feedback mechanisms
 - administrative bottlenecks
 - management style
 - staff initiative and commitment

Learning Milestones

Students will be able to ...

- Outline the chain of command within the forest agency and the FDA and the manner in which inputs are integrated from the bottom to the top.
- Evaluate the chain of command between the FDA and other administrative bodies and the integration of inputs from outside of the agency to the inside.

8.2 THE IMPACT AND EFFECTS OF INSTITUTIONAL STRUCTURES AND CONDITIONS ON THE PROFESSIONAL'S EFFECTIVENESS IN COMMUNITY FORESTRY ACTIVITIES

Learning Objectives

- Discuss and illustrate how institutional structures in community forestry impact the ability of foresters to meet the needs of communities in forest resource use and management.
- Understand that the forestry sector is much broader than just FDA and includes the private sector, NGOs, civil society advocacy organizations, and agricultural producers, among others.
- Understand how statutory laws and customary laws regarding forests and land interact in Liberia.

Key Concepts and Issues

- Impacts of institutions and institutional incentives on professional foresters' work in community forestry initiatives
- Policy formulation and regulatory functions that should be performed by the government to create an enabling environment for community forestry
- Management styles and their impacts on staff initiative and commitment
- The forest management functions that can and should be performed by devolved community organizations

Learning Milestones

Students will be able to ...

- Describe the organizational structure arrangements of the forester's agency.
- Describe the role of civil society and advocacy groups in community forestry.
- Discuss the balancing of goals and roles between the forest service agency, the Forestry Development Authority in Liberia, and the communities in the planning and implementation of community forestry activities.
- List organizational and structural elements that can be considered obstacles to the promotion of good forest governance at national, county, and local levels

Classroom Exercise

The following questions on forest governance and the institutional context of community forestry can be used to generate dialogue or be incorporated into an assignment (take-home, group or individual).

- What are your opinions about the implementation of forest governance in your area?
- To what extent is the community/public is involved in decision making in your community.
- Do people have autonomy over their resources? Why? Why not?
- Do you know how men and women use the forest in your community? What are the differences?
- How does good forest governance help to empower your community economically?
- How does weak forest governance contribute to increased poverty in your community?

MODULE 9: CONSIDERING LOCAL LAND AND RESOURCE TENURE

CONSTRAINTS IN PLANNING AND IMPLEMENTATION

9.1 IDENTIFYING AND ENSURING LOCAL CLAIMS TO FOREST LANDS

Learning Objectives

- Understand existing forest uses and claims by local communities, specifically cultural customs and existing practices related to forest resource use.
- Learn how to identify and clarify the location and boundaries of local communities and their forests.
- Learn how to identify and clarify the location of forests under the jurisdiction of government agencies.
- Learn how to identify and clarify the location and boundaries of forest concessions.

Key Concepts and Issues

- How local claims can be reinforced by the community and forest agencies
- Legal mechanisms within Liberia's community forestry regulations that apply to local land and resource tenure
- Security of claim or tenure

Learning Milestones

Students will be able to ...

- Discuss threats to Liberian rural residents' claims to forest resources (e.g., outsiders' commercial claims).
- Describe the process of identifying and the location of and jurisdiction over forest resources in Liberia.

9.2 THE CRITICAL NEED FOR THE STATE TO SUPPORT TENURE LAWS OF COMMUNITY FORESTRY WITH ITS OWN ENFORCEMENT POWER

Learning Objectives

- Understand the existing policies and laws governing forest tenure in Liberia, including regulations that control forest industries.
- Understand the kinds of activities that are possible in a community forest given specific tenure constraints.
- Review case studies that illustrate the influence of different tenure arrangements on community forestry activities.

Key Concepts and Issues

- The various types of tenure situations that impact specific community forestry activities
- Relative costs of management/enforcement in community forestry versus other management systems

Learning Milestones

Students will be able to ...

- Explain how insecurity of tenure affects community interest in investing in resource improvement and management.
- Describe different types of land and tree tenure laws and the rules of access or use as well as the sanctions that apply if these rules are broken.

MODULE 10: PLANNING FOR CONTINGENCIES – THE NEED FOR ALTERNATIVE

STRATEGIES

It would be a mistake to assume that understanding the local ecosystem and social structure and eliciting local cooperation are sufficient for the success of a community forestry project. Uncontrollable outside events can easily ruin such an initiative. This module will illustrate how unforeseen events can affect activities and the need to prepare alternative strategies. A series of numbered lecture outlines with Learning Objectives, Key Concepts and Issues, and Learning Milestones are detailed below.

10.1 TAKING INITIATIVES TO PREPARE ALTERNATIVE COMMUNITY FOREST MANAGEMENT STRATEGIES

Learning Objectives

- Demonstrate how unforeseen events can affect community forestry activities.
- Recognize the need for development initiatives such as community forestry to prepare alternative strategies.
- Study potential contingencies and unforeseen events in community forestry through discussions of students' own experiences and case studies.

Key Concepts and Issues

- Flexibility in planning
- Adaptive management

Learning Milestones

Students will be able to ...

- Outline and discuss the kinds of unforeseen events that affect community forestry and suggest the means to address them.
- Provide examples of real-life situations that impinge on the success of community forestry initiatives and approaches to overcoming the challenges they pose.

10.2 OBSTACLES TO COMMUNITY FORESTRY

Learning Objectives

- Identify and assess obstacles to successful community forestry outcomes.

Key Concepts and Issues

- Elite capture
- Conflict and conflict management: conflict early warning
- Outside pressures (e.g., government takeover, extraction of NTFPs important to local communities)
- A 'community' may be poorly defined or heterogeneous, or increasing in size due to in-migration and high birthrates.

- The rewards from new plantations or rehabilitated secondary forests may seem too far away to be worth striving for.
- Community forests are often degraded due to past logging or agricultural activity.
- The community may not be interested in maintaining forest cover, preferring to clear it for agriculture or to make money.
- Communities may lack the technical skill to manage the existing forest or to plant new ones.
- Communities may not have sufficient capital to establish viable processing facilities.
- Participatory decision-making can be cumbersome and unwieldy.
- Outside agencies may have particular outcomes in mind, which are not necessarily in tune with the wants and needs of the community in question
- Climate change

Key Concepts and Issues

- Typical barriers to successful community forestry such as ...
 - lack of legal rights and recourse
 - the failure of the state to define the tenure rights (i.e., tenure ambiguity and lack of security)
 - factions within communities
 - conflicts with other resource claimants
 - weak village institutions
 - models for benefit sharing that are not equitable
 - lack of effective conflict management
 - poor markets, lack of market information, and high transport costs
 - competing land uses that have higher potential for revenue generation
 - limited experience and technical knowhow with different models of community forestry

Learning Milestones

Students will be able to ...

- Understand that the concept of community forestry on degraded or logged-over land may be acceptable to powerful interests, but it may not have the same level of appeal when applied to primary forests.
- Describe the fact that there are often uncertainties about the way to integrate community forestry with current land use designations.
- Recognize that remote areas are difficult to survey.
- Understand that community forestry is difficult to scale up and that the development of community forestry is labor intensive for the forestry service.

APPENDIX: ILLUSTRATIVE SYLLABI

To teach community forestry, faculty at FTI need lesson plans that can help them structure their student's learning experience. To this end, the lesson plans offered here illustrate different ways that participatory approaches in community forestry can be taught. The enclosed lesson plans were collaboratively created by FTI faculty during a teacher training at the Bomi County campus in August 2013. These teaching materials include illustrative assignments and in-class exercises, organized around **Learning Objectives**, **Learning Activities**, and **Assessments**. Among other topics, the curriculum in these lesson plans includes material on:

- Principles of participatory research; the methods associated with these approaches including data collection and analysis.
- Local capacity building for effective problem solving and action.
- Best practices for community forestry in the Liberian context.

MODULE	TOPIC	SUB-TOPIC	LEARNING OBJECTIVE <i>Students will be able to</i>	LEARNING ACTIVITY	ASSESSMENT
3. Participatory Approaches in Community Forestry	3.2 The theory and practice of participatory approaches in community forestry	Triangulation	<ul style="list-style-type: none"> • Compare physical and social triangulation, e.g. using a compass or GPS to obtain coordinates (physical); and asking various people on a subject matter (social). 	<u>Classroom discussion</u> <ul style="list-style-type: none"> • Define, describe, and give examples of triangulation. <u>In-class Exercise</u> <ul style="list-style-type: none"> • Design a question and conduct a triangulation exercise. 	<ul style="list-style-type: none"> • Exam questions • Written summary by students
		Rules of Entry	<ul style="list-style-type: none"> • Describe and explain various <i>rules of entry</i> in community forestry work 	<u>Case Study</u> <ul style="list-style-type: none"> • An NGO desires to support the Bola Community with a \$5 Million community forestry project, including NTFP management and trade. They realize that even with this wonderful opportunity, the elders and community members are not cooperating. <u>In-class Exercise</u> <ul style="list-style-type: none"> • Think-Pair-Share: What are the likely reasons why the project has not succeeded? 	<ul style="list-style-type: none"> • Exam questions • Students will discuss in-class and write an essay on best practices in building CF user groups

MODULE	TOPIC	SUB-TOPIC	LEARNING OBJECTIVE <i>Students will be able to</i>	LEARNING ACTIVITY	ASSESSMENT
3. Participatory Approaches in Community Forestry	3.2 The theory and practice of participatory approaches in community forestry	Household Endowments and Attributes	<ul style="list-style-type: none"> Define households, endowments, and attributes List members of a household Describe variations within and between households. 	<u>Lecture</u> <ul style="list-style-type: none"> On household endowment and attributes <u>In-class Exercise</u> <ul style="list-style-type: none"> Students create and complete a demographic survey of other students Student presentation on household attributes 	<ul style="list-style-type: none"> Input of the data results from in-class survey Take-home assignment: basic descriptive statistics of survey
		Stakeholder	<ul style="list-style-type: none"> Define and identify stakeholders as well as the roles they play in communities. 	<u>Reading</u> <ul style="list-style-type: none"> Article(s) on stakeholder analysis <u>In-class Exercise</u> <ul style="list-style-type: none"> Role play: PROSPER case study of GVL rubber concession in Liberia 	<ul style="list-style-type: none"> Exam questions Report writing by the students

MODULE	TOPIC	SUB-TOPIC	LEARNING OBJECTIVE <i>Students will be able to</i>	LEARNING ACTIVITY	ASSESSMENT
4. Community Forestry Management Strategies	4.2 Types of community forestry management strategies	Participatory Forestry Management	<ul style="list-style-type: none"> Define participatory forestry management 	<u>Lecture</u> <ul style="list-style-type: none"> Types of forest management strategies <u>In-class Exercise</u> <ul style="list-style-type: none"> Think-Pair-Share: What distinguishes participatory forest management from other form of forest management 	<u>Take-home assignment</u> <ul style="list-style-type: none"> Description of roles that communities can play in participatory forest management
		Joint Forest Management	<ul style="list-style-type: none"> Describe different types of joint forest management Detail benefits of joint forest management Compare joint forestry management with concession management 	<u>In-class exercise</u> <ul style="list-style-type: none"> Debate: On the benefits and costs of joint forestry management versus concession forestry management 	<ul style="list-style-type: none"> Evaluation of debate performances

MODULE	TOPIC	SUB-TOPIC	LEARNING OBJECTIVE <i>Students will be able to</i>	LEARNING ACTIVITY	ASSESSMENT
4. Community Forestry Management Strategies	4.2 Types of community forestry management strategies	Stakeholder Analysis	<ul style="list-style-type: none"> • Discuss the meanings and values of enforcement • Carry out a stakeholder analysis 	<u>Lecture</u> <ul style="list-style-type: none"> • Community Rights Law • Discuss the economic power relationships and cultural politics of land concessions in Liberia <u>In-class Exercise</u> <ul style="list-style-type: none"> • Role play: PROSPER case study of GVL rubber concession in Nimopoh, Liberia 	<ul style="list-style-type: none"> • Evaluation of role play preparation and performance • Take-home essay on different types of enforcement regimes
			<ul style="list-style-type: none"> • Define and explain the rights and responsibilities of stakeholders in project implementation 	<u>In-class Exercise</u> <ul style="list-style-type: none"> • Case study: Role-play a community that wants to construct a hand pump. <ul style="list-style-type: none"> ○ Who will provide the land? ○ Who will provide the pump? ○ Who will do the work? ○ Who will provide other materials? ○ What are the issues you want the community to be aware of? 	<ul style="list-style-type: none"> • Take-home essay on stakeholder case study

MODULE	TOPIC	SUB-TOPIC	LEARNING OBJECTIVE <i>Students will be able to</i>	• LEARNING ACTIVITY	ASSESSMENT
4. Community Forestry Management Strategies	4.3 Biodiversity Conservation	Threatened species	<ul style="list-style-type: none"> • Identify critical issues in conservation in the Liberian context. • International treaties that Liberia is party to and which are relevant to community forestry 	<p><u>Reading</u> IUCN Red List</p> <p><u>Lecture</u></p> <ul style="list-style-type: none"> • Definitions of ecosystem, habitat, biodiversity, endangered species, wetlands. <p><u>Discussion</u></p> <ul style="list-style-type: none"> • International conventions regulating biodiversity (CBD, RAMSAR, CITES) <p><u>Think-Pair-Share</u></p> <ul style="list-style-type: none"> • List the major threats to Liberian biodiversity 	<ul style="list-style-type: none"> • Exam questions

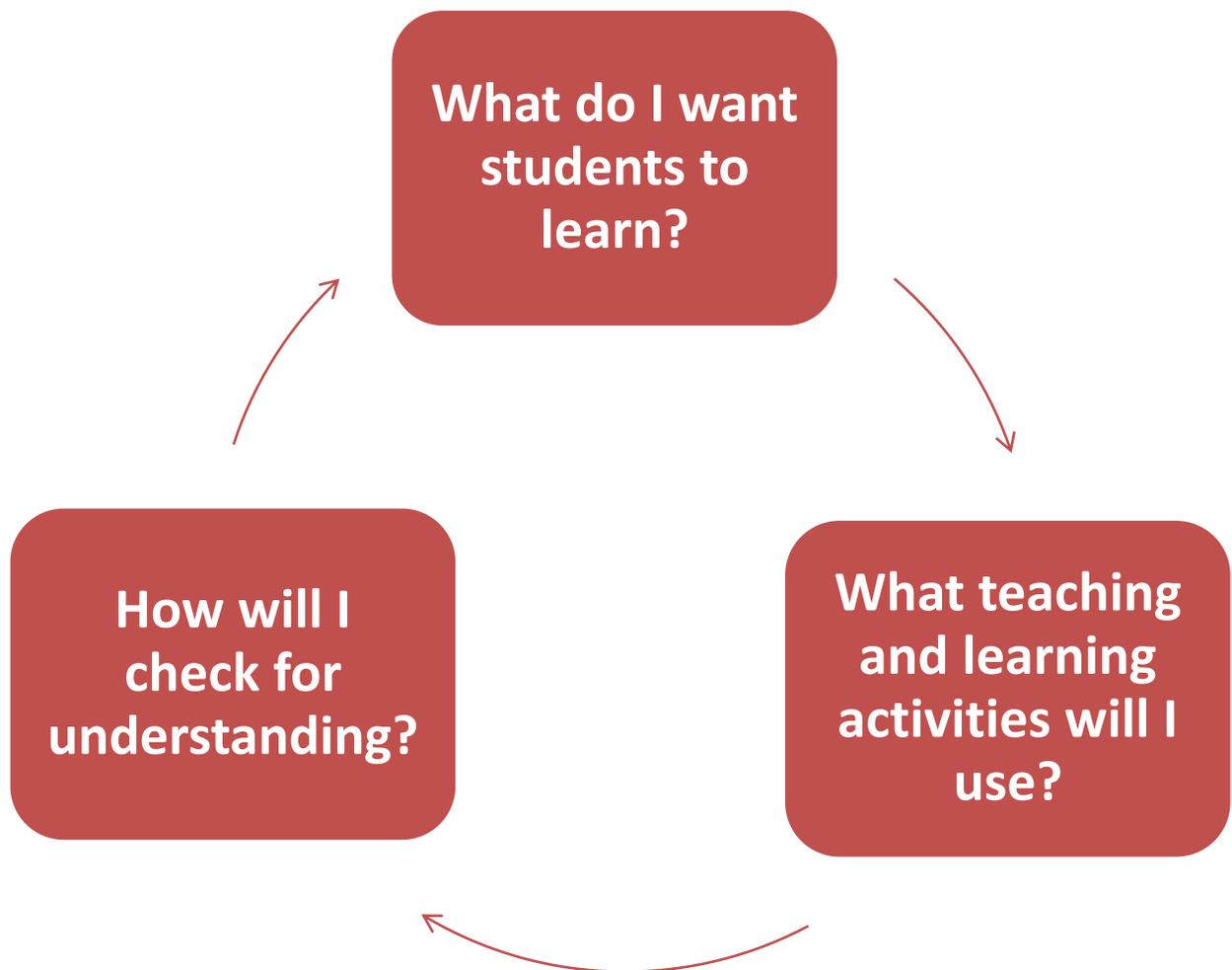
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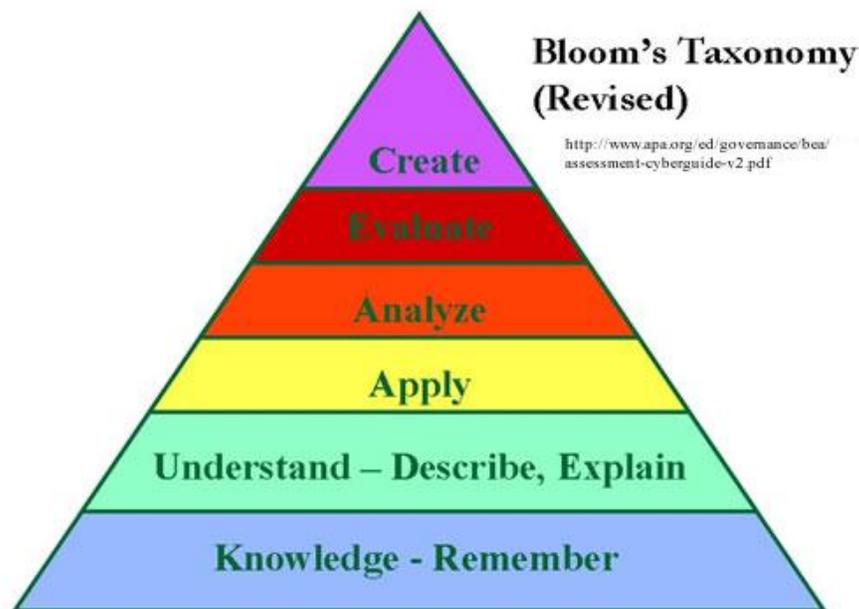
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1. PREPARING LESSON PLANS



1.1 BLOOM'S TAXONOMY



Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

	Category	Representative Skills	Sample Verbs to Use
1	<i>Knowledge</i> (memorization)	Recall, remember or recognize information	Define, identify, recall, recognize
2	<i>Comprehension</i> (understanding)	Relate, discrete facts, summarize or rephrase ideas	Describe, compare, contrast (in your own words)
3	<i>Application</i> (problem-solving)	Apply rules, laws, concepts, principles, and theories to answer or solve a problem. Apply materials to a new and concrete situation.	Apply, classify, illustrate with an example.
4	<i>Analysis</i> (dissection)	Identify the component parts of a complex whole (e.g., a phenomenon or problem). Identify the relationships between the parts.	Analyze, support, draw conclusions
5	<i>Synthesis</i> (creation)	Combine two or more elements into a new (for the students) combination or set of	Predict, develop, design

	Category	Representative Skills	Sample Verbs to Use
		relationships	
6	<i>Evaluation</i> (Judgment)	Critically assess the quality or judge the work based on internal consistency or external criteria	Evaluate, assess, judge

Category	Community Forestry	Verbs
<i>Knowledge</i> (memorization)		Define, Identify
<i>Comprehension</i> (Understanding)		Describe, Compare
<i>Application</i> (Problem Solving)		Illustrate with an example
<i>Analysis</i> (Dissection)		Support, draw conclusions
<i>Synthesis</i> (creation)		Predict, develop, design
<i>Evaluation</i> (judgment)		Evaluate, assess

1.2 OUTLINE LEARNING OBJECTIVES

What do you want students to learn and be able to do at the end of class?

- What is the topic of the lesson?
- What do I want students to learn?
- What do I want them to understand and be able to do at the end of class?
- What do I want them to take away from this particular lesson?

- What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?
- Why are they important?
- If I ran out of time, which ones could not be omitted?
- Conversely, which ones could I skip if pressed for time?

1.3 DEVELOP THE INTRODUCTION

Consider the following questions when planning your introduction:

- How will I check whether students know anything about the topic or have any preconceived notions about it?

For example, you can take a simple poll:

- *“How many of you have heard of community forestry? Raise your hand if you have.”*
- What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might espouse?
- What will I do to introduce the topic?

Useful Tip:

Design the specific activities you will use to get students to understand and apply what they have learned. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic.

1.4 PLAN THE SPECIFIC LEARNING ACTIVITIES

Questions to help you design learning activities:

- What will I do to explain the topic?

- What will I do to illustrate the topic in a different way?
- What are some relevant real-life examples, analogies, or situations that can help students understand the topic?
- What will students need to do to help them understand the topic better?

- Decide what materials are required and how you will acquire these.
- Write the step-by-step procedures that will be performed to reach your objectives.
 - These don't have to involve everything that you will say and do, but you should list the relevant actions.
 - The idea behind a lesson plan is that another teacher could pick it up and successfully teach your class without further instructions.
- Break the material up into several sections and choose activities suitable for each.
 - A good introduction will help students understand what they need to learn the material you are going to present and get them interested in the day's topic.
- Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles.
- As you plan your examples and activities, estimate how much time you will spend on each.
- Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding.

1.5 PLAN TO CHECK FOR UNDERSTANDING

Ask yourself these questions:

- What questions will I ask students to check for understanding?
- What will I have students do to demonstrate that they are following?
- Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?
- How will you know that students are learning?
 - Think about specific questions you can ask students in order to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways.
- Try to predict the answers your questions will generate.
- Decide on whether you want students to respond orally or in writing.

1.6 DEVELOP A CONCLUSION AND A PREVIEW

- Go over the material covered in class by summarizing the main points of the lesson.
 - you can state the main points yourself (“Today we talked about...”)
 - you can ask a student to help you summarize them
 - you can even ask all students to write down on a piece of paper what they think were the main points of the lesson.
- Conclude the lesson not only by summarizing the main points, but also by previewing the next lesson.

- How does the topic relate to the one that's coming?
- This preview will spur students' interest and help them connect the different ideas within a larger context.

1.7 CREATE A REALISTIC TIMELINE

- It is easy to run out of time and not cover all of the many points you had planned to cover.
 - Narrow down your list to the two or three key concepts, ideas, or skills you want students to learn.
- Adjust lesson plan during class depending on what the students need.
 - Your list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed.
 - Having additional examples or alternative activities will also allow you to be flexible.
- Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan.

Strategies for creating a realistic timeline:

- Estimate how much time each of the activities will take, then plan some extra time for each.
- When you prepare your lesson plan, next to each activity indicate how much time you expect it will take.
- Plan a few minutes at the end of class to answer any remaining questions and to sum up key points.

- Plan an extra activity or discussion question in case you have time left.

1.8 PRESENTING THE LESSON PLAN

- Let your students know what they will be learning and doing in class will help keep them more engaged and on track.
- You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class.
- You can outline on the board or on a handout the learning objectives for the class.
 - Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities.
 - Having a clearly visible agenda (e.g., on the board) will help you and students stay on track.

2. INTERACTIVE LECTURE TECHNIQUES



2.1 QUESTION OF THE DAY

- Short activity for the beginning of class that requires students to think actively about the lecture material.
- Pose a question that is not multiple-choice but rather requires short explanations or drawings.

2.2 ONE-MINUTE WRITE

- Ask students to stop what they are doing and produce a written response in only one minute.
 - This technique can be used to collect feedback on understanding by asking them to identify what they thought the most confusing point was or to voice a question.

2.3 DEMONSTRATIONS

- Ask students to demonstrate to the entire class a concept or principle that has just been taught

2.4 ROLE PLAYING

- Put the student in the position of a relevant decision maker, forcing them to apply the content to answer a question or solve a problem.

2.5 SKELETON NOTES

- Offer students handouts or PowerPoint slides with examples of skeleton or partial notes.
- Ask students to complete partial notes as the lecture progresses.

2.6 THINK-PAIR-SHARE

- Pose a question to students that they must consider alone and then discuss with a neighbor before settling on a final answer.
- A think-pair-share can take as little as three minutes (quick-response) or can be longer (extended response), depending on the question or task.



Getting the best out of Think-Pair-Share:

Ask a question. Be aware that open-ended questions are more likely to generate more discussion and higher order thinking.

Give students a minute to two (longer for more complicated questions) to discuss the question and work out an answer.

Ask students to get together in pairs or at most, groups with three or four students. It's important to have small groups so that each student can talk.

Ask for responses from some or all of the pairs or small groups. Include time to discuss as a class as well as time for student pairs to address the question.

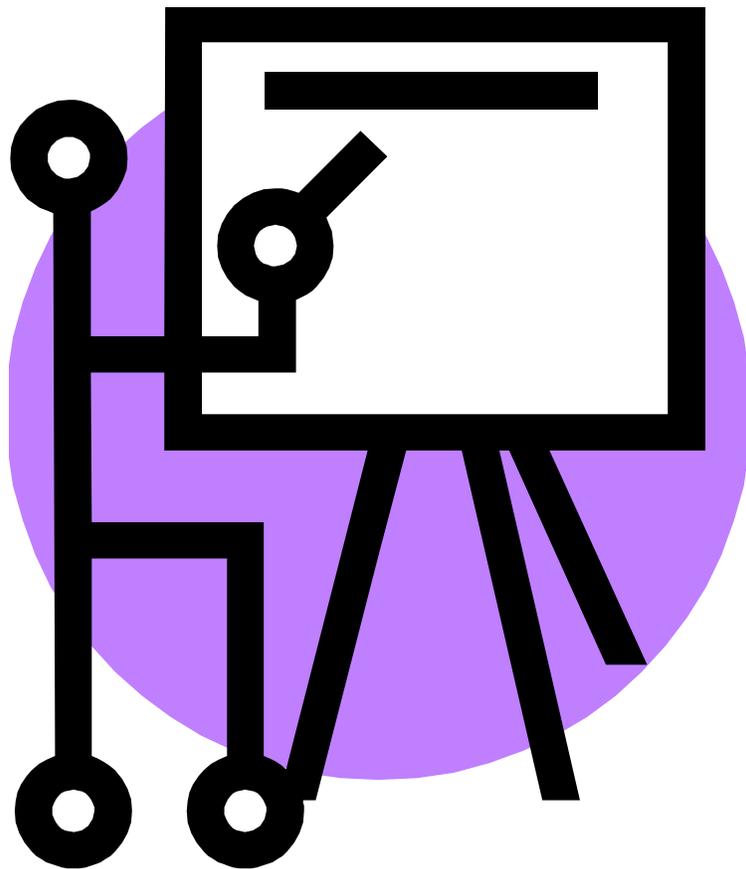
Examples of think-pair-share questions include:

- *Describe and interpret an image.*
- *Before we start talking about climate change, have there been periods warmer than the present in the past? If so, when did such periods occur and what is the evidence?*

After responses are collected, and possibly a short lecture on climate history:

- *How do we know what the climate was like before people started keeping track? How do we measure climate change? How do we measure the effects of climate change?*

3. DELIVERY TECHNIQUES



3.1 ESTABLISH A POSITIVE CLASSROOM ENVIRONMENT

- Create a non-threatening learning environment
- Organize physical space to eliminate situations that may be disruptive
- Establish classroom rules and procedures and consistently reinforce them
- Make the classroom a pleasant, friendly place
- Accept individual differences
- Learning activities should be cooperative and supportive

3.2 BEGIN LESSONS BY GIVING CLEAR INSTRUCTIONS

- State desired quality of work
- Have students paraphrase directions
- Ensure that all distractions have been removed
- Describe expectations, activities and evaluation procedures
- Start with a motivating activity
- Build lesson upon prior student knowledge

3.3 MAINTAIN STUDENT ATTENTION

- Use random selection in calling upon students
- Vary who you call on and how you call on them
- Ask questions before calling on a student
 - wait at least five seconds for a response
- Be animated; show enthusiasm and interest
- Reinforce student efforts with praise
- Vary instructional methods
- Provide work of appropriate difficulty
- Demonstrate and model the types of responses or tasks you want students to perform

3.4 USE APPROPRIATE PACING

- Be aware of your teaching tempo
- Watch for cues that students are becoming confused, bored or restless
 - sometimes lesson have to be shortened

3.5 EVALUATE WHAT HAS TAKEN PLACE

- Summarize the lesson and focus on positive gains made by students
- Determine if the lesson was successful
 - were goals accomplished?

3.6 DEVELOP POSITIVE TEACHER/STUDENT RELATIONSHIPS

- Set a good example; be a positive role model
- Create an exciting learning environment for all students
- Handling disruptions
 - Keep It Short and Simple (KISS)
 - Defer disruptive behavior proactively (eye contact, close space between you and student, use head/hand gestures)

4. EFFECTIVE DISCUSSIONS



4.1 THE PROBLEM

- Discussion commonly falters as a result of students being unprepared.
- Discussion can degenerate into an explanation session for those who do not understand the issue by the ones who did, even when all students try to come prepared.
- Discussion may not engage students if they are simply asked to “discuss the article” or “discuss the answers to the questions”.
- Not everyone participates equally, with some students not participating and others dominating the discussion.

4.2 TECHNIQUES

- Be sure that it is clear in your mind why you are having the discussion and what you hope students will gain from the discussion.
- Select a discussable topic. Don’t simply ask students to “discuss the reading” or “discuss the answers to the homework” is difficult.
- A topic with a number of possible sides or answers makes a good discussable topic.
 - Choosing a topic that is relevant to students increases the likelihood that students will actively participate in the discussion.
- If an issue has two “sides”, consider assigning half the class to one side and half to the other side of the issue. Have each defend their side in the discussion.

4.3 DRAWBACKS

- Discussion can go astray from the intended topic.
- Assessing student learning associated with a discussion is potentially difficult.
 - give students a grade for the discussion based on quality of comments
 - ask questions about the topics on an exam
 - give a follow-up written assignment
 - grade the written preparation for the discussion.
- Discussions can consume more time than lecture would for a comparable amount of material to be delivered. In discussion, though, students actively engage the material.
- Some students tend to dominate discussions. Some students come poorly prepared, no matter what the incentive.

4.4 CRITICAL ASPECTS FOR SUCCESS

- Students must be prepared for the discussion. If they are not prepared, discussion will not work.
 - have students prepare individual written responses to questions in advance
- Structure the room so that students talk to one another, rather than to the instructor, during the discussion.
 - Avoid standing at the front of the room. Instead, sit to one side, where you will be less likely seen as “the authority”.

- Come to a mutual agreement with the class about what the mechanics will be for the discussion (e.g., who talks when, etiquette about disagreeing, and so forth).
 - have students develop these rules for discussion.
 - requiring students to make reference to a previous student comment can help keep a discussion from becoming scattered.
- Avoid the temptation of asserting your opinion in the discussion unless the discussion is stalled.
 - Many students may be shy to participate in a class discussion, even when they are prepared.
 - Adding a session of think-pair-share before the whole-class discussion can help involve all students in small-group discussion, thus giving students the support of a partner during class discussion.

5 DEBATES



5.1 DEBATE PREPARATION

In order to ensure that you are prepared for the debates, there are the following short- term assignments:

- An annotated list of at least 5 references (articles, websites, etc.) you will be using to prepare for the debate.
 - “Annotated” refers to your having one or two sentences after each reference describing the importance of this source.
- A typed one paragraph summary of your character’s stance

5.2 DEBATE PROCEDURE

1. **Five minute** presentation of your answer to the question posed. Your presentation should be full of “convincing facts” to sway the audience to your point of view on the question.
2. Your opponent makes his/her **five minute** presentation
3. The **three minute** rebuttal by the first presenter
4. The second presenter responds with a **three minute** rebuttal
5. **Five minute** question/answer session from the audience to both presenters
6. The audience and judge will fill out their ballots to decide a winner.
7. Announce winner of overall debate

Example Debate

Debate Topic: “Should more of XY region be opened to logging?”

Student Roles: local villager, Forest Development Authority ranger, town authority, conservationist, and logging company representative.

Student tasks:

- Identify the issues involved in this question (e.g., biodiversity values, ecosystem services, local vs. national development, water quality, jobs, state regulations, etc...)
 - in-class discussion or student writing assignment
- What would each character’s point of view be on this question? Prepare introductory statement.
 - student writing assignment
- Preparation of rebuttal statement
 - Anticipate what the “other side” would say
- Two assignments due in advance of the debate: (1) list of resources and (2) one paragraph position statement of the student’s character.

Timing:

- Preparation time, one class period of debate, one class period follow-up discussion and integration into the course.

6 GALLERY WALK – STEP BY STEP INSTRUCTIONS

6.1 GENERATE QUESTIONS

Think of four to five questions to use around a central class concept. Student teams in a Gallery Walk typically number three to five. So, for a class of twenty write four to five questions.

1. **Write Questions** -- Before class time, write the Gallery Walk questions on large sheets of paper, flip charts, whiteboards, or simply write questions on pieces of normal paper. Write one question for one sheet of paper.
2. **Post Questions** -- Post the questions on the wall around the class, giving sufficient separation space between sheets. Alternatively, questions can be placed on desks dispersed throughout the class.
3. **Prepare Students** -- Give students instructions for carrying out the technique.
4. **Group Students and Assign Roles** -- Arrange students into teams of three to five. Provide each group with a different colored marker, pen, or crayon. Ask that each group member introduce themselves.
5. **Begin Gallery Walk** -- Direct teams to different charts or "stations." Upon arriving at the station, each team writes comments for the question posed at the station. To avoid chart clutter and rambling comments, encourage students to write in a pithy bulleted format closest to the top of the chart.
6. **Rotate to New Station and Add Content** -- After a short period of time, e.g., three to five minutes, say "rotate." The group then rotates, clockwise, to the next station. At the new station the group adds new comments and responds to comments left by the previous group. To involve all group members, switch recorders at each station.

7. **Instructor Monitors Progress** -- As groups rotate, the instructor nurtures student discussion and involves all group members. Be ready to a) rephrase questions or to provide hints if students either don't understand or misinterpret questions; be ready to provide instructions for those that still don't understand how to conduct a Gallery Walk. To spur discussion, ask questions like "Your group seems to think about this issue. How would you rephrase or summarize what has been discussed so far?" or "What similarities and differences do you see between the responses you are giving at this station and what was summarized at the last station?"
8. **Return to Starting Point and Report Out** -- In the "Report Out" stage, the group synthesizes what has been written about their original discussion question. Allow about ten minutes for the group to synthesize comments. Each group summarizes the comments on their question and makes an oral presentation to the class. The oral report should not exceed five minutes in length.
9. **Gauge for Student Understanding** -- During "Report Out" stage, the instructor reinforces correctly expressed concepts and corrects for misconceptions and errors. What, for example, did students seem to readily understand? What did they find difficult and how can I adjust my teaching to accommodate students?

6.2 GALLERY WALK -- EXAMPLE QUESTIONS

The following are potential questions about community forestry that could be used in a gallery walk activity:

1. Explain how changes in land use patterns from forest to agriculture impact the environment.
2. Explain how changes in land use patterns from forest to agriculture impact local communities.
3. Explain how variations in local weather and water resources are related to changes in land use patterns.
4. What is a typical day like for a community (or specific group like women)? What is the physical environment? What is family life like?

5. You have just been appointed FDA Ranger in XY County. You are proposing changes in forest management strategies. Criticize the current (conventional) management plan for the forest.
6. You have just been appointed FDA Ranger in XY County. You are proposing a conservation plan. Criticize the current management plan.
7. Describe the unique adaptations communities must make in forest environments?
8. Describe how community forests are impacted by a) commercial logging leases; b) conservation areas; c) climate change; d) internal conflicts e) conflicts with external agents.
9. What are the impacts of community forests on ecosystems?
10. Draw several diagrams sequencing the development of a community forest.
11. A community has proposed to become a registered forest user group. Cite evidence for management competence and capacity.
12. Look at a topographic and/or forest cover map. Where would you locate a community forest on this map?
13. You are a Forest Development Authority ranger. A community forest will be created in your region. Cite at least three positive impacts and three negative impacts of the community forest.
14. Look at a posted topographic and/or forest cover map. Argue for/against the community forest development potential on this map. Place a red sticker on areas depicted on the map that limitations for community forestry. Place a green sticker on areas where community forestry development could proceed. Justify your assessment.

7 CASE STUDY: LAND CONCESSIONS AND PUBLIC CONSULTATION

7.1 INSTRUCTIONS

The following case study can be utilized by students to learn how to do a stakeholder analysis and to examine the interests and conflicts among various groups with regards to land use, community forests, and concessions in Liberia. Students should prepare for class discussion by reading the case study *before* class. Following the case study, a table is provided that can help frame class discussion. It may be fruitful to break students into pairs or groups to work together.

Golden Veroleum Liberia (GVL)

Golden Veroleum Liberia (GVL) is an Indonesian-based palm oil production company. In August 2010, GVL signed a 65-year concession agreement with the Government of Liberia (GoL) to develop a large-scale commercial grade oil palm plantation in the southeastern region of Liberia. The agreement grants GVL the right to identify 220,000 hectares of land for palm oil production and an additional 40,000 hectares for outgrowers. This land was to be identified following a survey of 350,000 hectares located in Grand Kru, Maryland, River Gee, River Cess and Sinoe counties (see Map 1 attached). The concession agreement also gives GVL the right to resettle people living within the concession area. Through this agreement, resettlement costs are carried by the government, although the government can request up to \$3million dollars from GVL over the course of the 65 years to compensate affected individuals at a rate not to exceed \$200/hectare. Under the agreement, GVL can also restrict access and use of roads within the concession area.

Sections 90 and 91 of the Public Procurement and Concessions Act require public notice and stakeholder consultations prior to issuance of a concession agreement. A 2013 audit contracted by the Liberia Extractive Industry transparency Initiative (LEITI) found that in the case of the GVL, this provision of the law was not complied with and required consultations had not taken place.

Numopoh

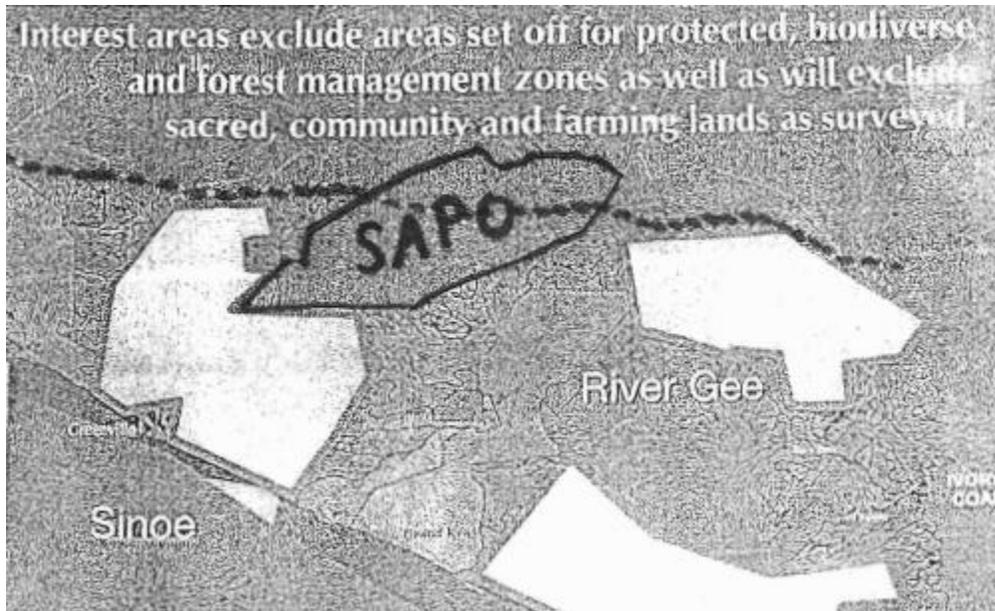
The Numopoh community in Sinoe County is located north of Greenville and south of Sapo National Park and falls entirely within the 350,000 hectares from which GVL may select their plantation area (see map). The Numopoh community's customary lands cover more than 40,000 hectares, most of which is primary forest. Between 2008 and 2011, USAID through the Land Rights and Community Forest Program worked with the Numopoh Community and the Forestry Development Authority (FDA) to identify and demarcate one of 9 community forests in the Numopoh community – an area covering approximately 10,000 hectares (see Map 2 attached).

Numopoh and GVL

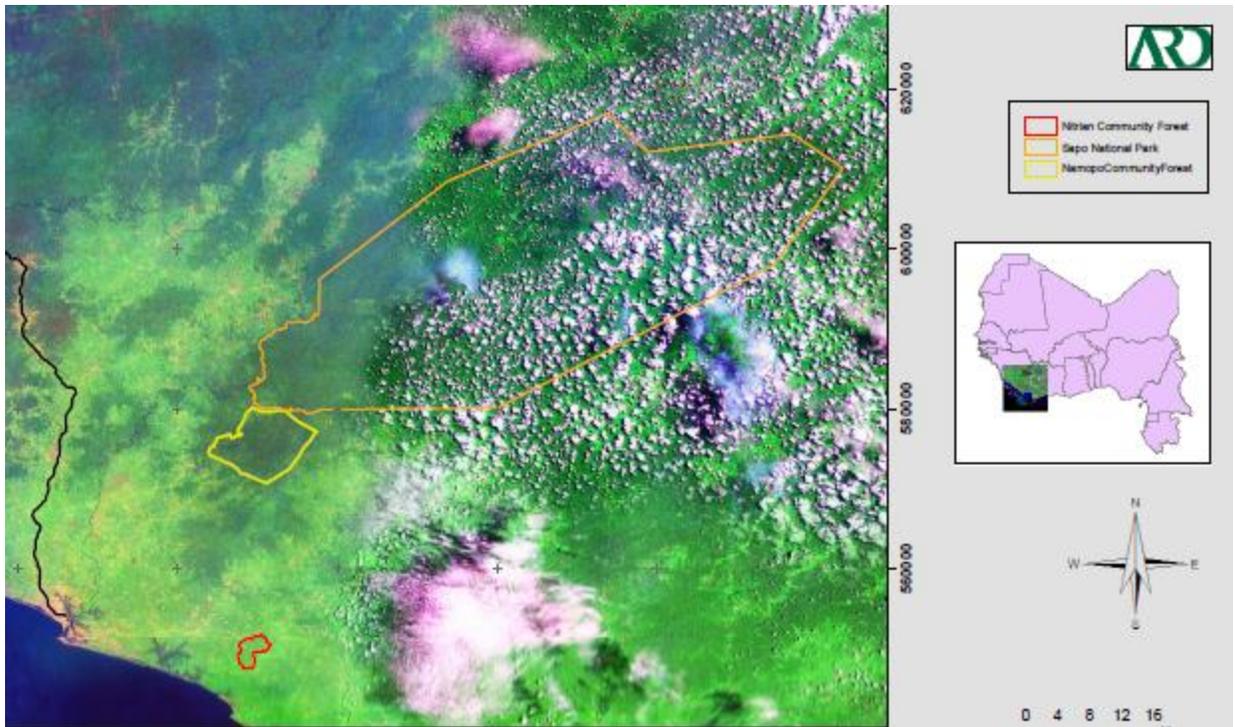
In late 2011, the Numopoh Community was approached by GVL representatives who informed the community that GVL would establish a nursery in the community. For the community, this was the first time that they were aware that the Liberia government had signed a concession agreement for oil palm plantation development, and that their land was within the concession area. By early 2012, the nursery was established and the community was further informed by GVL that a minimum of 15,000 hectares of land would be planted with oil palm. This raised concerns within the community as to where they would continue to farm and what impact this would have on their forests.

In early 2012, a member of the Community Forest Management Body approached a community rights advocacy organization in Sinoe County to complain about the lack of consultation with his community in the development of the concession agreement. At this point, the Numopoh Community representative was given a copy of a Social Agreement that had been signed between GVL and on behalf of the Numopoh community by the former commissioner of Numopoh County District, D.Wrogee Suoh. A complaint against the Commissioner was subsequently filed and Mr. Suoh was suspended.

The Numopoh Community, fearful that their farm and forestlands will be taken from them with minimal compensation, has initiated discussions with GVL in order to work together and identify areas for oil palm plantation development and to attempt to renegotiate the Social Agreement. The community is currently torn apart: some members wish to cooperate with the company, others are demanding a renegotiation of the concession agreement, while still others would like GVL to leave the area altogether.



MAP 1: The areas of interest for plantation development are shaded in white and include the Numopoh area just south of Sapo National Park.



MAP 2: The area outlined in yellow depicts the boundaries of Numopoh community forest. The orange boundary lines demarcate Sapo National Park

Case Study Facts	Who Are the Stakeholders?	How Are They Affected?	What does this Stakeholder Want?	Suggestions: Next Best Steps

8 FOREST WALK

8.1 ILLUSTRATIVE ASSIGNMENT:

During this walk, teams of students will observe and discuss the condition of a forest. Then they begin systematically to make decisions on broad questions that fall into the areas of:

- **Boundaries**. How will the boundaries be defined? Where are the boundaries of the forest? Will there be internal boundaries or zones? How will the boundaries be marked? What is inside the boundaries?
- **Management**. Who should be the manager? Who has the responsibility to manage? Who has the authority to manage? Who can most effectively manage the forest? How can the forest be protected? Will there be guards? Village patrols? Which areas need special protection? How will the authority to protect be recognized? Do we have a legal right to protect the forest? What other action should be taken to secure the forest and make it useful?
- **Use**. How should the forest be used and not used? Given what we understand about the forest, how can we best use it? Should nonmembers have access? What uses should be allowed to continue freely? What uses are reasonable? What will not be allowed?
- **Violations**. How should those who break the rules be dealt with? What should be the penalties? What are the fines for different offences? Are they enforceable?
- **Silviculture**. Are there areas of the forest that should be planted? Are there areas that need complete protection to regenerate?
- **Measuring success**. How will we know if we are succeeding? What will tell us that the forest is well managed? How will we know if we are doing a good job or not?

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