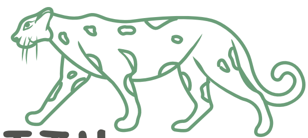
Ethical Conservation Alliance



Engaging with Indigenous Peoples and Local Communities for Biodiversity Conservation

Trainer's Guide

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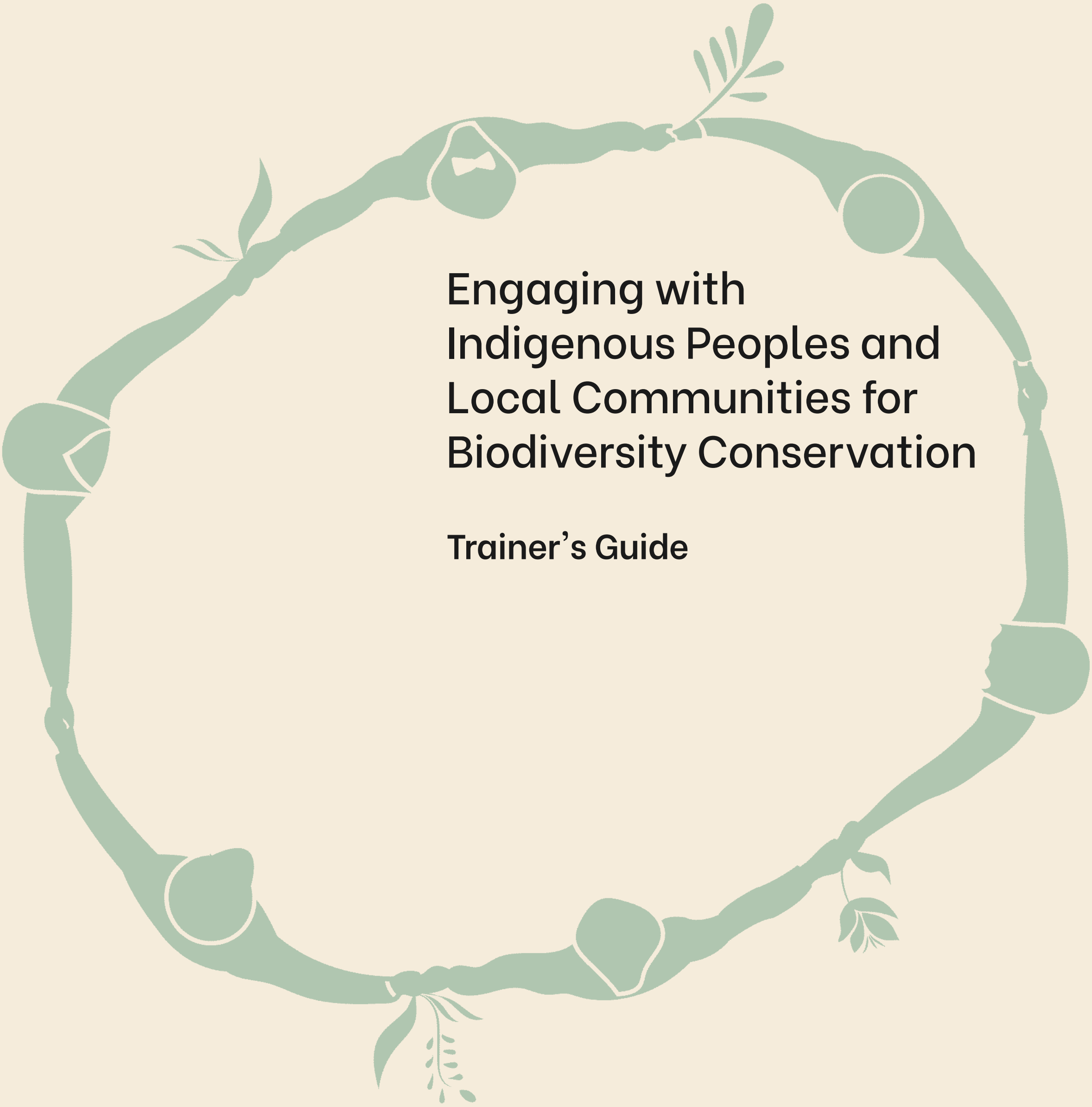

Engaging with Indigenous Peoples and Local Communities for Biodiversity Conservation

Trainer's Guide

Ethical Conservation Alliance

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This Training Guide is a follow-up version to the PARTNERS Principles Training of Trainer's Guide (2020) developed by the International Snow Leopard Trust, Nature Conservation Foundation, INRAE, University of Aberdeen and workshop participants from across the snow leopard range.

The Ethical Conservation Alliance, launched on the 6th of November 2023, brings together conservation practitioners from multiple countries working across the world's lands, oceans and air. The alliance is transforming the way conservation is practiced worldwide by bring local and indigenous communities to the forefront.

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Preface

Background

Despite decades of conservation efforts, biodiversity across the world continues to be lost at an unprecedented rate. This trend is exacerbated by the overarching impacts of globalization and human-induced climate change. Recent years have witnessed renewed calls for increased conservation action. In particular, the role of indigenous peoples and local communities as key actors in the implementation and governance of conservation efforts is increasingly being brought to the foreground. A vital component of this is the recognition that conservation efforts have historically led to widespread injustices and marginalization of local and indigenous communities.

On the 2nd of December 2022, in the build-up to the 15th Conference of Parties of the Convention for Biological Diversity in Montreal, conservation leaders from 22 countries issued the *Kashka Suu Statement on Global Biodiversity Conservation*, calling for promoting ethical and effective community-led conservation initiatives worldwide. The Statement followed a week-long workshop in the village of Kashka Suu in the Republic. It was subsequently referenced at the CoP by the Government of the Kyrgyz Republic.

As a follow-up to the Kashka Suu Statement, the *Ethical Conservation Alliance* was launched at the *People for Planet Summit* in London, UK, on 6th November 2023. This is a growing coalition of conservationists from 29 countries, working with and alongside local and indigenous groups across Latin America, Africa, Asia, the South Pacific and Europe. The *Ethical Conservation Alliance's* mission is to improve how biodiversity conservation is practiced world-wide by bringing local and indigenous groups to the forefront of conservation.

One of the most significant limitations to effectively promoting community involvement and leadership in conservation has been the need for more resources and training among conservationists that would help them to engage effectively and ethically with local and indigenous communities.

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Community engagement and the establishment of community-based interventions are often carried out through trial and error, by conservation teams with little to no formal training in this field. The Ethical Conservation Alliance fills this gap, setting up guidelines and training courses to better understand and engage with communities for conservation.

The purpose of the trainer's guide

This book is intended as a guide to conduct training workshops for conservationists to strengthen ethical and inclusive ways of engaging with local and indigenous communities. Trainers are provided with a set of tools and approaches drawn from the PARTNERS Principles (Mishra 2016; Mishra et al. 2017), which aim to help trainees to self-reflect on their work, discuss successes and shortcomings, as well as identify aspects to focus on in the future. This book also aims to provide a framework for trainers to foster open and constructive discussions throughout the course, centered on the conservation experiences of participants, while maintaining a focus on inclusive and ethical approaches.

Supporting **videos** are available for open access at the website of the **Ethical Conservation Alliance**.
www.ethicalconservation.net/training/

I

INTRODUCTION TO THE TRAINER'S GUIDE

1 Introduction

Conservation efforts in many parts of the world place an unfair burden on the well-being and livelihoods of local and indigenous communities. Indeed, top-down, state-imposed conservation approaches remain the dominant strategy when it comes to protecting biodiversity across the globe. They impose policies and legislation onto local and indigenous communities, with little consideration for their views, their culture, and their well-being. At the same time, the overwhelming majority of the costs of biodiversity conservation continue to be borne by relatively poor local communities, who are typically disenfranchised from access to key natural and cultural resources required for their survival. Engaging with communities is critical to the the success of conservation efforts. Despite this, the need to build and ensure long-lasting community partnerships in conservation is often overlooked. Simply relying on activities aimed at community involvement in conservation projects risks losing

Community engagement for conservation is an ethical imperative, as well as key to the effectiveness and long-term sustainability of conservation programs.

sight of the need to strengthen their agency and right to take part in the conservation decision-making throughout the process. Community engagement for conservation is an ethical imperative, as well as key to the effectiveness and long-term sustainability of conservation programs.

As practitioners, we often have little or no formal training in how to engage with communities to build long-lasting conservation partnerships. We have limited recognition of the pitfalls encountered along the way as well as the opportunities provided by developing strong community partnerships. The practical challenges of achieving effective engagement are considerable and such forays can be fraught with difficulties and ethical considerations. They are often undermined by wider political forces and economic interests. When carried out poorly, conservation interventions can damage relationships with, and trust earned from, local communities, lead to larger injustices towards them, and cause setbacks for biodiversity conservation outcomes.

A set of principles and guidelines for community engagement in conservation, called the 'PARTNERS Principles'[1] was developed based on extensive experiences in the high mountains of Asia. These have been improved by incorporating the experiences of conservationists worldwide, represented in the *Ethical Conservation Alliance*.

This book is a guide for trainers – based on the experience of conservationists from the *Ethical Conservation Alliance* – to conduct workshops for conservationists on strategies to engage communities in ethical and inclusive ways. Its objective is to provide trainers with the skills and confidence to lead workshops that are genuinely participatory, self-reflecting and constructive, where participants share their experiences and knowledge of community engagement and, as a group, assess the successes and shortcomings to better understand how to deal with present and future conservation challenges.

1 *PARTNERS stand for 8 principles: Presence, Aptness, Respect, Transparency, Negotiation, Empathy, Responsiveness, and Strategic Support.*

2
Target audience for the trainer's guide

This toolkit is intended for conservationists from around the world, preferably those who already have some experience in community engagement.

Ideally, the trainers are expected to have previously worked using the PARTNERS Principles, by having undergone the PARTNERS training, or have followed the PARTNERS trainer course.

3
How do I prepare for the workshop?

If you are reading this guide, chances are that you intend to train other people in community-based conservation. Subsequent sections of this guide will help you navigate that process.

Preparatory reading before the workshop

In this guide, we have summarized some of the key points covered under the PARTNERS Principles for community engagement, which can provide a helpful reference and background knowledge for the training course. You could greatly benefit from reading the following documents when preparing for the workshop:

- Building partnerships with communities for biodiversity conservation: lessons from Asian mountains – an article in the Journal of Applied Ecology (2017) that provides a summary of the PARTNERS Principles.
- The PARTNERS Principles for Community based Conservation published by the Snow Leopard Trust (2016) details each of the principles along with anecdotes and experiences. Although reading the entire book before every workshop may not be necessary, it can serve as a useful reference when focusing on a specific principle or topic during the course.

Please also see Appendix 1 and 2 for more information on facilitation techniques and qualities for effective trainers.

Focus of the workshop

As a trainer, you must provide a safe and constructive environment for all participants who have signed up to train in community engagement (Box 1). You must encourage and foster open and constructive discussions to collect experiences from participants throughout the course. Your target group for the workshop could include a wide range of potential stakeholders: frontline conservation practitioners, local community champions, members from local youth associations, participants in ongoing conservation programs, government officials and field staff, as well as other local and international conservation agencies. Each of these groups (and individuals within them) can have very different perspectives and interests in conservation. As a result, their expectations from the workshops could vary, and so, it is often useful during the planning phase to reflect on and clarify some of the key aspects of the training process.

You must encourage and foster open and constructive discussions to collect experiences from participants throughout the course.

Box 1: Summary of workshop purpose and expectations

What is the main purpose of the workshop?

To share best practices in community engagement for conservation. The workshop will facilitate discussions on successes and challenges, and – through discussion and debate – eventually arrive at the PARTNERS Principles, a set of guiding principles for community engagement.

What do we hope to achieve from the workshop?

To provide trainees with the skills needed to better engage with communities in conservation, to reflect on the challenges faced in conservation initiatives with communities, and to collaboratively figure out how these can be addressed.

What do we expect from the trainee?

To actively participate in the discussions and share personal experiences of working with communities – the challenges, the successes, and the lessons learnt.

How do we select and invite participants?

The ideal group size for this workshop is 10 participants, and up to 15 participants are manageable, excluding the trainers and interpreters (if any).

When planning the training, it is good to be clear about what you expect participants to do after the training, or what skills are important for them to learn. Second, consider what criteria you are looking for in the participants . For example, experience in conservation efforts involving communities, experience working with communities for education, local livelihoods, etc.

Another important point to consider is the composition of the group for the workshop. Diverse groups make for rich training sessions. However, there can also be situations that may cause inhibitions among particular group of participants, for example women participants may not feel as free to express themselves if men dominate the group; or young people may be uncomfortable expressing themselves in front of elders or more authoritative figures. Make sure there is a balance within each group and consider that some groups may need alternative workshop settings where they have more opportunities to express themselves. Remain very aware of group dynamics, and make sure that everyone gets the opportunity to participate fully throughout the workshop.

We have included a sample workshop announcement in Appendix 3.

Make sure there is a balance within each group and consider that some groups may need alternative workshop settings where they have more opportunities to express themselves. Remain very aware of group dynamics, and make sure that everyone gets the opportunity to participate fully throughout the workshop.

Box 2: What do I do if the audience is multilingual?

If you are expecting a multilingual audience, or participants with hearing difficulties or other requirements, you should consider having an interpreter or other appropriate support staff to help throughout the workshop. If an interpreter is needed, the workshop will take longer due to the time needed for translations, so please plan accordingly. It is important for the facilitator to have spent time with the interpreter before the workshop, discussing its objectives, and the mode of delivery. Ensuring a shared understanding and alignment on these topics can go a long way in ensuring that the workshop is effective and well received by the participants. In addition, you may want to remember some important aspects relating to multilingual audiences:

- The need for an interpreter implies that the time needed for the workshop will be greater. It may be reasonable to assume that it could take twice the time required for a regular session.
- If only some participants require help with interpretation, you may want to set up the seating arrangement in such a way that they are seated close to each other, thus ensuring it is comfortable for them to hear the interpreter and participate without disturbing other participants. Make this known to all participants at the onset of the training.
- Since the session requires active participation from the trainees, give them time to gather their thoughts on any discussion that you may be initiating. This helps to ensure that all participants remain part of the conversation and receive equal opportunity to express their views without feeling left out due to language or other barriers.
- Try to understand if there are bilingual participants who could informally help their fellow participants understand nuances of language and set up a buddy system - note that this should not be used not as an alternative to professional translation, but in addition to it.

Reflecting on important points for workshop success

Cultural contexts in biodiversity conservation are diverse, and sensitivity is required in creating a space for open dialogue and exchange. It is important to recognize that different people value nature and conservation in different ways. As a trainer, it is helpful to reflect on the dynamics of your interactions with the participants, bearing in mind the following questions:

- What are the power relations at play (e.g, gender, age)? Who has the power and agency to make a change? Where do you sit within the power structure?
- Are you aware of social discrimination that participants may be subject to? If so, have you considered a strategy to overcome any barriers they may have during the workshop?
- Does the local history of the group influence the way conservation is perceived?
- Is the political context considered?

Other useful preparatory steps

It is useful to share some of the relevant information mentioned above with the participants at least five days before the workshop. A sample of the course announcement is included in Appendix 3 and a sample schedule in Appendix 5. It may also be useful to share a questionnaire asking about participant expectations and then collating these to help shape the content of the workshop.

Ensure the materials required for the workshop are available and on-site. The list below can help keep the workshop interactive and creative.

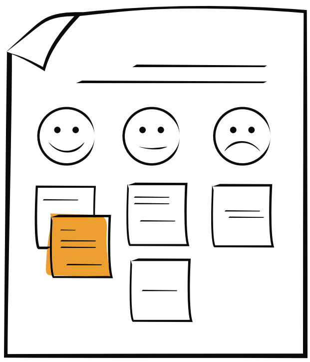
- Post-it sticky notes
- White board, coloured markers, and erasers
- Flip charts
- Coloured pens
- Stationery for participants (notepad and pen)
- Printouts of workshop material
- Projector (optional)

4
Keeping it fun and relevant!

Flip charts are an effective way of capturing interesting points that come up over the course of workshop discussions. In addition, three flip chart sheets can be set up in three areas of the room throughout the course, on which different kinds of feedback can be recorded.

Please see the examples below:

- **An ideas and questions 'parking lot'**: This sheet records any interesting ideas or questions that emerge during any of the activities and that may be discussed later during the workshop, or followed up in a post-workshop session.



- **Resources:** On this sheet, participants and/or the trainer list out resources that need to be prepared or shared amongst the group as a follow up to a particular session. This can help strengthen the process of understanding the principles of community engagement, and subsequently applying them to conservation efforts.

- **Mood meter:** Draw three faces on this sheet: a happy, a sad and a neutral one. Participants can write comments and suggestions on Post-it notes that are pasted next to the appropriate faces. The mood meter is particularly useful for the trainer to gauge the mood of the group at intervals during the workshop and modify the training delivery accordingly. For instance, a mood meter may indicate that the discussions are too long, which is a cue for the trainer that they need to introduce a few more 'fun activities' to break up the sessions and keep the participants interested (Please see Appendix 4 for various activities).

You can revisit the flip charts at the start and end of each day to take note of the points that were brought up by the participants.

Maintaining a high level of engagement and energy during the two to three-day workshop is crucial to its success.

Maintaining a high level of engagement and energy during the two to three-day workshop is crucial to its success. It is particularly important to address the afternoon lull when attendees may feel fatigued. To overcome this, incorporating short, enjoyable activities throughout the workshop can boost energy levels, promote exchange, and facilitate interaction among group members. We recommend selecting activities that are best suited to the group's preferences and encourage their active participation (see Appendix 4). Some suggested activities involve physical contact between participants. Ensure to pick activities that are appropriate – for example do not choose an activity involving physical contact if this might make some participants uncomfortable.

To encourage discussion, seating can be circular in such a way that participants and the facilitator(s) face each other. Alternatively, groups can be separated into tables, with the facilitator moving between them and the main screen/board. The idea is to promote discussion between the particpants and encourage group work.

FIGURE 1: The setting for a typical PARTNERS workshop can be simple and informal, allowing participants to share and exchange their conservation experiences.

FIGURE 2: It is great to take some of the discussion outdoors, if your venue (and weather conditions!) offers you that opportunity.

5 PARTNERS Principles refresher

The PARTNERS Principles refer to eight key principles for effectively and ethically engaging with indigenous peoples and local communities for biodiversity conservation. In the following sections, each of the principles is described through interactive activities and group exercises.

On the first day, we focus on the principles of 'Presence', 'Aptness', 'Respect', and 'Transparency'. These four principles form the basis for setting up any community conservation program. They emphasize the need for, and importance of, building trustful relationships through a sustained and long-term presence in the community; tackling critical conservation challenges in ways that address people's needs and expectations; for designing initiatives that are culturally, scientifically, and contextually sensitive and relevant; for the communities to be viewed as equal partners; showing respect for the views of others; and maintaining respectful and transparent communication.

On the second day, we focus on the principles of 'Negotiation', 'Empathy', 'Responsiveness', and 'Strategic Support'. Any community conservation intervention requires negotiations to reach robust and sustainable agreements, and to increase community ownership. It is critical that conservationists conduct these negotiations in an integrative, respectful, meaningful, and inclusive manner at the most appropriate time with all of the key stakeholders. Conservationists must build empathy and trust, and be willing to adaptively improve the programs to address emerging problems and opportunities with a high degree of responsiveness and creativity. Finally, we discuss the importance of building strategic support, in particular from governments, to increase the resilience and reach of community conservation efforts.

The PARTNERS Principles

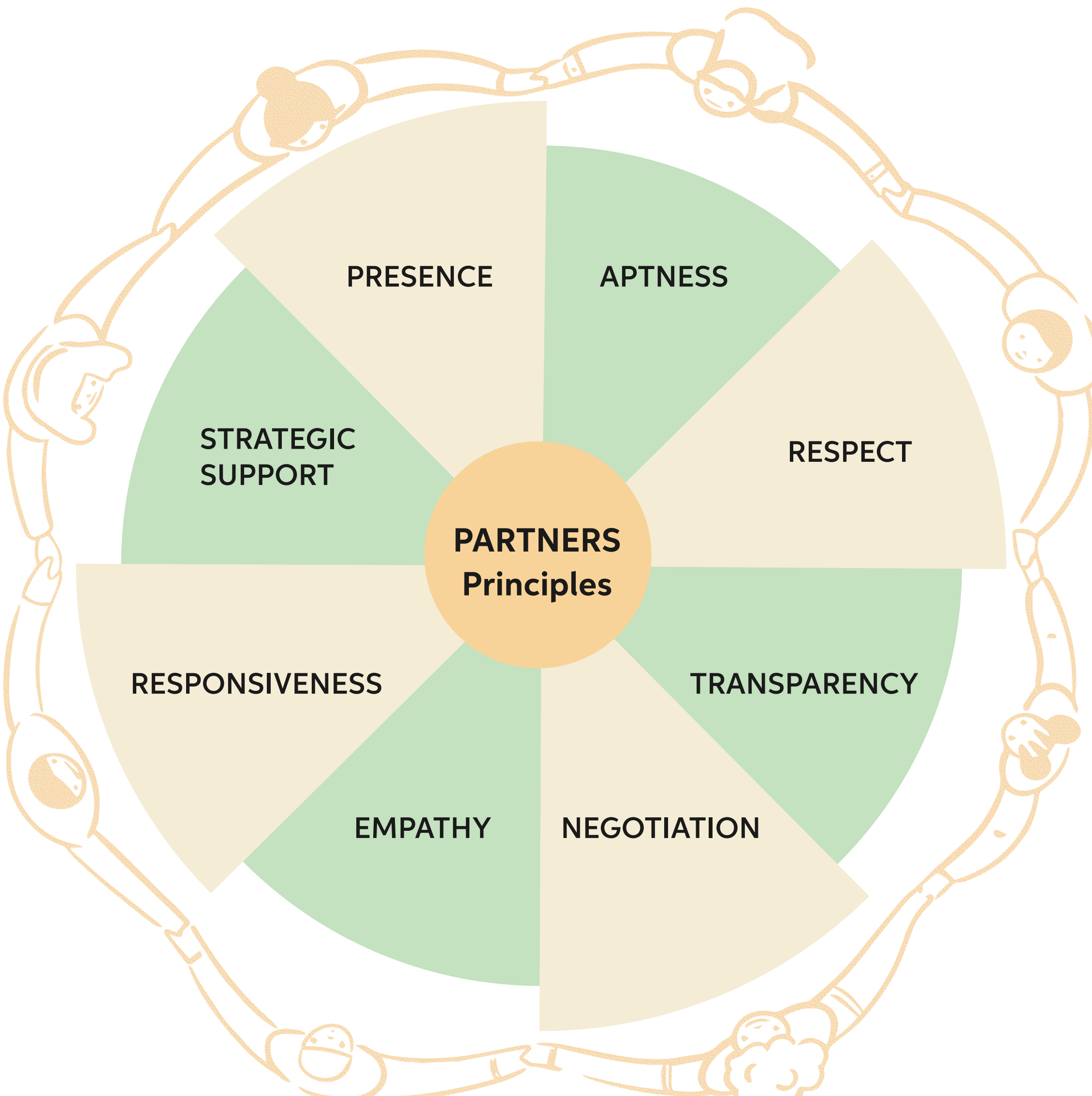


FIGURE 3: A visual representation of the eight PARTNERS Principles for effective and ethical community conservation.

II

DAY ONE OF THE PARTNERS PRINCIPLES WORKSHOP

1 Introductions, workshop guidelines & sharing expectations

Introductions

The introduction sets the scene for the entire workshop. It is a great opportunity to get participants to interact and feel at ease before the workshop starts, for the trainer to get to know the participants, and vice versa. The introductory activity should be interactive and allow participants to feel comfortable within a safe space. Below is an example of the kind of activity that could spark conversations. It is important to make sure that the activity proposed is culturally and socially appropriate. Getting into local traditions can be a great starting point to support participation and facilitate ice-breaking.

Activity 1 Introductions

30-40 min

Pair participants randomly and give 10 minutes for pair members to talk to each other, and to find out interesting things about their partner. Let them know that at the end of the 10 minutes, you will ask each person to briefly introduce and highlight aspects about their partner.

Keep in mind – It is possible that the group may consist of individuals from various cultural and demographic backgrounds, and that participants may not necessarily be aware of their fellow partners. Try pairing people who don't know each other, or who have different backgrounds. Be mindful when pairing male and female participants depending on their level of comfort and cultural sensitivity. It may be useful to guide the group with some questions on how you would like the participants to introduce their partner. Here is an example:

> *My partner's name is Kuban, and he is the Director of the Snow Leopard Foundation in Kyrgyzstan. Kuban loves to do fieldwork and set up camera traps. He does all his field work with Pajero. By the way, Pajero is the name of Kuban's favorite horse!*

You can also give participants an example of the kind of questions they can ask their partners (e.g., where they live, what their job entails and what they like about it, what their hobbies are, what is the best book they have read recently, etc.).

If you want it to be more related to their conservation experience, you can ask them to cover a few key themes, e.g., experience working with communities, or a fun fact about their work. Below are a few alternatives to this exercise:

- Introduce yourself by stating your name and 3 words you would use to define yourself. Each participant is given 5 minutes to think about the exact three words. After 5 minutes, each participant mentions their name and the 3 words that define them. Several interesting words may come up. Allow time for participants to ask questions and get to know more about their fellow participants.
- Share your name, profession and then something fun about yourself – this is a simple, yet effective way for a participant to introduce themselves to the rest of the group.
- Write your name and something about yourself in 140 characters, your tweet. If your participants are social media savvy, ask them how they would introduce themselves if they were asked to do so by tweeting about it.

Workshop guidelines

After finishing the introductory session, take time to set guidelines for the workshop. The workshop guidelines are a set of collective agreements between you and your trainees, that you must encourage everyone to follow over the two days of the workshop. The workshop guidelines are meant to reassure all trainees that the course will be a safe place to exchange and learn from their experiences. You can go back to the guidelines during the workshop if any issues come up, and remind everyone of them. It is useful to display the workshop guidelines prominently in the room so anyone can refer to them whenever necessary.

The workshop guidelines are meant to reassure all trainees that the course will be a safe place to exchange and learn from their experiences.

Activity 2

45 min

Defining the Workshop Guidelines

Take a fresh flip chart and ask your participants to suggest some rules that they would like to set for the workshop. Some points may be agreeable to all the participants, and these can be written out on the flip chart. If there are any points which require a discussion, do so, and get to a compromise that everyone is happy with.

You may want to list a few possible rules to get your participants going. Ensure that the rules are set in a participatory way. Here are a few examples:

- Avoid distractions (laptops and cell phones are put away and not used).
- Listen actively and attentively.
- Share your views, even if they are different from everyone in your group.
- Ask for clarification if you are confused.
- Do not interrupt one another.
- Challenge one another, but do so respectfully.
- Critique ideas, not people.
- No idea is too trivial, no question is stupid.
- Language should not be a barrier.
- Have activities that allow movement.
- Don't feel stuck in your group, feel free to change groups if you need to.
- Everyone is expected to attend the full duration of the workshop, except when someone lets us know beforehand.
- Build on one another's comments; work towards a shared understanding.
- If you are offended by anything said during a discussion, voice it immediately.
- Feel free to share examples that you think will add value to the conversations. If you would like to keep any information confidential within the group, feel free to request it.
- Respect any requests of confidentiality made by fellow participants throughout the workshop.
- Consider enough breaks to keep everyone's attention throughout the workshop.
- Be constructive – especially when criticizing.

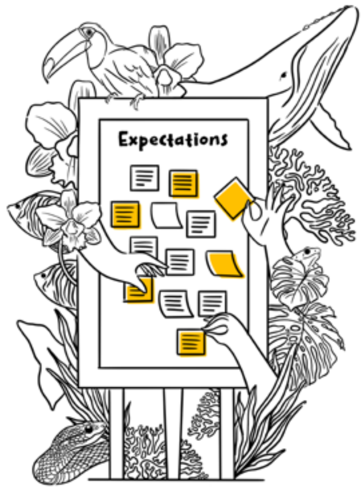
Allowing participants to express these expectations will help you shape or adapt the sessions accordingly.

Some workshop guidelines may be harder to implement than others. For example, turning off laptops and phones. However, gaining the group's full attention during sessions can make a huge difference to the workshop. After collating the rules together with the group, check with a 'thumbs up' from all the participants that they all agree to follow the guidelines during the training course and pin up the sheet in a place such that it is visible to all participants and can be referred to during the workshop.

Expectations: sharing what participants can bring to, and take from, the course

Every individual is likely to have a different set of expectations of what they hope to gain from and contribute to the workshop. Allowing participants to express these expectations will help you shape or adapt the sessions accordingly. It will also allow the trainees to experience the course as a two-way process, whereby they will learn from but also contribute to the discussions. Articulating expectations as a group is also important, to assess whether the workshop achieved its goals. It is good practice to write them up as a list that can be revisited during the workshop and at the end of it.

The next exercise is a group activity to understand and set joint expectations among participants of the workshop.



Activity 3

15-30 min

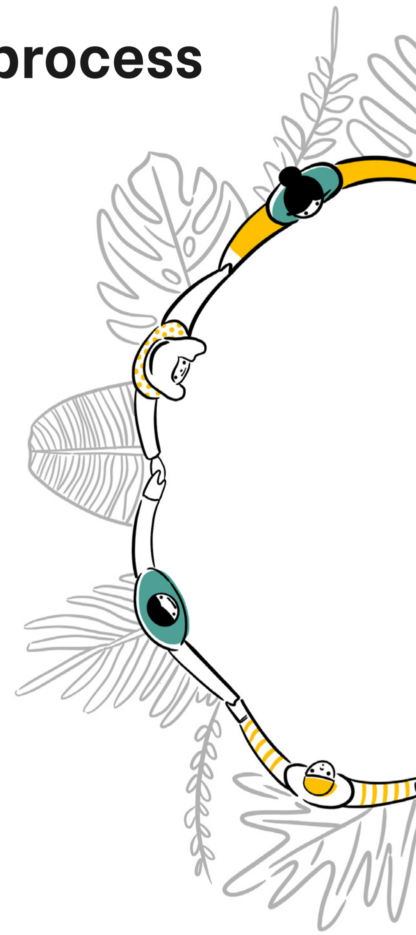
Expectations: what trainees can take from the course

Give Post-it notes to each trainee and ask them to list what they would like to learn from the workshop (i.e., their expectations). After 5 minutes, read out the participants' expectations. For example, a participant may want to learn more about handling negotiations when working with communities. You can then start compiling a list of expectations that can be revisited at the end of each day to see which ones have been addressed. It's useful for the trainer to go through all the expectations, acknowledging the input from all participants. The list of expectations will form the basis on which to evaluate the course at the end.

Keep in mind – Participant expectations may not always be aligned with the scope of the workshop. If you notice a mismatch whilst expectations are being read out, state it at the outset– and don't forget to thank the participant(s) for their input. It is better to clarify these points at the beginning, rather than leaving them for later. There may be occasions when expectations are very specific – for example, a participant may want to know how to deal with a particular member of the community who they felt was troublesome to engage with. While this might not be suitable as a specific objective, it could be discussed during the workshop to direct trainees to some of the broad principles that could assist them in finding solutions. It is also useful to engage with such participants in one-on-one discussions during breaks or free time to get a deeper sense of their challenge and help them find solutions. If an expectation does not necessarily fit with the objectives of the course, this is still important information that could be addressed as part of an exercise. It could be added to the parking lot sheet as something to keep in mind.

Remember to revisit the expectations at regular intervals during the training, and make sure that expectations are being addressed over the course of the workshop.

2
Understanding the general process of community engagement



Defining a ‘Community’

What is a community? We all have our different ideas of what a community is, often based on our own socio-ecological, cultural and economic background. There are very different types of communities in different parts of the world – different types of organization, norms, size, geographical areas, etc., which involve different challenges for a community. It may be useful to brainstorm what a community means for the participants.

Activity 4

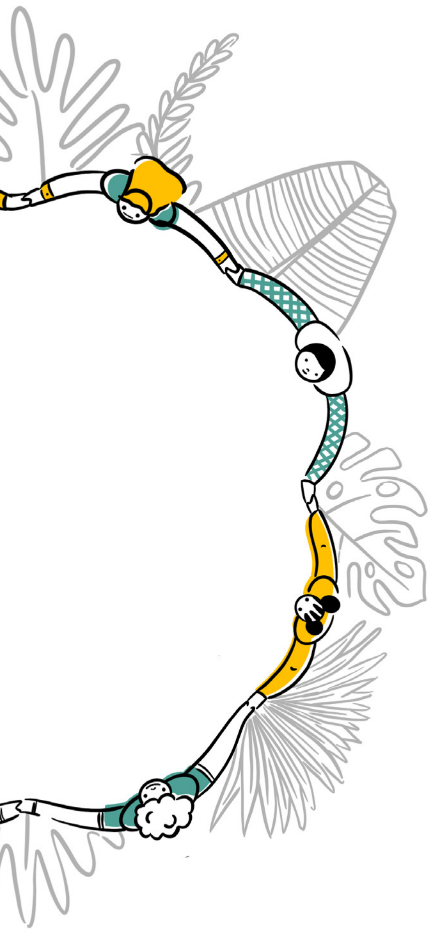
20-30 min

Finding a common definition for ‘Community

Ask participants what a community means to them. Ask them to specify if it is place-based or stakeholder-based.

As an example, previous participants have defined a community as: indigenous groups, groups of isolated forest dwellers, fishing communities, place-based or neighbors, common initiative groups, people doing the same activity within a village, organized groups, community conservancies across multiple villages, a collective of individuals with common objectives, common sustainability approaches, rural people with local wisdom/knowledge.

If participants express a diverse set of definitions, ask them to agree on a common definition for the purpose of the workshop. For example, a common definition could be place-based, often of common ethnicities, or common initiative groups.



A shared understanding of these different experiences, and views of community engagement, will guide later discussions about the PARTNERS Principles and approaches to increase the chances of success of community engagement processes.

Sharing personal experiences in community engagement

Participants will come from varied cultural and socio-economic backgrounds. The group – and individuals within it – will have unique experiences and understanding of community engagement processes surrounding conservation issues. For example, some participants may recall an instance in which a community was engaged in a very directive or authoritarian way, which did not adequately consider the community's particular circumstances or needs. A shared understanding of these different experiences, and views of community engagement, will guide later discussions about the PARTNERS Principles and approaches to increase the chances of success of community engagement processes.

Exercises 5 to 8 can help participants to describe their experiences and articulate their understanding of community engagement. We would encourage you to pick one for each key topic. The examples below can help you decide which one would be most suitable.

Activity 5

30 min

Differences between Community 'based' and Community 'led' Conservation

Discuss the difference between community 'based' and community 'led' Conservation.

- What words come to mind for each approach?
- What are the consequences for promoting conservation action in a given setting?
- Ask participants how they would define their approaches and if there are any gaps?

Activity 6

45 min

Articulating through images how you visualize community conservation

- Divide the trainees into groups of 3 to 5 people.
- Ask the groups to discuss what Community Conservation means to them. What words would they use to define it? What images/symbols/feelings come to their minds?
- Allow the participants 20 minutes to express themselves on a large sheet of paper.
- Ask each team to present their drawing. Allow enough time to discuss each drawing. We would suggest approximately 20 minutes.

Encourage each group to share examples from their work in which a conservation objective - involving local or indigenous communities - was met, and another situation in which they faced a challenge or fell short on their intended outcome.

Activity 7

Experiences in community engagement

40 min

- Divide trainees into 2 to 4 groups and give them 20 minutes to discuss experiences in Community engagement. Encourage each group to share examples from their work in which a conservation objective – involving local or indigenous communities – was met, and another situation in which they faced a challenge or fell short on their intended outcome.
- You can provide them with a list of questions (see some examples below) to think about while articulating their examples.
- Invite each group to share one example from their group.

Example questions to encourage discussion:

- Why a particular conservation effort did or didn't have the desired results? Can you list two key reasons for the outcome?
- What challenges did you face in implementing the efforts? How were these challenges overcome?
- What was the most difficult part in ensuring community participation and how did you manage it?
- What was the outcome of the efforts and who played a role in ensuring success?
- How long did it take for you to implement this specific effort in the community? How long had you been working with this community?

Activity 8

20 min

What are meaningful and successful approaches to community engagement?

You can work with trainees to identify the lessons learnt from their collective experiences so far, and what they think are the key steps to build meaningful and successful community engagement around conservation issues.

This discussion can allow you to lead the trainees through the broad process of engaging with communities for conservation by:

- Building relationships.
- Understanding the context.
- Negotiating interventions.
- Monitoring interventions.

It may be useful to display the trainees’ lessons on a whiteboard as you discuss them.

Ethics of community engagement

Ethics cuts across all the PARTNERS Principles. It provides a moral framework to judge our actions, but is also a guide to help evaluate and choose between strategies and actions. As conservationists, we need to be responsive to several ethical obligations, including those going beyond biodiversity conservation.

Here, we list a number of questions relating to ethics within community conservation that we encourage you to explore with your group. Please note that these are not exhaustive, and so, we encourage you to consider other ethical dimensions and take ethics as a tool to help resolve challenges and find opportunities in conservation action.

- How do we consider in our work that many conservation efforts in many parts of the world have been unjust and discriminatory towards local people?
- Are there shared universal values that can help us define actions that respect, protect, and fulfill the rights and dignity of indigenous peoples and local communities?
- How can we avoid the perception that conservationists are superior in any way, or a *provider*, and that the community is the *recipient*?

As conservationists, we need to be responsive to several ethical obligations, including those going beyond biodiversity conservation.

- We need to respect discord and disagreement on goals and values. How do we deal with this and transform it into positive outcomes?
- How can conservation activities avoid having a negative impact on the autonomy and rights of indigenous peoples? The UN human rights instrument relating to indigenous peoples states that *indigenous people have rights to the lands, territories, and resources which they have traditionally owned, occupied, or otherwise used or acquired* (UN Declaration on the Rights of Indigenous People, 2007). How do we fulfill this obligation in the context of working with governments, which may or may not fully agree with this ethical position?

Ethics also brings into focus what we describe as 'dilemmas'. For instance, conservation may at times represent a barrier to achieving the Universal Declaration of Human Rights (United Nations, 1948): *Everyone has the right to a standard of living adequate for [their] health and well-being*. How do we make sense of such a 'dilemma' and find solutions that support indigenous peoples and local communities?

Lastly, it is important to recognize that the group you are interacting with may have profoundly different value orientations that influence their conservation outlook and practice.

Activity 9

30 min

Ethical dilemmas

Either during the plenary or in smaller groups, discuss any significant ethical dilemmas participants may have faced or could face in their conservation work. For example:

- To what extent is it acceptable to risk the livelihood needs of local people to prevent wildlife populations from declining?
- To what extent is it acceptable to allow large mammals to restrict local people's ability to grow crops or keep livestock?
- Are there any actions in favor of conservation that from an ethical perspective may not be supported?
- What are the ethical issues of coexistence and inter-dependence of humans and wildlife?

To take away

- Each context is different with its own complexity. Try to avoid oversimplifying the complexity of conservation realities.
- Although definitions can be complex, the following themes tend to emerge when talking about community conservation: justice, local leadership, agency, ownership, ethics, power dynamics.
- To what extent did the participants share or agree on the challenges and obstacles to achieving community conservation?

3 PARTNERS Principle: Presence

Let's talk about the importance of 'Presence'

Conservation with communities cannot be done effectively from a distance. It is based on trust and resilient relationships between local or indigenous communities and conservationists, for which, long-term presence of conservationists in the field is critical. Inadequate field presence and participation of conservation organizations is perhaps one of the most important constraints for effective community engagement.

Presence in the field gives practitioners the opportunity to understand the social structure and dynamics within the community, as well as the challenges people face.

Presence in the field and participation in the way of life of local communities within acceptable boundaries, is critical for building understanding, empathy, and stable and trusting relationships. Presence in the field gives practitioners the opportunity to understand the social structure and dynamics within the community, as well as the challenges people face. It also helps to identify early on, the potential problems and opportunities for conservation.

When community engagement relies only on periodic meetings and workshops, it is hard to build long-lasting, resilient relationships. Insufficient and infrequent local presence of conservationists allows only a limited and sometimes flawed understanding of the threats that need to be addressed, leading to misdiagnosis of conservation problems, and in turn, continuing decline in the status of biodiversity.

While it is neither possible nor necessary to be present everywhere, being based in a relatively larger community within the focal conservation landscape, with periodic visits to other smaller communities, is an effective way of building strong relationships and generating contextual knowledge. This is perhaps the most neglected principle of community conservation.

Based on the experiences shared during previous group activities, we can now delve deeper into discussing the first PARTNERS Principle, 'Presence'. Participants may have already touched upon how 'Presence' facilitated – or otherwise – their conservation engagement. The importance of 'Presence' can be emphasized through the following group discussions, which focus on the process of building a strong relationship with the community.

Activity 10

How do we build resilient relationships with local and indigenous communities?

30 min

This activity links to the first of the PARTNERS Principles – Presence. Discuss with the participants: How do we build relationships with local or indigenous communities?

Your participants may share examples and experiences. Keep a record of these. Anchoring your discussions of the principle(s) around their examples makes it easy for the participants to relate to the principles without letting them become too theoretical or complex.

Activity 11

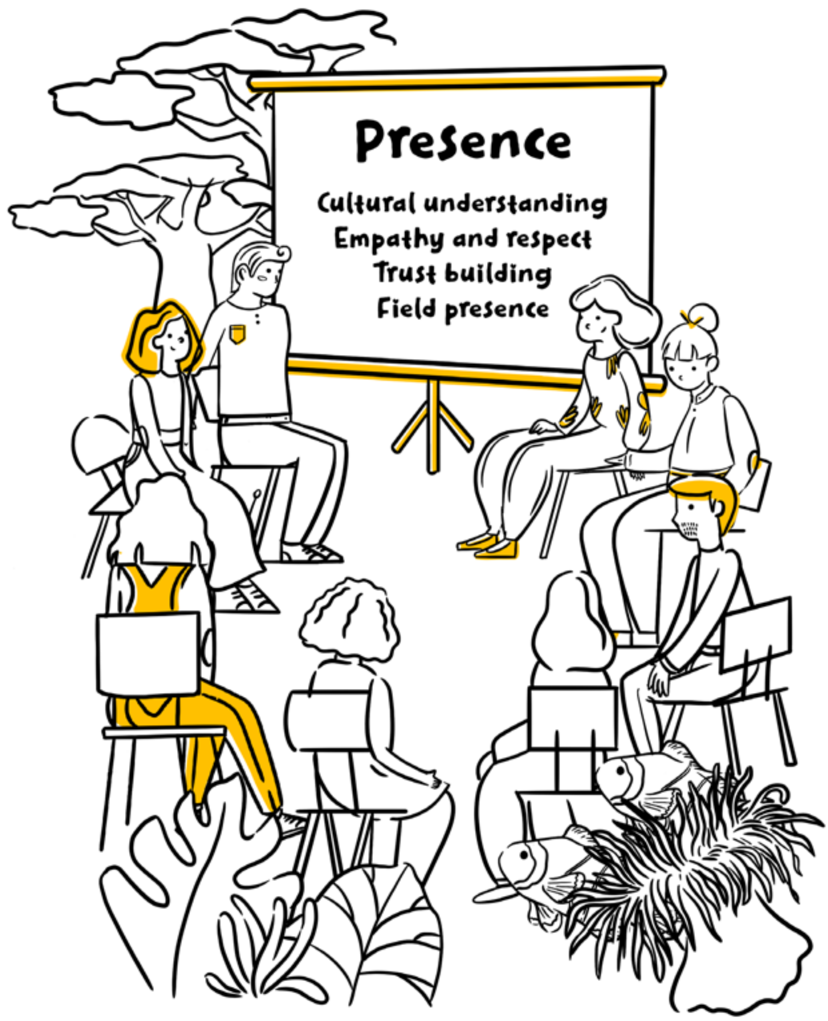
What are the other benefits of maintaining presence?

30 min

Presence can have a range of benefits in community engagement.

During the discussions you may want to touch upon and discuss the benefits listed below. You may also want to discuss the trade-offs or major dilemmas of 'presence', including:

- Long-term and sustained presence within the community enables the creation and delivery of long-term conservation programs. Long-term field presence also serves as an early warning system when new threats to conservation emerge, or when there are societal developments that can damage conservation efforts unless they are adapted appropriately to the changing situation.
- Constant interaction with local people as fellow human beings improves the ability of the conservationist to understand the community's constraints and outlooks, and the hardships they face. It better enables the conservationist to relate to community members in an equal and respectful way, rather than viewing them as another stakeholder in conservation, or a recipient of conservation aid, as is often the case. Or, in the worst case scenario, as the "other side", the root cause of conservation problems.
- Hiring individuals from the local or indigenous communities can also help strengthen local presence, bring immense knowledge, and add value to the team. Over time, such individuals must be supported and empowered to be able to lead conservation programs.
- This discussion often leaves us with a question as conservationists, should we be living in the community? Or is it ok to be visiting periodically? While living in the community, if contextually and culturally appropriate,



is hugely beneficial, this may not always be possible and perhaps the next best thing is periodic visits and/or use technology to keep dialogue between visits. While there is not a simple answer to the question, the key is for us to see the community members as equals with whom we can build lasting relationships. Relationships that are respectful of each other's interests and are not founded merely on the success or failure of our project goals.

- Community visits ought not to be rushed or restricted to scheduled meetings with predetermined agendas. Developing relationships with community members, independent of conservation goals, is really important.
- While this may sometimes seem overwhelming, remember that building presence and developing relations is an ongoing process while our work may continue in parallel.

Who is a local champion?

How can we promote presence within a community? What strategy can you use if the communities are spread out over a vast geographic setting? One option may be promoting local champions and/or hiring from within the local community members. For more information about local champions and field staff please see Activity 12.

Activity 12

30 min

The importance and benefits of building a local team

Spend a few minutes discussing the importance and benefits of building a local team. It is also important to differentiate two roles: local champions and local field staff. This may be context-based. With inputs from the participants, try listing out the difference between these roles and how each supports conservation efforts.

Local Champions are individuals from local or indigenous communities who are respected by fellow community members and can often play a significant role in promoting conservation. They may associate themselves with your work out of a sense of a greater good that can benefit their community, and not out of a desire for any personal gain, especially financial. They are thought of as leaders whose opinions matter to the community and may often bear a positive influence on an outcome. They are generally seen to be apolitical and fair by their community members. There is often a temptation to hire such individuals, which can be certainly convenient and useful in the short-term. However it is not always a good idea in the long-term. The potential positive influence of local champions on the community for conservation or other pursuits tends to erode when financial rewards get involved, even if they are entirely legitimate. Rather it may be more beneficial to invest in building their capacity and providing them with resources and opportunities to speak about their work through multiple platforms. Such exposure can be a far greater incentive than financial rewards. A similar role as local champions could also be played by existing bodies like the local youth group, or the local women's group. Such groups could be encouraged to manage an advocacy campaign.

Local Field Staff are hired by conservation agencies to assist with various aspects of research and conservation interventions. In addition to their specific duties, they can serve as a bridge between the community and the conservationist, as well as help in ensuring transparent and equitable distribution of opportunities or benefits among the families involved. They allow for continuous interaction with conservation practitioners to ensure resilience and efficiency of the conservation effort. They also maintain regular communication with the community members. They help in monitoring outcomes of community engagement.

Ask participants if they can think of any local champions in their settings. Chances are that participants may already know such individuals who support their work. For example, in one of our previous sessions, participants from China shared an example of an individual who voluntarily led an anti-poaching initiative within their community.

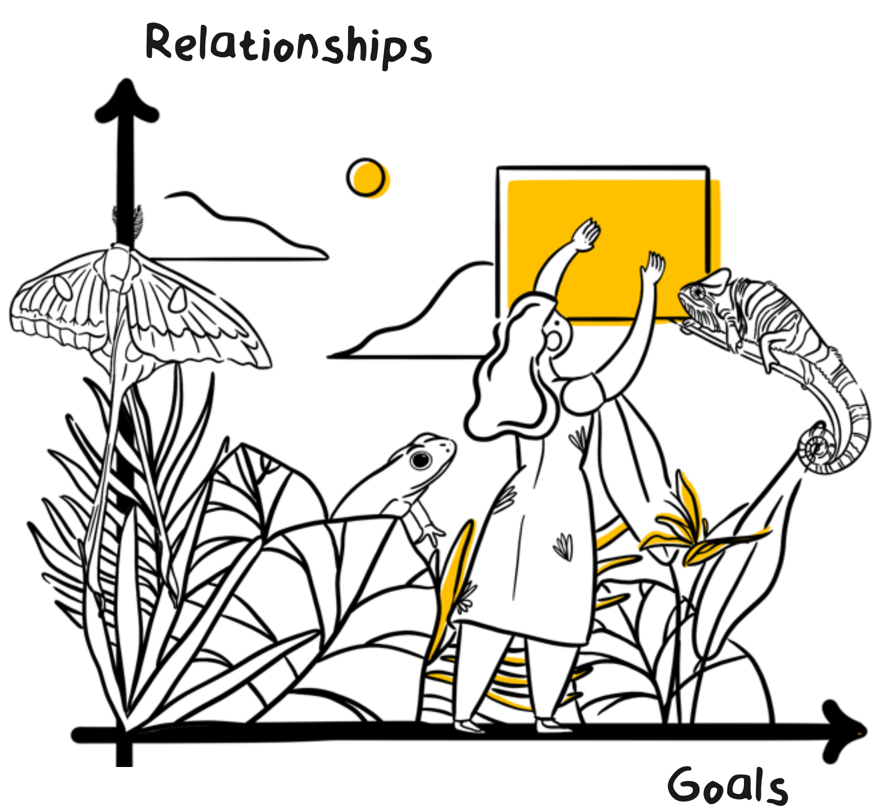
Local champions can be encouraged through non-monetary means, for example through exchange trips, celebrating them in local or international media or by creating support structures. However, attention should be paid on how this is received by the wider community to avoid inadvertently creating resentment or other negative feelings. Developing a toolkit for local champions may be a useful resource to develop for participants. Some examples can be shared at the end of the workshop.

Activity 13

Goal vs relationship reflection

To conclude the session on the principle of Presence, it is a good idea to engage participants in a reflective activity that allows team discussion. Encourage participants to reflect on their personal approach to conservation work and determine whether they prioritize achieving goals or building relationships with community members. As part of the activity, ask participants to plot themselves on two axes, one indicating their focus on achieving goals (x axis) and the other reflecting their inclination towards building relationships (y axis). Following this, facilitate a group discussion to explore the team's collective position. Are there any biases that emerge? Do team members complement each other well?

This exercise aims to help participants gain insight into their personal biases and how they can strive to achieve a balance between conservation goals and fostering meaningful relationships with community members, while also enhancing the overall effectiveness of the team's efforts.



4 PARTNERS Principle: Aptness

Understanding the context to set up an intervention

Every context is different, and situations change over time. We cannot plan for everything, or for all the challenges we will face. For example, the government of a given country can change, and so the regulations and project priorities can also change from one day to the next.

Assessing aptness is critical to the design and implemention of community conservation approaches. Aptness is closely linked to the idea of relevance, however it goes further in considering changes over time, including key and future steps in the program design. Aptness reminds us to keep learning and evolving in our approaches, highlighting the importance of program flexibility and agility.

Different countries, and regions within them, present different cultural and socio-economic contexts, threats, and conservation opportunities, all of which also change over time. Yet, conservationists are often tempted to replicate an intervention that has proven effective elsewhere. Replication also seems attractive because we are often looking to expand the impact of our work by scaling up our efforts. However, it is important to emphasize the *why* before the *what*. It is also important to note that aptness of a given conservation intervention may change over time as communities and threats evolve.

The aptness of any intervention requires us to understand the context, which must be assessed in multiple ways. Here are some questions to help us reflect about the aptness of a conservation intervention:

Aptness reminds us to keep learning and evolving in our approaches, highlighting the importance of program flexibility and agility.

- **Is the intervention designed to address the main threats to biodiversity in the area?** Research plays a key role in developing this understanding. Often, a single intervention may not be able to address the multiple threats to bio-diversity, or may positively affect only a sub-set of the community members. Hence it is important to consider a combination of interventions that can allow us to achieve the desired scale and impact.

- **Is the intervention apt for the local socio-economic situation?** It is important to build an understanding of the socio-economic situation, through the co-creation of knowledge with the community.
- **Is the intervention culturally appropriate?** How well does it align with people's value orientations? This helps us to be sensitive to the local context and cultural sensitivities while designing the intervention.
- **Is the intervention in agreement with universally accepted values?** This helps us to ensure that the interventions are ethical, just, and equitable, and reduce the chances of negative consequences for the community.
- **Is there a role identified for the entire community in the intervention portfolio?** This allows us to reach out beyond individual families to the community as a whole.
- **Is the intervention designed with the local socio economy, social capital, and skill sets in mind?** (i.e., support networks, history of trust and cooperation within the community). This increases the relevance, efficiency, and effectiveness of conservation interventions by increasing the likelihood they will be accepted and adopted by the local or indigenous community.

Aptness over time

Aptness is not only important to assess at the beginning of a program, it can change with time. What do we mean by this?

- **Situations change** – in terms of major elements making up the context. It is important to track or be aware and respond to these changes. This links to principles such as presence and responsiveness.
- **There could be changes in sources of livelihood** – for example, people may shift their dependence on livestock or artisanal fishing to other sources. Threats may change and an emerging threat such as mining or large-scale commercial fishing may arise in the area. **Interventions also change** as they expand and evolve within or beyond the original setting. Adapting the intervention over time is key to ensuring its sustainability.
- **Assessing aptness is a constant learning process – and needs a long-term approach**. It requires a holistic view; it should also be part of the process of building partnerships – and be carried out in close collaboration with community members.

Activity 14

30 min

Understanding the local context

Discuss with the group what is meant by "understanding the context"?

Example: Trophy hunting of wild ungulates has been an effective conservation intervention in some snow leopard range countries. In some situations, a single hunt can fetch US$80,000-100,000, and up to 80% of which could go to the local or indigenous community. This has encouraged the communities to start protecting the wild ungulates, given the monetary value they can fetch.

We then asked participants if such an intervention could work in their region, which was inhabited by a predominantly Buddhist population. After some hesitation, our participants suggested that such an intervention would be unacceptable in their landscape as it would be in violation of one of Buddhism's basic tenets of non-violence and compassion towards all sentient beings.

This example allowed us to reinforce the point that there are many things to consider when starting a conservation program. In terms of local culture, how well do our interventions align with local value orientations?

Activity 15

30 min

Context as a determinant of a conservation approach

Different contexts will bring together a different set of biological, social, cultural, and economic values assigned to nature. Unpacking these different values can thus help to better understand the specific context and circumstances.

- Ask participants to choose a geographical context they are familiar with.
- Outline the different value orientations people in the area have following different categories: ecological, social, cultural, and economic values of nature.
- These value orientations can be further divided into how different stakeholder groups value them according to gender, age, socio-economic group, role in the community, livelihood, religion, etc. Discuss how these may vary.
- The team may reflect on and recognize that they are not familiar with the value orientations of certain groups or individuals. Discuss strategies of how you could explore these further.

End the session by discussing the importance of attempting to incorporate the value orientations of the different stakeholders involved in a conservation intervention.

Activity 16

Aptness in terms of scale, culture, and policies

- Human-nature interactions depend on wider cultural, socio-economic, and political contexts and structures (including gender and power relations). It is important, therefore, to consider these factors, to understand the implications they have for conservation.
- Conservation action cannot be achieved in isolation from larger contexts and processes including government policies, economic development, and religious or cultural norms.
- Understanding the local and broader contexts to ensure our programs are appropriate takes time, and it does not often happen in one single assessment. Such assessments can be relatively unstructured and open to changes.
- End the session by discussing the importance of considering extraneous and potentially overwhelming factors that could impact conservation.

5 PARTNERS Principles: Respect & Transparency

Transparency - the art of communicating clearly

When partnering with local or indigenous communities in conservation, it is essential that we maintain transparency about our goals and intentions:

- Have we been clear in disclosing and communicating our conservation goals to the community we are working with?
- Have we explicitly stated the potential negative consequences of our actions on the community?
- Have we made our choices transparently? For example, how have we identified the households to be involved in pilot intervention, or how have we decided to hire a community member as our staff? Do we communicate with cross-section of community members, or is our interaction limited to a smaller group of people (e.g. leaders and or influential members)?

How we choose to disclose or withhold information will affect our long-term relations with the partner community. Withholding information from partner communities can be unethical.

Activity 17 Transparency

20-30 min

Begin the session by letting participants reflect on their work – to what extent have they been transparent in their engagement with communities? What are the pros and cons of transparency? Let them share their thoughts. This will allow you to discuss the importance of transparency when engaging with partner communities. Lead the discussion further.

In terms of community perspectives, how do we want communities to benefit from our collaborative conservation work? For example:

- Improve their livelihoods.
- Enhance capacity.
- Empower them to act.
- Reduce wildlife-caused damage.

What risks should we be mindful of when working with local communities?

- Causing unhealthy competition.
- Harming the local culture.
- Deepening any existing divisions.
- Promoting corruption.
- Giving in to unreasonable requests or demands.
- Setting unreal expectations.

Our efforts are aimed at benefiting the community, and we do not want to cause harm to them in any way. Often the interventions we develop can have the potential to cause divisions within the community. Interventions must be designed addressing these possibilities.

Communities may have their own equitable system for decision-making (though this need not always be the case). It helps to use these existing systems where they exist, rather than create new structures, to ensure that decisions are transparent and inclusive. Ensuring benefits to the community while minimizing any possibility of harm to them is the principle of beneficence and non-maleficence.

Respect – how to treat each other

Treating community members with respect is a fundamental principle guiding community conservation. This goes well beyond the general politeness in our interactions. Conservationists have to be very cautious of not seeing themselves as the donors or somehow superior, and the community as recipients. To avoid this, the following questions can be asked:

- Are we aspiring to create an equal partnership with the community?
- Is our communication open and honest?
- Are we ensuring we don't use societal division and individual differences within the community to further our agenda for conservation?

Activity 18 Respect

20-30 min

Another important aspect to discuss is that of mutual respect between the partner community and the conservation agency. Here are some important points to discuss regarding this principle:

- Working with communities can put us in settings that are new to us. It is important to be sensitive to the environment and be respectful of it, and to ensure that our actions do not cause any harm to the cultural beliefs and sensitivities of the people we are working with.
- When engaging with community members, they may share information in good faith. It is important to be sensitive to this fact, especially when sharing these stories with others in the community or over broader platforms. Any sensitive information must be treated as confidential.
- A community typically would comprise of participants who take part in conservation interventions and those who do not. It is important to maintain engagement with all people: participants and non-participants.
- A community may have their own systems and mechanisms to choose a leader. This could be based on local context and sensitivities. Sometimes this can also be based on the local political situations. Regardless of these facts, community leaders must be engaged with to ensure they feel respected and are supportive of your efforts.
- A community may often have trust and faith in your ability to practice conservation. In this process, they may discuss problems hoping for a solution. While solutions to conservation challenges can take time to implement, keep the community updated on your efforts at all times. They will be better able to appreciate the conservation process and your work in general. We also discuss this point in detail in the responsiveness principle section.

Activity 19

20-30 min

The importance of language

As conservationists, we need to be as responsible as possible in the language and terms that we use. Some terms may have discriminatory connotations that we may or may not be aware of. Discuss and reflect with the group if there are any words that can be interpreted in multiple ways and risk causing offence or confusion.

Some examples to discuss: encroach, poaching, subsistence economies, forest-dependent people, klepto-predators, human -wildlife conflict, resource exploitation, etc.

6 Self-reflection: styles of management

By the end of the first day, you will have a much more fine-tuned understanding of the group dynamics among all participants and their understanding of community conservation. This is a good time to encourage the participants to reflect on their management approaches or styles.

Activity 20

30 min

Self-reflection: styles of management

Draw two axes on a white board. Then, read out the different styles of management, or give the participants a handout. Allow the participants to reflect on which styles of management they relate to more closely.

The explanation for each style of management is provided in the Explanation Sheet for *Activity 15 – Styles of Management* in Appendix 6.

We don't like to caricature animals and their behaviour, so please view the categorization of these management styles lightly, and only for the purpose of better understanding. The stereotypes don't accurately represent the animals they derive the name from!

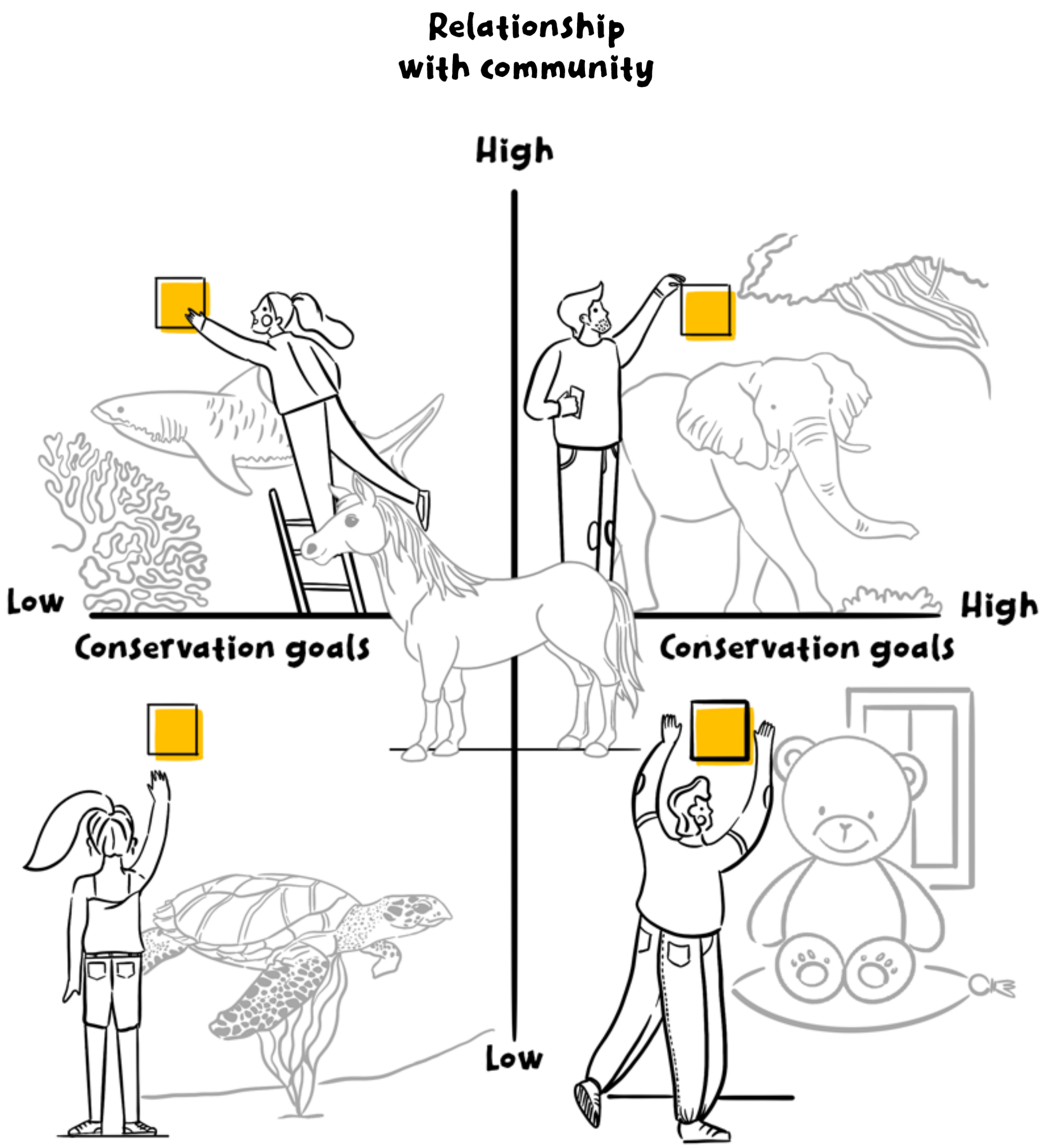
The key messages from this exercise are:

- We may have more than one style of management that we may adopt depending on the situation and the circumstance.
- There is no *perfect* style of management – each situation may demand a different response.

In some cases, participants may feel uncomfortable being identified as having a particular style of management. If this happens, you can make the activity less personal by not having them mark their style, but rather just sharing the different management styles, and asking them to reflect on where they see themselves, without necessarily sharing the details.

You can also modify the activity by getting participants to discuss the pros and cons of the different styles of management.

There is no *perfect* style of management – each situation may demand a different response.



7 Wrap up for day one

Activity 21 Wrap Up

15 min

With this last activity, we come to the end of Day 1 of the workshop (although it may spill over to the next day in multilingual setups where considerable time is devoted to translations and interpretation). Open the floor to discussions on any topic that the participants may like to share or discuss. This is unstructured time that you can use based on your audience and their interests. You may not have time to cover all issues raised, but you can try to make time on Day 2 to address any emerging issues. Lastly, revisit the expectations that were listed at the start of the day. Tick-off those that were covered, and remember those that are yet to be addressed. This is also a good time to run the Mood-meter.

Below we describe several ways to do this activity.

1. Post-it Mood Meter

On a large sheet of paper, draw a line and label it from 1 to 10, with a sad face symbol near number 1, and a happy face symbol near number 10. Give your participants a Post-it and ask them to think about where their mood is along the scale, and importantly, why that is. Ask them to stick their Post-it note along the mood meter chart. If it is happy they can state why it is so, for example by sharing what part of the day they enjoyed the most. If they did not enjoy the day, they will put their Post-it towards the unhappy face, also stating why they feel that way. For example, because the day was too long and tiring, or because they disliked a particular activity. If there are any sad faces, it is important for you as the trainer to try to understand why that is, and encourage participants to suggest what could be done to improve these aspects of the course. This exercise can be a very useful lead as a trainer to ascertain what worked well and what didn't. You can then consider modifying your plan for the second day, in line with these inputs.

2. One-word Mood Meter

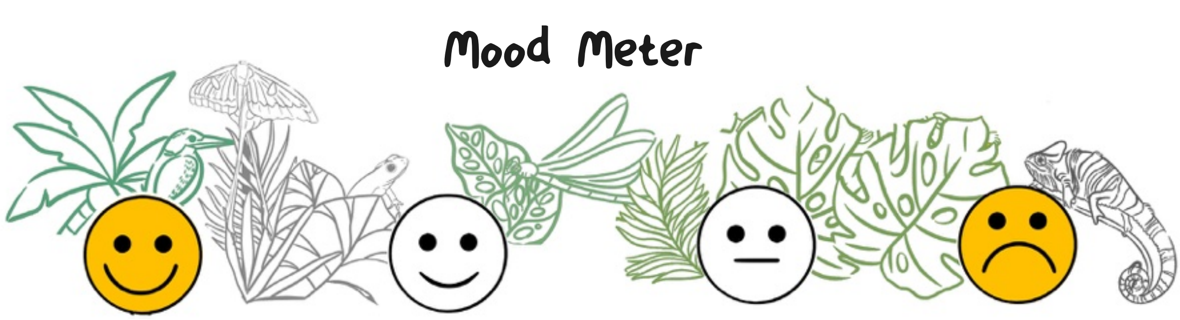
Ask participants to think of one word that would best describe "how the day went" or “how they feel at the end of the day”. You can encourage a popcorn approach in which participants sit in a circle and share their words when they are ready. Alternatively, you can ask participants to choose one word and allow each participant to express it one by one. If there are some words that need to be explored further, don’t hesitate to ask the participants for more information.

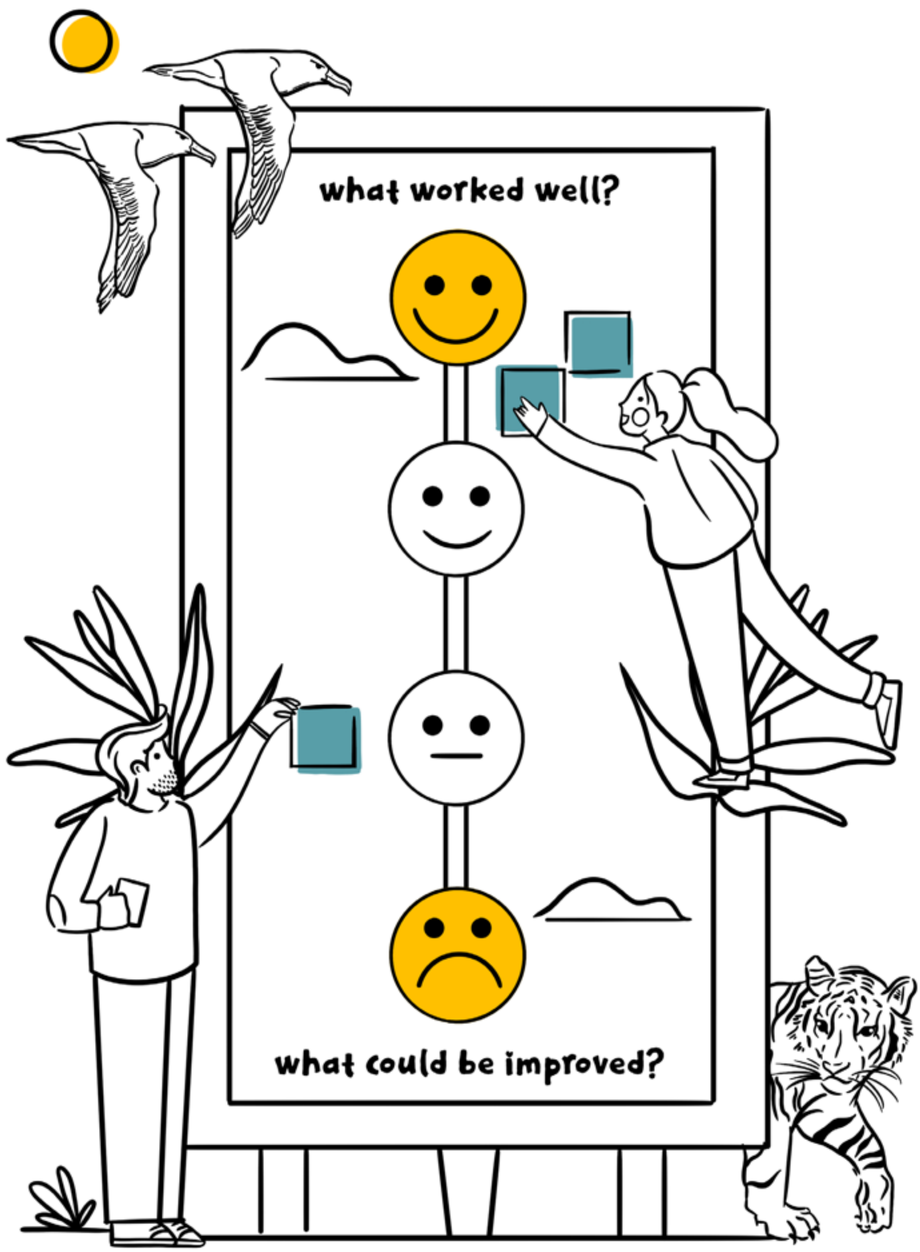
3. Along a line Mood Meter

Ask participants to imagine an imaginary line across the room. One side of the line represents the feeling that they are not enjoying the workshop. The other side represents the feeling that the workshop is going really well, and they can’t wait for more. Ask participants to stand along the line according to how they feel. Discuss with participants why they feel like this and how you can support them. It is important that you address participants that express concerns.

4. Mood cards

Display a set of cards on the ground. Cards can be images showing different moods and feelings (you can use “Dixit” cards for example, or pictures from the internet). Ask participants to choose 2 cards, the first one to reflect how they feel today, and the second one to show what they would like to feel at the end of the workshop. Go around in a circle and ask participants to share their cards and to explain why they chose them.




what worked well?
what could be improved?

III

DAY TWO OF THE PARTNERS PRINCIPLES WORKSHOP

1
Refreshing our memory

Day one refresher

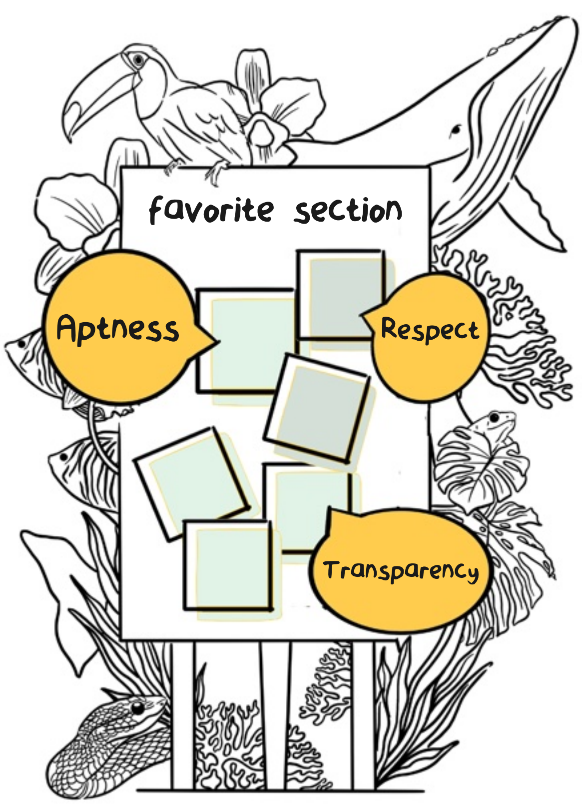
Before starting the second day, it is useful to refresh our memory of the first four PARTNERS Principles of Presence, Aptness, Respect, and Transparency. The activity below offers suggestions on how to do this. The rest of day two will be discussions on the principles of Empathy, Negotiation, Responsiveness, and Strategic Support.

Activity 22

20 min

Day one refresher

Hand out a small piece of paper to each participant and ask them to write: a) their favorite section from day one; and b) if there is anything they would like more clarity on, or wish to discuss further. Collect the papers and read each one-by-one. Encourage participants to elaborate further on the points you read out, based on what they remember from the previous day. Build on their responses if required.



Once you have read through all the responses, check to see if there was any topic from day one that did not get a mention. Discuss it briefly before starting with the objectives for day two. Another way of doing this is to group participants, give them time to discuss, and then talk about one principle from the first day. Participants from other groups can build on the conversation by adding more points. In this way, you can get each group to revisit one of the four principles that you covered during day one.

2
PARTNERS Principle: Empathy

Developing empathy

The importance of empathy in conservation cannot be overstated. Empathy is our ability to think like the other person, and to understand their ideas and emotions from their perspective. It's the most critical emotion that conservationists must aim to strengthen:

- Empathy is important for the conservation practitioner to assess the idea and costs of conservation interventions from the local people's perspective.
- It helps us to better understand that while conservation may be our main aim, it may be a minor concern for a community member dealing with economic hardship and other issues such as food security, land rights, dispossession, a child's health, or the threat of relocation.
- Empathy allows the practitioner to be more accommodating towards local people, and more appreciative of their conservation efforts.
- Empathy is a skill that can be enhanced with practice. Some techniques that can help enhance empathy are:
    - Being present in the community, and engaging with the local way of life to a level that is acceptable to the community.
    - Being mindful of the community and their surroundings.
    - Practicing active listening.
    - Questioning and challenging our own assumptions regularly, as well as adapting our conservation strategies and interventions to the constant change local communities experience in the field.

Empathy is important for the conservation practitioner to assess the idea and costs of conservation interventions from the local people's perspective.

How can empathy help with our efforts in conservation?

- By improving communication.
- By putting you in other people's shoes.
- By understanding behavior and emotional triggers.
- By identifying needs.
- By helping us predict challenges we will face for conservation.
- By helping us be more sensitive, thus allowing us to act timely and accordingly. A fundamental component of sensitivity is empathy.

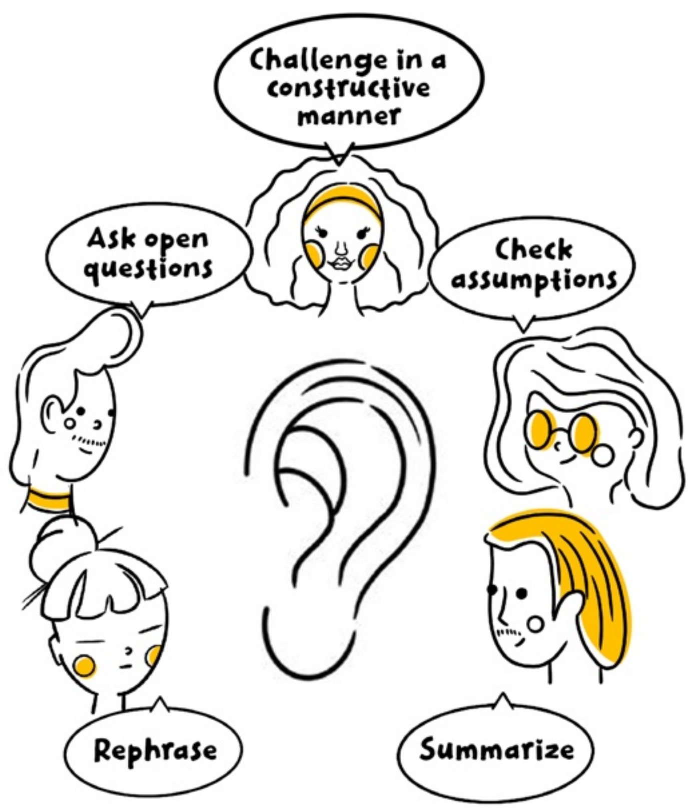
Are you being heard? Active listening

When working with people, our ability to listen attentively can go a long way towards building trust and allowing them to speak openly, even on sensitive issues. However, this is easier said than done. Active listening is a skill that can help participants practice empathy. Active listening requires concentration, practice, and reflection. To really understand and empathize with others, it is essential to listen attentively to what they are saying, without distractions, without hearing what you think they are saying, and without immediately jumping to conclusions or thinking about what you will reply.

Introduction to active listening

Active listening requires the listener to fully concentrate and understand what is being said, to remain sensitive while responding, and remember what has been said.

We aim to practice active listening in our next activity.



Activity 23
Active listening

30 min

Option 1:

Separate the participants into pairs. For this exercise, one partner in the pair will ask a question while the other participant will respond. The challenge is for the person asking the questions to practice active listening while they talk with their partner. Begin the discussion with the following question:

Who has had the greatest impact on your life?

Tell participants they have 10 minutes for the first part of the activity. Their task is to understand the person's impact on their partner's life. The idea behind this is that the participant formulates questions to gain a deep and complex understanding of their partner, i.e., not only talking about the relationship they have/had with that person, but also talking about and listening to the personal significance that particular person has had on their partner's life.

Workshop guidelines for the activity:

- Be attentive. Create a positive atmosphere through non-verbal behavior (i.e., eye contact, nod, face the speaker, etc.)
- Do not interrupt the speaker when they are talking.
- Avoid taking the main subject in a different direction.
- Avoid internal distractions.
- Do not preach or give advice.
- Try to use the approaches such as asking open questions, summarize, rephrase, etc.

At the end of the exercise ask participants to discuss their experience. Get participants who responded to questions to offer feedback on whether they felt comfortable during the process, and if their partners listened actively. Don't forget to provide constructive suggestions so that participants can improve their active listening skills.

30 min

Active listening

Option 2:

Separate the participants into pairs. Each pair is expected to talk about a specific topic (nothing too deep or personal) for 5 min. Get one member of each pair to talk about a light-hearted topic with their partner. For example, they could talk about the last holiday they took. The idea behind this is to instruct the first partner of each pair to provide as many details as they possibly can about their holiday and take questions from the partner with whom they are paired with.

Now, get the second partner of each pair together and tell them what their partner is going to do, i.e., to share details about the last holiday they had. However, the special instruction for the second partner is to be a bad listener! They have to remain distracted throughout the activity, while their partner struggles to establish a conversation with them.

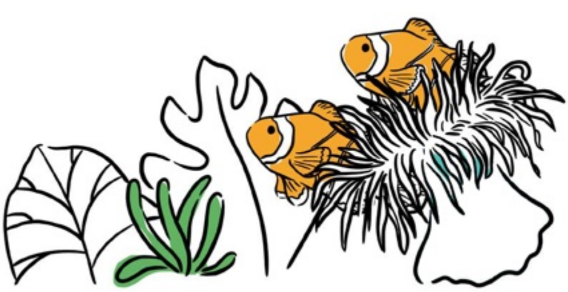
After 5 minutes get participants together and ask them about their experience. Chances are that one set of participants ended up exasperated trying to communicate with their partners.

You can repeat the exercise, but this time, get the second participant to be attentive and listen actively. After 5 minutes check how things went. Participants will no doubt see the importance of listening actively!

Another modification involves having groups of three people, including one listener, one speaker, and one observer. You can tell them to rotate their roles every 15 minutes, i.e., 10 minutes speaking, and 5 minutes feedback from the listener, observer, and speaker. The observer role can be very helpful in providing constructive feedback to the listener.

3
PARTNERS Principle: Negotiation

Negotiations to reach agreements in conservation programs need to be based on mutual trust between the community and the conservationist. They are best achieved in an integrative manner – rather than through positional bargaining – based on sharing information and interests, use of objective standards, and building incentives and tangible stakes in the interventions for the community. Unlike the market, where we have the option of shopping elsewhere if we do not like a deal, walking away is not an option in community conservation. If negotiations do not progress, taking more time and making greater investment in communication and relationship building is recommended, as is third party mediation, a concept that local or indigenous communities are usually familiar with. Agreements, once reached, must be formalized through signed working documents that record program details and the roles and responsibilities of all stakeholders involved.



Negotiations are best achieved in an integrative manner – rather than through positional bargaining – based on sharing information and interests, use of objective standards, and building incentives and tangible stakes in the interventions for the community.

Activity 24

60 min

Negotiation role play

Negotiations are an important part of working with communities. Finalizing a conservation intervention involves negotiating the roles and responsibilities of the conservation agency and the community. This can be a complex interaction. Through role plays we try to bring out and discuss some of these complexities with our participants. The aim is to conduct two role play exercises with participants, so each can participate in this activity.

Form four groups of participants at random. Two of the groups will act out the role play, while the other two will observe and provide constructive feedback.

An example role play is provided in Appendix 7. In this role play, there are two groups: local villagers and conservationists. Ask the two groups that will participate in the role play to sit separately in a way that prevents communication between them. Once they are seated separately, inform each group of their respective role – one group takes on the role of villagers, and the other one that of conservationists. Explain the roles to them and clarify any doubts. Give them 10 minutes to discuss and formulate their strategies.

Once both groups are ready, bring them together and give them 15 minutes to have an open dialogue as they might usually have when they first meet. Observe how the negotiation goes. At the end of the 15 minutes, end the role play and ask for feedback from the participants.

Take a short break and then act out the second role play in the same way with the other two groups.

Keep in mind: Role plays are an extremely engaging and fun exercise. They keep the mood lively while bringing out some of the subtle challenges faced by conservationists in the field. However, role playing can quickly take on unintended realism, in which case it is important for the trainer to keep an eye on the dynamics and intervene if needed, reminding participants of the workshop guidelines. The points below can help create a rewarding exercise:

- The case study provided in Appendix 7 is an example. You may choose to use it. But do try to create two role plays specifically for your participants that are relevant to the context in which they work. Based on day one you might have heard some of the challenges shared by participants – if possible, use some of those case studies to create specific role play scenarios.

60 min

Negotiation role play

- The role play will encourage both groups to take strong positions so negotiation is required to avoid a deadlock, and to reach a decision that both parties can agree on. You may want to write up the situations for the roles accordingly.
- Encourage all participants to actively take part. Encourage them to draw on their experience to participate, especially those playing the role of the community members. This is an exercise in which some of the more shy participants will have to take part!
- At the end of the role play, thank the participants for their active participation and invite feedback from both actors and observers. Take the time to debrief fully after each role play as participants will often have lots to say and can get frustrated if the feedback session is too short.

Points to build your discussion around negotiations on: the intricacies involved in negotiating in conservation can be contrasted with the way we typically respond when purchasing a product: The buyer's tactics usually are to:

- Offer half the price.
- Say you have other options.
- Walk away and wait to be called back.
- Take a strong position.
- Question quality, find flaws.
- Show knowledge.

The seller's tactics usually are to:

- Set a higher initial price.
- Give additional incentives.
- Use sentimental value.
- Offer a deal.
- Say that supplies are low.
- Give quality guarantee/special justifications.

In negotiations such as these, someone loses, and someone wins; because for someone to benefit from the negotiation someone else must lose. The important point here is that negotiating is based on positions, i.e., you take a position, and you try shifting the other person's position. If you cannot shift the position of the other person, you probably walk away.

60 min

Negotiation role play

But do we have the option to walk away when working with communities in conservation?

- In long-term relationships you cannot walk away.
- It is hard to go back if you walk away.
- The ethics are more pronounced in conservation.
- Never be in a hurry to close an agreement. Invest enough time. Things take time and even if you spend a lot of effort getting to the field, do not rush an agreement until you think the community is ready to make it.

Here is an example from India. We approached a community and were told: "hire 5 people and we will work with you". In a typical situation, this could have led to the community sticking to their position, and we trying to negotiate a different position, for instance that we would hire one person, and not five. Would that have led to a solution? Maybe. Or maybe not.

The demand by the community was not misplaced. They were willing to participate as part of the conservation effort with us, and they were hoping that some local people would get trained and find a job in the process. Through a discussion, we explained to them that they should not view us as a source of employment, but as potential partners who are interested in both biodiversity conservation and the community's well-being.

The solution we found was that we would start working together. During the process we would hire locally, and train members of the community in how to do the work. This was a mutual arrangement, which put together common concerns and helped us work on a shared goal.

60 min

Negotiation role play

Before you initiate the second role play, it may help to revisit some of the aspects covered earlier during the workshop, and reflect on whether participants were mindful of them during the role play's negotiation process. To do this, please have a look at the following questions:

- What levels of respect did both groups show towards one another?
- How transparent was the conservation agency in sharing information with the community?
- How empathetic was the conservation agency with the community and vice-versa? How did the conservationists deal with the community when they stuck to their position?
- To what degree did the participants practice active listening?
- What were the styles of management displayed by both groups? Did they evolve during the negotiation?
- How trusting were the groups towards each other?
- Was the negotiation worth it? Are the threats and interventions still relevant?

This can help you put into perspective a lot of the aspects previously discussed in the workshop.

Discussion on incorporating learnings into our community engagement efforts (30 min)

Considering the above discussions, you can now initiate the second role play. Encourage participants to see how they can incorporate all of the aspects seen above into their way of negotiating with the community.

Allow some time for reflection and sharing among participants before you end the session.

60 min

Negotiation role play

The following aspects of negotiation can be helpful to practitioners:

- In general, a negotiation represents a multi-stage process involving several interactions with community members over a long period of time. It helps to know the power dynamic at play and the sensitivity of the people coming into the negotiation. Therefore, it is useful to have met and spoken with several people from the community before coming into formal discussions, and not just focus on the decision-makers. In this way, everyone's perspective can be considered.
- Try engaging in an integrative negotiation process, which accounts for the interests of both groups rather than their positions.
- It is essential to prioritize objective criteria and equitable standards during negotiations. As a conservation agency, it is our responsibility to consider and raise these points during discussions, in case they have not already been addressed.
- Third-party mediation can be helpful in cases where negotiations hit a deadlock. Identify mediators who are well respected by the community, and who will be fair and just in guiding the process if they are requested to mediate. Involve community members in the design of any intervention. Discuss potential conservation interventions individually with community members before formal negotiations with the entire community. This can create a stronger sense of ownership regarding the management of interventions.
- Once finalized, record the details and nuances of interventions through written agreements.
- Ensure mechanisms to allow the community and the conservation agency to revisit and make changes to signed agreements.
- To avoid social dilemmas or breaches of conservation agreements, it is important to establish tangible incentives. By creating such measures, individuals and communities are motivated to comply with agreements, as the benefits of doing so outweigh the potential costs of non-compliance.
- Sometimes a negotiation may not lead to the intended outcome. This need not mean failure. It only means that there is a need to spend more time engaging with the community to work on a possible way forward.

Activity 25

30 min

The 4-word build game

Choose a word, an idea or a concept that you want participants to explore as a group. Anything relevant you can think of e.g., 'wildlife', 'negotiation', etc. The 4-word build game can actually be really interesting with the word 'negotiation', i.e., a negotiation within a negotiation!

30 min

The 4-word build game

The exercise:

- Ask each participant to write down four words that come to their mind when they think of the issue or concept being explored. If they seem hesitant, point out that there are no 'right' or 'wrong' words, just their own ideas.
- Next, ask the participants to form pairs with people they have not worked with before.
- In the pairs, there will now be two people with eight words between them. Ask them to agree on four words to retain from their eight original words, and to eliminate the remaining four.
    - This can lead to a lot of discussion about and the reasons why members of a pair chose them. In doing this, participants will come to understand each other's reasons for the words they chose and how the relate them to the original word or concept. Their decision to keep or eliminate a word will need some form of decision-making and the means by which this happens can, in itself, be of interest.
- Each pair will now have 'their' four words selected to represent the word or concept being explored.
- Next, ask each pair to join with another pair and go through the same process.
    - There will now be 4 people in each group attempting to select 4 words out of 8.
- Once this has been completed, review the entire activity.

Discussion:

- Get participants to share their reflections from the exercise.
- What did they learn?
- The group will already have had a rich discussion of the word or concept the exercise is exploring, but now they can see where they got to as a group. This is likely to have led to new insights and lessons.

Activity 26

60 min

The magic apple (see Appendix 8)

This activity is a group exercise on negotiation. The exercise can be modified to make it more relevant to the local context.

Form two groups at random. Seat the two groups in two separate rooms (if possible), or in such a manner that the groups do not communicate directly with each other. Provide the role sheets to each group. Make a few copies of each role sheet so each group member can read and understand their roles clearly. Explain the roles for each group. Allow the groups 10 minutes to discuss and identify a strategy. Take the role sheets back at the end of the 10 minutes.

Now make pairs between members of both groups, so that each pair has one member from each group, and ask them to negotiate the terms as described in the role play. Allow each pair up to 10 minutes to negotiate. All the pairs must negotiate simultaneously so each pair can get to their own agreement. Pairs cannot discuss amongst each other. If they do reach an agreement, ask them to write their solution on a piece of paper which can be handed over to the facilitator.

At the end of the exercise discuss the outcome achieved by each pair.

Keep in mind: Who came to what outcome? And the importance of the process of negotiation.

At the end of the round, participants are usually curious to know who among them came to what outcome. One of the key objectives from the exercise is to highlight that both groups did not necessarily have conflicting interests and that they could reach a solution by working together. However, they may have also found different ways to work together. There is no single right answer. On the contrary, each pair might have arrived at their own solution, and they may be happy with it - it is often a matter of perception. The key is for participants to reflect on how they conducted the negotiation process.

Activity 27

30 min

Community agreements

Community agreements are an important way to document progress made in negotiations. Agreements provide a collective opportunity to record what was agreed on, enabling it to be revisited in the future. However, it is important to pay attention to the tone and tenor of these agreements. If written mindfully, community agreements are an excellent way to create a deep and durable bond with or within a local or indigenous community.

Below are some general tips to follow when drafting community agreements:

- Remove judgment.
- Shift focus from the people to the problem.
- Shift focus from past to future.
- Remove accusation.
- Introduce neutral language.
- Shift the focus from position to interests.
- Shift from a negative perception to a positive one.
- Mutualize concerns.
- Focus on positive incentives for compliance over punitive action for non-compliance.

Present some examples of community agreements and ask participants to see how they can be improved. An example of how a community agreement could be written poorly or written well is provided in Appendix 9.

If written mindfully, community agreements are an excellent way to create a deep and durable bond with or within a local or indigenous community.

4
PARTNERS Principle: Responsiveness

Discussing 'Responsiveness'

How conservationists respond to situations requiring their attention forms an important part of sustaining mutual trust and building strong relationships between the communities and the conservation agency. It is in these situations that practitioners are likely to be faced with difficult decisions.

Problems commonly arise when working on conservation interventions. These can signal new and emerging threats and/or opportunities to extend conservation efforts.

How promptly we respond to these situations is critical. Effective conservation is about timing, about creating or finding opportunities, and responding to them.

Activity 28
Responsiveness discussion

15 min

Ask participants to think of situations in which they faced a problem or an emerging situation and responded to it. Encourage participants to share their experiences.

Effective conservation is about timing, about creating or finding opportunities, and responding to them.

Responding to biodiversity-unrelated requests

The desire to conserve can get us into difficult places and situations. How can we focus on conservation when communities are, at times, struggling for survival? In such situations, should we (as conservationists) get involved in the greater issues that concern the community?

For example, if the community we work with is grappling with an issue unlinked to biodiversity (e.g., the prevalence of a serious community health issue), would it be appropriate for us to get involved in addressing such issues?

Activity 29

15 min

How to manage biodiversity-unrelated requests

Suppose the community we collaborate with is facing an issue unrelated to biodiversity, such as a lack of schools, or a serious health issue or disease. In such a scenario, should we prioritize addressing this issue? During the activity, encourage participants to share their perspectives on how to approach such a situation. As participants may have differing opinions, allow for an open and inclusive discussion. Participants may suggest that biodiversityunrelated interventions can serve as a valuable entry point for engaging with communities. To guide the conversation, you may ask questions that encourage exploration of diverse viewpoints:

- If we choose to address the issue to encourage the community's commitment to support biodiversity conservation, how do we deal with a situation if there is a violation of this commitment?
- Do we have the expertise to take responsibility for the issue and address it?
- Are we establishing expectations within the community that we may not have the ability to meet in the future?

In conclusion, acknowledge that these are extremely complicated situations and may require specific thinking. However, it is vital to set expectations with the community at the onset and this is best done through clear communication, information, and a focus on biodiversity-related interventions, rather than unrelated ones. Refer to the PARTNERS Principles book for further guidance on how to evaluate and address biodiversity unrelated issues, which could be chronic or episodic. Some key questions to keep in mind when deciding to get involved (or not) in biodiversity-unlinked community needs include:

- How serious is the problem?
- Is the problem episodic or chronic?
- Do we have the expertise and the resources ourselves, or is it better to facilitate a specialized organization to help address the problem?
- Is it possible to assist the community to meet their biodiversity-unrelated needs through interventions that are biodiversity-linked?
- How mature is the conservation partnership with the community?
- To what extent does a biodiversity-unlinked intervention enhance the social capital?

Monitoring your programs

Monitoring and evaluation can help teams be more responsive to change. How conservation interventions lead to desirable (or undesirable) change is often unclear. Conservation programs do not occur in isolation, but are embedded in larger ecological and socio-political systems. There are other ecological or economic processes unfolding in parallel, and often, the response times of biological systems can be longer. This complexity makes it difficult to monitor our contribution towards the change, and to what extent our conservation programs are having the desired impact. This is where a well-planned monitoring and evaluation approach is useful and important.

Monitoring refers to the act of documenting ongoing activities. It can help to assess whether a given program is being implemented effectively. Monitoring ensures the program can be improved whenever needed, for instance to respond to changing threats and opportunities at the local level, or address implementation challenges. Monitoring means tracking the key elements of program implementation on a regular basis, both in terms of inputs and outputs. Information on input and output indicators tend to be collected on a continuous basis, whenever possible, and stored as program records. This information is summarized on a regular basis (i.e., once a year), as an integral component of program evaluation and management.

Examples:

- Inputs/process: Staff, time, money, other resources – e.g., number of trainings, number of vaccinations.
- Outputs: Immediate results of project activities – e.g., numbers of agreements signed, mortality of livestock to disease, amount of compensation, number of households involved.

Evaluation is the periodic assessment of the change observed, and the contribution of the conservation program towards this change. An evaluation is usually conducted every 3-5 years, once program implementation is considered to have made sufficient progress to lead to changes in outcome and impact indicators. You would only do an evaluation when you expect some change to have happened. Note that evaluations will benefit from a baseline survey for comparative purposes. This will allow a comparison of key indicators with how the situation was at the start of program implementation.

Examples of indicators:

- Outcomes: Intermediate results achieved by outputs – e.g., change in attitudes, number of households involved as a proportion of the community.
- Impact: Desired end goals of the project - e.g., change in behavior, change in status of biodiversity

It is recommended to keep three broad dimensions in mind when planning a monitoring and evaluation strategy:

1. Nature and severity of local threats to biodiversity.
2. Process indicators that help assess how well the conservation interventions are being implemented.
3. Impact indicators that help assess the contribution of conservation interventions towards the observed change.

Often, the list of indicators can be very long and time consuming. Instead, focus on collecting data related to your goals (i.e., key indicators), and make them easily measurable. There is great value in gathering data, but this is a time and resource intensive exercise. It is important to find the appropriate balance between the extent and value of gathering different kinds of data to inform decision-making about the performance of a program and how it can be improved.

For more useful tips on Monitoring and Evaluation you can visit the following website:
https://www.betterevaluation.org/

Activity 30 Monitoring

20 min

Ask participants to list the differences between monitoring and evaluation.

	Monitoring	Evaluation
What it means?	Monitoring refers to keeping track of routine processes within a conservation intervention.	Evaluation is a periodic activity that is used to draw conclusions regarding the relevance and effectiveness of a conservation intervention.
Is done at the	Operational level	Strategic level
Time required	Low but over a regular period of time	High but could be a one-time effort
Focuses on	Improving efficiency	Improving effectiveness

- Ask participants to list out the indicators that they monitor as part of their conservation interventions, and the periodicity of this monitoring.
- Ask participants to list any additional indicators that they would like to monitor, but that they are not currently implementing.

It is important to discuss the difference between monitoring and evaluation because usually we tend to focus more on activities rather than on the goal of our project, and so many times we end up changing what we want to achieve. This exercise also allows us to discuss the unintended second-order effects of the interventions we make. This kind of discussion can allow us to zoom out of the activities we are involved in to consider the overall goals that we may be trying to achieve through our efforts.

Activity 31

20 min

Participatory Monitoring and Evaluation

In this activity, we will discuss the importance of involving the community in monitoring and evaluation (M&E) processes as part of community conservation efforts. As the community is at the center of decision-making, it is crucial to ensure their active participation in monitoring and evaluation activities.

To begin the discussion, ask participants how they currently monitor their programs and if they use participatory methods. Encourage them to share their experiences. Then, identify as a group what opportunities and challenges they may be faced with. For example, your group may bring up:

Challenges

- Difficulty in organizing participatory M&E.
- Incorporating diverse views and groups within the community.
- Making efforts genuinely participatory and not just token.
- Sustaining efforts over time (i.e., addressing loss of momentum).

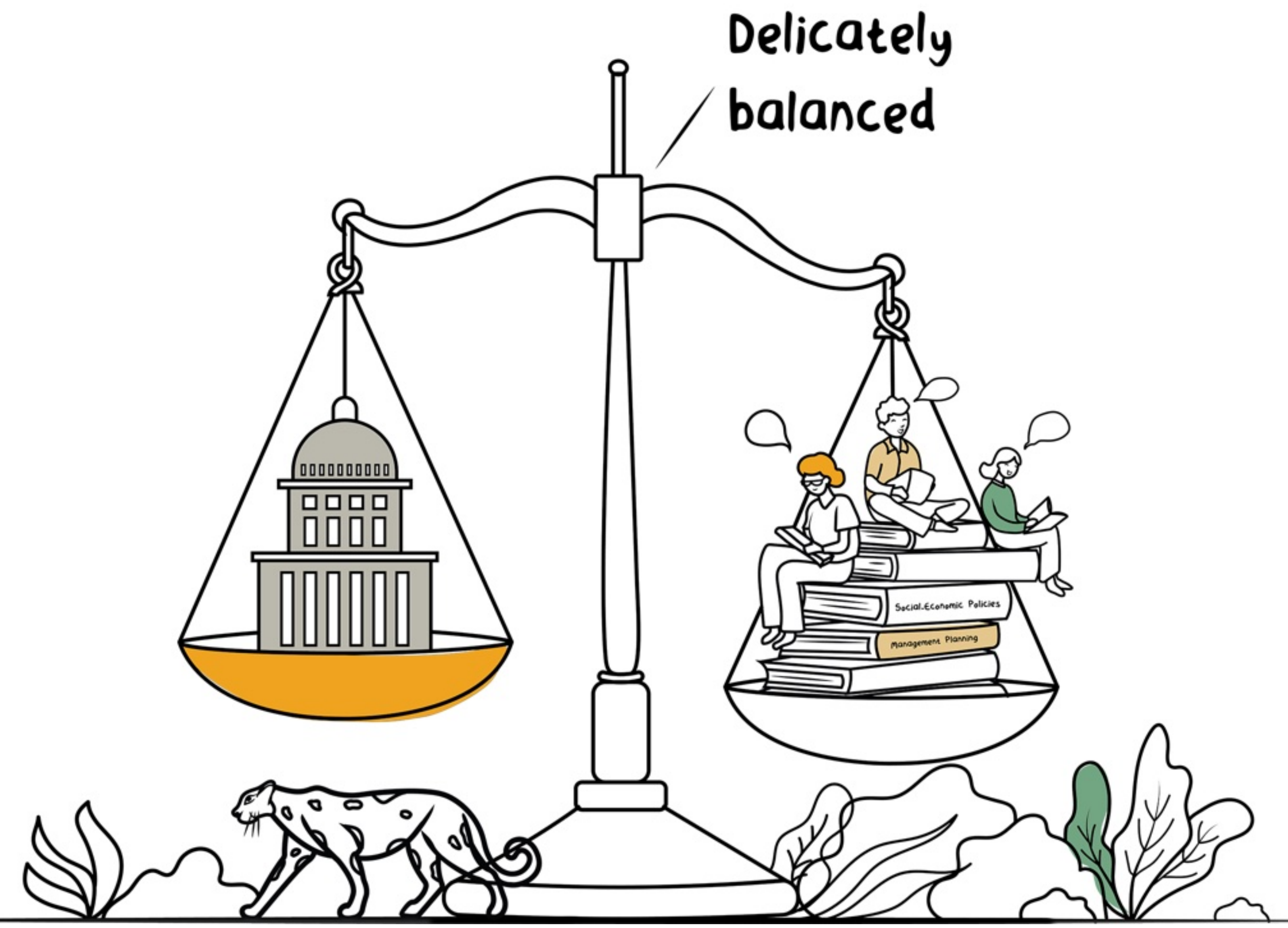
Opportunity

- Incorporating indigenous knowledge in a respectful way.
- Ensuring M&E as a vital tool to strengthen learning and reflection by community members.
- Enabling the community to lead efforts based on feedback that is timely and relevant.
- Bringing groups together to reflect in discussions on processes and outcomes.

Encourage participants to consider how they can incorporate participatory methods at different stages (i.e., project planning, implementation, and evaluation) in their own conservation efforts.

5
PARTNERS Principle: Strategic Support

Ultimately, the success and sustainability of interventions for conservation depend, to a large extent, on government support. Practitioners must work closely with governments in policy formulation, management planning and implementation, as well as in catalyzing multi-sectoral cooperation. This role requires a delicate balance whereby, on the one hand, the practitioner must cooperate and partner with governments to develop conservation-friendly policies, and on the other, challenge them when other development or economic policies are detrimental to biodiversity conservation.



Activity 32 Government support

20 min

1. **Introduction:** Introduce the topic of governments and conservation to the participants. Explain that the purpose of the activity is to explore different perspectives on governments and their potential role in conservation.
2. **Defining governments:** Start by asking participants to describe their understanding of a government. Give examples of different levels of government, such as provincial or local governments and central/federal governments. Ask participants to share their thoughts on these different levels. Additionally, ask participants to consider how they view governments, i.e., as a bureaucracy or policy-making body.
3. **Identifying different groups and actors:** Once participants have shared their definitions and understanding of what constitutes a government, ask them to distinguish between the different government groups and actors, and how they are involved in conservation. Ask participants to discuss the different needs, challenges, and effective engagement strategies for working with each of these groups.
4. **Sharing experiences:** Ask participants to share their experiences of working with governments, whether they be positive or negative. If any of the participants are themselves representatives from governmental institutions, ask them to present their perspective on working with conservationists and communities.
5. **Reflecting on lessons learned:** After participants have shared their experiences, encourage them to reflect on what they have learned. Ask them to identify things to be mindful of when working with governments, and to consider what opportunities exist to work with them as partners. Encourage the group to share any insights they have gained through their experiences and prompt a group discussion to draw out shared themes and lessons learnt.
6. **Conclusion**: Close the activity by summarizing the key insights and take home messages that emerged from the discussion.

Activity 33

20 min

Stakeholder mapping exercise

1. **Introduction:** Begin by introducing the concept of 'stakeholder mapping' and explaining that it is an important part of strategic support. The aim of the activity is to identify and analyze the key stakeholders who may have an impact on the success or failure of a conservation project or initiative.

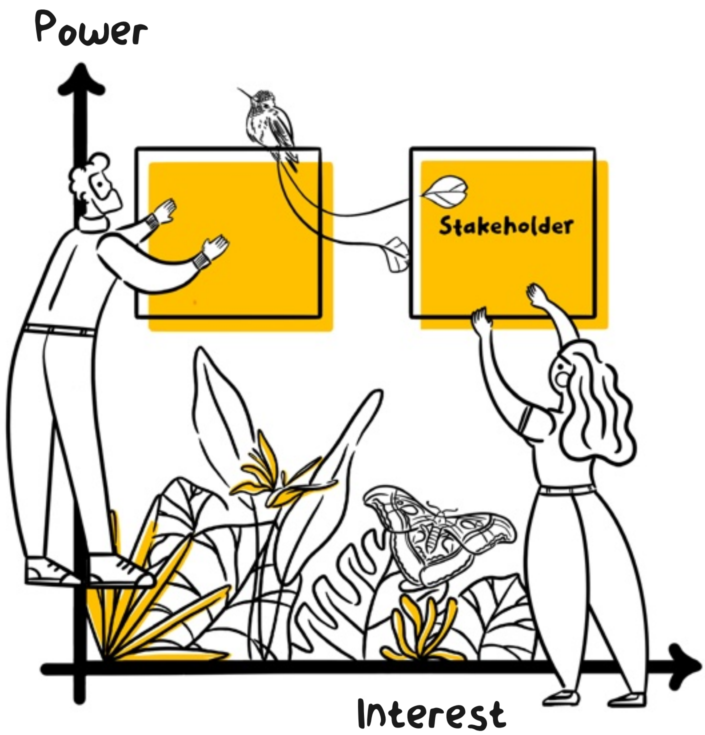
2. **Draw a vertical and horizontal axis on a flip chart**, with the vertical axis labeled "Power" and the horizontal axis labeled "Interest". Explain that power refers to the degree to which a stakeholder has the ability to influence the outcome of the conservation project. Interest refers to the degree to which a stakeholder is invested in the conservation project or has a stake in its success or failure.

3. **Ask participants to think about each stakeholder** on a project they are working on. Give them 2-3 minutes to add each key stakeholder or stakeholder group to the graph indicating whether their power or interest is high or low. For example, a stakeholder who has high power and high interest might be located on the top right of the graph.

4. **Review the Results:** After everyone has had time to plot their stakeholders, ask participants to share their results. Discuss why some stakeholders are considered high-power and high-interest, and what their potential impact on a given project might be. Ask participants to discuss why other stakeholders are considered low-power and low-interest and how they should be engaged, if at all.

5. **The above is helpful in discussing the next step**, which is to ask participants to look at their maps and think of where the groups would need to be moved to to improve the success of a community-led conservation initiative?

6. **Follow up questions could include:**
    - How many and what types of stakeholders did you list?
    - Who listed governments as one of their stakeholders? Any group in particular?
    - What would the map look like in an ideal situation?
    - What do the maps tell you about who you need to engage with and how?



Some of the clear benefits of working with governments are listed below:

- Engaging with governments can be a proactive way of improving the chances for biodiversity, and tip the balance slightly in favor of conservation when it is threatened by large economic forces.
- Conservation agencies can scale conservation efforts by working as a bridge between local or indigenous communities and wildlife managers.
- Conservationists can also act as an agency facilitating cooperation and communication between various government sectors.
- Conservation agencies may need to reconcile, even compromise at times, when working with governments. However, one must be prepared to oppose the government as well, if that is warranted.

Conservation practitioners, through working with governments, can play a significant role in policy formulation, management, planning, and implementation. However, in doing so there is room to disagree or oppose a government's decisions when needed, and so good diplomatic skills are needed to tread this fine balance.

6 Wrapping up

The PARTNERS Principles, closing discussions, feedback and group photo! The concluding session of the workshop formally introduces the participants to the PARTNERS Principles.

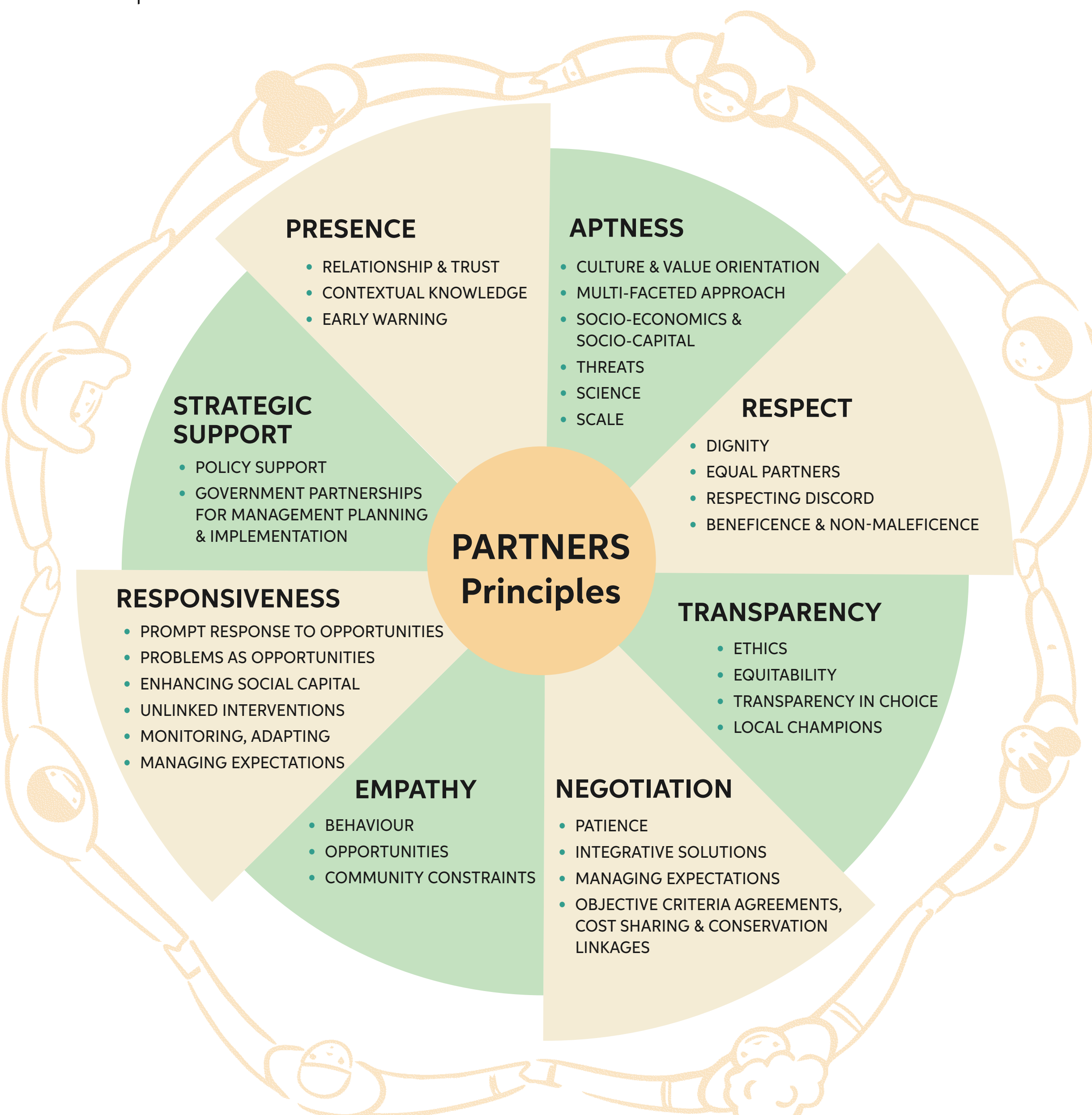


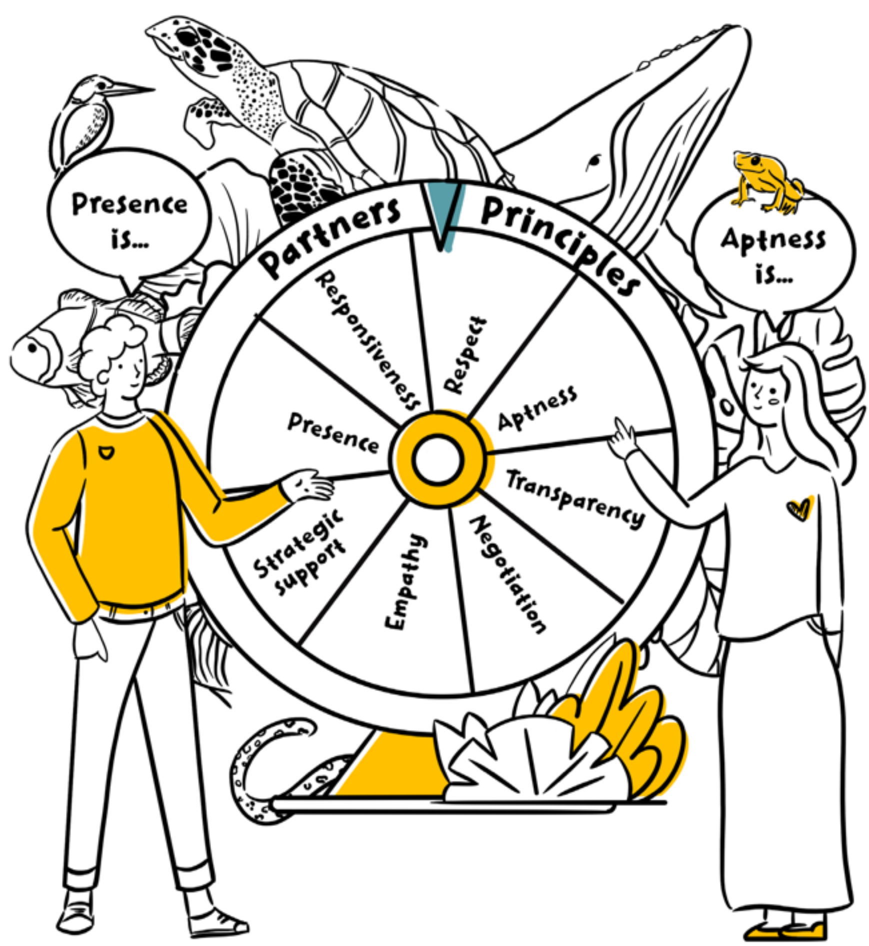
FIGURE 3: A detailed visual representation of the eight PARTNERS Principles for effective and respectful community conservation.

The PARTNERS Principles have been alluded to since the start of the workshop. Point to each of the principles and encourage participants to summarize what they recollect from the discussions carried out over the past two days.

Go back to the expectations stated by participants at the beginning of the workshop and read through them to check if they have been addressed.

Request participants to fill out the feedback form for the program. Please refer to Appendix 10.

End the session with a group photograph, which can be shared with all participants after the session.



Appendix 1:
Facilitation tips for trainers

- Get to know your group of participants – from their names to their personalities (e.g., whether they are likely to be quiet, loud, overbearing, discreet, jokey, etc.). The initial introductions activity will give you lots of insights!
- At the beginning of the course establish a few key features, namely the workshop guidelines, the parking lot flipchart, a flipchart with the agenda, expectations, etc. These can help you to redirect discussions or remind participants of agreements when needed.
- Share the agenda with participants and show them what you will cover. You can check that this fits with their expectations. If not, make changes to the agenda to reflect this – to the level you are confident with. If you are just starting in facilitation, be honest and explain that you will try your best to accommodate the expressed needs but may not be able to accommodate all of them.
- Try to stick to general timings so that participants know where they are in the general agenda, and how long they have to discuss individual topics (e.g., "we will go through this quickly", or "for this discussion we'll go in-depth"). You can ask participants to help you with timekeeping (see tip on dealing with loud or overbearing participants).
- But, try and be flexible too – for example, some things might take longer than planned if they are important for the participants. Check with participants "this seems like something you would like to spend more time on – is this the feeling from the group and if so, are you happy for us to spend more time on this, even if it means cutting time from later activities or discussions?"
- You can adapt activities to either stretch time (e.g., ask participants to reflect individually or in pairs or small groups, present to plenary and then discuss in plenary) or shrink it (discussion in plenary).
- Try and encourage all participants to engage in the course – some tips on dealing with challenges can be found below.
- Encourage openness and respect during the course. You will need to build trust with the participants. For example, if you make a mistake during your facilitation, acknowledge it, apologize, and move on.
- Use all your active listening skills and body language (face the audience, use eye contact, move closer to the participant speaking, incline head) during your facilitation.

FACILITATION CHALLENGES

Quiet people in the group

WHAT YOU CAN TRY

- Specify at the beginning that it's fine to have silences – it can be essential for some people to have a bit of time to gather their thoughts before they engage in discussions.
- Instead of asking very general questions, try and relate questions to a known experience. For example, instead of asking "who can tell me about issues that communities face", instead ask "Thinking back to the last time you met community leaders, what issues did they discuss with you?"
- Once you have asked a question, distribute Post-it notes and ask participants to note their answer, with their name on it on the Post-it, so that you can then ask them orally to elaborate on the points they made in writing.
- When asking a question, you can specify generally that you'd particularly like to hear from people who may not have had the opportunity to talk yet – or try more eye contact with those participants.
- If you have any participants that remain very quiet, go and check discreetly with them during a break that everything is fine or if anything is preventing them from engaging.
- Mix different discussion formats (e.g., small group discussions, role plays, one to ones, writing or drawing, etc.) to allow them to engage in different ways.

WHAT YOU SHOULD AVOID

- Avoid putting people on the spot "and what do you think?"
- Avoid highlighting the fact they may not have spoken much "we haven't heard anything from you yet – can you engage more in the discussion?"

Loud or overbearing people in the group

WHAT YOU CAN TRY

- When setting the workshop guidelines, you can ask participants to add in some rules about how to encourage everyone to speak (see point above about encouraging quiet participants), and how to self-regulate over-enthusiastic people. As a facilitator you can then point to the workshop guidelines when dealing with loud or overbearing participants and remind them of the workshop guidelines of keeping a little quieter if they have spoken a lot, or on the contrary engaging more if they have been quiet for a while.
- Encourage the others in the group to participate – see how to deal with quiet participants.
- Give the overbearing or loud participant a role, for example taking minutes, helping with timekeeping, or helping with an activity.
- Have a quiet word during one of the breaks just to highlight that you are keen to hear others in the group and while you do not want to stop them engaging, could they reflect on their engagement to allow others in the group to take part.
- Reduce direct eye contact with the louder participants.

People starting to get distracted

WHAT YOU CAN TRY

- It may be time for a break or a **fun activity**! Perhaps the participants are becoming a little tired, or simply can't take more in.

- If it is one particular pair or group of individuals disrupting the group, try to move people around after one of the breaks, perhaps as part of an activity.

Low participation of the group

WHAT YOU CAN TRY

- Again, it may be that participants are starting to get tired and need a change, either a break or a fun activity.
- It may be that the setting for discussions is not working. Try a smaller discussion group format or even pairing people up to continue the discussion and then report back to the group.
- Silence doesn't necessarily mean that participants are happy with the course or the way it is going. Try checking in with them after the break – either in an open discussion, or through a **smiley face check-up** (put up a flipchart with smiley face and sad face and ask people to write down on Post-its what they are liking and not liking about the session – this could give you tips on what to change in the next session).
- If there is no answer or discussion to a specific question, try rephrasing the question or an easier question before building up to the more complex discussion.

Lots of discussions going on at the same time

WHAT YOU CAN TRY

- It may be that participants want to talk about lots of issues and are finding it difficult to focus. This can be a really encouraging sign, but there are ways of managing this.
- Try to summarize points made quite regularly and also to group topics together to make it all more manageable for you as the facilitator and for the participants to be able to follow more clearly.
- Try and link the suggestions to the topic you are discussing.
- If the suggested topics do not fit with the theme being discussed, acknowledge the issue raised and thank the participant. Write the issue(s) down on the parking lot flipchart to show the participant they are not being dismissed but that the topic will be returned to later.

WHAT YOU SHOULD AVOID

- Don't force participants to follow one issue, especially if they are more interested in others.
- Don't ignore or dismiss issues suggested by participants.

Side conversations

WHAT YOU CAN TRY

- Discreetly go and stand near them to provide a hint that they are disrupting discussions.
- Ask them in a non-confrontational manner whether they would like to share any of their discussions with the broader group.
- Take a break and on their return, ask everyone to sit in a different place.
- If the individuals are being very disruptive, give the rest of the group a small activity, and take the individuals outside for a brief chat to explain the impact of their behaviour on your facilitation and the group dynamics. Explore ways of continuing the course in a more productive manner.

Negative behaviours from individuals

WHAT YOU CAN TRY

- Some participants may cause disturbance in a quiet, but still disruptive manner. This can include eye rolling, sighing, arm crossing, etc.
- Try and discuss with the participant during a break to explore what the problem might be and what you can do to address it.

Language issues

WHAT YOU CAN TRY

- Establish with the participants before the course, the language the course will be held in, and whether anyone might have problems understanding or engaging. You can then try and find solutions (e.g., translators) that can help.
- If translators are part of the course, make time before the course to discuss with them and jointly organise a work dynamic.
- If translators are being used, budget for twice the time needed, allowing sufficient time for the translator to translate, and sufficient time for the participants to hear the translation and ask any questions or provide feedback in the discussions.
- Re-configure the room if you feel that the translation is having an impact on the group dynamic.
- Use alternatives during the course to encourage all participants, regardless of language, to engage, e.g., visual materials, drawings, notes etc.
- Summarize all discussions on a flipchart so that everyone can see the key points being made.
- Remember that language is not neutral, and we may use the same terms that may be open to different interpretations. Clarify with the group their understanding of different terms, e.g., "I understand this issue as XXXX – is that the way you all understand it too? Because the feeling I am getting is that we might have different interpretations?" – remember that one interpretation is not better than the other, but the differences need to be acknowledged and clarified so we can have better discussions.

For more useful tips on facilitation you can visit the following web links:

https://www.ksl-training.co.uk/free-resources/

https://www.seedsforchange.org.uk/facilitatingworkshops

https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/facilitation-skills/main

Appendix 2: What makes a "good" trainer?

Facilitating a session for a group of fellow conservationists to discuss the principles of conservation can be challenging, or even intimidating. While none can claim expertise on a subject as complicated as conservation, facilitating such a session can be a very fruitful exercise for the participants and the facilitator(s).

Facilitating a session is not easy, one learns with experience.[2]

Several studies have been carried out to evaluate what makes a trainer effective. Here we compile a list of characteristics, identified from these studies.[3] [4]

Enthusiasm/high energy: A good trainer is able to intentionally create an up-beat atmosphere for the participants. The most important aspect for them is their overall ability to prepare for the training. They place great emphasis on having thorough knowledge of the training content prior to conducting the training. They do so by committing time to educating themselves to become fully competent to deliver a training program. Many good trainers claim that they became experts on the content of their training while working on the training. What sets a good trainer apart though is their genuine enthusiasm to conduct the training.

Good communication skills: The essence of being a good trainer is to get information across to others in a way that helps them learn. A good trainer is able to convey information clearly and concisely – and they know how to listen. They know when to speak, and when to remain silent, how to encourage others to speak, and how to end a discussion. They know when and how to ask questions. Remember communication skills can be learned and improved.

Sincerity/Honesty: A good trainer is able to demonstrate their true interest in delivering the training to the best of their ability. They see the importance of establishing a clear sense of direction during training to reduce participant anxiety. They also take every participant question seriously. They never pretend to have answers to questions when they do not and provide honest feedback when asked for.

Flexibility: Regardless of the amount of preparation prior to a training event, there may be occasions that call for some adjustments. A good trainer adapts to such situations by recognizing the need to adjust, alter, or eliminate material during the training, based on the unique needs of the participants. A good trainer can instantaneously adjust the content of instruction to accommodate participants' unique needs. They may diverge from prescribed material, alter or eliminate less pertinent material, and explore new areas outside the outlined course material

2 James A. Leach, "Distinguishing Characteristics Among Exemplary Trainers in Business and Industry," Journal of Career and Technical Education 12, no. 2 (May 1, 1996), https://doi.org/10.21061/jcte.v12i2.506.

3 Darryl Gauld and Peter Miller, "The Qualifications and Competencies Held by Effective Workplace Trainers," Journal of European Industrial Training 28, no. 1 (January 2004): 8–22, https://doi.org/ 10.1108/03090590410513866.

4 "What Makes a 'Good' Trainer?," Human Capital Review, n.d., http://www.humancapitalreview.org/content/default.asp?Article_ID=826.

based on their level of comfort on the topic. Good trainers are less likely to be concerned with losing control of the classroom training. Instead they stimulate a pertinent discussion and determine the appropriate time to revert to the outlined course material. Pertinent discussion is seen by good trainers to exemplify a successful training event.

Responsiveness: A good trainer demonstrates responsiveness by expressing interest in the individual learner, by listening, by accommodating individual differences, by establishing a rapport with participants, and by using relaxed mannerism during the training. Becoming involved with the participants is an important reason for their success at training. A good trainer is receptive to comments and questions and is eager to promote and generate a pertinent discussion. Such trainers will choose to discuss pertinent questions based on the dynamics of the group. They know when and how to appropriately end a discussion. An average trainer on the other hand takes a mechanical approach to instruction with emphasis placed on, and an apparent sense of pride in, accomplishing the instructional task at hand.

Tolerance: A good trainer sees it as important to maintain a positive attitude and tolerate disruptions during training. They are unlikely to become angry or frustrated and therefore lose composure during the training event. A good trainer does not take participant criticism as a personal attack. Such a trainer is willing and able to accommodate different learning styles.

Humour: Good trainers claim to have a sense of humour! They try to make the training fun for participants. Such trainers may poke fun at themselves during training. They also look to incorporate humour in conjunction with personal, real life stories and examples during training to relax the participants and create an open environment.

A good trainer has a set of competencies that they develop with experience which contribute to their success. The following table lists some such competencies while also trying to suggest how we could build them ourselves as we set of as trainers:

Competencies of a "good" trainer/facilitator	How to strengthen them?
Sets goals and objectives for training	The goal of our session(s) is to discuss the principles of engaging local or indigenous communities in conservation. We will also introduce participants to the PARTNERS Principles which are a set of guiding principles that can be helpful while working with local communities or indigenous peoples on conservation. Ensure that you discuss the goal(s) of the session clearly with participants at the outset.
Develops lesson plans	Ensure that you read through this entire guide and make yourself comfortable with it. Have a look at the introductory videos on the website of the Ethical Conservation Alliance. If you have any doubts or need clarifications, feel free to reach out to any of the other facilitators or trainers.
Keeps current and up-to-date	The module has been designed around a core set of principles. However, the mode of instruction and the examples may be adapted to the context and circumstance of the participants. The module encourages trainers to have the flexibility to adapt to such requirements, while continuing to guide them through the process.
Conducts needs assessment	It is useful to understand from the participants what they expect out of the session. In addition we also conduct a formal assessment at the end of each session to gather feedback of the participants. Both of these shall be used to keep the session current and relevant.
Designs instruction so it is easily understood	In our module, we discuss the principles of conservation through experiences sharing by participants. It may be very helpful to ensure that all the participants understand the context and remain part of the conversation.
Provides positive reinforcement	The session is an opportunity for participants to open up with their experiences in conservation – good or bad. Encourage them to share without judging them.
Blends different training techniques	We try to use group activities and other methods through the module to make it fun and interactive. But it always helps when you think through each of these and how you'd conduct for the group you are going to engage.

Competencies of a "good" trainer/facilitator	How to strengthen them?
Uses questioning to involve participants	The session is only as good as the participation we are able to achieve. Use every opportunity to bring the participants to speak, share experiences and present their views. Without participation, the session could become very boring. Plan before the start of the session on how you will engage the participants and encourage them to speak actively.
Facilitates group learning activities	The module has eight group activities that have been built in to ensure participation within the group. This was done based on feedback from the initial set of participants who have taken part in these workshops. If you see the opportunity to include more group activities that are relevant and could improve the module from its current form, do reach out to us (other facilitators/ Ethical Conservation Alliance members) so that it can be made part of the guide for trainers.
Clearly explains concepts	Acquaint yourself with the general principles of engaging communities in conservation – a helpful list of resources on the topic is available as part of the toolkit. Make sure you are comfortable with them. Discuss them with other facilitators if required. Use your perspective when facilitating these session. It is possible that participants may come with differing views which provides us the opportunity to engage on the topic. We hope that through such opportunities, we will come back with a richer perspective on the topic which can benefit all.
Presents training in a logical sequence	The module has been designed in a manner that begins with some of the basic principles and build on them.
Recognizes and attends to individual differences	Participants may include people with different perspectives and views. It is important to acknowledge this while trying to guide the discussion on the principles of engaging communities in conservation.
Explains complex ideas so they can be easily understood	In case there are concepts or ideas that are hard to explain, encourage others to contribute – part of the objective is for the entire group to explore the subject through sharing.
Evaluates effects and impact of training	The module will be followed by an evaluation that will be administered by the trainer. The feedback from the evaluation will be used to improve the training to make it more effective in future.

Appendix 3: Sample workshop announcement

Here is a sample announcement that can be use while inviting participation for a workshop:

Dear,

I hope this message finds you well. It is my pleasure to announce a new workshop organized by the Ethical Conservation Alliance. As you may already know, engagement with local or indigenous communities is essential to the success of conservation efforts. However, despite its significance, practitioners often have little formal training in community engagement and may struggle to recognize the pitfalls and opportunities inherent in developing genuine partnerships.

To address this gap, we have developed a set of principles and guidelines for community conservation called the 'PARTNERS Principles'. These principles have been informed by the Ethical Conservation Alliance's extensive community-engagement experiences and have now been transformed into a two/three-day workshop designed to train a diverse range of conservation practitioners, local community champions, members of local youth groups, participants in ongoing conservation programs, government frontline staff, and other local and international conservation agencies.

As someone who works closely in conservation, we believe that your participation in this workshop would be invaluable. During the workshop, the participants will actively share their personal experiences of working with communities, including the challenges, successes, and lessons learned. The details of the workshop are as follows:

Title: Workshop for engaging local or indigenous communities in conservation

Date: <<Specify the date>>

Time: 9:30-17:30

Location: <<Mention the location>>

Language: <<Mention language(s)>>

At the end of the two/three days, we hope that the participants will have improved their skills to engage communities in conservation and strengthened their ability to reflect on the challenges faced in community-led conservation and how these can be addressed. Participants will also become part of our network, which they can rely on for future trainings as well as by requesting remote "help solve my problem" sessions.

If this workshop sounds interesting to you, please confirm your participation by <<enter date>> as we have limited seats. If you have any questions about the workshop, please feel free to write back to us. Thank you for your attention to this invitation, and we hope to see you at the workshop.

Sincerely,

[Your Name]

Appendix 4:
Ideas for fun activities

1. THE KNOT GAME

Time: 10 minutes
Number of Participants: All participants
Tools Needed: None
Objectives: Team building exercise involving group problem solving
Guidelines:

- Ask everyone to form a circle, shoulder-to-shoulder.
- Have each player extend their left hand and take the left hand of another player in the group. It helps to have players introduce themselves to the person whose hand they are holding.
- Then have each player extend their right hand and take a different person's hand. Have everyone introduce themselves to those whose hands they are holding.
- Explain to the players that they are not to let go of each other's hands while they remain in the circle and untangle themselves. Players may change their grip to be able to move comfortably, but they are not to unclasp and re-clasp their hands, because then the circle would be broken.
- Players must try and unknot the circle by working together.
- If the team unknots itself quickly, repeat the game.
- At the end ask the team to discuss how they went about solving the knot.

2. "DRIVING YOUR CAR" TO BUILD TRUST

Time: 10 minutes
Number of Participants: All participants
Tools Needed: None
Objectives: Trust building
Guidelines:

- Ask the group to pair up (groups of two)
- Ask one person from each team to stand behind their partner and put their hands on their partners shoulders (they are the driver). While the partner in front closes their eyes (they are the car).
- The 'driver' can then ask to drive their 'car' around the room slowly without talking but by giving instructions by touching the partner's shoulders. The 'car' person must trust the 'driver' that they will not crash. Continue for 2 minutes.
- After 2 minutes ask the 'driver' to park their car somewhere fabulous. Once they are parked ask the 'car' to open their eyes.
- REPEAT for partner two. This time have the 'driver' only touch the 'car' with one finger on the shoulder. Again, the diver is not allowed to speak, and they can only communicate through the touch of the finger. The 'car' must really listen to the touch and trust their driver. After 2 minutes ask the driver to park their car somewhere fabulous.
- At the end, ask the participants what feelings came up during the activity? Discuss how this activity allowed participants to embody the principle of trust and communication.

3. MOTHER GUIDING CUB SNOW LEOPARD

Time: 15 minutes

Number of Participants: All participants

Tools Needed: None

Objectives: Trust building and communication

Guidelines:

- Ask the participants to find a new partner; someone they do not know very well.
- Give the pairs 5 minutes to develop a unique sound that distinguishes their pair and they can use as an 'animal call'. Also ask the pair to decide who is the 'mother' snow leopard and who is the 'cub' snow leopard.
- Ask the cub snow leopards to close their eyes. The mother snow leopard will then move the cub to an area in the center of the room. Make sure the cub keeps their eyes closed.
- The mother snow leopards will then go and stand somewhere else in the room.
- Ask mother snow leopards to use the unique 'animal call' sound to call their cubs towards them. Every mother will start making sounds and cubs may become confused. They will have to listen and walk towards the sound of their mother.
- Once the cub finds its mother the participant can open their eyes.
- Switch roles and repeat.
- At the end, ask the participants the feelings they experienced during the activity.

4. WORD SMUDGING

Time: 20 minutes

Number of Participants: All participants

Tools Needed: None

Objectives: Communication

Guidelines:

- Ask the participants to form groups of four with people they do not know very well.
- In each group, two people will play the game while two people will act as the audience.
- The two people playing the game will sit facing each other.
- At the count of three they must say the first word that comes to their mind at the same time. They then repeat this with the goal of trying to say the same word as their partner. Teams try to say the same word in the smallest number of trials.
- Ask the audience what they noticed. Did one player maintain the same word theme to match the other player's (dominant)? Did one player always change the theme to match their partner's (follower)? Did one player say random words (unpredictable)?
- At the end, ask the participants what feelings they experienced during the activity.

5. DRAW BACK TO BACK

Time: 20 minutes

Number of Participants: All participants

Tools Needed: Paper and pen/pencils

Objectives: Communication

Guidelines:

- Ask participants to form pairs with a person they do not know very well
- Have each partner of a pair sit back to back.

- Together the partners will have to draw on their paper the same drawing; a landscape, person or an abstract drawing. The partners are back to back so cannot see what the other person is drawing.
- The goal is to communicate clearly and for drawings to be very similar.
- After 10 minutes have teams compare their drawings
- At the end, ask the participants what feelings they experienced during the activity.

6. SNOW BALL GAME

Time: 20 minutes

Number of Participants: All participants

Tools Needed: Paper and pen/pencils

Objectives: Ice breaker and motivator

Guidelines:

- Give each participant a small piece of paper and ask them to write something about themselves on the paper.
- Collect all the papers and scrunch them up to look like 'snowballs'
- Get the participants to throw the 'snowballs' at each other as if they were having a snowball fight. After two minutes have everyone stop.
- Ask each person to find one of the snowballs and open it up, read the description, and try and find the person the paper belongs to. They must find out who the person is without using any of the words written on the paper.
- Once they find the person, they link arms with them.
- Eventually once everyone has found their snowball person, the team will automatically form a circle or two circles.
- At the end, ask the participants what feelings they experienced during the activity.

7. CHEERLEADER ROCK PAPER SCISSORS

Time: 15 minutes

Number of Participants: All participants

Tools Needed: None

Objectives: Ice breaker and motivator

Guidelines:

- Ask everyone to find a partner and play rock, paper, scissors. This involves each player of the pair simultaneously forming one of three shapes with an outstretched hand. These shapes are "rock" (a closed fist), "paper" (a flat hand), and "scissors" (a fist with the index finger and middle finger extended, forming a V).
- A player who decides to play rock will beat another player who has chosen scissors ("rock crushes scissors"), but will lose to one who has played paper ("paper covers rock"); a play of paper will lose to a play of scissors ("scissors cuts paper"). If both players choose the same shape, the game is tied and is usually immediately replayed to break the tie.
- Ask each team to play rock, paper, scissors three times. The person who wins most games out of three is the winner. The loser becomes the winner's cheerleader and stands behind him/her cheering their name loudly.
- The winner (with the cheerleader behind them) then goes and finds a new player to play rock, paper, scissors. Again, the loser of the game goes behind the winner to join the cheerleading crew. Winners will win all the cheerleaders of the loser's team.

- Eventually two people are left- and the final match takes place. By this time each person has many cheerleaders behind them cheering them on to win the final rock, paper, scissor match.

8. GUESS WHAT MY 'OTHER CAREER' WOULD BE

Time: 20-30 minutes

Number of Participants: All participants

Tools Needed: None

Objectives: Icebreaker and motivator

- Ask everyone to brainstorm an alternative life where they would follow another career.
- Each person must then go in the middle of the room and act out their career. Everyone must then guess what career they are acting.
- This is a great game for participants to get to know each other outside the theme of conservation.

Appendix 5:
Sample workshop schedule

DAY 1:

09.30 to 10.00	(30 min)	Introduction & Workshop guidelines
10.00 to 10.45	(45 min)	Sharing Expectations
10.45 to 11.00	*(15 min)*	*Tea Break*
11.00 to 12.00	(60 min)	Sharing personal experiences of community-led engagement
12.00 to 13.00	(60 min)	Exploring the principle of Presence
13.00 to 14.00	*(60 min)*	*Lunch Break*
4.00 to 14.45	(45 min)	How do we decide on an intervention?
14.45 to 15.45	(60 min)	Trying to negotiate
15.45 to 16.00	*(15 min)*	*Tea Break*
16.00 to 16.45	(45 min)	Discussing 'Transparency' and 'Respect'
16.45 to 17.15	(30 min)	Styles of management
17.15 to 17.30	(15 min)	Wrap Up

DAY 2:

09.30 to 10.00	(30 min)	Refresher of Day one
10.00 to 11.00	(60 min)	Developing empathy
11.00 to 11.15	*(15 min)*	*Tea Break*
11.15 to 12.00	(45 min)	Active listening
12.00 to 13.00	(60 min)	Negotiations with communities
13.00 to 14.00	*(60 min)*	*Lunch Break*
14.00 to 15.00	(60 min)	Negotiations with communities (continued)
15.00 to 16.15	(75 min)	Discussing Responsiveness & Monitoring
16.15 to 16.30	*(15 min)*	*Tea break*
16.30 to 17.30	(60 min)	The PARTNERS Principles, closing discussions, feedback and conclusion

Appendix 6:

Explanation sheet for activity 20: Styles of management

We don't like to caricature animals and their behavior, so please view the categorization of these management styles lightly, and only for the purpose of better understanding. The stereotypes don't accurately represent the animals they derive the name from!

Horses (compromising): Horses are moderately concerned with their own goals and relationships with others. Horses seek to give up part of their goals, and persuade the other person to give up part of theirs – a compromise. They seek the middle ground in a conflict. They are willing to sacrifice part of their own goals and relationships in order to find agreement for the common good.

Sharks (forcing): Sharks try to overpower opponents by forcing them to accept their solution to a conflict. Their goals are highly important to them and relationships of minor importance. They are not concerned with the needs of others and seek to achieve their goals at all costs. Sharks assume that conflicts are settled by one side winning and the other losing. They want to be the winner. Winning gives them a sense of pride and achievement. Loosing gives them a sense of weakness, inadequacy and failure. They try to win by attacking, overpowering, overwhelming and intimidating others.

Turtles (withdrawing): Turtles withdraw into their shells to avoid conflict. They give up their personal goals and relationships. They stay away from the issues over which the conflict is taking place and from the people with whom they are in conflict.

Cuddly toys (smoothing): Cuddly toys' relationships are of great importance and their goals of little importance. They want to be accepted and liked by others. They think that conflicts should be avoided in favour of harmony and that people cannot discuss conflicts without damaging relationships. They feel that if the conflict continues, someone will get hurt, and that will ruin the relationship. They give up their goals to preserve the relationship. Cuddly toys try to smooth over the conflict for fear of harming the relationship.

Elephants (confronting): Elephants highly value their own goals and relationships. They view a conflict as a problem to be solved and seek a solution that achieves their own goals and the goals of the other person. They see conflicts as ways of improving relationships by reducing tension. By seeking resolutions that satisfy themselves and the other side, elephants maintain the relationship. They are not satisfied until solutions are found, and the tensions and negative feelings have been resolved.

Appendix 7:
An example of negotiation role plays for exercise 23

Community/Villagers:

You are part of a conservation-linked handicrafts programme called **Conservation Livelihoods**. You are one of the oldest participants of the programme and have completed four years. The team from the conservation agency running the programme is visiting you to finalize the agreement for the fifth year. In the past four years, there have been no cases of illegal hunting around your village and the attitude towards wildlife has been very positive. You are hopeful that this year, all the participants will be taken on an exposure visit to the capital as a reward for being part of the programme for so long. You also hope that the prices for work you do this year will at least be raised by 20%.

Conservationists:

You are running a conservation-linked handicrafts programme in several villages. You are visiting your oldest participating village that has been part of this programme for the past 4 years. You are here to make an agreement for the fifth year. Due to unexpected problems with funding, you are not in a position to increase the number of orders you will place with the participants of this village or the price you pay for their efforts, for this year. You are hoping to convince your participants to continue at the same rates for the coming year.

Appendix 8:
Role sheet for activity 25: The magic apple

(Adapted from George Mason University Institute for Conflict Analysis and Resolution Fairfax, Virginia). We have modified the role play to suit working with local communities for our audience but the principles remain the same.

Role 1: Dr. Ali

You are Dr. Ali. You are a famous researcher in a medical company. Your company is working to prepare a new medicine for livestock. Some parts of your country have reported a new disease that is killing sheep and goats. The exact reason for this disease is not known. Once infected the animal stops taking any food and dies within a week. The meat of the animal is also considered unfit for consumption. This disease seems to spread slowly to other sheep and goats sharing the same corral. Many deaths of sheep and goats have been reported due to this mysterious disease.

You have developed a new vaccine that saves sheep and goats from this disease. Animals injected by this new medicine were not affected by the disease. One of the key ingredients used in making this injection is the seed of the Tabo apple: an apple that grows in a remote valley named Tabo. Unfortunately, there were only 4000 Tabo apples produced this season.

You have been informed that Tanzin, a farmer who grows fruits, has 3000 of these Tabo apples. This will provide you with sufficient apple seeds to supply injections for one year. You also know that the seeds are in good condition.

In addition, you have been informed that Dr. Miji is also trying to purchase Tabo apples and she is aware of Tanzin's 3000 apples. Dr. Miji works for another large medicine company. Competition between your companies is intense.

Your company has authorized you to approach Tanzin to purchase the 3000 Tabo apples. You have been told he will sell them to the highest bidder. Your company has authorized you to bid as high as 250,000 SOM (currency) to obtain the seed of the apples.

Before approaching Tanzin, you have decided to talk to Dr. Miji to influence her so that she will not prevent you from purchasing the apples. But you need to be careful, because if Dr. Miji figures out how valuable this deal is, it might get more complicated for you. Try to make sure that you can arrange to buy at least some of the apples from Tanzin within your budget even if that means that you have to withhold some vital information while negotiating with Dr. Miji.

Role 2: Dr. Miji

You are Dr. Miji. You are a renowned researcher in a medical company. Your company has prepared a medicine that prevents altitude sickness. Your region receives a very high number of tourists. However, more than half the tourists arriving to this region suffer signs of altitude sickness due to which they have to cancel part of their trip. As a result of this the number of tourists arriving to this region has gone down in the past 3 years.

The medicine your company has prepared is showing very good results to prevent altitude sickness. Tourists completing a course of 6 tablets reported no complaints of altitude sickness. This medicine can help bring back the tourism industry on track. One of the key ingredients used in making this injection is the peel of the Tabo apple: an apple that grows in a remote valley named Tabo. Unfortunately, there were only 4000 Tabo apples produced this season. No additional Tabo apples will be available till the next season.

Unfortunately, the present solution was just identified and your company is now looking to manufacture and sell this medicine aggressively. It can earn a very high profit for your company and you could also receive a big reward from the company.

You have been informed that Tanzin, a farmer who grows fruits, has 3000 of these Tabo apples. This will provide you sufficient apple peel to manufacture tables for one year. You also know that the apples are in good condition.

In addition, you have been informed that Dr. Ali is also trying to purchase Tabo apples and he is aware of Tanzin's 3000 apples. Dr. Ali works for another large medicine company. Competition between your companies is intense.

Your company has authorized you to approach Tanzin to purchase the 3000 Tabo apples. You have been told he will sell them to the highest bidder. Your company has authorized you to bid as high as 300,000 SOM to obtain the peel of the apples.

Before approaching Tanzin, you have decided to talk to Dr. Ali to influence him so that he will not prevent you from purchasing the apples. But you need to be careful, because if Dr. Ali figures out how valuable this deal is, it might get more complicated for you. Try to make sure that you can arrange to buy at least some of the apples from Tanzin within your budget even if that means that you have to withhold some vital information while negotiating with Dr. Miji.

Analyzing the exercise

The most important factor in this role play is that one person is seeking the peel of the apples and the other person is seeking the seed of the apples. Usually the participants will begin the role play perceiving themselves to be in competition over the whole apple. How the role play proceeds depends on how soon (if ever) the participants realize that their needs are not necessarily mutually exclusive.

Two factors affecting the negotiation are how transparent and trusting, participants perceive their partner to be (which you can influence in the way you set the exercise up, what instructions you give).

You can vary the way you use this exercise according to the situation and your purpose for using it. One common variation is to have a third participant observe the role play and give feedback and analysis afterwards. Another is to have the roles of Dr. Ali and Dr. Miji played by teams of two or three individuals and to require a consensus decision of the group. This variation has the added complexity of forcing participants to agree with the other members of their team as well as competing with an "adversary". Competition is often more intense in this situation.

Appendix 9:
An example of community agreements for activity 26

Here are two examples of a community agreement drawn up for a similar intervention. Which of these would you prefer to take up? Why?

Community agreement

This agreement is with the local villagers of village Yaksha and which was signed on 5 November 2023. Last summer a local resident (Mr. Sonam) of this village had killed a large carnivore (i.e. snow leopard, tiger, lion) in retaliation after the animal had entered his corral and killed 40 of his livestock. Despite this being prohibited under the law, no action was taken against Mr. Sonam or the other villagers.

In order to prevent such incidents in future, the NGO graciously agrees to help the villagers reinforce their corrals. Under this agreement the NGO will provide Rs 10,000/- to each family of the village to repair their corrals. Each recipient should complete this work within 2 weeks of receiving this amount. In case this is not done, the NGO is entitled to claim a refund.

The villagers of Yaksha agree that they will not cause harm to large carnivores in the future. If they do cause any harm, the NGO shall discontinue working with the community and shall immediately report the incident to the local government department.

This agreement shall be reviewed and revised annually by the NGO.

Community agreement

This agreement is between the local community in the village of Yaksha, represented by the village council, and the NGO XXX. Both groups have been working closely to conserve local wildlife by setting up interventions to prevent conflict between local herders and wild carnivores.

One of the main causes of conflict is from surplus killing of livestock by large carnivores. Based on a survey conducted recently as a joint exercise in the village, we identified that several of the corrals that had faced an attack had large openings through which the large carnivore entered them easily. Such attacks could be prevented by sealing the large openings of such vulnerable corrals using metallic grills.

Both groups have agreed to work together to:

- Form a joint team of the village council and the NGO who will make a list of vulnerable corrals in Yaksha village. Measurements will be taken for all corrals that need metallic grills.
- This team will order the grills as per the measurements taken by them at the village. The NGO shall provide monetary support for the costs incurred in the process. The joint team shall work with individual herders to ensure that the metallic grills are installed on the vulnerable corrals.
- The joint team aims to execute this project within one month of the signing of this agreement.

The villagers of Yaksha agree to renew their commitment of protecting local wildlife around their village. In case of any further conflict from wildlife, the villagers commit to work with the NGO team to identify and implement suitable interventions.

Appendix 10: Workshop evaluation Form for participants

We'd appreciate five minutes of your time to complete the questionnaire. All data will be anonymised and will help us to improve future training.

Some information about you:

Q1. What is your discipline and/or area of expertise?

Q2. Which organization do you work for?

Your views about the training course arrangements:

Q3. Please rate the arrangements for the meeting:

	Strongly Dislike			**Strongly Like**	
Agenda	❶	❷	❸	❹	❺
Comfort & layout of the training room	❶	❷	❸	❹	❺
Catering/Coffee Breaks	❶	❷	❸	❹	❺

Q4. How effective were the agenda and activities for stimulating learning and discussion?

☐ Not effective ☐ Marginally ☐ Quite ☐ Effective ☐ Very effective

How could they be improved in future training courses?

Q5. What were the aspects of the training you enjoyed most, and why?

Enjoyed Most

Why?

Q6. What were the aspects of the training you enjoyed least, and why?

Enjoyed Least

Why?

Q7. How useful was the supporting material, namely the toolkit, and why?

☐ Very useful ☐ Somewhat useful ☐ Not useful

Why?

Q8. How did the training course impact on building your skills, knowledge and confidence?

☐ Building confidence ☐ Learning new skills ☐ Building knowledge

How?

Q9. How will you share or apply what you have learned in the training course?

Q10. How could the toolkit and/or training course be improved in the future?

Thank you very much for your time and participation! We hope you have enjoyed your training course. Please do not hesitate to contact us directly to discuss any aspects of the toolkit and training: [insert emails here]

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